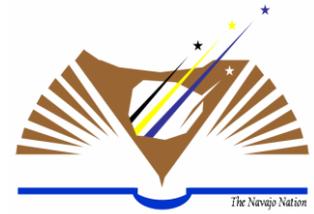




**DEPARTMENT OF DINÉ EDUCATION
THE NAVAJO NATION**

P.O. Box 670 · Window Rock, Arizona 86515
PHONE (928) 871 – 7475 · FAX (928) 871 – 7474



Jonathan Nez
President

Myron Lizer
Vice-President

NNBEJY-736-2021

**RESOLUTION OF THE
NAVAJO NATION BOARD OF EDUCATION**

Relating to Education; Approving the Reauthorization of the Greyhills Academy High School, Inc. for the Operation of Education, Education-Related, and Residential Programs, Pursuant to Public Law 100-297, for the Period of Two (2) Years Beginning July 1, 2021 and Ending on June 30, 2023

WHEREAS:

1. The Department of Diné Education (hereinafter the “Department”) is the administrative agency within the Navajo Nation with responsibility and authority for implementing and enforcing the educational laws of the Navajo Nation. 2 N.N.C. § 1801 (B); 10 N.N.C. § 107 (A). The Department is under the immediate direction of the Board. 10 N.N.C. § 107 (B).
2. The Navajo Nation Board of Education (hereinafter the “Board”) is the education agent in the Executive Branch for the purposes of overseeing the operation of all schools serving the Navajo Nation. 10 N.N.C. § 106 (A). The Board carries out its duties and responsibilities through the Department of Diné Education. 10 N.N.C. §106 (G)(3). In addition, “the Board [has the] general power to monitor the activities of all Bureau of Indian Affairs funded schools and local community school boards serving the Navajo Nation...” 10 N.N.C. § 106 (G)(1).
3. On May 16, 2012, the Health, Education and Human Services Committee of the Navajo Nation Council enacted **HEHSCMY-012-12** and the “Administrative Rules and Regulations,” that delegated the Navajo Nation Board of Education with the authority to approve P.L. 100-297 and P.L. 93-638 contract reauthorizations. **HEHSCMY-012-12** sets forth the parameters and conditions for reauthorization of schools.
4. In accord with **HEHSCMY-012-12**, the Board reviews and recommends the reauthorization of Public Law 93-638 Indian Self-Determination and Education Assistance Act contract and Public Law 100-297 grant schools and residential programs under the Tribally Controlled Schools Act for the operation of education and education-related programs and/or residential programs in accord with the contract application for a certain number of years and bases and formulates its recommendations upon the testimony, reports, and supporting information provided by the **Greyhills Academy High**

NAVAJO NATION BOARD OF EDUCATION

*Priscilla B. Manuelito, **President** · Spencer W. Willie, **Vice President** · Dr. Victoria Yazzie, **Secretary**
Member: Sharon A. Toadecheenie · Marlene Burbank · Dr. Henry Fowler · Andrea K. Thomas
Freda Nells · Joan A. Gray · Emerson John · Dr. Pauletta White
Patricia Gonnig, Acting Superintendent of Schools*

School, Inc., and the monitoring reports and recommendations provided by the Department of Diné Education.

5. The Board finds that the **Greyhills Academy High School, Inc.** has submitted a complete reauthorization application that complies with the requirements of the Grant/Contract Conversion/Maintenance Handbook (**ECF-12-01**) and **HEHSCMY-012-12**. **Greyhills Academy High School, Inc.**'s application is attached hereto as **"EXHIBIT A."**
6. According to audit reports and testimony provided by the Office of Diné Accountability & Compliance ("ODAC") attached hereto as **"EXHIBIT A-1,"** the **Greyhills Academy High School, Inc.** is compliant with the financial and audit requirements contained in **HEHSCMY-012-12**, warranting two years of reauthorization. The Grey Hills Academy High School Inc. 2020 audit was "Unmodified" in both their Financial Statements and Federal Awards sections, however significant deficiency(ies) were identified in the federal awards section. One (1) finding was identified as repeat finding. The school's 2019 audit was "Unmodified" in both the financial statements and federal awards sections, however significant deficiency(ies) were identified in their federal awards section.
7. The **Greyhills Academy High School, Inc.** academic progress report is attached hereto as **"EXHIBIT A-2,"** in addition to other documents provided by the Office of Education Research & Statistics ("OERS") and Office of Diné School Improvement ("ODSI").
8. The Board finds that the **Greyhills Academy High School, Inc.** has complied with the Navajo language and culture instructional requirements, incorporation of the Diné Content Standards, and addressed other findings as reported by the Office of Standards, Curriculum, and Assessment Development ("OSCAD"), attached hereto as **"EXHIBIT A-3."**
9. According to reports provided by COGNIA, the **Greyhills Academy High School, Inc.**'s was rated as "Accredited" and is attached hereto as **"EXHIBIT A-4."**

NOW THEREFORE BE IT RESOLVED THAT:

1. The Navajo Nation Board of Education approves the reauthorization of the grant of the **Greyhills Academy High School, Inc.** to operate education, education-related, and residential programs for two (2) years, covering the period from July 1, 2021 to June 30, 2023.
2. The **Greyhills Academy High School, Inc.** shall continue to enhance the learning of Diné Language and Culture, develop and implement a strong Diné Language/Culture program for the students, including updating the school's Diné language and culture curriculum and incorporation of the Navajo Nation's Five (5) Content Standards (Diné Language, Culture, Government, History, and Character), and provide Diné language assessment data to the Department.

3. The Navajo Nation Board of Education hereby conditions its sanctions, approval, and reauthorization upon the standard conditions, attached hereto as “**EXHIBIT B,**” which the Navajo Nation places upon Navajo Nation tribal organizations which are authorized to operate BIA-funded education and education-related programs.
4. To the extent permitted by Navajo Nation law, the Navajo Nation further conditions approval of this reauthorization application based on the school’s compliance with addition conditions, attached hereto as **EXHIBIT C.**
5. The Navajo Nation Board of Education hereby recommends and empowers the Superintendent of Schools to take any actions deemed necessary and proper to carry out the purposes of this resolution and directive.

C E R T I F I C A T I O N

I hereby certify that the foregoing resolution was duly considered by the Board of Education of the Navajo Nation at a duly called meeting at Window Rock, Arizona (Navajo Nation) at which a quorum was present, motioned Spencer Willie and seconded by Emerson John and that the same was passed by a vote of 10 in favor; 0 opposed; 0 abstained, this 30th day of July 2021.



Priscilla B. Manuelito, President
Navajo Nation Board of Education



3. Application Content

A. Name, address and phone number of the school board submitting the application.

Greyhills Academy High School (dba: Tuba City High School Board, Inc.)
P.O. Box 160
Tuba City, Arizona 86045

Telephone Number: (928) 283-6271 Fax: (928) 283-6604

Contact persons: Gerald Keetso, President
Esther Grass, Vice President
Rena Dodosn, Clerk
Angie Williams, Member
VACENT, Member

The approved 2016-2020 Navajo Nation Local School Board Apportionment Plan (HEHSCMA-21-16) states that school consists of a five (5) member board: 3 – At-large with Tonalea / Tõh Naness Dizi Chapter; 1 – At-large with Cameron / Hardrock / K'ai'biit'ó Chapters; 1 – At-large with Western Navajo Agency.

Note: Greyhills Academy High School is a five (5) member board; however, has a vacant position.

B. Resolutions from the local school board and the chapter(s) within the school's authorized boundaries supporting the school board application.

The application package includes:

Resolution of the Greyhills Academy High School; passed at a duly called meeting on March 3, 2021, Requesting of the Navajo Nation Council to support continuing reauthorization of Greyhills Academy High school under the provisions of Public Law 100-297.

Supporting Resolutions are from:

1. Tonalea Chapter; passed on June 6, 2021
2. Tõh Naness Dizi Local Government; passed February 17, 2021
3. Cameron Chapter; passed on March 27, 2021
4. Hardrock Chapter; passed on June 16, 2021
5. K'ai'biit'ó Chapter; passed on June 18, 2021
6. Western Navajo Agency; passed June 19, 2021

Though not needed, included in the application is a Coalmine Canyon Chapter resolution passed on February 22, 2021.

C. Narrative explanation of the school board's prior experience and knowledge in operating the school.

The application includes five (5) board member's narratives outlining their experiences and educational backgrounds. On an ongoing basis, the board

members attend conferences, workshops and training to remain abreast of current school operation and board knowledge to meet the needs of the school and personal interest.

D. Information on the geographic and demographic factors in the affected areas.

The application package includes the geographic and demographic factors, as they comply with Navajo Nation Policies and Procedures for Waiver of School Attendance Boundaries for Navajo Nation Bureau of Indian Affairs-Funded Schools Commencing in School Year 2000 (Resolution # ECN-112-00).

E. A narrative description identifying each of the programs to be offered by the school board and a description of an implementation plan for each program.

Included in the packet, Greyhills Academy High School's narratives and implementation include:

- Academic Narrative
- English Language Arts
- Mathematics Program
- Sciences Program
- Social Studies Program
- Career & Technical Education (CTE)
- Physical Education (PE) & Health
- Diné Studies
- Electives
- Exceptional Student Services (ESS)
- Student Support Services
- Family Engagement
- Athletics
- Supplemental Programs
- Food Service
- Transportation
- Residential Program
- Security
- Facility Management
- Housing Services

F. If not adopted, an affirmative statement that the Navajo Nation North Central Association (NN/NCA) Academic Standards will be adopted, and that NN/NCA Certification will be acquired within one year.

The application package includes a copy of their certificate, certifying Greyhills Academy High School having met the criteria for educational quality established by the AdvancED Accreditation Commission by the NCA Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the SACS Commission on Accreditation and School Improvement; valid through June 30, 2022.

- G. Statement certified by the school board if applicable, that the Residential Standards will be in conformance with 25 CFR Part 36 Subpart H. School boards shall report to OIEP with respect to instances of non-compliance with space and privacy requirements due to inadequate facilities.**

The application package includes required signed certification from all four (4) school board members, as they will be in compliance.

- H. A specific point by point description of how the school board will handle the Requirements of:**

- 1) Accounting and Management of equipment of the school and future equipment acquisitions.**

The accounting and management of equipment of the school and future equipment acquisitions are addressed in the Greyhills Academy High School Article 2: Financial Policies and Procedures; Approved: June 3, 2020.

- 2) A bookkeeping and accounting procedure system**

The bookkeeping and accounting procedure system are addressed in the Greyhills Academy High School Article 2: Financial Policies and Procedures; Approved: June 3, 2020.

- 3) Recruitment and retention of adequately trained personnel**

The recruitment and retention of adequately trained personnel are addressed in the Greyhills Academy High School Personnel Policies & Procedures Manual; Approved: November 4, 2019.

