



WINDOW ROCK UNIFIED SCHOOL DISTRICT NO. 8

SY 2021-2022
MEANINGFUL TRIBAL
CONSULTATION REVIEW
NAVAJO NATION DEPARTMENT
OF DINE EDUCATION

WINTER DATA
SY 2021

APRIL 6, 2022

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MEANINGFUL TRIBAL CONSULTATION REVIEW
NAVAJO NATION AND WINDOW ROCK UNIFED SCHOOL DISTRICT NO. 8

DATE
 April 6, 2022

1. Please ensure all items are included in district binder and PPT presentation.
2. For funding amounts, include most recent funding allocation.
3. Complete as applicable to school/district

DEMOGRAPHICS	DATA
TOTAL SCHOOL/DISTRICT ENROLLMENT	1720
TOTAL AMERICAN INDIAN SUDENTS (DISTRICT-WIDE)	1710
TOTAL NAVAJO STUDENTS (DISTRICT-WIDE)	95%
TOTAL AMERICAN INDIAN STAFF (ALL POSITIONS/DISTRICT-WIDE)	Certified =105 Classified = 148 Total = 253

FUNDING SOURCE DESCRIPTION	DISTRICT AMOUNT RECEIVED AND PRIMARY PURPOSE	TOPICS FOR POINTS/RECOMMENDATIONS
TITLE I: BASIC GRANTS, CONCENTRATION GRANTS, TARGETED GRANTS & EDUCATION FINANCE INCENTIVE GRANTS	Allocation: \$ 2,199,558.19 <ul style="list-style-type: none"> • Funds full or partial salaries of the following: extended learning, ss, curriculum and MTSS planning teams, Academic Coaches/ Intervention coach, Multi Programs Coordinator, Technology Coach, Federal Programs Coordinator and Director of School Improvement. • Employee Benefits for positions mentioned above. • Purchased Professional Services: Funds professional development conference and registration fees for: school improvement support and administrative staff. <u>e.g.</u> ESSA, AASBO, ASBA, ADE and Leading Change. • Other Purchased Services: Funds teacher and support staff professional development travel to state and national conferences • Supplies: Funds credit recovery APEX licenses, summer school supplies, supplemental instructional supplies for ELA, math and science, zSpace subscriptions, library books, homeless supplies (McKinney-Vento), parent involvement supplies, professional development supplies, support service supplies. • Other Supplies: Funds student assessment (NWEA) and PEG Writing 	
PART A IMPROVING THE ACADEMIC ACHIEVEMENT OF DISADVANTAGED		
PART B PARENTAL INVOLVEMENT	Allocation: \$16, 734.88 <ul style="list-style-type: none"> • Parent Involvement supplies for parent training, parent meetings, parent teacher conferences, and other parent outreach activities for 5 schools. 	

