



# NAVAJO PREPARATORY SCHOOL



# COMMUNITY HANDBOOK 2024 - 2025 SY

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Navajo Preparatory School is recognized as an International Baccalaureate (IB) World School offering a Diploma Programme and is a candidate school for the Middle Years Programme. The IB offers high quality programmes of international education to a worldwide community of schools to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

For further information about the IB Programme visit <http://www.ibo.org>

**BOARD OF TRUSTEES**

**Anderson Yazzie, Jr.**  
Central & Western Navajo Agencies

**Sherrick Roanhorse**  
Ft. Defiance Navajo Agency

**Dr. Bernadette Todacheene**  
Northern Agency

**Craig Lee Sandoval**  
Eastern Navajo Agency

**Haylei Redhouse**  
Student Senate, Ad-Hoc Member

Based on Title VI and VII of the Civil Rights Act of 1964, the Navajo Preparatory School, Inc. prohibits any type of discrimination or harassment on the basis of race, color, national origin, sexual orientation, disability, religious persuasion or age.

504 of the Rehabilitation Act of 1973 and Title II prohibit discrimination on the basis of disability.

**Accredited By**  
Cognia

Navajo Preparatory School, Inc.  
1220 West Apache Street  
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[www.navajoprep.com](http://www.navajoprep.com)

NPS Board of Trustees reserves the right to revise Community Handbook in the best interest of students without notice. This handbook is periodically reviewed and approved by NPS Board of Trustees, Administration, and Parent/Guardian Advisory Council to ensure the policies and procedures do not compromise the right of each individual student.



## WELCOME

Welcome to Navajo Preparatory School – A community of excellence! We are very proud that you have chosen to attend one of the best schools in the area.

Our primary responsibility is student learning and we will make every effort to give you the opportunity to grow to your maximum potential. Our philosophy is based on the premise that knowledge in Navajo culture and language provide the foundation for students to develop pride in themselves and their future success. Our responsibility is supported by our school mission statement and school motto, “Yideeskáágóó Naat’áanii – Leaders Now and Into the Future”.

As an International Baccalaureate (IB) World School, we aim to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our IB Learner Profile defines the portrait of an ideal NPS graduate. The IB philosophy of instruction and framework for learning guides the academic focus in all courses taught at Navajo Preparatory School, even non-IB specific courses. The Approaches to Learning and Approaches to Teaching concepts are embedded within the core of our instructional practices and drive the curriculum.

Please use this Community Handbook as a guide. It has a set of standards to help you be successful in your high school career and pursue your dreams. Navajo Preparatory School is a learning community that focuses on student achievement, high expectations, good citizenship, integrity, and life-long learning. We offer a rigorous academic curriculum with an inviting school culture that promotes school pride as “Eagles.” We have a long tradition of excellence in academics, interscholastic, and extra-curricular activities. So come prepared to work hard every day, give your best effort, have fun, and soar high like an Eagle. We are happy to have you!

## HISTORY

Navajo Preparatory School, Inc. was established in 1991 by the Education Committee of the Navajo Nation Council (Resolution ECMY-33-91) for the purpose of offering a college preparatory program for Native high school students and to produce leaders for the Navajo Nation. Navajo Preparatory School is located in Farmington, New Mexico on an 82.45-acre site formerly the campus of the Navajo Methodist Mission School. The land and property were purchased by the Navajo Nation in 1995 and is now the permanent home of the Navajo Preparatory School under a 99-year lease with the Navajo Nation.

## SCHOOL GOVERNANCE

The school is governed by a four (4) member Board of Trustees in accordance with the Navajo Nation Election Laws, 11 N.N.C., Section 11. Four members of the Board are elected from various chapters of the Navajo Nation based on the reapportionment made by the Education Committee of the Navajo Nation Council. The President of the Student Senate of the Navajo Preparatory School serves as an Ad Hoc member.

The Board of Trustees provides leadership for the continual improvement of a college preparatory educational program that is comprehensive, accessible, responsive, relevant, and efficient. This includes the development and implementation of an administrative organizational structure that facilitates the educational process through effective management and leadership. The Board takes leadership in modernizing existing school buildings and constructing of new educational facilities that are conducive to student learning and safety.

## 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.

The mission is reflected in the IB Learner Profile and the School's motto: Yideeskáágóó Naat'áanii. "Leaders Now and Into the Future."

## SCHOOL SYMBOLS

Upon its conception, Navajo Preparatory School established its foundation with the school symbols. The symbols represent the school's tradition and growth. These school symbols are used at school-wide activities and in school communications and logos.

The original hooghan nímazí was dedicated on September 19, 2001. The female Hogan is the first construction of the campus development plans. The newly constructed hooghan nímazí was dedicated on November 4, 2022.

*Hooghan* (female hogan): the hooghan nímazí represents the mother and is the center of the academic campus. The female Hogan is the place where all knowledge originates and where wisdom is learned. The female hogan symbolizes an individual's strength, courage, and faith.

*Ts'aa'* (basket): the ts'aa' recounts the stories of creation and emergence into this fourth world. The basket reinforces the Diné notion of Sa'ah Naaghái Bik'eh Hózhòon, when all of life is in equilibrium. The basket radiates íiná, the study of learning and living.

*Tádídíín* (corn pollen): Tádídíín represents positive feelings of thought. Corn pollen nurtures the mental and emotional growth of the individual.

*Naadáá' áltsoi* (yellow corn): Naadáá' áltsoi represents the female and female learning. Yellow corn embodies the spirit of the emotional being, the energy of happiness, and courage.

*Naadáá' álgaii* (white corn): Naadáá' álgaii represents the male and male learning. White corn embodies the spirit of the mental being, kindness, thoughtfulness, and strength.

*Naadáá' ak'áán* (corn meal): Naadáá' ak'áán nurtures the mental, emotional, social, and spiritual development of the individual.

*Gish* (planting stick): the gish is a tool that the individual uses to replant thoughts for continual educational growth.

*Yoolgai* (white shell): Yoolgai signifies positive mental strength, providing the self-discipline of thinking and preparation.

*Dootl'izhii* (turquoise): Dootl'izhii signifies health, positive learning, and the setting of clear life goals using the self-discipline of learning.

*Atsá bits'os* (eagle feather): the atsá bits'os represents an individual's unlimited educational potential

## CORE VALUES

**COURAGEOUS** *T'áá atsoní yich'í' ha'ólnii dooleel*

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

**SPIRITUAL** *Ádáhodíłzin dóó hodísín dooleel*

We develop a spiritual approach to life by walking in beauty through hozho. Living in balance and harmony with the universe through thoughts, deeds, actions, and intentions.

**IB LEARNER PROFILE****INQUIRERS** *Na'idíkid dooleel*

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE** *Bil'ééhózin dooleel*

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKER** *Bil'chohoo'łlgo nitsékees dooleel*

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS** *Bizaad hahóózhqod dooleel*

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED** *Hòyáá dooleel*

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED** *Táá altsoní yaa ákonízin dooleel*

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING** *Bee ajooba'hólqo dooleel*

We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS** *Yá'át'éhígíí yee na'idínítaah dooleel*

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED** *Hózhóogo naagháa dooleel*

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE** *Íhoo'aah yaa ntsénákeesgo yee siihdinzin dooleel*

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## POSITIVE SCHOOL CLIMATE

It is Navajo Preparatory School's belief that a positive learning and teaching environment is essential if students are to succeed in school. Students are more motivated to do well and to realize their full potential in schools that have a positive school climate, where they feel safe and supported.

Navajo Preparatory School is committed to fostering an environment of inclusiveness, respectful of an individual's preferred form of self-identification, including a name other than a legal first name and use of pronouns aligning with their gender identity. Discrimination based on gender identity or expression is not tolerated, and an individual's right to use gender-specific facilities consistent with their identity is actively supported (Appendix C).

School climate is defined as the quality and character of school life. It may be based on patterns of student, parent/guardian and school personnel experiences within the school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

A school's culture is largely determined by the values, shared beliefs, and behavior of all the various stakeholders within the school community and reflects the school's social norms.

The school's community is expected to promote a positive school culture that encourages interpersonal and intergroup respect among students and between students and staff. To ensure that our school provides all students with a supportive and safe environment in which to grow and thrive academically and socially, the following facets of our school community are considered:

### Social Environment

- Interpersonal Relations: Students & Staff
- Respect for Diversity
- Emotional Well Being and Sense of Safety
- Student Engagement
- School & Family Collaboration
- Community Partnerships

### Physical Environment

- Building Conditions
- Physical Safety
- School Wide Protocols
- Classroom Management

### Behavioral Environment, Expectations & Supports

- Physical and Mental Well Being
- Prevention & Intervention Services
- Behavioral Accountability (Discipline & Interventional Responses)

## CODE OF CONDUCT

Students are expected to conduct themselves in a respectful, responsible manner. Navajo Preparatory School's mission is to educate the mind, shape character, nurture creativity, and foster the well-being of each student. As a lens through which we examine ourselves and our work, this Code of Conduct guides and informs all aspects of school life. A Navajo Prep student learns, lives, and leads by these ideals which are aligned to the School's core values reflected in the IB Learner Profile:

### In my personal journey, I:

- strive to be self-aware, self-disciplined, and self-controlled.

- take initiative, adapt, and persevere.
- live with optimism, passion, a sense of humor, and humility.
- make informed choices for a healthy, balanced life.
- advocate for myself.
- pursue excellence in all areas of my life.

#### **In my intellectual journey, I:**

- think critically, creatively, and reflectively.
- listen and communicate actively, thoughtfully, and effectively.
- take risks and grow through challenges.
- approach lifelong learning with openness and curiosity.

#### **In my community journey, I:**

- respect, support, and show gratitude.
- value, engage fully in, and contribute to the diversity of my communities.
- collaborate with others.
- understand social systems.
- serve others as an active citizen.

#### **In my ethical journey, I:**

- act with empathy and compassion.
- act with integrity.
- act with personal and social responsibility.
- act with courage on behalf of others and myself.

## **ADMINISTRATIVE OFFICES**

### **Office of the Head of School**

The Head of School is the chief executive officer of the School and answerable to the Board of Trustees who hold in trust the school's future by setting the purpose, priorities and policies of the school. The Head of School is responsible for translating the will of the Board into administrative action. The Head of School also serves as a steward of the school's resources, is responsible for prudent budgeting and financial management, maintains overall responsibility for the physical plant and takes leadership for long range planning for the school. The Head of School office is located in Dodge Hall.

### **Office of Business & Finance**

The Director of Business and Human Services is responsible for overall budget and accounting with staffing assistance for payroll, accounts receivable, accounts payable, and student accounts.

### **Student Fees**

	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Annual Fee</u>
Residential Student	\$500	\$500	\$1,000
Day Student	\$400	\$400	\$800
Additional Child	\$300	\$300	\$600
Residential Hall Deposit (Non-refundable)			\$50
Non-Native Student	\$1,500	\$1,500	\$3,000
Additional Non-Native Student	\$1,300	\$1,300	\$2,600

Additional fee for students

- Participating in interscholastic activities: \$50.00 per sport/activity

- School-issued laptop/insurance fee: \$35.00 per year

\*\*For staff who have a child attending NPS, arrangements may be made with the Business Office to make student fee payments through payroll deductions.

### **Payment of Fees**

The annual student fee requirement must be met every year. Any prior year financial obligations must be met for readmission and/or graduation. A student fee payment form must be filled out by parent/guardian(s) and submitted to the business office prior to registration. All student fees, other fees, and incidentals are paid to the Business Office through the myschoolbucks.com website or app and via cash, credit card, debit card, and/or money orders. Personal checks are not accepted.

Day students are required to make a \$250.00 non-refundable payment and Residential students are required to make a \$300.00 non-refundable payment by April 1st of each year, to reserve their enrollment and to ensure that admissions has final residential numbers prior to selection of new students. If space is still available after July 1st students may still reserve their spot by making the same non-refundable deposits listed above.

If a student is admitted after the first day of school and wishes to set up a payment plan they will be required to make a payment equal to two months of prorated student fees. Additional fees may be required for students who participate in the IB programme and/or dual credit.

### **Payment Plan**

Nine (9) monthly payments from August 15-April 15

Any correspondence regarding balances or scholarships should be directed to the business office. The student refund policy is as follows:

1. Fees will be refunded at 100% for student withdrawal within the first five days of regular classes, not including initial annual deposit.
2. Withdrawal from school beyond the first five days of regular classes will not qualify for refund of student fees.
3. Academic or Disciplinary Dismissals are not eligible for refunds.

### **Late Fees**

Payments not received by the specified due date is considered late and will incur a \$10.00 late fee for each month payment is not received. If a student is a recipient of a scholarship, it is the responsibility of the parent/guardian to present a copy of the award letter to the Business Office. If award letter is not presented by the start of the school year, late fees may be incurred. In the event that the scholarship creates a credit balance in the student's account a reimbursement may be requested for the amount that the parent/guardian has paid while waiting for the scholarship to be credited to the student's account.

### **Dishonored Payments**

A fee of \$25.00 will be applied to your account for any failed automated payments. Cash, Money Orders and Debit/Credit Cards are preferred payment methods and Personal Checks are not accepted.

## **Office of Human Resources**

The Division of Human Resources fosters an environment where the students, staff, and faculty of Navajo Preparatory School can learn, work, and live as a community to advance NPS mission and purpose. It is our goal to attract the best staff and faculty to be a part of the NPS family. The office of the Director of Business and Human Services is located in the Wauneka building.



### **Office of the Associate Head of School for Academics & Operations**

The Associate Head of School for Academics and Operations is the school's instructional leader and is entrusted with the education of all students and oversees the daily operations of the school including facilities and maintenance, athletics, food services, transportation, and academic student support services.

The Associate Head of School for Academics and Operations is responsible for the quality of teaching and works in a collaborative manner with teachers and staff in the design and implementation of a mission-focused curriculum.

The Associate Head of School for Academics and Operations has an Open-Door Policy to encourage teachers, parents/guardians, and students to meet upon request. The office of the Associate Head of School for Academics and Operations is in the Betty O'Jaye Student Center.

### **Facilities Management and Transportation**

Facilities Management is responsible for the tangible quality of life, and strives to provide physical facilities that are attractive, safe, and functional. In addition, the department oversees and maintains all transportation services for students. Please refer to the Appendix for Transportation Schedules and Routes. The department maintains 83 acres of grounds, and over 200,000 square feet of building space. Included in this maintenance effort are approximately 37 acres of developed grounds, playing fields and the campus network of roads, parking areas and walkways.

### **Office of the Division Director of Student Life & Wellness**

The Director of Student Life and Wellness is responsible for the wellness of students participating in the Residential Program. Staff within the residential program includes the Residential Coordinator, Residential Advisors, the 21st Century Coordinator, the After-School Specialist, Mental Health Supports, the School Based Health Center, and Safety and Security. The office of the Director of Student Life & Wellness is located in Betty O'jaye Student Center.

### **Campus Security**

Campus Security is committed to providing a safe environment for our school community. For this reason, NPS maintains a closed campus. Only students and authorized staff are allowed to be on campus. All visitors to campus must enter through the guard station to be permitted entry and must sign in at the Front Office and/or respective program office. The NPS Campus is protected by security cameras throughout for student safety and accountability. Student privacy is always respected. For assistance, Campus Security personnel at the security office can be reached at (505) 860-2189 24 hours per day/7 days per week. For life-threatening emergencies, call 911.

### **Office of the Associate Head of School for Advancement & Outreach**

The Associate Head of School for Advancement and Outreach supports the Advancement and Outreach Department which includes admissions, enrollment, college guidance, communications, marketing, stewardship, advocacy, alumni engagement, external partnerships, and grant management. The Advancement and Outreach Department is located in the Betty O'jaye Student Center.

### **Technology**

Navajo Preparatory School is an Apple environment using Microsoft Office 365 products. Hardware and software applications must be compatible with the existing network. The Technology Department oversees information technologies. IT supports student and staff with technology and resources that

include network connectivity, telephone, email, printing, and software. Please see Technology Services to view our Computer Use Policy, Wireless Communication Devices, Laptop Use Agreement and NPS Child Internet Protection Act.

## STUDENTS RIGHTS & RESPONSIBILITIES

Students will pursue their academic studies to their fullest ability and potential. They will develop as a whole person, seeking to find a balanced life as reflected in the Navajo Philosophy of Learning.

Students are required to read the entire Community Handbook and agree to abide by all policies and expectations, including the Academic Honesty Policy contained herein.

### Student Rights

To assure that students have the opportunity to receive a meaningful education, they have the following rights:

1. To physical safety, and to safe and sanitary facilities;
2. To consult with teachers, counselors, administrators, and board members without fear of reprisal;
3. To be afforded appropriate confidentiality when consulting with teachers, counselors, administration, and board members;
4. To free elections of their peers in student government, and to seek and hold office in accordance with the provisions of the student government constitution;
5. To have their parents, legal guardian(s), or authorized representatives view their personal files, cumulative folders, and transcripts in accordance with the Family Educational Right to Privacy Act (FERPA);
6. To be involved in school activities provided they meet the qualifications of the sponsoring organization(s), NMAA, Navajo Preparatory School, and other organizations;
7. To due process and a fair hearing;
8. To seek assistance and counseling support

### Student Responsibilities

To ensure an environment that is conducive for learning, students shall dutifully exercise the following responsibilities:

1. To wear required lanyards and student IDs throughout the school day. Student identification cards and identifying lanyards are issued to all students at the beginning of the school year. The purpose of student IDs and lanyards is for school safety, identification for the library usage, and for meals. A \$5.00 replacement fee will be charged to a student's account if a student ID or lanyard is lost or stolen.
2. To check their NPS email throughout the day for important communication.
3. To respect the rights of everyone involved in the educational process including teachers, residential advisors, security and all other staff members;
4. To exercise the highest degree of self-discipline in observing and adhering to school policies;
5. To utilize, maintain, and protect school property and resources;
6. To attend class on time, be prepared, show interest in their studies and take responsibility for their own performance;
7. To complete all course requirements and assignments to the best of his/her ability;
8. To be responsible for his or her own valuables;
9. To act in a manner that reflects positively on the individual, his or her family, and the school community;
10. To work together to provide an environment that enhances the safety of self and others;
11. To maintain a cumulative minimum GPA of 2.30 and no failing marks;

12. To maintain community health by visiting the School Nurse for medical needs if feeling sick;
13. To notify the School Nurse of any medical condition that requires prescribed medication to be brought on campus;
14. To show academic honesty in the completion and submission of all work.
15. To communicate with teachers, advisor or School Counselor when necessary;
16. To utilize the Study Hall/Tutoring Services provided by the school as needed;
17. To maintain a positive and productive attitude, and always try my best to learn;
18. To eat healthy, get plenty of exercise and rest;
19. To try to resolve disagreements or conflicts peacefully; and
20. To request and complete make-up work in each class that is missed for absences.
21. To actively participate in a minimum of one sport/activity/club/organization/Gifted & Talented program per semester.
22. To engage in authentic and meaningful service experiences and projects on or off campus faithfully.

## PARENT/GUARDIAN RIGHTS & RESPONSIBILITIES

### Parent/Guardian Rights

To assure that parents/guardians can provide a meaningful education for their children, they reserve the following rights:

1. To view their student's personal files, cumulative folders, and transcripts in accordance with the Family Educational Right to Privacy Act (FERPA);
2. To schedule and meet with school staff regarding academic, residential, and extra-curricular programs;
3. To be represented through the Indian Education Committee (IEC)/Parent/Guardian Advisory Council (PGAC)
4. To be informed when an emergency arises; and
5. To have the right to translation / interpretation in their Native language.
6. To refuse services.

### Parent/Guardian Responsibilities

To ensure a rich learning environment for students, parents/guardians shall dutifully exercise the following responsibilities:

1. To participate in parent-teacher conferences, Parent/Guardian Advisory Council/Indian Education Committee meetings, Academic
2. Review meetings and other activities or decisions relating to my student's education;
3. To check out their students during the school day only when absolutely necessary;
4. To wait until the end of the school week before taking their student home;
5. To share responsibility for the achievement of their child and support their student's extra-curricular endeavors;
6. To support the school's mission and policies;
7. To meet financial obligations to the school;
8. To respect, support and work cooperatively with school staff and students;
9. To serve as a positive role model at all school events and functions;
10. To take care of their child's routine medical, dental, and psychological health services; and seek medical attention from the School Based Health Center when they are ill;
11. To inform school staff of any problems or situations which may be harmful to their child or others in the community;
12. To have needed ceremonies performed at home or in their communities (off-campus);
13. To be held accountable for violation of school rules and policies;

14. To take responsibility for the actions of their student while the student is on the school campus and/or participating in off-campus school sponsored activities (field trips, etc.);
15. To monitor my student's attendance and ensure that my student arrives to school on time as well as follow the appropriate procedures to inform the school when my student is absent;
16. To check and assist my student in completing homework and project tasks, when necessary;
17. To conduct regular checks for grades and attendance in NASIS and Toddle;
18. To promote positive use of time (time management skills)
19. To encourage my child to follow school rules and regulations;
20. To volunteer in my student's school or assist from my home as time permits;
21. To communicate with my student's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school;
22. To respond to surveys, feedback forms and notices when requested; and
23. To understand the school health policy and restrictions on outside meals and beverages that are unhealthy;

### **Parent/Guardian Organizations**

NPS has two organizations in which parent/guardian(s) can participate. Both organizations have identified objectives and planned activities for parent/guardian(s) to get involved.

#### **Indian Education Committee (IEC)**

The purpose of the Indian Education Committee is to help develop educational programs designed to meet the specialized and unique educational needs of Indian children and approve all programs funded by the Johnson O'Malley Program. The committee consists of elected parents and guardians of Indian students who are enrolled in schools that are receiving funding under the JOM program.

#### **Parent/Guardian Advisory Council (PGAC)**

The Parent/Guardian Advisory Council (PGAC) organizes and promotes events which encourage the active involvement of parents/guardians and to be the liaison between parents, the NPS Administration and faculty/staff. The PGAC is an advocate for the Parent/Guardian Engagement Policy that recommends volunteer service hours to support the school. The PGAC meets at least monthly to discuss issues of importance regarding the entire school community, sponsor events, and raise funds necessary to support programs.

### **Title 1 Parent/Guardian School Compact**

The overall aim of this policy is to develop a parent/guardian involvement program in compliance with Title I, Part A of the Elementary and Secondary Education Act (ESEA) that will ensure effective involvement of parent/guardian(s) and the school community.

### **School Responsibilities**

*To increase and improve parent/guardian involvement and school quality, the School will:*

1. Actively involve and engage parent/guardian(s) in the planning, review and evaluation of the effectiveness of the school;
2. Ensure that the Title I funds allocated for parent/guardian involvement are utilized to implement activities and strategies as described in our Parent/Guardian Engagement Policy and the School-Parent/Guardian Compact;
3. Support school-level committees that include parent/guardian who are members of the School Leadership Team, the Indian Education Committee, Parent/Guardian Advisory Council, and Academic/Athletic Booster Club;

4. Host regular parent-teacher conference days and conduct an annual Parent/Guardian Day Workshop with topics that include: parenting skills, understanding educational accountability, college readiness, scholarship applications/criteria,
5. grade-level curriculum and assessment expectations; accessing community and support services; and technology training;
6. Encourage more parents/guardians to become volunteers;
7. Provide written and verbal progress reports to keep parent/guardian(s) informed of their child's progress; and
8. Develop and distribute a school newsletter and web publication designed to keep parent/guardian(s) informed about school activities and student progress.
9. The school will promote Health & Wellness by encouraging students to eat in the cafeteria and provide healthy snacks and meals to students.

*To provide high quality curriculum and instruction consistent with Common Core State Standards and the International Baccalaureate Programme to enable students to meet the Standards and Assessments by:*

1. Respecting cultural, racial, and ethnic differences;
2. Offering high quality instruction in all content and elective areas; and use academic learning time efficiently;
3. Providing instruction by highly qualified teachers and when this does not occur, notifying parent/guardian(s) as required by the Elementary and Secondary Education Act (ESEA);
4. Holding high expectations for all students, believing that all students can learn; and
5. Making classroom(s) accessible to parent/guardian(s) for observation and speaking with instructors about student progress.

*To support home-school relationships and improve communication by:*

1. Conducting parent-teacher conferences each semester during which the individual child's achievement is discussed;
2. Convening a Title I Parent Session to inform parent/guardian(s) of the School's Title I status and funded programs, and their right to be involved;
3. Arranging additional meetings at other flexible times for parent/guardian(s) who cannot attend a regularly scheduled meeting;
4. Involving parent/guardian(s) in the planning process to review, evaluate and improve the existing Title I programs, Parent Engagement policy and this Compact;
5. Providing parent/guardian(s) with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
6. Ensuring the Parent Engagement Policy and School-Parent/Guardian Compact are distributed and discussed with parent/guardian(s) each year.

*To provide parent/guardian(s) reasonable access to staff by:*

1. Notifying parent/guardian(s) of the procedures to arrange an appointment with their student's teacher or other school staff members;
2. Arranging opportunities for parent/guardian(s) to receive training to volunteer and participate in their student's class and to observe classroom activities;
3. Planning activities for parent/guardian(s) during the school year; and
4. Ensure that staff will have access to interpersonal services in order to communicate with limited English-speaking parent/guardian(s) effectively.

## Parent/Guardian Concern Process

Parent/Guardian concerns are handled with care in our community. Our process for addressing and resolving parent/guardian concerns and complaints is based upon an atmosphere of trust, respect, and productivity in a safe and nurturing environment.

Our Core Values emphasize the following guiding principles for addressing concerns:

- All of us – staff, students, and parent/guardian(s) - will be respectful in all verbal and nonverbal communications to foster collaboration, compassion, problem solving, and resolution.
- We will communicate openly and actively with all our community.
- Courtesy, flexibility, and compassion will characterize how we interact with one another daily.
- We will listen and seek first to understand, be timely, maintain confidentiality, and respect various points of view in all our communications.
- Policies and procedures will be communicated clearly and directly.
- Communication about issues or concerns will take place among those directly involved only, with the intent to reach resolution.
- All school policies and procedures will provide the objective framework we follow for resolving issues, e.g., student placement, discipline, and personnel issues.

Process for Addressing Classroom Concerns:

- Parents/Guardians seeking details regarding concerns in a particular class should schedule a meeting first with the teacher of that specific class.
- If a solution or understanding cannot be obtained during that conversation, a meeting can be scheduled with the Dean of Academics for academic concerns or the Dean of Students for behavior concerns.
- If a solution or understanding cannot be obtained after those conversations, a meeting can be scheduled with the Associate Head of School for Academics and Operations.

## Homeless Student Policy

Navajo Preparatory School will ensure that children and youth in transition are free from discrimination, segregation, and harassment. NPS will follow the requirements of the McKinney-Vento Homeless Assistance Act. Navajo Prep shall ensure that homeless children and youths have equal access to the same free, appropriate education as provided to other children and youths. More information about this program please contact the School Counselor.

## ACADEMIC PROGRAM

### Navajo Preparatory School Diploma

Students are required to meet the New Mexico State Public Education Department graduation requirements as a minimum. NPS asks students to complete additional coursework as well as a Senior Atsá Exhibition in order to receive their diploma. The Senior Atsá Exhibition consists of the Senior Atsá Paper, Senior Atsá Projects, Atsá Portfolio and Atsá Presentation.

In addition to the NPS Diploma, students choose one of two pathways in the IB Programme (IBDP): A Full IB Diploma Candidacy or IBDP Course Certificate(s). The choice between the Full IB Diploma Candidacy and IBDP Course Certificates is made during sophomore year. Certificate students choose their subject(s) for external assessment and examination at the beginning of their Senior Year.

### IB Diploma Programme

The IB Diploma Programme (DP) offers an academically challenging and balanced programme of studies with external assessments that prepares students for success in university and beyond. The IB



Programmes have gained recognition from the world’s leading colleges and universities. The Diploma Programme curriculum offers breadth and depth of knowledge in six subject groups, an Extended Essay, Creativity, Activity, Service (CAS) experience, and Theory of Knowledge seminar course. The DP Programme is an extension of the School’s mission to develop “Leaders Now and Into the Future” - Yideeskáá’góó Naat’áanii. The goal is reflected in the IB Learner Profile, to develop future leaders who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

### **IB Diploma Programme Admission Requirements**

A student may apply for a Full IB Diploma Candidacy in his/her sophomore year. Applications are available from the IB Coordinator and are due in early March of the student’s sophomore year. Full IB Diploma Candidacy Applications include the following:

1. Student Application including parent/guardian approval and teacher recommendation
2. An Application Essay on his/her development of one (1) of the ten (10) IB Learner Profile Attributes

The IB Advisory Committee will review the application for selection. The successful candidate should be in good academic standing having demonstrated the attributes of the IB Learner Profile and International Mindedness.

### **IB Course Certificate Pathway**

Students who are not Full IBDP Candidates are enrolled in the same IBDP courses. A student may take an IB Course Certificate exam in one subject at the end of their senior year with the cost covered by NPS. Students can select their certificate course option with their teachers to determine the best option for a student Course Certificate at the end of the Fall semester of their Junior year. Students complete all internal assessments in their IB courses. Certificate students are not required to take a third higher level course in the Diploma Programme, nor are they required to complete the Extended Essay (EE) and the Theory of Knowledge (TOK) Essay.

Navajo Preparatory School offers a selection of subject choices within the IB curriculum. This fact, coupled with a wide selection of challenging extracurricular activities offered, contributes to one of the strongest educational experiences available.

<b>Subject areas by IB Group:</b>	
<b>Group 1 – English A</b> Language and Literature HL	<b>Group 4 - Natural Sciences</b> Biology HL/SL, Chemistry SL, Environmental Systems & Societies SL
<b>Group 2 - Language B</b> Spanish Ab Initio SL	<b>Group 5 – Mathematics</b> Applications and Interpretations HL/SL, Analysis and Approaches SL
<b>Group 3 - Individuals &amp; Society</b> History of the Americas HL, Economics HL/SL	<b>Group 6 – Arts</b> Visual Arts SL/HL, Film HL/SL

### **The IB Diploma - to earn the IB Diploma, a student must successfully complete:**

- i. At least one course and an IB examination in each of the six subject area groups listed. To allow for specialization, normally three subjects (but not more than four) are chosen at Higher Level (HL), and to ensure a broad education, three subjects are chosen at Standard Level (SL).

Higher Level subjects require intensive, in-depth study over two years. These generally reflect a student's areas of interest and academic strength. Standard Level subjects are less demanding but are still on par with introductory level college courses.

Both levels of study lead to external exams, which students must pass to receive the IB Diploma. In addition to the external exams, students are to complete internal assessments which are evaluated as a portion of their regular course work (for example, lab books, essays, portfolios, projects, etc.) completed in each class. These internal assessments are marked by teachers and then externally moderated by the IB.

- ii. Theory of Knowledge (TOK) Course
- iii. An Extended Essay of 3,500- 4,000 words on a topic of choice
- iv. Creativity, Activity, and Service (CAS) Experiences and long-term CAS Project

*(More specific details regarding the IB Diploma Programme is available within the IB Handbook)*

### **IB Course Certificate**

Any student may register in one or more IB Course Exams (up to 4) and earn an IB Course Certificate in each course. A student may earn an IB Course Certificate in one or more of the six subject areas listed above by pursuing the same course of study in that subject as that required for the Diploma and successfully passing the corresponding exam. Students on this path may take any number of SL or HL courses. The TOK requirement is not part of the Certificate option. Upon satisfactory completion, a student will receive: A Navajo Preparatory School Diploma and an IB Course Certificate in each course in which students successfully complete an IB exam.

### **Dual Credit College Courses**

Sophomore, Junior, and Senior students with a minimum GPA of 2.60 have an opportunity to enroll in dual credit courses provided through local colleges. Students must have room in their class schedules to take dual credit courses. Assistance is provided with the initial application for admission and students. Only certain courses are approved for dual credit courses. Textbooks and Lab Fees during the Academic Year, from August through May. All "Core Class" requirement courses **MUST** be taken on the campus of Navajo Preparatory School in a regular classroom or on-campus dual credit courses taught by a Navajo Prep instructor. Students who participate in on-campus dual credit courses taught by a Navajo Prep instructor will not be required to pay any course fees.

Students who enroll in online Dual Credit courses will have their course fees added to their NPS student account upon enrollment in their Dual Credit course. Upon their successful passing of the online Dual Credit class with a grade of C or better, the fee will be removed from the student account. Students enrolled in Dual Credit courses will agree to the following:

- Maintain a 2.60 quarterly GPA and must be in good academic standing.
- Students must adhere to the Navajo Preparatory Community Handbook and College Code of Conduct
- Parent/Guardians must adhere to student check-out procedures. See Student Sign-In/Sign-Out.
- Attendance at dual credit classes is mandatory. Student can be withdrawn from a class for non-attendance.
- In accordance with FERPA regulations, students are responsible and must communicate with parents/guardians regarding their course grades and progress.
- Pay any fees not paid for by Navajo Preparatory School.
- Purchase appropriate materials and supplies for college courses, plus any additional on-line fees required for course participation.
- Communicate directly with College instructors regarding grades, assignments, tutoring, class schedules and deadlines.

- Student must receive a grade of C or better to continue in the dual credit program.
- If student completes a course with a D or below or Withdraw, they become ineligible for the Dual Credit Program for the following semester until grades improve.
- Students must be aware of all college deadlines, holidays, and other important dates.
- Parents/Guardians and Students must be aware during certain days Navajo Preparatory School may not be in session, but the college is in session. Students are responsible to attend classes and school transportation is not provided.
- Students that fail or withdrawal from any dual credit course will be responsible for repayment of books or fees associated with the class.
- On campus (NPS) dual credit courses may fulfill core class requirements.
- Parent/Guardians of Dual Credit students must sign a permission form that acknowledges the student's participation in the program and the courses the student will be taking.
- Off-Campus/Online dual credit courses will be accepted as Elective credit only.
- To fulfill unmet/unobtained graduation requirements, scenarios will be evaluated on a case-by-case basis by the Associate Head of School for Academics and Operations.

### **Middle School Course Credit Acceptance**

Navajo Preparatory School believes that the academic rigor and incorporation of Dine Language and Culture within all Navajo Prep coursework provides students with their best opportunity for college preparation. In order to maintain these high standards and practices, Navajo Preparatory School will not accept Middle School courses for High School credit. All courses considered to fulfill graduation requirements must be taken at Navajo Preparatory School or through the Dual Credit program. All Middle School courses and grades will be considered for accurate placement in corresponding High School courses. (Gifted IEPs can affect credit acceptance and will be evaluated by the Associate Head of School for Academics and Operations)

### **Community and Personal Project**

As an IB World School, Navajo Preparatory School keeps a priority of community service and student interest exploration. In the Freshman year, students will work collaboratively in their grade level advisories to determine a service-learning project to work on throughout the school year. In the Sophomore year, students will select a personal passion project that they will complete over the course of the school year. Both projects utilize the structure of Dine Philosophy with Thinking, Planning, Action, and Reflection. Organization and focus on these projects will take place in student advisory times. Students will present their Community Projects and Personal Projects school-wide in the Spring semester on Project Presentation Day. All students must complete both the Community and Personal Projects.