- 4) Personnel policies and procedures**

Included in the application package is the Greyhills Academy High School Personnel Policies & Procedures; Approved: November 4, 2019.

- 5) Financial policies and procedures**

Included in the application package is the Greyhills Academy High School Article 2: Financial Policies and Procedures; Approved: June 3, 2020.

- 6) Risk management programs (Insurance, including but not limited to, general liabilities, property protection, fire, vehicles, etc.)**

The application includes the Greyhills Academy High School contracts with The Mahoney Group, Inc. and Summit; policy effective July 1, 2020 through July 1, 2021.

7) Consolidated school reform plans

In lieu of the Consolidated school reform plans, Needs Assessment and SMART Goals (SY 20-21); the BIE Schoolwide Program Plan (SY20-21); the School Year 2020-2021 Title Programs Local Education Agency (LEA) Assurances and the School Wide Budget (SY 20-21); are included in the application.

8) Reporting Requirements (Single Agency Audit Act of 1984 as amended.)

The reporting requirements (Single Agency Audit Act of 1984 as amended) is addressed in the Greyhills Academy High School Article 2: Financial Policies and Procedures; Approved: June 3, 2020.

9) Implementation and enforcement of the Navajo Nation Ethics in Government Law (2 N.N.C. 6).

The implementation and enforcement of the Navajo Nation Ethics in Government Law (2 N.N.C. 6) is addressed in the Greyhills Academy High School Board Policy, Approved: April 7, 2016.

I. Documentation of Incorporation with the Navajo Nation Corporation Commission.

The application package includes a Certificate of Good Standing dated June 24, 2021; Greyhills Academy High School (File # 100394) was issued and authorized to transact business within the Navajo Nation on May 13, 1992.

Note: The Navajo Nation Business Regulatory Department received the school's annual reporting for 2020; thereafter, in compliance with meeting the annual reporting requirements and is scheduled to submit its 2021 Annual Report shortly after June 30, 2021.

J. A Scope of Work that addresses program implementation and compliance to be utilized as a foundation by an independent auditing firm that will be retained to conduct an annual audit which meets the requirements of the Single Agency Audit Act of 1984 as amended in 1996.

The application package includes a scope of work for the years ended June 30, 2018, June 30, 2017, and June 30, 2016; and the Single Audit Reporting Package for June 30, 2018; June 30, 2017; and June 30, 2016.

The application package includes a scope of work with HeinfeldMeech for year ended June 30, 2020 and June 30, 2019; and June 30, 2018; and the Audited Financial Statements for June 30, 2020; June 30, 2019; and June 30, 2018.

Note: The school has retained HeinfeldMeech for three (3) years; the school must select a different certified auditing firm each time the grant/contract is reauthorized.

- K. Assurances that all employees will receive a background investigation and that the employees will meet the minimum standards for character and suitability required in 25 CFR Part 63.11. School board members, in compliance with Navajo Law (including Navajo Election Law) and Federal laws, will also receive criminal background investigations. The criminal background check will include federal, state, and tribal convictions or *Nolo Contendere* pleas on child related convictions. No individuals convicted of any child related crimes may serve on the school board.**

The application package includes required signed certification from all five (5) school board members, as they will be in compliance.

- L. A Certification from each school board member that they have read and understand 25 USC 450d-Criminal Activities Involving Grants, Contracts, etc.; Penalties.**

The application package includes required signed certification from all five (5) school board members, as they will be in compliance.

- M. Certification from each school board member that they understand that all funds received must be deposited in accounts that are insured by an agency or instrumentality of the United States.**

The application package includes required signed certification from all five (5) school board members, as they will be in compliance.

- N. Certification from each school board member, the school chief administrative officer, and the fiscal & personnel manager that they have read and understand the Provisions of OMB Circular, A-87 particularly those sections that pertain to allowable and unallowable cost.**

The application package includes required signed certification from all five (5) school board members; the CEO, Principal, Human Resource Technician, Business Technician, and the Business Manager, as they will be in compliance.

- O. Certification from each school board member that they have read and understand the “Indian Child Protection and Family Violence Prevention Act of 1990” requiring child abuse reporting procedures plan and background investigation requirement procedures.**

The application package includes required signed certification from all five (5) school board members, as they will be in compliance.

P. A signed copy of a School Board Code of Ethics from each school board member.

The application package includes required signed certification from all five (5) school board members, as they will be in compliance.

Q. Certification from each school board member that they have received training in the contents of these requirements.

The application package includes required signed certification from all four (4) school board members.

Reviewed by:



Lavidia B. Maestas, Sr. Education Specialist
Office of Diné Accountability and Compliance
Department of Diné Education

CONCURRENCE:



Darrick Franklin, Education Program Manager
Office of Diné Accountability and Compliance
Department of Diné Education



DEPARTMENT OF DINÉ EDUCATION
The Navajo Nation

P.O. Box 670 - Window Rock, Arizona 86515
Phone (928) 871-7466 - Fax (928) 871-6101

EXHIBIT

A-1

Jonathan Nez
PRESIDENT

Myron Lizer
VICE PRESIDENT

MEMORANDUM

TO: Navajo Nation Board of Education Members

FROM:


Darrick Franklin, Education Program Manager
Office of Diné Accountability & Compliance

DATE: April 8, 2021

RE: Reauthorization Audit Report – **Grey Hills Academy High School Inc.**

The **Grey Hills Academy High School Inc.** is non-compliant with the financial and audit requirements contained in HEHSCMY-012-12, warranting “**one**-year(s) reauthorization.” The **Grey Hills Academy High School Inc.** Audit Ending 2020 was “Unmodified” in both their Financial Statements and Federal Awards sections. Significant deficiency(ies) was identified in their Federal Awards section. One (1) was identified as repeated finding (**in red**).

Grey Hills Academy High School Inc. Audit Ending 2019 was “Unmodified” in both their Financial Statements and Federal Awards sections. Significant deficiency(ies) were identified in their Federal Awards Section.

Grey Hills Academy High School Inc. Audit Ending 2018 was “Unmodified” in both their Financial Statements and Federal Awards sections. Significant deficiency(ies) were identified in their Federal Awards sections.

A copy of the school’s “Summary of Auditor’s Results” for Audit Ending 2020 is attached.

If you have any questions or concerns please do not hesitate to contact me at (928) 871-7466 or darrickfranklin@nndode.org. Thank you.

TUBA CITY HIGH SCHOOL BOARD, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2020

Summary of Auditor's Results:

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Significant deficiency(ies) identified: No
- Material weakness(es) identified: No

Noncompliance material to financial statements noted: No

Federal Awards

Internal control over major programs:

- Significant deficiency(ies) identified: Yes
- Material weakness(es) identified: No

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with §200.516 of Uniform Guidance: Yes

Identification of major programs:

CFDA Number
15.042

Name of Federal Program or Cluster
Indian School Equalization Program

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee: Yes

Findings Related to Financial Statements Reported in Accordance with *Government Auditing Standards*: No

Findings and Questioned Costs Related to Federal Awards: Yes

Summary Schedule of Prior Audit Findings required to be reported: Yes

**TUBA CITY HIGH SCHOOL BOARD, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2020**

FINDINGS AND QUESTIONED COSTS RELATED TO FEDERAL AWARDS

Finding Number: 2020-001

Repeat Finding: Yes – 2019-001

Program Name/CFDA Title: Indian School Equalization Program

CFDA Number: 15.042

Federal Agency: U.S. Department of the Interior

Federal Award Number: A19AV00863

Pass-Through Agency: Bureau of Indian Affairs

Questioned Costs: N/A

Type of Finding: Noncompliance, Significant Deficiency

Compliance Requirement: Special Tests and Provisions

CRITERIA

According to the Indian Child Protection and Family Violence Protection Act (25 USC section 3201 et. sec.), the School must conduct a character investigation of each individual who is employed or is being considered for employment in a position that involves regular contact with, or control over, Indian children. The individual should be reinvestigated every five years. In addition, individuals in those positions must meet the required standards of character no less stringent than those prescribed under subpart B – Minimum Standards of Character and Suitability for Employment (25 CFR part 63).

CONDITION

The School did not have current and timely character investigations for all employees.

CAUSE

School policies were not always followed or controls were not in place to ensure character investigations were performed timely.

EFFECT

The School was not in compliance with the Indian Child Protection and Family Violence Protection Act.

CONTEXT

The sample was not intended to be, and was not, a statistically valid sample. During our review of the School's character investigations, we noted the following:

- For 12 of 13 employee files reviewed, the character investigations were not reperformed by the School in a timely manner.
- For all three new employee files reviewed, the character investigations were not performed.

TUBA CITY HIGH SCHOOL BOARD, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2020

FINDINGS AND QUESTIONED COSTS RELATED TO FEDERAL AWARDS

Finding Number: 2020-001

RECOMMENDATION

The School should ensure character investigations are performed in a timely manner to achieve full compliance with the School's policies and the Indian Child Protection and Family Violence Prevention Act.

VIEWS OF RESPONSIBLE OFFICIALS

See Corrective Action Plan.



GREYHILLS ACADEMY HIGH SCHOOL

PO Box 160 | 160 Warrior Drive

Tuba City, Arizona 86045

Phone: (928) 283-6271 | Fax: (928) 283-6604 | www.greyhills.org

March 19, 2021

To Whom It May Concern:

The accompanying Corrective Action Plan has been prepared as required by U.S. Office of Management and Budget Uniform Guidance. The name of the contact person responsible for corrective action, the planned corrective action, and the anticipated completion date for each finding included in the current year's Schedule of Findings and Questioned Costs have been provided.

In addition, we have also prepared the accompanying Summary Schedule of Prior Audit Findings which includes the status of audit findings reported in the prior year's audit.

Sincerely,

Dr. Loren Hudson
Principal

Dr. Loren Hudson
CEO | Principal

Gerald Keetso
President

Esther Grass
Vice-President

Rena Dodson
Clerk

Angie Williams
Member

Franklin Fowler
Member

**TUBA CITY HIGH SCHOOL BOARD, INC.
CORRECTIVE ACTION PLAN
YEAR ENDED JUNE 30, 2020**

Findings and Questioned Costs Related to Federal Awards

Finding Number: 2020-001

Program Name/CFDA Title: Indian School Equalization Program

CFDA Number: 15.042

Contact Person: Dr. Loren Hudson

Anticipated Completion Date: March 26, 2021

Planned Corrective Action: To correct the finding 2020-001, Greyhills Academy High School recognizes they did not have current and timely character investigations for all employees. Greyhills Academy High School's policies were followed but were not completed in a timely manner which put the school out of compliance with the Indian Child Protection and Family Violence Protection Act. Due to the COVID-19 pandemic, access to the School was restricted by Executive Order on the Navajo Nation until Federal/Tribal employees were allowed to conduct essential business only. This put the School behind in many reporting documents and procedures. In the future, the School will ensure adequate character investigations are performed and documentation is maintained in a timely manner per Greyhills Academy High School Personnel Policy Section 2.22 General Background, Fingerprint Checks and Adjudication and ensures full compliance as of March 26, 2021, as mandated by the Indian Child Protection and Family Violence Protection Act.

