

Navajo Preparatory School
2017-2018



FACULTY

HANDBOOK



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Navajo Preparatory School, Inc.

Authorized IB World School, Diploma Programme - January 29, 2014

The NPS mission is reflected in the IB Learner Profile and the School's Motto:

“Yideeskáággó Naat’áanii – Leaders Now and Into the Future”

IB Learner Profile

INQUIRERS

Na’idííkid dooleet

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE

Bił ééhózin dooleet

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balance range of discipline.

COMMUNICATORS

Bizaad hahózhqod dooleet

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED

Hóyáa dooleet

They act with integrity and honesty, with a strong sense of fairness, justice and respect for dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

BALANCE

Hózhqog naagháa dooleet

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

OPEN-MINDED

T’áá altsoní yaa ákonízin dooleet

They understand and appreciate their own culture and personal histories, and are open to the prospectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

THINKERS

Bił chohoo’jigo nitsékees dooleet

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

REFLECTIVE

Íhoo’aah yaa ntsénákeesgo

yee siihindzin dooleet

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

CARING

Bee ajooba’ hóloq dooleet

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS

Yá’át’éhígíí yee na’idínítaah dooleet

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

COURAGEOUS

T’áá altsoní yich’í’ ha’ólníí dooleet

They possess the mental and moral strength to venture, persevere and withstand danger, fear, difficulty and uncertainty. They are driven by courage on their life journey when faced with challenges and conflicts.

SPIRITUAL

Ádáhodíízin dóó hodísin dooleet

They develop a spiritual approach to life by walking in beauty through hózhq – living in balance and harmony with the universe through thoughts, deeds, actions and intentions.

"The aim of education is to enable students to understand the world around them and the talents within them so that they can become fulfilled individuals and active, compassionate citizens" – Sir Ken Robinson

WELCOME

Navajo Preparatory School is an IB World School offering the Diploma Programme. As a World School, we are committed to providing a high quality, challenging, international education and extend the opportunity for all Navajo Prep students to flourish "physical, intellectually, emotionally and ethically" within the IB Diploma programme (ibo.org).

It is with great enthusiasm that we welcome our NPS academic instructors to the 2017-2018 school year. We are dedicated to achieving, learning and developing our leaders of tomorrow. Our community is defined by excellence and each year we work toward continual school improvement through team collaboration.

MISSION STATEMENT

To develop inquisitive, compassionate life-long learners and leaders through a challenging curriculum of international education and assessment. To promote a strong foundation of Navajo Philosophy and holistic world view that fosters intercultural understanding and respect in a global society. This mission is reflected in the School's motto, *"Yideeskaago Naat'aanii – Leaders Now and Into the Future."*

IB LEARNER PROFILE

Navajo Preparatory School strives to develop inquisitive, compassionate life-long learners and leaders through a challenging curriculum of international. The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programmes is committed to the development of students according to the IB learner profile. The profile aims to develop learners who are:

- | | | | |
|-----------------|-----------------|---------------|--------------|
| ❖ Inquirers | ❖ Communicators | ❖ Caring | ❖ Balanced |
| ❖ Knowledgeable | ❖ Principled | ❖ Risk-takers | ❖ Reflective |
| ❖ Thinkers | ❖ Open-Minded | | |

North Central Accreditation (NCA)

The mission of Navajo Preparatory School is to educate talented and motivated college-bound Navajo and Native American youth. Our school's current Student Improvement Goals as required by ADvancED North Central Association Accreditation (NCA) Standards.

1. Ensure all stakeholders, including all staff, are included in surveys.
2. **Provide data-driven, differentiated instruction in classrooms.**
3. Listen to students as stake holders in the school improvement process.

IB Diploma Standards & Practices

The IB Diploma Programme standards and practices is essential for the planning, implementation, development and evaluation of all International Baccalaureate® (IB) programmes. It outlines what it means to be an IB World School and how schools maintain authorization and evaluation. The following Curriculum components are particularly relevant to faculty in the area of Collaborative Planning, Written Curriculum, Teaching and Learning, as well as Assessments. This information can be found on the IB public website (<http://www.ibo.org>).

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

1. Collaborative planning and reflection addresses the requirements of the programme(s).
2. Collaborative planning and reflection takes place regularly and systematically.
3. Collaborative planning and reflection addresses vertical and horizontal articulation.
4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
5. Collaborative planning and reflection is based on agreed expectations for student learning.
6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
7. Collaborative planning and reflection is informed by assessment of student work and learning.
8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
9. Collaborative planning and reflection addresses the IB learner profile attributes.

Note: "Collaborative planning and reflection" is used as a single concept as the two processes are interdependent.

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

1. The written curriculum is comprehensive and aligns with the requirements of the programme(s)
2. The written curriculum is available to the school community.
3. The written curriculum builds on students' previous learning experiences.
4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time
5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
6. The written curriculum incorporates relevant experiences for students.
7. The written curriculum promotes students' awareness of individual, local, national and world issues.
8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
10. The written curriculum integrates the policies developed by the school to support the programme(s).
11. The written curriculum fosters development of the IB learner profile attributes

Standard C3: Teaching and learning

1. Teaching and learning reflects IB philosophy.
2. Teaching and learning aligns with the requirements of the programme(s).
2. Teaching and learning engages students as inquirers and thinkers.
3. Teaching and learning builds on what students know and can do.
4. Teaching and learning promotes the understanding and practice of academic honesty.
5. Teaching and learning supports students to become actively responsible for their own learning.
6. Teaching and learning addresses human commonality, diversity and multiple perspectives.
7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
8. Teaching and learning demonstrates that all teachers are responsible for language development of students.
9. Teaching and learning uses a range and variety of strategies.
10. Teaching and learning differentiates instruction to meet students' learning needs and styles.
11. Teaching and learning incorporates a range of resources, including information technologies.
12. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.
13. Teaching and learning engages students in reflecting on how, what and why they are learning.
14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.
15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.
16. Teaching and learning develops the IB learner profile attributes.

Note: "Teaching and learning" is used as a single concept as the two processes are interdependent.

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion the DP requirements, including the extended essay.

Reviews, Changes, Deletions & Amendments to this Handbook

The administration of a school is a dynamic process and may require that a change, deletion or amendment be made to keep the handbook current with school policies.

Authority to make changes, deletions and amendments is reserved for the Head of School and the Dean of Instruction. The instruments of change will be in the form of sequentially numbered Policy Memorandums. Copies of the memorandums will be distributed to each faculty member who has the responsibility to post them in the appropriate section of their handbook. Policy Memorandums will have dates of implementation and expiration; the latter will not exceed the last day of the next academic year, or the next scheduled review date whichever is sooner. All Policy Memorandums will be considered for inclusion during the formal review process.

NPS FACULTY & ACADEMIC STAFF

	<i>Faculty</i>	<i>Ext.</i>	<i>Location</i>
Language and Literature Department (Group 1)			
English II/IB Language Literature I	Myrna Mendoza	300	Dodge Hall
English I/II	Jeffrey Young	314	Dodge Hall
IB Lang. Literature II	Cheryl Wolfe	303	Dodge Hall
Language Acquisition (Group 2)			
Navajo II / Foundations of Dine'	Kimberly Becenti	326	Dodge Hall
Navajo I/ Adv Navajo I/Dine' Philosophy	Rose Nofchissey	301	BOSC
Spanish II/ IB Spanish I & II	Elsa Iwana	319	Dodge Hall
Spanish I/Spanish II/Japanese	Hiroshi Iwana	150	Dodge Hall
Individuals and Societies- Nihe ina Department (Group 3)			
US Gov't& Econ /Navajo Hist. & Gov't	Larry Sorensen	312	MacDonald Hall
IB US History I & II	Lesley Tohtsoni	313	MacDonald Hall
World History/Geo/US Government/Econ	Janalee Vander Hoven	325	MacDonald Hall
NM/AZ History/Navajo Culture	Denise Yazzie	317	MacDonald Hall
Experimental Sciences (Group 4)			
Computer Science/Intro to Computers/ Computer Programming	Michael Gordon	126	Dodge Hall
Principles of Chemistry & Physics/ Biology I/IB Biology I	Allison Henry	308	BOSC
Biology I/IB Biology II/IB Environmental Science	Kevin Keeley	305	BOSC
Chemistry I/IB Chemistry I/II/Principles of Chem/Physics	Yolanda Flores	318	BOSC
Mathematics Department (Group 5)			
Algebra I/Algebra II	Janet Clifton	306	Morgan Hall
Geometry/IB Math Studies II	Donna Fernandez	311	Morgan Hall
IB Math Stds I/IB Math SL I/II/III	Ann Meyer	310	Morgan Hall
Health/Weight Lifting/Cross Trng Fitness	Eric Henson	316	Weight Room
P.E./Formal Dance Studies/ IB Sports Exercise I/II	Jessica Nez	321	Dodge Hall & Gym
The Arts Department (Group 6)			
Digital Art/ Found. Art/ IB Visual Art I&II/ Intro to Film/Adv. Film I	Kyle Joe	309	Morgan Hall
Piano/Guitar /Band /Found. Of Music / Percussion/IB Music I/ Explor in Music	Ursula Messano	323	Portable

<i>NPS Staff</i>	<i>Staff</i>	<i>Ext.</i>	<i>Location</i>
Head of School	Betty Ojaye	148	Wauneka Bldg
Admin. Assist. to Head of School		120	Wauneka Bldg
Business Manager/Payroll	Sheryl John	113	Wauneka Bldg
IT Support Specialist	Brian Begay	118	Wauneka Bldg
Dean of Instruction	Tasha Racawan	320	Dodge Hall
IB Coordinator	Derek Begay	130	Dodge Hall
Admin. Assist. to Dean of Instruction	Yvette Escojeda	160	Dodge Hall
Academic Counselor	Debbie Fowler	137	BOSC
Registrar/Records	Margaret Staggers	128	BOSC
Front Office	DeShannin Yazzie	122	BOSC
Dean of Student Affairs	Joanne Begay	132	BOSC
Librarian	Tami Bechdol	153	BOSC
Front Library		127	
School Nurse	Rita Abboud	115	BOSC
SPED Coordinator	Tara Hammons	329	MacDonald Hall
Athletic Director	Rainy Crisp	117	Eagle's Nest
Athletic Secretary	Tamara Begay	124	BOSC
Network Administrator	Ron Jantz	132	MacDonald Hall
Dean of Student Life	Leland Becenti	121	MacDonald Hall
Assistant Dean of Student Life	Ed Reece	156	MacDonald Hall
Student Support Specialist	Anthony Smith	302	MacDonald Hall
Wellness Coordinator	Delshayne John	330	MacDonald Hall
Facility Manager	Stacy Irwin	151	Portable
Facility Office Coordinator	Bitra Roanhorse	328	Portable