### **Course Requirements**

*Effective for students in Class of 2023 and after:*

4	Language and Literature
4	Dine Language and Culture (Special considerations apply to transfer students and Full DP Candidates)
4	History
4	Science
4	Mathematics
2	Physical Education/Health Education
4	Arts/Design/Language
1.5	Theory of Knowledge (TOK)
2	Additional Courses from Groups 2, 3, 4, & 6

**29.5 Total**

### **College Preparation Expectations**

Students undergo an educational process that prepares them for admission to and successful completion of a college education. Experience has shown that the expectations for a competitive and successful college prep student, at the time of graduation, are a minimum cumulative GPA of 3.0, a high school resume that reflects strong leadership, service-learning, project-based learning, and extra-curricular participation.

These expectations should frame the personal goals of all students and their parent/guardian(s). For this reason, the minimum standards for graduation are higher than those found in traditional high schools.

### **Atsá Junior and Senior Seminar**

The Atsá Junior/Senior Seminar supports students' successful completion of their Creativity, Activity, Service (CAS) portfolios and the development of their Atsá Presentation. The presentation consists of their core projects and papers, throughout the IB Continuum at Navajo Prep while supporting students' preparations for, and navigation of, their college/university applications and admissions process. These supports include financial aid support and the completion of their Atsá Portfolio. The seminar also includes SAT/ACT test prep and is required of all students.

### **Graduation Requirements**

Students are required to meet the 29.5-credit requirement (with a minimum 2.0 overall cumulative GPA) in order to graduate and to participate in graduation activities. In addition, seniors must successfully complete with satisfactory grades, all four components of the Senior Atsá Exhibition. The school reserves the right to place appropriate conditions for participation in commencement exercises should the student jeopardize their good academic and/or behavioral standing.

### **Atsá Exhibition**

The Senior Atsá Exhibition is a graduation requirement for all students. The purpose of the exhibition is to develop responsible global citizens and leaders through excellence, inquiry, and service. It is a four-year study that provides seniors with an opportunity to demonstrate their learning and achievements across the full scope and sequence of the IB core components at Navajo Preparatory School. There are four required components of the Atsá Exhibition:

1. Atsá Paper:
  - a. Full IB Diploma Programme Students- an argumentative research paper with a concentration in a particular content area consisting of 3,500-4,000 words; (more details in IB Handbook)
  - b. Non-full DP Seniors- Completion of the TOK Exhibition paper
2. Atsá Projects: Creativity, Activity, and Service (CAS); (additional details in the CAS Program Guide)
3. Atsá Digital Portfolio: is a compilation of the student's work to showcase high school works and demonstrate college readiness maintained within a school-approved platform; the portfolio is housed and created within Toddle; students should begin gathering portfolio resources in their Freshman year; and
4. Atsá Presentation: is an oral presentation where Seniors will present their full scope and sequence of project-based learning while at Navajo Preparatory School from the Community Project to the Personal Project to their CAS Experiences and Projects. Presentations will take place on Project Presentation Day to a panel of judges of community stakeholders, staff, and students.

***Seniors who are not on track in meeting their Atsá graduation requirements by end of fall semester will be placed on Scholastic Action.***

### **Graduation Honors**

Valedictorian, Salutatorian & Honor Graduates (Top 10)

Selection of Valedictorian, Salutatorian and Honor Graduates will be based on the following criteria and weighted percentage and will be determined in the following order:

1. Cumulative Grade Point Average – 50%
2. Atsá Exemplary- 15%
3. IB Diploma Candidate or Dual Credit Student (min. 7 courses) – 15%
4. ACT and/or SAT scores – 10%
5. Attendance at Navajo Prep for four years – 10%

*Example:*

GPA = #1- 100 points, #2- 90 points, #3- 80 points, etc.

SAT/ACT = #1- 100 points, #2- 90 points, #3- 80 points, etc.

IB Diploma Candidate or Dual Credit Student (min. passing 7 courses) = 100 points

Attendance at NPS for four years = 100 points

Atsá Exhibition Exemplary Score = 100 points

Total number of points multiplied by the assigned weights= Valedictorian, Salutatorian, and Honor Graduates

### Transfer Students

The School accepts a limited number of transfer students each year up to the fall semester of their junior year. Transfer students are subject to the same 29.5 credit graduation requirement and Atsá Exhibition. Transfer students will be accepted, when space allows, up to three weeks after the start of the semester. (Students transferring back to Navajo Prep can be considered in their Junior or Senior year pending credit attainment with permission from the Associate Head of School for Academics and Operations.

### Assessment & Evaluation

Student will be awarded letter grades of A, B, C, D, and F. Grade point average will be calculated as prescribed on table below.

%	Letter Grade	General Course Weight	IB DP/MYP Course Weight
100-98	A+	4.333	5.0
97-90	A	4.000	4.5
89-87	B+	3.333	4.0
86-80	B	3.000	3.5
79-77	C+	2.333	3.0
76-70	C	2.000	2.5
69-67	D+	1.333	1.333
66-60	D	1.000	1.00
59	F	(NO CREDIT)	(NO CREDIT)

### Purpose of Assessment

We recognize that assessment has three primary purposes. We assess “*as learning*” so that assessment can be part of the learning process, providing opportunities for students to learn. We assess “*for learning*” so that assessment can provide us with feedback on student progress and inform future teaching. We assess “*of learning*” to understand what standard of attainment students have reached in their learning.

## Principles of Assessment

We understand that students:

- learn through a variety of approaches, intelligences, strategies, and styles
- learn at different paces, within different timeframes, and begin from different starting points
- have different personal and cultural experiences and individual needs
- perform differently according to the contexts of learning, including subject-group, course, level, grade, term, schedule, language, teacher, peers, content, concepts, skills, learning engagements, task work, and nature of assessment
- learn more efficiently and effectively when the curriculum is coherent as a product of collaborative planning for intentional and meaningful horizontal/vertical alignment and core integration
- assume greater agency and accountability in their learning when direct links to real-life contexts and situations are explicated for the deliberate transfer of learning to familiar and unfamiliar situations
- should value peer-assessment and self-assessment as integral stages of the learning process
- must know and understand their own learning growth and attainment, including learning gaps, in relation to specific content, concepts, and skills
- must receive positive, descriptive, specific feedback (both verbal and written) that is constructive and timely so that they might deliberately address learning gaps in real-time with appropriate and concrete strategies and tools
- should value verbal and written positive, descriptive, specific feedback above scores and grades on all formative assessments
- can be motivated with effective praise that is accurate, intentional, and meaningful

So, we believe that assessment:

- Should be focused on individual student academic attainment and growth
- Should be anchored to specific criterion-based instruments that are consistent, comprehensible, specific, transparent, and universal
- Should evaluate student progress in content, concepts, and skills using a variety of formats, methods, strategies, and tools, particularly with regards to project-based learning and experiential learning, to gain a balanced and holistic depiction of student learning
- Should be consistent, reliable, just, transparent, and differentiated according to the individual developmental stages of learning for each student
- Should provide data for analysis to inform reflection, driving necessary adjustments to the written, taught, and assessed curriculum to support diverse students' learning styles, needs, and goals over time
- Should use common procedures, practices, and terminology across the school to ensure coherence and consistency in community expectations with regards to assessment, academic integrity, access and inclusion, and fairness
- Should foster independent learning among students by developing self-regulated and intrinsically motivated learners

Thus, we aim to assess in order to:

- gain an accurate representation of the attainment and growth of student learning
- continuously develop student learning through assessment
- monitor the quality of our implementation of the IB programmes
- measure student attainment and growth accurately while gathering data that informs reviews of the assessed, taught, and written curriculum to ensure relevance to the Mission Statements of the IB and School
- record student achievement with regards to specific learning aims and objectives



- report student progress and achievement to all stakeholders in a clear, consistent, and transparent manner which instills confidence in our community with regards to accuracy and fairness

*(More specific details regarding assessment may be found in the IB Handbook)*

### **Grade Reports**

Academic progress reports are issued to students and their advisors. They are mailed to parents/guardians at the end of each semester and are also available digitally through the Toddle Learning Management System. Final letter grades and GPA appear on official transcripts.

### **Dean’s List & Honor Roll**

Students who maintain a 4.25 and above semester GPA with no letter grade lower than a “B” will earn a place on the Dean’s List. Students maintaining a 4.0 and above semester GPA with no grade lower than a “C+” will qualify for the Honor Roll.

### **Advisory**

Advisory is required 2 days per week as a 30-minute advisory period for all students. Students are grouped based upon grade level and assigned to a Staff Advisor for the duration of their time at Navajo Preparatory School.

Advisory is an opportunity to build positive relationships among a small peer group and to participate in constructive activities, such as peer tutoring, peer mediation, and mentorship. The 9<sup>th</sup> grade advisory program focuses on preparing new students to Navajo Preparatory School for success in our academic programs. Students will also have an opportunity to work on the Community Project, Personal Project, and Atsá Exhibition requirements during these times as well.

## **ACADEMIC GUIDELINES**

### **Attendance**

Students have the responsibility to attend classes on a regular basis. Attendance is required for the following:

1. All scheduled classes
2. All scheduled study halls
3. All scheduled advisory meetings/homeroom
4. All school approved assemblies
5. All school approved field trips
6. All scheduled class meetings.
7. All other required activities approved by the Associate Head of School for Academics and Operations

### **Absences**

E-mailed excuse notes from the parent/guardian will be accepted. They will be printed out and placed in the student’s file. Telephone calls do not pre-empt the “note of explanation.” Excuse notes (written or emailed) provide the attendance office with a paper trail for tracking student absences. If a note is not provided when the student returns, the absence will automatically be considered unexcused. Students should have no more than 10 excused absences per semester.

### **Excused Absences/Tardies**

Absences/Tardies will be considered excused for the following reasons:

- Illness and medical appointments: a doctor's note is required to excuse absences for three consecutive days or more. For medical appointments, a doctor's note is required. The school will accept a note from parent/guardian(s) if the student is ill for one or two days;
- Bereavement or serious family illness;
- School sponsored activities and athletics;
- Traditional Ceremony;
- Immediate family member emergency;
- Transportation Issues
- College visitations will only be excused with appropriate documentation from the college; and
- Any absence/tardy not listed is unexcused unless approved by the Dean of Students.

When a student returns to school after an absence, a note of explanation must be signed by a parent/guardian or a doctor and submitted to the Attendance Clerk within 3 days of returning to campus.

### **Unexcused Absences**

All absences without proper documentation are considered unexcused until proper documentation is provided to the Attendance Clerk. It is the parents'/guardians' responsibility to personally contact the school regarding absences.

### **Excessive Absences**

Excessive absences will negatively impact a student's grades. Excessive absences mean a student has accumulated seven or more unexcused absences in a semester. Parent/guardian contact will be made by the Dean of Students after a third unexcused absence for a semester.

Attendance warning notices for cumulative absences are mailed home after (4) days of unexcused absences. When a student accumulates (7) unexcused absences during a semester, the school will notify the student's parent or guardian via a formal letter and a meeting with the parent/guardian(s) will also be scheduled. The meeting may include, but is not limited to, the parent/guardian, student, attendance clerk, and Administration.

A student with 10 unexcused absences will not receive credit for the course(s). Students are placed on 'no credit' status. The student may be required to repeat the course to meet the school's graduation requirement. Students with excessive unexcused absences, will be required to write an appeal letter submitted to the Attendance Committee.

### **Attendance Committee**

The Dean of Students, Attendance Committee, and 504 members, if needed, will hear petitions from students who wish to appeal excessive absences. Students who have been referred to the Attendance Committee must appear before the committee with their parent/guardian. The Attendance Committee can determine release of credits, partial loss of grades, required interventions or other measures.

### **Consecutive Absences**

Students who compile ten (10) consecutive unexcused absences will automatically be dismissed from Navajo Preparatory School in accordance with the State of New Mexico Compulsory Attendance Law and state BIE Regulations.

### **Tardy Policy**

Tardiness is defined as a student being late after the scheduled starting time of any class, activity, or appointment. After three (3) unexcused tardies in one class per semester, parents or guardian will be notified by the teacher or other school official. Subsequent unexcused tardies will result in an unexcused absence. Each unexcused tardy thereafter will result in an additional unexcused absence. Processes for unexcused absence procedures will follow. Students arriving after the first 10 minutes of a class will be

considered absent. Excessive excused tardies (more than 7 per semester) will result in a student, parent/guardian, and administration conference.

### **Student, Parent and Guardian Role for Absences and Tardies**

If a student will be absent from school, the parent or guardian must call the appropriate attendance clerk before 8:30 a.m. on the day of the absence at 505-326-6571, ext. 122.

Extended traditional ceremonies for the student will require prior written notification from parents/guardian/medicine man. Notification shall include date(s) of ceremony.

Travel with family or friends for vacations that do not fall during the set vacation period on the school calendar is considered unexcused.

If a student has been absent, he/she is responsible for requesting and completing make-up work in each class missed. If the absence was excused, the student has two class days for each day absent to make up new assignments. Previously assigned work (for which the deadline was missed due to absence) is due on the day the student returns. Ex.- Student has an excused absence for class on Monday. Student will obtain missed assignments on Wednesday and the work is due on Friday.

If a student will be absent for three days or more, the Dean of Students should be notified, and a homework request should be made through the School Counselor. If extended absences are for medical reasons, please notify the School Based Health Center as well.

During the final examination period, a student with an unexcused absence will not be allowed to make up the test or portfolio presentation unless approved by the Dean of Students. To maintain the integrity of the Final examination period, Final Exams will not be given prior to the scheduled time and date.

### **Academic Integrity**

At Navajo Preparatory School, in line with our commitment to the IB learner profile to develop learners who are principled thinkers and our motto of Yideeskaagóó Naat'áanii, we believe that our community should be committed to always promoting and acting with academic integrity. By ensuring that the ideas of others are appropriately acknowledged, we will author authentic work and express our ideas more clearly. We apply the term 'academic integrity' for the development of academic honesty skills, the respect for intellectual property rights, the ethical use of experimental subjects, and the correct attribution of sources in our work. Academic integrity has an important role to play in developing students' value systems and ethical thinking capabilities —approaching scholarship in an open, honest, and responsible way while respecting the work of others.

*We recognize that malpractice is not always equal in extent. It differs depending on:*

- learner's intent,
- extent of misconduct
- dimension of the work being done
- skill level of the individual learner
- expectations of the division (Middle Years' Programme for Grades 9 & 10 versus Diploma Programme for Grades 11 & 12)

Special care and patience may need to be taken with students coming from educational settings where educational expectations and culture are markedly different from our own. In developing and practicing academic integrity, we seek to create a positive and proactive intellectual learning climate at our school, and we expect that:

**Students**

- will develop an understanding of what authorship means and have the opportunity to recognize the value of materials that they themselves create.
- create authentic and original work, whether for assessment or not, and that the ideas and/or work of others involved in the development and production of their work, are clearly acknowledged with appropriate attribution to the person or source.
- in the MYP/DP will use MLA 8 in-text citations for all academic work.
- conduct themselves appropriately during all assessments and that in formal written or oral examinations; they follow all examination rules and procedures.

**Staff**

- value authentic and creative work.
- model academic integrity by acknowledging sources of information used for the purposes of teaching and learning and abide by any relevant copyright restrictions.
- develop numerous opportunities for students to practice and demonstrate their understanding and skills necessary to work with academic integrity.
- systematically develop students' citation skills according to MLA-8 so as to reach our stated expectations.
- standardize assessments to ensure that assessments are valid, fair, and related directly to the appropriate assessment criteria from the IB.

**All:**

- collect data for learning purposes in an ethically appropriate way to prevent the purposeful or accidental falsification of information.
- maintain data collection in a way that secures its confidentiality.
- follow ethical guidelines and standards when working with human or animal subjects.
- Sanctions resulting from malpractice or dishonesty may range from warning to dismissal depending on the seriousness of the offense. In all cases, parents will be informed in writing. However, before sanctions are applied, the school will base its investigation on the individual circumstances of each case. If penalties are applied, they may include one or more of the following depending on the nature of the learner and their history of academic integrity:
  - Verbal warning
  - Counseling
  - The offence is recorded and a copy of which is placed in the student's file
  - A warning letter is issued, a copy of which is placed in the student's file
  - No assessment grade in that piece of work or examination
  - Student is suspended from regular lessons
  - Student is placed on academic probation for one or more terms
  - Dismissal from school

In certain cases of academic misconduct, examining bodies will be contacted in writing by the appropriate representatives of the school, as per the examining bodies' regulations. (e.g., IB) In the IB Diploma Programme, the final award committee decides on cases of suspected malpractice in the following way:

*Candidates suspected of malpractice will be invited, through the school's Diploma Programme coordinator, to present a written explanation or defense. If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will normally be permitted to register for future examination sessions, which may include the session that follows six months later if the relevant registration deadlines are met. (IBO, 2021)*

*“If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.” (IBO, 2021)*

*“If the candidate has already been found guilty of malpractice in a previous session, this will normally lead to disqualification from participation in any future examination session.” (IBO, 2021)*

*“An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.” (IBO, 2021)*

The above does not only apply to the final summative external examinations in the Diploma Programme but all summative assessment coursework including but not limited to, Internal Assessments, External Assessments, Individual Orals, Extended Essays, Theory of Knowledge Essays, Group 4 Projects, CAS Portfolios, Mock Examinations, and Internal Final Examinations.

### *Appendix C: Academic Integrity Policy*

#### **Homework Expectations**

IB Diploma Programme students follow the internal deadlines for all summative assessments as scheduled in the Navajo Preparatory School Internal Assessments Deadlines Calendar which is designed specifically for each cohort by the IB Coordinator and shared at the beginning of DP1 in Grade 11. Students who cannot meet the scheduled deadlines for summative assessments in the IBDP may

request realistic extensions from their IBDP teachers before the scheduled due date. IBDP teachers reserve the right to grant or deny extensions to students. Failure to meet summative assessment deadlines will adversely affect feedback and grades.

Homework is a necessary extension of the school day and an important part of a student’s educational experience to build responsibility, self-discipline, and lifelong learning habits. Homework provides students with the opportunity to apply information they have learned, as well as complete unfinished class assignments, projects, research papers, presentations, quizzes, or other tasks. Students are expected to complete all assignments by the designated due date.

#### **Academic Support**

Students have a number of resources available to assist them in their academic progress while enrolled at Navajo Preparatory School. These academic support opportunities are available for all students and can be utilized at any time throughout the school year. Students with continued academic challenges may be required to utilize these supports with mandatory guidelines established with the Interventionist, Dean of Academics, and School Counselor. These opportunities include:

- Office Hours (M, T, TH 3:30pm-4:30pm)
- Residential Study Halls
- Tutoring (M-TH 4pm-9pm in Library)
- Academic Counseling

#### **Level 1 Interventions**

- Includes all of the above in addition to:
- Differentiated Instruction in the classroom
- Residential Monitoring
- Advisory
- Junior and Senior Seminar
- Parent Contact

- Progress Reports

### **Level 2 Interventions**

- Small Group meetings after school
- Established Essential Agreements to improve academic progress
- Student/Parent/Teacher Conference

### **Level 3 Interventions**

- Direct, specific requirements for student to follow:
- Mandatory scheduled meetings by Interventionist,
- Office Hour Attendance
- Tutoring
- Residential Study Halls
- Residential Restrictions
- Counseling Support
- Student Coaching with School Counselor
- Student Academic Contracts
  - Academic Warning: “The first stage of formal action.” Often the attention paid at that level is sufficient for students to improve their academic record. The Interventionist, in conjunction with varying staff, will create a plan with the student to address the student’s academic needs and concerns. This plan may include weekly grade checks, tutoring sessions, teacher office hours, planner checks, extra study hall time, and any other necessary meetings with students. Failure to adhere to the personal plan will result in appropriate Disciplinary action with the Dean of Students. If a student does not successfully meet all criteria of their academic contract, they will advance to academic probation the next quarter.
- Academic Probation:
  - Follows Academic Warning when the level of academic concern has not been addressed or met by the student and/or the situation has significantly worsened. This level of academic action indicates that the student’s status with NPS may be in jeopardy. The Interventionist will send notification of Academic Probation to parents/guardians at the end of each quarter. The student, parent/guardian, School Counselor, Interventionist, and Administration will complete a Academic Probation Contract designed to improve academic performance. A student is removed from Academic Probation once good standing is achieved at the end of the quarter. Good standing is defined as no more than 2 unsatisfactory subject scores.
  - If students do not meet the requirements of their academic probation contract, they will be considered for withdrawal at the end of the quarter. For a senior who is not on track to meet Atsá Exhibition graduation requirements, the IB Coordinator/ Exhibition Coordinator will contact the parent/guardian and the student will be placed on Senior Atsá Exhibition Contract for Completion.
- Requirement for Withdrawal
  - Occurs when a student’s academic performance does not match the academic demands of the institution, when there is a generally unsatisfactory academic record, when there is a continued willful neglect of work or when there is no likelihood that the student will be able to meet the graduation requirements. Seniors who are not on track with graduation requirements by the end of the Fall semester of the Senior year, will be required to withdraw.

*The Academic Review Committee will make recommendations to the Associate Head of School for Academics and Operations in regard to academic dismissal/withdraw. The final decision cannot be appealed. Parent/Guardian(s) of students on review are expected to attend the committee meeting.*

## DRESS EXPECTATIONS

Students are expected to dress accordingly in representing the school, their families and respected community in a professional and courteous manner. Students are expected to maintain the type of appearance that is not distracting to the educational process and community. In alignment to our mission statement, Traditional Indigenous attire is greatly encouraged every day and students are expected to learn cultural teachings behind certain types of attire allowed (casual and traditional.)

Regular class dress, as addressed below, is to be worn during the academic day beginning at breakfast and continuing through the last period of the day, Monday-Thursday. Each Friday, casual dress (as outlined in the section titled “Casual Dress” below, can be worn during the academic day. Students should wear neat, clean, and comfortable clothing appropriate to their age, the school setting, and the weather. Students should maintain class dress throughout the academic day, regardless of their individual schedules. Students are permitted to ask for reasoning and/or clarification for any areas outlined in the “Dress Expectations” sections.

### **Class Dress**

**Bottoms:** Students can wear pants, jeans, shorts, a skirt, or a dress. Shorts, skirts, and dresses must be appropriate in length for a professional environment. Shorts, skirts, and dresses should not be shorter than two inches below fingertips. Leggings, tights, yoga pants, etc., are not permitted during the academic day (including Fridays), but may only be worn under a dress, skirt, and shorts. Sweats and athletic-type pants are not permitted during the academic school days Monday-Thursday. Pajama pants are not permitted Monday-Friday (with the exception of special dress days).

**Tops:** Students are permitted to wear a collared shirt, a button-down shirt, blouse, cardigan, dress shirt or t-shirts that are free of large logos and graphics throughout the academic school day. All tops must have less than a hand-width from the collar bone. Navajo Prep, or college t-shirts and sweatshirts may be worn Monday-Friday.

Spaghetti straps, strapless tops, muscle shirts and tank tops are not allowed; these include backless shirts and other tops that have less than “three fingers width” of coverage on the shoulders. Students must wear an appropriate top that covers undergarments and midriffs. Tank tops may not be worn as a top layer.

**Athletic Wear:** Athletic T-shirts, sweatpants, athletic shorts etc., may not be worn during academic day unless they are required for a specific athletic class period. Student Athletes participating in various NPS sports may wear their athletic uniform top on game days.

**Footwear:** May be of any style, including dress shoes, high heels, western boots, athletic shoes, leather sandals, moccasins, and podiatrist-approved footwear. House slippers, “crocs,” or flip-flops are not permitted during academic hours. Footwear must be worn at all times on campus. No clothing or footwear may be worn that could threaten the safety or health of the wearer or other students (e.g, shoes with wheels in the soles, or excessively high heeled or platform shoes.) Footwear should be in good repair and free from holes.

**Hair and Headwear:** Extreme hair colors such as fluorescent colors in natural hair or wigs, including extensions, are not allowed. Hairstyles that fall in front of face must be above the eyebrows. School administration has final authority over determining the appropriateness of hairstyles. Hats, stocking caps (beanies), or hoods may not be worn inside any building. Items must be removed when entering NPS buildings and remain off until exiting a building. Repeat offenders will have headwear confiscated, will be subject to referral for a Minor Discipline Violation, and parents/guardians will need to pick up the head wear. Culturally appropriate headwear may be worn if approved by the Dean of Students. Headwear may only be worn in accompaniment of native cultural attire.

**General Attire:**

- Clothing with inappropriate or offensive messages is not allowed;
- Extremely short, revealing, tight, soiled, oversized, or ripped clothing or jeans with holes may not be worn during academic day. Undergarments must not be visible;
- No visible tattoos (exceptions reviewed on case-by-case basis when a tattoo represents a student's cultural heritage)
- No colored eye contact lens (unnatural colors i.e. white/red lens)
- Stud nose piercings and nose rings are permitted. Septum piercing, other facial piercings, and gauges are not permitted.
- Chains attached to wallets or clothing is prohibited; and
- Avoid excessive use of cologne or perfume.

Students inappropriately dressed for school will be asked to change their attire immediately or will be provided with dress code appropriate clothing in the interim. Day students may be required to have appropriate clothing delivered to campus during the school day. All dress code violations are first given a written warning, with subsequent violations logged as Minor Disciplinary violations. Further violations will follow the discipline guidelines outlined in the Major Policy Violation matrix located at the end of the Community Handbook.

**Formal Dress**

Formal dress is worn at formal dinners and special NPS guest functions:

- Traditional Native Attire
- Tailored jacket, Blazer, or Suit coat
- Collared dress shirt and tie
- Blouse
- Dress or Skirt
- Dress pants
- Socks
- Appropriate shoes  
(no sneakers, flip flops, sandals)

**Casual Dress**

Casual dress may be worn in the evening, and on weekends. Casual dress can include t-shirts, jeans, and athletic attire if clean and in good repair. No clothing or footwear may be worn that could threaten the safety or health of the wearer or other students (e.g., shoes with wheels in the soles, or excessively high-heeled or platform shoes).

**Casual Dress Fridays**

In addition to the regular dress code, students may dress in casual dress for Fridays. This includes plain t-shirts free from large logos or emblems, appropriate athletic attire (including sweatpants), and crocs.

In respect to the NPS Community and our school values, attire throughout the day (before, during and after school hours) must be free of offensive words, symbols, and images. Clothing, garments, jewelry, hats, caps, backpacks, and tattoos must not display emblems or logos relating to alcohol, tobacco, illegal or abused substances, gangs, violence, sexual obscenities, satanic symbols and/or the occult (skulls). Students participating in Athletics must wear a top (t-shirt, tank- top) at all times.

*Any student with questions or concerns about the dress code should address in a Formal Letter, to the Dean of Students.*

## STUDENT RESOURCES & SERVICES

### Academic Counseling

The Academic Counseling department assists students in planning a successful academic experience. The services provided include the development of a four-year academic plan, course selection, assistance in



overcoming difficulties during the high school career, and guidance toward enriching post-secondary opportunities.

Multiple testing assessments are required to measure achievement. These included the SAT School-Day required by the State of NM, BIE required assessments for Juniors, and the PSAT for 10th grade students. The test results are made available through the School Counselor to school administrators, faculty, and parent(s)/guardian(s) and students.

The college counseling process begins during the freshman year. In addition to taking national exams each fall, all underclassmen are exposed to a range of possible post-secondary schools and seminars for all grades. The senior year activities include attending college fairs, meeting with college representatives, selecting a college, and completing applications for college admission, financial aid, and scholarships.

At the conclusion of the Senior year, the School Counselor completes all documents required by universities and colleges. The “Counselor Report” includes GPA, Class Rank, a Written Evaluation, and reports of any Major Disciplinary action.

## **Registrar Services**

### **Transcript Requests**

Transcript requests should be made through the online Parchment platform. Transcript requests forms are available and need to be submitted with the Registrar’s office. Official transcripts cannot be released without the consent of the student, parent and/or legal guardian. There is no charge for processing transcripts. If the student has any unpaid student fees with the school, the official transcript will not be issued until cleared from the business office. Transcript requests will be processed within 48 hours.

### **Incompletes**

The instructor must fill out an Incomplete Grade Form from the Registrar’s Office and return it into the Associate Head of School for Academics and Operations’ office before grades are issued. Incompletes will be given only in cases of extreme circumstances and are considered on a case-by-case basis.

### **Term Checkout Procedure**

All students are required to complete an end of term checkout form. The checkout date falls on the last day of the semester. Early check-out is not allowed, unless approved by the Associate Head of School for Academics and Operations. Each student must take the checkout form to listed individuals for proper release in the order listed.

Any lost/damaged books, materials, or equipment will be the financial responsibility of the student and parents/guardians.

Any student who does not properly check out for the term will not be allowed to check into the Residential Hall or receive their class schedule and transcript the following term until they have properly checked out.

### **Year-End Early Release**

Parents will not sign out students before their final class unless there is an emergency or unexpected circumstance. Family vacations and other school/college graduations do not constitute an emergency. In case of emergency a written & signed notice must be received by the front office and approved by the Associate Head of School for Academics and Operations. In addition, financial responsibilities must be met or addressed with the Business Office.

### **Withdrawal from School**

If a student has to withdraw from school for any reason, the student must see the Associate Head of School for Academics and Operations then the School Counselor before proceeding to get the withdrawal documentation from the Registrar's Office. The student will be given a withdrawal form, which must be signed by the parent or legal guardian first and then signed by all teachers, Librarian, Athletic Director, Business Office, School Counselor, Associate Head of School for Academics and Operations and Student Life Coordinator. The teachers will record the checkout grades and verify that books are turned in and the student's record is clear. Any outstanding fees must be paid at the Business Office.

### **Student Sign-In/Sign-Out**

Parents must have proper forms on file with the Registrar authorizing individuals to check a student out of school. As a matter of protection, school personnel may request photo identification prior to the release of a student.

No student shall be permitted to leave school at any time without authorization through the checkout procedures outlined in the community handbook.

All students coming on or returning to campus must report to the Front Office during academic hours. After hours, student must check-in at their Residential Hall.

All students must be signed out by authorized family members. No one under the age of 21 is allowed to check out a student. An adult sibling (age 18 and over) may check out a student with written parental permission.

To add persons to the checkout list, written parental approval with identification must be received prior to check out during academic and residential school hours. Notes, faxes and emails must be cleared by the Registrar prior to any name being added to the checkout list. Requests must be made by 5:00 p.m. each business day. As a matter of safety, students will only be released to authorized individuals who are alcohol and drug free. Due to safety and liability, parents may only check-out their own students, unless written permission is provided by all parties.

The liability for the student is transferred to the person who is signing responsibility on the appropriate checkout form. Students do not have permission to sign-out other students.

Students eligible for self-checkout must be at least 18 years old. Students with a "Certification of Parental Consent" for self-checkout are still obligated to provide parent notification in the event that student will need to leave campus. Students who are eligible for self-checkout cannot check out younger NPS siblings during academic hours.

### **McKenzie School Based Health Center**

*"Promoting Health for Academic Excellence"*

The goal of the McKenzie School Based Health Center (SBHC) is to promote the overall health of students so they can benefit fully from their Navajo Prep experience. Located in the Betty Ojaye Student Center, the SBHC provides primary care and mental health services. The SBHC also offers a variety physical and mental health education programs.

All students attending Navajo Prep are eligible and encouraged to utilize the School-Based Health Center services. A parental consent must be signed to allow a student to utilize these valuable and convenient services. Prior to the start of the school year, parents and guardians must provide updated medical records

each year prior through Magnus. Parents and guardians must notify the School Based Health Center of any change in student medical information or prescriptions throughout the school year.

### **New Mexico Statute regarding Vaccinations/Immunizations**

Subsections C and D of 6.12.2.8 NMAC, states it is mandatory for all students to provide satisfactory evidence of commencement or completion of immunization, or a valid exemption. It is imperative for students and guardians to ensure compliance with immunization requirements to avoid disruption to the student's enrollment at NPS.

Please contact NPS SBHC for any queries or concerns regarding immunization status or exemptions.

By enrolling in the McKenzie SBHC, students will have access to the following primary care services offered on campus:

- sports physicals
- illness care
- prescription medications
- referrals to other providers
- diabetes prevention & management
- injury care
- nutrition counseling
- immunizations
- laboratory tests
- mental health counseling

If a student already has a medical provider, the SBHC will work with the provider to ensure continuity of care.

Most health services are provided through Shiprock Area Indian Health Service. No student will be turned away due to lack of health insurance or inability to pay. However, private health insurance may be billed for health services.

The SBHC also sponsors a variety of health education and wellness promotion opportunities for students throughout the school year.

### **Professional Staff**

A Board-Certified Pediatrician who also serves as the primary physician. The Board-Certified Pediatrician is available for services on weekly scheduled office hours.

A Health Assistant who works closely with the school nurse and board-certified pediatrician to meet the health care needs of our students.

A Registered School Nurse who staffs the Health and Wellness Center throughout the academic day. The School Nurse is available to support the basic health needs of students, including minor illnesses and injuries, chronic illness, monitoring, etc. The School Nurse may refer a student to the emergency room, urgent care clinic or to a physician at the McKenzie SBHC as needed.

A Student Support Specialist who provides support and teaches the lifelong value of health and wellness.

### **Medications**

In order to ensure health and safety, students are discouraged from bringing their own supply of over-the-counter medications to school. Over-the-counter medications including acetaminophen (Tylenol), ibuprofen, antacids, cough drops, and bismuth (Pepto-Bismol) are available to students after assessment

by the School Nurse or Health Assistant. If the School Nurse or the Health Assistant is not available, a Residential Advisor or another trained school staff member will have a limited stock of over-the-counter medications that may be dispensed at the staff member's discretion. All medications that are dispensed to students are documented for review by the School Nurse to assure safety. The Health Assistant, Residential Advisors, and select NPS staff are trained annually in safe administration of medications to students.

According to the Supervised Self-Administration of Over-the-Counter & Prescription Medications Policy, students must check-in all over-the-counter, prescription, and traditional medicines or herbs. All medications that are checked-in must be accompanied by a note from the health provider or parent/guardian stating the purpose of the medicine and must remain in their original container.

Medication not properly checked in will be confiscated until parent/guardians are contacted and proper check-in procedures are followed.

Day students should check-in their medication directly with the School Nurse. For residential students, if the student arrives on campus in the evening, the student may check the medication in with the Residential Advisor. In the morning, the Residential Advisor on duty will check-in the medication with the School Nurse on behalf of the student. The School Nurse will generate a prescription medication administration log. Then she will return the medication, log, and information about the medication to the student's Residential Advisor for safe-guarding and administration to the student.

Medications which students are permitted to have in their possession after proper check-in include: traditional medicines or herbs, asthma inhalers, epinephrine injectors, oral contraceptives, prescription creams, and vitamins. Other exceptions may be made for students if an agreement is made in writing between the parent/guardian(s), the student, and the School Nurse. In such instances, the student will self-administer medication, document each time the medication is taken, and submit this log to the School Nurse to monitor compliance and safety. The same check-in procedures must be followed for all medications.

### **Medications for Chronic Conditions**

Students with chronic health conditions such as high blood pressure or diabetes must:

- Comply and adhere to their prescribed medication schedules.
- Non-compliance may result in disciplinary action.
  - Interventions for adherence include contacting the student, parent/guardian, Division Director of Student Life and Wellness, and involve the Associate Head of School for Academics and Operations.

Students & their parent/guardian(s) are responsible for maintaining an adequate supply of prescription medication.