TUBA CITY HIGH SCHOOL BOARD, INC.
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2020

Status of Findings and Questioned Costs Related to Federal Awards

Finding Number: 2019-001

Program Name/CFDA Title: Indian School Equalization Program

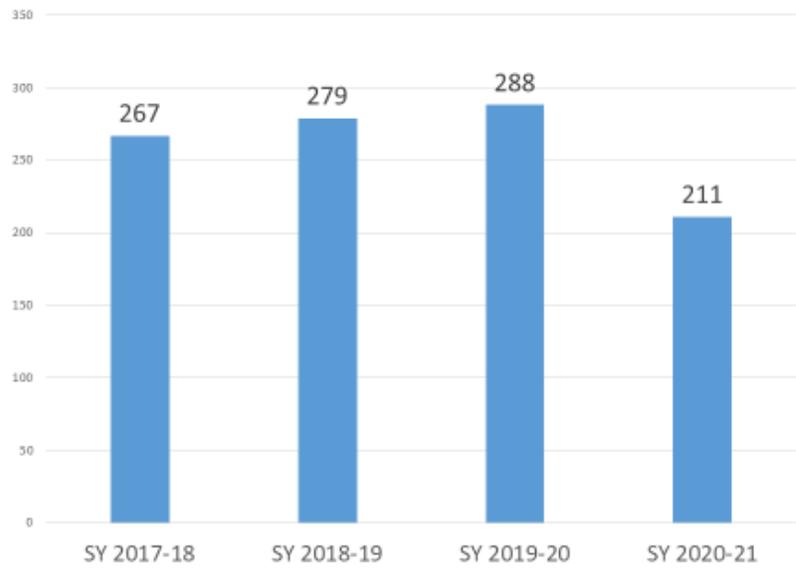
CFDA Number: 15.042

Status: Not corrected. See current finding 2020-001.

Planned Corrective Action: To correct the finding 2019-001, Greyhills Academy High School recognizes they did not have timely character investigations re-performed for all employees in a timely manner due to policies not fully being implemented in the human resource department. Policies were not fully implemented due to extenuating circumstances beyond their control that caused human clerical error. Due to the severity of the extenuating circumstances which caused human error we do not foresee it happening in the future. Greyhills Academy High School recognizes this put the school out of compliance with the Indian Child Protection and Family Violence Protection Act. The School will ensure adequate character investigations are re-performed and documentation is maintained in a timely manner per Greyhills Academy High School Personnel Policy Section 2.22 General Background, Fingerprint Checks and Adjudication and ensures full compliance as of March 26, 2021, as mandated by the Indian Child Protection and Family Violence Protection Act. The school will also insure that Personnel who work with Human Resources will continue to receive annual training to ensure effectiveness within its HR system. The School will also ensure periodic review of background checks with Human Resources. The School now has increased access to background checks and in the future, employees who do not have a current background check will be limited to contact with children.

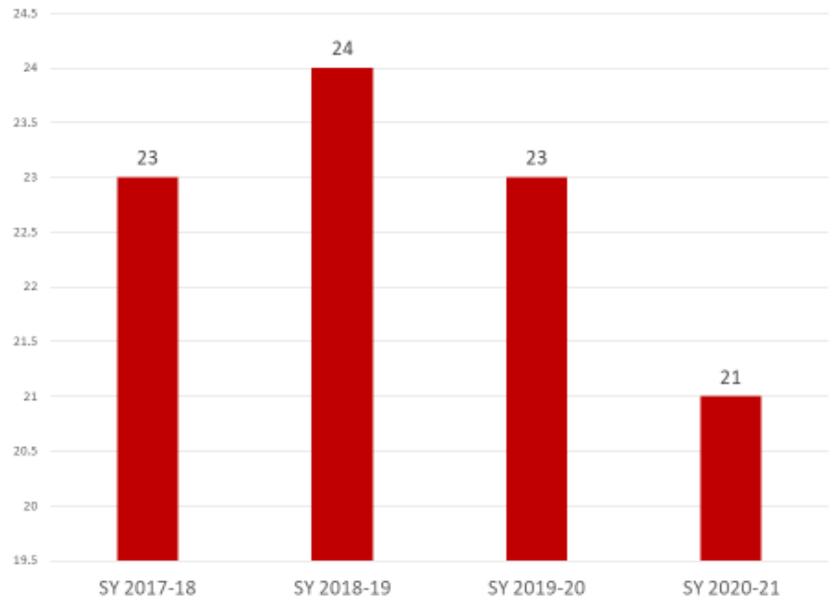
School Data-
Office of
Educational
Research
and
Statistics

