

Farmington Municipal Schools

DEPARTMENT OF: Multicultural Services



Tribal Education Status Report

For School Year 2019-2020

Issued September 2020

Superintendent

Eugene Schmidt, PhD

Deputy Superintendent

Phil Valdez

Report Submitted by:

Shawl D. Iron Moccasin
Assistant Director of Multicultural Services

Table of Contents

Executive Summary.....3

Introduction.....4

Statutory Requirements, 22-23A-7. Report.....19

Student Achievement.....21

Graduation Rate.....23

Attendance.....24

Parent and Community Involvement.....26

Educational Programs Targeting Native American Students.....28

Financial Reports.....33

Current Status of Federal Indian Education Policies & Procedures.....34

School District Initiatives to decrease the number of student dropouts and increase attendance.....36

School District Consultations with District Indian Education Committees, School-Site Parent Advisory Councils and Tribal, Municipal, and Indian Organizations.....40

Free/Reduced Lunch.....41

APPENDIX: Indian Policies and Procedures.....43

EXECUTIVE SUMMARY

The Farmington Municipal Schools (FMS) has implemented district wide initiatives to meet and impact the educational needs of all students. The FMS Multicultural Services specifically focuses on supporting the unique educational needs and cultural identity and academic needs of Native American students. The work of the FMS Multicultural Services is aligned to the district-wide commitments:

1. Safe, Supportive, and Collaborative Culture
2. Effective Teaching in Every Classroom
3. Guaranteed and Viable Curriculum
4. Standards Referenced System

The commitments are derived from Robert J. Marzano's High Reliability Schools™ framework. "This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become a high reliability school—where all students learn the content and skills they need for success in college, careers, and beyond" (marzanoresources.com, 2019). The fifth commitment is "Competency-Based Education" which is not yet a focus area of Farmington Schools' as schools are currently working on mastering the one or both of the first two levels.

Bobby Newland, Chief Financial Officer
Robert Emerson, Executive Director of Technology
Chris Pash, Executive Director of Human Resources
Cody Diehl, Director of Support Services
Ted Lasiewicz, Chief of Operations
Nicole Lambson, Executive Director of Curriculum, Instruction, and Assessment
Nate Pierantoni, Director of School Improvement, Data, and Assessment
Korth Ellsworth, Director of Secondary Education
Jennifer Bowles, Director of Elementary Education
Christa Kulidge, Director of Exceptional Programs
Laura Huish, Assistant Director of Exceptional Programs
Karen Brown, Director of Multicultural Services
Shawl Iron Moccasin, Assistant Director of Multicultural Services
Ann Diehl, Director of Title I
Mark Harris, Community Outreach Coordinator
Paul Pavlik, Homeless Liaison
Billy Huish, Transportation Supervisor
Steve Vollmert, Plant Operations Supervisor
Jaynelle Minor, Student Nutrition Supervisor

INTRODUCTION

Farmington has diversity. Situated in San Juan County, the town is known to Navajo families as Tóta’—meaning between rivers as it sits among the San Juan, Animas, and La Plata Rivers. Incorporated in 1901, Farmington is a commercial hub for the Four Corners area, and is home to approximately 45,000 people (based on 2010 census). It’s founding began in the San Juan Basin with farming and ranching. With the surrounding Native American Reservations, Navajo, Apache, and Ute, Farmington Municipal Schools educates many Native American children. Additionally, there are many Hispanic families that move to Farmington for employment opportunities who also have children in the school system. The district is approximately 1/3 Native American, 1/3 Hispanic, and 1/3 Caucasian.

Farmington has 20 schools: two PreK academies, ten elementary schools, four middle schools, and four high schools.

ENROLLMENT

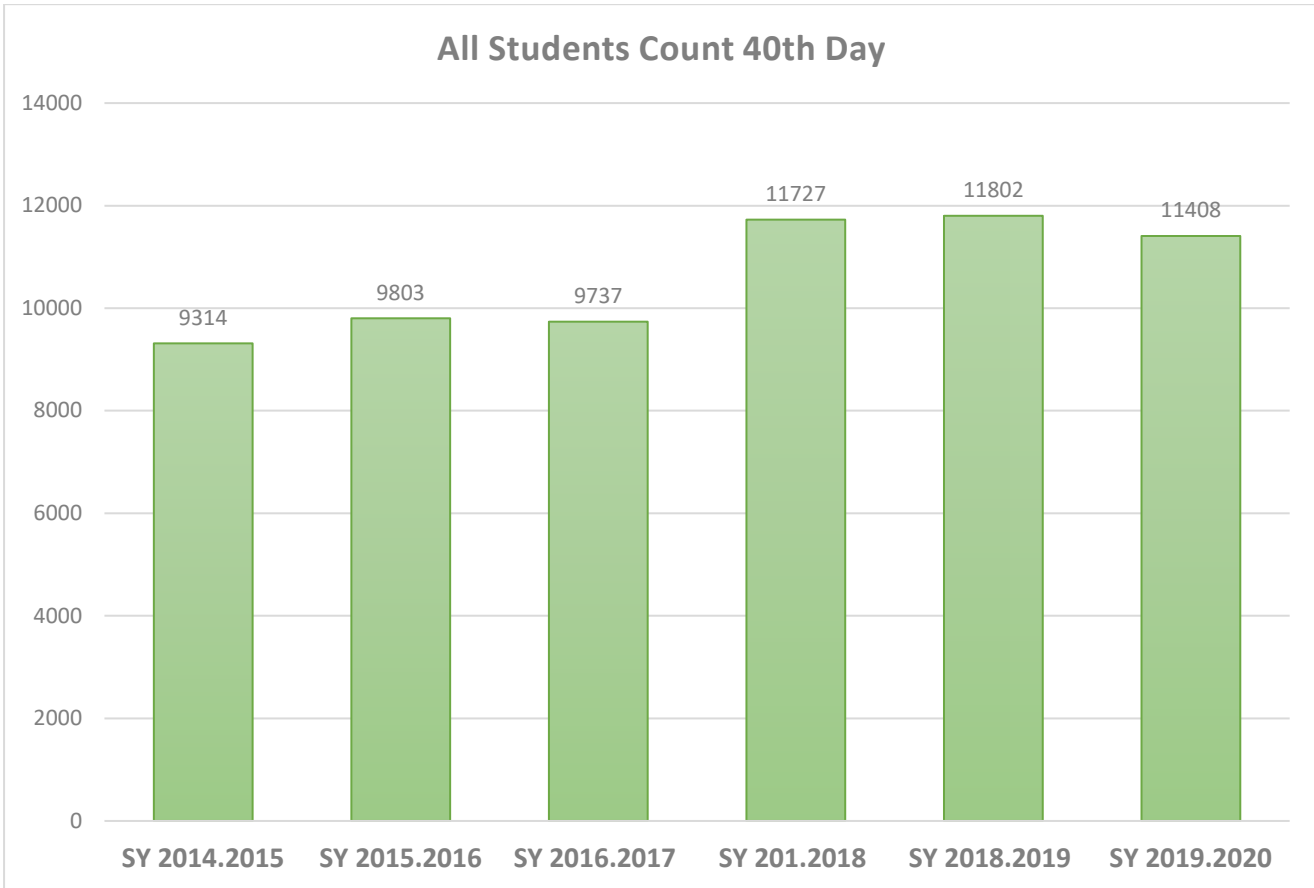
Objective: To recruit and continue to increase enrollment by marketing Farmington Municipal Schools as a district that has a “Safe, Supportive, and Collaborative Culture” (commitment 1) where “Effective Teaching in every classroom” (commitment 2) is provided so students can thrive and be successful.

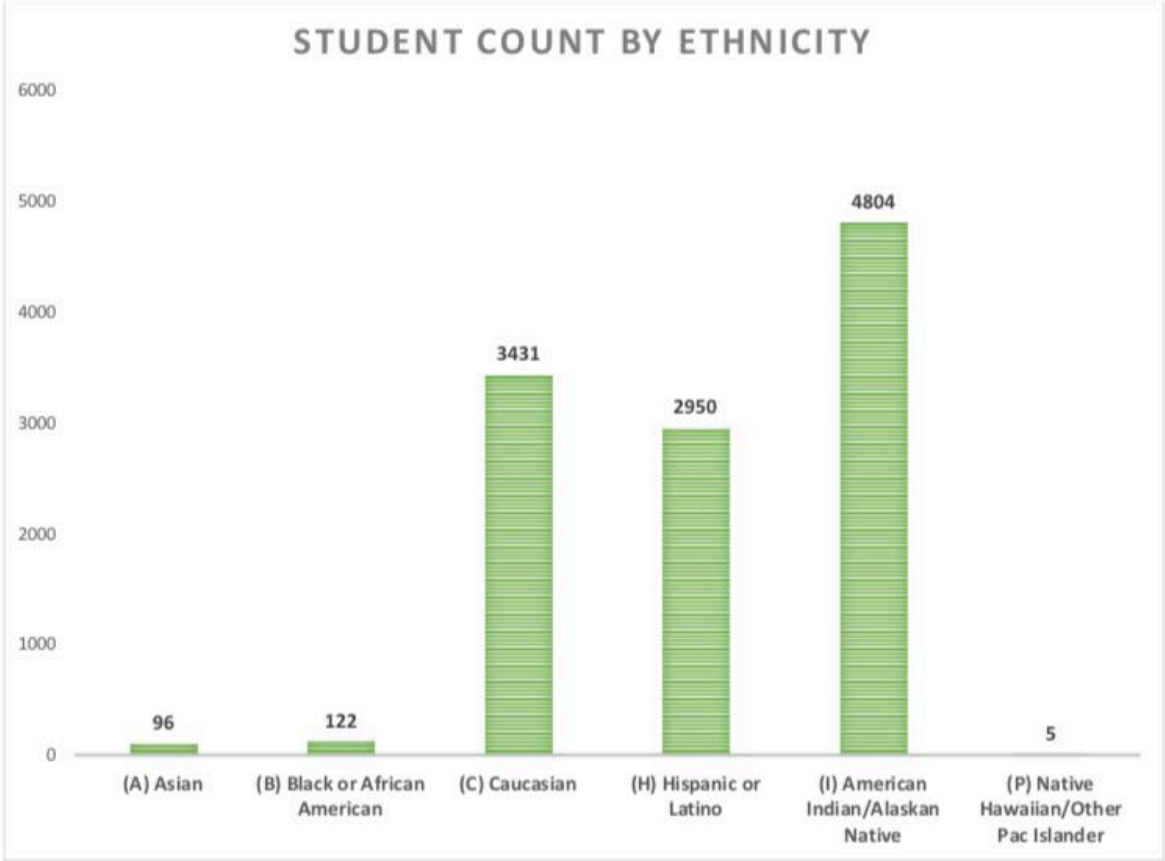
Background: Farmington Municipal Schools has had improvement in enrollment as indicated in the data in subsequent pages. The data is based on 40 count day; as of School Year 2019-20, there are 11,408 students enrolled. Of the 11,408 students, 4,804 (42%) are identified as Native Americans.