2017-2018 Academic Year Calendar

2017-2018 Navajo Preparatory School Calendar

School Days: 177/1120 Hours
 Teacher Contract Days: 208
 Board Approval: 8/5/17



04 Independence Day (Obs)
 05 NN Treaty Day (Obs)
 July 30 to Aug. 1
 New Student Orientation

06 New Staff Orientation
 09-11 All Staff In-Service
 09 All Teachers Report
 13 Residential Check-In Orientation
 14 First Day of School
 21 No School
 22 PM Classes (In-Service AM)
 25 NPS Parent Day (No Bus Runs)
 30 Mountain Day

04 Labor Day Holiday
 10 IEC Parent Meeting
 22 AM Classes (In-Service PM)
 27 Health & Wellness Day

06 AM Classes (In-Service PM)
 13 End of 1st Quarter
 20 Parent-Teacher Conferences
 & AM Classes (No Bus Runs)
 & IEC Parent Meeting
 27 AM Classes (In-Service PM)

10 AM Classes (In-Service PM)
 11 Veterans Day
 15 Unity Day/CAS
 13-17 International Week
 20-21 Full Day In-Service
 20-24 Thanksgiving Break
 for all students

01 AM Classes (In-Service PM)
 19, 20, 21 Midterms
 22 IEC Parent Meeting
 22 End of 2nd Qtr & end 1st. Sem
 & AM Classes (No Bus Runs)
 Dec 25-Jan 05 Winter Break

July 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

August 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

March 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 First day of 2nd Semester
 01 New Year's Day
 05 Teachers Report (In-Service AM)
 08 Students Report PM
 15 MLK Holiday
 26 AM Classes (In-Service PM)
 31 Snow/CAS Day
 & Health & Wellness Day

09 Parent-Teacher Conference
 & AM Classes (No Bus Runs)
 & IEC Meeting
 16 AM Classes (In-Service PM)
 19 President's Day

02 AM Classes (In-Service PM)
 09 End of 3rd Qtr
 16 IEC Parent Meeting
 & AM Classes (In-Service PM)
 16 (No Bus Runs)
 19-23 Spring Break
 30 Good Friday

1 Easter Sunday
 02 AM Classes (In-Service PM)
 16-20 Hocho Naasaha Week
 20 Spring Open House (No Bus Runs)
 & CAS/ATSA Day
 & IEC Parent Meeting
 & Student Re-Enrollment Due
 23 NN Sovereignty Day

April 30-May 18 IB Exams
 02 Annual NPS Awards Ceremony
 15-17 Final Exams Semtra
 19 Senior Graduation
 22-24 Final Exams (9th-11th Grade)
 24 Last Day of School (No Bus Runs)
 & End of 4th Qtr End of 2nd Sem.
 25 Full Day In-Service
 28 Memorial Day Holiday
 31 Navajo Nation Memorial Day

LEGEND

- First Day of School
- Full Day In-Service
- End of Quarter
- Graduation
- Break
- PTC
- School Holidays
- Half Day In-Service
- Half Day Classes
- Finals
- IEC/PAC Meeting
- No Bus Runs



Parent Conference Days:	
08/25/17	02/09/18
	04/25/18
	(Open House)
IEC/PAC Meeting Dates:	
09/10/17	02/09/18
11/20/17	03/16/18
12/22/17	
No Bus Runs on these Dates:	
08/25/17	02/09/18
10/20/17	03/16/18
12/22/17	04/25/18
	05/24/18



Snow Days will be made up after the last day of school.

2017-2018 Daily Schedule

Regular Daily Class Schedule (Mon, Tue, Wed, Thurs)

A modified block schedule consists of ninety minutes of classroom instruction throughout the entire school year. A class meeting and school assembly is scheduled on an as needed basis. Class schedule changes periodically due to in-service meetings, events and activities.

MONDAY

<i>1st Hour</i>	7:55 AM – 9:25 AM
<i>2nd Hour</i>	9:30 AM–11:00 AM
<i>LUNCH A</i>	11:05 AM – 11:40 AM
<i>CP Advisory</i>	11:45 AM – 12:25 PM
<i>CP Advisory</i>	11:05 AM – 11:45 AM
<i>LUNCH B</i>	11:50 AM – 12:25 PM
<i>3rd Hour</i>	12:30 PM – 2:00 PM
<i>4th Hour</i>	2:05 PM – 3:35 PM

WEDNESDAY

<i>1st Hour</i>	7:55 AM – 9:25 AM
<i>2nd Hour</i>	9:30 AM–11:00 AM
<i>LUNCH</i>	11:05 AM – 11:45 AM
<i>3rd Hour</i>	11:50 AM – 1:20 PM
<i>4th Hour</i>	1:25 PM – 2:55 PM

FRIDAY

<i>1st Hour</i>	7:55 AM - 8:35 AM
<i>5th Hour</i>	8:40 AM - 9:20 AM
<i>2nd Hour</i>	9:25 AM - 10:05 AM
<i>6th Hour</i>	10:10 AM - 10:50 AM
<i>LUNCH</i>	10:55 AM - 11:30 AM
<i>3rd Hour</i>	11:35 AM - 12:15 PM
<i>7th Hour</i>	12:20 PM - 1:00 PM
<i>4th Hour</i>	1:05 PM - 1:45 PM
<i>8th Hour</i>	1:50 PM - 2:30 PM
<i>Class Meetings/ Assemblies</i>	2:35 PM – 3:30 PM

TUESDAY

<i>5th Hour</i>	7:55 AM – 9:25 AM
<i>6th Hour</i>	9:30 AM–11:00 AM
<i>LUNCH A</i>	11:05 AM – 11:40 AM
<i>CP Advisory</i>	11:45 AM – 12:25 PM
<i>CP Advisory</i>	11:05 AM – 11:45 AM
<i>LUNCH B</i>	11:50 AM – 12:25 PM
<i>7th Hour</i>	12:30 PM – 2:00 PM
<i>8th Hour</i>	2:05 PM – 3:35 PM

THURSDAY

<i>5th Hour</i>	7:55 AM – 9:25 AM
<i>6th Hour</i>	9:30 AM – 11:00 AM
<i>LUNCH A</i>	11:05 AM – 11:40 AM
<i>Flex Time</i>	11:45 AM – 12:25 PM
<i>Flex Time</i>	11:05 AM – 11:45 AM
<i>LUNCH B</i>	11:50 AM – 12:25 PM
<i>7th Hour</i>	12:30 PM – 2:00 PM
<i>8th Hour</i>	2:05 PM – 3:35 PM

Early Dismissals/Late Classes/In-Services/Parent-Teacher Conferences

	AM CLASSES	PM CLASSES
<i>1st Hour / 5th Hour</i>	7:55 AM – 8:35 AM	1:00 PM – 1:40 PM
<i>2nd Hour / 6th Hour</i>	8:40 AM – 9:20 AM	1:45 PM – 2:25 PM
<i>3rd Hour / 7th Hour</i>	9:25 AM – 10:05 AM	2:30 PM – 3:10 PM
<i>4th Hour / 8th Hour</i>	10:10 AM – 10:50 AM	3:15 PM – 3:55 PM
<i>Lunch</i>	10:55 AM – 11:35 AM	
<i>Buses Depart</i>	12:00 PM	

2017-2018 Study Hall Schedule**Study Hall Schedules and Locations**

*study hall time will be sponsored for other activities at an earlier time if needed.

AM OPEN LIBRARY	Mon-Fri	7:00 AM-7:50 AM
Open to All Students Daily.		
TEACHER OFFICE HOURS	Mon/Tues/Thurs	3:35-4:30 PM
Immediate intervention & support for all students (including athletes & day).		
FRESHMEN, SOPHOMORE, JUNIOR ACADEMY	Mondays	4:00-5:00 PM
Fall Semester: All Freshmen will attend. Spring Semester: Freshmen will be assigned an Academy according to needs. Sophomores and Juniors: will be assigned Academy periodically according to needs.		
AT RISK/DAY STUDENT STUDY HALL	Mon-Thurs	4:00-6:00 PM Library
Students are required to sign in and attend two hours per day. Mandatory for At-Risk GPA <2.3 and Students GPA <3.0. Students will have access to tutors.		
ATHLETIC PRACTICE	Mon-Thurs	4:15-6:15 PM
AFTER SCHOOL OPEN LIBRARY	Mon-Thurs	3:30 PM-8:00 PM
Open to all students daily. Tutors are available for students who need help in certain areas.		
STUDY HALL	Mon-Thurs	7:00 – 9:00 PM
All students are required to attend Study Hall in designated areas / SSC. Students on the Dean's List and Honor Roll will attend Study Hall from 7:00 – 8:00 PM. Tutoring is available up to 8:00 PM (Green passes are needed to leave study hall).		