Student Enrollment



School Data-
Office of
Educational
Research and
Statistics

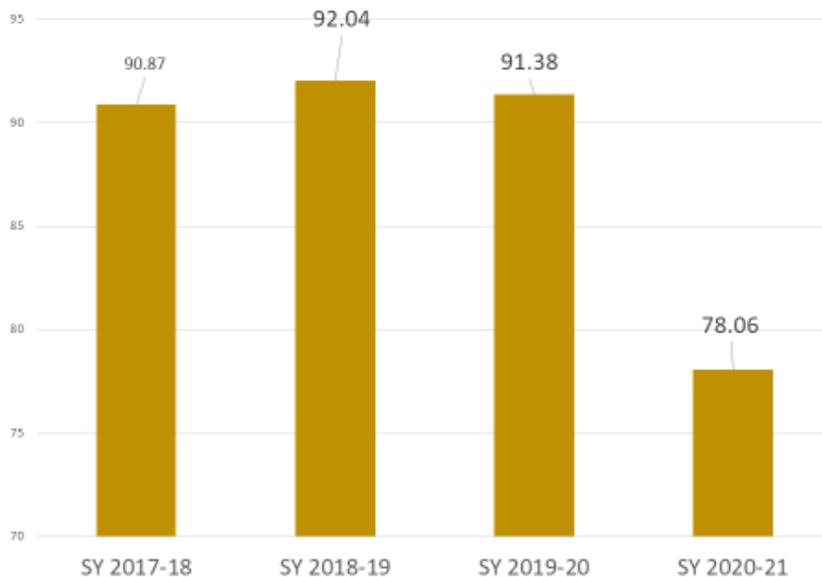
Teacher Count



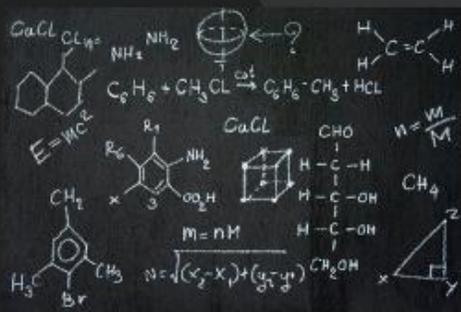


School Data-
Office of
Educational
Research
and Statistics

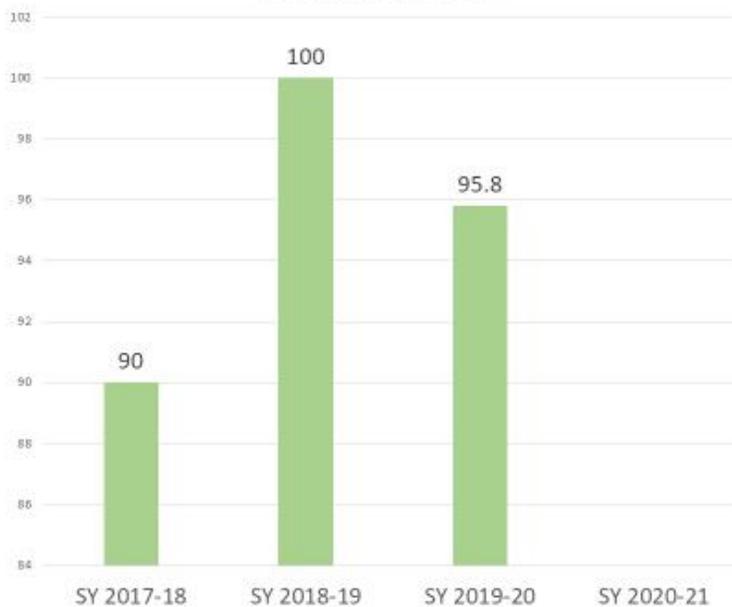
Attendance Rate ADM



School Data- Office
of Educational
Research and
Statistics

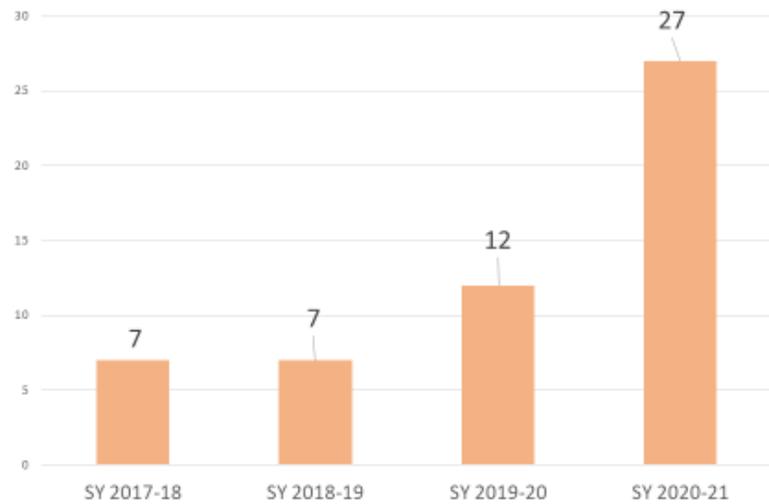


Graduation Rate %



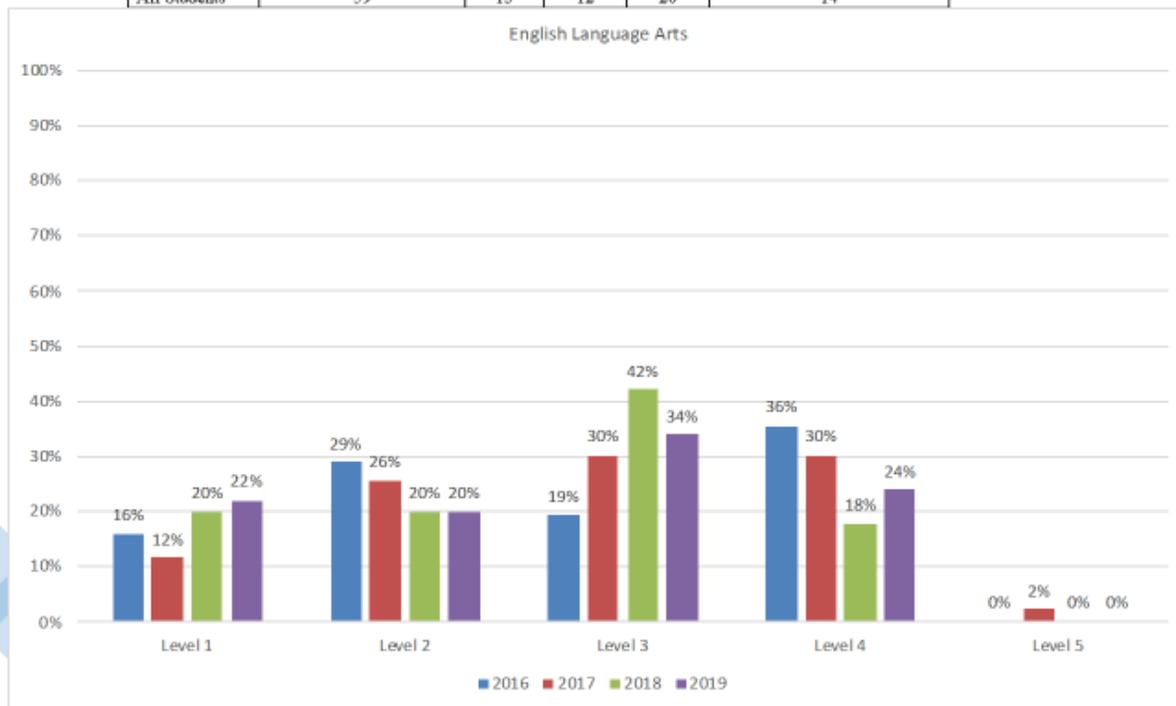
School Data- Office of Educational Research and Statistics

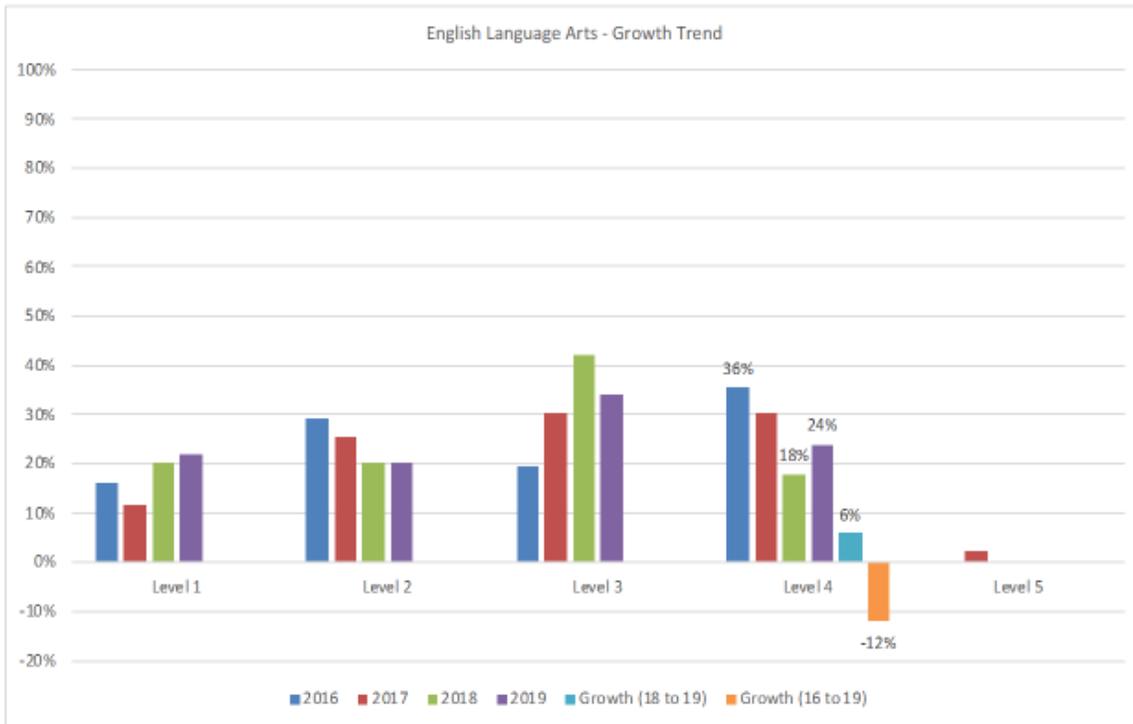
Drop out rate



School Data- Office of Educational Research and Statistics

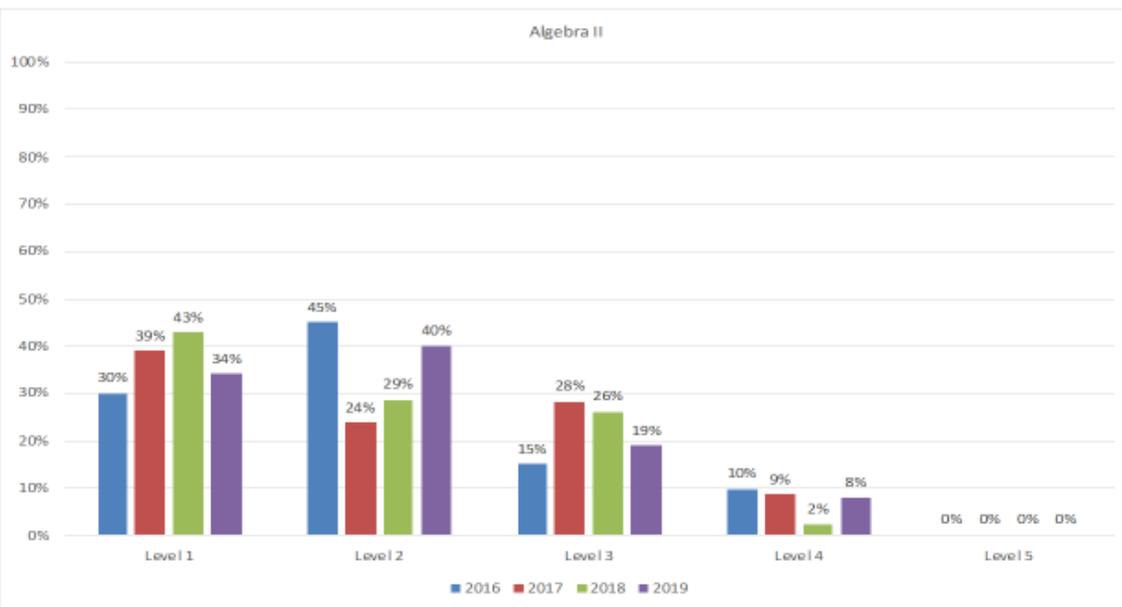
English Language Arts - PARCC 2018-2019					
	# of Students Tested	Level 1	Level 2	Level 3	Level 4/5
All Students	59	13	12	20	14

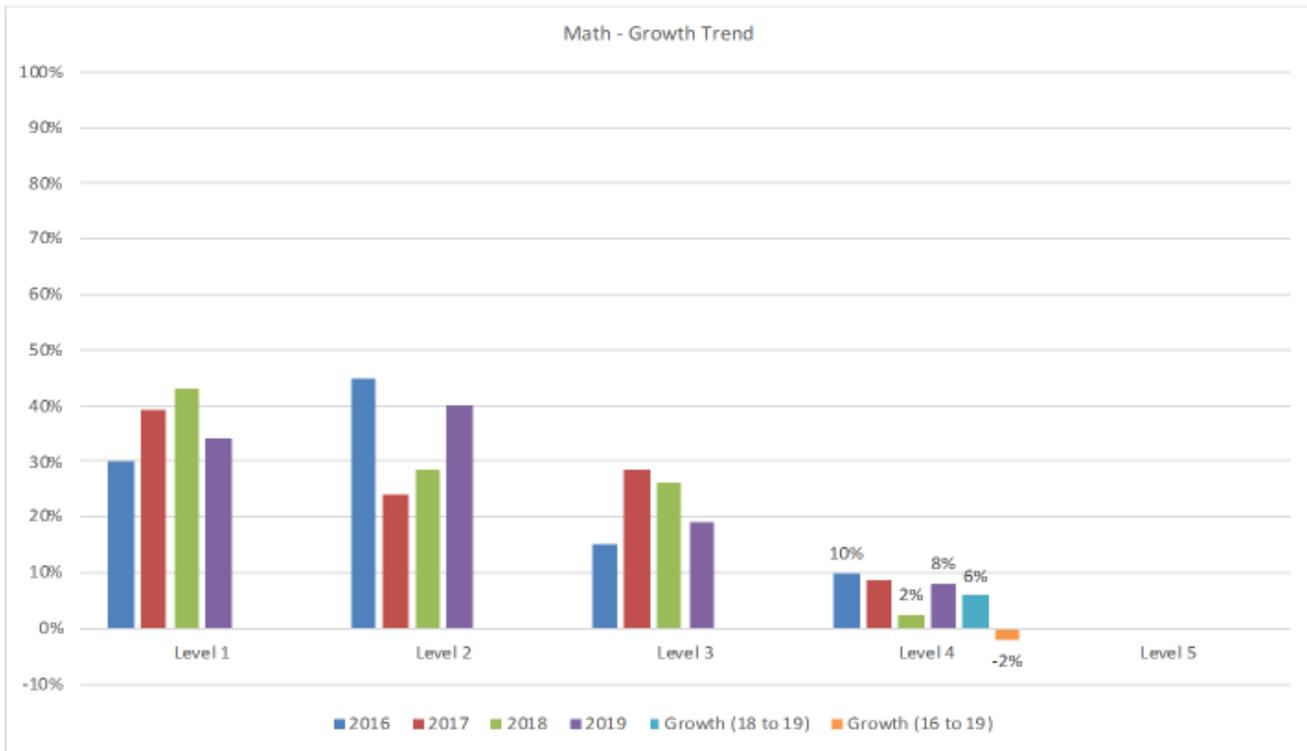




School Data- Office of Educational Research and Statistics

Math - PARCC 2018-2019					
	# of Students Tested	Level 1	Level 2	Level 3	Level 4/5
All Students	53	18	21	10	4





School Improvement – Office of Diné School Improvement

Data Team Responsibilities: 1) write school improvement plan (SAP); 2) implementation of SAP; 3) take immediate action in their own classroom action plan (CAP) and support other teachers to implement new strategies; 4) playing a major role in ongoing monitoring; & 5) gathering data on student learning, teacher knowledge and practice, and strategies being implemented