Methods: Farmington Municipal Schools tell their success stories across digital platforms such as Facebook, Twitter, school webpages and district web pages. Schools provide parent and student surveys to determine the pulse of school and determine next steps to improve processes in their buildings. There is a common message that all students are welcome to join in the success stories of the district. The Native American youth Advisors, AMP (Advancing Measurement in PED) personnel, and the Community Outreach Coordinator, and the Homeless Liaison work with children across the district.

Conclusion: As data shows, the Farmington Municipal Schools continues to grow in enrollment with a slight drop in SY 2019-20. Per the Superintendent, some reasons for growth are: “Parents are moving into Farmington community for jobs, there is a consistent message from FMS School Board, FMS district leadership, and FMS schools that students and their families will be welcomed. Additionally, students are engaging with others by telling their stories of success. District-wide proficiency levels have been improving. 85% of the FMS budget can be directly tracked to helping kids. As a sign of optimism, a celebration at Farmington High School is their graduation rate.

Action Plan: FMS will continue to identify lagging data and develop action plans to improve processes across schools and the district. The district will continue to provide meaningful and institutional support to improve all schools in order to attract families and their students.





NUMBER OF NATIVE AMERICANS ENROLLED PER SCHOOL

(I) American Indian/Alaskan Native

| | |
|-------------------------|-----|
| ANIMAS ELEMENTARY | 268 |
| APACHE ELEMENTARY | 372 |
| BLUFFVIEW ELEMENTARY | 181 |
| COUNTRY CLUB ELEMENTARY | 107 |
| ESPERANZA ELEMENTARY | 229 |
| FARMINGTON HIGH | 645 |

| | |
|--------------------------------------------------|--------------|
| FARMINGTON PRESCHOOL ACADEMY EAST | 60 |
| FARMINGTON PRESCHOOL ACADEMY WEST | 63 |
| HEIGHTS MIDDLE SCHOOL | 271 |
| HERMOSA MIDDLE SCHOOL | 248 |
| LADERA DEL NORTE ELEMENTARY | 156 |
| MCCORMICK ELEMENTARY | 235 |
| MCKINLEY ELEMENTARY | 231 |
| MESA VERDE ELEMENTARY | 166 |
| MESA VIEW MIDDLE SCHOOL | 199 |
| NORTHEAST ELEMENTARY | 263 |
| PIEDRA VISTA HIGH | 508 |
| ROCINANTE HIGH | 103 |
| SAN JUAN COLLEGE HIGH SCHOOL | 82 |
| SAN JUAN COUNTY JUVENILE SERVICE CENTER | <10 |
| TIBBETTS MIDDLE SCHOOL | 411 |
| Total (Does not include rows with <10) | 4,794 |

NUMBER OF AFRICAN AMERICANS ENROLLED PER SCHOOL

(B) Black or African American

| | |
|-----------------------------------|-----|
| ANIMAS ELEMENTARY | <10 |
| APACHE ELEMENTARY | <10 |
| BLUFFVIEW ELEMENTARY | <10 |
| COUNTRY CLUB ELEMENTARY | <10 |
| ESPERANZA ELEMENTARY | <10 |
| FARMINGTON HIGH | 18 |
| FARMINGTON PRESCHOOL ACADEMY EAST | <10 |
| FARMINGTON PRESCHOOL ACADEMY WEST | <10 |

| | |
|-----------------------------------------|-----|
| HEIGHTS MIDDLE SCHOOL | 12 |
| HERMOSA MIDDLE SCHOOL | 13 |
| LADERA DEL NORTE ELEMENTARY | <10 |
| MCCORMICK ELEMENTARY | <10 |
| MCKINLEY ELEMENTARY | <10 |
| MESA VERDE ELEMENTARY | <10 |
| MESA VIEW MIDDLE SCHOOL | <10 |
| NORTHEAST ELEMENTARY | 11 |
| PIEDRA VISTA HIGH | 19 |
| ROCINANTE HIGH | <10 |
| SAN JUAN COLLEGE HIGH SCHOOL | <10 |
| SAN JUAN COUNTY JUVENILE SERVICE CENTER | <10 |
| TIBBETTS MIDDLE SCHOOL | <10 |

NUMBER OF CAUCASIANS ENROLLED PER SCHOOL

(C) Caucasian

| | |
|-----------------------------------|-----|
| ANIMAS ELEMENTARY | 64 |
| APACHE ELEMENTARY | 47 |
| BLUFFVIEW ELEMENTARY | 92 |
| COUNTRY CLUB ELEMENTARY | 304 |
| ESPERANZA ELEMENTARY | 83 |
| FARMINGTON HIGH | 424 |
| FARMINGTON PRESCHOOL ACADEMY EAST | 49 |
| FARMINGTON PRESCHOOL ACADEMY WEST | 43 |
| HEIGHTS MIDDLE SCHOOL | 306 |
| HERMOSA MIDDLE SCHOOL | 251 |
| LADERA DEL NORTE ELEMENTARY | 284 |

| | |
|--------------------------------------------------|-------------|
| MCCORMICK ELEMENTARY | 49 |
| MCKINLEY ELEMENTARY | 153 |
| MESA VERDE ELEMENTARY | 161 |
| MESA VIEW MIDDLE SCHOOL | 127 |
| NORTHEAST ELEMENTARY | 163 |
| PIEDRA VISTA HIGH | 457 |
| ROCINANTE HIGH | 80 |
| SAN JUAN COLLEGE HIGH SCHOOL | 128 |
| SAN JUAN COUNTY JUVENILE SERVICE CENTER | <10 |
| TIBBETTS MIDDLE SCHOOL | 158 |
| Total (does not include rows with <10) | 3421 |

NUMBER OF HISPANICS ENROLLED PER SCHOOL

(H) Hispanic or Latino

| | |
|-----------------------------------|-----|
| ANIMAS ELEMENTARY | 76 |
| APACHE ELEMENTARY | 48 |
| BLUFFVIEW ELEMENTARY | 117 |
| COUNTRY CLUB ELEMENTARY | 128 |
| ESPERANZA ELEMENTARY | 197 |
| FARMINGTON HIGH | 352 |
| FARMINGTON PRESCHOOL ACADEMY EAST | 40 |
| FARMINGTON PRESCHOOL ACADEMY WEST | 48 |
| HEIGHTS MIDDLE SCHOOL | 172 |
| HERMOSA MIDDLE SCHOOL | 196 |
| LADERA DEL NORTE ELEMENTARY | 115 |
| MCCORMICK ELEMENTARY | 125 |

| | |
|-----------------------------------------|-------------|
| MCKINLEY ELEMENTARY | 141 |
| MESA VERDE ELEMENTARY | 142 |
| MESA VIEW MIDDLE SCHOOL | 205 |
| NORTHEAST ELEMENTARY | 132 |
| PIEDRA VISTA HIGH | 433 |
| ROCINANTE HIGH | 75 |
| SAN JUAN COLLEGE HIGH SCHOOL | 63 |
| SAN JUAN COUNTY JUVENILE SERVICE CENTER | 12 |
| TIBBETTS MIDDLE SCHOOL | 133 |
| Total | 2950 |

TRIBES REPRESENTED PER SCHOOL

| | |
|----------------------------|-----|
| ANIMAS ELEMENTARY | |
| Jicarilla Apache | <10 |
| Navajo | 235 |
| Oglala Sioux | <10 |
| Other | 25 |
| Southern Ute | <10 |
| Tohono Oodham Nation | <10 |
| Zuni | <10 |
| APACHE ELEMENTARY | |
| Assiniboine Sioux | <10 |
| Cherokee | <10 |
| Cheyenne River Sioux | <10 |
| Choctaw | <10 |
| Laguna | <10 |
| Navajo | 334 |
| Northern Arapahoe | <10 |
| Other | 26 |
| Puyallup Tribe of Indians | <10 |
| Round Valley Indian Tribes | <10 |
| Ute Mountain | <10 |

| | |
|----------------------------------|-----|
| Winnebago | <10 |
| BLUFFVIEW ELEMENTARY | |
| Alaskan Native | <10 |
| Blackfeet | <10 |
| Chippewa | <10 |
| Colorado River Indian Tribes | <10 |
| Jicarilla Apache | <10 |
| Laguna | <10 |
| Navajo | 152 |
| Other | 18 |
| Seminole | <10 |
| COUNTRY CLUB ELEMENTARY | |
| Alaskan Native | <10 |
| Cherokee | <10 |
| Choctaw | <10 |
| Jicarilla Apache | <10 |
| Navajo | 81 |
| Oglala Sioux | <10 |
| Other | 10 |
| Pima | <10 |
| Sault Ste Marie | <10 |
| Ute Mountain | <10 |
| ESPERANZA ELEMENTARY | |
| Jicarilla Apache | <10 |
| Navajo | 197 |
| Northern Arapahoe | <10 |
| Other | 28 |
| Southern Ute | <10 |
| Turtle Mountain Band Of Chippewa | <10 |
| FARMINGTON HIGH | |
| Blackfeet | <10 |
| Caddo Nation | <10 |
| Choctaw | <10 |
| Citizen Potawatomi Nation | <10 |
| Colorado River Indian Tribes | <10 |
| Confederated Salish and Kootenai | <10 |
| Eskimo | <10 |
| Jicarilla Apache | <10 |
| Kiowa | <10 |
| Laguna | <10 |

| | |
|--------------------------------------------|-----|
| Little Traverse Bay Bands of Odawa Indians | <10 |
| Mescalero Apache | <10 |
| Navajo | 598 |
| Other | 14 |
| Pima | <10 |
| Rosebud Sioux Tribe | <10 |
| San Carlos Apache | <10 |
| Shoshone | <10 |
| Sisseton Wahpeton Sioux | <10 |
| Southern Ute | <10 |
| Upper Skagit Indian Tribe | <10 |
| Ute Mountain | <10 |
| Zuni | <10 |
| FARMINGTON PRESCHOOL ACADEMY EAST | |
| Jicarilla Apache | <10 |
| Navajo | 42 |
| Other | 17 |
| FARMINGTON PRESCHOOL ACADEMY WEST | |
| Cheyenne and Arapaho Tribes of Oklahoma | <10 |
| Navajo | 40 |
| Northern Arapahoe | <10 |
| Other | 19 |
| Southern Ute | <10 |
| HEIGHTS MIDDLE SCHOOL | |
| Caddo Nation | <10 |
| Chickasaw | <10 |
| Comanche | <10 |
| Isleta | <10 |
| Jicarilla Apache | <10 |
| Mississippi Choctaw | <10 |
| Muscogee | <10 |
| Navajo | 243 |
| Northern Arapahoe | <10 |
| Other | 14 |
| Potawatomi | <10 |
| Shoshone-Paiute | <10 |
| Sisseton Wahpeton Sioux | <10 |
| HERMOSA MIDDLE SCHOOL | |
| Cheyenne River Sioux | <10 |
| Chickasaw | <10 |