All students taking medication for chronic conditions will have an individualized health plan compiled by the School Nurse. This care plan will provide guidance for monitoring the student's health status and medication effectiveness.

### **How to Contact the Medical Team:**

Kandice Duvall, RN  
School Nurse

[kandice.duvall@navajoprep.com](mailto:kandice.duvall@navajoprep.com)  
505-326-3571, ext. 116  
Cell: 505-716-7256

Fabrienne Denet  
Health Assistant

[fabrienne.denet@navajoprep.com](mailto:fabrienne.denet@navajoprep.com)  
505-326-3571, ext. 115

## **Locations and Operations**

The School Based Health Center (SBHC) is located in the BOSC building. Health Services are available to students by a registered nurse. Doctor appointments can be made on a weekly schedule during the school day.

## **Confidential Services for Minors**

In accordance with NM State Law, students age 14 years and older may receive confidential health services (listed below) without the knowledge or explicit consent of their parent/guardian(s), provided that they sign an Informed Consent for Confidential Services form. These services include:

- abstinence-based family planning education
- sexually transmitted infection testing & treatment
- crisis intervention
- contraceptives
- mental health counseling (individual and groups)
- alcohol & substance abuse counseling

To ensure the safety, the NM law states that a student's confidentiality may be breached only in case of one of the following situations:

- The student poses a threat to him/herself or others (this is reported to the parent/guardian(s)).
- The counselor or other health provider determines that psychoactive medications are indicated (this is reported to the parent/guardian(s))
- Suspicion of child abuse and/or neglect (this is reported to Child Protective Services)
- During the medical visit or counseling session, an untreated potentially life-threatening medical condition is revealed (this is reported to the parent/guardian(s))

## **Urgent/Emergent Health Referrals**

For more severe medical incidents, referrals may be made to San Juan Regional Medical Center or a local urgent care clinic at the discretion of the School Nurse or by another NPS staff member if the School Nurse is not available. The signed Emergency Medical Authorization form serves as parental consent for health care in the event of an urgent or emergent situation. Attempts to contact the parent/legal guardian will be made to notify them of the situation. Whenever possible, the parent/guardian should transport the student to ER or urgent care of their choice. If the parent/guardian is not able to pick up the student in a reasonable amount of time, NPS staff will transport the student to the nearest emergency room or urgent care clinic. NPS staff will not transport to an Indian Health Services (I) clinic unless it is the closest facility. For this reason, it is strongly recommended that all students have health insurance. The parent/guardian is financially responsible for all fees incurred from such visits.

Navajo Preparatory School also complies with the State of New Mexico Concussion Law. The NPS Concussion Policy is available at the SBHC.

## **EPI Pen**

If a student is prescribed an EpiPen due to severe allergic reactions, the student is required to have one on them at all times. If the student is a Residential student, one must be checked into the Student Home.

## **Routine Health Appointments**

Parents/Guardians are responsible to transport students to routine health appointments, including dentist, orthodontist, physical therapy, etc. The school does not provide transportation to routine appointments. Exceptions may be made for students who are enrolled in the 7-day residential program. It is the parents'/guardians' responsibility to inform the School Nurse about visits to other health providers if follow-up and monitoring is needed at the school.

## **Counseling & Mental Health Referral**

### *Counseling and Support Services*

NPS is dedicated to support every aspect of our student's experience here at NPS. Our counseling and support services approach encompasses medical and mental well-being, clinical and evidenced based therapeutic modalities, traditional and cultural component and educational and life-skills components. We also incorporate the use of outside provider services depending on the students need and parents' involvement and resources which may require us to refer a student to local providers or providers in the area where student resides off campus and families resources. We provide the tools needed for a resilient, thriving life in which young people are both self-sufficient and connected to our community and larger community. Our goal is to help young people move into the next phase of life with a sense of purpose and hope.

### *Referral Services*

If any member of the NPS staff that suspects that a student is in need of individualized care, the concerned individual may seek assistance for the student through the School Health Based Center by completing an internal referral form, either for medical or behavioral health. Students referred to the support services are strongly encouraged to participate in the activities and sessions as deemed necessary by the counselor. All persons making a referrals will be notified that the referral was received, and appointments kept. Confidentiality is maintained to protect the student and only necessary information is shared with the faculty staff, in order to provide quality and continuous care.

### *Student Support Report and Student Support Team*

Student Support Team (SST) Report button will be located on the NPS website. This button can be used by any individual affiliated with NPS. This reporting is if you encounter a person of concern whose behavior interferes with academic instruction and/or is perceived as a safety concern to students , staff, or property.

Student Support Team has been created to provide caring, preventive, early intervention with individuals whose behaviors are disruptive or concerning. The Student Support Team is an interdisciplinary committee of Navajo Prep professionals staff who meet weekly and as needed. Student Support Team utilizes a Tier system to identify the level of need a student has been assessed at and the frequency and intensity and duration of services needed according to the level of services; medical, academic, counseling and SEL support.

In the event that a student in crisis requires emergency transportation for hospitalization, a clearance must be obtained by a licensed mental health counselor, social worker in order to return back to the school setting. Prior to student returning, a meeting will be held with the Student Support Team to discuss safety plan with the parent/guardian and student.

## **Concussion Policy and Procedures**

A copy of the "NPS Concussion Policy and Procedures" is available in the School Based Health Center and on the NPS Website.

## **Library Media Services**

### **School Library**

The Navajo Preparatory School Library is both a valuable and vital resource for students and staff. It offers a circulating collection (including a Native American collection) of both print and non-print resources and access to two quiet study rooms that can be scheduled with the Library Staff. Several subscription databases are provided for on-campus and at-home use. Login information and passwords are available in the library.

## Library Hours

Monday - Thursday	7:30 a.m. - 6:00 p.m.
Friday	7:30 a.m. – 3:00 p.m.

## Library Policy & Procedures

- Cell phones are to be silenced and proper etiquette maintained at all times.
- Acceptable Computer Use Policy and computer-related rules are strictly enforced.
- Patrons are responsible for all items checked out in their name.
- Lost or damaged materials must be paid for by the patron.
- Library materials are school property; therefore, misuse of library materials or violation of policies will result in loss of library privileges.
- Student ID's are required to checkout library materials.
- Signed passes from teachers are required for students visiting the library during regular class times.

*The library policy and procedures are posted in the library and the school website.*

## Library Overdue Policy

Students are notified at least once per month of overdue library materials. Students may check out a book for two weeks with renewals for an additional two-week period at no cost. After the due date, there is a five-day window with no fine. Thereafter, there is a \$0.05 fine per day for every day the book is kept overdue. Patrons with overdue fines in excess of \$5.00 may not check out other items until the fines or replacement costs are paid. The maximum overdue fine per book is \$20.00. All lost materials are to be charged at the replacement cost or the original cost of the item.

## Technology Services

### Acceptable Computer Use Policy (Terms and Conditions of Use)

#### *Educational Purposes and Privileges*

NPS is an Apple environment using Microsoft 365 products. The primary use of the School's Computer Technology and Internet/Intranet services is to support educational and research endeavors consistent with the educational objectives of Navajo Preparatory School. Users must be aware that internet and an Navajo Prep e-mail account is a privilege, not a right. The Network Administrator may close an account at any time for administrative reasons.

#### *Network Drives*

- Due to possible virus transmittal to the network, students/staff are not allowed to store executable files on their network or OneDrive.
- Students are not allowed to store files (media/music, video, graphic, text, encrypted, etc.) that are obscene or violent in nature.
- Student files are secure and cannot be accessed by other users if the account is properly used. Note, however, that the Network Administrator has complete access to network files and reserves the right to check these files to ensure that the School's Acceptable Usage Policy is adhered to.

#### *Internet and Email*

- Visiting internet web sites that contain obscene, threatening, or vulgar material (such as pornography or profanity) is prohibited. If a site of the above nature is accidentally visited, you must promptly exit and notify a staff member who will notify the Network Administrator. The school does not allow access to social networking forums on school-issued devices for students
- Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to copyrighted material (for which you do not own the copyright), threatening or obscene material, or material protected by trade secret.

- The use of someone else’s e-mail account is forbidden and may result in the loss of e-mail privileges for one or both parties.
- Network Etiquette—Students are expected to abide by the generally accepted rules of network etiquette:
  1. Be polite. Never use abusive language in messages to others.
  2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language or graphics.
  3. Note that electronic mail (e-mail) IS NOT GUARANTEED TO BE PRIVATE. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
  4. Illegal activities are forbidden. A rule of thumb: Do not write anything you would not want to see printed in the daily newspaper.
  5. Do not forward or send e-mail with malicious intent.
  6. Do not use the network in such a way that you would disrupt the use of the network by other users.
  7. Do not engage in “flaming,” “spamming,” or “chain letters.”

#### *Wireless Communication Devices*

The use and possession of cell phones and electronic devices will require a signed parental consent form. In order to respect the important work of the classroom and the teaching and learning environment, the following policy will apply during academic hours (8:00 am – 3:30 pm):

- Cell phones/electronic devices can be used in between classes and during lunch.
- Cell phones/electronic devices must be turned OFF when entering any classroom, office, study hall or mandatory after- school activity except an extreme emergency.
- Once inside any of the above-named locations, cell phones and devices must not be visible under any circumstances – even though they are OFF.
- If a cell phone, electronic device rings, vibrates, is used for any reason or is visible anytime during class time, the item will be confiscated.
- Refusal to surrender your phone when asked is defiance and can result in disciplinary action.
- Personal laptops are not allowed on campus. Walkie-talkies are not permitted on campus.

#### *Privileges*

The use of the Internet, and the use of all wireless communication devices is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The Associate Head of School for Academics and Operations, in consultation with the Network Administrator, will deem what is inappropriate use and their decision is final. The administration, faculty, and staff of Navajo Preparatory School may request the Network Administrator to deny, revoke, or suspend specific user accounts. This request will be forwarded to the Associate Head of School for Academics and Operations, who will make a final decision on whether or not to act upon this request.

- Misuse of an Internet/Intranet account, email, or any wireless communication device could result in the loss of privileges. Since the loss of these privileges could affect a student’s grade, it is important that students realize that, upon signing this Acceptable Usage Policy, they are taking the full responsibility of correct and responsible usage.
- Allowing an individual who has lost their network privileges to use your account is forbidden and may result in the termination of your network privileges.

#### *Security*

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet/Intranet or that your account has been compromised, you must notify the Network Administrator verbally and followed by a written statement. Do not demonstrate the problem to other users. Attempts to log on to the network as a network supervisor



or system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied network privileges.

#### *Internet Abuse and Vandalism*

Internet Abuse and Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to any of the Internet backbones. This includes the uploading or creation of computer viruses.

#### *Disclaimer*

NPS is not responsible for the troubleshooting and/or repair of a student's and staff member's personal computer or electronic device. Navajo Preparatory School, Inc., makes no warranties of any kind, whether expressed or implied, for the service it is providing. Navajo Preparatory School, Inc. will not be responsible for loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by the network's own negligence or a student's errors or omissions. Navajo Preparatory School, Inc. will not be responsible for damaged/lost/stolen/ vandalism to personal computing devices. Use of any information obtained via the Internet/Intranet is at your own risk. Navajo Preparatory School, Inc. specifically denies any responsibility for the accuracy or quality of information obtained through its services.

#### **NPS Child Internet Protection Act – Compliant Internet Safety Policy**

The following Internet safety policy addresses the basic policy compliance requirements of Child Internet Protection Act (CIPA) [Pub. L. No. 106-554 and 47 USC 254(h)].

#### *Internet Safety and Cyber Bullying Policy*

It is the policy of NPS to:

- Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, wireless, electronic mail, or other forms of direct electronic communications.
- Prevent unauthorized access to other unlawful online content.
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors.
- Users must be aware that when they are on the Internet, they cannot always be sure of the identity of the person with whom they are communicating. People can misrepresent themselves. For example, someone may write that she is a teenage girl looking for pen pals when he is actually a middle-aged man, etc. You may not be able to
- verify that someone who claims to be an expert really is one. And you do not know how someone requesting personal information from you (in a survey, opinion poll, personal e-mail, etc.) may use it.
- Do not reveal personal addresses or phone numbers of individuals. Be cautious of sharing your own personal information as well. You do not know how it will be used or shared around the world
- Users may not use any device to harass another person or engage in personal attacks including discriminatory or prejudicial remarks that violate the school's safety policy against bullying and harassment (see School Safety Policy Against Bullying and Harassment).

#### *Access to Inappropriate Material*

To the extent practical, technology protection measures through web filtering shall be used to block or filter the internet. As required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of materials deemed obscene.

### *Inappropriate Technology Usage*

To the practical extent, steps shall be taken to promote the safety of users of the NPS online computer network when using electronic mail, social media, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the CIPA, prevention of inappropriate network usage includes:

- Unauthorized access, including so-called “hacking” and other unlawful activities.
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
- Harassment of other users (i.e., continuing to send electronic communications when the recipient has requested that you cease sending threatening messages).
- Destruction of or damage to equipment, software or data belonging to Navajo Preparatory School or other users
- Accessing or attempting to access computer networks or computer systems that you do not have permission to use.
- Violations of computer system security.
- Unauthorized use of computer accounts, access passwords or network passwords assigned to others.
- Use of Computer and/or network facilities in ways that impede the computing activities of others
- Use of computing facilities for personal or business purposes unrelated to the mission of the school.
- Violation of copyrights and software license agreements.
- Violation of another user’s privacy (media downloading of music, video, photos, etc.)
- Academic dishonesty (i.e., plagiarism or cheating)
- The downloading, storage and/or display of sexually explicit material (pornography) on school-owned equipment.

### *Education, Supervision and Monitoring*

It shall be the responsibility of all members of the NPS staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with the policy, the Children’s Internet Protection Act and the Protecting Children in the Twenty-first Century Act. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Network Administrator.

## **Dining Services**

Navajo Preparatory School provides free, healthy, and nutritious meals three times each day to residential and day students. Meals are provided to faculty, staff and visitors at a cost of \$5.00 per meal.

### *Cafeteria Rules Are To Be Observed at ALL TIMES:*

- Please be on time for meals.
- Student ID’s are required in order to scan for meals. Students without ID’s may use their student identification number to make sure he/she gets scanned and is able to eat. However, you will be required to purchase a new one if your is lost or stolen.
- Each student is allowed one meal with the unlimited salad bar. A second helping is allowed if food is available.
- Four kinds of cereal are served daily and provided throughout the day. The cereal bar area must be kept as clean as possible by students.
- All food-related fundraisers must be approved by the Food Service Administrator and cannot interfere with or coincide with any meal times.
- Be courteous to others in the cafeteria.
- Keep trays and utensils inside the cafeteria, returning all items prior to the end of the lunch hour.

- No horseplay, taking “cuts,” or running in the cafeteria.
- No throwing food.
- When finished with eating, return trays, dishes, drink containers, papers, etc., to the receptacles provided and appropriately place the chair away.
- All students using the cafeteria after normal hours due to sport/academic activities are required to assist with the cleanup of the cafeteria.

Food or beverage must be disposed of (excludes bagged lunches) in the receptacles provided at the door upon entering any building.

Food orders and deliveries (i.e. McDonalds meal, Sonic drinks, cupcakes, Starbucks drink, pizza, etc.) to students from off-campus vendors are not permitted at lunch time and between the hours of 5:30pm-7:00pm. Food service applications such as Door Dash and Grub Hub will be permitted on Sunday evenings up to 8 pm and on Wednesday evenings between 7pm – 8pm. Food service applications have a “schedule-ahead” feature enabled which will allow you to schedule your food delivery service ahead of time, but no later than 8pm.

External to these approved days and times, any off-campus food deliveries to students are prohibited unless approved by the Student Life Coordinator. No outside food or drinks will be allowed in the cafeteria. Energy drinks such as Red Bull, Full Throttle, Monster, Rock Star, Amp, etc. are prohibited on campus and during all school activities off-campus in accordance with the School Health/Wellness Policy.

### **Dining Hours**

Monday - Friday

Breakfast	7:00 a.m. – 7:45 a.m.
Lunch	11:00 a.m. – 12:05 p.m.
Dinner	5:30 p.m. – 7:00 p.m.

### **Transportation Services**

The Transportation Department coordinates all school-sponsored travel. Transportation services are available on Sundays and Fridays for students, to and from school. Buses leave at 4:00 p.m. on Fridays unless otherwise announced. Additionally, buses leave at 7:15 p.m. from NPS for daily Shiprock route and Farmington/Bloomfield/Aztec route, if needed. All school policies apply while on the bus. In addition, the following must be observed:

- The bus driver will take attendance on Fridays and provide a copy to security before departure. Parent permission in writing must be obtained by the Student Life Coordinator before a student is allowed to change bus route. Operations must have an email that grants permission for a student to leave on a different bus. This email should contain the student name, where they need to be dropped off and who will be meeting them at this location.
- Students can have no more than one backpack and one medium-size piece of luggage per trip. Baggage shall not interfere with school bus safety and availability of space for another student. Bus drivers will strictly adhere to this policy.
- Music volume must be kept low, preferably on a headset.
- Noise must be kept to an acceptable level as determined by the driver.
- Horseplay is not allowed.
- Take all of your personal belongings. Lost items will be taken to the Front Office and placed in the Lost and Found.
- Students must pick up all trash before leaving the bus.
- Immediately check in with school personnel upon arrival on campus.
- Exit doors on buses are to only be used in emergency situations.

- There are no bus runs on parent-teacher conference days.
- Please arrive at pick-up and drop-off locations 15-minutes early.

## Other Student Support Services

### Special Education Services/Child Find

Child Find is conducted to identify current and potential students who might qualify for Special Education services. Students who are having academic, social or behavioral difficulties are provided interventions in the regular classrooms prior to referral for Special Education placement. Applicants with IEP's are given fair consideration within the admission policies of Navajo Preparatory School.

A coordinated effort is set up between the School Counselor, teachers, Associate Head of School for Academics and Operations, and school nurse to locate, identify, and evaluate children ages 14 through 19 who may be in need of special education services. Modifications and instructional interventions are made in the general education classroom before a child is referred to an evaluation team.

The Special Education program is governed by Federal guidelines, specifically those of the Individuals with Disabilities Education Act (IDEA).

A Special Education Coordinator oversees the services of students placed in the program. The school contracts with independent providers to ensure that evaluations are completed and related services are in place. Tutoring services are arranged for students.

A Study Skills class may be provided for additional support with the expectation that all students will graduate on a Standard Diploma. This is the only scheduled Special Education class. Teachers have access to a student's IEP through NASIS and work closely with the Special Education Coordinator in implementing accommodations. Parent/guardian(s) are encouraged to be involved in their child's education and the Special Education Coordinator is in regular contract to inform them of issues that might help or hinder student progress. Multi- Disciplinary Team (MDT) meetings are arranged to accommodate parent/guardian(s).

### Gifted & Talented Program

The purpose of the Gifted & Talented Program (G&T) is to identify gifted students in grades 9 through 12. The G&T Program will provide students with enrichment opportunities designed to address their specific needs in five (5) areas; Intellectual Ability, Creative/Divergent Thinking, Academic Achievement, and Leadership. These areas are outlined in the Bureau of Indian Affairs 25 CFR Rules and Regulations.

Candidates for the G&T Program are measured utilizing the following: Gifted and Talented Evaluation Scales (GATES), Northwestern Evaluation Association (NWEA) scores, Behavioral Rating Scales and a resume or portfolio of work/projects/past accomplishments. The criteria for placement in the G&T Program are outlined as follows:

#### *Intellectual Ability*

- Probable or Above on the Creative/Divergent Thinking portion of GATES.

#### *Creative/Divergent Thinking (Any two of the following)*

- Probable or above on the Creative/Divergent Thinking portion of GATES;
- Behavior Rating Scales; or
- Student resume or narrative of past accomplishments with any evidence.

#### *Academic Achievement (Any two of the following)*

- Top 10% of NWEA scores in any of the following: Reading, Math, Language Usage or Science;
- Probable or above on the Academic Achievement portion of GATES; or
- Grade Point Average of no less than 3.5 in grades 8 through the present grade.

*Leadership (Any two of the following)*

- Letter of Recommendation from entity outside Navajo Preparatory School (non-related to student);
- Probable or above on Leadership portion of GATES; or
- Student resume or narrative of past accomplishments with any evidence.

*Visual/Performing Arts (Any two of the following)*

- Portfolio of art work;
- Probable or above on the Visual/Performing Arts section of GATES; or
- Behavioral Rating Scales.

The G&T Programs are structured to develop leadership skills by combining knowledge and application using individual or group activities. Real world projects promote exploration of positive leadership, advanced technology, creative writing, student publications, visual art shows, interscholastic competitions, and scientific processes to inspire career choices in mathematics, science, and engineering. The following G&T Programs are offered by Navajo Preparatory School:

- Writing
- Naat'áanii Youth Leadership Council
- Reading Across the Continents
- Science
- MESA

**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 impeded their ability to attain an education comparable to student 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 task's disability."

**Teacher Office Hours**

This time allows for a system of intervention and enrichment for all students during the school week. Students are expected to take advantage of this time for that purpose. Students may use this time to:

- Visit the classes they have missed due to an absence
- Make up or retake tests, do homework or get extra help from a specific teacher
- Students may be assigned to attend intervention or peer tutoring

Office Hours will take place on Monday, Tuesday, and Thursday afternoons from 3:30pm-4:30pm. Students who require more specific interventions may be required to attend Teacher Office Hours one or days per week.

**Freshman Advisory**

Freshman Advisory takes place twice per week on Tuesdays and Thursdays during half of the lunch hour. Students are assigned to a specific Advisor whom they will stay with throughout their time at Navajo Prep. This time is specifically designed to help all freshmen succeed in their first year and to provide a basis upon which they will build the skills needed to succeed in a college preparatory school. Freshman Advisory provides students with a structured environment geared toward a college preparatory school. Emphasis on work and study habits, personal counseling, and traditional Dine values are key elements of Freshman Advisory. Additionally, Freshmen will focus on the Approaches to Learning (ATL) Skills as well as understanding and utilization of command terms.

**Tutoring Services**

Tutoring services are provided in a variety of areas: Language Arts, Math, Science, Spanish, and Navajo Language. Tutors are available in the library from 4:00 p.m. to 9:00 p.m. Tutors may help with time management and study strategies, review, and clarification of subject matter, test preparation, and assignments.

The Language Arts tutor can help students with revisions of papers. The tutor is NOT a drop-off proofreading service; instead, the student and tutor will work together to create a better paper. Outside of class assignments, the tutor will also offer advice on Atsá Exhibition papers and college application essays.

Tutoring sessions will be mandated by the teacher if the teacher and/or parent/guardian feel that it is warranted, or if implemented as a Tiered Intervention strategy.

*Tutoring Schedule*

Tutoring sessions take place Monday through Thursday from 4:00 p.m. to 9:00 p.m.

<u>Subject</u>	<u>Location</u>
English/Writing	Library
Navajo Language	Library
Math	Library
Spanish	Library

**Summer Enrichment Activities**

The school encourages students to get involved with summer enrichment opportunities across the country. Many of the programs offer full scholarships while others cover all costs with the exception of travel. Summer enrichment provides opportunities to experience other cultures and environments for students to experience learning at another school, spend time on a college campus, and continue intellectual stimulation.

**ATHLETIC PROGRAM**

**Athletic/Interscholastic Program**

The Navajo Prep “Fighting Eagles” athletic program is a member of the New Mexico Activities Association. The NMAA website address is [www.nmact.org](http://www.nmact.org)

To complement our academic program, the Athletic Department offers the following interscholastic programs for our students:

- |                  |                  |             |                     |
|------------------|------------------|-------------|---------------------|
| 1. Football      | 4. Girls’ Soccer | 7. Softball | 10. Cheer           |
| 2. Cross Country | 5. Basketball    | 8. Baseball | 11. Powerlifting    |
| 3. Volleyball    | 6. Track & Field | 9. Golf     | 12. Speech & Debate |

The School also complies with the State of New Mexico Concussion Law. *Refer to the NPS Concussion Policy available at the SBHC.*

**Philosophy**

Participants must acknowledge that academics always take priority over athletics & activities. Participation in athletics & activities is a privilege, not a right. Participants must earn this privilege

through dedication, desire, discipline, and passing grades. Without the pursuit of these, participants can in no way do justice to themselves or the school. Participants are self-disciplined to be good citizens and students. In order to achieve excellence, participants must be involved in practicing good sportsmanship and participating fairly. A proud tradition of winning is maintained upon these principles. Weekly athletic practices will begin no earlier than 4:30pm to allow for all students to attend Teacher Office Hours and After-School Activities.

The following athletic and activity policies must be understood and agreed upon between the school, participants, and parent/guardian(s).

### **Athletic/Activity Guidelines**

#### *Academic Eligibility Requirements*

Eligibility will be determined by the following: A student shall have a 2.3 grade point average with no F's, based on a 5.0 grading scale, each semester immediately preceding participation. Grades earned during a summer session must be placed on a student's transcript by the school registrar prior to the first day of the Fall semester in order for the course to be utilized for eligibility purposes. For students not eligible at the semester, the next nine-week evaluation period can be used to regain eligibility. A student must have a minimum score of 3 in all courses to regain eligibility at the end of the 9-week evaluation period. Dual Credit College grades are also factored in to the eligibility GPA and a failing score in one of those courses impacts a student-athlete's eligibility.

#### *Cumulative Provision*

The cumulative provision may be applied only at the beginning of a semester. Only semester grades can be used, including all semester grades starting with the 9th grade year. The cumulative provision may not be applied if a student has an "F" in the semester immediately preceding participation. The cumulative provision may only be utilized one time in a student's high school athletic career.

A grade of "INC" will be counted as an "F" for eligibility purposes. Eligibility status cannot be changed for an athlete once teachers have input grades. Extenuating circumstances will be considered if there is proof of errors and omissions. Within 7 days of grade period/posting a reinstated student must be approved by the Associate Head of School for Academics and Operations. Students with a grade of "INC" will not be permitted to participate in athletics or activities (practice/competitions) until the "INC" grade has been replaced. The Athletic/Activity Office and coaches will be notified when a participant's grade drops below a 3.

Participants competing in dual sports/activities during the same season must have a minimum semester 2.5 grade point average in the preceding semester.

#### *Physical Examination*

All Athletes are required by the New Mexico Activities Association to have a signed physician's examination on file before they will be allowed to try out for or participate in an athletic program, including practice. Signed parent/guardian permission, emergency contact and health consent forms are also required for the student to participate in sports. No student will be allowed to participate without these forms. Students must inform the physician completing the physical of any prior medical issues. Students are required to notify the coach of any medication he/she may be taking. All medications must be checked by the SBHC.

*Attendance*

Participants must attend all scheduled practices and competitions. A student who cannot attend a practice or competition must notify the coach prior to the practice or game by personal contact, phone call, or a written statement from the parent or guardian.

Excessive absences from classes, team practices, competitions, or meetings will be cause for removal from the team. Coaches will determine the number of absences from team practices, games, or meetings. Student athletes are required to be in school (the full day or until they leave for a competition) the day of a competition. Students who miss school the day of a competition are not allowed to participate in a competition that same night. The only exceptions are a written doctor's excuse or a death in the family. Participants must make arrangements for any make-up work in their classes with their teachers prior to the absence(s).

*Loss of Interscholastic Athletic Eligibility*

Participants are required to abide by school and residential policies. Participants are required to abide by the rules and expectations established by the coaches and athletic/activities department. A "Player's Agreement" contract is read, understood, and signed prior to participation. A participant who does not adhere to the eligibility requirements stated on the "Player's Agreement" will lose the right to participate in the athletic/activity program.

Any violation of a major school policy in the Community Handbook may result in loss of interscholastic eligibility as determined by school policy.

*Sport/Activity Changes*

Participants are expected to maintain the highest level of sportsmanship because the athletic program is an extension of the Academic program.

Students may participate in as many sports for which they are eligible. If a student wants to participate in dual sports during the same season, he or she must petition in writing to each program coach who will then petition the athletic director for such permission. Students are strongly discouraged from quitting a sport/activity while it is in season. If a participant decides to quit a team, a written notice must be given to the program coach and a copy to the athletic director. If a participant voluntarily quits a sport/activity, he or she is ineligible to participate, including in and out of season practices, until the conclusion of the season.

**Student-Athlete/Parent Concern Process**

Any athlete and his/her parents or guardians who have concerns or complaints about rules, regulations, practices, eligibility, discipline or participation, or any other matter must follow the chain of command outlined as follows:

- Student athlete meets directly with their coach regarding concerns.
- If matter is not resolved, the level (C, JV, V) coach, program head coach, student and parent/guardian will meet regarding concerns.
- If matter is not resolved, the level coach, program head coach, student, parent/guardian and Athletic Director will meet regarding concerns.
- If matter is not resolved, the level coach, program head coach, student, parent/guardian, Athletic Director and Associate Head of School for Academics and Operations will meet regarding concerns.
- If matter is not resolved, the level coach, program head coach, student, parent/guardian, Athletic Director, Associate Head of School for Academics and Operations and Head of School will meet regarding concerns.



Concerns should not be addressed to coaches during or after an event. Issues regarding playing time should first be addressed by the student and the level coach. Parent/guardian(s) should entrust school officials and coaching staff to have the best interest of their students and restrain from unruly behavior not conducive to sportsmanship and character building.

### **Required Documents**

Athletes will need to submit the required documents before participating in sports:

- Player Agreement Contract
- Physical Form
- Concussion Fact Sheet for Athletes and Parents
- Athlete/Parent Expectations
- Player/Parent Contact Information Form
- Athletic Participation & Insurance Waiver Form
- Concussion Certificate

### **Athletic/Activity Fee**

All student athletes and students in NMAA-sanctioned Activities are required to pay a \$50.00 fee for each sport/activity in which they participate. Fees are due by the first game/competition of the season.

The athletic/activity fee will go back to the sport in which the student participates in. A student will not be able to participate in a sport if required documents and athletic/activity fee is not turned into the Business Office.

## **STUDENT LEADERSHIP**

Navajo Preparatory School encourages students to fulfill their potential for leadership as stated in the School's motto "Yideeskáágóó Naat'áanii" Leaders Now and into the Future. Leadership is embedded within the academic and residential curriculum, where students learn critical thinking, problem-solving, and collaboration skills.

Students learn to lead themselves and assume responsibility for their choices and actions. They are taught to embrace the School's mission to make a lasting impact in Dine' communities and the world around them. Many programs and organizations across the Navajo Preparatory School campus provide student leaders with the opportunity to make a positive difference. Students who have a desire to start a project, promote a cause, build, or innovate ought to be inspired to lead those initiatives, take risks, and seek support from faculty and staff. Mentorship and peer-learning is also encouraged as students grow within the leadership community.

The heart of student leadership at Navajo Preparatory School is the relationships (K'e) and harmony (Hózhó) fostered throughout the campus community. Student leaders are guided by principles in the IB Learner Profile and expected to model these values in their daily interactions with others, through classroom learning experiences, as well as extra-curricular activities. A spirit of collaboration, along with mutual respect and trust is vital to the development of leadership skills and will enable student leaders to be successful Now and into the Future.

### **Student Council Government**

Navajo Preparatory School Student Council Government is comprised of senate members and class officers who abide by a constitution. Student Council provides opportunities to develop leadership skills and promote a positive school climate. The Student Council represents the voice of the student body. Council meetings are open to the community.

### **Student Senate**

The Student Senate is a prominent extension of developing student leadership and governance. The purpose of Student Senate is to promote the general welfare of the student body and Navajo Preparatory School. The Student Body President serves as an Ad-Hoc member of the School Board. Positions are elected at the end of each school year. In addition, the Senate oversees various student-led clubs and organizations across the campus.

### **Class Officers**

Each grade level is represented by a team of executive class officers who are elected to manage and support their class. Those positions include: President, Vice-President, Secretary, and Treasurer. Class officers are responsible to take the lead in their Class meetings and work collaboratively with their class sponsors in planning activities, fundraising and other events.

### **Student Clubs and Organizations**

There are a variety of clubs and student-led organizations in which students can get involved. All students are required to participate in at least one sport/activity/club/organization each semester. Students are encouraged to form clubs or organizations provided that they follow the guidelines adopted by the Student Senate. All club and organization presidents may have voting rights in Senate meetings. All fundraising activities by student-led clubs must be approved by the Associate Head of School for Academics and Operations.

Clubs/Organizations currently available for students at NPS:

- Japan Club
- Natural Helpers
- Yearbook Club
- Native Warrior Club
- Venture Club
- Robotics
- Archery Club
- NPSL Video Club
- Spanish Club

### **National Honor Society**

Students are nominated by Navajo Prep faculty to participate in the local chapter of the National Honor Society. Selection is based on four criteria: scholarship, leadership, service, and character. Students are required to participate in service projects that benefit the school and community.

### **Natural Helpers**

Natural Helpers are selected by peers and staff who have shown a natural skill in helping others. The group is meant to be a network of support for students to seek advice and assistance from peer leaders. Students take part in training sessions to learn how to improve their helping skills and how to contact professional resources. Natural Helpers benefit from being involved in the community to support a positive school climate and promote Hózhó.

### **Navajo Preparatory School Royalty**

The Navajo Preparatory School Royalty titles are Miss Hózhó Naashá and Mr. Atsá Hastíín, who exemplify the essence and character of Native American culture and tradition. These members of royalty uphold the role as Native American youth in a global society, continually making efforts to preserve Native culture, display leadership and represent Navajo Preparatory School in a traditional manner of respect, pride, and honor. Royalty serve as ambassadors for the School. The Pageant is schedule in the Fall of each year.

## Participation Parameters

NPS students have many opportunities for participation in clubs, athletics, activities, Gifted and Talented programs, and other organizations. At times, students overextend themselves in their participation resulting in mental, emotional, and physical health difficulties. Providing parameters on maximum participation will assist in safeguarding students' overall health. These parameters entail maximum participation numbers: Freshmen= 4 per semester, Sophomores =6 per semester, Juniors/Seniors = 8 per semester.

## COMMUNITY LIVING

### Student Expectations

As an IB World School, our mission is to develop students who will “help create a better and more peaceful world.” We believe that self-actualization is essential and encourage everyone to strive for their full potential. Our program values self-esteem, and we strive to create an environment that builds confidence and respect while fostering the development of the IB Learner Profile Attributes and Approaches to Learning skills. Love and belonging are integral to our program, and we aim to build a community where everyone feels a sense of connection and support. Safety is a top priority, and we have policies and procedures to ensure we feel secure and protected in our Student Homes. Living on campus among a school community is a major change for young people, and we provide resources to support mental health, as well as emotional and social well-being. Additionally, we integrate Navajo cultural teachings into our program while honoring and celebrating cultural diversity, through our thematic lenses of language and indigenous societies. Multilingualism, intercultural understanding, and global engagement are crucial towards being internationally minded. By embracing these expectations, we hope that our students will develop into compassionate, empathetic individuals who are dedicated to positively impacting their worlds.

### Personal Property

Our community holds high expectations of how we live and interact with each other, as the actions of one of us has an effect on us collectively. Respect for self, others, property, authority, and honesty, both within and outside the NPS campus, are the foundations for our standards of conduct.