Mid-Term Exam Schedule (December)

Monday, Dec. 18th (45 Min. Classes)	Tuesday, Dec. 19th (90 Min. Classes)	Wednesday, Dec. 20th (90 Min. Classes)	Thursday, Dec. 21st (90 Min. Classes)
<i>Mid-Term Review</i>	<i>Mid-Term</i>	<i>Mid-Term</i>	<i>Mid-Term</i>
<i>1st Hour</i>	<i>College Prep Hour</i>	<i>College Prep Hour</i>	<i>7th Hour</i>
<i>5th Hour</i>	<i>1st Hour</i>	<i>4th Hour</i>	<i>8th Hour</i>
<i>2nd Hour</i>	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>
<i>6th Hour</i>	<i>2nd Hour</i>	<i>5th Hour</i>	
<i>LUNCH</i>	<i>3rd Hour</i>	<i>6th Hour</i>	<i>Off-Campus Activity</i>
<i>3rd Hour</i>			
<i>7th Hour</i>			
<i>4th Hour</i>			
<i>8th Hour</i>			

Senior Final Exam Schedule (May)

(IB Exam and Mock Exam Schedule to be announced)

School Committees

Teachers are expected to serve on at least two committees per each academic year. A committee may be formed during the course of an academic year for school improvement as well as student and staff support. The following are some of the Committees:

- ❖ Discipline Planning Committee
- ❖ Technology Committee
- ❖ Sunshine Committee
- ❖ Atsa Senior Exhibition Committee
- ❖ Hozho Naasha Committee
- ❖ International Week Committee
- ❖ Annual Awards Ceremony Committee

EVENT	GROUP/SPONSOR/COMMITTEE	DATE(S)
<i>New Student Orientation</i>	Administration/ Student Senate	August
<i>Homecoming</i>	Student Senate/Athletic Dept.	October
<i>Unity Day</i>	G&T/ Freshman Class	November
<i>International Week</i>	International Week Committee	November
<i>Shiprock Parade Float</i>	Sophomore Students	October
<i>Snow Day</i>	Residential/SBHS	February
<i>Blood Drive</i>	NHS	October/February
<i>Prom</i>	Junior Class	April
<i>Graduation</i>	Administration/Senior Class	May
<i>College/Career Week</i>	Academics	Fall/Spring
<i>Parent Workshops/Seminar</i>	Academics/SBHC	Fall/Spring
<i>Hozho Naasha/Mountain Day</i>	Hozho Naasha Committee	Fall/Spring
<i>Health & Wellness Day</i>	Residential/SBHC	Fall/Spring

Staff Report Time

Reporting time for all teachers are from 7:45 am – 4:30 pm every day.

Administrative offices will be open from 8:00am to 5:00pm each workday.

Delayed/Canceled Day Policy

1. In the event of a delayed start, all staff and students will be on a two (2) hour delay.
2. In the event of a full dismissal, notification will be sent via SchoolReach Messenger system.
3. In extreme situations, all employees will receive a school cancellation or half-day notification via SchoolReach by NPS Administration.

Teacher Absences

All leave should be submitted online at least three days prior to an absence. Once the Dean of Instruction is notified via the online payroll system, the leave request is then forwarded to the Front Desk Person to schedule a substitute. Please verify with the Front Desk Person that a substitute teacher has been arranged.

If it is necessary for a teacher to be absent from the classroom or leave class due to an emergency, inform the Dean of Instruction how long you will be gone, the reason, and what should take place in your absence. Also, notify the classroom teacher next to your room if you have to step out, so that he/she may watch your class until you or a substitute arrives.

If you need to leave campus at any time other than your lunch break, you are required to sign out with and notify the front/Registrar office upon your return. This information allows the front/Registrar office to locate you in case of an emergency or for other contacts as required throughout the school day.

Teachers on sick leave for more than three consecutive days are required to complete a Family Medical Leave Form. These forms are available in the business office. It is very important that your lesson plans are suitable for on-going and meaningful instructional progress/learning, are standards based, include materials and supplies that are easily accessible, have clear directions, with the materials accessible to the substitute include seating charts. Lessons should not include films/videos, and are not a form of busy work (short answer worksheet). **Lessons should allow students to make progress towards meeting their educational needs.**

Emergency Lesson Plans

From time to time teachers may have unexpected emergencies which require immediate attention and teachers may not be able to properly plan for their absences. **Therefore, all teachers are expected to submit 5 days' worth of emergency lesson plans to Dean of Instruction by Friday, September 30, 2017.**

Obtaining a Substitute

In the event of illness or personal emergency, teachers will inform the Dean of Instruction by phone or text message at 928-660-9540 on or before 6:45 a.m. if he/she will be absent that day. Your daily class schedule, class roster, and specific duty assignments should be left with the Front Desk Person for use by the substitute. Please provide direction to the substitute teacher to cover lunch duty. If you are unable to reach the Dean, send an email ASAP and CC the Front Desk Person. **Please be mindful that substitute teachers are limited.**

Substitute Folder

On occasion a teacher may be absent from class for professional development, sickness or personal reasons. **In this case it is required that a substitute folder be left for the substitute teacher.** The substitute folder should consist, but is not limited to: substitute plans, class roster, duties specific to the Focused Study sessions, and a class schedule. The substitute folder can be left with the Receptionist or on the teacher's desk. **Video films to fill time are discouraged.**

Blackboard Configurations

1. Daily Blackboard Configurations (BBCs) are daily requirements and must be planned in advanced in all classes. **BBC's should reflect the learning that is to occur for that day only, not the entire week.**
2. BBC's should be differentiated by course title and course level.
3. BBCs are to be uploaded to SharePoint by every Monday of instructional week.
4. BBCs must reflect common core standards (or IB AIMS), essential questions and assessments.
5. **BBCs must visible for students to access from any point in the classroom at all times.**
6. Teachers are responsible for furnishing BBCs to substitutes whenever absent from class.
7. Daily updates to the curriculum are expected. Reflection is a critical part of lesson planning.
8. Field trips and guest speakers in the classroom must support the BBC.
9. Videos must be instructional and relevant to student learning and should not take the place of teacher instruction nor to be used to fill a class period.

Care of School Property

1. Each teacher has tabulated inventory items assigned to his/her classroom. These items will not be moved from one location to another without proper authorization. Forms are provided through the office for transfers of equipment. All transfers must be approved by the administration in advance.
2. Inventories will be taken twice a year by the staff and the administration.
3. Teacher will be responsible for the care of furniture, equipment, textbooks, materials, and supplies entrusted to them. At regular intervals, teachers shall inspect all property entrusted to their care and shall report to the Dean of Instruction any damage resulting to school property.
4. **All teachers and students are expected to maintain the cleanliness of all computer labs** by picking up any trash, shutting down computers, placing the chairs properly, and locking the computer lab upon departure.
5. Teachers shall pay particular attention to the physical condition of their classrooms. This includes heating, lighting, ventilation, temperature, and general appearance of their room.
6. Classrooms should be kept clean and neat with materials put away at the end of each day. A cluttered, unkempt classroom does not create an atmosphere that is conducive to learning. **The teacher is to ensure that students take their share of the responsibilities for keeping a clean and attractive school.**
7. Submit a request for any repairs and maintenance to school dude online.

Food in Classroom & Hallways

Teachers and students are expected to maintain a clean, safe campus environment. In order to prevent bug and pest infestation along with protecting school property (ie. furniture, walls, rugs, computers, flooring), food is not permitted in all classrooms, computer labs, library, Student Success Center, gymnasium, and hallways. Any class festivities involving food require the use of Morgan Hall kitchen or cafeteria. Teachers ought to expect all students to clean up after themselves upon finishing their meal. Lunch meetings may be held on campus in the Morgan Hall kitchen.

Keys

Keys will be checked out at the beginning of the school year and checked in at the end of the school year with Maintenance. Do not loan keys to students at any time. Replacement charges for keys plus any additional charges may be assessed.

Mailboxes

All academic staff members are assigned a mailbox in the Faculty Work Room. Teachers are responsible for checking their mailboxes daily. **Students must not be sent to retrieve mail due to confidential information.**

1. Mailboxes for Faculty members are located in the Staff Work Room.
2. Please check your mailboxes several times each day as important notices for you and students are placed in your mailboxes.
3. Please do not allow your mailbox to overflow for any period of time as important information can be accidentally lost or removed.

Staff Travel/Professional Leave

1. All academic staff travel requests are processed through the Dean's Office by the Administrative Assistant.
2. Complete destination & purpose of travel (Blue Forms). Date of travel, your leave and return time. (Your per diem is calculated according to this information).
3. Indicate (circle) your travel needs on the travel form: Meals, mileage, airfare, taxi, car rental, lodging, and registration.
4. Complete registration information: cost, vendor, and fax number.
5. Signatures required: Staff traveling, supervisor, business manager, and Head of School.
6. Furnish account number and name of account to be charged.
7. Receipts required from staff member traveling: lodging, taxi/shuttle, rental car, and registration fees. Receipts not turned into business office within 5 days after completion of travel will require business office to deduct these amounts from staff members pay.
8. Always attach a copy of any brochures, memos, letters, flyers, etc. pertaining to your training or trip.
9. Submit travel requests as early as possible, especially those for conferences, or group travel. Also, out of state travel will require Board approval.
10. Summer training requests must be submitted by April 2018 for budgeting and Board approval. Requests will not be approved during the summer months.
11. School Vehicle use vs POV: Whenever possible staff members should utilize a school vehicle for staff travel. When this is not available and travel is within driving distance, an authorization to use a POV may be given the staff member. Mileage is then paid to the staff member using their own vehicle.
12. Be sure to submit professional leave via Online Access.

Chain of Authority of the School

Teachers at Navajo Prep are expected to act professionally and respect the established chain of authority of the school. (Reference: Personnel Handbook for organizational structure).

In matters related to departmental issues, concerns, proposals, the Department Chair is the appropriate authority. All other matters of concern are to be referred to your direct supervisor, the Dean of Instruction. Personnel concerns are handled by the Director of Human Resources.

It is inappropriate for a teacher to circumvent this chain of authority and go directly to the Board of Trustees or the Parent Advisory Committee (PAC) and Indian Education Committee (IEC) on matters of school policy, procedures, and administrative decisions.

It is never appropriate for teachers to involve students, parents, or community members in school issues in such a way that will incite controversy or cause harm in any way.

Licensure

All Level I teachers are considered a "protégé" for the first year and will undergo a mentor training. Level II teachers are able to advance to a Level III with a Master's Degree or National Board Certification. Please see the Dean of Instruction for more information. It is the teacher's responsibility to provide a valid teaching license and endorsement(s). For specific information, contact:

New Mexico Public Education Department
 300 Don Gaspar Avenue
 Santa Fe, NM 87501-2786
 Phone: (505) 287-5800

NMPED website: ped.state.nm.us

Library Services

The NPS library exists to serve the NPS learning community. It contains a wide selection of print resources (including teaching helps in the Professional collection), periodicals, and E-Books for pleasure reading and individual instructional disciplines, videos, and a special, well-rounded Native American collection. The library also has some AV equipment (digital camera, camcorder, overhead projectors, slide projectors, DVD players), and desktop computers equipped with MS Office and Adobe software, along with Internet connectivity.

Teachers are welcomed and encouraged to use the library for personal and curricular use. Access to the facility and resources is on a first come/first served basis. Teachers are encouraged to check with the library staff and pre-schedule as far in advance as is possible for class time facility access for research, reading, and/or creation of projects.