| | |
|--------------------------------------------|-----|
| Choctaw | <10 |
| Hopi | <10 |
| Jicarilla Apache | <10 |
| Navajo | 225 |
| Omaha | <10 |
| Other | <10 |
| Rosebud Sioux Tribe | <10 |
| Shoshone-Bannock | <10 |
| Ute Mountain | <10 |
| LADERA DEL NORTE ELEMENTARY | |
| Acoma | <10 |
| Caddo Nation | <10 |
| Cherokee | <10 |
| Choctaw | <10 |
| Jicarilla Apache | <10 |
| Little Traverse Bay Bands of Odawa Indians | <10 |
| Muscogee | <10 |
| Navajo | 123 |
| Other | 16 |
| Picuris | <10 |
| Rosebud Sioux Tribe | <10 |
| San Felipe | <10 |
| Standing Rock Sioux | <10 |
| White Mountain Apache | <10 |
| Zuni | <10 |
| MCCORMICK ELEMENTARY | |
| Acoma | <10 |
| Colorado River Indian Tribes | <10 |
| Comanche | <10 |
| Jicarilla Apache | <10 |
| Navajo | 204 |
| Other | 19 |
| Sac and Fox Nation | <10 |
| San Juan Southern Paiute | <10 |
| Shoshone-Bannock | <10 |
| White Mountain Apache | <10 |
| MCKINLEY ELEMENTARY | |
| Agua Caliente Band of Cahuilla Indians | <10 |
| Cherokee | <10 |
| Citizen Potawatomi Nation | <10 |

| | |
|----------------------------------|-----|
| Ho Chunk Nation | <10 |
| Jicarilla Apache | <10 |
| Muscogee | <10 |
| Navajo | 181 |
| Other | 32 |
| Potawatomi | <10 |
| Rosebud Sioux Tribe | <10 |
| Shoshone | <10 |
| Shoshone-Bannock | <10 |
| Southern Ute | <10 |
| Tohono Oodham Nation | <10 |
| Ute Mountain | <10 |
| White Mountain Apache | <10 |
| MESA VERDE ELEMENTARY | |
| Cherokee | <10 |
| Chickasaw | <10 |
| Comanche | <10 |
| Hopi | <10 |
| Isleta | <10 |
| Jicarilla Apache | <10 |
| Navajo | 131 |
| Northern Arapahoe | <10 |
| Other | 23 |
| Southern Ute | <10 |
| Zuni | <10 |
| MESA VIEW MIDDLE SCHOOL | |
| Blackfeet | <10 |
| Choctaw | <10 |
| Jicarilla Apache | <10 |
| Kaw | <10 |
| Kiowa | <10 |
| Navajo | 182 |
| Northern Arapahoe | <10 |
| Other | <10 |
| Pima | <10 |
| Turtle Mountain Band Of Chippewa | <10 |
| NORTHEAST ELEMENTARY | |
| Blackfeet | <10 |
| Chickasaw | <10 |
| Chippewa | <10 |

| | |
|------------------------------|-----|
| Choctaw | <10 |
| Citizen Potawatomi Nation | <10 |
| Hopi | <10 |
| Jicarilla Apache | <10 |
| Mescalero Apache | <10 |
| Navajo | 212 |
| Oglala Sioux | <10 |
| Omaha | <10 |
| Other | 21 |
| Pima | <10 |
| Sisseton Wahpeton Sioux | <10 |
| Tohono Oodham Nation | <10 |
| Yakama Nation | <10 |
| PIEDRA VISTA HIGH | |
| Cherokee | <10 |
| Cheyenne River Sioux | <10 |
| Choctaw | <10 |
| Comanche | <10 |
| Crow | <10 |
| Eskimo | <10 |
| Jicarilla Apache | 12 |
| Kaw | <10 |
| Laguna | <10 |
| Muscogee | <10 |
| Navajo | 449 |
| Northern Arapahoe | <10 |
| Osage Nation | <10 |
| Other | 24 |
| Pima | <10 |
| Sisseton Wahpeton Sioux | <10 |
| Tesuque | <10 |
| Tulalip Tribes | <10 |
| Tule River Indian Tribe | <10 |
| Ute Mountain | <10 |
| Zuni | <10 |
| ROCINANTE HIGH | |
| Jicarilla Apache | <10 |
| Los Coyotes | <10 |
| Native Village Of Shishmaref | <10 |
| Navajo | 97 |

| | |
|------------------------------------------------|-----------|
| Other | <10 |
| Pima | <10 |
| SAN JUAN COLLEGE HIGH SCHOOL | 82 |
| Blackfeet | <10 |
| Cherokee | <10 |
| Chickasaw | <10 |
| Navajo | 71 |
| Other | <10 |
| San Felipe | <10 |
| Shoshone-Bannock | <10 |
| Zuni | <10 |
| SAN JUAN COUNTY JUVENILE SERVICE CENTER | |
| Navajo | <10 |
| Other | <10 |
| TIBBETTS MIDDLE SCHOOL | |
| Assiniboine Sioux | <10 |
| Blackfeet | <10 |
| Caddo Nation | <10 |
| Chippewa | <10 |
| Choctaw | <10 |
| Comanche | <10 |
| Hopi | <10 |
| Jicarilla Apache | <10 |
| Kickapoo | <10 |
| Laguna | <10 |
| Navajo | 386 |
| Other | <10 |
| Sisseton Wahpeton Sioux | <10 |
| Southern Ute | <10 |
| Ute Mountain | <10 |
| White Mountain Apache | <10 |

Number of Tribes/Nations/Pueblos represented district wide:

| Tribe | # | % |
|-------|-----|-------|
| Acoma | <10 | 0.02% |

| | | |
|--------------------------------------------|-----------|--------------|
| Agua Caliente Band of Cahuilla Indians | <10 | 0.02% |
| Alaskan Native | <10 | 0.02% |
| Assiniboine Sioux | <10 | 0.02% |
| Blackfeet | <10 | 0.02% |
| Caddo Nation | <10 | 0.02% |
| Cherokee | <10 | 0.02% |
| Cheyenne and Arapaho Tribes of Oklahoma | <10 | 0.02% |
| Cheyenne River Sioux | <10 | 0.02% |
| Chickasaw | <10 | 0.02% |
| Chippewa | <10 | 0.02% |
| Choctaw | 16 | 0.33% |
| Citizen Potawatomi Nation | <10 | 0.02% |
| Colorado River Indian Tribes | <10 | 0.02% |
| Comanche | <10 | 0.02% |
| Confederated Salish and Kootenai | <10 | 0.02% |
| Crow | <10 | 0.02% |
| Eskimo | <10 | 0.02% |
| Ho Chunk Nation | <10 | 0.02% |
| Hopi | <10 | 0.02% |
| Isleta | <10 | 0.02% |
| Jicarilla Apache | 59 | 1.23% |
| Kaw | <10 | 0.02% |
| Kickapoo | <10 | 0.02% |
| Kiowa | <10 | 0.02% |
| Laguna | <10 | 0.02% |
| Little Traverse Bay Bands of Odawa Indians | <10 | 0.02% |
| Los Coyotes | <10 | 0.02% |
| Mescalero Apache | <10 | 0.02% |
| Mississippi Choctaw | <10 | 0.02% |
| Muscogee | <10 | 0.02% |
| Native Village Of Shishmaref | <10 | 0.02% |
| Navajo | 4187 | 87.16% |
| Northern Arapahoe | <10 | 0.02% |
| Oglala Sioux | <10 | 0.02% |
| Omaha | <10 | 0.02% |
| Osage Nation | <10 | 0.02% |
| Other | 332 | 6.91% |
| Picuris | <10 | 0.02% |
| Pima | <10 | 0.02% |
| Potawatomi | <10 | 0.02% |

| | | |
|----------------------------------|-----------|--------------|
| Puyallup Tribe of Indians | <10 | 0.02% |
| Rosebud Sioux Tribe | <10 | 0.02% |
| Round Valley Indian Tribes | <10 | 0.02% |
| Sac and Fox Nation | <10 | 0.02% |
| San Carlos Apache | <10 | 0.02% |
| San Felipe | <10 | 0.02% |
| San Juan Southern Paiute | <10 | 0.02% |
| Sault Ste Marie | <10 | 0.02% |
| Seminole | <10 | 0.02% |
| Shoshone | <10 | 0.02% |
| Shoshone-Bannock | <10 | 0.02% |
| Shoshone-Paiute | <10 | 0.02% |
| Sisseton Wahpeton Sioux | <10 | 0.02% |
| Southern Ute | <10 | 0.02% |
| Standing Rock Sioux | <10 | 0.02% |
| Tesuque | <10 | 0.02% |
| Tohono Oodham Nation | <10 | 0.02% |
| Tulalip Tribes | <10 | 0.02% |
| Tule River Indian Tribe | <10 | 0.02% |
| Turtle Mountain Band Of Chippewa | <10 | 0.02% |
| Upper Skagit Indian Tribe | <10 | 0.02% |
| Ute Mountain | 12 | 0.25% |
| White Mountain Apache | <10 | 0.02% |
| Winnebago | <10 | 0.02% |
| Yakama Nation | <10 | 0.02% |
| Zuni | <10 | 0.02% |

STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to the Tribal Education Status Report in relevant part as follows:

22-23A-7. Report.

A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) graduation rates;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports;
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars;
- (11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and

(12) indigenous research and evaluation measures and results for effective curricula for tribal students.

STUDENT ACHIEVEMENT

Objective: To provide “Effective Teaching through the Farmington Model of Instruction” (Commitment 2); To support the effort of the Farmington Municipal Schools to achieve and continuously improve academic excellence and prepare all students for college, career, and life success. To meet the unique educational and cultural academic needs of Native American students.