Students are encouraged to leave large sums of money or items of great monetary or sentimental value at home. The school will not be responsible for the damage, theft, or loss of valuable personal items. Electronic games, stereos, radios, headsets, cellular phones, and any other audio equipment must not be used during the following: Classroom instruction, Advisory,

Presentations, Banquets, mandatory after-school activities, or study hall times. Mealtimes and passing times are excluded from this policy. If student is in violation of this policy, an authorized school personnel has the right to seize said items and to notify the parents/guardians for release of items to parents/guardians.

Students should utilize lockers for backpacks and other personal items. Each student is assigned a school locker and should refrain from sharing a locker with other students. A weekly sweep of lockers that are not secure by the Dean of Students will take place. Items that are unsecured will be removed and placed in the Lost and Found. Students will not be allowed to leave items, luggage, or sports equipment in the front office. Students should secure sports equipment with coaches or the Athletic Director.

### Student ID's and Lanyards

Student Identification cards and lanyards are issued to all students at the beginning of the school year. The purpose of student ID's is to provide quick identification of students, check out materials from the library,

and scan for meals in the cafeteria. It is the responsibility of all students to wear their ID with lanyard on a daily basis. Students who habitually neglect to wear their lanyard and student ID will receive a Minor Disciplinary Referral. A \$5.00 replacement fee will be charged if a student ID or lanyard is lost or stolen.

### **Lost and Found**

Navajo Prep encourages all community members to turn any Lost and Found items to the Front Office during the School Year.

### **School Property**

Students are responsible for any supplies, materials and/or equipment item supplied by the school. Vandalizing or damaging school property, including graffiti, will not be tolerated and will be subject to suspension or dismissal. Any damages incurred from moving school furniture will result in damage fees. All residents are encouraged to immediately report incidents of damage or vandalism to their Residential Advisor or Security. Students will be responsible for restitution for damaged or lost property. Residential students are responsible for their guest's behavior in the Student Homes.

### **Assemblies**

A school-wide assembly is held in which all students, faculty, and academic staff are required to attend. Parents/Guardians and community members are welcomed to attend. These assemblies consist of education information, motivational presenters, student activities and information. The Eagle Assemblies are coordinated in conjunction with the Student Senate and Dean of Students.

### **School Safety & Security**

The Navajo Prep Security program operates under the direction of the Safety and Emergency Response Coordinator for the safety and protection of the school community. A security officer is always on-duty. A valid state-issued identification or Driver's License is required to be shown by all visitors upon request of security officers on duty as denoted on entry signage. A roving security officer patrols the campus from 7:00 a.m. to 11:00 p.m. every day. Please be aware the entire campus is protected by video surveillance for the protection of the school community. The west gate will only be open for special events or sporting events in the gym, football/soccer field and softball field.

### **Student Vehicle Parking**

Day and residential students may drive personal vehicles on campus. In consideration of Navajo Preparatory School granting students the privilege to drive personal vehicles on campus, parent/guardian(s) and students are required to adhere to the following motor vehicle rules and regulations:

1. Student must possess and provide a copy of a valid driver's license, proper automobile insurance, and registration to the school prior to receiving parking privileges on campus. This paperwork will be validated by NPS Safety and Emergency Response Coordinator. If your insurance has been cancelled, so will your parking privileges. Students must park in designated areas only. Student must have permission from parents/guardians to drive to/from campus and follow the current student sign in/out procedures. (Only students older than 18 years old are eligible for self-checkout as approved by the Associate Head of School for Academics and Operations).
2. Upon arrival on campus, all student drivers must immediately check in with security during academic hours. Students must check out with security when leaving campus for the day.
3. Students may not be in private vehicles during school hours on campus.
4. Students must display parking permit at all times when entering and parking on campus.
5. Students are not allowed to transport other students in their vehicles unless written or email permission from each student's parent/guardian(s) has been received by the Security Department in advance and approved by the Safety and Emergency Response Coordinator. This includes

transportation to and from school. Students who transport another student without authorized school permission will be subject to disciplinary action.

6. Day and residential students must park in the East parking lot or in designated areas.
7. Speeding, hazardous driving, exhibition to speeding and any other unsafe conduct will result in immediate suspension of driving privileges.
8. Any student found bringing alcohol or illegal substances on campus with a vehicle will lose driving and parking privileges. Appropriate administrative and law enforcement personnel will also be notified.
9. The school has the right search a student vehicle at any time.
10. Students using a vehicle to "ditch" school or use the vehicle for any unauthorized absence from campus will lose driving and parking privileges.
11. A parent/guardian is still obligated to providing prior notification in the event that his/her child will need to leave campus.
12. Failure to comply with or violation of these rules, regulations, policies or creating an unsafe condition or students or faculty will result in the suspension or revocation of driving and parking privileges.

*Navajo Preparatory School does not assume responsibility for damage, loss or theft of any vehicle brought on campus.*

### **Visitors**

Anyone who is not currently enrolled at or employed by the school is considered a visitor, including parent/guardian(s). The school reserves the right to refuse entry to any visitor. Visitors must provide a valid state issued Driver's License or identification card and register with on-duty security officer. All visitors will receive a visitor's pass. Visitors must park in front of the Wauneka Building and check in with the Front Office. The campus gates are closed at 8:00 p.m. On special event nights, such as dances, all visitors must be off campus by 11:00 p.m. Guests are expected to abide by NPS policies. Visitors are not permitted within the Security Shed.

### **Closed Campus**

NPS is committed to providing a safe environment for our school community. For this reason, NPS maintains a closed campus. Only students and authorized staff are allowed to be on campus. All visitors to campus must enter through the security station to be permitted entry and must sign in at the Front Office and respective program office.

All day students must remain on campus during the academic day. Day students may leave campus after school but **MUST** check out with Security whether on foot or in a vehicle. Each time a day student exits campus, they must check out with security. Day students that stay beyond the academic day must continue to follow school rules. Residential students are not

allowed to leave campus except on designated off-campus days. Only individuals authorized on a student's checkout form may check out students from the academic and residential programs.

### **Restricted Areas**

Due to security reasons, students are not allowed in the following areas:

1. Classrooms with no teacher/staff member present, this also includes facilities that are closed or off limits. Students participating in activities within areas such as the AUX GYM must be accompanied by staff or faculty.
2. Front office beyond the reception desk and residential advisors' offices
3. Unassigned Residential rooms and Residential rooms of the opposite gender
4. West of Student Homes (Cemetery, orchard etc.) Off-limits unless supervised by a staff member

5. Methodist Mission Property
6. Water canal
7. Airport Hill
8. Old Administration Building/East Stairwell/ South Fire escape
9. North of classroom complex
10. Construction areas
11. West Athletic fields after dusk
12. The examination area of the SBHC Office without proper supervision
13. Other areas as determined by the Student Life Coordinator and/or Security
14. Lower Stairwell of McDonald Hall all day and the Dodge Hall stairwells before and after school, and during lunch.
15. Security Shed

### **Fire Safety**

Tampering with fire safety equipment is illegal and is subject to dismissal and restitution. (See Major Policy Violation Consequences). City fire code regulations prohibit smoking, burning incense, or candles in Student Homes.

### **Emergency Drills**

Emergency drills will be conducted without notice throughout the year. During these drills students are to follow directions from staff. Fire escape routes are posted throughout the school facilities to ensure that everyone exits the buildings safely. All staff and students will remain outside the building until the “all-clear” signal is given. Attendance will be taken before anyone will be allowed back into the buildings.

### **Searches**

To ensure the safety of the NPS community, students and personal vehicles are subject to search when there is reasonable suspicion. Lockers, residence hall rooms, and all school and personal property therein are also subject to search at random or when there is reasonable suspicion.

Authorized school staff reserves the right to conduct random inspection of a student’s room, his/her vehicle, or if there is reasonable suspicion that student health or welfare is at risk. When possible, prior notification will be given, and where possible, student(s) will be present during the investigation.

### **Before/After School Activities**

#### *Afterschool Activities*

The After-School Activities at Navajo Preparatory School allows students to expand opportunities in recreational, cultural and community enrichment activities after the regular school day. We strive to provide safe, supervised environments where students can increase school and community involvement, physical activity, cultural awareness, and social/life skills. Students are exposed to and taught life lessons such as responsibility, respect for others, teamwork, sportsmanship, and goal setting. NPS students build friendships, competency, and self-confidence through their participation in the various after school activities provided.

#### *21st Century Program*

The 21st Century Program lifelong learning skill courses pertain to time management, wellness, and dietary is offered to students through evening presentation and activities. Students can learn hands on skills to either implement or improve living skills. The program allows the opportunity to collaborate services and provide as much training to students as possible. This program supplements the Afterschool program to enhance the services provided for students.

Activity Eligibility will be based on grade checks (only applicable to After School Activities; mall trips, dances, movies, skating, bowling, club activities, etc.) Students on the Academic Priority/Academic Probation or who are failing one or more classes will be restricted from extra-curricular activities and must adhere to 8pm curfew regardless of grade classification. In addition to this, any Residential student with any D's or F's will also be restricted from extra-curricular activities and must adhere to the 8pm curfew regardless of grade classification.

### **Commuter (Day) Student Life**

Day students are encouraged to take full part in the school community, and it is hoped that many will form good and lasting friendships with residential students. Day students are accountable for all rules and regulations, including behavior in the Student Homes. It is strongly recommended that day students read over and become familiar with the section on Residential Life Policies in order to avoid unintentional violations of the Residential rules.

Day students are required to check in and out with Security when entering and leaving campus daily.

Day students are required to participate in Residential and After School activities if they remain on campus from 3:35 pm to 8:00 pm. Day students will not be allowed on campus after 8:00 pm unless they are participating/attending a School-Sponsored Event and are expected to remain in that designated area. Day students are only allowed in the designated Residential Common Areas. All day students must report to the Residential Advisor on duty if they will be in the Residential Living area. If students are involved in afterschool activities, students must inform the Afterschool Activities/Wellness Coordinator.

Commuter/Day students are a part of the school community and are encouraged to participate in all school activities for the entire school day. Day Students not using Teacher office Hours or assigned interventions need to attend one of the following: Afterschool School-Sponsored Activity or Tutoring Services.

## **Student Life**

### **Student Life Expectations**

The mission of the Student Life Program is to facilitate the mental, physical, emotional, social and (K'e) cultural development of students by providing a safe, healthy, and supportive environment that recognizes individuality and independence.

The Student Life Program is under the direction of the Division Director of Student Life & Wellness (DDOSLW). The Division Director of Student Life & Wellness works in coordination with the Academic Program to provide a quality independent residential learning experience for our students in the components mentioned above. The Student Life Program is a key component to preparing students for the understanding of lifelong skills that are needed to help students succeed academically for college preparation. NPS students learn ways to make independent choices that promote responsibility, provide social environment, and challenging opportunities.

### **Seven Day Program**

As of 2021-2022 Navajo Preparatory School offers a 7-Day Student Life Program that allows our students to reside on campus 7- days a week. The intent is to simulate a college environment, therefore the only time the Student Homes will be closed will be during Holiday Breaks or when the 7-Day program has a school sponsored overnight activity. This allows students to attend our school from both near and far. During our residential program we also continue our 21st Century Community Learning Center Program where we focus on teaching our students life skills, college & career readiness skills, promote social & emotional wellness, provide academic support, and focus on Navajo Language & Culture. Through the 7-

Day program we are also able to teach students about budgeting, purchasing, and cooking their food to increase knowledge and prepare for life on a college campus. Through our Seven-Day program Navajo Preparatory School hopes to expose our students to new life experiences and provide them with a positive environment in a home-away-from-home on our campus. The program will open the door for international students to attend our school in the near future.

### **Daily Cleaning Responsibilities**

Students are required to perform their assigned morning cleaning responsibilities and to clean their room on a daily basis. Everyone is required to perform his or her daily cleaning duties by 7:00am. Students will be graded on completion of cleaning duties on 9-week grading interval (same as quarterly academic feedback reports).

Consequences per grading period if a morning task is considered to be improper completed:

- 1st Offense:** Verbal Warning and redo cleaning with inspection. If student fails to complete this request, result will be 2nd offense
- 2nd Offense:** One (1) day Residential restriction; redo cleaning with inspection; extra cleaning assignment and parent notification.
- 3rd Offense:** Three (3) days Residential restriction; redo cleaning with inspection; extra cleaning assignments; referral to Director of Student Life and Dean of Students for Insubordination Violation. Notify parents or guardians and review for Residential status and possible transition to day-student status.

Cleaning supplies are provided by the residential program. No additional supplies are needed.

### **Residential Advisor**

The Residential Advisor (RA) is responsible for student supervision and oversees the Student Homes. One RA is on duty in each Student Home during the time that students are not in academic classes, 3:00pm – 8:00 pm. The RA is the main liaison for parent/guardian(s) and students. The RA's are responsible for providing a home environment and support for students. Parent/guardian(s) are encouraged to maintain close contact with the Residential staff and to notify staff of any concerns about their students as soon as possible.

### **Student Life Behavioral Health Programs**

The Mental Health Counselor and the Student Support Specialist are responsible for planning and implementing a comprehensive behavioral health program for students that includes: prevention programs, support activities, early interventions and crisis response. Parent/guardian(s) are responsible to notify the Division Director of Student Life & Wellness of any changes or situations that may be stressful for a student, such as family emergencies, illness, divorce, death, or abuse. This information is important to help us work with students and will be treated with confidentiality.

### **Student Life Daily Schedule**

6:00 a.m.	Wake Up Call
7:00 a.m.	Residential Hall/ Room Tasks Complete
7:15 a.m.	Students depart Student Homes
7:30 a.m.	Morning Tasks Inspection Complete – Student & RA Signatures Required
7:30 a.m.	Student Homes are closed
3:20 p.m.	Check in with Residential Advisor
3:25 p.m.	All-Campus Wellness Activities (Every Wednesday)
4:30 p.m.	Athletic programs, club meetings or other activities
4:30-8:30 p.m.	Residential Study Hall Hours for all residential students.
8:00 p.m.	Curfew Time (Freshmen/Sophomores) <i>Students must be in a designated activity area.</i>



9:00 p.m.	Curfew Time (/Juniors/Seniors) Quiet Hours
10:00 p.m.	Lights out, all electronics must be turned off. (Permission must be obtained by Residential Advisor to work on school work passed 10pm.)

Residential morning schedule is to allow adequate time for students to complete cleaning responsibilities and to develop time management to attend class on time.

Students are required to check-in daily with their Residential Advisors before 3:30 pm, immediately after dinner and at curfew time. Bed-checks will be conducted twice after curfew. Students are responsible for planning their entire day as the Student Homes are inaccessible during school hours. Exceptions will be made for emergency situations.

Students must clear the Student Homes by 3:50 p.m. on Friday afternoon. For half- day schedules students must clear Student Homes by 11:50 a.m.

### **Student Life Progress Reports**

Residential progress reports are mailed to parents/guardians at 9-week intervals (same as quarterly academic grading reports). The Residential Advisors will evaluate the students on compliance with Student Homes rules, completion of assigned duties, attendance at study hall, and respect for others.

### **Student Life Leadership**

Students are encouraged to develop their leadership potential and to take an active part in their Student Homes. Each residential hall will select Residential Ambassadors at the beginning of the school year. The Ambassadors will work with the Residential Advisors to plan and implement activities and programs for their Student Home based on student interests and needs. Student Home meetings will be held weekly at the beginning or scheduled as needed.

### **Room Assignments**

Room assignments will be made by the Residential Advisor in consultation with the Student Life Coordinator. Students may request specific roommate assignments, but these are not guaranteed. Roommates are expected to use good communication skills with each other. When they cannot resolve conflicts by themselves, staff will arrange for mediation. Requests for change of roommates are to be made with the Residential Advisor.

Students who live outside the daily bus routes have first priority to the Student Homes. Should a vacancy occur in a Student Home, a day student on the wait list can be accepted into the Student Home. At the end of the school year, said student will return to day student status. The student may then again request to be put back on the wait list for the following school year.

## **Student Life Guidelines**

### **Residential Room Check-In/Check-Out (Semester)**

All students are responsible for maintaining the cleanliness of their residential room. Individual rooms are inspected and approved by Residential personnel and documented on appropriate check in/out forms. These forms are required to be on file prior to students leaving campus at the end of the academic year. A copy of the check in/out forms will be submitted to NPS Facilities Management.

Damages or vandalism that occurs in a community space and cannot be attributed to an individual(s) will be billed to all residents of the community. As a reminder, residents can be held responsible for the

actions of their guests. All residents are encouraged to immediately report incidents of damage or vandalism to their Residential Advisor or Security.

Any damage incurred from personal adjustment of the furnishing including the beds will result in possible fines to cover the cost of repair or replacement.

- \$25.00 mattress cover replacement fee will be charged to the student's account.
- Specialize mattress cover replacement fee is \$75.00.
- All other damages to room will be assessed based upon check in/out status forms and inspection from Facilities Management.
- \$50.00 cleaning fee will be charged for rooms not properly cleaned upon check out. This will be assessed by the Residential Advisors and Student Life Coordinator.

### **Residential Student Status**

The Student Life Program is a privilege for any students to be a part of and we strive to make it memorable for all of our students. However, we are not able to house all of our students that have been accepted to Navajo Prep School. The first priority is to house all students that live outside of the daily commuter's routes of Shiprock to Farmington to Bloomfield and to Aztec. It is the parent(s)/guardian(s) responsibility to provide proof of residency for their student to the school register. Only if vacant beds are available, Day Students may be considered for the Residential Program for that school year. If interested, the Day Student will be requested to complete the Residential Form and will be placed on a wait list. A committee comprised of the Student Life Coordinator, the Residential Coordinator and Residential Advisors will review this wait list and make a decision. If selected, the Day Student will be notified and be granted to be in the Residential Program for the remainder of the school year. At the end of the school year, the student will change back to Day Student status due to the need for incoming students for the next school year.

### **Proof of Residency**

All incoming and returning NPS students must submit a proof of residency with their parent(s)/legal guardian(s) name on it verifying they live outside of the daily commuter routes. A current utility statement with the parent(s)/legal guardian(s) is strongly recommended, but a current lease agreement or current chapter verification is also accepted. This proof of residency will allow the residential program to place students in the program fairly.

### **Residential Fees**

When accepted into the Residential Program, all students are required to have their residential fees deposit of \$50.00 paid before May 20 each year. If these fees are not paid for, the student will lose their spot for the residential program and will need to reapply into the Residential Program, which this may entail the student being placed on the wait list until a bed becomes available. If the student is still on the wait list, it is the parent's responsibility to find alternative housing for the student. An opening in the residential program is not always guaranteed, therefore, it is important for students and parents mind the payment due dates.

### **Outstanding Fees**

No students will be allowed to check into the residential program if they have an outstanding bill with the school. In such cases, the student may lose their residential spot and will need to reapply into the residential program. All payment arrangements must be approved by the Business Manager. If the parents/students fail to honor their payment arrangements, the student is subject to becoming a Day Student at the end of the semester. It will be the responsibility of the parents to find alternative housing for their student for the remainder of the school year. In such cases, the student will need to reapply back into the Residential Program for the following school year.

### **Student Life Attendance**

Parent/guardian(s) shall notify the Student Life Department if a student will be absent from their Student Home three (3) or more consecutive days. If no parent/guardian contact is received from the parent by the third consecutive absence, the Residential Advisors will contact parents/guardians. When a student returns to school after an absence, a note of explanation must be signed by a parent/guardian or a doctor and submitted to the Residential Advisor for documentation purposes for BIE audit. A student may lose their Student Home privilege and become a day student for excessive absences.

Residential students are expected to communicate with their Residential Advisor upon leaving and returning to campus. They must be checked out by an authorized adult and verified with appropriate Identification cards. Students may not leave campus without being properly checked out at any given time. Any changes made to the checkout authorization must be made within three days with the school Registrar by the parents/guardians. Students who violate this policy will be considered truant and will receive disciplinary action.

### **Daily Student Sign-In/Sign-Outs**

Outside of academic hours (3:25 p.m. – 7:55 a.m.) students may be signed out of the residential hall by those on the student checkout sheet.

The Residential Advisor will have to check to ensure that the person is authorized to sign out the student. All Residential students returning to campus during residential hours MUST sign in at the residential hall with the Residential Advisor upon return to campus.

### **Student Life Outings**

Residential Student Life will host various Experiential Learning activities throughout the School Year. Students must maintain Activity Eligibility based on weekly grade checks. These activities include mall trips, movies, skating, bowling, etc.) Students on the Academic Priority List/Academic Probation or who are failing one or more classes by Grade Check will be restricted from extra-curricular activities. The grade check will be in coordination with the RAs, Interventionist, and the Afterschool Activities Coordinator.

### **Off-Campus Visitors**

All visitors must check-in with school Security and Student Homes with appropriate identification cards. Residential Advisors will verify if visitation is approved by parents/guardians. All visitations will be conducted in the residential commons area.

### **Student Life Discipline**

Students are expected to be responsible and positive members of the school community. Students are expected to maintain a respectful and positive attitude toward self and others as well as their physical environment. This includes respect for the privacy and belongings of others, respect for the residential staff, and respect for the Student Home building and furnishings.

Any violations of Student Life policies will result in appropriate disciplinary action. Residential personnel have the authority to assign extra details at any time on a case-by-case basis.

The school reserves the right to enter a student's room if there is reasonable suspicion that a student's health or welfare is at risk.

Minor violations of residential rules and regulations will result in residential restriction that begins at 3:25 p.m., unless attending required Teacher Office Hours or Tutoring and will end at curfew time.

The following rules apply to students on residential restriction:

1. No visitors, except parents and legal guardians.
2. May only be checked out in case of an Emergency. If checked out, the student must complete restriction upon return to Student Homes.
3. Phone calls only from parents/guardians or in an Emergency.
4. Required to surrender cell phone/electronic devices to the RA during restriction.
5. No television
6. No extracurricular school activities including participation in sports.
7. Required to check in with residential advisor each half hour
8. Students may leave their Residential Hall only for meals and study hall and must return immediately after these activities.

All minor disciplinary infractions that occur in the residential program will be handled by the Division Director of Student Life & Wellness. All major policy violations will be routed to the Dean of Students. Parents/Guardians will be notified by the Dean of Students in the event that a student has multiple violations or may be considered a harm to self or others. A student's residential status can be revoked at any time as residential living is a privilege.

### **Curfew**

Freshmen/Sophomores and Academic Priority Students' curfew is at 8:00 pm and Junior/Senior curfew is at 9:00 p.m. Sunday curfew is at 8:00 pm for all students. All students must be inside their assigned Student Home at this time. Lights out is at 10:00 pm.

On special event nights, such as dances, students must return to the Student Home within 10 minutes of the time the event ends. Curfew times may be changed at the discretion of the residential staff. Students will be notified in advance of such changes by Student Life Coordinator. The school will make adjustments to the curfew times based upon Daylight Savings Time by one hour.

### **Student Home Privacy**

Rooms/lockers are to be locked daily for security purposes. Students are responsible for locking the door to their rooms when they are not present. Students should never allow anyone to have their key card.

Students are not allowed to be in other student's Residential room under any circumstance. For safety reasons, staff may enter a room even if there is no response. Students of the opposite sex and from other Student Homes are allowed only in the Commons areas of the Student Homes. Any student in the hallways or rooms of a student of the opposite sex will incur a disciplinary violation. Residential Advisors may exercise discretion to allow non-residential students in the Commons areas.

### **Items Prohibited in the Student Homes**

The school reserves the right to approve all electrical appliances belonging to students due for fire safety and to prevent overloading on electrical equipment. Computers are required to use surge-protectors for their use in the Student Homes. The following items are prohibited in the Student Homes.

1. Personal hygiene items with alcohol content—such as mouthwash (Alcohol- Free mouthwash can be purchased at most stores), hair clippers, and scissors.
2. Aerosol cans
3. Animals of any kind, with the exception of special needs accompanying animals as addressed by a student's Special Education or Section 504 Individualized Education Plan (IEP).
4. Electrical appliances: Refrigerators, space heaters, electric blankets or mattress pads, television, space heaters, electric candles, evaporative coolers, coffee makers, Keurig's, hot plates, decorative lights, wireless routers, etc.
5. Space Heaters (NPS will provide as needed)
6. Open Flames (Candles, incense, lighters, and burning of traditional herbs)
7. Cooking/Kitchen appliances

8. Posters or other items that have pictures or sayings that are considered obscene, disrespectful, lewd and/or sexually suggestive.
9. No Tarot Cards, Ouija Boards, or related materials.
10. Gaming systems are allowed only in the common areas in the Student Homes, for example: Nintendo Switch, Xbox, PlayStation, Oculus, etc. No gaming systems are permitted to be used in the individual student rooms.

### **Medication**

*(see SBHC Section for more detailed information)*

Students must check in all medication accompanied by a note from parent and doctor to the Residential Advisor and/or School Based Health Center (SBHC). This includes non-prescription or over the counter (OTC) medications. No medications will be allowed in Student Home rooms. Students in possession with unregistered medication or OTC are subject to disciplinary policy. Any OTC or prescription medications that are not properly checked in will be confiscated. This is for the safety of all residents in order to prevent the abuse of any of these medications. Residential Advisors have first aid supplies and common OTC medications that may be given to students who have parental permission slips on file. Students should inform Residential Advisors of any illness or injury that occur in the Student Homes.

Traditional herbs or other healing items may be used appropriately in the Student Home but **MUST** be checked in with the SBHC, with approval of parent, doctor, or medicine man.

### **Supplements**

Certain muscle-building and protein supplements can be damaging to a student's health and, therefore, permission to have these in the Residential Hall will be at the discretion of the SBHC. Products containing creatine are not allowed. Any supplements **MUST** be checked in with SBHC. Energy drinks such as Red Bull, Full Throttle, Monster, Rock Star, Amp, etc. are prohibited on campus and during all school activities off- campus.

### **Athletic Equipment**

Athletic gear such as sports cleats are not worn in the Student Homes. Recreational equipment such as skateboards, bikes, and scooters are not to be used in the residential facilities but in designated areas outside the Student Homes. In accordance with the New Mexico Child Safety Helmet Act (Chapter 32A, Article 24 NMSA 1978), protective gear must be properly worn on campus for wheeled sports (skateboarding, biking, snowboarding, skiing, etc.).

### **Daily Room Cleaning/Inspections**

All rooms will be inspected on a daily basis. Rooms are expected to be clean and organized. The following will be checked during inspections: missing screens, clothes put away, bed made, trash can emptied, room neatness and cleanliness, furniture, fixtures and décor. All student lockers must be kept clean at all times and inspected each week. Rooms will be checked for items that are not allowed including medications, energy drinks, and any other items not permitted. Rooms/lockers/dressers must be locked daily for security purposes.

The School reserves the right to have a faculty or staff member enter the student's rooms at their discretion when deemed necessary, or if there is a reasonable suspicion that student safety is at risk. Where possible, prior notification will be given, and student will be present while school representatives investigate.

### **Off Campus Afterschool Employment**

Residential students wishing to work off-campus/on-campus after school must gain approval from the Student Life Coordinator, Associate Head of School for Academics and Operations and parent/guardian

prior to beginning employment. Students will only be eligible for off campus after-school employment if the student is in good academic standings. Failure to maintain good academic standings will result in immediate termination of employment and denial of student to leave campus. Transportation is the responsibility of the student and parent/guardian to and from the work site. An approved work schedule must be submitted to the Student Life Coordinator on a weekly basis.

### **Wal-Mart Policy**

Student Policy on Wal-Mart trips:

1. Trips to Wal-Mart are allowed only after school hours and before curfew.
2. After school trips to Wal-Mart is considered a regular after school activity, therefore, any sponsor including Advisor, Atsá Mentor, Teacher and other staff members taking students to Wal-Mart must coordinate the activity with the Residential Coordinator.
3. Trips to Wal-Mart always require adult supervision and a sign-out sheet must be provided to Security before leaving campus. Sign-in is required upon return.
4. Trips to Wal-Mart is a privilege for student, therefore, students on Academic Priority are not allowed to make trips to Wal- Mart.
5. All school rules apply when shopping at Wal-Mart. Students will lose privilege to go to Wal-Mart if they violate the Wal- Mart Trip Policy, including:
  - Shoplifting – Student will lose privileges to Wal-Mart for the entire School year.
  - Truancy – If the student is truant while on the Wal-Mart trip, the student will lose privileges to Wal-Mart for the entire semester.
6. All school rules apply when shopping at Wal-Mart (i.e. no tobacco and alcohol purchases and no visiting in the parking lot with non-school people).
7. Trips to Wal-Mart may be scheduled by the Residential Program and supervised by Residential Staff.
8. Violations of the Wal-Mart policy will constitute disciplinary procedures in accordance with School Policy.
9. All food and drink purchases must follow school wellness policy.
10. Students are not allowed to purchase over-the-counter medication for other students.

### **Student Life Essentials**

#### 1. Security of Valuables

Two combination locks must be provided by students before they check into Student Homes at the start of the semester and maintained throughout the school year. Students must make sure their Residential rooms/lockers are locked when unoccupied. All items will need to be properly secured. Students will be responsible for the proper storage of valuables, for example, wallets, cash, iPads, iPods, cell phones, jewelry, etc. NPS is not responsible for lost or stolen items. An authorized school staff has a right to inspect and review items under lock and key in the presence of the student. . NPS residential program is not responsible for lost, stolen or damaged items.

#### 1. Student Life Home Snacks

All snacks must be kept in a storage container for health and safety reasons. Snacks must adhere to the Wellness policy.

#### 2. Key Cards

All residents are issued a room key card. Each resident is expected to have his/her key card with him/her at all times. Students should never allow anyone else to have their room key card. Residents are assessed a fee of \$1.00 if the residential advisor is required to unlock the room. Rooms will only be unlocked 5 times, then you must buy a replacement key card. Lost or stolen key cards must be reported to the residential advisor immediately. A replacement charge of \$10.00 will be assessed for all lost or stolen key cards. Payments can be made at the Business Office or on the MySchoolBucks website.

### 3. Laundry

Student Homes are equipped with coin-operated washing machines and dryers for student convenience. The cost per load is \$1.00 per washer and \$0.50 per dryer. Students are to bring their own coins for laundry purposes. NPS is not responsible for unattended laundry. The laundry facilities will be closed at 9:30 PM. Laundry detergent and additional supplies are not provided. Bleach will be checked in by student with RA to monitor safety.

### 4. Mail

Mail is distributed daily to the students by the RA. Students receiving mail must have the Student Home listed on the envelope. Example:

*Mr. Joe Student Zah House  
Navajo Preparatory School 1220 West Apache  
Farmington, NM 87401*

## DISCIPLINE GUIDELINES

### Philosophy and Values

NPS believes in principles of K'e (a person's positive relationship with everything), restoring with Hózhó (harmony/balance/peace). All students have the right to be educated in a positive learning environment free from disruptions. Students are expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, to or from school, while at school activities and while on bus transportation. Students are accountable for every behavior discussed in the school discipline policy. Behaviors discussed are for advisory purpose and are not a complete list of behaviors which may result in discipline. Navajo Preparatory School will foster cooperation, respectful and responsible behavior between students and staff by directly teaching and providing positive and corrective feedback.

### Resolution of Student Conflict through Peacemaking and Mediation

The School may use Peace-making/Mediation strategies as an option for conflict resolution to promote Hózhó and K'e within the community. Students must first attempt to resolve the conflicts with the immediate school community member. If needed, a conflict resolution mediator (Dean of Students) will conduct a mediation session in an effort to resolve the conflict. The conflict resolution mediator (Dean of Students) will provide documentation of what the party(ies) has agreed to do to resolve their conflict. The Dean of Students will be provided a written agreement signed by both parties.

### Minor Policy Violations

Teachers and staff members are to complete a referral form when misbehavior cannot be handled within the classroom/Student Home setting. Disciplinary referrals are to be submitted to the Dean of Students. The Dean of Students will submit the incident report in the NASIS system(Infinite Campus). Referrals will be addressed by an Administrator.

Minor policy violations will result in appropriate disciplinary action and notification of parents/guardians. Referrals will be made only when the misbehavior cannot be handled within the classroom/Student Home or if the misbehavior is severe enough to warrant an immediate referral. Parent/guardian(s) will be asked to review and address these minor violations with their student(s).

Minor violations include (but are not limited to): Dress Code

- Excessive Study Hall/Homeroom absences
- Inappropriate use of electronic devices
- Tardiness
- Ditching (on campus)
- Public Display of Affection

- Abuse of Property
- Incomplete Residential Duties
- Classroom Disruptions
- Abuse of school property
- Failure to follow safety rules
- Inappropriate language
- Non-Compliance with initial requests
- Not wearing student ID and school lanyard
- Skateboarding in Prohibited area/time
- Failure to attend required meetings such as Academic and Residential Meetings, Office Hours, etc.
- Other deemed “Minor” by Administrator

Minor incidents will be addressed by supervising staff and, if necessary, in coordination with the Assistant Dean or school administration. Consequences for Minor policy violations may include but are not limited to: community service activities on campus, apology letters, or other activities deemed appropriate by school administration.

### **Multiple Minor Disciplinary Reports**

Three (3) minor disciplinary reports filed within the current school year for infractions, of any combination of rules and regulations, will be considered a major policy violation. Minor disciplinary reports will be entered within NASIS. Minor infractions are not cumulative in nature from school year to school year.

### **Minor Discipline Consequence Progression**

1st Violation	Warning from administrator, documentation in NASIS
2nd Violation	Parent contact, Residential Advisor contact (if applicable), student meeting with support staff and administration, One Hour of Community Service
3rd Violation	Parent contact, Residential Advisor contact (if applicable), student meeting with support staff and administration, Three Hours of Community Service, Behavioral Contract (See Violation Consequences Flowchart)

## **Major Policy Violations**

An understanding of the following policies is necessary to ensure the safety and well-being of every member of the school community. Violations of a major school policy will result in disciplinary action and notification of local authorities when appropriate. “Local authorities” refers to, but is not limited to, the Farmington Police Department, which will play a role in the determination of criminal as well as legal actions outside of the School’s jurisdiction. The school reserves the right to dismiss a student after a first offense depending on the severity of the violation. Major policy violations are cumulative throughout a student’s time at Navajo Preparatory School and carry over from year to year.

### **SpEd Discipline**

Special concerns exist in disciplining students with identified disabilities. To protect the rights of students with disabilities, notice and hearing rights are provided through SpEd services. If a SpEd student imposes immediate threat to harm self or others, the building administrator can temporarily suspend student up to 10 days. Determination will be made by the building administrator IF the student’s behavior is a manifestation of the student’s disability.



### **Suspension**

Students serving suspension will receive an Unexcused Absence. Students will still be required to complete the coursework missed during their suspension however, they will not receive credit for those assignments.

### **Firearms, Weapons, Explosives and Fireworks**

Firearm or guns of any kind which includes BB guns, pellet guns, air powered guns, or any weapon or anything that resembles or can be made to resemble a weapon (gun), that shoots a solid projective, explosives, bows and arrows, knives, any sharp objects, slingshots, chains, or weapons of any kind, are NOT allowed on campus at any time. Fireworks of any kind are not allowed on campus at any time.

### **Alcohol – Use, Possession and Distribution**

The School is an alcohol-free campus and will not tolerate the use, possession, and/or distribution of alcohol which is a violation of state and federal law. The Farmington Police Department will be contacted to investigate. This violation may be grounds for immediate dismissal.