The librarian solicits and welcomes opportunities to collaborate with teachers on instructional units or individual lessons. Library supports for instruction are valuable, and data retrieved from several different studies validate that the good use of libraries by students facilitates increases of their scores on standardized tests.

Feel free to use any and all library resources: print, people, and technologies.

Audio & Video Equipment Material

1. Equipment for classroom use is checked out through the library. Please sign up on the calendars provided in the library or the Student Success Center. No AV equipment will be checked out to students.
2. Minor repairs and upkeep of all AV equipment (i.e. lamp replacement) will be made by the librarian and forwarded to tech support. Teachers are not to let students attempt repairs or run any AV equipment.
3. All AV equipment should be returned as soon as possible after use and if continual use is required, the equipment should be stored in a secure/locked cabinet or storage area. Equipment should not be left out in the classroom. All major repairs are made by repair contract; usually take 6-8 weeks and may take longer.

R-rated videos/movies are not allowed to be shown without administrative and parental approval.

Community Handbook

A copy of the NPS Community Handbook will be given to all teachers and students. This should be reviewed with the students during College Prep Advisory. All students will sign and turn in the contract indicating review and receipt of their handbook. Contracts will be filed in the Front office. Staff members are expected to know and reinforce these rules.

Teachers are encouraged to offer suggestions for revisions of the Community Handbook each year.

Teacher/Student Responsibilities

College Prep Advisory

Rationale and Purpose

The College Prep Advisory is an extended advisement period that is designed to support students through their college preparatory experience. Each class includes multi-level grouping intended to foster mentorship, leadership, and peer learning. The focus of the course is multi-faceted and allows students from each level to develop executive skills, such as time management, study strategies, and goal setting. Additional emphasis will be placed on supporting students in developing IB Learner Profile qualities and to manage academic responsibilities.

Program Goals

Students will participate in school-wide reading, group discussion, as well as meeting academic goals outside of the regular course schedule. This includes project planning for Atsa/CAS Projects as well as test prep (PLAN, ACT, SAT, etc.) Students will also find opportunities for college and career exploration, planning and preparation. There should be a number of opportunities for student-led activities as well as independent learning in College Prep advisement.

Monday	Tuesday
<ul style="list-style-type: none"> ➤ Academic Support/ Check-In <ul style="list-style-type: none"> ○ NASIS grade check ○ planner check ○ teacher or parent contact ○ Flex Time info ➤ School-Wide Reading <ul style="list-style-type: none"> ○ SSR ○ Socratic Seminar (TOK) ➤ Teambuilding Activities ➤ School-Wide Data Review 	<ul style="list-style-type: none"> ➤ Atsa-CAS Experience Planning, Mentorship and Reflection <ul style="list-style-type: none"> ○ Managebac updates ➤ IB Learner Profile Activities ➤ School-wide Writing <ul style="list-style-type: none"> ○ Inquiry Journals (TOK) ○ Extended Essay ➤ College & Career / Explorational Planning

College Prep Advisors' Responsibilities

College Prep advisors are key to helping students set academic goals and plan for their successful achievement. Key responsibilities to help their advisees are:

❖ **Build Positive, Professional Relationships with Students.**

- ✓ Teachers will take on the role of advisor and mentor.
- ✓ Be a role model in demonstrating positive behavior and attitude.
- ✓ Support students in developing the qualities of the IB Learner Profile.
- ✓ Be a resource to students. Classroom outings are encouraged!

❖ **Set High Expectation for Student Achievement.**

- ✓ Monitor student progress on a weekly basis. Complete a grade check for each student every Monday morning.
- ✓ Encourage students to use planners and check them periodically.
- ✓ Talk with students about setting long-term goals and plans beyond secondary school.
- ✓ Allow opportunities for students to explore colleges and careers.
- ✓ Analyze NWEA data with and help students set goals for growth.

❖ **Provide Opportunities for Mentorship and Leadership.**

- ✓ Encourage students to develop positive relationships between upperclassmen and lowerclassmen.
- ✓ Involve students in community events and activities.
- ✓ Teach leadership skills explicitly and allow students to take turns at leadership.
- ✓ Provide opportunities for students to engage in teambuilding activities.

❖ **Give Regular Feedback and Support.**

- ✓ Students will receive a Pass/Fail grade for participation in College Prep Advisory.
- ✓ Teacher developed rubrics will be used to score students in different areas:
 - Executive Skills (time management, planning, study hall etc.)
 - Project Management (CAS, ATSA, etc.)
 - Classroom Discussion (Book Clubs, Socratic Seminar, etc.)
 - School-wide Reading (participation, reading strategies, etc.)
- ✓ Zero grades will not be given in this course. Instead teachers will use rubrics to assess performance.
- ✓ Work with Academy Coordinators to support students who are struggling and falling behind.
- ✓ Be aware of students' overall well-being and refer to the appropriate support service.
- ✓ Attend Discipline and Academic Review meetings for advisees.

❖ **Do students get to choose their advisors?**

- ✓ Freshmen Students are not permitted to choose an advisor. They are automatically placed with an advisor during their first year. This year, students will be assigned the same advisor as the previous year.
- ✓ Advisees are not permitted to switch groups during the year, unless approved by the Dean of Instruction. Sometimes a group is made up of many different personalities, and it is the hope that the advisor can facilitate a discussion of any misunderstandings and make sure that all members of the group get along.

❖ **What do I need to know about advisor/advisee trips?**

Some basic ground rules you need to know are:

- ✓ Each Advisor group has school funds to spend. The money comes from student fees. Funds ought to be used for activities that lead toward the goals of CPA. To use your money, begin by filling out a requisition form at least 1 week in advance of the trip. A check will be made out in Advisor's name. No Advisee trips during midterms, finals, NWEA testing days, and during the month of May. Approval will be determined by the Dean of Instruction.
 - **After the trip, you must remember to turn all receipts in to the Business Office.**
 - Once you have used the entire designated funds, it is you and your group's responsibility to pay the unpaid expense.
- ✓ Turn in a trip request for NPS transportation at least 1 week in advance.
- ✓ **Students are still responsible for their study hall commitment.** An advisee trip is NOT an excused absence. Teachers must verify eligibility for students attending the trips.
- ✓ **Always notify the Residential Staff and Security of the students who are going on the advisee trip. This is in case of emergency.** This can be done by photocopying a list of the students and putting it in the residential mailboxes, and handing it to the Security Officer on duty.
- ✓ On the day of the trip, the number of students may change, so do not forget to make a new list of students for the Residential Staff and Security. Make photocopies and place them in their boxes or hand it to them individually. This keeps everyone up to date on what students are actually participating in the activity.

A Few Last Remarks

- ❖ The advisee program is what you make of it.
- ❖ One of the most rewarding aspects of being an advisor is when a student asks YOU for help regarding a personal issue. A strong advisor can be instrumental in the lives of Prep students.
- ❖ One of the best ways to spend time with your advisee group is in a neutral setting where students and staff can be themselves.
- ❖ Laugh with your advisees.
- ❖ Make a point of meeting your advisee's parents during Parent Teacher Day.
- ❖ Get to know your advisees, their likes and dislikes.
- ❖ On occasion, the Dean of Instruction will ask advisors to focus on specific needs and school-wide goals.

The long-term benefits from this type of program are monumental. This special advisor-advisee relationship can often bring out issues, which can motivate students and illuminate the school staff. This is one program which sets Navajo Prep apart from other schools.

Checklist for Student Trips

_____ Complete and submit a requisition sheet for funds (if needed). No Later than 1 week prior to your trip.

_____ Complete and submit a transportation request *No Later than 1 week prior to your scheduled trip.*

**It is always good practice to contact the Transportation Department a couple of days before the scheduled trip to confirm you have a reserved vehicle/bus.*

_____ If you are driving and have a valid activity driver's training, pick up your keys on the day of your trip from the Maintenance Office.

_____ Compile a student list participating in the trip and notify Study Hall, Residential and Security before you leave.

_____ Make sure all students are academic eligibility according to guidelines in the Community Handbook

_____ Remind all advisees of departure time. Have a good time and don't lose any students.

_____ Return students before 9:30 p.m. Report any emergency to 911 and immediately notify NPS Security at (505) 860-2189.

_____ You should also contact the Dean of Instruction at 928.660.9540.

What are some possible advisee activities?

- ❖ Movie Trips
- ❖ Paintball Excursions
- ❖ Going out to eat at a local restaurant
- ❖ Cook dinner for your advisees at a local park or in Morgan Hall Kitchen
- ❖ The Animas Valley Mall
- ❖ Going to Breakfast before school starts
- ❖ Celebrating Birthdays, getting off of At-Risk and No D's and F's, NWEA growth
- ❖ Mountain Biking
- ❖ Bowling
- ❖ Roller Skating
- ❖ Volunteer at Boys & Girls Club
- ❖ Service Learning Projects
- ❖ Campus Beautification
- ❖ Bookstores/Farmington Library

It is important to note that the dorm and activities director may provide some of these activities during the school year already (i.e. Mall and Movie Trips) so you may want to be creative and try something different.

These are just a few, and if you ask around you'll see that everyone has different ideas about where to take their advisees and what to do with them. It is important that you create a bond with your group.

It is also a favorite to combine advisee groups. You can go on an outing with another group if your group desires. The only difference is that a bus and bus driver will be needed.

Flex Time

Flex time is offered on Thursdays. The purpose of this time is for student and staff collaboration. Flex is an opportunity to attend grade level meetings, hold planning meetings and work with students to achieve goals. This is valuable time for providing intervention and enrichment activities. It is not a planning period. Faculty are encouraged to engage with students during this time and participate in monitoring students as needed.

Computer Lab Use

The computer labs are located in the Student Success Center (SSC), Library Lab and the Mezzanine Lab is on the

second floor of the Betty Ojaye Student Center. The primary purpose for this lab is for delivery of instruction using computers. To avoid scheduling conflicts for the computer labs, please use the "Schedule Request" tab on School Dude's *My School Building* portal. Please see *Facility Requests* below for website.