Background: The assessments evaluated to determine achievement are PARCC and the new transitional state assessment in previous years: Math grades 3-11, English Language Arts (Grades 3-11). Results reported on the 2018-19 TESR were: a three-year PARCC data that indicates student test scores by ethnicity; a district-wide, five-year data per school.

Methods: Due to the closing of schools, state assessments were not administered for SY 2019-20.

Results: There are no results to provide other than what was sent by NM IED.

Conclusion: Farmington Municipal Schools state testing data demonstrated that students were scoring higher than the state average in previous assessments.

Action Plan: Continue to target Tier I instruction using the Farmington Model of Instruction (FMI), ensure all supplemental programs are supporting student achievement goals, continue to implement and monitor effective use of topic measurements and pacing guides to support Tier I instruction.

Achievement Data

Achievement data for this school district is based on three years of reading, math and science scores, which represent percent proficient in each area. In 2017-2018 the PARCC test was used for assessing academic achievement, and 2019 the TAMALA test was used.

Reading Achievement Data

| Group | 2017 | | 2018 | | | 2019 | | |
|--------------------------|---------|-------------|---------|-------------|----------|---------|-------------|----------|
| | Reading | Pct Reading | Reading | Pct Reading | Pct Diff | Reading | Pct Reading | Pct Diff |
| All Students | 10,315 | 46 | 10,502 | 48 | 2 | 10,418 | 42 | -6 |
| American Indian Students | 3,377 | 36 | 3,557 | 37 | 1 | 3,933 | 31 | -6 |

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Math Achievement Data

| Group | 2017 | | 2018 | | | 2019 | | |
|--------------------------|-------|----------|-------|----------|----------|-------|----------|----------|
| | Math | Pct Math | Math | Pct Math | Pct Diff | Math | Pct Math | Pct Diff |
| All Students | 7,617 | 25 | 8,000 | 26 | 1 | 7,791 | 23 | -3 |
| American Indian Students | 2,423 | 18 | 2,709 | 18 | 0 | 2,871 | 16 | -2 |

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Science Achievement Data

| Group | 2017 | | 2018 | | | 2019 | | |
|--------------------------|---------|-------------|---------|-------------|----------|---------|-------------|----------|
| | Science | Pct Science | Science | Pct Science | Pct Diff | Science | Pct Science | Pct Diff |
| All Students | 2,434 | 44 | 3,107 | 50 | 6 | 3,010 | 40 | -10 |
| American Indian Students | 818 | 28 | 1,052 | 33 | 5 | 1,121 | 25 | -8 |

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

GRADUATION RATES

Objective: Achieve and continuously improve academic excellence and prepare all students for college, career, and life success.

Background: “New Mexico implemented its first 4-year cohort graduation rate in 2008. Cohort rates prior to 2008 are not comparable. A cohort is named according to students expected fourth year of high school. Cohorts are tracked for one additional year past their expected year of graduation, yielding 5-year and 6-year graduation rates for the same cohort of students” (webnew.ped.state.nm.us). In 2019-20 School Year, there were 731 Farmington Municipal Schools graduates in the four high schools, Farmington High School, Piedra Vista High School, Rocinante High School, and San Juan College High School. Of the 731 graduates, 270 (.37%) were Native American.

Methods: Data on seniors is maintained in the student information system, Power School. Credits are reviewed with each senior by counselors at each site. Credit recovery classes/night classes and summer school are made available to all students lacking credits. The FMS Office of Indian Education provides reimbursement for fees associated credit recovery and summer school to encourage students to stay on track for graduation (see graph below).

Conclusion: The 2015-16 FMS data indicated a graduation rate of 71% for all students and 68% for Native American students; SY 2016-17 provided a graduation rate of 66.2% for all and 62.6% for Native American students; SY 2017-18 indicated a graduation rate of 74.7% for all and 71.3% for Native American students. Graduation rates for the 2018-19 school year had a graduation rate of 79.8% for all and 80.2% for Native American students. There is an increase in graduation rates.

Action Plan: FMS Office of Indian Education will continue to support Farmington Municipal school’s goal of meeting or exceeding the National graduation rate.

| Exit Reason | (A) Asian | (B) Black or African Am | (C) Caucasia n | (H) Hispanic | (I) Am Indian/AI askan Native | *Totals |
|---------------------------------------------------|-----------|-------------------------|----------------|--------------|-------------------------------|------------|
| Graduated - Project Search Program | | | <10 | <10 | <10 | <10 |
| WG Graduated - Farmington Day Sch | | | <10 | | | <10 |
| WG Graduated - Farmington High Sch | <10 | | 80 | 74 | 120 | 274 |
| WG Graduated - Piedra Vista High Sch | <10 | <10 | 109 | 101 | 101 | 311 |
| WG Graduated - Rocinante High Sch | | <10 | 21 | 17 | 31 | 69 |
| WG Graduated - San Juan Colleg High Sch | <10 | | 23 | 16 | 15 | 54 |
| Total (* do not include cells with <10) | | | 233 | 208 | 267 | 708 |

ATTENDANCE

Objective: 2.1 ATTENDANCE

2.1.1 The Farmington Municipal Schools Board of Education shall provide attendance guidelines that adhere to state statutes.

A. Except as otherwise provided, a school-age person shall attend public school, private school, home school or a state institution until the school-age person is at least eighteen (18) years of age unless that person has graduated from high school or received a general educational development certificate. A parent may give written, signed permission for the school-age person to leave school between the ages of sixteen and eighteen in case of hardship approved by the local superintendent/designee or private school.

B. A school-age person subject to the provisions of the Attendance for Success Act shall attend school for at least the length of time of the school year that is established in that school-age person's school district, charter school or private school. The school district or private school shall not excuse a school-age person from attending school except as provided in that act.

C. Any parent of a school-age person subject to the provisions of the Attendance for Success Act is responsible for the school attendance of that person.

D. The local school board shall enforce the provisions of the Attendance for Success Act for students enrolled in their respective schools.

E. For further explanation see Section 2.11.1 of Board Policy

Background: Farmington Municipal Schools has revised the district student attendance policy per the passing of HB 236, the Attendance for Success Act. There were wording changes made from the previous attendance policy. Primarily, "Compulsory School Attendance" was changed to "Attendance for Success Act." All changes were proposed to Farmington Municipal Schools Board of Education for discussion and approval.

Methods: All Schools follow the district handbook that include the new language from the "Attendance for Success Act" with the exception of San Juan College High School, Rocinante High School, Rocinante Virtual Program, and Pre-K Academies. These schools are exceptions because they operate differently from the other traditional schools. For example, their schedules may include night school, morning and afternoon sessions, etc. Although, these schools might function differently, their handbooks are aligned with the district handbook. Per the data, all of Farmington Municipal Schools had a daily attendance rate over 90% in school year 2019-20 up to the point of lock down due to the pandemic. Farmington Municipal Schools employs a number of employees who work directly with ensuring students are in school. The Multicultural Services Office provides each secondary school with a Native American Youth Advisor (NAYA) who is works with Native American students who are truant or have attendance issues; The Exceptional Programs Office provides Advancing Measurement at PED

(AMP) employees who work with students with Individual Education Plans (IEP) who have attendance concerns; The Title I Office provides a Community Outreach Coordinator who works with all other students, including Native American students and students with IEPs, district wide.

Conclusion: Although all Farmington Municipal Schools have attendance rates that exceed 90%, there are still 4.6% of students who may have attendance/truancy concerns.

Action Plan: With the proposed changes in the Board's attendance policy which has language in favor of student success, Farmington Municipal Schools is working towards ensuring students attend school on a daily basis with the help of Native American Youth Advisors (NAYA), Advancing Measurement at PED (AMP), Mark Harris, Community Outreach Coordinator, Paul Pavlik, Homeless Liaison, along with teachers, counselors, and administrators at each school site.

| Student Attendance by School | PERCENTAGES |
|-------------------------------------|--------------------|
| Animas | 96 |
| Apache | 96 |
| Bluffview | 96 |
| Country Club | 97 |
| Esperanza | 96 |
| Ladera | 96 |
| McCormick | 95 |
| McKinley | 96 |
| Mesa Verde | 96 |
| Northeast | 97 |
| Heights | 93 |
| Hermosa | 95 |
| Mesa View | 94 |
| Tibbetts | 95 |
| Farmington High | 93 |
| Piedra Vista High | 97 |
| Rocinante High | 90 |
| San Juan College High School | 100 |
| | 1718 |

Attendance Rate 2019-20:

$$1718/18 = 95.4\%$$

PARENT AND COMMUNITY INVOLVEMENT

Objective: To work toward higher student achievement as a result of strong partnerships with highly engaged parents, families, and community. “Safe, Supportive, Collaborative Culture” (commitment 1).

Background: Each FMS school site has a Parent/Teacher Advisory (PTA) that includes parents and teachers. Title I provides schools with a parent liaison who works with families. FMS Multicultural Services (MCS) has a district Indian Education Committee (IEC) comprised of parents of FMS students. IEC has four parent members; MCS hosts public hearings for all Native American community members and chapter houses within district boundaries. FMS has implemented a parent involvement initiative that was implemented in 2016-17 called Academic Parent Teacher Teams (APTT). All eight (8) Title I elementary schools and one Title I Middle School are participating in APTT. APTT is an enhanced method of conducting the traditional Parent/Teacher Conferences. Additionally, the district has developed a District Parent Partnership which is held after work hours so parents can attend and learn about the various departments and programs offered. FMS also has the 21st Century that provides afterschool programs. FMS also has community partnerships with ENLACE housed at San Juan College, Farmington Public Library, and the Boys and Girls Club. Additionally, Multicultural Services provides Navajo Language classes

Methods: The school site PTA meet as needed. The district IEC and PAC meet monthly throughout the year. OIE holds two public hearings per year: one in the Fall and another in the Spring. The APTT model involves three meetings during the year – Fall, Winter, and Spring. Each meeting is 75 minutes in length. The Parent Partnership may be offered twice a year. The parent language courses have been offered for the fourth year this year.

Results: Eleven IEC and PAC meetings and two public hearings are held during the school year. The meetings are advertised through the district Facebook page, Twitter, and Websites. Flyers are sent to all school sites for students to take home to their parents. Flyers are sent home with students and posted on the FMS social media outlets. The APPT model was successfully implemented in two elementary schools and one middle school since 2016-17.

Conclusion: FMS MCS will continue to identify community needs and provide parental support through IEC, PAC, and Public Hearings. FMS has outlined processes to grow the parent engagement. Recruitment will primarily be conducted through the schools and word of mouth of parents who’ve completed the program. APTT will continue in the nine elementary schools and one middle school with the three other middle schools in conversation about conducting APTT as well.