### **Illegal Substances and Drug Paraphernalia**

The School is a drug-free campus and will not tolerate the use, possession, or distribution of any illegal substances or drug paraphernalia. Parent/guardian(s) will be held responsible to have a forensic test administered if his/her student is alleged to be in violation of this policy. The Farmington Police Department will be contacted to investigate. This violation may be grounds for immediate dismissal. All visitors for all occasions (athletic or non-athletic special events) are required to also adhere to these policies. For purposes of this policy, “drugs” shall include, but not be limited to:

- All dangerous controlled substances prohibited by law.
- Any prescription or over-the-counter drug, except those for which permission to use in school has been granted by the SBHC.
- Hallucinogenic substances.
- Inhalants.

### **Tobacco Products**

All students, parents, staff and visitors will not possess, smoke, distribute or use tobacco products in school buildings, on school grounds or buses, or at school-sponsored events. Tobacco is defined as commercially created products such as cigarettes, smokeless tobacco, e-cigarettes and chewing tobacco. Exceptions to these guidelines can be made for staff supervised use of ceremonial tobacco with parent/guardian permission.

#### *Tobacco/Nicotine Policy*

Tobacco use is the single most preventable cause of death. Therefore, the School is a tobacco-free school and our goal is to keep students tobacco-free and keep tobacco use off school property, out of school buildings and school sponsored events. Therefore, no sponsoring by any tobacco company will be authorized.

The use of tobacco on school property is a major school violation; however, the School offers a tobacco diversion program over school suspension. The SBHC provides a student assistance program for students who use or violate the tobacco-use policy an opportunity to participate in an educational program that can lead to positive behavioral health change.

The violation of the tobacco use policy will lead to the parent/guardian being notified with a student referral to the SBHC.

### **Sexual Misconduct and Inappropriate Behavior**

The School respects healthy relationships which maintain respect for self and others. The school campus is a public environment and public facility. Students are expected to behave in good taste and have respect for others and self by not engaging in displays of overt sexual behaviors such as kissing, touching with same sex or opposite sex member. Inappropriate public or private displays of affection (PPDA), hickies, excessive contact and sexual intimacy will not be tolerated. This also includes possession of pornographic materials and intentionally or unintentionally exposing his or her underwear or body parts that normally should be covered by clothing. Students are not allowed in the Residential room of the opposite sex. Students who engage in sexual misconduct and inappropriate behaviors are subject to disciplinary measures including notification of parent/guardian.

### **Truancy (Off Campus)**

Students who leave campus during the school day for any reason without proper authorization are considered truant. Residential students are not allowed to leave campus after school hours unless part of the afterschool or residential program.

### **Integrity/Academic Dishonesty**

“To have integrity means that you do the right thing and make the right choices, even if nobody is watching.” Students are encouraged to live a life based on honesty and integrity, by knowing who they are and what they stand for. Honesty and truthfulness are virtues, and students must police themselves on a daily basis. Having personal integrity is an important leadership quality for “Leaders Now and Into the Future – “Yideeskáágóó Naat’áanii”.

Cheating, lying, stealing, falsifying information, forgery and deceiving others are examples of actions that will compromise your integrity and have consequences. This includes misusing technology or other devices resulting in academic dishonesty and malpractice(s) (refer to page 29 for more information)

### **Fire Alarms, Safety Equipment and School Threats**

Students will not tamper with the fire alarm system, fire equipment including emergency exit lights, smoke detectors, fire extinguishers, sprinklers or make inappropriate emergency phone (911) calls. Bomb /School threats and tampering with safety equipment are illegal acts and will be reported to the local authorities.

### **Computer Misuse**

All students are required to sign and abide by the “Navajo Preparatory School Computer Acceptable Usage Policy.” Any storage, use, or transmission of pornographic materials, obscenity, profanity, inappropriate text files, dating (hook-up) sites and text-encoded files or files dangerous to the integrity of the network is prohibited (for further restricted activities, refer to Technology Services Policies on page 43.

### **Theft / Vandalism**

Theft and vandalism are unacceptable and will not be tolerated. Respect for school and other people’s property is an essential component of our community. Students will be responsible for restitution for stolen, damaged or lost property.

### **Defiance / Insubordination / Profanity**

Any student whose actions are openly defiant and characterized to be disobedient and resistant to authority will be subject to disciplinary action.

## Hostile Environment

Hostile Environment is unwelcome conduct by a person that is sufficiently serious, persistent, or pervasive, so that it affects another person's ability to participate in or benefit from the school program or activity by creating an intimidating, threatening, or abusive environment. Conduct contributing to a hostile environment might include:

- Sexual propositions communicated via email, in person, graphically;
- Verbal expressions of sexual nature including comments about hair, dress, physical appearance, or sexual activities;
- Sexually suggestive jokes, innuendoes, sounds, gestures, or leering;
- Anecdotes, questions, or comments about sexual activities;
- Use of sexually suggestive objects, articles, tapes, pictures, or other materials;
- Any persistent and pervasive pattern of sex-related conduct that is offensive;
- Deliberate indifference by supervisory personnel in responding to allegations of harassment;
- Humiliating tricks or ridicule;
- A negative rite of passage to a particular individual, group, etc.; and
- Deliberate use of information and communication technology with intent to harm others.

The School and community have a responsibility to protect against harassment and hazing. This responsibility extends to the school's athletic programs. The School has a policy against discrimination that includes grievance procedures for prompt and equitable resolution of harassment and hazing.

## School Safety Policy Against Bullying and Harassment

Harassment: According to New Mexico State Statute 30-9-13, harassment is Unlawful and a Misdemeanor (30-3A-2A), and according to Federal Statute under sec. 703 of Title VII, charges will be reported immediately to local law enforcement and Social Service Agency.

The School does not tolerate bullying or harassment and such conduct will result in disciplinary action up to and including suspension and/or expulsion from school. Any student bullying, threatening, intimidating, harassing or fighting with another student or with school personnel, either verbally (cursing &/or vulgarity) or physically, will be subject to disciplinary action. Sexual harassment in any form is unacceptable and will be dealt with according to disciplinary procedures.

All members of the school community are committed to ensuring a safe and supportive environment based on the school's core values of K'e (traditional family relationships), learning, respect and cooperation. At school, all students have the right to: human dignity, feel safe, be respected, be valued, be different, be free of harm and be protected against abuse.

Bullying and harassment is an act of aggression by a student or a group of students with the intent to ridicule, humiliate, intimidate and cause embarrassment, pain or discomfort to another student. In a nutshell, bullying is a deliberate, conscious desire to hurt, threaten and frighten someone.

Retaliation is a form of intimidation, reprisal or harassment directed against a student who reports an instance of inappropriate or unacceptable behavior, provides information during an investigation of inappropriate or unacceptable behavior, or witnesses or has reliable information about inappropriate or unacceptable behavior. Retaliation of any sort by any person, including parent/guardian(s), is not permitted.

### *Forms of Bullying*

- Physical bullying – pushing, tripping up, kicking, hitting, punching, pinching, biting, forcing others to do things that they don't wish to do, taking or damaging other's belongings, demanding money, silly pranks, hazing
- Verbal bullying – teasing, mocking, taunting, abusive comments about appearance, verbal threats, threatening and embarrassing gestures, insulting family members, genders, race and religion, name calling, writing nasty letters about someone, stealing, hiding, damaging, or destroying property
- Psychological bullying – spreading nasty rumors, deliberately excluding someone from activities, influencing/telling others to dislike someone, rude gestures and trying to dominate a person.
- Cyber bullying – actions that use information and communication technologies to support deliberate, repeated and hostile behavior by an individual or group, that is intended to harm another or others; use of communication technologies for the intention of harming another person; use of internet service and mobile technologies, such as web pages and discussion groups as well as instant messaging; or SMS text messaging with the intention of harming another person. Harassing another student off-campus can result in disciplinary action upon return to campus.

Harassment and bullying can cause distress, lower self-esteem, reduce self-confidence, affect school performance, cause absenteeism, result in withdrawal from school and discourage participation in school activities.

### *Examples of Different Types of Harassment*

The examples given below, which include unacceptable physical and verbal conduct, are not exhaustive.

- Sexual harassment: Examples include unnecessary touching, jokes of a sexual nature, inappropriate use of suggestive visual display, and other intimidating behavior.
- Racial harassment: Examples of racially motivated actions and behavior including inappropriate questioning about racial or ethnic origin, offensive graffiti and intimidating behavior such as threatening gestures.
- Personal harassment: Examples based on lack of tolerance of personal difference include making fun of personal circumstances or appearance.
- Harassment on grounds of sexual orientation: Examples include homophobic remarks or jokes, threats to disclose sexuality and intimate questions about sexual activity.
- Harassment of disabled people: Examples that undermine the dignity of people with disabilities including discussion of the effects of a disability on an individual's personal life, uninvited touching or staring, and inappropriate questioning about the impact of someone's disability.
- Age harassment: Examples include derogatory age-related remarks and unjustifiable dismissal of suggestions on the grounds of the age of the person.
- Stalking: Examples include leaving repeated or alarming messages on voicemail or e-mail, following people around or asking other students for personal information.
- Hazing: Examples include any imposition of strenuous, or humiliating physical training, rituals and/or initiations

## **Complaint Process**

Students and/or their parents/guardians may file written reports of conduct that they consider to be bullying/harrassment. Such reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying/harrassment, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying/harrassment, and the names of any potential student or staff witnesses. Reports against a fellow student may be filed with any teacher, administrator or staff

member and they shall be promptly forwarded to the Assistant Associate Head of School for Academics and Operations for review and action. Any staff member who receives a complaint shall immediately report to the Assistant Associate Head of School for Academics and Operations. Reports against an NPS staff member may be filed with the NPS Human Resources Department for review and investigation.

Students have a responsibility to report acts of bullying/harrassment to any staff member.

Any report of suspected bullying/harrassment behavior will be promptly investigated. If acts of bullying/harassment against a fellow student are verified, prompt disciplinary action shall be taken against the perpetrator in accordance with Major School Violation Policy, Community Handbook.

**Notification**

The school administration will notify the parents or guardians of student(s) who committed a verified act of bullying/harrassment. The parents or guardians of students against whom such acts were directed will also be notified.

## APPENDIX

### A. Major Policy Violation Consequences

NPS Administration can take more severe action if it is believed that such action is necessary and reasonable.

Major Rules Violation	Immediate Action	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<b>1. Firearms, Weapons, Explosives &amp; Fireworks</b>	Confiscate Item(s) Notify Police Notify Parents Notify Security Notify Fire Dept. Incident Report	Dismissal		
<b>2. Alcohol Use, Possession, and/or Distribution</b>	Confiscate Item(s) Notify Security Notify Police Notify Parents Students sent to Emergency room or sent home. Subject to loss of residential privileges. Upon returning to campus, must have proof of an assessment or appointment with counseling professional	Parent Conference prior to returning, Completion of Alcohol Education Program and/or up to 5 days suspension; Behavioral Contract	Dismissal	
<b>3. Illegal Substance &amp; Drug Paraphernalia</b>	Confiscate item(s) Notify Security Notify Police Notify Parent Counseling Referral_ must have proof of an assessment or appointment with counseling professional., Subject to loss of residential privileges Incident Report, Random drug screening	Parent Conference prior to returning, must have proof of an assessment or appointment with counseling professional, Behavioral Contract, up to 5 days suspension and/or Subject to Dismissal	Dismissal	
<b>4. Tobacco Products</b>	Confiscate item(s) Notify Parents Incident Report Counseling Referral	Completion of Tobacco Products Education Program; must have proof of an assessment or appointment with counseling professional, in accordance with NPS Tobacco/Nicotine Policy. Behavioral Contract; up to 3 days suspension	Up to 5 days suspension, Completion of Tobacco Products Education Program, or Subject to Dismissal	Dismissal
<b>5. Off Campus Truancy</b>	Notify Security Notify Police Notify Parents Incident Report, Subject to loss of residential privileges	Parent Conference prior to returning, up to 5 days suspension and/or Subject to Dismissal; Behavioral Contract	Subject to Dismissal	Dismissal
<b>6. Sexual Misconduct</b>	Notify Parents, Incident Report, Counseling Referral, Subject to loss of residential privileges	Parent Conference prior to returning, Behavioral Contract, up to 3 days suspension and/or Subject to Dismissal	Dismissal	

Major Rules Violation	Immediate Action	1st Offense	2nd Offense	3rd Offense
<b>7. Theft/Vandalism</b>	Confiscate Item(s) Notify Security Notify police Notify Parents Incident_Report Restitution Counseling Referral	Parent Conference prior to returning, Behavioral Contract, up to 5 days suspension, and/or Subject to Dismissal	Dismissal	
<b>8. Defiance, Insubordination, Profanity</b>	Student/Personnel Conference Counseling Referral Notify Parents Incident Report	Parent Conference prior to returning, up to 5 days suspension and / or Subject to Dismissal; Behavioral Contract	Subject to Dismissal	Dismissal
<b>9. Bullying, Intimidation, Harassment, Fighting, Hazing, Verbal Abuse, Hostile Environment</b>	Notify Security Notify Parents Incident Report Charges Filed Subject to loss of residential privileges	Parent Conference prior to returning, Behavioral Contract, up to 5 days suspension and/or Subject to Dismissal	Dismissal	
<b>10. Fire Alarms, Safety, Equipment, Bomb and School Threats</b>	Notify Parents Notify Security Notify Polic Restitution Incident Report	Subject to Dismissal		
<b>11. Intranet / Internet Abuse or Vandalism; Abuse of Technology</b>	Notify Parents Incident Report Suspension of computer privileges	Parent Conference prior to returning, Suspension up to 5 days and/or Subject to Dismissal. Behavioral Contract	Dismissal	
<b>12. Cyber Bullying</b>	Notify Parents Suspension of Internet Access	Parent Conference prior to returning, Up to 5 days of suspension and/or Subject to Dismissal; Behavioral Contract	Dismissal	
<b>13. (3) Multiple Minor Violations</b>	Student/Parent Conference Incident Report	Parent Conference prior to returning,; Behavioral Contract after third Minor violation	Suspension up to 5-days; Subject to Dismissal	Dismissal
<b>14. Integrity/ Academic Integrity (see Academic Integrity/ Honesty policy in Appendix</b>	Notify Parents Conference	Parent Conference Teacher Consequence Community Service Letter of Apology; may include up to 3 days of suspension for grades 11/12	Teacher Consequence Suspension up to five days or subject to dismissal	Dismissal
<b>15. (3) Multiple Major Violations (cumulative)</b>	Notify parent/guardians; conference	Dismissal		

## Discipline Procedures & Processes for Major Violations

Methods for addressing discipline is based on the principles of Dine' Traditional Peacemaking (Hózhóji Naat'aah) and Restorative Justice that are rooted in the traditional customs, methods, and wisdom of the Diné people.

### *Due Process*

All major policy violations are handled according to the Violation Consequences Chart in this section. Students are afforded due process when a school policy violation occurs. The Dean of Students or designee is responsible for handling major violation matters in conjunction with the student, parents/guardian, school officials, and others. Due process takes place in the discussion with the student, parent/guardian, and administrator.

### *SUSPENSION/EXPULSION PROCESS*

#### Naabik'iyáti' Committee (Talking Things Out)

The Naabik'iyáti' Committee is a committee comprised of NPS staff members who evaluate discipline matters and create strategies for addressing student issues. The Dean of Students\_ and/or designee facilitates the meetings of the Naabik'iyáti' Committee.

### *Appeal/Hearing Process*

During appeal process, student is not permitted to return to campus until the appeal process is completed.

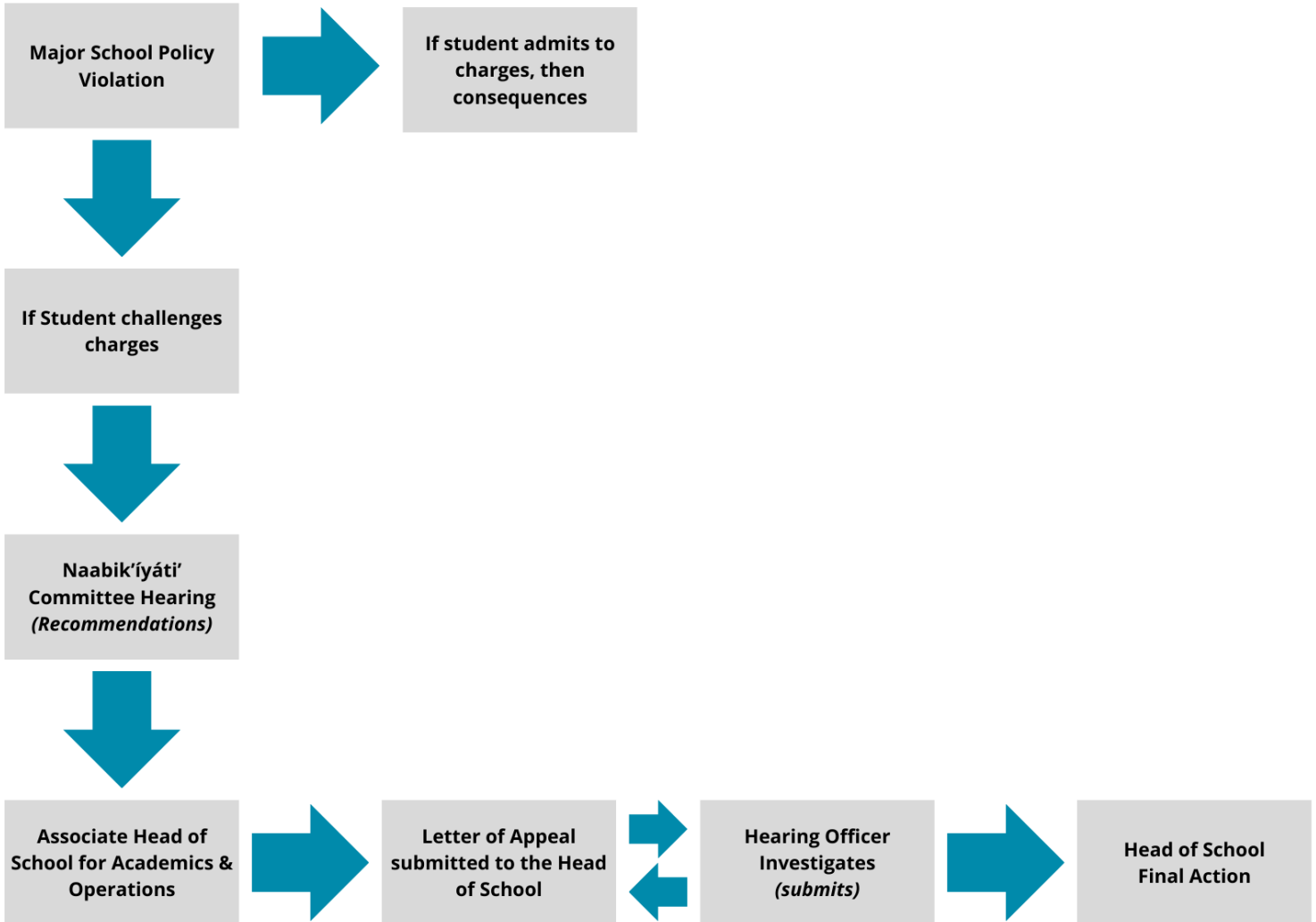
A student Long-Term suspension (5-days or more) or expulsion may be appealed in writing by the student and/or parent/guardian to the Dean of Students or designee. This request will convene the Naabik'iyáti' Committee and will be facilitated by the Dean of Students. The following procedures will be followed in cases of major violations only where a student is subject to the penalties of long-term suspension and/or expulsion and the formal request has been submitted:

1. Written notice of the charge is sent to parent/guardian(s) by certified mail/email or contacted by a phone call within a reasonable period of time prior to hearing.
2. Parent/Guardian(s) who choose not to attend waive privileges of participating in the meeting and may relinquish further appeal opportunities.
3. The Discipline Hearing is a closed meeting and any questions or concerns regarding the process will be directed to the Dean of Students or designee. The student has a right to legal representation; and 48 hours' notification must be provided to both parties a minimum of 48 hours before the scheduled hearing. The school must be notified of any potential witnesses.
4. In an emergency situation, the school official may impose disciplinary action not to exceed a temporary suspension.
5. The staff member making the violation charge will describe the incident to the committee. If the staff member is not available, their report will be read to the committee.
6. The student and/or parent/guardian(s) will present his/her explanation to the charge(s). The student will be given the opportunity to present evidence and/or witnesses on his/her behalf from the provided witness list.
7. The disciplinary committee will be given an opportunity to ask questions of the student.
8. Parent/Guardian(s) will be offered the opportunity to ask questions of the witnesses and to speak on behalf of his/her student.
9. The witnesses to the violation will describe the incident to the committee and be dismissed before the Disciplinary Committee deliberates.
10. After the parent/guardian and student have presented their views and have been excused, the committee will carefully consider the issues before them. The Dean of Students or designee will notify the student and their parent/guardian(s) of the committee's decision within 24 hours.
11. If there is dissatisfaction with the committee decision, a written appeal can be made to the Associate Head of School for Academics and Operations or designee within 48 hoursthree (3)school days.
12. If there is dissatisfaction with the Associate Head of School's decision, a written appeal can be made to the Head of School or designee within 48 hoursthree (3) school days.
13. When deemed necessary, the Head of School may appoint a hearing officer for further investigation. The Hearing Officer shall consider all relevant evidence and make a recommendation to the Head of School or designee. This determination will be binding upon the Head of School or designee and student.



The Head of School or designee has 48 hours three (3) school days to make a determination on the recommendation for expulsion.

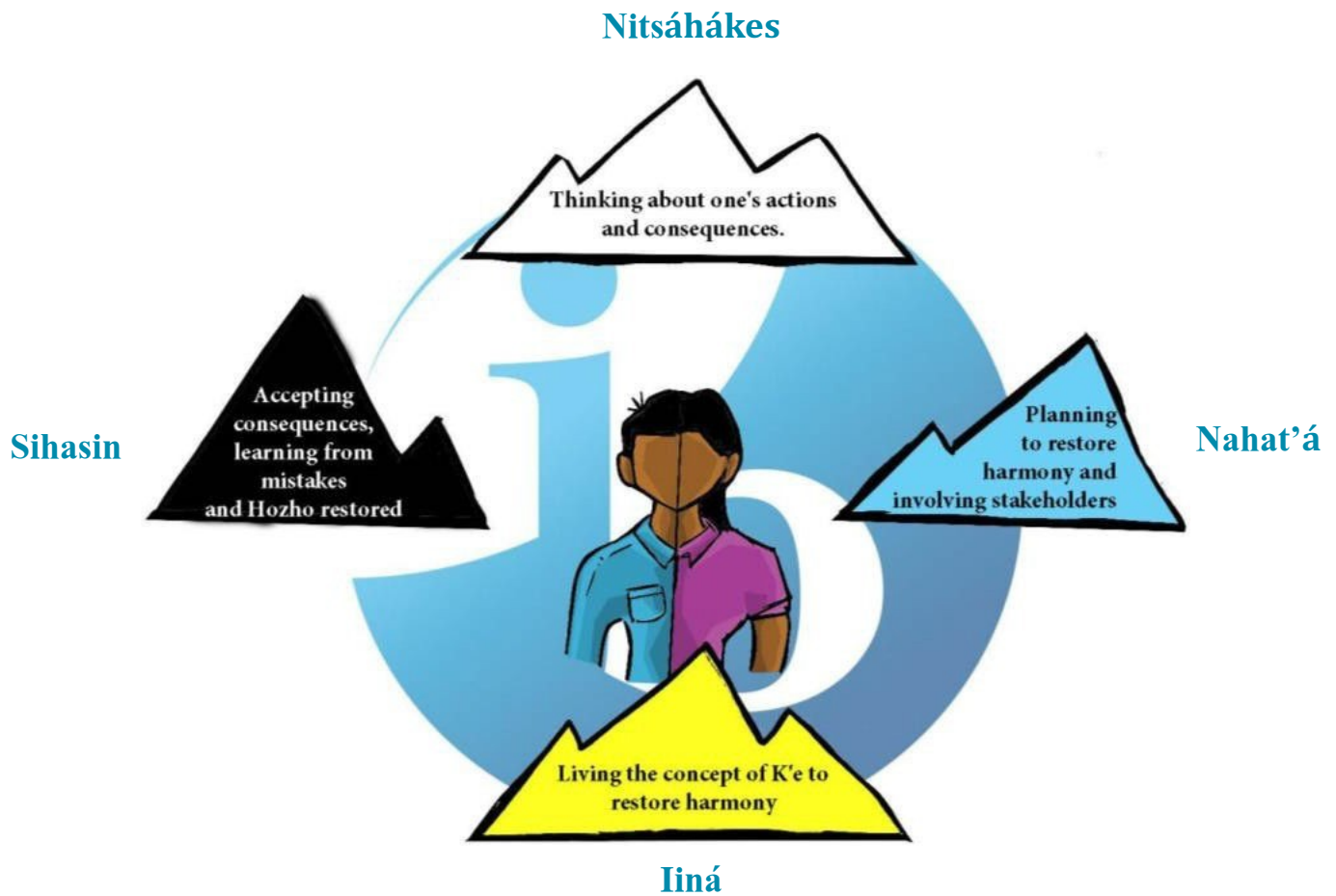
**Process for Dismissal/Suspension**



## B. IB Learner Profiles

The IB Learner Profiles are holistic and are also used to restore discipline in mind, body, and spirit:

1. **INQUIRERS** - Na'idíkid dooleeł
2. **KNOWLEDGEABLE** - Bił ééhózin dooleeł
3. **THINKERS** - Bił chohoo' ɩgo nitsékees dooleeł
4. **COMMUNICATORS** - Bizaad hahóózhoođ dooleeł
5. **PRINCIPLED** - Hóyáá dooleeł
6. **OPEN-MINDED** - Táá altsoní yaa ákonízin dooleeł
7. **CARING** - Bee ajooba'hólóq dooleeł
8. **RISK-TAKERS** - Yá'át'éhígíí yee na'idínítaah dooleeł
9. **BALANCED** - Hózhóogo naagháa dooleeł
10. **REFLECTIVE** - Íhoo'aah yaa ntsénákeesgo yee siihdinziin dooleeł



## C. Academic Integrity Policy

### Acknowledgement

This Academic Integrity Policy Document was originally drafted by Mr. Mark Brierley, the Dean of Teaching & Learning, for Qingdao Amerasia International School (QAIS, now Amerasia), Qingdao, Shandong, China in 2014. It was substantively updated and revised by Mr. Giovanni Romeo in his role as IB DP Coordinator for Amerasia in June of 2021 for approval of the pedagogical leadership team which included but was not limited to Mr. Brierley. It has been subsequently adapted by Mr. Giovanni Romeo during November 2022 in his new role as Assistant Dean and IB Coordinator for Navajo Preparatory School located in Farmington, New Mexico with explicit permission from Mr. Mark Brierley. We do this in the interests of collaboration of best educational practices across IB World Schools and acknowledge such adaptation and collaboration in this document as an exemplar of appropriate academic integrity practices for our community's stakeholders

### Philosophy

At Navajo Preparatory School, in line with our commitment to the IB learner profile (Appendix A) to develop learners who are principled thinkers, we believe that our community should be committed to always promoting and acting with academic integrity. By ensuring that the ideas of others are appropriately acknowledged, we will author authentic work and express our ideas more clearly. We apply the term 'academic integrity' for the development of academic honesty skills, the respect for intellectual property rights, the ethical use of experimental subjects, and the correct attribution of sources in our work. Academic integrity has an important role to play in developing students' value systems and ethical thinking capabilities — approaching scholarship in an open, honest, and responsible way while respecting the work of others.

We recognize that malpractice is not always equal in extent. It differs depending on a.) learner's intent, b.) extent of misconduct, c.) dimension of the work being done, and/or d.) skill level of the learner. Special care and patience may need to be taken with students coming from educational settings where educational expectations and culture are markedly different from our own. Carroll sums this up as follows:

... most cases of plagiarism and collusion are not deliberate ... Learners frequently misunderstand what rules mean and how they should act to comply with them ... Learners often assume it is acceptable to copy others' work without acknowledgment, perhaps stitching together chunks of others' (unacknowledged) texts into a more or less coherent whole. Many see no problem with relying on the help of parents or fellow learners. As they develop their own writing skills, IB writers often think that changing a few words transforms someone else's text into "my own work". All of these are examples of plagiarism but most are not deliberately dishonest. It takes time to grasp that an acceptable paraphrase, for example, must restate the ideas and show that the writer has understood what the original author has written. Learning to master this complex task requires practice and a study of examples. (Carroll, 2012; see IBO 2012)

Academic integrity is developed through active practice in authentic learning situations. The librarian and teachers play an important role in developing the acquisition and understanding of authorship and attribution, and the support of parents is vital.

At Navajo Preparatory School, we must work ethically. In keeping with our belief of being principled learners who act with "a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere" (IBO, 2014), the IB and Navajo Preparatory School's mission statements emphasize "intercultural understanding and respect" and "respect for all life." We must be sensitive to the personal privacy and culture of other people, while avoiding physical or psychological harm to any human or animal. Additionally, we must disclose fully any plans that involve work with any human or animal and allow people who are subject to research the right to forego further interview, examination, or testing and to withdraw immediately if any of our actions create unforeseen discomfort. We should recognize that data collected for inquiry purposes must be kept confidential and not disclosed to others unless written consent to do so has been previously obtained from the individuals from or about whom the data has been collected.

**Approved by the Board of Trustees: June 13, 2024**

We wish to ensure that students have a meaningful understanding of the range of intellectual property (IP) and forms of creative expression that are normally protected by law so that, additionally, the legal aspects related to plagiarism will be understood. This is the basis of our academic integrity policy.

### **Expectations**

In developing and practicing academic integrity, we seek to create a positive and proactive intellectual learning climate at our school, and we expect that:

#### *Students*

- will develop an understanding of what authorship means and have the opportunity to recognize the value of materials that they themselves create.
- create authentic and original work, whether for assessment or not, and that the ideas and/or work of others involved in the development and production of their work, are clearly acknowledged with appropriate attribution to the person or source.
- in the MYP/DP will use MLA 8 in-text citations for most academic work excluding the natural sciences where we use APA which will be intentionally planned for explicit teaching in MYP Integrated Sciences.
- conduct themselves appropriately during all assessments and that in formal written or oral examinations; they follow all examination rules and procedures. (Appendix B)

#### *Teachers*

- value authentic and creative work.
- model academic integrity by acknowledging sources of information used for the purposes of teaching and learning and abide by any relevant copyright restrictions.
- develop numerous opportunities for students to practice and demonstrate their understanding and skills necessary to work with academic integrity.
- systematically develop students' citation skills according to MLA-8 (or APA within Subject-Group 4) to reach our stated expectations. (Appendix H)
- standardize assessments to ensure that assessments are valid, fair, and related directly to the appropriate assessment criteria from the IB. (See Navajo Preparatory School Assessment Policy)

#### *All:*

- collect data for learning purposes in an ethically appropriate way to prevent the purposeful or accidental falsification of information.
- maintain data collection in a way that secures its confidentiality.
- follow ethical guidelines and standards when working with human or animal subjects. (Appendix B)
- 

To meet these expectations, we shall:

- a. collectively and collaboratively create an environment that fosters academic integrity and an ethical mindset.
- b. disseminate the academic integrity policy throughout the community and work to ensuring that it is understood and acted upon by all community members.
- c. strengthen planning frameworks so that there is a well-understood and useable system of guidance for academic integrity in each programme in the school.
- d. emphasize the importance of academic integrity in the written and taught curriculum while making the required expectations transparent for all tasks and assessments.
- e. work on effective transitions between programmes through ATL skills for academic integrity
- f. give opportunities for research, inquiry, creativity, and problem-solving as part of normal teaching and learning.
- g. recognize and acknowledge original authorship in student work.
- h. expect students to sign protocols related to their academic honesty (such as the MYP Community Project, MYP Personal Project, and/or DP Extended Essay)

To ensure the integrity of Navajo Preparatory School as an academic institution, we advise teachers to adopt the following precautionary vigilance when possible:

1. Be suspicious of inexplicable changes in the style and quality of student work such as work submitted in multiple fonts or sizes or the use of words that a student is unlikely to know and use appropriately.
2. Verbally question or conduct a viva-voce on written work, especially for the MYP Community and Personal Projects and the DP Extended Essay or TOK assessments, to determine authenticity of submitted work.
3. Use Turnitin (see Appendix C for the Navajo Prep Turnitin Instructions and Essential Agreements document) to assist in identifying non-authentic work for all written task work submissions (formative and summative).
4. Be able to confirm, to the best of his or her knowledge, that student work accepted or submitted for assessment is their authentic work.
5. Distinguish, in advance of major assignments, between what constitutes collaboration and what constitutes collusion to prevent allegations of collusion against students.
6. Be familiar with this policy and the IB publication *Academic Integrity (2019)*.
7. Cooperate in the investigation of alleged forms of malpractice.
8. Write a statement on any report of intentional misconduct or any malpractice that affects external assessments (Appendix G).
9. Be familiar with all examination rules and follow them scrupulously. (See Appendix B and the IB publication *DP Assessment Procedures 2021*)
10. Ensure that when assistance is given to students in summative or external assessments, it is appropriate, within IB prescribed ethical guidelines from the subject guides, and will not give them an unfair advantage over other students.

### **Definitions and examples of appropriate behavior**

We aim to have students creating authentic pieces of work based on the student's original ideas, and with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must genuinely use that student's language, expression, and ideas throughout. Where the views or work of another person are represented within a student's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

1. **Common knowledge:** Learners do not need to acknowledge a source of information when something is common knowledge – for instance, that Paris is the capital of France. Common knowledge includes information, which is widely and easily accessible from numerous sources, is likely to be known by most people, or could be found in a general reference or encyclopedia. The definition of common knowledge will change depending on the academic context and skill level of the learner.
2. **Appropriate attribution:** Learners acknowledge all ideas and sources of information that they have used in creating their process or product. Appropriate attribution includes recognizing influences in the creation of work, and that appropriate attribution is required for written work, the reproduction and manipulation of images, all forms of presentation, as well as performances regardless of whether they are durable or ephemeral or tangible or abstract. The level of accuracy of attribution should always be appropriate to the learner's stage of development. The expectation is that as the learner progresses through the school, they will be familiar and independently capable of working with a high degree of academic honesty, will understand the necessity for academic honesty in academic work, and can cite accurately and effectively.
3. **Legitimate collaboration:** Working in a collaborative group can produce products and outcomes that are synergistically far more elaborate or effective than work done in isolation. Groups permit work to be done which is too ambitious for a single student. We also encourage students to work in small study groups, locally or globally, because the discussion of ideas, principles, and attitudes can bolster student knowledge and understanding.

Some collaborative work may not be assessed as part of the curriculum. The act of participation and reflection may be sufficient for learners such as in an extra-curricular film production or team athletics competition. Collusion may accidentally occur between students in Assessment or DP final examinations by misapplication or negligence of the procedures for conduct by invigilators. It is important that invigilators are aware of, understand, and follow the IB expectations and conduct for examination. (See Appendix B and the IB publication *DP Assessment Procedures 2021*).

In some cases, assessments can only be made during collaborative work (such as personal skills in the Group 4 project) because what is being assessed can only be observed during collaboration. In IB programmes there are ATL skills that require collaboration between students (social skills, collaboration skills, working effectively with others). Where learners collaborate on work with individual academic assessments, such as the MYP Projects, then it must be clear what the exact contribution of each and every learner has been in the collaborative process.