- Each teacher is expected to schedule their time for computer labs use.
- The computer labs are used as a tool for delivery of instruction.
- All teachers and substitutes are to remain with their respective classes while in the computer lab.
- Students surfing the internet or checking e-mail messages while class is in session is prohibited – teachers are responsible for ongoing instruction.
- Locking the computer Labs at the end of each class.
- Each class printing on the printer will provide their own copier paper.
- All teachers and students are expected to maintain the cleanliness of all computer labs by picking up any trash, shutting down computers, placing the chairs properly, and locking the computer lab upon departure.

Curriculum

All teachers are expected to work collaboratively on content curriculum to ensure alignment with IB Aims and New Mexico Common Core Standards. Curriculum is to include team SMART goals, assessments and interventions for student learning. Any curriculum and assessments changes/deviations must be discussed with the Dean of Instruction and PLCs.

Syllabus

The syllabus is a contract between student and instructors to promote positive effect of learning, leadership and academic expectations. Each course is different and basic components include: Teacher office hours, course guidelines, course expectations, units to be covered, required materials, and the class grading scale, percentages, absenteeism with make-up work and rules/behavior expectation of the students. Departments and Grade Level Committees are encouraged to set common grading expectations for missing and late work, as well as weighed categories. **Please submit a copy of your syllabus to the Dean of Instruction at the start of the semester.**

NASIS Attendance

Attendance is taken electronically here at Navajo Prep and transferred to the attendance office daily. **Please input information within the first five minutes of each class.** (Refer to Community Handbook for Attendance and Tardy Policies).

Student Attendance & Tardiness

1. Attendance is taken on a daily basis each block. Attendance is recorded in the teacher's grade/attendance book and NASIS.
2. Students who are excused for school-sponsored activities are not considered or reported absent (a notation of the excused absence must be made in the grade/attendance book.)
3. All suspended students are unexcused absences.
4. Please bring any excessive absences to the attention of the Academic Counselor and the Dean of Instruction.

Student Discipline

1. It is the teacher's responsibility to be knowledgeable of the NPS discipline policy. Refer to the board approved Community Handbook.
2. Handbook copies are issued to all faculty members at Back to School Orientation and each student is given a copy.
3. Teachers ought to keep class rules simple and enforce them consistently. Please review rules and procedures with all students at the start of school.

Minor Discipline Infractions

1. Minor Disciplinary issues are listed in the Community Handbook.
2. Faculty are encouraged to develop positive relations with students and apply appropriate discipline that is consistent and fair to all students.
3. Be aware of student's due process and allow them to explain or give an account for the infraction.
4. When students commit a minor infraction, staff are encouraged to use positive behavior strategies and allow for students to correct behavior:
 - a. Use a supportive tone
 - b. Coach toward expectations
 - c. Address behavior, not the person
5. Minor Infraction Referrals
 - a. Please contact parents if you have concerns with persistent behavioral concerns.
 - b. Be sure to document student and parent contact.
 - c. The Dean of Student Life will handle all minor infraction referrals. Please provide documentation with your referral of at least three measure of interventions/ warnings you have provided for the student.

"Give 'em Five" The Guided Conversation Checklist



Major Disciplinary Violations

All major disciplinary violations will be referred to the Dean of Instruction. A Disciplinary Committee meeting may be called to provide due process and render appropriate disciplinary action. Faculty members may be called to serve on the Committee at random times of the school year.

from *Roadmap to Responsibility*, Larry Thompson

Discipline Planning Committee

A Discipline Planning Committee will meet on a monthly basis to develop a multi-tiered system of support for students that encourages them to be responsible and develop qualities of the IB Learner Profile. The committee will work toward strategies for improving student behavior that lead to student success and achievement, through the following:

- Creating a structure and organized school setting for success
- Improve student culture by teaching students how to behave responsibly
- Improve staff culture by encouraging faculty and staff to use consistent positive discipline approaches
- Collecting data and researching best practices in school discipline, particularly in restorative justice

This planning committee will be comprised of academic and residential staff, as well as students. The team will meet on a monthly basis, evaluate disciplinary data and create strategies for addressing issues throughout the year.

Accidents Involving Students/Reporting

It is required that all accidents to students or staff be reported on an incident report form and submit to the Dean of Instruction's office immediately. Notify Security and Nurse of any injury.

Student Passes

Students are permitted outside of class to go to their lockers, library, bathroom, water fountain, front office, Dean of Instruction's office or another area designated only by the permission of their teacher. Please use the appropriate pass forms consistently, indicating time and destination. Teachers/Librarians are encouraged to monitor the passes that are permitted in each of their classrooms.

Parent-Teacher Conferences

NPS has three conferences for parents along with a Parent Day. We will use different models of conferencing in this school year. Fall Conference will be held in the Gym, Winter Conference will be student-led in the classroom, and Spring Conference will be scheduled with the student showcase of work (CAS Fair).

A student-led conference accomplishes five goals:

1. Student portfolios provide reasons for students to monitor their process of self-evaluation.
2. Parents and students have the opportunity to talk together about the progress report and classroom assignments/projects.
3. Students show that they are responsible for their academic performance.
4. Many parents spend time in meaningful conversation with their student and have opportunity to ask teacher questions.
5. Accountability remains with the student and therefore, gives an account to his/her parent of performance in the classroom.

Student Led Conference Model:

The student is in charge of the academic conference with the parents. The teacher serves as a discussion facilitator. Increased accountability moves the student from passive to active participant. Students assume equal partner status in the discussions concerning their academic progress.

Weeks prior to the conference, the teacher assists with collecting information for the portfolio and instructs students how to explain, describe and interpret information. Students are to present their artifacts to their parents that depict their academic progress. Teachers must allow for students to role-play scenarios and partners to provide feedback to assist in improving presentations. Parents should be notified of the conference format and clearly explained that student will be in charge and teacher will serve as facilitator.

Topics for discussion:

- | | |
|-----------------------------------|-----------------------|
| ❖ Tests and quizzes | ❖ Special projects |
| ❖ NWEA Scores | ❖ Class attendance |
| ❖ SMART goals & objectives | ❖ Class participation |
| ❖ Homework assignments and scores | ❖ Missing assignments |

Student Referrals

Students may experience events in their lives that may have an impact on their educational endeavors at any given time. Events in their lives can be related to academic difficulties, homesickness, getting along with others, personal/family, etc. As you are the first line of contact that a student may choose to confide in, making the appropriate referral can be difficult to decide.

NPS currently has the following referral services for students:

- ❖ *Academic SAT*—this can be a student struggling in your class to keep up with their work, having difficulties taking tests, disruptive in class, late, etc. A referral form is readily available for you to try interventions before referring to our office for further evaluation and interventions.
- ❖ *School Based Health Center (SBHC)*--NPS SBHC is a "health care delivery system located on school campus that provides integrated primary (medical) care and behavioral (mental health and substance abuse) services to all students regardless of the ability to pay." The SBHC promotes physical and mental wellness, healthy lifestyles and provides health education.
- ❖ *Special Education*—The Individuals with Disabilities Educational Improvement Act (IDEIA) of 2004 is the federal law that governs the provision of special education and related services to eligible students with disabilities. This program serves students **with a disability**. This means a child evaluated..."as having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, and other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services."
- ❖ *Section 504* -- Section 504 serves students in general education that do not quite fit in the Special Education program however are impacted by one or more of life's major functions that impede their ability to attain an education comparable to students without disabilities. "Any person who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks disability."

As you can see by the services mentioned above, NPS strives to put the students first and making the appropriate referral can oftentimes be a confusing process. To better assist you with this process, referral forms are included in the faculty resource binder. **IEP meetings are mandatory meetings for faculty who have direct contact with students on an IEP.**

First and foremost you should contact the Academic Counseling Office who in turn will determine the appropriate referral for the student. If the student is in need of academic assistance the referral will automatically begin with an Academic Alert Referral form. If the student is in need of counseling services for mental health or if there may be some question as to the student qualifying for Special Education or 504, the appropriate place to start is contacting the Academic Counseling Department who will assist you with the appropriate referral form and process.

Suspected Child Abuse/Neglect

All staff are mandatory reporters. Any employee who has first contact with a victim and becomes aware of sexual, physical, verbal and emotional abuse of a child must report to local authorities, and child protection services. A BIE SCAN report must be documented immediately. On BIE SCAN Reporting:

- A report of the suspected abuse is only a request for an investigation or inquiry.
- The person making the report does not need to prove the abuse.
- A specific protocol for reporting is described here: <http://www.bie.edu/cs/groups/xbie/documents/text/idc-008433.pdf>
- SCAN Report form: <http://www.bie.edu/cs/groups/xbie/documents/text/idc1-022864.pdf>
- Please notify the School Based Health Center, Academic Counselor or Dean of Instruction for assistance.

Academic Field Trips

Student field trips of direct educational value relating to specific course content that are regarded to be essential, must have prior approval of the Dean of Instruction. They must also be tied into the curriculum and standards. A few more of the guidelines governing/describing field trips are listed below.

- ❖ Please submit travel requests at least two weeks prior to departure. Communicate with all staff (academic/residential/security) about travel plans once the trip is approved.
- ❖ Students who will be absent from academic classes to participate in field trips are responsible for collecting all other class assignments PRIOR to the trip.
- ❖ Students must be eligible based on the eligibility criteria set in the Community Handbook page 28 (*no less than 2.49 GPA and/or failing more than one class*).
- ❖ Teachers are to notify Administrative Assistant and Dean of Instruction of upcoming class field trips. A monthly calendar will be made available to all teachers.
- ❖ Teachers are to send out student rosters attending field trip on e-mail or hard copy for all NPS teachers at least a week ahead of the travel. **Leave the student roster with receptionist or assistant prior to departure.**
- ❖ Adults are not to take their own children or guests on field trips. Only NPS students and staff may ride school buses and vehicles.
- ❖ No trips will occur within two weeks of the end of the fall semester and during the month of May's IB exams.
- ❖ Parental consent forms have to be signed, filled out and taken. In addition, leave a copy with the Administrative Assistant to the Dean of Instruction.