Action Plan: FMS OIE will work the community to seek additional Native American parents to become involved with IEC, PAC, and APTT.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective: FMS OIE will support the identified unique and specialized needs for Native American students in the district.

Background: FMS OIE provides seven Native American Youth Advisors, one in each secondary school who specialize in providing culturally responsive mentoring, ten Navajo bilingual teachers, a district Navajo Language Coach, and a district Assistant Director of Multicultural Services. Navajo Language courses are offered through the State Bilingual program at four of ten elementary schools, four of four middle schools, and two of four high schools. A Navajo Dual-Language program is provided at one elementary school in Kindergarten and first grade. Apache Elementary also has K-5 Plus program. FMS also has Counselors at the elementary schools who provide social, emotional support. FMS libraries have been expanded to include maker spaces. Lastly, FMS partners with Farmington Boys and Girls Club.

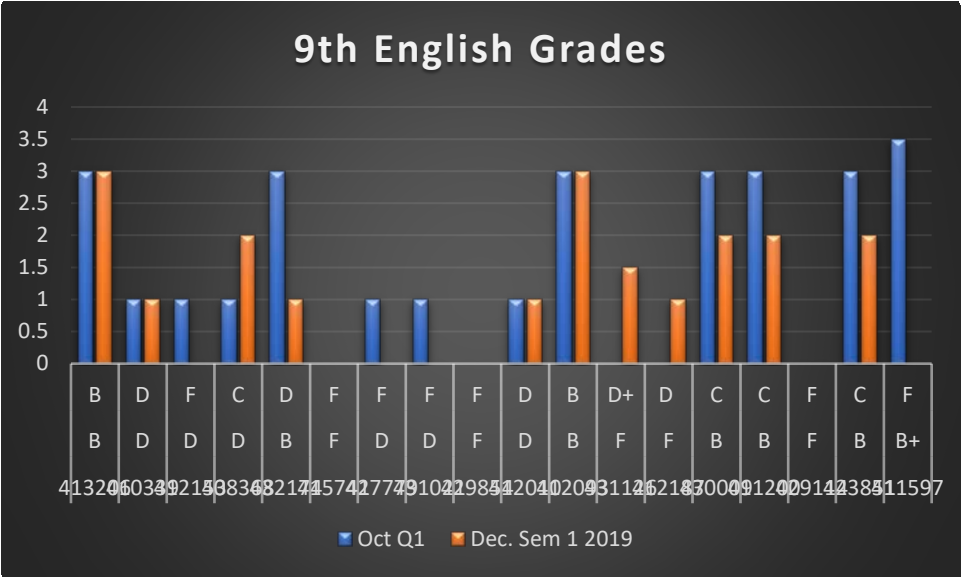
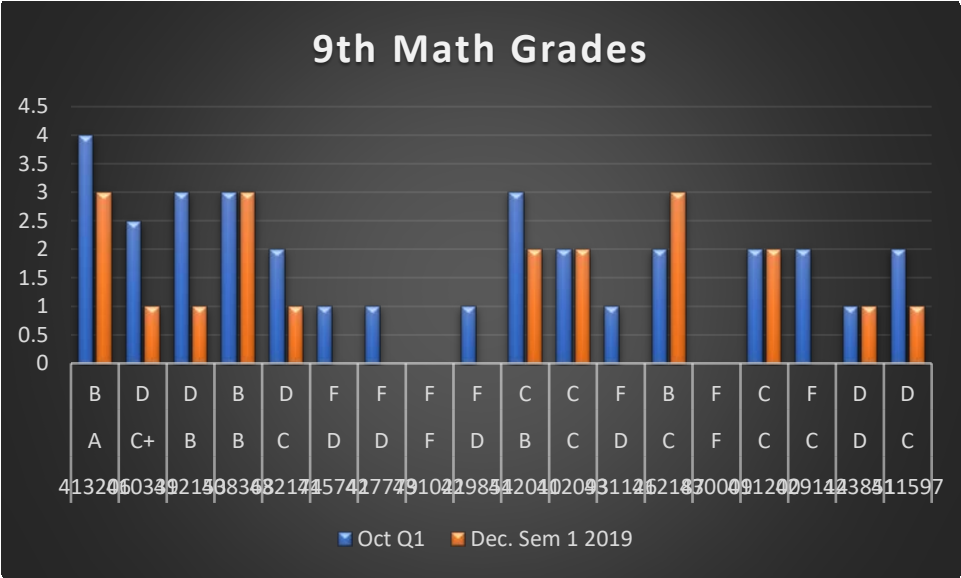
Methods: The Native American Youth Advisors (NAYA) provide daily supplemental transitional services at their respective schools for eligible Native American students in grades 6th – 12th. The advisors provide culturally responsive mentoring to support students to continue and maintain adequate school attendance, increase a letter grade in math and English, and decrease the number of disciplinary incidents. The Navajo bilingual teachers provide instruction in Navajo utilizing the district performance measures and topic scales. The Navajo Language Coach provides curriculum support for all Navajo bilingual teachers. The Assistant Director of Indian Education oversees all programs provided by Title VII, Johnson O'Malley, and School District Initiative grants that provide programs for Native American students enrolled in FMS.

Results: There is improvement in attendance and grades of Native American students as demonstrated in data. The ODLA (Oral Diné Language Assessment) was not administered due to the closing of schools.

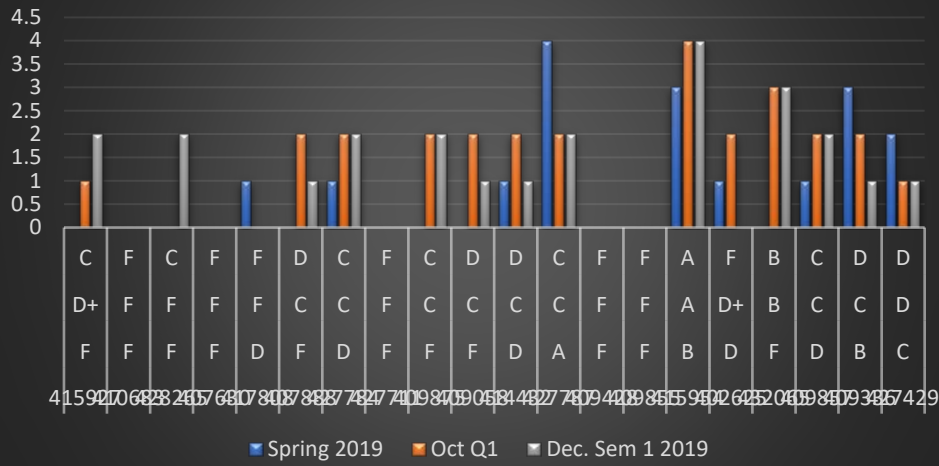
Conclusion: Grants received by FMS Multicultural Services are providing many programs for Native American students; These programs are reviewed and enhanced yearly to increase student success.

Action Plan: FMS OIE will continue to create a more cohesive data sets for each program offered throughout the district.

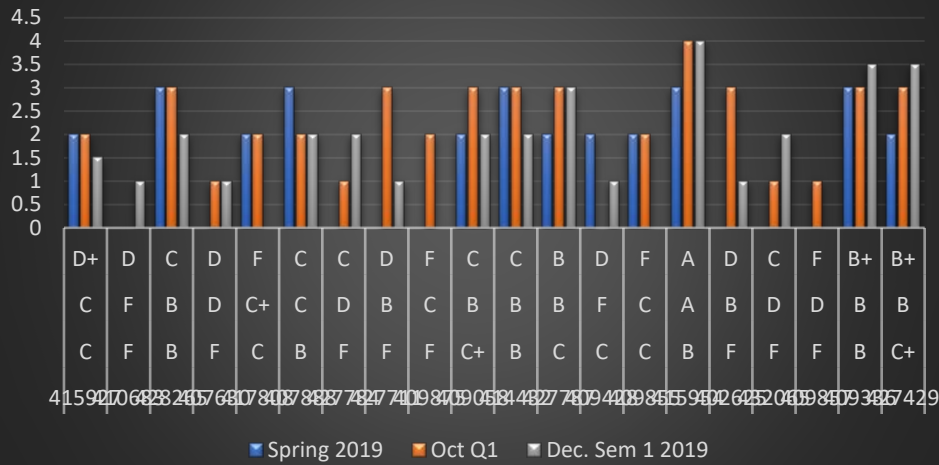
Farmington High School



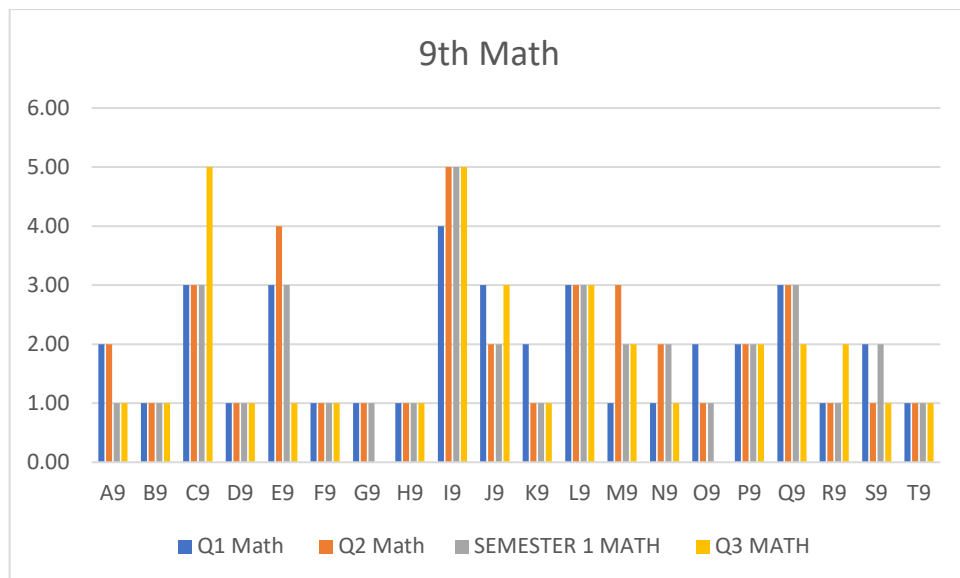
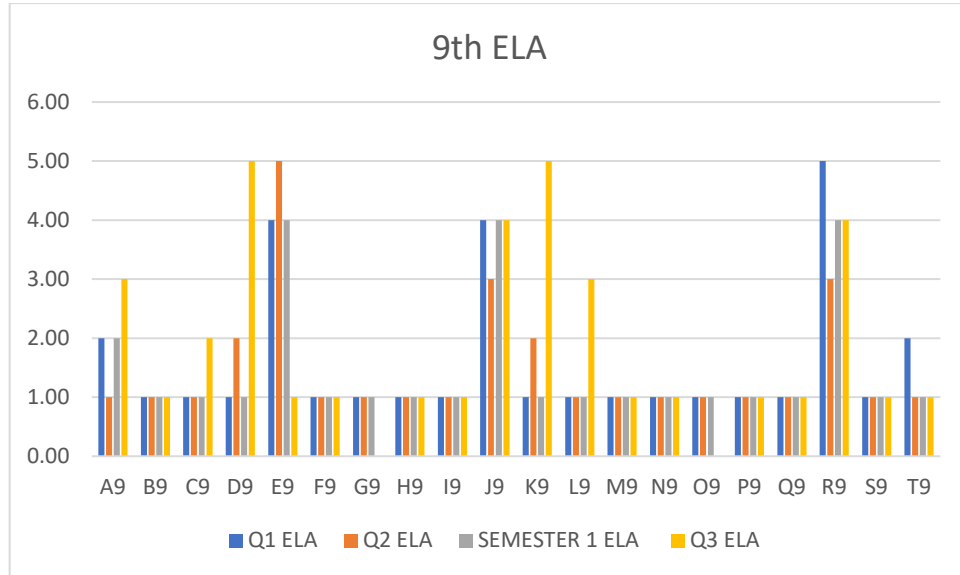
10th Math Grades