It must be made clear to students that there is a difference between collaboration and collusion and teachers/librarians must consider that most students are likely to need both conceptual and practical guidance to understand the differences. Legitimate collaboration is openly acknowledged group work whereas collusion is purported as the work of an individual but includes the work or other individuals, none of which are attributed as sources. The table below gives some guidance on the differences (adapted from Robert College, 2014).

Example of legitimate collaboration	Example of unacceptable collusion
A teacher instructs students to work together in the science lab or on a research project, and produce a joint report.	A teacher instructs students to work together in the science lab or on a research project, and produce individual reports, but one student writes the report and the others copy it.
A tutor looks at a student's essay and realizes the student needs help with verb agreements; she gives the student a practice exercise to remind him of the rules.	A tutor looks at a student's essay and realizes the student needs help with verb agreements; she corrects the essay for him.
After a group of students work together to brainstorm an outline for an ethics essay, the students write individual assignments based on the outline.	A student writes an ethics essay and lets his work be copied by another student who makes a few changes to disguise the fact that they are essentially submitting an identical assignment.
Two students discuss the questions they think might come up on tomorrow's quiz, and together work out how they would answer them.	A student is about to sit a test late and discusses the questions with a friend who has already taken the test.
A parent helps his son get the timing right on a piece of music he is practicing.	A parent tells his child to harmonize a melody with specific chords in her composition homework.

4. Respect for intellectual property (IP): Together with appropriate attribution, learners appreciate that intellectual property includes “creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce” (WIPO, 2013). Learners should also respect the intellectual property systems and laws of the country in which they reside.

We expect students to understand that there are many different forms of intellectual property rights, and these extend into patent law, registered designs, trademarks, moral rights, and copyright. In addition, students should understand that laws, application, and practices vary between countries and cultures. It is the responsibility of teachers to ensure that opportunities to engage students in understandings of IP are taken during teaching and learning.

### **Malpractice: Inappropriate behavior (academic misconduct)**

It is the responsibility of all teachers to help students understand when and how to include acknowledgments in their work. Teachers will help students develop paraphrasing as an ATL skill so that students do not simply copy a passage, substitute a few words with their own and then regard this as their own authentic work. Students need to learn that when using the words of another person, it must become habitual practice for a student to use quotation marks, indentation, or some other accepted means of indicating that the wording is not their own.

Integrating the words and ideas of others, to support ideas and arguments, is an important skill, as is identifying the source of ideas and information within work so that the sources do not reside in the bibliography alone. These skills need to be explicitly taught. Finally, students must learn to appreciate that data, computer programs, diagrams, maps, artwork, icons, maps, patents, videos, speeches, radio programs, and film form just part of the range of sources that require recognition. See Appendix E for a Glossary of Academic Misconduct.

### **Consequences for academic misconduct**

Sanctions resulting from malpractice or dishonesty may range from warning to dismissal depending on the seriousness of the offense. In all cases, parents will be informed in writing. However, before sanctions are applied, the school will base its investigation on the individual circumstances of each case. If penalties are applied, they may include one or more of the following depending on the nature of the learner and their history of academic integrity:

- a. Verbal warning
- b. Counseling from a teacher or student advisor
- c. The offence is recorded and a copy of which is placed in the student's file
- d. A warning letter is issued, a copy of which is placed in the student's file
- e. No assessment grade in that piece of work or examination
- f. Student is suspended from regular lessons
- g. Student is placed on academic probation for one or more terms
- h. Dismissal from school

In certain cases of academic misconduct, examining bodies will be contacted in writing by the appropriate representatives of the school, as per the examining bodies' regulations. (e.g., College Board, IBO)

#### **1. IBMYP malpractice consequences**

“Students are required to act in a responsible and ethical manner throughout their participation in the MYP and assessments. In particular, students must avoid any form of malpractice.” (IBO, 2014)

The IB Organization recognizes that work submitted by students for moderation of internal assessment may contravene the standard academic practice of clearly acknowledging all ideas and words of other persons.

Where the school considers this is not a deliberate attempt by a student to gain an unfair advantage, the school should take action to ensure that the practice is not repeated. If plagiarism is found by a moderator, the piece of work is not moderated. The school is contacted by the IB Organization and asked to deal with the issue. (IBO 2014).

#### **2. IBDP malpractice consequences**

The final award committee decides on cases of suspected malpractice in the following way:

Candidates suspected of malpractice will be invited, through the school's Diploma Programme coordinator, to present a written explanation or defense. If the final award

committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will normally be permitted to register for future examination sessions, which may include the session that follows six months later if the relevant registration deadlines are met. (IBO, 2021)

“If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.” (IBO, 2021)

“If the candidate has already been found guilty of malpractice in a previous session, this will normally lead to disqualification from participation in any future examination session.” (IBO, 2021)

“An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.” (IBO, 2021)

See appendices of this document for the E.) IB Investigation Flowchart, F.) Academic Misconduct Matrices and Precedents (i.e., examples), and the G.) Academic Misconduct Statement Forms, all from the IB Publication *Academic Integrity (2019)*.

### **Policy disseminating mechanisms**

- A. Digitally emailed to teachers with the option of them printing a hard copy
- B. School’s website (opportunities for feedback from the global community): [Home - Navajo Prep](#)
- C. Collaborative planning meetings, e.g., August professional development as outlined in the policy review process (opportunities for feedback from staff)
- D. Advisory and Faculty Meetings, e.g., Appendix C (opportunities for feedback from students and teachers)
- E. Meetings with Parents (opportunities for feedback from parents)
- F. Teaching and Learning (developmentally appropriate documents, practices, and tasks concerning academic integrity, including but not limited to ATL Skills)
- G. Navajo Preparatory School Student Council (opportunities for feedback from student leadership)

### **Policy review process**

Navajo Preparatory School aims to review our academic integrity policy at the beginning of each academic year to ensure that it is coherent with any changes in the student and community demographics, IB documentation, accreditation (e.g., Cognia) standards, and that policy and practice are aligned. New research, perspectives and understandings may be incorporated during such review. These reviews will take place in collaborative planning meetings among faculty and staff across the IB continuum, where coordinators and teachers can provide their professional input, as well as among the pedagogical leadership team. These annual reviews of this document will be recorded in the Academic Integrity Policy Review Log (Appendix I). Input from the support staff, student council, and parents’ association will also be solicited. Finally, it is the responsibility of the Head of School to authorize the policy. Policy and changes will be disseminated to the community through the various mechanisms listed above (Section 6 of this document).

This policy may also be revised in-between formal reviews, if deemed appropriate. Opportunities of this type may occur, for instance, during new teacher induction where policies will be reviewed by teachers new to the school, or by collaboration with the pedagogical leadership team, student council, or parents’ association.



*Related documentation*

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Academic Integrity Posters




## Conduct of the examinations

# Notice to candidates

The following instructions must be observed for all IB examinations. Failure to comply may result in no grade being awarded for the subject being examined. If you do not understand these instructions, please contact your coordinator.

-  Arrive on time for your examination. You are not permitted to leave the examination within the first 60 minutes, or the last 15 minutes.
-  Do not communicate with other candidates in the examination room.
-  Do not bring any unauthorized materials to your desk.
-  Follow all invigilator instructions. Raise your hand if you require the invigilator's attention.
-  Do not take any examination material out of the examination room.
-  Ensure that you report any incidents of possible misconduct to your coordinator.
-  Do not discuss the content of the examination outside of your immediate cohort in the next 24 hours.

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## Conduct of the examinations

### Notice to candidates

- You must arrive in good time for the start of an examination and may not be allowed to sit the examination if you arrive late.
- Your coordinator/invigilator will decide where you will sit during an examination. You must remain seated until permission is given to leave the examination room.
- You may only take to your desk/table the following items:
  - General stationery, for example, black/blue pen, pencil, eraser, geometry instruments, ruler. Correcting fluid and gel pens are not permitted.
  - Materials specified by the IB as required for a particular examination, for example, an electronic calculator, a clean copy of a case study and/or data booklet.
  - A bilingual translation dictionary for non-modern language examinations, that does not contain notes of any kind.
- Your coordinator/invigilator has the right to inspect and confiscate any item you bring into the examination room. This includes electronic calculators, which should be set to test mode (when applicable).
- Follow all the instructions from your coordinator/invigilator.
- Your coordinator/invigilator has the right to remove you from the examination room if your behaviour interferes with the examination.
- In cases of emergency, and with the permission of your coordinator/invigilator, you may be allowed to temporarily leave the examination room. You will remain supervised at all times.
- If you decide to leave the examination room before the scheduled finishing time, you will not be allowed to return.

- You must not attempt to obtain information about the content of an examination in advance.
- If you find that you have accidentally taken unauthorized material into an examination (for example, a cell/mobile phone), you must give it to your coordinator/invigilator immediately.
- You must not include inappropriate, offensive or obscene content in your responses.
- All work submitted for assessment must be entirely your own. Collusion, plagiarism and the impersonation of another candidate are not permitted.

**Failure to comply with any of these regulations will be considered academic misconduct and may result in no grade being awarded.**

If you do not understand these regulations, please contact your coordinator.

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## Conduct in the IB examinations

The following items are **not** permitted in the examination room:



**Wearable technology**

Note: Examples include smart watches and smart glasses.




**Electronic equipment**

Note: Some electronic devices such as an approved calculator are permitted in certain examinations. Your Diploma Programme coordinator will advise you on exactly what is allowed for each examination.



**Refreshments**

Note: Water is permitted at the discretion of the Diploma Programme coordinator.



**Notes or rough/scratch paper**



**Books or guides**

If you take any of these items into an IB examination—even if it is by mistake—you will be in breach of regulations and may not be eligible for a grade in the subject being examined.

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## Ethical Practice in IB Programmes

**We will strive to show ourselves as principled and caring thinkers in the following ways:**

- We will undertake laboratory and fieldwork, experiments and investigations in an ethical way.
- Experiments involving other people will only be undertaken with their written consent and their understanding of the nature of the experiment.
- We will not undertake experiments that inflict pain on humans or live animals, and we will abide by the IB Animal Experimentation policy.
- We will not undertake any experiment, investigation or fieldwork that damages the environment.
- We will not produce any artwork, performance or film that damages the environment.
- We will respect the personal, political and spiritual values of others and will contain no intention to offend in remarks about race, gender or religious beliefs in any written work or presentation.

Image: Gallie Down by Loco Steve. CC BY 2.0 Flickr

**We will strive to act in principled ways as follows:**

- We will exercise academic honesty in all aspects of our work.
- We will acknowledge the work of others, including material taken from other sources.
- We will not claim as our own the work of others.
- We will not give our work to others to pass off as our own.
- We will observe the integrity of examinations.

**The role of the teacher**

All teachers must provide the following support to students:

- Give students clear guidance about the nature of ethical practice in secondary school IB Programmes.
- Prevent students from undertaking any unethical practice.
- Ensure that no work containing any unethical practice is used for internal assessment or presented to the IB for assessment (for example the personal project, internal assessments, the extended essay or TOK presentation).

The MYP and Diploma Programmes require academic rigour and active student involvement in all aspects of the curriculum. They place a strong emphasis on the ideals of international understanding and responsible citizenship. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Behaving and learning in an ethical way means students will observe the following practices.

Adapted from the poster *Ethical Practice in the Diploma Programme*. © IBO 2006

*NPS Turnitin Instructions & Essential Agreement*

**Rationale:** Turnitin is an integral component of our school assessment practices. Its effective usage is essential to accurately, consistently, and efficiently authenticate student work in an international school, especially concerning final summative task work that will be externally assessed by the IB.

1. **Use:** All subjects that have a written component must use Turnitin to authenticate student work. This can be done by enabling the “check for similarity” in the “post settings” for each and every formative and summative assessment assigned on Toddle.
2. **Training:** A brief training for new staff will take place annually during the week of professional development. There will be a follow up meeting as necessary for DP2 teachers in preparation for IBIS uploading.
3. **Student expectations:** New students will be trained during the second week of advisory to understand the similarity percentage and appropriate range, as well as ETS e-rater (grammar feedback).
  - a. 15% - review the similarity report and evaluate citations
  - b. >45% - flagged and automatically reported to the coordinator
  - c. This training will coincide with larger discussions on academic integrity (i.e., paraphrasing, citing, sources, etc.).
4. **Essential agreement:** As a teacher at Navajo Preparatory School, I, \_\_\_\_\_, pledge to use Turnitin in accordance with the guidelines above to standardize authentication of student written work accurately, consistently, and efficiently.

**Signature:** \_\_\_\_\_

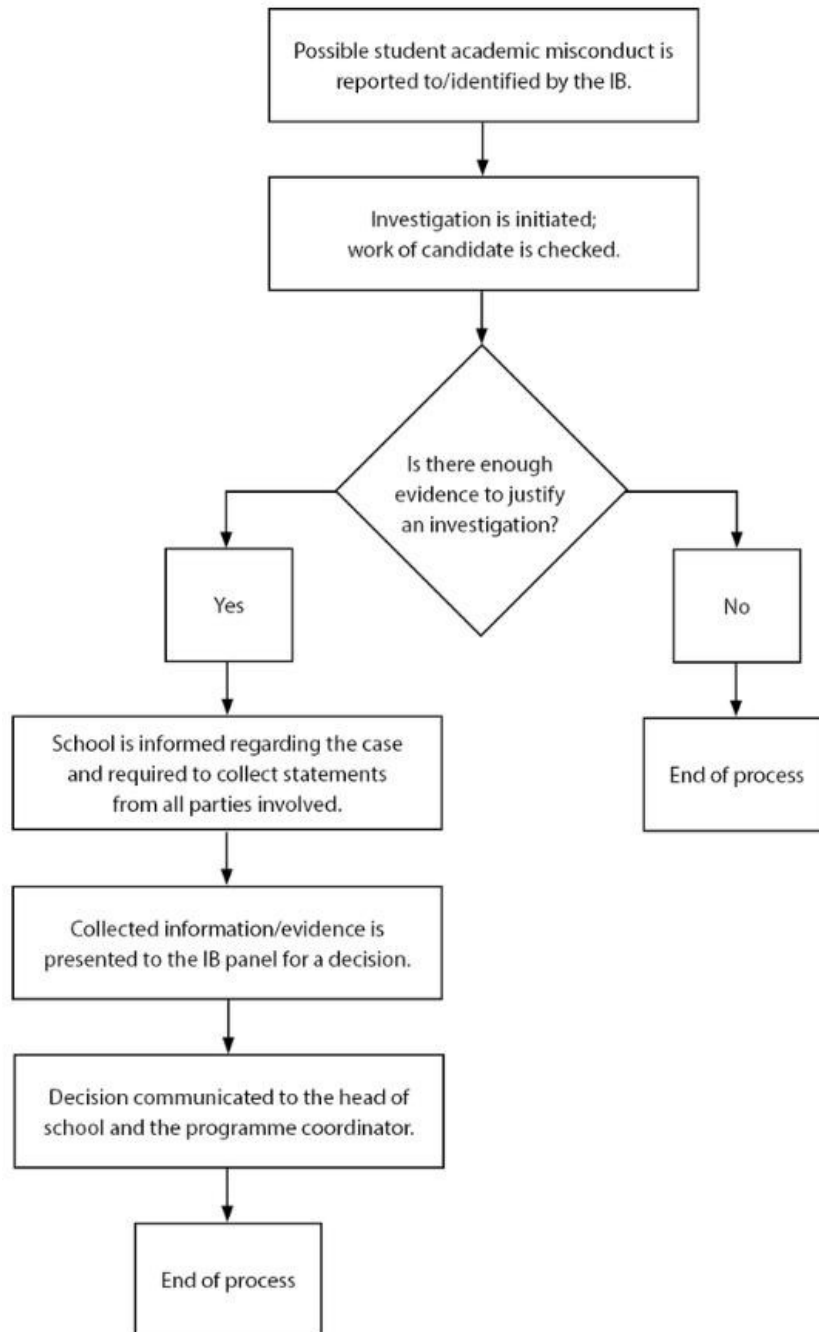
**Date:** \_\_\_\_\_

*Glossary of Academic Misconduct*

1. Plagiarism: Failure to attribute sources is defined as plagiarism - “the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment” (IB, 2019).
2. Duplication of work (Self-Plagiarism): This is effectively self-plagiarism where the learner fails to acknowledge use of one’s own work which was previously submitted as an assignment, or where a substantial part of an assignment is submitted in different subjects. The IB considers the duplication of work to be “the presentation of the same work for different assessment components” (IB, 2014b).
3. Collusion: A secret agreement of cooperation to deceive or mislead others where the unattributed source is a fellow learner - “supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another” (IB, 2014b). Culwin and Nayler (1995) developed a continuum that illustrates this well: Collaboration A, Collusion B and Copying C. Beyond point A the student may be committed academic misconduct and beyond point B the student is committing academic misconduct.
4. Examination misconduct: This involves breaking examination rules or regulations while taking tests and may involve collusion (see 4.2 above) and/or “any behavior that gains an unfair advantage for a candidate or that affects the results of another candidate” (IB, 2021). This may occur during the school’s own internal examinations or external examinations such as MYP eAssessments or Diploma Examinations. In the case of external examinations, any breach of regulations must be dealt with exactly as described in the IB publications: *Conduct of Examinations Booklet (2022)*, *Diploma Programme Assessment Procedures (2021)*, and *Academic Integrity (2019)*.
5. Falsification: The deliberate misrepresentation of information. It can include the intentional false reporting of Service or CAS activity records, the fabrication of scientific data, or the creation of false citations.
6. Unethical behavior: A candidate acts in an irresponsible or unethical manner in breach of the Navajo Preparatory School or IBDP guidelines for ethical conduct or animal experimentation (Appendix B). For example, a student produces work that includes offensive or obscene material, conducts experiments without the consent of participants, conducts experiments that cause harm or pain to humans or other animals, or violates intellectual property rights.
7. Other inappropriate behaviors: This policy cannot be exhaustive and there will be instances when inappropriate learner behavior cannot be covered by the examples above. The IB (2014c) defines this as any “behavior that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).” A limited example of other inappropriate behavior would include:

- Hiding helpful material with the intent of accessing it during an examination.
- Purposefully distracting other learners in examinations.
- Impersonating other students or allowing others to impersonate them.
- Inappropriately obtaining tests or exam papers.
- Altering, accessing or misrepresenting grades, comments or marks given by a teacher through physical or digital means.
- Interfering in the scholastic work of another student – stealing or misusing laboratory reports, computer files, or library materials.

Infractions will be dealt with in a manner that is appropriate and consistent with this policy document, as well as, the IB investigation flow chart, penalty matrices and established precedent (i.e., examples) from the IB Publication *Academic Integrity (2019)*, available as Appendices E and F of this document.

*IB Investigation Flowchart*

from the IB  
Publication  
*Academic Integrity*  
(2019)

*IB Penalty Matrices & Established Precedents***Written and oral coursework and examinations**

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
<b>Plagiarism</b> <i>Copying external sources.</i>	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given—see note 3.	Not applicable.
<b>Peer plagiarism</b> <i>Copying work from another student.</i>	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else’s work as one’s own.	Not applicable.
<b>Peer plagiarism</b> <i>Student lending or facilitating their work.</i>	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
<b>Collusion</b> <i>Coursework only and when working collaboratively.</i>	Work of students show close similarity.	Work of students has similarities—less than 30%—and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or identical sections.	Not applicable.
<b>Submitting work commissioned, edited by, or obtained from a third party—see note 4</b>	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	For a student in the same or another IB World School providing the service.



Infringements	Level 1 penalty <b>Warning letter to the student</b>	Level 2 penalty <b>Zero marks for component</b>	Level 3a penalty <b>No grade for subject(s) concerned—see note 1</b>	Level 3b penalty <b>No grade for “parallel” subjects—see note 2</b>
<b>Inclusion of inappropriate, offensive, or obscene material</b>	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	Major offence.
<b>Duplication of work</b>	Not applicable.	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable.
<b>Falsification of data</b>	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

### Conduct during an examination

Infringements	Level 1 penalty <b>Warning letter to the student</b>	Level 2 penalty <b>Zero marks for component</b>	Level 3a penalty <b>No grade for subject(s) concerned—see note 1</b>	Level 3b penalty <b>No grade for “parallel” subjects—see note 2</b>
<b>Possessing unauthorized material in the examination room—see note 8</b>	In candidate’s possession but surrendered or removed during the first 10 minutes of the examination.	In candidate’s possession but no evidence of it being used during the examination.	In candidate’s possession and evidence of it being used during the examination.	Not applicable.
<b>Exhibiting misconduct or disruptive behaviour during an examination—see note 9</b>	Not applicable.	Non-compliance with the invigilator’s instructions during one component.	Repeated non-compliance with the invigilator’s instructions during one examination or non-compliance during two or more examinations. <i>Penalties could be applied to multiple subjects if incidents happen during the completion of</i>	Not applicable.



Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
			<i>different subject papers.</i>	
<b>Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time—or attempting to</b>	Not applicable.	Not applicable.	When candidates try, successfully or not, to share answers and/or examination content with others.  <i>Penalties will be applied to all candidates participating in the incident.</i>	For a candidate in the same or another IB World School aiding other candidates.
<b>Removal of secure materials such as examination papers, questions and answer booklets, from the examination room</b>	Not applicable.	Candidate attempting to remove secure materials, but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable.
<b>Impersonating an IB candidate—both impersonator and person allowing impersonation</b>	Not applicable.	Not applicable.	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation.  <i>If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for.</i>  <i>If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</i>
<b>Failing to report an incident of academic misconduct</b>	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

### Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Gaining access to IB examination papers before examination’s scheduled time	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.	When in possession of partial or complete live examination content.
Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination	Not applicable.	Not applicable.	Candidate sharing partial or complete live examination content through any means, including but not limited to, email, text messages and the internet, even when shared information is general.	Assisted the sharing of partial or complete live examination content.
Assisting another student(s) in committing an act of academic misconduct—see note 10	Not applicable.	Not applicable.	When a student assists the act of misconduct.	When a student assists the act of misconduct.
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

### Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Not cooperating with an investigation, whether involved or not	Not applicable.	Not applicable.	When a student shows any of these behaviours and/or refuses to submit a statement.	When a student shows any of these behaviours and/or refuses to submit a statement.

Infringements	Level 1 penalty <b>Warning letter to the student</b>	Level 2 penalty <b>Zero marks for component</b>	Level 3a penalty <b>No grade for subject(s) concerned—see note 1</b>	Level 3b penalty <b>No grade for “parallel” subjects—see note 2</b>
<b>Providing misleading or demonstratively false information</b>	Not applicable.	Not applicable.		
<b>Attempting to influence witnesses</b>	Not applicable.	Not applicable.		
<b>Showing threatening behaviour to the person carrying out investigation or to witnesses</b>	Not applicable.	Not applicable.		

### Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty <b>Warning letter to the student</b>	Level 2 penalty <b>Zero marks for component</b>	Level 3a penalty <b>No grade for subject(s) concerned—see note 1</b>	Level 3b penalty <b>No grade for “parallel” subjects—see note 2</b>
<b>Forgery or falsification of IB grades or certificates</b> <i>Attempt to fraudulently amend a result in a subject—electronic or hard-copy certificates and transcripts.</i>	Not applicable.	Not applicable.	Students may receive additional sanctions depending on the number of subjects affected.	

### Explanatory notes

1. Level 3a penalty. This depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the subject, only one assessment component (the level 2 and level 3a penalties) have the same outcome on the candidate’s final result, the non-award of diploma. Therefore, plagiarism cases in EEs will only be considered when a considerable amount (more than 100) of consecutive words lacks proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:

- friends, family members, or other students in the same or different school, college or university
  - private tutors
  - essay writing or copy-editing services
  - pre-written essay banks
  - file-sharing sites.
5. Minor offences may include but are not restricted to:
    - conducting research without permission of the participants
    - including offensive or obscene comments or graphic materials in any assessment component
    - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
  6. Moderate offences may include but are not restricted to:
    - conducting field experiments or investigations that inflict pain or risks the well-being or survival of live organisms
    - conducting research or fieldwork that damages the environment
    - including offensive or obscene comments or graphic materials in any assessment component.
  7. Major offences may include but are not restricted to:
    - producing any work that shows disrespect of personal, political and/or spiritual values, and/or contain offensive remarks about race, gender, or religious beliefs
    - falsification or fabrication of data in producing any work
    - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
  8. Unauthorized materials or items may include but are not restricted to:
    - mobile or cellular phones
    - notes
    - study guides
    - own rough or scratch paper
    - non-permitted dictionaries
    - other prohibited electronic devices such as smartwatches or smartglasses.
  9. Misconduct during examinations may include but are not restricted to:
    - failing to abide by invigilator instructions
    - disruptive behaviour
    - attempting to remove examination materials from the examination room
    - leaving the examination room without permission.
  10. Assisting other student(s) in committing an act of misconduct may include but are not restricted to:
    - facilitating information to other candidates during the completion time of the examination
    - distributing live examination content before, during or after the scheduled time of that examination through any means.

## Breaches related to written and oral coursework and examinations

### Plagiarism—external sources

Middle Years Programme		
Subject	Example	Outcome
<b>Music—ePortfolio</b>	A candidate submitted a document containing several sections of unreferenced text, more than 300 words in total. No bibliography was included.	The candidate claimed to have made an honest mistake and forgot to add the bibliography. The candidate received a level 3a penalty and no grade, an "N", was awarded for music.
<b>Personal project</b>	A candidate submitted a piece of work that was almost identical to an internet source—more than 80%. No reference was provided in the body of the work or in a bibliography.	The candidate claimed that they were not properly trained on referencing techniques and assumed it was acceptable to copy and paste from web sources. The candidate received a level 3a penalty and no grade, an "N", was awarded for the personal project.

Diploma Programme		
Subject	Example	Outcome
<b>Extended essay (EE)</b>	A candidate submitted an extended essay which contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 3a was applied and no grade, an "N", was awarded for the EE.
<b>Visual arts higher level (HL)—exhibition</b>	As part of the exhibition, a candidate submitted artistic work which was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	Penalty level 3a was applied to the exhibition component, which resulted in no grade, an "N", being awarded for visual arts HL.
<b>English A literature HL—oral component</b>	A candidate presented their oral assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.	The candidate received a level 3a penalty for the oral component which resulted in no grade, an "N", being awarded for English A literature HL.



Diploma Programme		
Subject	Example	Outcome
<b>History of the Americas HL—paper 3</b>	Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination. No references or citations were included at any point on the examination scripts.	All four candidates received a level 3a penalty for paper 3 and no grade, an "N", was awarded for History of the Americas HL.
<b>Theory of knowledge (TOK)—essay</b>	A candidate submitted an essay that was almost entirely plagiarized from an English source which they translated into Spanish.	The candidate first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level 3a penalty for the essay component which resulted in no grade for the subject concerned.

### Peer plagiarism

Diploma Programme		
Subject	Example	Outcome
<b>Economics HL—Internal assessment</b>	Candidate A was under pressure to finish their internal assessment task and asked a peer, candidate B, from the same school for support. Candidate B shared a draft of their work with candidate A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared draft work as their own.	Candidate A received a level 3a penalty and no grade, an "N", was awarded for economics HL. Candidate B received a level 1 penalty warning letter.
<b>TOK—essay</b>	Candidate A was working on their final version of the TOK essay and had a conversation with a friend, candidate B, who attended a different IB school. Candidate B complained about the difficulty of the task; candidate A shared their draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered. Candidate B rewrote part of candidate A's essay but left many sections unchanged.	Both candidates received the level 3a penalty for the component which resulted in no grade, an "N", for the subject concerned.

**Collusion**

Diploma Programme		
Subject	Example	Outcome
<b>Environmental systems and societies standard level (SL)—internal assessment</b>	Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must collect and record their own data and write their own conclusions.	Both candidates received the level 3a penalty for the component which resulted in no grade, an "N", for environmental systems and societies SL.

**Submission of externally commissioned work**

Diploma Programme		
Subject	Example	Outcome
<b>TOK—essay</b>	Two candidates registered in different IB schools and who were unknown to each other submitted almost identical TOK essays. Candidate A admitted hiring a third-party essay writing service. Candidate B maintained that they were the author of the essay.	Both candidates received the level 3a penalty for the component which resulted in no grade, an "N", for the TOK subject.

**Inclusion of inappropriate, offensive or obscene materials**

Middle Years Programme		
Subject	Example	Outcome
<b>Drama—ePortfolio</b>	During the completion of the oral component recording, an MYP candidate included an inappropriate joke which contained sexual content and references to religion. Offensive and derogative language was used.	Candidate received a level 1 penalty warning letter.

Diploma Programme		
Subject	Example	Outcome
<b>Theatre HL—research presentation</b>	During the completion of the 15-minute video, a candidate used offensive and derogative language against women in front of a live audience.	Candidate received a level 1 penalty warning letter.

### Duplication of work

Diploma Programme		
Subject	Example	Outcome
<b>Environmental systems and societies—extended essay and mathematical studies SL—internal assessment</b>	The candidate reworked their internal assessment and expanded on it to create their extended essay; however, both pieces showed extensive similarities.	Candidate received a level 3a penalty which resulted in no grade, an "N", being awarded for both subjects.

### Breaches occurring during an examination

#### Possessing unauthorized material in the examination room

Diploma Programme		
Subject	Example	Outcome
<b>Biology SL—paper 2</b>	After candidates had entered the examination room and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession before the examination papers were distributed. Due to extreme anxiety, one candidate forgot to hand in his mobile phone. He realized his error during the five-minute reading time and volunteered it to the invigilator.	The candidate received a level 1 penalty warning letter.
<b>Chemistry HL—paper 1</b>	After candidates had entered the examination room and the instructions had been read by the invigilator, candidates were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all candidates check for a second time that all phones and devices were removed from pockets and clothing. Approximately halfway through the examination, an alarm from a mobile phone sounded. The device was located inside the sweatshirt pocket of a candidate.	There was no evidence that the candidate had used the device during the examination, the browsing history being reviewed by the school's IT department. As the candidate was in possession of unauthorized material, they received a level 2 penalty: zero marks for the examination paper.
<b>Business management—paper 2</b>	After candidates had entered the examination hall and the instructions had been read by the	Candidate received a level 3a penalty—no grade for the subject—as there was



Diploma Programme		
Subject	Example	Outcome
	invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. Approximately 15 minutes after the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it was confirmed that the candidate was using the internet to search for answers to the examination questions.	evidence of possession and use of the mobile phone.
<b>Mathematics HL—paper 1, non-calculator exam</b>	An examiner identified an uncharacteristic answer that could not have been achieved without using a calculator. An investigation was launched and both the school administration and the candidate denied the occurrence. As the evidence was not conclusive, subject matter experts were consulted to confirm or dismiss the allegation.	On the balance of probabilities, the evidence supported the likelihood that the candidate used a calculator in order to arrive at the answer given. The candidate received a level 3a penalty for paper 1 and no grade, an "N" was awarded for mathematics HL.

### Exhibiting misconduct or disruptive behaviour during an examination

Diploma Programme		
Subject	Example	Outcome
<b>Physics SL—paper 1</b>	When entering the examination hall, a candidate refused to sit in his allocated desk. After being verbally reprimanded by the invigilator, the candidate was allowed to start the examination; however, he maintained his disruptive behaviour. He was warned by the invigilator but became increasingly aggressive and was eventually removed from the examination hall.	The candidate received a level 2 penalty: zero marks for component.

### Facilitating the exchange of live content during the examination completion time

Diploma Programme		
Subject	Example	Outcome
<b>Psychology SL—paper 2</b>	Halfway through the examination, an invigilator had noticed and become suspicious of Candidate A's behaviour. Candidate A was coughing repeatedly while putting their hands to their ears. Candidate A was approached and requested to lift up their hair. It became evident that Candidate A was receiving information via a pair of wireless headphones from another candidate, Candidate B, who was in a different room. Through a "cough code", Candidate B identified and read subject relevant information to assist Candidate A in completing the examination.	Candidate A received a level 3a penalty—no grade for subject—and was not permitted to retake the subject, being permanently disqualified. Candidate B, who was providing assistance, was also penalized and permanently disqualified. Please also see below under "Assisting another candidate(s) in committing an act of academic misconduct" category.

### Breaches that threaten the integrity of the examination

#### Gaining access to examination papers before scheduled start time

Diploma Programme		
Subject	Example	Outcome
<b>English A literature SL—paper 1</b>	One day before the examination was scheduled, three candidates approached their teacher to ask how to "tackle" a poem they were using in a revision session. The teacher did not recognize the poem from lessons during the teaching cycle. Twenty-four hours after the examination, the teacher reviewed the examination paper and saw that the exact same poem was included in the paper.	After further investigation by the IB, a website was found where the specific poem was being discussed, albeit not in an IB context. One of the three candidates had commented in the discussion thread in that website. The IB was unable to prove whether the candidates had access to the paper before it was completed. The balance of probabilities approach was applied. All candidates received a level 2 penalty: zero marks for component.

#### Sharing examination content before or during an examination, or within 24 hours of scheduled ending

Diploma Programme		
Subject	Example	Outcome
<b>History HL—paper 1</b>	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform expressing	Candidate received a level 3a penalty for the subject concerned.

Diploma Programme		
Subject	Example	Outcome
	how happy they were that one of the questions was the same topic of their extended essay. Details of the question were posted.	
<b>Philosophy SL— paper 1</b>	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform sharing a picture of the stimulus used for one of the paper questions.	Candidate received a level 3a penalty for the component concerned.
<b>Chemistry HL— paper 3</b>	Within a 24-hour period after the examination ending had elapsed, a candidate shared on a social media platform the content of the paper. The group with access to that chat was composed of candidates in different time zones.	Candidate received a level 3a penalty for the component concerned.
<b>Biology SL— paper 2 and paper 3</b>	A whistle-blower report was received by the IB with evidence that a candidate who had completed examination papers was offering fragmentary information on exam content. The source was located and the candidate in question identified.	The candidate received a level 3a penalty across all subjects, with no retake possible in any future session, being permanently disqualified. The IB also imposed penalties to other candidates identified in the group and that had access to the circulated materials.

#### Assisting other candidates in committing an act of academic misconduct

Diploma Programme		
Subject	Example	Outcome
<b>Business management HL</b>	A candidate assisted a peer completing a psychology paper from the outside by reading pre-prepared responses to exam questions using a wireless headset.	Candidate received a level 3b penalty, no grade for parallel subject as they were not registered for the subject being assisted, and was not allowed to retake the subject, being permanently disqualified. The candidate receiving the information was also penalized and permanently disqualified.

#### Failing to report an incident of academic misconduct

Diploma Programme		
Subject	Example	Outcome
<b>History SL, biology HL and mathematics SL</b>	A candidate was part of a closed group on social media composed of candidates in different time zones. There were clear attempts by many of the group members to obtain	Candidate received a level 3b penalty for three parallel subjects and was not allowed to retake any of them in future sessions, being permanently disqualified.

Diploma Programme		
Subject	Example	Outcome
	live exam content from those candidates that had already completed the examination papers. While the candidate in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.	