Travel Arrangements for Students

1. When taking students on sanctioned field trips: first obtain approval from the Dean of Instruction, then fill out a Transportation Request and make sure transportation is available for your date of travel before making any other arrangements such as notifying field trip destination site, etc.
2. When possible utilize the food service on campus and request sack lunches or breakfasts to go. (Listed on the transportation request-make copy for Food Services Director).
3. When meals for students are needed or travel funds for students are needed for conference fees, entrance fees, etc. fill out a Requisition Form with students names listed as well as all other important information.
4. *Note: request for students to travel outside of New Mexico requires prior Board approval.
5. When making Educational trips with Advisees please try to economize and arrange for several advisee groups to travel together when possible.
6. List students' names in the Transportation Request.
7. Supply a roster and itinerary to Main Office, Security, and Dorms (when applicable) on the day of field trip. **(Make sure student list is accurate on the day you travel).**

Student Recommendation Letters

Some students receive financial assistance from the Navajo Nation to attend Navajo Preparatory School. They receive scholarship each school year. These students require letters of recommendation from their teachers. If a student requests letters, please have them complete and ready to hand deliver before they leave campus at the end of the school year. Otherwise, please send or fax all letters to:

Dine' Education Department of Youth
P.O. Box 1599
Window Rock, Arizona 86515

Phone: (928) 871-6518
Fax: (928) 871-7618

PROFESSIONAL RESPONSIBILITIES

Teachers are expected to maintain a high standard of professionalism and performance at all times and to contribute to a culture of excellence. Teachers will support initiatives to become an International Baccalaureate School and demonstrate competencies according to the New Mexico Public Education Department.

Teacher Evaluation

NPS board has approved The Collaborative Teacher Appraisal Plan for licensed teaching personnel which is used for teacher evaluation. The following component of this collaborative cycle of supervision is performed:

1. Self-Evaluation based on the Danielson Framework for Effective Teaching
2. Pre-Observation Conference (Complete left section of the Lesson Planning and Reflection Form)
3. Formal Classroom Observation
4. Post Observation Conference (Complete right section of the Lesson Planning and Reflection Form)
5. Professional Development Plan (Developed Collaboratively)
6. Summative Evaluation (Based on the Four Domains)

Administrative walkthroughs and non-evaluative peer observations will be conducted throughout the year. Areas for growth will be identified in the PDP plan and/or a Professional Growth Plan. Please utilize the *2013 Edition of the Framework for Teaching Rubric* for specific criteria, attributes and examples of the levels of proficiency in each Domain of Teaching. This document will be used regularly in professional development, PLC meetings and teacher/administrator conferences.

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

Professional Development

Per our 2017 -18 Personnel Policy Handbook, page 19,

O,-2: Professional Development

In-Service Professional Development days on the school calendar are intended for professional growth and collaborative learning. Employees are **required** to attend. **Wednesday afternoons beginning at 3:00pm and ending at 4:30pm.** A professional development calendar has been developed by the SIT, which may be adjusted as necessary. For off campus conferences or workshops, teachers are to submit requests to the Dean of Instruction, and request leave two weeks in advance. Financial reimbursement is not always possible.

Mentoring Overview

Mentorship is provided by the department chairperson and/or another experienced NPS faculty member who actively support new teachers through his/her first year of teaching at NPS. It is hoped that the mentor can be supportive of the new teacher in adjusting to NPS policies, classroom management, curriculum and assessments. Ideally, the relationship developed between the mentor and the new teacher will enable each to reach his/her full potential as an educators and leaders.

The mentors role is to show the new teacher the school facilities, location of materials, introduce them to personnel, and help him/her get started. **New teachers, mentors and the Dean of Instruction will have a lunch meeting at least once a month to share experiences and provide additional support.**

Mentorship Activities

Classroom Management

- ❖ Developing lesson to fit the block schedule.
- ❖ Identifying abilities of students.
- ❖ Using student planner effectively.
- ❖ Establishing clear classroom guidelines.
- ❖ Interventions for struggling students.

Paperwork and Record Keeping

- ❖ Grading papers
- ❖ NASIS Attendance, Grading, Grade Book, and BBCs
- ❖ Implementation of IB Aims and CCSS into curriculum.

Professional Responsibilities

- ❖ Encourage appropriate language and vocabulary usage.
- ❖ Explain Community Handbook and Personnel Handbook
- ❖ Encourage appropriate dress.
- ❖ Discuss the importance of confidentiality.
- ❖ Explain the NCA School Improvement Plan.
- ❖ Curriculum and course outline updates.
- ❖ Data analysis for individual students.
- ❖ Be a new teacher advocate as you communicate and interact with the Dean of Instruction.
- ❖ Familiarize with learner profile and IB.
- ❖ Explain College Prep Advisory for students and teachers.

Instructional Materials and Resources

- ❖ Where are department materials located?
- ❖ Library materials. How can these items be checked out to the teacher and classroom?
- ❖ How to schedule the library, computer lab, and Student Success Center (SCC).
- ❖ Show the new teacher the location of the photocopy machine and how to obtain a copy code.

Dealing with Individual Students

- ❖ Suggest helpful hints when working with problem students.
- ❖ What are the referral procedures?
- ❖ Suggest when they should contact the parent. Show them where telephone numbers are located in NASIS.
- ❖ Remind them to keep a record of parental communications.

Effective Teaching

- ❖ Assist, rather than assess, the lessons the new teacher is preparing.
- ❖ Discuss suggested BBCs for formal observations.
- ❖ Share a lesson or an idea with the new teacher.
- ❖ Be generous with your materials and sources.
- ❖ Ensure the teacher has seen a copy of the course outline/curriculum.
- ❖ Explain techniques to assess student work.
- ❖ Invite the new teacher to observe your classroom during all or part of your prep period.
- ❖ If the new teacher would like you to observe them (non-evaluative), make arrangements to do so.
- ❖ Discuss various methods you use to evaluate student progress and ideas for motivating students.
- ❖ Discuss the necessity of being culturally sensitive.

Meeting Other Staff Members

- ❖ Introduce the new teacher to other staff members.
- ❖ Invite the new teacher to join the table where you are sitting at staff meetings, etc.
- ❖ Suggest that the new teacher eat lunch in the Teacher's Lounge and not in the classroom. This is a good opportunity to meet teachers with whom they would not normally come into contact.
- ❖ If the new teacher is scheduled to teach an elective class and he/she has limited knowledge, suggest teachers who can help him/her with course materials. Offer to go with the new teacher to discuss the course material.

Emotional Support

- ❖ Act as a temporary and immediate contact person.
- ❖ Visit with the new teacher often. Be available to give plenty of emotional support.
- ❖ The new teacher may be in desperate need of this support, but may not know how to ask for help.
- ❖ Ask questions, visit with the new teacher often, and give reminders about events.
- ❖ Take the new teacher out to lunch.
- ❖ Commit to a positive, long-term relationship.
- ❖ Invite new teacher to athletic and extra-curricular activities.

Final Reminders

- ❖ Remind the new teacher that the mentor is in a non-evaluative position.
- ❖ Allow the new teacher to reflect on experiences, problems, and successes.
- ❖ Share with the new teacher "tricks of the trade" that you practice for reducing time needed to create learning materials, plan lessons, grade student work, and complete paperwork.
- ❖ Assist, rather than assess, the progress of the new teacher.
- ❖ Notice and build on the strengths of the new teacher.
- ❖ Listen. Focus on what the new teacher is saying.
- ❖ Take time and do not appear rushed. Never interrupt.
- ❖ Communicate openly, honestly, and positively.

Sponsor Duties & Responsibilities

Sponsor duties include, assisting and supervising class/club meetings, and guiding students as they pursue their own interests and talents. Students should have opportunities to develop leadership skills, including how to run a meeting in an orderly fashion using "rules of order."

Sponsors work collaboratively with one another to set up school sponsored events. They arrange amongst themselves to work shifts that begin with the organization and supervisory and clean-up of projects/fundraisers.

Sponsors are encouraged to seek parent involvement during school sponsored events through the Parent Advisory Committee.

Teacher Duties

All teachers are expected to assist with supervision of students on campus as students leave classrooms and move to another classroom or building, which includes cafeteria, open gym, fitness center, Student Success Center, Computer and Library. **Teachers are expected to be visible during passing periods throughout the day.**

All faculty and administration will participate in monitoring the cafeteria during lunch for at least one week in the school year. Lunch is complimentary each day for the lunch monitor on duty. A lunch monitor schedule will be established for each semester. Please inform the Dean of Instruction if you switch scheduled weeks or have any challenges in sharing this responsibility. Lunch monitors will:

- ❖ End class at least 5 minutes early.
- ❖ Assist Café with student sign-in, as necessary. Circulates around the room makes a positive presence in the Café Dining Hall.
- ❖ Monitor and encourage positive behavior. Remind students to keep meal in the cafeteria during lunch.

Staff Cooperation

Teachers will form Professional Learning Communities to address academic needs of curriculum, instruction, and assessment. PLCs will exchange ideas about teaching new methods, class management, and scientific based research strategies. Positive morale and a learning atmosphere can best be modeled for students by a teaching staff genuinely concerned about its own professional growth and improvement. When teachers work together, they are more effective in helping students reach academic goals. Guidelines and expectations for PLC's will be discussed regularly.

Safety Fire Drills

1. By law, schools are required to conduct one fire drill per week for the first month of school and each month thereafter.
2. Teachers are to have student roster, radios, and copies of drill procedures (lanyard) easily accessible in emergencies.
3. Teachers are to notify their students of proper fire drill/evacuation procedures, and post a map near the door.
4. All students and teachers are to evacuate the building immediately leaving personal possessions behind. Doors need to be locked upon evacuation. Students are expected to line up and stand during drills in the New Oval.
5. **Building Captains** are to ensure that students and staff are accounted for and aware of the situation.
 - a. Teachers will report student and adult count to their Building Captains. (Co-Captains will assume the responsibility in their absence).
 - b. Once Building Captains have numbers totaled, they will use the radios to report count for the building.
6. Once all students are accounted, the Facilities Department will announce "All Clear".
7. If a fire drill occurs during passing period or during lunch, students will report to the New Oval and their CP Advisor where accountability will be taken immediately.

Dress & Grooming

All NPS personnel shall appear neat, clean, and appropriately dressed as per NPS school board policy. In order for personnel to have the respect of the students and community, they must dress and conduct themselves as professional people. **Teachers should dress in a manner that they are distinguished from the students.** The Dean of Instruction may address staff on appearance and physical/language conduct. All NPS teaching faculty are to dress in a manner reflecting the profession from Monday through Thursdays. Fridays are considered "Spirit Days" and faculty are allowed to dress casually and wear the school colors.