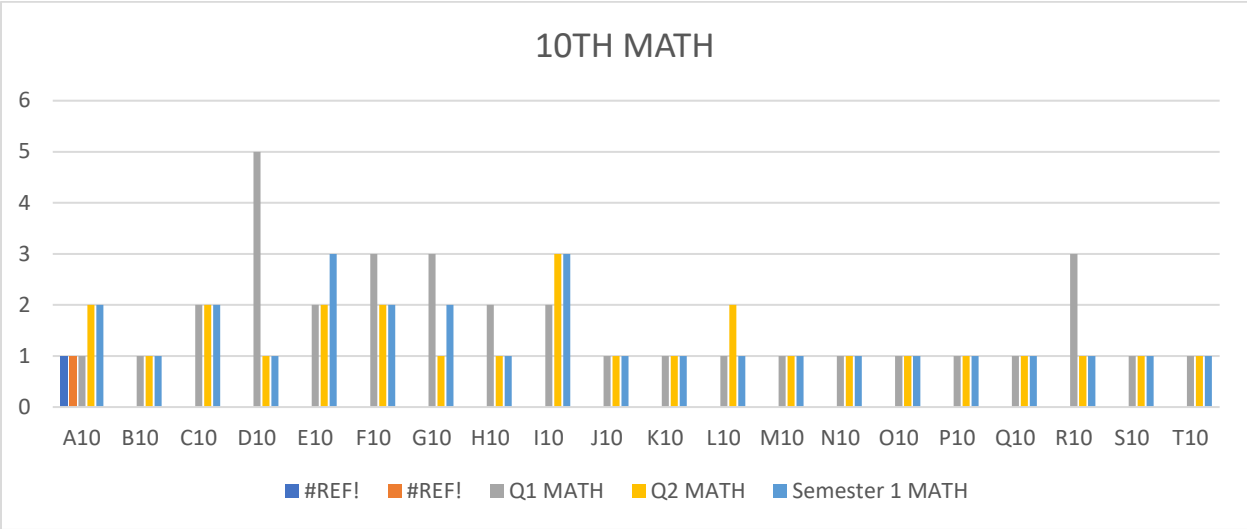
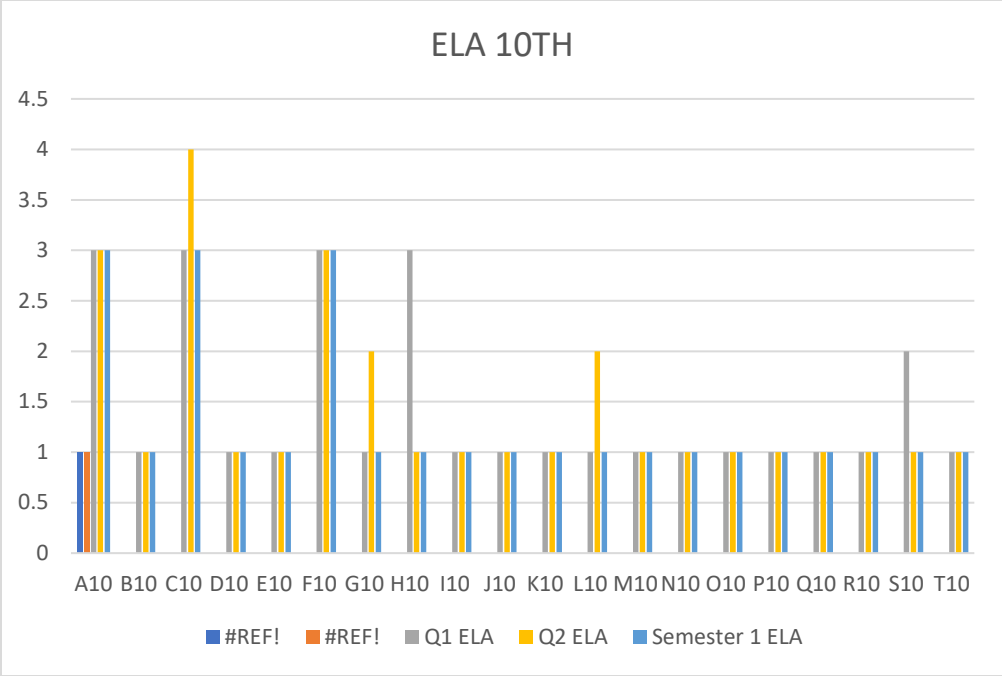


10th English Grades



Piedra Vista High School





FINANCIAL REPORTS

Objective: To ensure that the unique cultural, language, and educationally related academic needs of Native American students are addressed so that they have the opportunity to meet/exceed academic requirements, FMS MCS applies for grants fulfill this need.

Background: FMS MCS applies for four grants: The Navajo Nation Johnson O'Malley Grant, the Federal Title VI grant, and the New Mexico School District Initiative grant.

Methods: The Navajo Nation Johnson O'Malley Grant is designed to focus activity on attendance, academic success, and the cultural social/emotional well-being of students. The Federal Title VI grant focuses on providing personnel to work with Native American children. The New Mexico School District Initiative grant focuses on providing Navajo Bilingual teachers professional development targeting effective teaching and curriculum work.

Results: For SY 2019-20, the Johnson O'Malley awarded \$280,946.71; the Title VI grant awarded \$775,256.00; the School District Initiative Grant awarded \$55,203.78. Impact Aid awarded \$209,254.21, of which, the Native Add-on was \$30,132.84.

Conclusion: Native American Youth Advisors are providing steps to academic success for secondary students. Navajo Bilingual teachers are incorporating strategies learned from trainings.

Action Plan: Farmington Municipal Schools will continue to refine strategies to impact Native American success.

*CURRENT STATUS OF FEDERAL INDIAN
EDUCATION POLICIES AND PROCEDURES*

Objective: Per Section 7004:

1. Give the tribal officials and parents of Indian children an opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in the educational program and activities provided by the LEA;
2. Assess the extent to which Indian children participate on an equal basis with non-Indian children served by the LEA;
3. Modify, if necessary, its educational program to ensure that Indian children participate on an equal basis with non-Indian children served by the LEA;
4. Disseminate relevant applications, evaluations, program plans, and information related to the educational programs of the LEA in sufficient time to allow the tribes and parents of Indian children an opportunity to review the materials and make recommendations on the needs of the Indian children and how the LEA may help those children realize the benefits of the LEA's education programs and activities;
5. Gather information concerning the Indian community views education issues, including the frequency, location and time of meetings;
6. Notify the Indian parents and tribes of the locations and times of meetings;
7. Consult and involve tribal officials and parents of Indian children in the planning and development of the LEA's educational programs and activities; and
8. Modify the IPPs, if necessary, based upon an assessment by the tribes and parents of the effectiveness of their input regarding the development and implementation of the IPPs.

Background: Districts that claim federally recognized American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act asserts that parent(s), families, tribal departments of education, community-based organizations, the Public Education Department, universities, and tribal, state, and local policymakers work together to find ways to improve educational opportunities for Native American students.

Methods: Each year, the Indian Policies and Procedures and a list of students from their coverage areas are electronically shared with all Chapter Houses associated with FMS students. FMS MCS sets a date for a face-to-face meeting with all Chapter Houses to discuss the contents of the IPP and to verify students/families do live in their respective coverage areas. At this time, Chapter House officials can provide feedback, suggest changes or additions to the IPP. (See Appendix, pg. 43)

Results: As of 2019-20, Multicultural Services visited all Navajo Chapters to provide a copy of the Indian Policies and Procedures (IPP). Approval signatures were collected from all chapters with the exception of Newcomb Chapter.

Conclusion: Farmington Municipal Schools has established a good working relationship with all Chapter Houses as well as the Navajo Nation.

Action Plan: Farmington Municipal Schools will continue to conduct consultations with tribal leaders and improving the communication process to keep all stakeholders informed as well as to strengthen Native education by supporting Navajo Bilingual classrooms and Youth Advisors while maintaining the integrity of what is outlined in 25CFR (Indian Education Act) that surrounds Indian Education (273 JOM) - relating to current styles and philosophies.

*SCHOOL DISTRICT INITIATIVES TO DECREASE
THE NUMBER OF STUDENT DROPUTS AND
INCREASE ATTENDANCE*

Objective: *To set forth the requirements for the implementation of the Attendance for Success Act. Specifically, this rule establishes requirements for the identification, reduction and reporting of truancy in all public schools including charter schools. In addressing truancy, the goal is to keep children in school until age eighteen and not to suspend, expel or outright punish them for being truant.*

[6.10.8.6 NMAC - N, 12-30-04; A, 09-30-09]

2.8 DROPOUT/WITHDRAWAL

2.8.1 Students Who Withdraw or Drop-Out

The building Principal is responsible for monitoring and reporting students who withdraw or drop-out of school. Specific reasons for students who drop-out or withdraw include: attendance problems, expulsions, changes in residence, and transfers. All textbooks and other school properties must be returned by the student before disenrollment is complete. Parents are expected to pay for school property that has been lost or damaged.

Whenever possible, the Principal will hold an exit interview to determine the reason(s) for withdrawal or dropping out. The reason(s) will be noted as part of the student(s) record. Parents or guardians may be asked for a photo ID.