- Comments: GAHS does have an established Data Team, all staff participate in data generation, data collection, data analysis, and creation of classroom and school action plans.
- The school has received training in the Using Data Process and active with Calvin Harvey.
- GAHS is a data driven school that uses data to gather and generate information for knowledge on the needs and strengths to increase student achievement.
- GAHS has and uses data from NWEA, AIMS, AZELLA, WIDA, ACT, and ASVAB

Greyhills Academy High School	
UDP Data Team	School Data Team
Principal	Principal – Vaughn Salabye
Teacher or Math Coach	Science Teacher - Reny Mathew and UDP/CNA team
Teacher/Reading Coach	21 st Century Coordinator – Regina Hale
Math Teacher	UDP/CNA – Barry Wimmer
English Teacher	UDP/CNA – Fonda Walters
School Counselor	Academic Counselor – Odessa Reeves
Data Technician	CEO / Data Technician – Richard Grey

School Improvement – Office of Diné School Improvement

• Timeline & Activities for Process:

Spring	Spring	Summer	Summer	Fall	Fall – Winter
Data Team compiles data collection for monitoring and organizes them	Analyze date: <input type="checkbox"/> Benchmark testing; and <input type="checkbox"/> Formative assessment collect throughout school year	Analyze date <input type="checkbox"/> CRT / NORM REF Testing results	<input type="checkbox"/> Analyze data <input type="checkbox"/> Identify student learning problem <input type="checkbox"/> Verify root causes <input type="checkbox"/> Develop an SMART goal <input type="checkbox"/> Generate Solution <input type="checkbox"/> Develop monitoring plan	Data Team submit finalize PD plan with Monitoring plan	Data Team implements their professional development action plan. Data Team implements their monitoring plan and to constantly check progress of the professional development

• GAHS's School Improvement Plan Development:

- Administer Assessments (CRT & NRT)
- Data collection
- Data analysis
- Surveys – Staff, student, & stakeholders
- Designated PLC/PD built into Calendar.
- PAC/Family engagement involvement
- Creation of CAP, School Action Plan, and 1114 School Wide Plan- Native Star
- Reopening plan is in process will be submitted in July 2021

School Improvement – Office of Diné School Improvement

• ODSI Focal School Agreement



OFFICE OF DINÉ SCHOOL IMPROVEMENT FOCAL SCHOOL AGREEMENT 2021-

Greechille Academy High School
School Name

The Office of Diné School Improvement (ODSI) of the Navajo Nation Department of Diné Education designed an intervention strategy that has technical assistance to help build capacity for implementing a remaining lease system for voters. The goals are as follows:

- Establish collaborative learning environment with shared leadership.
- Advise teachers' understanding of standard-based content, curriculum, instruction, and assessment in ELA, mathematics and science with emphasis on people, place, Language and Culture (PPLC) for a Diné perspective
- Create school environment where multiple data measures are integrated into all levels of decision making.
- Create school environment with high level of learning in ELA, Mathematics and Science for all students.
- Establish an infrastructure to support and sustain successful reform strategies.
- Provide technical assistance on-site to strengthen and support school in developing a wide plan to implement standards-based ELA, Mathematics and Science education for all students.

These goals are aligned with the state accountability systems and the Navajo-Nation Diné School Accountability Plan, workbook.

As a result, the Department of Diné Education and the Office of Diné School Improvement (ODSI) from the Department of Diné Education enters into an agreement with Greechille Academy High School to provide technical assistance to meet the goals mentioned above.

The following outlines the scope of the agreement between the ODSI and Greechille Academy High School:

- ODSI:
- Create and share a student level and demographic database for the school administrators and teacher to utilize for school improvement.
 - Facilitate the Using Data Process in developing a School Wide Action and a professional development plan for improving the student learning goals identified in ELA, mathematics and/or science education.

Design: Design ID: 703C305-43C-44A-4B0-420A410171

- Facilitate on site professional development plan developed by the school data team.
- Make provision for teachers and teacher assistant responsible for instruction to receive professional development sponsored by ODSI.
- Ensure that administrator(s) receive 6 hours of professional development in the areas of standards-based curriculum reform and innovative instructional strategies.
- Coordinate all professional development activities with outside vendors and with ODSI.
- Establish Teacher Institute for Data Team and teachers.
- Establish one personal involvement activity that encourages participation in school initiatives.
- Conduct overall evaluation.

School School Name: Greechille Academy High School

- Release the student level and demographic data to ODSI.
- Develop a Data Team with 5-6 members at the school site that must be consist of: an administrator, three teachers and data person
 - Identify a person to replace a data team member who will be no longer on the team.
- Provide release time for Data Team to attend UDP training, monthly meeting for monitoring of professional development plan
 - Participate in the Using Data Process Workshops including Teacher Institute(s).
- Support the implementation of the developed professional development plan where release time is set aside for implementation within the academic school year.
- Coordinate and participate in one academic activity that encourage parental involvement in school initiatives.
- Participate in the evaluation conducted by ODSI.

We understand that our school Greechille Academy High School will collaborate with the ODSI to develop and implement the criteria listed above.

Signature: Reggie
Authorized School Team Leader
Signature: Virginia Salgado
Principal
Signature: [Signature]
ODSI Education Administrator

4/22/2021
Date
4/22/2021
Date
4/22/21
Date

School Improvement
– Office of Diné
School Improvement
Information of
school
accountability
designation

The school accountability
designation is
determined by BIE.

Currently, unavailable to
the schools.



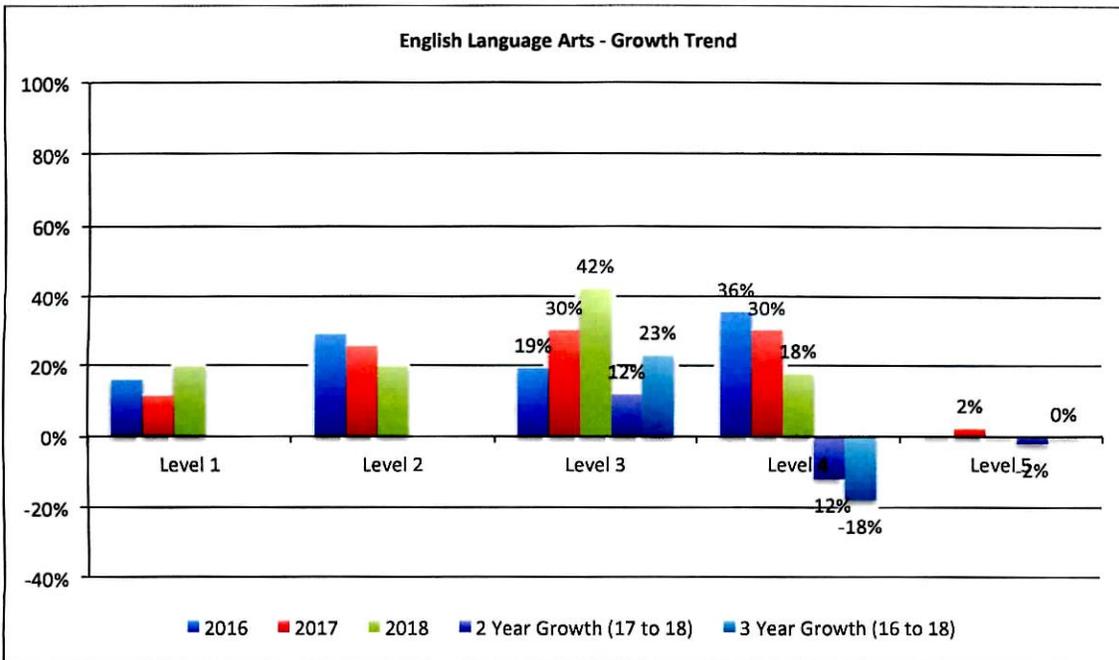
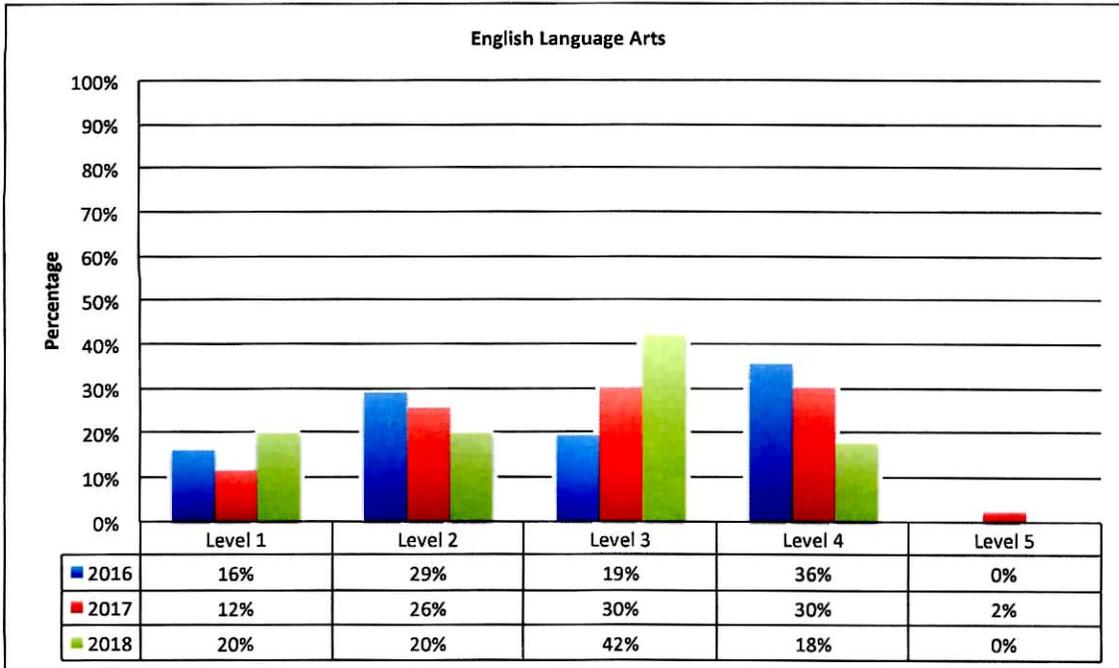
Navajo Nation Grant School Reauthorization—Greyhills Academy High School
 Grade Level: 9-12 State Assessment: PARCC

Demographics:

Enrollment: 242 Attendance Rate: 89.3% Drop Out Rate: 0%
 Teacher Count: 27 Graduation Rate: 99.9%