Textbooks

Before textbooks are issued to students, teachers should make sure that all books are numbered inside the front cover and bear the NPS stamp. The stamps are available at receptionist desk. Textbooks should be issue to students by number and inventoried in that manner. The classroom teacher should keep a list of books issued and a copy of that list given to your department head.

Notify the Business Office for all lost textbooks. Accounts Receivable person will note textbook cost on students' check out form at the end of the semester. The following schedule is to be used in assessing students for lost books:

AGE OF BOOK	PERCENT OF ORIGINAL COST
1 year	100%
2 years	80%
3 years	60%
4 years	40%
5 years	20%

Books damaged beyond use should be considered as lost as far as charges are concerned. Near the end of the year, teachers should have a list of lost textbooks to be given to the business office before the time of student checkout.

The teacher is responsible for making sure that the students understand that any damage, loss, or misuse of the textbook will be charged to the student. In classes where textbooks are not issued to the student but left on the bookshelf for student use, it is the teacher's responsibility to inspect those books after each class to make sure that they are not misused and are all returned.

Tutors

From Monday through Thursdays, tutors are available from 4:00 pm until 8:00 pm in the BOSC Library. NPS has a study hall monitor and tutors in subject areas of math, writing, and Navajo Language.

Communication with tutors via e-mail or mailboxes is important. Tutor's mailboxes are located in BOSC Faculty Work Room. They are here to support the educational process. The teacher is the first response to intervention when students need additional support. Tutoring is a second level of intervention that should support classroom instruction. Teachers are expected to communicate with tutors regularly and get feedback from tutors on how students are doing.

INSTRUCTIONAL POLICIES

Instructional Time

Teachers are expected to use instructional time effectively and provide bell to bell instruction. Quality instruction requires careful planning that includes opportunities for reteach and enrichment. Do not release classes earlier than the scheduled time. Only the lunch monitor should release class at least 5-7 minutes early before the end of class.

Grading – Records

Having an efficient system of grading to give students frequent, specific and constructive feedback is an essential part of teacher responsibilities. Consistent feedback gives students valuable information on their performance and development of knowledge and skills.

Your course syllabus should include assessment criteria, your expectations and philosophy. **Common grading expectations will be determined by each department and grade level.** Goals and objectives should be thoroughly explained and given to students in the first week of school. Copies of your course syllabus should be available to parents at Parent Conferences. **A copy is to be submitted to the Academic Counselor and the Dean of Instruction.**

Recorded grades/averages should be updated on a weekly basis and reviewed with students. It is the teacher's responsibility to make parent contact for all students who have D's and F's in their classes.

Grades shall be given on the basis of **standards-based student performance**, but in no case shall they be given to punish a student. Students should be aware of grade requirements and given regular feedback from teachers. The workload in your class should be such that a student would need to be in attendance in order to succeed in class. *Please use a system that is fair and consistent for all students, with specific considerations and modifications made for special education students as designated in their IEP's.*

Academic progress reports are issued four times per semester. Each four and half week interval, reports are mailed to parents.

Each teacher is required to keep a paper grade book. It must be kept in a neat and legible manner, and, shall be turned in at the end of the year (becoming part of the school record). Explanations of your grading need to be written at the front of your grade book.

NASIS Grade Book

Navajo Prep uses a software program for grading called NASIS. However, a backup hard copy is required as part of the grading system, in case of computer server or system failure. (This can be as simple as printing a hard copy of your grades regularly).

Please remember that both systems are legal documents and confidentiality and professional behavior must be kept at all times regarding student records.

- ❖ **Grades must be updated on a weekly basis.**
- ❖ Grades are cumulative from Quarter to Quarter throughout the Semester.
- ❖ Teacher ID's and passwords will be given all new faculty at the beginning of the school year.
- ❖ The registrar will input your courses and class rosters into NASIS at the beginning of each semester.
- ❖ It is imperative that you set up your own class passwords to safeguard your students' grades.
- ❖ Administrators have access to your grading system at any time to view your files, **keep your grading current.**

Exams must be meaningful; address IB Aims, NMCC standards based, comprehensive, and must measure a students' growth. All teachers will observe scheduled examination periods and follow school-wide expectations for exam conduct. Semester tests will be given to all classes and during testing each teacher will keep all students in the classroom for the entire testing period. Semester examinations will not be given in advance of the scheduled testing time without prior approval of the Dean of Instruction. All teachers will plan a make-up test for students with EXCUSED absence.

Each teacher is required to submit one file copy of his or her written midterm and final semester examination to the Dean of Instruction at least one week before the first day of the examination.

Progress Reports

Teachers are required to issue a progress report to any student who is failing their class anytime during quarterly terms and are encouraged to notify a student earning a C or below. **Teacher must contact parents and maintain documentation of their contact.**

Progress reports may also be used to indicate a student's success in a class. Upon request from a student, parent or license staff, teachers will provide a student's academic standing within twenty-four (24) hours.

Grade Change

Teachers are required to notify the Dean of Instruction and registrar of any semester grade change. Grade change forms are available from the Registrar and must be signed by both the Academic Counselor and the Dean of Instruction. This process includes the removal of incomplete grades. End of quarter and semester grades are final unless approved by the Dean of Instruction. Grade change will only occur under extenuating circumstances.

Homework

Homework should be used as a learning tool, not punishment. It should follow up and build upon lessons presented in class. Homework can also involve parents and should not take extremely long time frames to complete. It should also be given to practice previously acquired skills. **Homework will not represent more than 10% of the total weight of student's grades.**

Per NPS Community Handbook: *"Teachers may reserve the right to deny any late work. If late work is accepted, it must be submitted within three class periods of the deadline and will receive a percentage off the original grade for each class period it is late. Late work will not be accepted after three class meetings."*

Outside Speakers – Communication

Teachers are encouraged to utilize the knowledge and experience of people in the community by using them as guest speakers in a classroom.

All invitations to guest speakers and their topics must be submitted to the administration for approval. All letters and written materials, either original or duplicated, sent out in the name of NPS must have prior approval of the Dean of Instruction.

Phone Use

Phones are for school business only. Teachers are expected to monitor student cell phone usage if the device is being used for instruction. No classroom phones or student wireless phones should be ringing during class times, **nor should teachers use cell phones for personal matters during class time.** It is imperative that teachers are role models in this policy and set good examples.

Internet Use

Parents and students are to sign an *Internet Usage Agreement* form with Network Administrator before they are given accounts. The Agreements are part of a student enrollment packet. Student Internet use must be monitored by staff. Staff should use the Internet for school-related business only. Inappropriate use of internet is a major violation of BIE accounts.

Steps for Creating a New Course

1. Discuss your ideas with the Dean of Instruction. Be aware of timelines for course development, as well as the need for Board Approval for all courses.
2. Steps for creating a new course
 - A. Idea based on needs assessment & student interest
 - i. Standards
 - ii. Student requirements
 - B. Document presented to Department Chair
 - i. If no, gives back to faculty for revisions or termination
 - ii. If yes, proceeds to next step
 1. Document packet to include course description, course outline, course syllabus with resources, class requirements and expectations and curriculum mapping aligned with standards.
 - C. Department Chair presents to Dean of Instruction
 - i. If no, gives back to faculty for revisions or termination
 - ii. If yes, proceeds to next step
 - D. The Dean of Instruction will present to the Head of School for recommendation to Board of Trustees for approval or rejection.

Extra-Curricular Practices

Teachers who coach, advise, supervise activities will provide a controlled educational/learning environment for the practice. Sponsors are required to stay with their groups until the last student has departed and should oversee the activity leaving no student unsupervised. Also, if there is music or noise that accompanies the practice, competition, or other activity, it should be played or kept at a moderate level. The Academic Counselor, Athletic Director, instructor and Dean of Instruction will work together to determine eligibility. See Athletic Handbook, which is located in the office, for additional information.

Special Education

REFERRAL FOR FORMAL SPECIAL EDUCATION EVALUATION

Initial Referral to NPS Student Assistance Team

1. A referral to the Student Assistance Team may be made by classroom teachers, other school personnel, parents, outside agencies, or other sources using form(s).
2. All referrals shall be made in writing to the Student Assistance Team chairperson using approved forms. The forms must be completed, dated, and signed by the person making the referral. Parents need not make their request in writing though it is recommended so they can document what action they have requested and the date the request was made.

Student Assistance Team Actions (Tier Two Intervention)

1. The SAT must meet within ten (10) business days from the receipt of a referral.
2. Actions taken by the SAT shall be documented in writing, using the SAT form, and shall include information on which any decision made was based.
3. The SAT chairperson is the Academic Counselor who shall set up a confidential file for the student to be discussed. These records are to be maintained in the student's cumulative folder.

4. All teachers and parents of the student are expected to attend the SAT Meeting. After a thorough discussion of the student's strengths and weaknesses, two courses of action are possible:
 - A. Tier Two Intervention Plan. Because the SAT is comprised of individuals with varying expertise, the SAT should "brainstorm" to develop a tier two response to intervention that addresses the child's needs and can be implemented within the classroom. The SAT shall address culture and acculturation, socioeconomic status, possible lack of appropriate readiness in reading or math, teaching and learning styles and instructional delivery mechanisms in order to rule out other possible causes of the student's educational difficulties. The SAT will maintain documentation and reconvene at a later date to review the student's progress.
 - B. Referral for special education evaluation. If the student is suspected of being disabled under either I.D.E.A. or Section 504 of the 1973 Rehabilitation Act, a completed referral packet shall be sent to the Special Education Coordinator, who will initiate a comprehensive, multidisciplinary evaluation.
5. The Student Assistance Team has no time constraints limiting exploration of alternatives within the regular education programs. However, when it becomes obvious that reasonable tier two intervention strategies have not been effective, the SAT should consider a referral for formal evaluation.
6. After each discussion on an individual student, regardless of the disposition, a record of action must be completed. All SAT members present must sign their name.
7. Should a parent suspect a disability and initiate a referral directly to the Special Education Coordinator, eligibility for services must be determined within 65 business days.

The administrator may request the SAT to convene and review the referral during this time. Should the SAT determine that no disability is suspected then the Parental Notification Form need to be completed and given to the parent(s). This terminates the referral.

Child Find

Navajo Preparatory School is aware of and acknowledges the Child Find process. In keeping with the Child Find mandate of the Individual with Disabilities Educational Act (IDEA) Navajo Preparatory School undertakes activities to recruit students with disabilities with the potential to succeed in an International Baccalaureate program. This is done through public published announcements and visits to feeder schools during the annual recruitment drive. Students who may qualify for Special Education services are also identified and referred for evaluation through the whole school screening process. Additionally, teachers, parents and residential staff are encouraged to refer students suspected of having a disability to the school administration.