Background: The Attendance for Success takes into consideration the sovereignty of Native Americans enrolled in Farmington Municipal Schools (FMS).

2.11.5 Medical Appointments – Illness – Special Situations – Makeup Work

A student may, subject to the approval of the school principal or designee, be absent from school to participate in religious instruction for not more than one class period per school day with the written consent of the student's parent at a time that is not in conflict with the academic program of the school. The public school shall provide time for the student to make up school work missed during the absence. The school district or the public school shall not assume responsibility for the religious instruction of any student or permit religious instruction to be conducted on school property during school hours. A public school student, with the written consent of the student's parent and subject to the approval of the school principal, may be absent from school to participate in tribal obligations. The public school shall provide time for the student to make up the school work.

As established by the rule, Farmington has a policy that supports the cultural well-being of the student. The goal is to institute a "Safe, Supportive, and Collaborative Culture"

(commitment 1) in all schools to ensure all children attend school on a daily basis while also feeling safe to tend to ceremonial activities and/or obligations. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate, therefore, it is critical that students are uniformly supported when an absence from school is warranted.

Methods: All schools report absences with excused and unexcused identifiers through the student information system – PowerSchool. The Attendance for Success Law requires districts maintain an attendance policy that allows for the timely identification of students with attendance and/or truancy concerns, ensuring intervention strategies are provided that will prompt students to attend school daily.

2.11.2 B Attendance Requirements, 5.

Notice to Parents of Unexcused Absence: For a student who has been identified as in need of early intervention or intensive support, the attendance team shall notify the parent in writing by mail or personal service on the parent of the student's absenteeism. The notice shall include a date, time and place for the parent to meet with the public school to develop intervention strategies that focus on keeping the student in an educational setting. The attendance team shall be convened to establish a specific intervention plan for the student that includes establishing weekly progress monitoring and a contract for attendance. School attendance teams will follow the procedure as indicated in HB236(2019) sections 11 and 12.

Farmington Municipal School District is committed to the philosophy that every student should attend every class, every day. When a student's absenteeism is chronic or excessive, FMS schools send a letter to the student's parents/guardians to create a prevention and/or intervention plan for the student. If the student's attendance does not improve, schools will take additional steps to ensure the parent/guardian is aware of the student's poor attendance. The school may also make a referral for educational neglect to the New Mexico Child Youth and Families Division, in accordance with The Attendance for Success Act (HB236). Additionally, FMS Multicultural Services provides Native American Youth Advisors at all secondary schools to assist with Native American students who have attendance and/or truancy concerns; The Title program provides a Community Outreach Coordinator, Mark Harris, who also works with attendance concerns for all students; Finally, Exceptional programs also provides AMP (Advancing Measurement in PED) personnel who work with students of concerns who have Individual Education Programs. With such support, Farmington Municipal Schools personnel at the building level as well at the district level to keep students in school and prevent dropping out.

Results: The 2019-20 data indicates a total of 149 (total does not include numbers lower than 10) students designated as having left FMS district for a variety of reasons (see

below). Of the 149, 101 (.67%) were Native American. A total of 33 students were designated as Drop Out. Of the 33, 21 (.6%) were Native American students.

Conclusion: The 2019-20 6th – 12th grade data indicates that there are more Native American students than Hispanic students leaving FMS:

- Native American: 101 (.67%)
- Hispanic: 48 (.32%)

Action Plan: To support all schools to improve each school's "Safe, Supportive, and Collaborative Culture" (commitment 1) to create a sustainable climate that will warrant all children to want to attend school on a daily basis. Strengthen programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school.

| Exit Reason | (A) Asian | (B) Black or African American | (H) Hispanic or Latino | (I) American Indian/Alaskan Native | Grand Total |
|----------------------------------|---------------|-------------------------------|------------------------|------------------------------------|-------------|
| 10 Day Drop | | <10 | 12 | 21 | 33 |
| Drop-out | | | <10 | <10 | <10 |
| GED | | | <10 | <10 | <10 |
| Homeschool | | | <10 | <10 | <10 |
| Long Term Suspension | | <10 | | | <10 |
| Never started on his class | | | <10 | | <10 |
| NM Youth Builders | | | <10 | | <10 |
| NM Youth Challenge, Roswell, NM | | | | <10 | <10 |
| No contact since 1/23 | | | | <10 | <10 |
| No Show | | | <10 | <10 | <10 |
| Not coming to Night School | | | | <10 | <10 |
| Phone calls made and home visit. | | | | <10 | <10 |
| Released | <10 | | 10 | <10 | 10 |
| Stopped working on night class | | | | <10 | <10 |
| to JSC | | | <10 | | <10 |
| Moved out of USA | <10 | | | | <10 |
| Waiver revoked | | | | <10 | <10 |
| Where about unknown | | | <10 | | <10 |
| Working | | | <10 | <10 | <10 |
| Went to other NM Sch/District | | <10 | <10 | 47 | 47 |
| Went to other state sch/district | <10 | <10 | 26 | 33 | 59 |
| Grand Total | <10 | <10 | 48 | 101 | 149 |

*SCHOOL DISTRICT CONSULTATIONS WITH
DISTRICT INDIAN EDUCATION COMMITTEES,
SCHOOL-SITE PARENT ADVISORY COUNCILS AND
TRIBAL, MUNICIPAL AND INDIAN
ORGANIZATIONS*

Objective: The district consultations act as a safeguard to ensure New Mexico schools provide a means of developing a shared understanding of educational programs and collaborate with Tribal entities to identify ways to improve opportunities for Native American students to be successful academically.

Background: Districts that claim federally recognized American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act asserts that parent(s), families, tribal departments of education, community-based organizations, the Public Education Department, universities, and tribal, state, and local policymakers work together to find ways to improve educational opportunities for Native American students.

Methods: FMS did not qualify for the Title VIII Impact Aid funding from school year 2013-14 through 2018-19. FMS did qualify for payments beginning October 2019 for school year 2019-20. The number of Native American students living on reservation lands enrolled in FMS met the eligibility threshold. A total of 378 students living on Indian lands allowed eligibility for Impact Aid in SY 2019-20. Farmington Municipal Schools again qualified for Impact Aid for SY 2020-2021 with a total of 392 students living on the Navajo Reservation. Monthly Indian Parent Committee meetings were conducted. The meetings were announced on the district website and other venues as well. Public Hearings were also held in the Fall and Spring to inform the community of Indian Education programs. The district has consulted with all Navajo Chapter houses and provided copies of the IPP (see addendum).

Results: As of 2019-20, FMS has met the threshold of qualifying for the Title VIII Impact Aid funds. Multicultural Services visited all Navajo Chapters to provide a copy of the Indian Policies and Procedures (IPP). Approval signatures were collected from all chapters with the exception of Newcomb Chapter.

Conclusion: Consultations with the Navajo Tribe were conducted in the school year 2019-20 year to review the federal grants providing services to Native American students.

Action Plan: Farmington Municipal Schools will continue to communicate/collaborate the the Navajo Nation in the interest of success for all Navajo students

FREE/REDUCED LUNCH

Objective: A Farmington Municipal School District is committed to helping students establish and maintain life long, healthy eating patterns. A child who is physically healthy is more likely to be academically motivated, alert and successful.

Background: Farmington Municipal Schools has a Student Nutrition Handbook has been developed in accordance with the United State Department of Agriculture (USDA) 7CFR Part 210. The purpose of the handbook is to provide parent, teacher, school officials and cafeteria personnel with rules, regulations and operating procedures for Farmington Schools Student Nutrition Department.

Methods: All Farmington Municipal schools offer a state and federally approved breakfast and lunch program. Menus are distributed monthly and can be found on the district website at <http://www.fms.k12.nm.us>.

Conclusion: Research indicates student performance in school increases when children who are not hungry. In creating a better learning environment for students, FMS provides breakfast and lunch to all students. Students are strongly encouraged to participate in school meals.

Action Plan: FMS will continue to provide nutritious meals for all students.

| School | Free | | | Reduced | | Free/Reduce | | | Paid | | | Enrolled |
|-------------------------|-------|-------------|-------|---------|-------|-------------|-------------|-------|--------|--------|-------|-----------|
| | App | Direct Cert | Total | App | Total | App | Direct Cert | Total | No App | Denied | Total | |
| Animas Elementary | 34 | 186 | 220 | <10 | <10 | 41 | 186 | 227 | 156 | <10 | 156 | 383/383 |
| | 8.88 | 48.56 | 57.44 | 1.83 | 1.83 | 10.7 | 48.56 | 59.27 | 40.73 | <10 | 40.73 | |
| Apache Elementary | 35 | 241 | 276 | <10 | <10 | 42 | 241 | 283 | 163 | <10 | 164 | 447/447 |
| | 7.83 | 49.07 | 61.74 | 1.57 | 1.57 | 9.4 | 53.91 | 63.31 | 36.47 | 0.22 | 36.69 | |
| Bluffview Elementary | 42 | 185 | 227 | <10 | <10 | 50 | 185 | 235 | 140 | <10 | 142 | 377/377 |
| | 11.14 | 49.07 | 60.21 | 2.12 | 2.12 | 13.26 | 49.07 | 62.33 | 37.14 | 0.53 | 37.67 | |
| Country Club Elementary | 57 | 99 | 156 | 21 | 21 | 78 | 99 | 177 | 315 | <10 | 318 | 495/495 |
| | 11.52 | 20 | 31.52 | 4.24 | 4.24 | 15.76 | 20 | 35.76 | 63.64 | 0.61 | 63.24 | |
| Esperanza Elementary | 41 | 198 | 239 | 14 | 14 | 55 | 198 | 253 | 212 | <10 | 214 | 467/467 |
| | 8.78 | 42.4 | 51.18 | <10 | <10 | 11.78 | 42.4 | 54.18 | 45.4 | 0.43 | 45.82 | |
| Farmington High School | 287 | 511 | 798 | 107 | 107 | 394 | 511 | 905 | 684 | 11 | 695 | 1600/1600 |
| | 17.94 | 31.94 | 49.88 | 6.69 | 6.69 | 24.63 | 31.94 | 56.56 | 42.75 | 0.69 | 43.44 | |
| Farmington PreK East | <10 | 27 | 37 | <10 | <10 | 14 | 27 | 41 | 39 | <10 | 40 | 81/81 |
| | 12.35 | 33.33 | 45.68 | 4.94 | 4.94 | 17.28 | 33.33 | 50.62 | 48.15 | 1.23 | 49.38 | |
| Farmington PreK West | <10 | 18 | 26 | <10 | <10 | <10 | 18 | 27 | 81 | <10 | 84 | 111/111 |
| | 7.21 | 16.22 | 23.42 | 0.9 | 0.9 | 0.9 | 0.9 | 0.9 | 72.97 | 2.7 | 75.68 | |
| Heights Middle School | 115 | 225 | 340 | 38 | 38 | 153 | 225 | 378 | 357 | <10 | 363 | 741/741 |
| | 15.52 | 30.36 | 45.88 | 5.13 | 5.13 | 20.65 | 30.36 | 50.01 | 48.18 | 0.81 | 48.99 | |
| Hermosa Middle School | 124 | 217 | 341 | 40 | 40 | 164 | 271 | 381 | 300 | <10 | 305 | 686/686 |
| | 18.08 | 31.63 | 49.71 | 5.83 | 5.83 | 23.91 | 31.63 | 55.54 | 43.73 | 0.73 | 44.46 | |
| Ladera Elementary | 55 | 146 | 201 | 33 | 33 | 88 | 146 | 234 | 277 | <10 | 279 | 513/513 |
| | 10.72 | 28.46 | 39.18 | 6.43 | 6.43 | 17.15 | 28.46 | 45.61 | 54 | 0.39 | 54.39 | |
| McCormick Elementary | 42 | 218 | 260 | <10 | <10 | 51 | 218 | 269 | 143 | <10 | 143 | 412/412 |
| | 10.19 | 52.91 | 63.11 | 2.18 | 2.18 | 12.38 | 52.91 | 65.29 | 34.71 | <10 | 34.71 | |
| Mckinley Elementary | 67 | 183 | 250 | 26 | 26 | 933 | 183 | 276 | 201 | 10 | 211 | 487/487 |
| | 13.76 | 37.58 | 51.33 | 5.34 | 5.34 | 19.1 | 37.58 | 56.67 | 41.27 | 2.05 | 43.33 | |
| Mesa Verde Elementary | 75 | 124 | 199 | 34 | 34 | 109 | 124 | 233 | 194 | 10 | 204 | 437/437 |
| | 17.16 | 28.38 | 45.54 | 7.78 | 7.78 | 24.94 | 26.38 | 53.32 | 44.39 | 2.29 | 46.68 | |