From the IB Publication Academic Integrity (2019)

Academic Misconduct Statement Forms

from the IB Publication *Academic Integrity (2019)*

<div style="text-align: right;">  </div> <h3 style="text-align: center;">Coordinator statement</h3> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="background-color: #003366; color: white;">Candidate(s) name</td><td></td></tr> <tr><td style="background-color: #003366; color: white;">Session number(s)</td><td></td></tr> <tr><td style="background-color: #003366; color: white;">Subject/Level/Component</td><td></td></tr> </table> <p><b>Briefly explain the guidance given to all IB candidates in terms of academic honesty. How is this information/guidance made available to candidates?</b></p> <div style="border: 1px solid #ccc; height: 60px; margin: 5px 0;"></div> <p><b>Please provide a statement addressing the concerns relating to academic misconduct involving the candidate(s):</b></p> <div style="border: 1px solid #ccc; height: 120px; margin: 5px 0;"></div> <p><input type="checkbox"/> I confirm that, to the best of my knowledge, the information provided above is correct and true.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="background-color: #003366; color: white;">Name</td><td></td></tr> <tr><td style="background-color: #003366; color: white;">Date</td><td></td></tr> </table>	Candidate(s) name		Session number(s)		Subject/Level/Component		Name		Date		<div style="text-align: right;">  </div> <h3 style="text-align: center;">Teacher statement</h3> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="background-color: #003366; color: white;">Candidate(s) name</td><td></td></tr> <tr><td style="background-color: #003366; color: white;">Session number(s)</td><td></td></tr> <tr><td style="background-color: #003366; color: white;">Subject/Level/Component</td><td></td></tr> </table> <p><b>As a subject area teacher/supervisor, what guidance do you provide to candidates with reference to academic honesty? What procedures do you adopt to verify that, to the best of your knowledge, a candidate's work is authentic?</b></p> <div style="border: 1px solid #ccc; height: 60px; margin: 5px 0;"></div> <p><b>Please provide a statement addressing the concerns relating to academic misconduct involving the candidate(s):</b></p> <div style="border: 1px solid #ccc; height: 120px; margin: 5px 0;"></div> <p><input type="checkbox"/> I confirm that, to the best of my knowledge, the information provided above is correct and true.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="background-color: #003366; color: white;">Name</td><td></td></tr> <tr><td style="background-color: #003366; color: white;">Date</td><td></td></tr> </table>	Candidate(s) name		Session number(s)		Subject/Level/Component		Name		Date	
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*Academic Integrity Continuum Scaffold\**

We design this continuum scaffold to suit our future needs as we expand the scope of our school while also providing a basis for our anticipated knowledge, understanding, and skill set among incoming students with regards to academic integrity. This will help ensure we meet new students where they are in their development of this knowledge, understanding, and skill set as we must identify students' learning gaps where they might not align with our anticipation in this scaffold. This adheres to the belief that academic integrity must be explicitly taught.

<b>PYP (Grades 1 – 3)</b>	Learners identify people and/or places from which they gained information.
<b>PYP (Grades 4 – 5)</b>	Learners list sources of information in a way that follows the task instructions.
<b>MYP1 (Grades 6)</b>	Learners create a reference list and begin to cite sources of information using MLA8 in-text citations.
<b>MYP2 (Grade 7)</b>	Learners document sources of information using MLA8 in-text citations in a limited way.
<b>MYP3 (Grade 8)</b>	Learners sometimes document sources of information using MLA8 in-text citations.
<b>MYP4 (Grades 9)</b>	Learners often document sources of information using MLA8 in-text citations or APA in Subject-Group 4 (Natural Sciences)
<b>MYP5/DP (Grades 10 – 12)</b>	Learners consistently document sources of information using MLA8 in-text citations or APA in or APA in Subject-Group 4 (Natural Sciences)

\*Adapted and extended from the MYP Individuals and Societies Criteria C, Strand iii

*Navajo Preparatory School Academic Integrity Policy Log*

1. Adapted by Mr. Giovanni Romeo (Dean & IB Coordinator) in 10/2022
2. Reviewed by Pedagogical Leadership Team from 11/2022 – 02/2023
3. Reviewed by Full Academic Staff on 08/10/2023.
4. Approved by Board on June 13, 2024

**D. Assessment Policy****Philosophy**

As an IB World School, Navajo Preparatory School collaboratively backward plans from intentional and meaningful assessments as, of, and for learning regarding all our Middle Years' Programme (MYP) and Diploma Programme (DP) students and candidates.

Influenced by the work of Lorna M. Earl in Chapter 6 of *Keys to Effective Schools: Educational Reform as Continuous Improvement*, Navajo Preparatory School seeks to design rigorous assessment of, for, and as learning. Earl states “Assessment of learning is assessment used to confirm what students know, to demonstrate whether or not they have met the standards, and to show how they are placed in relation to others.” (Hawley, Willis). In our assessments, students must always and only be assessed on what they have been meant to learn during the inquiry and/or thematic units of instruction as delivered by the IB educator through the effective and efficient implementation of the taught curriculum after the intentionally, collaboratively backward planned design of the written curriculum. This will ensure that our assessment provides an accurate evaluation of student growth and attainment with regards to learning within a unit, course, and programme. Earl continues, “Assessment for learning is designed to give teachers information to modify the teaching and learning activities in which students are engaged in order to differentiate and focus on how individual students approach learning.” (Hawley, Willis). Assessment for learning is an integral part of our data driven approach to both differentiation and reflection in our taught and written curriculum in the aim of continuous growth and improvement for teaching and learning. As IB educators gain more data, evidence, and feedback from students, they must further customize teaching and learning to meet students’ individual, group, and class learning styles and needs during a particular unit of instruction and especially for and in future units of instruction. These additions, deletions, changes, adjustments, adaptations, accommodations, and/or modifications to approaches in the taught curriculum inform the annual end-of-unit reflections so that assessment for learning drives the continuous revision process of our written curriculum. Past and present students play an active and direct role in the continuous growth and development of our assessed, taught, and written curriculum for future cohorts. As Terry Heick elucidates, “The difference between assessment of learning and assessment for learning is a matter of function and purpose – a matter of ‘who’: assessment of learning is a way to see what the students can do while assessment for learning is a way to see what the teachers should do in response.” Consequently, assessment for learning provides *teachers* with invaluable feedback from their students on the effectiveness of the taught and written curriculum. Lastly, Earl explains assessment as learning thusly,

“Assessment as learning emphasizes using assessment as a process of developing and supporting metacognition for students. Assessment as learning focuses the role of the student as a critical connector between assessment and learning. Students, as active, engaged, and critical assessors, make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition.” (Hawley, Willis).

**Approved by the Board of Trustees: June 13, 2024**

Assessment is an integral part of the learning process, and thus assessment, both formative and summative, should be intentionally planned, designed, and effectively utilized to facilitate and foster student learning in content knowledge, conceptual understanding, and skills development, both Approaches to Learning (ATL) skills and subject specific skills. Assessment as learning is not limited to the confines of formative assessment. Assessment as learning is particularly important in the summative assessment of Grades 9 and 10 in the Middle Years' Programme (MYP) as ultimately, even summative assessment in the MYP is preparation, i.e., formative assessment and practice, for the Diploma Programme (DP). This link is deepened through the intentionally designed and collaborative planned vertical alignment within subject- groups. This adopted philosophical approach that assessment, both formative and summative, should be of, for, and as learning is rooted in our shared understandings, beliefs, and aims with regards to teaching, learning, and assessment.

We understand that students:

- learn through a variety of approaches, intelligences, strategies, and styles
- learn at different paces, within different timeframes, and begin from different starting points
- have different personal and cultural experiences and individual needs
- perform differently according to the contexts of learning, including subject-group, course, level, grade, term, schedule, language, teacher, peers, content, concepts, skills, learning engagements, task work, and nature of assessment
- learn more efficiently and effectively when the curriculum is coherent as a product of collaborative planning for intentional and meaningful horizontal/vertical alignment and core integration
- assume greater agency and accountability in their learning when direct links to real-life contexts and situations are explicated for the deliberate transfer of learning to familiar and unfamiliar situations
- should value peer-assessment and self-assessment as integral stages of the learning process
- must know and understand their own learning growth and attainment, including learning gaps, in relation to specific content, concepts, and skills
- must receive positive, descriptive, specific feedback (both verbal and written) that is constructive and timely so that they might deliberately address learning gaps in real-time with appropriate and concrete strategies and tools
- should value verbal and written positive, descriptive, specific feedback above scores and grades on all formative assessments
- can be motivated with effective praise that is accurate, intentional, and meaningful

So, we believe that assessment:

- Should be focused on individual student academic attainment and growth
- Should be anchored to specific criterion-based instruments that are consistent, comprehensible, specific, transparent, and universal
- Should evaluate student progress in content, concepts, and skills using a variety of formats, methods, strategies, and tools, particularly with regards to project- based learning and experiential learning, to gain a balanced and holistic depiction of student learning
- Should be consistent, reliable, just, transparent, and differentiated according to the individual developmental stages of learning for each student
- Should provide data for analysis to inform reflection, driving necessary adjustments to the written, taught, and assessed curriculum to support diverse students' learning styles, needs, and goals over time
- Should use common procedures, practices, and terminology across the school to ensure coherence and consistency in community expectations with regards to assessment, academic integrity, access and inclusion, and fairness
- Should foster independent learning among students by developing self-regulated and intrinsically motivated learners



Thus, we aim to assess to:

- gain an accurate representation of the attainment and growth of student learning
- continuously develop student learning through assessment
- monitor the quality of our implementation of the IB programmes
- measure student attainment and growth accurately while gathering data that informs reviews of the assessed, taught, and written curriculum to ensure relevance to the Mission Statements of the IB and School
- record student achievement with regards to specific learning aims and objectives
- report student progress and achievement to all stakeholders in a clear, consistent, and transparent manner which instills confidence in our community with regards to accuracy and fairness

It is with this philosophical foundation in our shared understandings, beliefs, and aims that we shall align our Navajo Preparatory School Assessment Policy with the principles, practices, and standards of the International Baccalaureate Middle Years' and Diploma Programmes. Consequently, this school policy document for assessment should be read as a school-based contextualization of the IB Publications *Diploma Programme Assessment Procedures* (2023), *Teaching and Learning Informed by Assessment in the Diploma Programme* (2021), *Academic Integrity for Internal Assessments* (2020), *Middle Years Programme Assessment Procedures* (2023), *Assessment Principles and Practices-Quality Assessments in the Digital Age* (2021), *Programme Standards and Practices* (2022), *Academic Integrity Policy* (2019), and the *Access and Inclusion Policy* (2022). In addition, this policy document should be read and interpreted alongside the school's complimentary principal pedagogical policies and documents of academics including the Academic Integrity Policy, Access & Inclusion Policy, Language Policy, and the Community Handbook for Navajo Preparatory School.

### **Formative Assessment**

The Council of Chief State School Officers (CCSSO) defines formative assessment as “a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.” Formative assessment must be planned within the written curriculum and serve as a continuous and low-stakes series of data-collecting tools to assess student attainment, growth, and/or progress in real-time with regards to the unit's learning targets in content, concepts, and skills while generating positive, descriptive, and specific verbal and/or written feedback that is timely to inform current and future learning with regards to the unit's learning aims, objectives, and targets. As Chase Nordengren explains in *The power of formative assessment when the only constant is change*, “formative assessment is [critical] for educators looking to unlock in-depth information on student learning.” In the MYP at Navajo Preparatory School, summative assessment tasks should be understood to be inherently formative as the summative assessment tasks which measure attainment in Grades 9 and 10 also must measure growth and progress while providing vertically aligned and scaffolded practice as students matriculate into the more summatively orientated bent of the Diploma Programme. Educational researchers including but not limited to Marzano, Black and William, and Terrance Crooks have demonstrated the significant impact of appropriate and rigorous formative assessment and its critical role towards the measurable attainment and growth of student learning. For this reason, the MYP's focus during Grades 9 and 10 must be heavily skewed towards formative assessment so that our MYP sufficiently prepares students for our DP in vertical alignment of the two programmes.

### **Best Practices**

Formative assessment can take many forms including but not limited to the following practices and strategies:

- Entrance/Exit Tickets
- Learning Activities, Engagements, or Laboratory Investigations which direct students to develop a performance, product, project, and/or written response

- Mock Summative Assessments (i.e., smaller scale versions of summative assessment tasks for practice and feedback)
- Rough or First Drafts of Summative Assessments
- Practice Questions and/or Homework Assignments
- Quizzes, Chapter/Unit Tests, and Past Examination Papers
- Teacher Directed Questioning, including “Cold Calling”

Rigorous formative assessment includes not only continuous implementation but also the frequent use of high-quality formative assessments tailor designed to evaluate specific content, concepts, and skills targeted for learning across a wide range of practices and strategies which inform effective praise, descriptive feedback, and differentiation. Formative assessment needn't be evaluated (i.e., scored or graded) for it to be effective as its purpose is to provide the teacher and student with evidence and feedback that informs the progress of student learning and future teaching practices. Formative assessment must always produce opportunities for meaningful verbal and/or written feedback, however, to direct learners to improve in their learning deficits with regards to content knowledge, conceptual understanding, and skills development. This is also to ensure that educators are provided with meaningful data, evidence, and feedback from the formative assessments which they have designed so teachers may successfully monitor student learning and adjust their instructional approaches and strategies accordingly both in real-time and in the revision of the written curriculum for future teaching and learning. Nonetheless, there are reasons why teachers and students would want formative assessment to be evaluated. For example, stakeholders might want to have concrete benchmarks of attainment levels over time as a component in the monitoring of progress and growth. Teachers may also want to have additional data for interpretation when evaluating students' end of term or year course attainment in instances where adverse circumstances have led to a score or grade that is not an accurate representation of student learning. Potential evaluation strategies for formative assessment include:

- Binary
- IB Criterion-Based
- Numerical/Percentage

Navajo Preparatory School MYP educators will utilize criterion-based formative assessment from their IB subject-guide at least once per MYP unit of instruction. The criterion/criteria formatively assessed shall align to the unit's planned and designed summative assessment criterion-based task-specific standards. This would likely be done through the formative assessment of a formal first draft submission of the summative task or the creation of a smaller-scale mock summative assessment for the learners' practice. Formative assessments should be directly and explicitly linked to preparation and progress for the summative assessment task in the taught curriculum by educators. In the DP, formative assessment must be explicitly and directly linked to the DP External Summative Examination Papers, External and Internal Summative Assessments, Individual Orals, and the Core Assessments. Formative assessments in the DP must be intentionally planned and scaffolded from these final and ultimate external and internal summative assessments of the IB Continuum.

### **Praise & Feedback**

As IB and Navajo Preparatory School educators we acknowledge the use of effective praise in motivating students towards self-direction and independent learning while promoting agency, instilling self-confidence, and fostering international mindedness. For praise to be effective, however, it must be meaningful. This requires that the praise is not only accurate and intentional in its usage but also specific to our community's shared understanding and values. We use the IB Learner Profile Attributes to provide concrete and specific descriptors for effective praise which is aligned to our IB and School Mission Statements and School Motto. This is done through a.) the taught curriculum during instruction with regards to both classroom management and incorporation with feedback, b.) the extra-curricular programs, i.e., activities, athletics, clubs, organizations, and other aspects of residential life on and in our campus community among all staff, c.) communications with parents on student learning and progress in the form of meetings, phone calls, emails, conferences, progress reports and report cards.

Feedback is one of the most important aspects in the promotion of student learning and development across grade levels, subject-groups, and content, concepts, and skills.

Feedback can be provided both verbally and written, however, feedback must meet the following conditions for it to be effective in its aim and purpose:

- Positive – Feedback should be a critique and not a criticism providing the learner with concrete additions, deletions, amendments, approaches, changes, methods, strategies, and/or tools in which to improve their learning and task work while presented in a positive manner that instills confidence and shows appreciation and respect for student work.
- Descriptive – Feedback must provide definitions, details, examples, non- examples, analogies, causes, reasons, comparisons, similarities, and/or differences that identifies, describes, and demonstrates strengths and weaknesses in learning and task work.
- Specific – Feedback must target the content knowledge, conceptual understanding, subject-specific skills, and/or Approaches-to-Learning (ATL) skills that are being taught and assessed so students understand which aspect(s) of their learning is being discussed.
- Timely – Feedback must be provided as quickly after the completion of the formative assessment task as possible so that it informs student learning in real- time. This is to ensure that 1.) the guidelines and assessment instrument of the formative assessment task is still in the student’s mind while receiving the feedback, 2.) the student’s response or submission is still in the student’s mind while receiving the feedback, 3.) the student can immediately implement the feedback received to current and future learning and task work. The first two points enable the student to link the feedback they have received to the formative assessment itself while the third point facilitates the immediate implementation of the teacher’s feedback by the student.

In addition, feedback can and must be regularly provided by both peer-assessment and the learner themselves through a deliberate process of reflective thinking for self- assessment and evaluation. Teachers must plan and provide scaffolded guidance and support to foster peer and self-assessment practices and strategies among their learners. Students should value feedback that meets the above criteria from all stakeholders.

### **Interdisciplinary Units**

In addition to specific subject-group coursework, all Navajo Preparatory School students complete at least one interdisciplinary unit (IDU) per grade level in the MYP as a part of horizontal alignment and collaborative planning, teaching, and learning. To ensure all Freshmen and Sophomores learn interdisciplinary units, IDUs are mapped across subject-groups 1 and 2 (Grade 9) and 3 and 4 (Grade 10) which are required for all students. MYP teachers are encouraged to design more IDUs than the minimum required, and all teachers are required to collaboratively plan and teach a horizontally aligned academic program in both the MYP and DP. IDU criterion scores are not reported on official transcripts however this data is used formatively by the faculty to evaluate collaborative implementation of the MYP and provide scaffolded practice for DP Environmental Systems and Societies and the Theory of Knowledge.

### **Mock Examinations**

In May of Grade 10, we use past papers from the MYP eAssessments as mock examinations to formatively assess students’ attainment and growth with regards to the subject-groups’ externally prescribed MYP criteria. This provides us with valuable data and feedback on the implementation of the MYP at Navajo Preparatory School which informs annual reflection and revision of our assessed, taught, and written MYP curriculum. These formatively assessed mock eAssessment results also enable us to view student progress with regards to criteria across the division, from the beginning of Grade 9 until the end of Grade 10, in all externally e-assessed subject-groups, among individual learners and the entire cohort. The use of MYP eAssessments as mock examinations, however, also provides us with a baseline diagnostic assessment for targeted differentiated support to academic at-risk students from the very beginning of the Diploma Programme. To be sure, students who earn grades below 3 in their mock eAssessments will need differentiated academic support from the onset of the DP and preparations and plans for our academic at-risk students can and will be set in place during the summer. Lastly, these mock eAssessments provide our

students with a set of external examinations under IB invigilation protocols and procedures as a practice ahead of the DP mock examinations and DP final examinations in DP2 during their Senior year.

In the DP, we use past papers from DP examinations to hold formal mock examinations under exam conditions and following IB invigilation protocols and procedures, at the conclusion of the teaching and learning for the units of instruction in March of DP2. The results of the Mock Examinations in DP2 inform differentiated revision for the final month of formal schooling before the onset of the DP Examinations at the end of April. These results also play a significant role in the finalization of the Anticipated Grade for a course towards the official Predicted Grade (PG) for a course as registered in IBIS to the IB in April which could serve as the final internal course grade for the transcript. See below for more detail on the Scores & Grades in the DP.

### **Summative Assessment**

In the MYP, courses are structured so that there are two terms, each with two units of inquiry, totaling four units of instruction per grade level. In elective courses such as Group 2 Spanish, Group 8 Design (Robotics), and Group 6 Arts (Film, Music, Diné Material Arts, and Visual Arts), students elect a course for two years (Grades 9 and 10). Each unit must summatively assess students' learning in both attainment and growth with regards to the externally prescribed subject-group criteria found within each subject-group's MYP Subject Guide. Each lettered criteria must be summatively assessed at least once per term and a minimum of three times per grade/year except for Diné Language Acquisition courses which may be summatively assessed in Criterion B [Reading] and Criterion D [Writing] a minimum of only twice per grade/year. This enables our Diné Language Acquisition teachers to emphasize the oral tradition and verbal skills of the Navajo language's cultural history by prioritizing Criterion A [Listening] and Criterion C [Speaking] in their assessed curriculum.

Following the formulation of a MYP Statement of Inquiry (SOI), the design of Summative Assessment Task(s) must be the priority in backwards planning. Summative Assessment Task(s) for a MYP unit may assess one, two, three, or all four criteria either as a comprehensive monolithic task near the end of the unit or as a series of targeted smaller related task components throughout the unit. These summative assessment tasks often take the form of Project-Based Learning (PBL), Experiential Learning, or Service Learning. To personalize tasks and contextualize them to real-life situations, we often use the GRASPS framework. This framework provides students with the specificity needed to successfully complete their task work while also facilitating transfer as they can apply teaching and learning to familiar and unfamiliar real-life contexts and situations. The standards within the GRASPS framework must be interpreted and translated by the teacher into task-specific criteria strands' standards so the students can understand the standards levels' descriptors in a concrete way within the context of that unit's summative assessment task specific GRASP guidelines (hence the second "S" for Standards in GRASPS). This creates a unique rubric that is customized to the project, product, performance, and/or paper that the student must develop and submit for scoring and grading. A Subject-Group Department may collaboratively design summative assessment tools to assess students' work appropriately and accurately for a Criterion across a wide-range of topics and units. Lastly, the GRASPS framework may be used by DP teachers for the purposes of authentic and meaningful formative assessment within DP units.

### **Atsa & the IB Core**

All Navajo Preparatory School students complete a scope and sequence of Projects, Exhibitions, Portfolios and Presentations influenced by and based upon both the traditional internal requirements of the school as well as the IB Core components of both the MYP and DP. Each of these components are assessed in their respective grade levels. In grade 9, Navajo Preparatory School, uses the optional MYP Community Project for MYP3 / Grade 8 as a compulsory project assessment for all incoming Freshmen to complete in their first year of high school. This provides our students with an opportunity to develop and practice their ATL Skills and collaboratively engage in meaningful Service-Learning while becoming familiar with the Atsa Scope & Sequence requirements for each grade level and high school graduation overall. The Grade 9 students collaborate within their respective advisories under the supervision of their advisor in the successful

completion of the NPS Community Project. In Grade 10, all students complete the MYP Personal Project as designed and externally prescribed by the IB. Both MYP Projects are overseen by a Projects Coordinator who guides, monitors, and supports both students and supervisors. Service-as-Action in the MYP is supported by their Grade 9 and 10 advisors and monitored by the Service-Learning Coordinator who ensures that authentic and meaningful service experience opportunities are integrated into the academic calendar and residential life of Navajo Preparatory School. Service-as-Action provides scaffolded practice for students in preparation for the DP CAS Program. In Grade 11, all students complete the Theory of Knowledge (TOK) Exhibition as designed and externally prescribed by the IB. This fulfills the schools' Atsa Exhibition requirements for the Atsa Paper Component. In Grade 12, all students complete the Creativity, Activity, Service (CAS) Portfolio as designed and externally prescribed by the IB. The CAS Portfolio's progress is supported during the required Atsa Junior & Senior Seminar under the guidance of the Service-Learning Coordinator & IB Coordinators. Additionally, with mindfulness to our School History and Motto, Navajo Preparatory School internally requires 1 of the CAS Projects to be within the Service strand of CAS. See the NPS CAS Program guide for details. This fulfills the school's Atsa Exhibition requirement for the Atsa Projects Component. In addition, all Grade 12 students will complete the internally required Atsa Portfolio with guidance and support from the College Counsellor during the required Atsa Junior & Senior Seminar. The students' unique scope & sequence of IB Core Service and Projects will be formally presented as their Atsa Presentation in April of DP2 as a final internal graduation requirement.

### **DP Internal Assessment**

In the DP, Internal Assessments (IAs) form an important part of summative assessment. Internal Assessments include Individual Orals in Subject-Groups 1 & 2. Internal Assessment must be planned and completed according to the unique IA Calendar for each cohort which is prepared by the DP Coordinator, informed by feedback from DP teachers, and launched at the beginning of DP1 in August each year. DP teachers must provide contact hours, in accordance with their subject guides, for the successful completion of internal assessment and build scaffolded formative assessment practice into their written and taught curriculum, including but not limited to mock internal assessments, during the teaching and learning in the units of instruction. All DP teachers must adhere strictly to the guidelines provided by the IB publication on *Academic Integrity for Internal Assessment* (2020) while following the Academic Integrity Policy from both the IB and Navajo Preparatory School in the introduction, practice, feedback, and assessment for IAs.

### **DP External Examinations**

The DP External Examinations are the ultimate summative assessments for their respective courses and the IB Continuum within Navajo Preparatory School. Students who do not register for the DP External Examinations during their May Examination Session for a course will concurrently sit for an internal DP Examination within that course from past papers under IB examination invigilation protocols and procedures. These internal DP examinations will serve as final exams. Students who sit for the IB DP external examinations will not sit for internal final examinations in their respective registered subjects.

### **Scores & Grades**

In the MYP, we use a growth mindset approach to criterion-based assessment. Within each criterion, teachers score task work submissions with a "best fit" approach assuring the minimum for all strands' standards within an individual criterion has been achieved by the learner in accordance with the level's descriptor for MYP Year 5 students. Students cannot move up the standards' levels in terms of scoring unless they have met the descriptor for each strand. Scores and Grades are not averaged as we evaluate student attainment at the end of learning and seek to report the standards and scores in which students consistently attain and achieve with regards to the externally prescribed MYP criteria. Criterion Scores are combined to calculate the student's grade for the term and/or year. Students must have one score per criterion in each term and three per criterion in a year to earn a grade. In instances where students do not have enough summative assessment data for the term or year in a particular criterion, that student may be awarded an Incomplete (INC). Teachers may retroactively use formative assessment data that is MYP criterion-based in such instances to award a term or year grade where such data is available, however, if no such formative assessment data exists, the

student must make up the outstanding work during the following term or summer to successfully complete the grade level and earn promotion to the next year.

In the IB and at Navajo Preparatory School, student work that is not submitted is registered with a “N” for Non-Submission. Students who receive a “N” in a Criterion Score for the Semester may receive an Incomplete and be placed upon an Essential Agreement or Academic Contract by the Interventionist, Dean of Academics, and Dean of Students at their professional discretion. Student work that is scored as a “0” is work that was submitted but does not meet the levels of attainment in the standards’ descriptors. We do this to ensure that our grades are accurate representations of students’ academic learning and attainment rather than measuring attitude, behavior, participation, or work ethic. At the end of the academic year, students who have non- submissions for the second semester of a criteria may be scored a 0. In such instances, students will be reported to the Interventionist to differentiate submitted unsatisfactory work for academic support versus chronic non-submissions for discipline to the Dean of Students. For an Exemplar on Criterion-Based Grading using MYP Criterion Scores, see Appendix A.

In the DP, we understand that our courses run 18 months as the units of instruction stretch across the first term of Grade 11, the second term of Grade 11, and the first term of Grade 12 before the mock examinations, revision, summative assessments, and graduation requirements, preparations, and events in the second term of Grade 12. Consequently, we use the term ‘Anticipated Grades’ to refer to student levels of attainment, informed by the continuous and ongoing cycle of data and feedback from formative assessment to refer to students’ internal grades during the units of instruction.

The internal transcript grades during the first three terms of the IBDP provide benchmarks that are snapshots in a moment of time for the Anticipated Grades of our candidates and students. The Predicted Grade (PG) refers to the final benchmark, informed by the students’ completion of internal assessment coursework and the results of the mock examinations, as reported to the IB via IBIS in April of DP2. Thus, the Anticipated Grade is a prediction of a prediction, a prediction of the PG. The fourth term report card and transcript grade should align with the Predicted Grade unless a student – for whatever unforeseen reason – did not sit for their DP external/internal examinations as imagined (i.e. did not attend, arrived late, and/or adverse personal circumstances).

At Navajo Preparatory School, we appreciate that our curriculum and programmes provide a rigorous academic challenge that is unique within our local geographic area. We understand that, in accordance with IB MYP practices, we explicitly direct our teachers to evaluate our students’ summative assessment criterion scores and grades to the MYP Year 5 (Grade 10) standards. In the contextualization of a growth mindset, we appreciate that a student in the first term of Grade 9 who earns a “4” in a Criterion- Based Assessment has performed better than a student in term two of Grade 10 who earns the same score in the same criterion of the same subject-group. Consequently, we have uniquely customized grade conversion charts for end-of-term and end-of-year evaluation for both Grades 9 and 10 (See Appendices B & C) reflecting the principles of a growth mindset that students in Grade 10 should score higher with regards to the Criterion strands standards of the MYP than their Grade 9 counterparts. We also appreciate that the IB Diploma Programme courses, especially at the Higher Level (HL) and within the core components, are college/university level courses which may yield transfer credits to institutions of higher learning across the world. Thus, the DP also has its own unique grade conversion chart to account for its academic rigor (See Appendix D). This chart includes IB DP core components of the Extended Essay (EE) and Theory of Knowledge (TOK), converting the IB letter grades to US letter grades which more appropriately reflects the academic rigor of these courses as understood through the IB’s annually published data report on these exceptionally and uniquely challenging summative assessments (e.g., the EE and TOK Essay).

#### *Grade Point Average & Class Rank*

In accordance with the above acknowledgement of the academic rigor for the IB programmes at Navajo Preparatory School, we calculate Grade Point Average (GPA) on a 5.0 Scale for all courses. Understanding

that learning is individual and deeply personal, and with a positive mindset towards supporting growth, students should be compared to their previous selves rather than to each other.

*Progress Reports & Report Cards*

Progress reports will be issued at the end of each MYP semester in the interests of transparency to unpack and demystify IB MYP assessment for all stakeholders. Transcript reports will be issued at the end of each semester across both MYP and DP to provide students and parents/guardians with the NPS US Letter Grade Conversion for all scheduled courses for high school transcript credit. The Atsa Junior-Senior Seminar is a non-credit course that will not be graded as it's intention is to support college counselling and the successful completion of the Atsa Exhibition.

**References**

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Navajo Preparatory School (2023) Academic Integrity Policy. Navajo Preparatory School (2023) Access & Inclusion Policy. Navajo Preparatory School (2023) IB Handbook.

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### MYP Criterion-Based Scoring Exemplar

Student Name	Unit 1		Unit 2		Unit 3		Unit 4		Criterion Score
Alex		2	3	4			4	5	4
Boris		6	N	N			6	6	6
Jason		2	2	7			2	3	3
Haneul		4	0	2			2	3	3
Mohammed		4	4	7			3	4	4
Priya		7	5	7			N	N	Inc
Ronaldo		6	6	8			7	8	8
Svetlana		7	7	7			3	5	7
Zara		3	3	5			4	5	5



**Formative assessment**

**Summative assessment**

**End-of-Year Score for Criterion A**





## Using the MYP Year 5 Standards for Grade 9

 <b>NAVAJO PREPARATORY SCHOOL</b> <i>Leaders Now And Into the Future "Yideeskáággóó Naat'áanii"</i>		 <b>IB</b>			
Navajo Preparatory School IB Grade Conversion Grade 9					
Percentage	Letter Grade	IB Descriptor	IB Grade	MYP Grade Boundaries	MYP Criterion Score
98-100	A+	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	7	28 to 32	8
95-97	A	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Consistently demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.	6	24 to 27	7
90-94	A	Produces general high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	5	19 to 23	6
75-89	B, B+	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	4	15 to 18	5
	C+				4
65-74	D+, C	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings and gaps. Begins to demonstrate some basic critical and creative thinking, is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	3	10 to 14	3
60-64	D	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical and creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	2	6 to 9	2
59-25	F	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical and creative thinking. Very inflexible, rarely using knowledge and skills.	1	1 to 5	1
1-24		Does not meet the level of attainment from the above descriptors.		0	
0	I	Did not submit the coursework.		N	



This Grade Conversion Chart is also used with the MYP Community Project.

## Using the MYP Year 5 Standards for Grade 10

  <b>NAVAJO PREPARATORY SCHOOL</b> <b>Leaders Now And Into the Future "Yideeskáágóó Naat'áanii"</b>					
Navajo Preparatory School IB Grade Conversion Grade 10					
Percentage	Letter Grade	IB Descriptor	IB Score	MYP Grade Boundaries	MYP Criterion Score
98-100	A+	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills in independent and expertise in a variety of complex classroom and real-world situations.	7	28 to 32	8
90 - 97	A	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Consistently demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often in independent ways.	6	24 to 27	7
80-89	B+	Produces generally high-quality work. Communicates a secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	5	19 to 23	6
75-85	B	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	4	15 to 18	5
	C+				4
60-74	C, D+, D	Produces work of acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings and gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	3	10 to 14	3
50-59	F	Produces work of limited quality. Expresses an understanding of significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical and creative thinking. Generally inflexible in the use of knowledge and skills. Infrequently applies knowledge and skills.	2	6 to 9	2
25-49		Produces work of very limited quality. Shows very significant misunderstandings or lacks understanding of most concepts and contexts. May rarely demonstrate critical and creative thinking. May be inflexible, rarely using knowledge and skills.	1	1 to 5	1
1-24		Does not meet the level of attainment from the above descriptors.		0	
0	I	Did not submit the coursework.		N	

This Grade Conversion Chart is also used with the MYP Personal Project.

## Grades 11 & 12 for the Diploma Programme

  <b>NAVAJO PREPARATORY SCHOOL</b> Leaders Now And Into the Future "Yideeskaágóó Naat'áanii"				
<b>Navajo Preparatory School IB Grade Conversion Grade 11/12</b>				
Percentage	Letter Grade	IB Descriptor	IB Grade	EE / TOK
98-100	A+	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	7	A
95-97	A	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Consistently demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.	6	B
90-94	A	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	5	C
80-89	B+, B	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	4	
70-79	C+, C	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings and gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	3	D
60-69	D+, D	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical and creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	2	
25-59	F	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical and creative thinking. Very inflexible, rarely using knowledge and skills.	1	E
1-24		Does not meet the level of attainment from the above descriptors.	0	
0	I	Did not submit the coursework.	N	N

This conversion chart should be used with anticipated grades and predicted grades in relation to the end of term and year report cards and transcripts for Grades 11 and 12.

## Navajo Preparatory School Assessment Policy Log

1. Drafted by Mr. Giovanni Romeo (Dean & IB Coordinator) on 10/2022.
2. Reviewed by Pedagogical Leadership Team from 11/2022 – 01/2023.
3. Reviewed by Subject Group Heads of Department in 02/2023.
4. Reviewed by Full Academic Staff on 08/09/2023.
5. Approved by the Board on

## E. Language Policy

### Philosophy of Language

Navajo Preparatory School's mission and philosophy are built on Diné language, culture, and pedagogy. We believe that language fluency is the key to understanding one's identity, leading to an open-minded approach to global engagement. Language is central to learning; all teachers are, in practice, language teachers with responsibilities in facilitating communication through the development of academic vocabulary, disciplinary terminology, and the Mother Tongue lexicon. Additionally, the development of these skills extends beyond the classroom environment and into the school community through programs dedicated to expanding both heritage and world language comprehension.