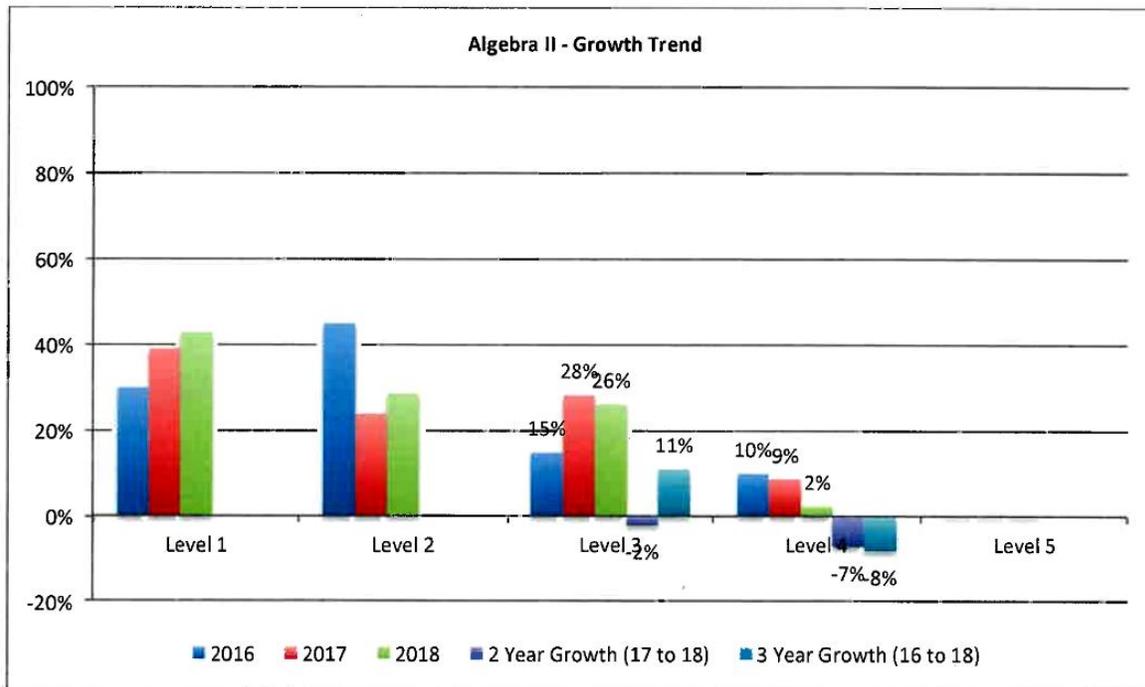
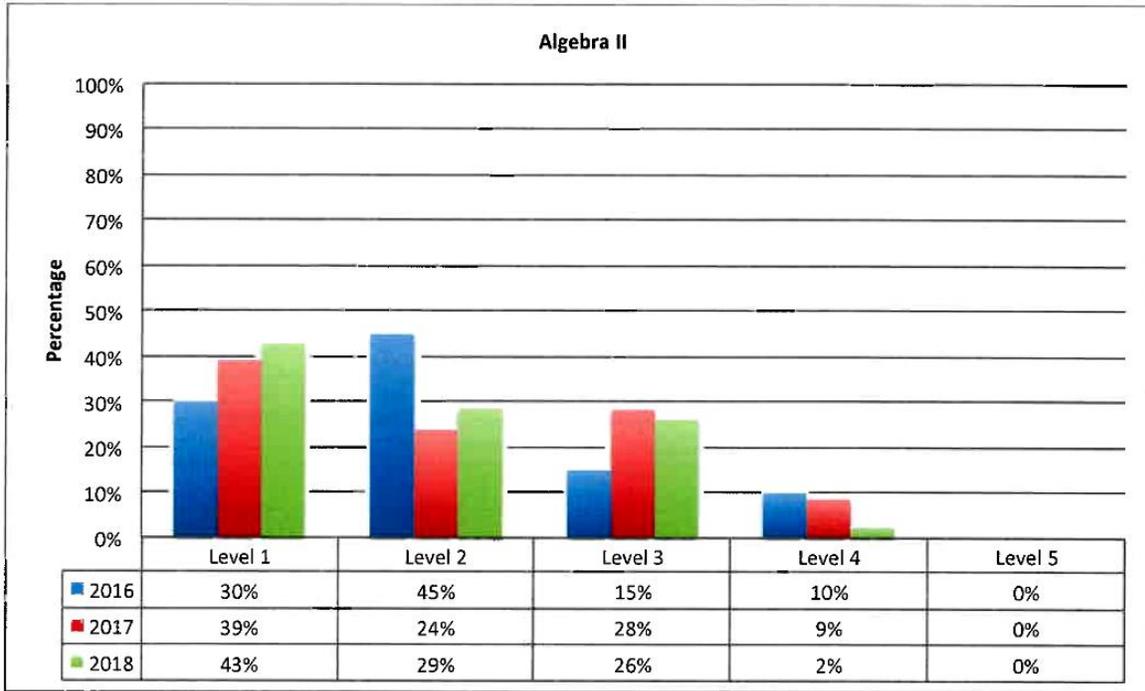
English Language Arts - PARCC 2017-2018

	# of Students Tested	Level 1	Level 2	Level 3	Level 4/5
All Students	45	9	9	19	8
Female	26	4	6	10	6
Male	19	5	3	9	2



Math - PARCC 2017-2018

	# of Students Tested	Level 1	Level 2	Level 3	Level 4/5
All Students	42	18	12	11	1
Female	25	9	8	8	0
Male	17	9	4	3	1



Navajo Language & Culture Diné Bizaad Binahoo'aah dóó nihee nanitin

Stella Y. Claw

Teacher

- Rubric with level of where school is:
Teacher certification:
 1. Bachelor in Art Education
 2. Master in Bilingual / Bicultural Education
 3. ESL Endorsement
 4. Teaching for 38 years



- Rubric with level of where school is:
 - Curriculum and assessment :Dine Content Standard is embedded in the curriculum
 - We have our very own Diné version curricula:
Diné:The Navajo Nation Curriculum.
- Dine Bizaad Binahoo'aah, Navajo Bizaad: Read, Speak, and write, Conversational Workbook, and Situational Navajo

Navajo Language and Culture- Office of Standards Curriculum and Assessment Development

	Reauthorization Dates:	Comment:
SCHOOL COMPREHENSIVE PLAN	EXEMPLARY: <ul style="list-style-type: none"> • Technical support / management • School Board & Administration & Budget • In vision and mission statement • DODE and school collaboration • Parent / Community collaboration • Monitoring of Language & Culture – implementing (learning, curriculum, teaching effectiveness) 	<i>Using Dine Bizaad Binahoo'aah curriculum, material and textbook, Also using Dine Content Standards (Oral Language, Culture, Character Development, Oral History, and Government), New Mexico and Arizona Standards.</i>
TEACHER CERTIFICATION	Teacher certification is on file and degree: <ul style="list-style-type: none"> • Teacher is certified through the Arizona State Department of Education with ESL Endorsement, Bachelor Degree in Art Education, and Master Degree in Bilingual/Bicultural Education 	Did not think it was necessary because of the ESL Endorsement and taking all the required classes at the university level.
CURRICULUM & ASSESSMENT	<ul style="list-style-type: none"> • Dine Language and Culture is fully implement and integrated into all grade level (grade 9 to 12) • Local developed assessment is utilized to monitor student progress. • Ample supply of material and resource across all grade levels. • 4. Very familiar with DCS and are fully implemented across all grade level. • Consistent 90 minutes of Dine Language and Culture instruction and/or dual language program. • Teacher given responsibility to teach language & culture only. 	Greyhills Academy High School is on a Block Schedule with 90 minutes of class instruction daily. A student is actually putting in at least 7.5 hour of instruction per week. The teacher is also teaching other course such as Dine Studies/ Government and Art. Overall, the teacher are doing curriculum mapping for all classes being taught at GAHS including the Navajo teacher.
ASSESSMENTS	<ul style="list-style-type: none"> • Has administered one of DODE (DLPA, ONLC –T-SBA). • Assessment data are shared with stakeholders • Use assessment data to inform, improve instruction and curriculum 	I've been administering the test for several year working at Greyhills Academy High School
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Language & Culture Professional Development is included in overall school comprehensive plan and fully implemented. • DODE presentation Dec. 3, 2019 	I also attended all the trainings provided by DODE until the Pandemic. I also conducted training on Dine Language and Culture on how to administer the test.

Curriculum Mapping

Greyhills Academy High School NAVAJO I CURRICULUM MAP

Quarter: 1st Topic: Navajo Alphabet & the Sound System (2 weeks)

Essential Questions?	Timeline	Diné Standards	Activities
<ul style="list-style-type: none"> What is ʼáʼán and ʼaʼáʼíʼ? What are the basic Navajo sound systems? Where is sound practice in the mouth? What are other language spoken with familiar sounds 	<p>January 2021</p> <p>FIRST & SECOND WEEK</p>	<p>Concept 1 – Nitsahakees: PO 1. Óʼtaʼ góneʼ tʼáá ákwíjǫ́ saad bee shééhʼjʼ yáʼtʼígíí békʼtʼáʼshééhʼjʼ dootéel. I will comprehend Dineʼ bizaad spoken to me in school.</p> <p>PO 4. Alʼáá ádahoohʼééjʼ saad chodaoʼinígíí yisistsʼáʼpʼgo bééhasín dootéel. I will identify the vocabulary used in different contexts.</p> <p>Concept Standard A. Analyze the interaction between language and culture.</p> <ul style="list-style-type: none"> Discuss/explain or demonstrate the influence of a cultural group's beliefs, history, and values on its language. <p>PO 4. Naakí góneʼ daʼahijooǫ́pʼ yééǫ́pʼ Dine bizaad bee akʼeh hodeesdǫ́ʼígíí shíł bééhózin dootéel. I will describe how Diné language played a role in World War II.</p> <p>6FL-F3. Distinguish between the sound system and the writing system of the target language and the other same elements in their own language.</p>	<p>Historical Overview of Navajo Writing: Navajo Writing: p 2 Navajo Alphabet: p 3 Short & Long Vowels: p 3 High tones & Nasal Vowels: p 4 Diphthongs Consonants for Navajo: p 6 Digraphs: p 6 Syllables: p 6 Consonants – Vowels Syllables: p 6-11 Digraphs: p 11-13 Chapter 1: Practices Building Reading Skills: p 14 Practicing the Navajo Sound System</p> <p>Assessments</p> <ul style="list-style-type: none"> Oral test: recitation of Navajo alphabet (Consonants and vowels) – TMT & TPR Vocabulary Quiz, and oral assessment Identification and open response test: Navajo Claus Written assignments - Workbook
<p>Materials/ Resources</p> <p>Textbook(s): - <i>Clas Beek</i> - <i>Dine Bizaad Binaahʼash</i></p> <p>Dictionary(s): - <i>Tsing Aabang</i> - <i>Conventional</i> - <i>Dictionary</i></p> <p>Workbooks: - <i>Conventional</i> - <i>Workbook</i> - <i>Dine Bizaad Binaahʼash</i> - <i>Workbook</i></p> <p>Other materials: - CD player - Creative player - Download projects</p>			

Greyhills Academy High School WEEKLY LESSON PLANS

Name: Mrs. Stella Clav Course: Navajo I Date: January 2021

LESSON PLAN: The Navajo Alphabet and the Navajo Sound System:
 Direct instruction, Informal presentation, Structured discovery, or Concept Teaching. (Chapter #1 – *Dine Bizaad Binaahʼash*)

State Standard/Performance Objectives:

- Content standard 1:**
- By speaking, writing, and/or signing, students will express themselves in a culturally appropriate manner for many for each purpose.
 - Participate in, interpret, and compare forms of creative forms of cultural expression such as music, art, speech, writing, traditions, and other products of a culture, etc.