| | | | | | | | | | | | | |
|---------------------------|-------|-------|-------|------|------|-------|-------|-------|-------|------|-------|-------------|
| Mesa View Middle Sch | 160 | 227 | 387 | 50 | 50 | 210 | 227 | 437 | 114 | <10 | 117 | 554/554 |
| | 28.88 | 40.97 | 69.86 | 9.03 | 9.03 | 37.91 | 40.97 | 78.88 | 20.58 | 0.54 | 21.12 | |
| Northeast Elementary | 87 | 185 | 272 | 48 | 48 | 135 | 185 | 320 | 199 | <10 | 207 | 527/527 |
| | 16.51 | 35.1 | 51.61 | 9.11 | 9.11 | 25.62 | 35.2 | 60.72 | 37.76 | 1.52 | 39.28 | |
| Piedra Vista High Sch | 216 | 418 | 634 | 90 | 90 | 306 | 418 | 724 | 724 | <10 | 730 | 1454/1454 |
| | 14.86 | 28.75 | 43.6 | 6.19 | 6.19 | 21.05 | 28.75 | 49.79 | 49.79 | 0.41 | 50.21 | |
| Rocinante High Sch | 20 | 84 | 104 | <10 | <10 | 27 | 84 | 111 | 102 | <10 | 102 | 213/213 |
| | 9.39 | 39.44 | 48.83 | 3.29 | 3.29 | 12.68 | 39.44 | 52.11 | 47.89 | 0 | 47.98 | |
| San Juan College High Sch | 31 | 38 | 69 | 16 | 16 | 47 | 36 | 85 | 202 | <10 | 203 | 288/288 |
| | 10.76 | 13.19 | 23.96 | 5.56 | 5.56 | 16.32 | 13.19 | 29.51 | 70.14 | 0.35 | 70.49 | |
| Tibbetts Middle Sch | 176 | 321 | 497 | 58 | 58 | 234 | 321 | 555 | 183 | <10 | 190 | 745/745 |
| | 23.62 | 43.09 | 66.71 | 7.79 | 7.79 | 31.41 | 43.09 | 74.5 | 24.56 | 0.94 | 25.5 | |
| TOTAL | 1664 | 3851 | 5533 | 572 | 572 | 2,291 | 3851 | 6151 | 4786 | 31 | 4867 | 11018/11018 |

INDIAN POLICIES AND PROCEDURES (IPPs)
FARMINGTON MUNICIPAL SCHOOLS (FMS)

It is the intent of the Farmington Municipal Schools District that all American Indian children of school age have equal access to all programs, services, and activities offered in the school district.

It is the intent of the Farmington Municipal Schools District to fully comply with all requirements of Title VII (Impact Aid Program) of the Elementary and Secondary Education Act of 1965 (formerly Public Law 81-874), and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by the intent and by Board action supersede all previous Board action and are intended to bind the Governing Board, administration and staff of the District.

POLICIES AND PROCEDURES

1. POLICY

Tribal officials and parents of Indian children shall be provided an opportunity to comment on the participation of Indian children on an equal basis in all programs and activities offered by the Farmington Municipal Schools District. [34 CFR 222.94 (a)(1)]

PROCEDURES

1.1 The Farmington Municipal Schools District Superintendent, Office of Indian Education Director, and FMS Indian Education Parent Advisory Committee will meet one to two times annually with Navajo Chapter District 12 (Shiprock , Hogback, Sanostee), District 13 (Upper Fruitland, Burnham, San Juan, Nenahnezad), District 15 (Lake Valley, Pueblo Pintado, Whiterock), District 14 (Naschitti), and District 19 (Huerfano, Nageezi) and Department of Dine Education (DODE) and parents of Indian children. The purpose of these meetings shall be to provide information on current programs that allow for Indian children's equal participation in the educational programs of the FMS District.

Generally, at least the following meetings will occur:

1. FMS Indian Education Parent Advisory Committee monthly meetings
2. FMS Indian Education Parent Advisory Committee in conjunction with the Office of Indian Education will hold a public hearing to share information and seek feedback about the educational programs provided through Johnson O'Malley, Title VI, and Impact Aid.

2. POLICY

The FMS District will annually assess the extent to which Indian students are participating on an equal basis in the educational programs and activities of the FMS District. [34 CFR 222.94 (a)(2)]

PROCEDURES

2.1 The FMS Superintendent, Office of Indian Education Director, in conjunction with the FMS Indian Education Parent Advisory Committee, will review school data and

comments with Tribal officials regarding the assessment and extent of Indian students' participation and progress in the educational programs and services of the FMS District.

- 2.2 In accordance with the New Mexico Indian Education Act [22-23 A-7 B. NMSA 1978], the FMS Office of Indian Education shall compile the FMS District-wide Tribal Education Status Report to all New Mexico Tribes represented within the school district boundaries.

3. POLICY

The FMS District shall seek input from the FMS Indian Education Parent Advisory Committee, when necessary, regarding educational programs and services when progress is not being made, or there appears to be a lack of equal participation for Indian students. [34 CFR 222.94 (a)(3)]

PROCEDURES

- 3.1 When assessment data, from the FMS District-wide Tribal Education Status Report, indicate Indian students do not participate on an equal basis with non-Indians students, or make appropriate progress, the FMS Indian Education Parent Advisory Committee will be afforded the opportunity to provide input or suggestions in order to attain an equal participation or appropriate progress. Recommendations will be presented to the FMS District Board of Education for review and consideration.

4. POLICY

Adequate time and opportunity will be provided to Navajo Chapter officials, FMS Indian Education Parent Advisory Committee, and Indian parents to present views and comments regarding the disseminated documents. [34 CFR 222.94 (a)(4)]

The following materials will be shared at the annual Public Hearing:

- Title VII Impact Aid
- Evaluation of programs assisted with Title VIII funds
- Program plans and information related to the education programs of the FMS District
- Assessment Data for Indian students and non-Indian students in the District (FMS District-wide Tribal Education Status Report)

PROCEDURES

- 4.1 A summary of each program will be shared through a power point presentation at the August public hearing.

Review of new or continuing programs is an on-going process of the FMS District Board of Education. An annual summary will be provided at the August public hearing.

- 4.2 Navajo Chapter officials and Indian parents will be notified at least ten (10) days prior to the August public hearing. Notices will be posted in the Office of Indian Education, on the district web page, and letters will be sent to the Navajo Chapter house officers.

5. POLICY

The FMS District shall solicit information from Navajo Chapter officials and Indian parents on Indian views, including those regarding the frequency, location and time of meetings. [34 CFR 222.94 (a)(5)]

PROCEDURES

5.1 At the public hearing described in Procedure 4.2 above, members of the Indian community will be afforded the opportunity to comment and suggest alternatives to the regularly scheduled times, locations, and frequency of pertinent meetings.

6. POLICY

The FMS District shall notify Navajo Chapter officials and Indian parents of the locations and times of meetings. [34 CFR 222.94 (a)(6)]

PROCEDURES

6.1 Navajo Chapter officials, Indian parents and FMS Indian Education Parent Advisory Committee will be notified as to the location and times of meetings in the same manner as that provided for the August public hearing. Notices will be posted in the Office of Indian Education.

7. POLICY

The FMS District shall actively consult and regularly involve the FMS Indian Education Parent Advisory Committee as well as interested Navajo Chapter officials and Indian parents in the planning and development of educational programs assisted with Title VIII funds. [34 CFR 222.94 (a)(7)]

PROCEDURES

7.1 The Title VIII application will be made available for review by the FMS Indian Education Parent Advisory Committee and other interested members of the Indian community prior to January.

7.2 The FMS Indian Education Parent Advisory Committee, parents of Indian children, and Navajo Chapter officials will review assessment data (FMS District-wide Tribal Education Status Report) to provide feedback on educational programs or services to allow participation of Indian students on an equal basis.

7.3 Members of the Indian Community, Navajo Chapter officials, members of the FMS Indian Education Parent Advisory Committee and staff will be notified of modifications to programs or services as stipulated in Procedure 4.1.

8. POLICY

The FMS District shall provide specific procedures for assessing the effectiveness of Indian community input regarding the participation of Indian children in the FMS District's education programs and activities and the development and implementation of the IPPs, and for providing feedback on the FMS District's IPP. [34 CFR 22.94 (a)(8)]

PROCEDURES

- 8.1 The FMS Indian Education Parent Advisory Committee and District staff will review parent and student input and surveys. Information regarding this input will be discussed at the public hearing for the new Title VIII Impact Aid public hearing in January.