The Language Policy supports the mission of the school, which is reflected in the IB Learner Profile and the school's motto: "Leaders Now and Into the Future – Yideeskáágóó Naat'áanii". All students at Navajo Preparatory School have a commitment and responsibility to enroll in Diné language courses to develop a depth of intercultural understanding, thereby gaining an Indigenous and global perspective. Students are additionally provided an opportunity to expand their language profile by enrolling in IB Spanish courses. Japanese culture is a club activity at Navajo Prep, which is focused on developing Japanese language for students who are interested.

### Support of Mother Tongue

The school recognizes the value of each student's linguistic heritage by ensuring that the Diné language, as the mother tongue, is taught in the school. The importance of mother tongue serves as a foundation to identity, self-esteem, cognitive ability, and academic success. Supporting the Mother Tongue is prioritized within the Navajo Preparatory School Strategic Plan as Priority #1: Navajo Prep will embrace and value the Navajo Language and other Indigenous languages and ways of life as a global citizen.

The Diné Language and Culture Program further expands development of the Mother Tongue through increasing staff dedicated to the language, hours of spoken language, and support within the Residential Homes.

Navajo Preparatory School recognizes regional differences in the vocabulary of Mother Tongue, Diné. All Mother tongue language supports work to identify these differences dependent upon student home communities, to ensure proper explanations, origins, and accurate grammatical usage.

In supporting the development of Mother Tongue at Navajo Preparatory School, much attention is given to the number of hours students must spend to gain language fluency. Students arrive at Navajo Prep with a wide range of proficiency in their Mother Tongue. Ultimately, the Language Department's goal is to move student's forward as far as possible in increasing their Mother Tongue proficiency. Research has shown that learners attempting to acquire fluency within Spanish typically require 300 hours of instruction and practice. The Diné language, due to the complexity, verb conjugation, and tonal nuances, requires a minimum of 900 hours to reach language proficiency. In a typical school year, students receive minimally 120 hours of direct instruction in the Mother Tongue at Navajo Preparatory School. Although the number of hours designated for language instruction will not meet this goal, the growth and advancement of student Mother Tongue proficiency is the measure used to celebrate success. Due to the significant role culture plays in acquiring this Mother Tongue Language, proficiency can also be measured through the cultural teachings from the

**Approved by the Board of Trustees: June 13, 2024**

Director of the Diné Bizaad Institute, who emphasizes language in cultural activities. The Residential program further supports the attainment of the Mother Tongue language through required evening programming and culturally significant activities.

The strategic focus of Navajo Prep towards Diné Language acquisition as well as the opted themes of Language and Indigenous Societies for Theory of Knowledge (TOK) integration, further supports the efforts toward Mother Tongue acquisition as TOK is integrated into not only the Diploma Programme but also the Middle Years' Programme and school community. Additionally, observation forms and unit plans explicitly require instructors to make linguistic and cultural connections to the Diné language and culture.

### **Common Language Learning Practices and Philosophy for all Students**

- We promote international-mindedness and encourage multilingualism.
- We provide support for all students to be successful in language acquisition.
- We encourage all students to take action to extend their language learning in ways that help their community.
- We ensure that every discipline includes support mechanisms for language learning, both written and spoken.
- We promote awareness and understanding of one's own language and culture.
- We affirm that language learning is vital for social, emotional, and cognitive development.

### **School Language Profile**

English is the primary medium of instruction in which all operational and development activities take place at the school. English is the language of school governance, management, and academic committees. NPS students are enrolled from locations throughout the Navajo Nation, other tribes, and local school districts. Students are admitted with little or no prior experience with a secondary world language. Many students have some familiarity with their Mother Tongue through familial engagement. Still, a vast spectrum of mother tongue acquisition remains prevalent amongst the student population. Therefore, the Language Profile of Navajo Preparatory School centers upon Second Language Acquisition.

Over 98% of the student population within the school is Native American, predominately of the Navajo tribe. For the Navajo Nation, the English and Diné languages are both used as a working language in most operational, governmental, and social environments. Navajo Students coming from most reservation communities, off-reservation, and other regional cities learn English as a first language, and their indigenous mother tongue as a second language. The school's mission is to strengthen and promote Diné language, the mother tongue, by teaching students the value of their linguistic heritage and the importance of speaking the Diné language to become future leaders in their respective communities.

### **Language Objectives**

The school's Language Policy aims to:

- Enable all students to learn and use language effectively, appropriately, accurately, and confidently.
- Offer course selections that support language learning.
- Empower student proficiency in oral and written communication.
- Cultivate listening and comprehension skills.
- Facilitate the development and use of language skills in a variety of contexts and purposes through a wide range of text types.
- Promote the appreciation, understanding and analysis of literature.
- Understand the vocabulary and disciplinary terminology used in subject-groups.
- Develop all students to become knowledgeable in two (2) or more languages.

### **Middle Years Programme Language Curriculum**

- English is the primary/working language of instruction in all MYP academic subjects, with the exception of Group 2 Language Acquisition courses.

- All students in Grades 9 and 10 are enrolled in Group 1- Language and Literature, which is designed to help students build knowledge, conceptual understandings, and skills as described in the MYP subject guide and MYP Unit development guide.
- All students in Grades 9 and 10 are enrolled in Group 2- Language Acquisition- Diné Language and Culture, which is designed as a foundational starting point in grammar, lexicon, and vocabulary building leading to comprehension and oral response. Knowledge, conceptual understandings, and skills will be developed through MYP units of inquiry and student reflection.
- Students also have the option in Grades 9 and 10 to select Spanish as one of their two electives.

### **Diploma Programme Language Curriculum**

- English is the primary/working language of instruction in all DP academic subjects, with the exception of Group 2 Language Acquisition courses.
- All students in Grades 11 and 12 are enrolled in Group 1- Language and Literature Higher Level
- All students in Grades 11 and 12 will make a choice for Group 2- Language Acquisition between Spanish Ab Initio and Diné Ab Initio.
- DP Diné Ab Initio and DP Spanish Ab Initio are divided into five (5) thematic units over the course of 18-months covering students' Junior and Senior years:
  - Identities
  - Experiences
  - Human Ingenuity
  - Social Organization
  - Sharing the Planet
- The language acquisition assessment objectives are as follows for language ab initio:
  - Communicate clearly and effectively in a range of contexts and for a variety of purposes.
  - Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
  - Understand and use language to express and respond to a range of ideas with fluency and accuracy.
  - Identify, organize, and present ideas on a range of topics.
  - Understand, analyze, and reflect upon a range of written, audio, visual, and audio-visual texts.
- Spanish is the access language; it is an international language that is prevalent in the local community as well as global business, research, and diplomacy.
- Diné is the Mother Tongue Language of 95% of the student body of NPS; it is vital for identity development and continuity of Diné Lifeways.

These languages will collectively enhance intercultural understanding and the cultural identity of students.

### **Diploma Programme Language Offerings**

Instruction is delivered in an active learning environment, through culturally appropriate activities. Students learn language by means of diverse methodologies to enhance their skills and develop the learner profile. Listed below are the areas of language that will be offered and how students will progress through each course

**Group 1**

**Group 2**

<ul style="list-style-type: none"> <li>• 9<sup>th</sup> English I</li> <li>• 10<sup>th</sup> English II</li> <li>• 11<sup>th</sup> IBDP Language and Literature Higher Level Year 1</li> <li>• 12<sup>th</sup> IBDP Language and Literature Higher Level Year 2</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Diné Language I 9<sup>th</sup> Spanish I (elective)</li> <li>• 10<sup>th</sup> Diné Language II 10<sup>th</sup> Spanish II (elective)</li> <li>• 11<sup>th</sup> Diné Ab Initio I (option 1) 11<sup>th</sup> IBDP Spanish Ab Initio or Spanish B Standard/Higher Level Year 1 (option 2)</li> <li>• 12<sup>th</sup> Diné Ab Initio (option 1) 12<sup>th</sup> IBDP Spanish Ab Initio or Spanish B Standard/Higher Level Year 2 (option 2)</li> </ul>
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**Language Support**

Families complete a home language survey that self-identifies a student as needing English language support at the time of school enrollment and registration. These students will participate in WIDA-Access placement testing (WAPT) to determine their English development level. Additionally, students who have enrolled at Navajo Prep that have been identified as English Language Learners (ELL) from their previous educational institution will participate in WIDA Access assessment to measure student growth in English language attainment. Assessment results are used to identify those students needing language support and accommodations. These accommodations can be utilized in both classroom settings and on standardized tests. NPS’ population of ELL students is low; however, teachers utilize classroom learning strategies based on student’s needs.

Navajo Preparatory School also provides English enhancement options through tutoring and extra-curricular opportunities such as:

- Teacher Office Hours
- Speech and Debate Activity
- Reading Gifted & Talented Program
- Writing Gifted & Talented Program
- After-School Tutoring for English writing, Diné, and Spanish

**After-School and Residential Language Supports**

The 21<sup>st</sup> Century Community Learning Center After-School Program priorities include Diné Language development support, Academic Support, Social/Emotional Learning, Life Skills, and College/Career Preparation. These priorities are paramount to further developing student language proficiency in Diné language and English.

The Student Life (Residential) Program at Navajo Preparatory School has strategic priority requirements from the Bureau of Indian Education regarding the development and support of Mother Tongue.

**Library Support**

Library resources support all language courses. The NPS Library maintains a collection of materials in both print and digital formats in the Language of Instruction (English), Language Acquisition courses (Spanish), and Mother-Tongue (Diné). These collections are updated regularly and are available for all students and staff to utilize.

The Diné Bizaad Institute of Navajo Preparatory School is also collecting and cataloguing Diné Language resources to further support the development of Mother Tongue for students and the community.

### **Links**

The Language Policy is explicitly linked to the assessment, academic integrity, admissions, and access and inclusion policies. Language learning is vital for assessing learning and will be linked to the IB Access and Inclusion Policy and to derive quality formative and summative assessments of learning. Special Education differentiation strategies will be cognizant of this Language Policy.

### **Document Review**

The Academic Department will review this Language Policy annually. The policy review team will recommend updates and changes in policy to administrators, school board, teachers, community members, and parents/guardians.

This policy will be communicated to stakeholders via the Community Handbook maintained on the Navajo Preparatory School website.

### **References:**

- Wooster High School and Vaughn Middle School IB Language Policy\*  
<https://www.woostercolts.com/cms/lib/NV02000980/Centricity/Shared/pdf/ib/ib-programme/ib-language-policy.pdf>
- MYP Principles and Practices

### **Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)**

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)



## **F. Diversity, Equity, Inclusion, and Belonging Policy**

### **Introduction**

"Diversity is a Fact, Equality is a Choice, Inclusion is an Action, Belonging is an Outcome"

At Navajo Preparatory School, Inc. (the School), we are committed to fostering a culture of inclusivity that celebrates the diversity of our staff, students, and Board of Trustees. We recognize that our community's vast array of backgrounds and experiences is a powerful asset, and we prioritize providing equitable opportunities for all individuals to achieve their highest potential. By intentionally cultivating an inclusive environment and promoting behaviors that embrace diversity, we can maximize our impact and better connect with the ever-changing societies we serve.

As an IB World School, we believe that embracing the Diné cultural identity and fostering diversity, equity, inclusion, and belonging is essential for all community members. Diné cultural identity encompasses numerous facets and regional variations, therefore fostering flexibility within the School to embrace all communities and families inclusively.

This policy applies to everyone affiliated with the School, including staff, students, parents, volunteers, visitors (including contractors), and school community members during events and gatherings outside of the school. The main goal of this policy is to ensure that everyone is treated fairly and without prejudice based on any aspect of their identity, including but not limited to their gender, race, ethnicity, cultural background, marital status, age, sexual orientation, gender identity, disability, pregnancy, parental status, or religious or philosophical beliefs. This policy includes, without limitation, rights protected by federal and state civil rights law, federal and state constitutional law, federal and state statutory or common law, including any federal, state, or local anti-discrimination, the Civil Rights Act of 1964, Title VII, 42 U.S.C. §§ 2000 *et seq.*, as amended; the Civil Rights Act of 1991; the Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634; the Americans with Disabilities Act, 42 U.S.C. §§ 12201 to 12213; the New Mexico Human Rights Act, NMSA 1978, § 28-1-1 *et seq.*; the New Mexico Whistleblower Protection Act, NMSA 1978, §§ 10-16C-1 to -6; New Mexico Civil Rights Act, NMSA 1978, § 41-4A-1 *et seq.* other federal, state and local regulations and/or protected by the School's policies, procedures or contracts.

The School adopts a zero-tolerance policy about discrimination based on any protected characteristic. Any necessary action will be taken as appropriate as per the Personnel Handbook and Community Handbook.

### **Responsibility**

Navajo Preparatory School, Inc. aims to:

- Provide a secure environment in which all our students can thrive and achieve all the outcomes of keeping children safe in education
- Provide a living environment and learning culture where all individuals see themselves reflected and feel a sense of belonging.
- Prepare students for life in a diverse and inclusive society where everyone can take their place in the local, tribal, regional, national, and international communities.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide and promote positive, non-stereotyping information about the diversity of our society.
- Actively challenge discrimination and disadvantage and ensure we learn from these experiences.
- Embed inclusion through all aspects of school life.
- Positively influence the broader community around us to tackle inequality and be inclusive.

To achieve these aims, we will:

- Involve community members in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies, and procedures,
- Publish and share our approaches and progress with the whole community.
- Collect and analyze data to monitor potential disadvantages or barriers to thriving.
- Provide for students' diverse needs to overcome any potential obstacles to learning and ensure all can participate fully.
- Make provisions in the comprehensive school curriculum to promote and celebrate diversity.
- Operate a clear zero-tolerance policy towards abusive or discriminatory behavior.
- Educate and empower our school community to be agents of change and inclusive leaders.
- Work with families and the wider community to establish, promote, and disseminate inclusive practice and tackle discrimination and inequality.

Inclusion can only be realized with the involvement and commitment of all school community members.

The Board of Trustees and Administrative Team are responsible for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School. However, each School community member is responsible for preventing discrimination, embracing diversity, and upholding equality of opportunity.

Our community and stakeholders have a collective responsibility to:

- Positively role model inclusive behavior and practice through compliance with their inclusion objectives.
- Ensure that the school complies with and implements its policy and procedures, including the Code of Conduct, and that all incidents of discrimination, victimization, and harassment are reported and handled according to said procedures.
- Ensure that all staff, students, and parents are sufficiently trained and play their role in creating an inclusive culture.
- Ensure that all visitors and contractors know and comply with this policy.
- Actively challenge any discrimination, victimization, harassment, or bullying, including where it is framed as 'banter.'
- Actively provide and promote an inclusive curriculum and environment,
- Identify and challenge inequality, bias, and stereotyping within the curriculum and the school's culture.
- Commit to broadening their knowledge, confidence, and inclusive behavior by attending relevant training and accessing information from appropriate sources.
- Engage and support the School's work to develop inclusion.
- Be accountable for becoming agents of change and using their privilege for societal good.

G. Academic Calendar 2024/2025



# ACADEMIC CALENDAR 2024/2025



July 2024							
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				

August 2024							
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 2024						
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					

October 2024							
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 2024						
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

December 2024						
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 2025						
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 2025						
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	

March 2025						
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
23/30	24/31	25	26	27	28	29

April 2025							
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 2025						
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 2025						
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					

Legend

School Holidays
Start of Semester
New Family Orientation
New Student Orientation

In Service/No School
Senior Day
Sophomore Day
Senior Mock Exams

Parent/Guardian Day
Homecoming Week
Snow Day
CAS Unity Day

Proj Pres. Day
Break
Hozho Naasha Week
End of Semester

Senior Assessments
Graduation
Conferences
Mountain Day

Junior Day
No Bus Runs
Peace Day
Exhibition Days

- July 4 Independence Day
- July 21 New Family Orientation
- July 22-23 New Student Orientation
- August 1- Faculty Report
- August 2 New Staff Orientation
- August 5-6 All Staff Orientation
- August 12 Start of Semester 1
- August 23 Parent/Guardian Day
- September 2 Labor Day
- September 6 Senior Day
- September 11 Mountain Day
- September 20 International Peace Day
- September 26-28 Hozho Naasha Camping
- October 7-11 Homecoming Week
- October 14 Indigenous Peoples' Day (Holiday)
- October 17 Student Conferences (No Bus Runs)
- October 18 Teacher In-Service (No School)
- November 1 Junior Day
- November 6 CAS Unity Day
- November 11 Veteran's Day-Observed (No School)
- November 25-29 Thanksgiving Break (Stu/Fac)
- November 27-29 Thanksgiving Break (Staff)
- December 16-20 Assessment Week
- December 20 End of Semester 1
- December 23-January 10 Winter Break
- January 1 New Year's Day (Holiday)
- January 6-10 Teacher In-Service
- January 13 Start of Semester 2
- January 20 MLK Jr. Day (Holiday)
- January 31 Snow Day (No Bus Runs)
- February 7 Sophomore Day
- February 17 Presidents' Day (No School)
- February 27 student Conferences (No Bus Run)
- February 28 Teacher In-Service (No School)
- March 3-10 Senior Mock Exams
- March 17-21 Spring Break
- March 26 IB Visual Arts Exhibition
- April 7 IB Film Exhibition
- April 11 Project Presentation Day
- April 16-18 Hozho Naasha On-Campus
- April 21- Teacher In-Service (No School)
- May 5-9 Senior Final Assessments
- May 12 Academics/Residential Awards Assembly
- May 16 Baccalaureate Service
- May 17 Graduation
- May 19-23 Assessment Week

## H. Regular Daily Schedule

A modified block schedule consists of ninety (90) minutes of classroom instruction throughout the entire school year.



### NAVAJO PREPARATORY SCHOOL

Leaders Now And Into the Future "Yideeskáágóó Naat'áanii"

## 2024/2025 Daily Schedule

### Mondays

8:00am-9:10am	1st Hour/5th Hour
9:17am-10:27am	2nd Hour/6th Hour
10:34am-11:44am	Rotations (Clubs/Study Hall, Assemblies, Class Meetings)
11:44am-12:44pm	One Lunch
12:50pm-2:00pm	3rd Hour/7th Hour
2:07pm-3:17pm	4th Hour/8th Hour
3:20pm-4:30pm	Teacher Office Hours

### Tuesdays & Thursdays

8:00am-9:30am	1st Hour/5th Hour
9:37am-11:07am	2nd Hour/6th Hour
11:10am-11:40am	Lunch 9th & 12th Grade; Advisory 10th & 11th Grade
11:43am-12:13pm	Lunch 10th & 11th Grade; Advisory 9th & 12th Grade
12:18pm-1:48pm	3rd Hour/7th Hour
1:55pm-3:25pm	4th Hour/8th Hour
3:30pm-4:30pm	Teacher Office Hours

### Wednesdays

8:00am-9:30am	1st Hour/5th Hour
9:37am-11:07am	2nd Hour/6th Hour
11:10am-12:13pm	One Lunch
12:18pm-1:48pm	3rd Hour/7th Hour
1:55pm-3:25pm	4 <sup>th</sup> Hour/8 <sup>th</sup> Hour
3:30pm-4:30pm	Faculty Meetings/After-School Activities

### Fridays

8:00am-9:30am	1st Hour/5th Hour
9:37am-11:07am	2nd Hour/6th Hour
11:10am-12:13pm	One Lunch
12:18pm-1:48pm	3rd Hour/7th Hour
1:55pm-3:25pm	4th Hour/8th Hour
4:00pm	Weekend Buses Depart



\*\*Schedule is subject to change

## I. Before/After School Schedules

7:30 am-6:00 pm Mon-Thurs 7:30 am-3:00 pm Fri	<b>Open Library</b> • Open to all students' daily
3:20pm-4:30 pm Mondays 3:30 pm-4:30 pm Tues/Thurs	<b>Teacher Office Hours</b> Immediate intervention and support for all students, including athletes and day students.
4:00 pm – 9:00 pm <b>Mon-Thurs</b>	<b>After School Tutoring Program</b> Open to all students daily. Tutors will be available for students who need help in certain areas.
3:30-4:30 pm <b>Wednesdays</b>	<b>All School Wellness Activities</b> • Wellness Activities will be coordinated by each Residential Hall. • Day students will be assigned to participate in wellness activities. • All students, including athletes are required to participate.
4:30-6:30 pm <b>Mon-Thurs</b>	<b>Athletic Practice</b>
3:45-5:15 pm (Day Students) Independent study time if needed in each Student Homes (Residential Students) <b>Mon-Thurs</b> <b>SSC Priority students</b>	<ul style="list-style-type: none"> <li>• <b>Students below a 2.30 grade point average</b> are required to sign in and attend each day with designated staff for support needed</li> <li>• Students with multiple F's will be required to attend until academic progress is made.</li> <li>• Students on the Dean's List and the Honor Roll will be exempt from study hall.</li> <li>• Tutoring is available up to 9:00pm for Juniors &amp; Seniors(passes are needed to leave the study hall.)</li> </ul>

## J. Transportation Schedules

### Snow Days

Administration will review the current and expected weather conditions each morning to determine if a Snow Day or 2-Hour delay is needed. Snow days will be non-instructional days for all students. Any closings or delays will be announced through social media, email, phone messages, the school website, app, and local TV stations.

### Daily Route Schedules

Buses depart NPS at 7:15 p.m. Monday through Thursday and at 4:00 p.m. on Fridays to return students home.

### Shiprock Route

<u>AM Pickup</u>	<u>Pickup/Departure Time</u>
Shiprock – Caesars Pizza	6:45 am
Waterflow – Valley Trading	7:00 am
Kirtland – Speedway Gas Station	7:15 am
Harper Hill – 7-2-11	7:20 am

<u>PM Drop Off</u>	<u>Mon-Thursday</u>	<u>Friday</u>
Shiprock – Caesars Pizza	8:05 pm	4:40 pm
Waterflow – Post Office	7:45 pm	4:30 pm
Kirtland – Doc's BBQ	7:30 pm	4:15 pm
Harper Hill – 7-2-11	7:20 pm	4:06 pm

*Note: On Fridays, students on the daily Shiprock route will ride the Kayenta bus*

**Bloomfield/Aztec Route**

*If needed buses depart at 7:15 pm*

AM Pickup	Pickup/Departure Time
Bloomfield – Farmer’s Market	6:50 am
Aztec – Speedway Station	7:10 am

PM Drop Off	Mon-Thursday	Friday
Bloomfield – Farmer’s Market	7:45 pm	4:30 pm
Aztec – Speedway Station	8:05 pm	*4:30 pm

**Regular Bus Routes**

There will be no bus runs on Parent Teacher Conference days.

*Note: The afternoon pickup times are when the bus departs. Be at the bust stop 15 minutes early.*

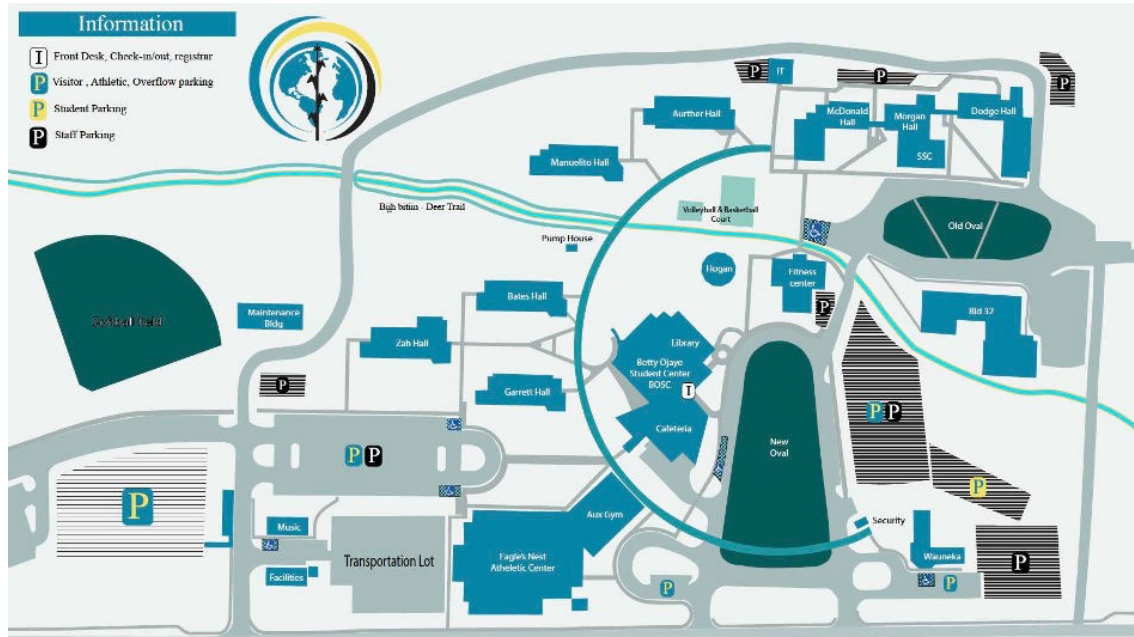
ROUTE	Afternoon Departure & Pick-Up Times	Pick-Up & Drop Off Points	Friday Drop-Off Times
<b>Shonto Junction, AZ Kayenta, AZ</b>	3:00 PM	Shonto Marketplace-Hwy 160	6:55 PM
	3:25 PM	Kayenta Chevron	6:30 PM
	3:55 PM	Dennehotso Market Store	6:00 PM
	4:15 PM	Mexican Water Store	5:40 PM
	4:25 PM	Red Mesa Store (Break)	5:25 PM
	4:40 PM	Teec Nos Pos, TNP Trading Post	5:10 PM
	5:15 PM	Shiprock City Market/Caesar’s Pizza	4:35 PM
<b>Window Rock, AZ</b>	3:00 PM	Window Rock Quality Inn	6:35 PM
	3:25 PM	T&R Feed Store	6:00 PM
	3:45 PM	Tohatchi – Speedway	5:40 PM
	4:15 PM	Sheepsprings Store	5:10 PM
	4:25 PM	Burnham Jct. / Speedway Store (Break)	4:55 PM
<b>Chinle, AZ</b>	3:00 PM	Chinle Tseyi Shopping Center (North Parking Lot)	6:30 PM
	3:10 PM	Many Farms Speedway Store	6:20 PM
	3:25 PM	Round Rock Chapter House	6:05 PM
	3:45 PM	Rock Point Speedway Store	5:45 PM
	4:40 PM	Beclabito / Sinclair Store (Break)	5:00 PM
<b>Crownpoint, NM</b>	4:00 PM	Crownpoint Shopping Center	5:45 PM
	4:35 PM	Lake Valley/Tseya Store	5:00 PM
<b>Bernalillo, NM Cuba, NM</b>	3:00 PM	Bernalillo Warrior	7:00 PM
	4:15PM	Cuba Speedway Store	5:45 PM
	5:00 PM	Nageezi Sinclair (44) Store (Break)	5:00 PM
<b>Dulce, NM</b>	4:00 PM	Jicarilla Travel Center	5:45 PM

**\* Please Note – When adverse Weather develops, tune in to KTNN 660 AM Radio, KNDN 960 AM Radio or KOBf-TV – CH 12 for school delay info.**



**K. Staff Directory**

ADMINISTRATION		TITLE	EXT	CELL	PHONE	CAFETERIA			133
Becenti, Shawna	Head of School		141	505-860-0170		<b>Cafeteria Staff</b>			
Belin, Kevin	Director of Dine Blizzad Center		301	505-472-1404		Toledo, Hazel	Yee, Ryan		
Denetso, Roderick	Div Director of Stnt Life & Wel.		155	505-801-5939		Yazzie, Roberta	Bunny, Bryan		
Nell, Keith	Associate HOS for Aca. & Op		320	505-860-0133		Charley, Saydie			
Tabrum, Darah	Associate HOS for Advancement		123	505-635-2278		<b>CAMPUS EXTENSIONS</b>			
Watchman, Manuel	Div Director for Bus & H. Svcs		143	505-860-5921		<b>BOSC Conference Room</b>			134
<b>FACULTY/STAFF</b>						<b>Library / Media Center</b>			127
Alvarez, Victor	Food Services Manager		112	505-635-2379		<b>Morgan Hall Kitchen</b>			135
Ameri, Katayan	Teacher, Physical Education		316			<b>School Based Health Center</b>			115
VACANT	Student Support Specialist		148	505-801-5931		<b>School Front Office</b>			122
Atencio, Stepheny	School Counselor		137			<b>Student Success Center</b>			140
Bader, Sam	College & Alumni Coach/Teacher		315			<b>FACILITIES</b>			114
Billy, Maria	Teacher, Navajo Language		309			Curley, Virginia	Shorty, Tami	Lee, Shirley	
Begay, Dustin	Teacher, Navajo Language		326			Sandoval, Henry	Benally, Jess	Vigil, Victor	
Begaye, Tamara	Athletics Secretary		304			<b>Maintenance</b>			
Bekis, Sean	Director of Technology		136	505-360-0094		Begay, Byron	Haven, Kohbe		
Chee, April	Executive Assistant to HOS		142	505-648-1964		Delagarza, Ronnie	Charley, Bobby		
Bluehouse, Eve	Accounts Receivable Tech		125	505-860-5130		<b>Transportation</b>			
Crisp, Rainy	Dean of Students/Ath Director		117	505-333-5860		Atene, Louise	Horse, Selena		
Dembowski, Diane	Accounts Payable Tech		152	505-860-2047		Dickey, Mary	Jones, Edith FT		
Escojeda, Yvette	Advancement & Outreach Coord		120	505-860-5785		Thomas, Alvin	Manning, Susie		
Flores, Yolanda	Teacher, Science		318			<b>FAX NUMBERS</b>			
Garda, Brent	Teacher, Visual Arts		165			<b>School Front Office</b>			505-564-8099
QuickBear, Brittany	Teacher, Math		306			<b>McKenzie SBHC</b>			505-326-1834
Gordon, Michael	Teacher, Computer		126			<b>Business Office</b>			505-326-2155
Gutierrez, Sabrina	Teacher, Art		319			<b>IT DEPT</b>			111
Henry, Allison	Teacher, Science		308			Eaton, Shawna	132	505-360-1737	
Hook, Holly	Librarian		153			Prettyontop, Joshua	138	505-436-4357	
VACANT	Facilities & Ops Manager		151	505-320-3012		NezBegay, Brian	335	505-860-8980	
Iwana, Hiroshi	Teacher, Spanish & Japanese		150			<b>RESIDENTIAL</b>			
James, Teahonna	After-School Activities Coord		129	505-422-1588		<b>Arthur Hall</b>			Yazzie, Kerry 234
Jensen, Denise	Teacher, NMAZ History		317			<b>Bates Hall</b>			Kinlicheenie, Judith 242
Hathale, Monique	Library Assistant		127						Morris, Nichole
Johnson, Rodera	After-School Activities Spec		157			<b>Garrett Hall</b>			Tom, Carol 233
Kaskalla, Jennifer	Dean of Instruction Assistant		113	505-360-5651		<b>Manuelito Hall</b>			Thunder Hawk, Dante 231
VACANT	Travel/HR Specialist		118	505-635-2031		<b>ZAH Hall</b>			Davis, Lula 232
Keeley, Kevin	Teacher, Science		305			<b>ZAH Apartment</b>			7-Day Program 243
Filfred, Lynwandowski	Human Resource Manager		145	505-512-8105		<b>SCHOOL BASED HEALTH CENTER</b>			
McCabe, Martha	Teacher, Music		323			Denet, Fabienne	115		
Werth, Rebecca	Teacher, Health & Fitness		330			Duvall, Kandice	116	505-716-7256	
Mendoza, Myrna	Teacher, English I & II		300			<b>SECURITY</b>			322
VACANT	Dean of Student Life		156	505-215-4307		<b>EMERGENCY</b>			911
Riser, Dave	Teacher, US Govt/History		312			<b>Police Non-Emergency Dispatch</b>			505-334-6622
Roanhorse, Bitia	Facility Operations Coord.		328			<b>Security Phone #'s</b>			505-860-2189 505-360-0267
Romeo, Giovanni	Dean of Students / IB Coord.		130	505-860-0953		<b>Thomas, Florella. Security Supervisor</b>			505-215-2342
Russell, John	Teacher, English		131	831-204-8768		Baldwin, Mariah	Clitso, Shawn	Collins, Walter	
Singh, Ramesh	Teacher, Math		310			Iron Cloud, Harlan	Nakai, Alexandria	Spencer, Jade	
Smith, Anthony	Student Support Coordinator		302	505-330-9411					
Staggers, Margaret	Registrar		128						
Stewart, Paul	Teacher, Math		311						
Joy, George	Safety & EMS Coordinator		154	505-592-3778					
Tippeconnie, Desmon	Teacher, Navajo Language		314						
Tohtsoni, Lesley	Teacher, History I & II		313						
Tome, Jeffrey	Admissions Coordinator		121	505-534-3180					
VanderHoven, Jana	SPED/Interventionist Coord.		329						
Aticcty, Lisa	Teacher, Social Studies		325						
Wolfe, Cheryl	Teacher, English/TOK		303						
Yazzie-B., Terri	Senior Accountant		332	505-360-8300					
Yazzie, DeShanin	Program Support Specialist		122						



**L. Campus Map**

**Wauneka Building**

- A102 Registrar
- A111 Director of Finance
- A112 Business Office
- A113 Dean of Students/Athletic Director
- A114 Kitchen/Break Room
- A116 Human Resources Manager
- A102 Senior Accountant

**MacDonald Hall**

- Lower Level
- M121 Student Recreation Center
- M120 Seminar Classroom
- 1st Floor
- M221 History Classroom
- M220 Safety & Emergency Response Coordinator
- M254 History Classroom
- M255 History Class
- 2nd Floor
- M320 Interventionist/SpEd Coordinator
- M321 History Classroom

**Dodge Hall**

- Lower Level
- D120 English Classroom
- D122 DLC Classroom
- D154 Robotics Design Lab
- 1st Floor
- D202 Executive Assistant to the Head of School
- D222 Head of School
- D221 Director of Dine Bizaad Institute
- D225 Spanish Classroom
- D254 DLC Classroom
- D255 DLC Classroom
- 2nd Floor
- D321 English Classroom
- D323 English Classroom

**Betty Ojaye Student Center (BOSC)**

- 1st Floor
- F122 Foyer
- F163 IB Coordinator/Dean of Academics
- F165 Associate Head of School for Academics & Operations
- F166 School Counselor
- F126 Science Classroom
- F133 Science Classroom
- F157 Library
- F142 McKenzie Health Center (SBHC)
- F138 School Nurse
- F105 Mental Health Coordinator
- F106 Dining/Student Lounge
- F117 Dining/Student Lounge
- 2nd Floor
- F203 Associate Head of School for Advancement & Outreach
- F204 Admissions & Retention Coordinator
- F213 Digital Media Classroom
- F216 Advocacy & Outreach Coordinator
- F209 Science Classroom

**Morgan Hall**

- 1st Floor
- G120 Student Success Center
- G153 Morgan Hall Kitchen
- G159 Health Classroom
- 2nd Floor
- G220 Art Classroom
- G222 Math Classroom
- G252 Math Classroom
- G253 Math Classroom

**Eagles' Nest Athletic Center**

- Eagles' Nest Gym
- Auxiliary Gym

**Portable Buildings**

- 1491 Music Classrooms
- 1492 Facilities/Maintenance

**Student Homes**

- Female Garrett House
- Female Zah House
- Female Bates House
- Male Manuelito House
- Male Arthur House

**Fitness Center**

- BLDG 31 Fitness Center





**NAVAJO  
PREPARATORY  
SCHOOL**