- Content Standard 3:**
- Use appropriate language and gesture in an expanding variety of cultural contexts.
 - Speak, write, and use body language appropriately in formal settings. Analyze, evaluate, and use oral language, body language, and gestures appropriately in a variety of situations.

NOTE: Dine Content standards written into the lesson already.

Vocabulary Words for the Week:

Textbook: *Dine Bizaad Binaahʼash*
 Vocabulary Words listed on pages - 1 through 15 (Use zoom whiteboard & Jam board to talk about the assignments and activities)

Introduction (Attention/ Behavior Expectation Statement):
 Refer to Student Handbook – appropriate behavior is expected and enforced.

Activities (Guided and Individual Practice-Daily, include books, page numbers, etc.): Assignments are listed in guided book, a, people classroom, and infinite campus.

MONDAY

- Beginning of class has the student introduce each other by using their first class. Answer all the questions on interview worksheet. (Establish a written dialogue)
- Student learns the Navajo alphabet so they will not be distracted by the English alphabet, and will be more likely to become a better "spellers" and reader of Navajo language.
- Introduce the consonants and the vowels sound in more detail. (Every thing is written in the textbook and in the workbook)
- Practice the sounds and give them words to spell. Have them short dialogues and simple story to practice their sound. (Dii Aakii Yidohi handout)

TUESDAY

- Learn to divide into word into syllables so they can read it better. Look all the markings – high tone, glotal stops, nasalized words, short and long vowels, and words with other sound like / and /i.
- Refer to the workbook, section A and B, for reinforcement.
- Read each short vowel clearly and loud several times before and have them read the vowels.
- Practice by reading each vowel and look at each individual vowel as you say it.

WEDNESDAY

- Grandmother speaks to the students in Navajo while the students listen to see how many sounds students can hear. Encourage the students to speak to their grandmothers or grandpas, or even their parents at home.
- Come up with simple sentences using the vocabulary. Introduce the format for writing – Subject, Object, and Verbs

Skill Students will Master:

- Define the vocabulary of the subject classroom.
- Distinguish through writing the individual sounds each consonant (c), vowels (v), digraphs, and syllable made within the sound system.
- Respond to commands that apply to the vocabulary of the classroom.
- Identify the basic component of the Navajo Sound System.
- Demonstrate ability to decipher the difference between the sounds of minimal pairs through listening speech.
- Combine syllables to write simple words.
- Correctly produce through reading the individual sounds each consonant (c), vowel (v), digraph, and syllable made within the Navajo Sound System.

NOTE: Might not use the all the objectives listed on the lessons within two week of.

Graphic Organizers:

- Clock body worksheet
- KWL
- Vowal diagram
- Others forms

Content Specific Terms

- Cognitive Goal – Use the Navajo Sound System to learn the following
- Distinguish between individual sounds
 - Read the individual sounds.
 - Write the individual sound.

(SOV) in the Navajo Language

THURSDAY

- Simple words like 'see' or 'water'. Asked them that they are becoming literate, they can suggest simple words that will fit into the category of short words.
- Assignment: Refer to the Long Vowels in the Workbook, section C. Read sound – /a/, /e/, /i/, /o/, /u/, etc. so the students hear the difference between the way the vowel sounds and the way it is spoken.
- Read each slowly and clearly several times so the students begin to associate the sound with the length of the vowel.
- Encourage Navajo speaking to think of other words that would fit into each category when they are working in their workbook.

FRIDAY

- Oral assessment – Beginning of class have the students read Dii Aakii Yidohi only in class.
- Let the student know that they need to be very deliberate in their placement of diacritical markings and the glotal stop when they speak and write.
- A tiny diacritical mark, glotal stop, or addition or deletion of a vowel could damage the pronunciation of a word and consequently change the meaning of a word. Read carefully each diphthong carefully and slowly.
- Encourage Navajo speaker to think of other words that contain each respective diphthong. Assignment: Refer to section 2 in the workbook.

Student/Student (books, handouts, supplies, etc.)

Handout on vocabulary, table cards, Conventional workbook, dictionary, pencils, and paper, etc.

Differentiated Activities (LEP, ESS students):

Modify the assignments the students that don't understand Navajo. (Simplified and clarified assignments and give them single word to study). Reassigned after school tutoring.

Connection to Navajo Language and Culture Performance Objectives:
 Dine Content Standard is embedded into the curriculum and integrated into the lessons.

Real World Application/Extension:

None

Assessment (CRT, PBA, Studentwork, DAP)

Evaluation:

- Evaluate the accuracy with which the classroom read words.
- Edit their classroom writing.
- Check to see if they are pronouncing the words correctly, etc.

Class:

Homework:

Reading assignment: Unfinished work is done in class or during after school tutoring.

Enrichment:

Students will do further research on different languages – Athabaskan's, or other Indian languages and make a comparison and difference in sound, etc.

*Student Enrollment***First semester 2020:**

- Navajo I - 26
- Dine Studies / Gov't - 36
- 62

Second semester 2021:

- Navajo I - 18
- Navajo II - 17
- Dine Studies /Gov't - 16
- 51

Total: 113

**Department of Diné Education
Office of Standards, Curriculum & Assessment Development (OSCAD)
Rubrics for Reauthorization**

Name of School: Greyhills Academy High School		Reauthorization Dates: 7/01/2017-6/30/2019		
CRITERIA	EMERGING	APPRENTICE	PROFICIENT	EXEMPLARY
SCHOOL ACTION PLAN	None or very limited language/culture study included in School Action Plan	Includes two of the following: 1. Technical support/management; 2. School Board & Admin & budget support; 3. In philosophy & vision; 4. DODE & school collaboration; 5. Parent/community participation; 6. Monitoring of language/culture implementation (learning, teaching effectiveness, curriculum).	Includes three of the following list: 1. Technical support/management; 2. School Board & Admin. & budget support; 3. In philosophy & vision 4. DODE & school collaboration; 5. Parent/community participation; 6. Monitoring of language/culture implementation (learning, teaching effectiveness, curriculum).	Full implementation of the following: 1. Technical support/management; 2. School Board & Admin. & budget support; 3. In philosophy & vision; 4. DODE & school collaboration; 5. Parent/community participation; 6. Monitoring of language & culture implementation (learning, curriculum, teaching effectiveness).
Diné Bizaad doo bee'ooł'íil Bee'oonish				
Diné Values of Life Long Learning				
TEACHER CERTIFICATION	Admin or staff recently became aware of Native American Language & Culture Certification & plans to notify staff.	Have signed documents or contacted DODE in regards to Diné Language & Culture Certification.	Native American Language & Culture Certification application in process for all Diné Language & Culture teachers.	All Diné Language & Culture teachers have Native American Language & Culture certification on file with the school.
CURRICULUM & ASSESSMENT	1. Lacks school Diné curriculum & assessment; 2. Very limited or no materials & resources to enhance teaching & learning; 3. Needs to become familiar with Diné	School Diné Curriculum being developed: 1. Few materials & resources -inventory of less than five books, & few material & resources being utilized to enhance teaching;	School Diné Curriculum & assessment has been developed & working toward aligning to DCS: 1. Some materials & resources; available-inventory of 10 or less books & some materials & resources; teacher-	School Diné Curriculum & assessment aligned with DCS: 1. Ample supply of materials & resources across all grade levels and content areas; 2. Very familiar with DCS - staff attended four or more

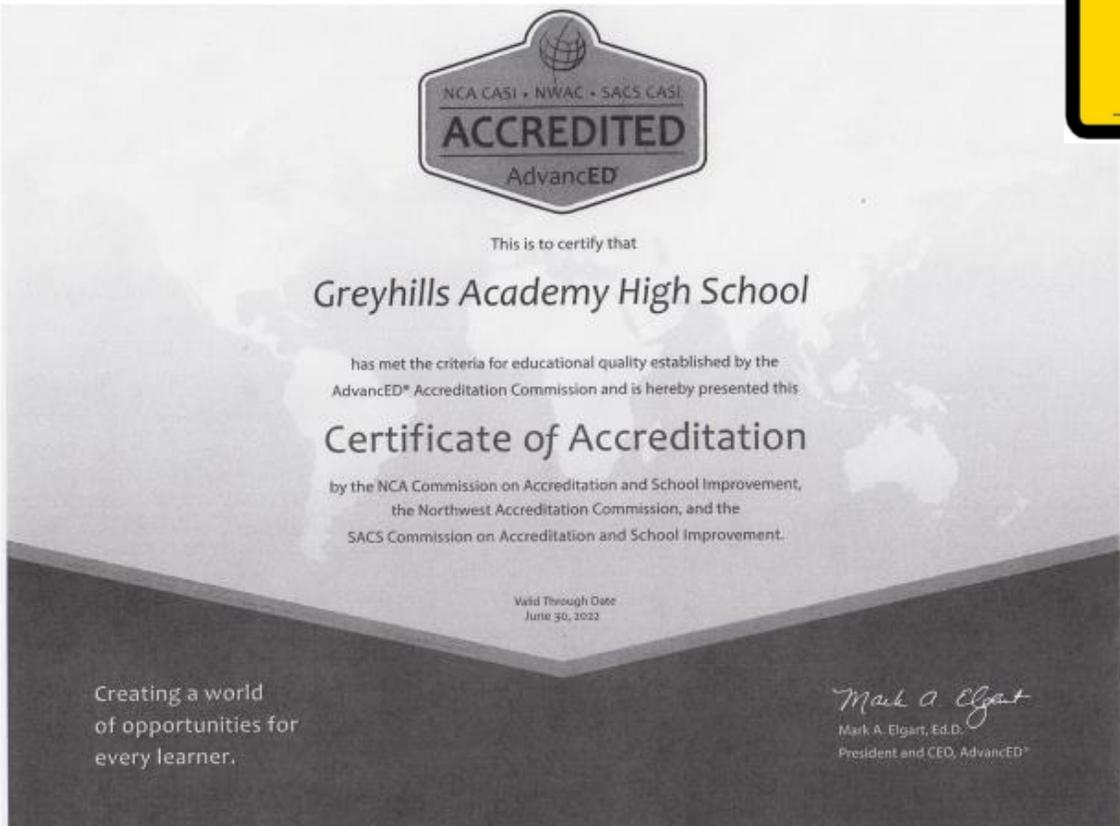
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Diné Bizaad doo bee' o'ool'ihil Bee'oonish				
Diné Values of Life Long Learning				
TEACHER CERTIFICATION	Admin or staff recently became aware of Native American Language & Culture Certification & plans to notify staff.	Have signed documents or contacted DODE in regards to Diné Language & Culture Certification.	Native American Language & Culture Certification application in process for all Diné Language & Culture teachers.	All Diné Language & Culture teachers have Native American Language & Culture certification on file with the school.
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			Assessment in October 2019.
Documentation Review			
School Action Plan <ul style="list-style-type: none"> Technology support & management (School Board, Administration, Budget); Philosophy & Vision DODE & school collaboration; Monitoring of language & culture program. 		<ol style="list-style-type: none"> Evidence (List reasons/ evidence why certain category from above was chosen): <ul style="list-style-type: none"> GAHS is open to communication, and helps when needed. GAHS has a well-established Navajo Language Program. GAHS offers dual credit courses (High School Credit and College Credit). GAHS utilizes programs as Foster Grandparents, Local Navajo Nation programs and IHS. GAHS networks with the local community (Basket Weavers, Rug Weaver, Navajo Pottery, Medicine people). Recommendations: (conditions or sanctions, etc.): <ul style="list-style-type: none"> Strengthen Navajo Language and Culture Team. The Diné Language & Culture teachers at the schools and surrounding area collaborate and communicate (in person, via Skype, Zoom for remote schools), and work together to implement Diné Content Standards for oral speaking, lesson plans, form assessment in Diné for the students. The schools to implement Diné Language Proficiency Assessment and Oral Navajo Language & Culture-Test-Standardized Based Assessment for the coming school year. The schools work with OSCAD for any technical assistance or professional development. Recommendation for Reauthorization: <u>Four Years</u> Commentation: 	
Certification <ul style="list-style-type: none"> Native American Language & Culture Certification (NALCC) (everyone must have). 			
Professional Development <ul style="list-style-type: none"> Teaching Strategies Diné Content Standards Curriculum mapping Assessment Types Lesson planning Material Development. 			
Curriculum/Assessment <ul style="list-style-type: none"> Materials & Resources; Aligned to DCS; Daily Schedule. 			