Additionally, a coordinated effort is set up between the Academic Counselor, regular education teachers, Dean of Instruction and school nurse to locate, identify, and evaluate children ages 14 through 19 who may be in need of special education. The school has established a team process, to problem-solve and plan general education interventions to ensure referrals to special education when appropriate. Modifications and instructional interventions are made in the general education classroom before a child is referred to an evaluation team. These modifications and interventions are of sufficient scope and duration and are closely and clearly documented.

Initiation of Formal Special Education Evaluation: The SAT chairperson is responsible for forwarding the referral packet to the Special Education Coordinator within five (5) business days. This packet needs to include a copy of all forms completed by SAT.

The Special Education Coordinator will gather consent from the student's parents. The process for determining eligibility must be completed within sixty- five (65) business days after the Special Education Coordinator has received the Formal Request for Evaluation. Though permission must be granted before the assessments can be done, securing the Prior Notice/Parental Permission form is included in the sixty-five (65) business day period.

As soon as all required evaluation components have been obtained in writing, an Eligibility Committee meeting will be scheduled. The school and the child's parents will be notified of this meeting. **All teachers of the child must attend the eligibility meeting.**

All SAT forms, except procedural safeguards, are to be sent to the Special Education Coordinator as soon as possible.

Parental Refusal of Permission for Evaluation.

- A. If the parents refuse to give permission for evaluation or do not sign the form, the SAT chairperson, or designee, shall attempt to seek resolution through a conference with the parents, which is to be documented in writing.
- B. If the parents still refuse to allow the proposed evaluation, SAT needs to reconvene and may:
 1. Accept the parents' decision, stating reasons in writing for doing so, and then provide instructional leadership to the classroom teacher to assist him/her in meeting the student's needs; or,
 2. Recommend that the school division appeal the parents' decision by stating this in writing to the Special Education Coordinator.

Local school districts and public school academies follow the same general procedure in evaluating special education students and planning their education program. Please see the Special Education Coordinator for more information.

GENERAL INFORMATION

Faculty Fax, Copier Use, & Long Distance Calls

The school Fax number is: (505) 564-8099. A staff requiring the use of a fax machine to send or receive faxes will need to inform the Front Office staff in the BOSC.

1. Each faculty member will be assigned a copier code for use on the Morgan Hall and the BOSC Faculty Work Room copy machines at the beginning of the school year. **In support of reducing paper and ink consumption at NPS, all faculty members are allotted a maximum of 5000 copies (equivalent to 1 case of paper) for the entire school year. Please be thrifty with your copier use.** Other copiers around the school are not for faculty use on a daily basis.
2. Whenever possible communicate with parents through email or school reach, the phone message system. However when necessary, long distance telephone calls can be arranged through the Front Office and transferred to another telephone line for more private conversations.
3. Please utilize online learning management tools (Schoology.com, SharePoint, OneDrive, GoogleDocs, etc. to share and receive assignments from students as much as possible.

Request for Custodian

Please do not summon custodians unless an emergency exists. For custodial assistance in the classroom, submit a work order via schooldude online or notify the Maintenance Office. Teachers should expect students to clean after themselves and share in maintaining a clean campus.

School Vehicle

Transportation requests are submitted via TripDirect online. When school vehicles are needed, please notify the Dean of Instruction. For any purchase or service that is made, record the mileage on the sales receipt and submit the receipt to the NPS Business Office upon returning to school campus. Students are not allowed to drive school vehicles. Purchase gasoline only at specific gas stations identified by the NPS Business Office. If a school vehicle is damaged, report it immediately. Teachers are responsible for picking up vehicles and returning them on time. Please double check mileage record and make sure the vehicle is clean.

Sexual Abuse/Harassment

All cases (students and staff) should be reported and investigated. For adult school personnel, the Director of Human Resources will investigate. If the findings warrant it, the matter will be turned over to local authorities and Head of School will be informed.

Tobacco Policy

The district has assumed the position of a "drug-free" school. The use of tobacco products by students or by employees on duty at any school function, in a school vehicle, or on property owned shall be prohibited.

Visitors – Guest Speakers

NPS Parents and guardians are encouraged to visit and converse with the teachers and administrators and visit classrooms providing they do not disrupt the educational and operational flow/process of our school in any way. Every visitor must first sign in at the office with the receptionist and obtain an identifiable visitor's pass/badge. This includes guest speakers, etc.

The administration reserves the right to refuse visit requests during testing time. Individual's presence/demeanor deemed to disrupting the peaceful operations of our school and/or creating danger, threat, and/or harm to students and personnel will be asked to leave campus.

Academic Guidance & Counseling Service

The guidance and counseling services are varied and are designed to facilitate the growth of each student as an individual and as a member of the NPS community. The most important goal is to help each student reach his/her full potential. General services include group and individual counseling, academic guidance, vocational planning, testing, records and student relations. Academic Counseling services are located in BOSC.

School Health Services

The McKenzie School Base Health Clinic is located in the Betty Ojaye Student Center. The school health program is under the supervision of a registered school nurse. The nurse maintains all health record of every student. It is required that every student has on file a signed emergency procedure card which indicates the desire of the parent(s) or medicine prescribed by a doctor. Students needing to take medication during school hours should be referred to the school health office. Written permission or instruction from the parents or guardians is required for the nurse to give any medicine. All medicine should be kept in the school health office. A student may be excused temporarily from a class for health reasons with the approval of the nurse. The nurse may be called for any accident or emergency occurring at school, ext. 115.

School Lunch Services

Teachers have the same cafeteria privileges as students. A teacher may sign-in for a full meal (breakfast, lunch, and/or dinner) at a cost of \$5.00 and this will be payroll deducted. Lunch monitors receive a free lunch on the day of lunch duty.

All meal requests for field trips and outings must follow the procedures determined by the Food Services Department.

PURCHASING / REQUISITIONS / REPAIRS / FACILITY REQUESTS

Purchasing/Requisitioning

The Department Chairs will submit requests for supplies in the spring of each year. Each department chairperson will be allocated funds for purchasing materials, supplies and equipment. Please be frugal. All requisitions and summer training requests for the current fiscal year are to be submitted by April to ensure the business office can complete their fiscal year close out. Requisitions for supplies or equipment for the upcoming year should be submitted to the Dean of Instruction by check-out in May.

Faculty members requesting purchase of materials, supplies, and/or equipment must complete and submit a requisition form to the Department Chair for signatory approval. Department Chairs are expected to track budget balances of their allotment, assure proper usage and spending habits of their department members.

Purchasing

Purchases can be made using only the proper forms. Forms can be picked up from the Administration or Business Office. No phone orders, postage for free samples, or reimbursements can be done. Administrative approval is necessary for ALL expenditures from any program budget. Do not order the merchandise until requisitions are approved, prior purchasing will result in payroll deduction.

Purchasing from Activity Funds

Proper handling of monetary received from fundraising in the name of NPS or one of its organizations must be done in accordance with proper procedures. It is the sponsor's responsibility that procedures are fully adhered to. **Staff may not conduct fundraising activities that do not have prior approval from the Dean of Instruction and the Business Manager.** Failure to do so may result in disciplinary action against the sponsor, students, and/or organization.

All monies collected by a sponsor must be fully accounted for. A receipt will be issued to the person depositing money with the Business Office, where the funds are deposited into a separate bank account specifically allocated for such activities. **All monies collected must be counted and submitted with a completed cash proof form on a daily basis with the Business Office.**

Activity funds are school funds. Money collected in the name of the school or school group must be deposited in the school's activity fund. The Business Operations Manager audits the activity fund periodically.

Note that any time monies are to be used from the activity fund: a requisition must be filled out and signed by the activity sponsor and the Dean of Instruction. Balances in the activity funds and activities for these accounts are tracked by the Business Office.

Facility Requests

Teachers needing to reserve campus facilities (including computer labs and media rooms) for classroom instruction or other activities, must submit a request in the "Schedule Request" tab in School Dude's *My School Building* portal: <https://login.myschoolbuilding.com>.

Requests are sent to the Head of School for approval, then activated by the Facility Office Coordinator. Any conflicts in facility requests must be resolved through the Facility Office Coordinator via the Order of Approvals. Please submit your request a week in advance. Lastly, teachers must abide by the Facility Rental Policy when using campus facilities.

Work Order

Teachers needing classroom maintenance repair are required to fill out a Work Order Utilizing School Dude. These forms can be electronically retrieved from teacher's desktop computers. Completed work orders can be sent electronically to maintenance supervisor.

Repair of Equipment

When a piece of equipment needs repair, a work order request must be submitted via School Dude online. When submitting this work order request, be explicit in explaining what repairs are needed. Repairs will be made for only those items listed on the form. Upon receiving the equipment repair approval, you will be contacted to bring the equipment to the maintenance office. Do not bring the equipment to the maintenance office until you have been notified to do so. Be careful with equipment as repair money is limited.

Material Selection Policy

Materials selected for instruction must meet high quality of content standard and align to NPS curriculum and the IB Diploma requirements. The content must be appropriate for students' age and ability levels, as well as require some aesthetic, literary, or social value. Selection of materials should factor current interests of users, enduring quality, uniqueness, significance, or historical/local value and interest.

Any textbook order request must have approval of both the Department Chair and the Dean of Instruction prior to ordering.

End of Year Faculty Check-Out

A checklist will be provide for faculty check-out in the last week of school to be signed by all campus departments. Teachers will be expected to submit grade books, attendance records, curriculum maps, and year-long lesson plans (via SharePoint). Items on the checklist may include (but are not limited to):

- Key Sets, including extra keys to cabinets (tagged)
- Textbook Inventory
- Laptops
- Library: books, electronic devices – digital cameras, videos, overhead projectors, etc.
- Requisitions signed by Department Chairs
- Receipts, meal deduction, school credit cards, outstanding POs
- Personnel Handbook & Parking Permits
- Inventory Listing: Furniture & Equipment, High dollar equipment
- Classroom Cleanliness: walls cleared, classroom repair forms, Textbook order forms
- Final reports and attendance for all extra-curricular programs, clubs, academies, etc.