Office of Standards, Curriculum & Assessment Development Staff: Dmitriy Neezhoni

Date: May 15, 2019



Accreditation – Cognia Navajo Nation

Schools	Accreditation Status	Expiration Date of Accreditation	Notes
Greyhills Academy High School	Accredited with Advance Ed now working with Cognia	June 2022	School has been working with Cognia Navajo Nation to prepare for their review. Accreditation Engagement Review is scheduled for next SY 2021-2022. School also have been in attendance of: 1/2/2020 – training on assessment 8/12/2019- Training on continuous improvement



**CONDITIONS ON SANCTIONS
OF TRIBAL ORGANIZATIONS TO OPERATE
BIA-FUNDED EDUCATION AND EDUCATION-RELATED PROGRAMS**

The Navajo Nation hereby places the following conditions on its sanction of the **Greyhills Academy High School, Inc. (School)** to enter into a grant with the Bureau of Indian Affairs for the educational programs specified herein.

- a) The Superintendent of Schools shall appoint one (1) staff person from the Department of Diné Education to provide guidance and assistance to the **Greyhills Academy High School, Inc.**, in the preparation of the required documents for future reauthorization, compliance with federal and Navajo Nation laws, and, upon request, to assist with any negotiations of the terms and conditions of the proposed grant with the Bureau of Indian Affairs; and,
- b) The Department of Diné Education shall ensure compliance by the **Greyhills Academy High School, Inc.** through monitoring and enforcement of the following mandatory provisions:
 - I) The **Greyhills Academy High School, Inc.** shall, in the operation of the above noted programs, meet the academic standards established by the Navajo North Central Association, or such other minimum academic standards which may be established by the Navajo Nation Board of Education, and the BIA national dormitory criteria, if applicable; and,
 - II) The **Greyhills Academy High School, Inc.** shall have conducted an annual audit, which meets the requirements of the federal Single Audit Act, and which shall be submitted on an annual basis to the Navajo Nation Department of Diné Education for verification and monitoring; and,
 - III) The **Greyhills Academy High School, Inc.** shall respond to all audit findings and observations within ninety (90) days, including the development of a corrective action plan providing for the timely correction and/or resolution of all audit findings and observations, and shall provide a copy of its responses to the Department of Diné Education; and,
 - IV) The **Greyhills Academy High School, Inc.** shall respond to any directives of the Navajo Nation Board of Education and/or Health, Education, and Human Services Committee related to this reauthorization within ninety (90) days, unless otherwise stated in the directive itself, and shall provide copies of its responses to the Department of Diné Education; and,

- V) In the event there is a proposed amendment to the grant that adds a program or deletes a program authorized by this resolution, the **Greyhills Academy High School, Inc.** shall request authorization from the Navajo Nation Board of Education, submitted through the Department of Diné Education.
- c) The **Greyhills Academy High School, Inc.** shall provide 2 copies of all grant-related documents as required by the *Grant/Contract Conversion and Maintenance Handbook* to the Navajo Nation Superintendent of Schools, Department of Diné Education, P.O. Box 670, Window Rock, Arizona 86515 by March 31st of the year in which its presentation to the Navajo Nation Board of Education for reauthorization is scheduled; and,
- d) The **Greyhills Academy High School, Inc.** shall present its proposal for reauthorization of the grant to the Navajo Nation Board of Education, which shall have the authority to approve the grant proposal, require the addition and/or deletion of terms and conditions, or decline approval of the grant; and,
- e) The **Greyhills Academy High School, Inc.** shall comply with all Navajo Nation laws, including, but not limited to 10 N.N.C. §1 et seq., and 11 N.N.C. §1 et seq., as well as applicable rules established by the Health, Education, and Human Services Committee of the Navajo Nation Council; and,
- f) The **Greyhills Academy High School, Inc.** shall permit representatives of the Department of Diné Education, the Navajo Nation Office of the Auditor General, and the Navajo Nation Ethics and Rules Office to conduct monitoring visits and/or have access to all grant records upon request; and,
- g) The **Greyhills Academy High School, Inc.** shall provide to the Navajo Nation Superintendent of Schools a written annual report regarding all activities conducted under the grant with the Bureau of Indian Affairs for the preceding school year. This report shall be submitted no later than September 30th of each year. In addition, the **Greyhills Academy High School, Inc.** shall include within the report brief descriptions of any substantial administrative, financial, and programmatic problems encountered in its operations; and,
- h) No portion of any grant funds or interest generated from funds received by the **Greyhills Academy High School, Inc.** from the Bureau of Indian Education, or any Navajo Nation general funds received directly or indirectly by the **Greyhills Academy High School, Inc.** shall be used to fund litigation or administrative proceedings against the Navajo Nation, its officials, employees or entities; and,

- i) No portion of any grant funds or interest generated from funds received by the **Greyhills Academy High School, Inc.** from the Bureau of Indian Affairs, or any Navajo Nation general funds received directly or indirectly by the **Greyhills Academy High School, Inc.** shall be used for the purpose of providing insurance coverage for members of the school board. Provided, that a board member may participate in the **Greyhills Academy High School, Inc.**'s insurance plan, if the school board agrees, and if the board member covers the entire amount of the insurance premiums from his or her personal funds; and,
- j) The **Greyhills Academy High School, Inc.** shall, subject to the requirements of the federal Family Educational Rights and Privacy Act (FERPA) and other applicable federal and Navajo Nation laws, provide all requested educational records and personal information collected from students to the Navajo Nation, Department of Diné Education's Navajo Education Information System (NEIS); and,
- k) The Navajo Nation further conditions its sanction upon the agreement by the **Greyhills Academy High School, Inc.** that the Navajo Nation through its Board of Education and Department of Diné Education retains the legal authority to monitor the operations and management of the **Greyhills Academy High School, Inc.** to enforce Navajo Nation laws, to oversee the performance of the grant hereby approved, and to require that the **Greyhills Academy High School, Inc.** make appropriate changes to the operation and management of the **Greyhills Academy High School, Inc.** In the event that such changes involve revisions to the scope of the authorization of the **Greyhills Academy High School, Inc.**, the Navajo Nation Board of Education, through the Department of Diné Education, shall review the issues involved and approve any revisions to the scope of the authorization; and,
- l) The sanction and authorization provided to the **Greyhills Academy High School, Inc.** is strictly limited to that authority granted to operate certain specified education and education-related programs referred to in this resolution.



**ADDITIONAL CONDITIONS ON SANCTIONS
OF THE NAVAJO NATION BOARD OF EDUCATION**

The Navajo Nation Board of Education hereby places the following conditions on the **Greyhills Academy High School, Inc.** in addition to the standard conditions and sanctions specified in “**EXHIBIT B.**”

The **Greyhills Academy High School, Inc.** shall:

1. Future Request for Proposals (RFP’s) for Annual Audits shall include auditing of school board stipends and travel, and full compliance with the Navajo Nation Uniform Stipend and Travel Policy (ECD-35-10). The school shall also comply with the budgetary limits and Weighted Student Unit (WSU) limits that are required pursuant to ECD-35-10.
2. Submit SF-425 Quarterly Finance Reports to Bureau of Indian Education (BIE) and the Department of Diné Education (Office of Diné Accountability and Compliance).
3. Collaborate with the Office of Standards, Curriculum, & Assessment Development (OSCAD) to enhance the learning of Diné Language and Culture, develop and implement a strong Diné Language/Culture program for the students, including incorporation of the Navajo Nation’s Five (5) Content Standards (Diné Language, Culture, Government, History).
4. Character) aligned to the Common Core State Standards (CCSS) into the school’s curriculum. The school shall also participate in professional development and cluster training sessions provided by the Office of Standards, Curriculum, & Assessment Development (OSCAD). The school shall provide evidence/documentation that it is complying with this requirement.
5. Provide one (1) hour of daily instruction in Diné language and culture. The school shall provide evidence/documentation that it is complying with this requirement.
6. Administer the: 1) Oral Navajo Language & Culture-Test-Standardized Based Assessment (ONLC-T-SBA) (new standardized based assessment on Dine Content Standards); and 2) Diné Language Proficiency Assessment (DLPA). The school shall submit data to the Department of Diné Education, Office of Educational Research and Statistics (OERS) and Office of Standards, Curriculum, & Assessment Development (OSCAD). The school shall also administer and submit data for other assessments that are developed by the Office of Standards, Curriculum, & Assessment Development (OSCAD). The school shall provide evidence/documentation that it is complying with this requirement.
7. Provide all requested educational records and data collected from students to the Navajo Nation, Department of Diné Education Office of Educational Research & Statistics (OERS).
8. Continue to follow all Navajo Nation, State and Federal Laws, Policies and Guidelines in operating the school.