PART C MIGRANT EDUCATION PROGRAM		
PART D NEGLECTED & DELINQUENT YOUTH		
TITLE II PREPARING, TRAINING, RECRUITING SCHOOL LEADERS, HQ TEACHERS	Allocation: \$ 250,372.53 <ul style="list-style-type: none"> Salaries: Funds partial salaries for Multi Programs Coordinator. Pre-and Post-contract professional development. Employee Benefits: Funds the benefits for position mentioned above Purchased Professional Services: Funds APEX training for teachers and Principals. Registration fees for teacher recruitment. Other Purchased Services: Funds travel cost for teacher recruitment. Supplies: Funds supplies for professional development and recruitment supplies. 	
TITLE III LANGUAGE INSTRUCTION, ENGLISH LEARNERS, NATIVE LANGUAGE ASSESSMENT	Allocation: \$ 32,694.88 <ul style="list-style-type: none"> Salaries: Funds 2 ELL teachers for summer school. Employee Benefits: Funds the benefits for positions mentioned above. Purchased Professional Services: Funds registration costs for ELL teachers to attend TESOL convention. Other Purchased Services: Funds travel costs for ELL teachers to attend TESOL convention. Supplies: Funds ELL parent engagement activities. 	
TITLE IV 21 CENTURY SCHOOLS ACADEMIC ENRICHMENT, TRIBAL HISTORY	Allocation: \$100,423.42 <ul style="list-style-type: none"> Purchases Professional Services: <ul style="list-style-type: none"> Effective Use of Technology-Funds ZSpace training for teachers. Safe and Healthy- Funds Character professional development for teachers. Supplies: <ul style="list-style-type: none"> Well Rounded-ZSpace subscription for TMS. SMIS STEM supplement Safe and Healthy-Character Counts supplies Well Rounded-Art supplies Other Expenses: Safe and Healthy- Character Counts Membership 	
TITLE V LOW INCOME SCHOOL PROGRAMS	Allocation: \$ 49,647.36 Supplies: Basic classroom supplies	
TITLE VI IDENTIFICATION OF AI/AN	Allocation: \$380,481.00 <ul style="list-style-type: none"> Salaries: Funds salaries for 4 Navajo Language and Culture Teachers. Employee Benefits: Funds the benefits of the <u>above mentioned</u> staff. Supplies: Funds the direct instruction supplies and student consumables. 	

TITLE VII IMPACT AID				
JOHNSON O'MALLEY	Allocation: \$ 188,435.10 <ul style="list-style-type: none"> Salaries: Funds partial salary of the Wellness/Culture Specialist. Employee Benefits: Funds the benefits of the Wellness/Culture Specialist. Travel: Funds the travel of students, JOM program designated teachers, staff and administrators. Funds travel costs, registration, fees and stipends for Indian Education Committee members (IEC). Supplies/Materials: Funds the supplemental student school supplies and materials. Funds supplies for JOM administrative staff and IEC. Contractual & Special Trans: Funds the consultation fees and expenses for JOM student and summer enrichment programs. Funds the In-service of JOM staff and IEC. Parental Cost: Eyeglasses program and Senior graduation caps and gowns. Equipment: Funds cutout maker and carts for Dine Language and Culture classes. 			
MCKINNEY VENTO	Allocation \$14,898.58 <ul style="list-style-type: none"> Student Educational Needs-Costs Associated. Examples include clothing, school supplies (for use in school), school and study support supplies (for use off-site at shelters, hotel, home, etc.). 			
OTHER FUNDING SOURCES (Private donors, grants, etc.)				
TYPES OF PROFESSIONAL DEVELOPMENT (Consultants, purpose, etc.)				
DATA COLLECTION	School/District Truancy ____ %	Absenteeism 86 %	Behavioral/At-risk ____%	Graduation Rate Percentage ____%
FOLLOW UP between DODE and LEA, including OPVP upon consultation:				

SCHOOL/DISTRICT DEMOGRAPHICS

Current
School/District
Enrollment
(Count):

1720

Native
American
Students
(Count and
Percentage):

1710

Diné (Navajo)
Students
(Count and
Percentage):

95%

Total Native
American Staff
(Count):

253

ATTENDANCE RATE/ ABSENTEEISM RATE



SY 2021-2022



08/05/2021

03/30/2022



86%



DROPOUT RATE

of Dropouts
FY2020

- 23
- 2.15%

of Dropouts
FY2021

- 38
- 3.57%

GRADUATION RATE

FY 2021

- # of Graduates = 104
- # in Cohort = 143
- Graduation Rate % = 72.73

FY 2020

- # of Graduates = 121
- # in Cohort = 150
- Graduation Rate % = 80.67

FY 2019

- # of Graduates = 122
- # in Cohort = 149
- Graduation Rate % = 81.88

FY 2018

- # of Graduates = 113
- # in Cohort = 158
- Graduation Rate % = 71.52

FY 2017

- # of Graduates = 100
- # in Cohort = 143
- Graduation Rate % = 69.93

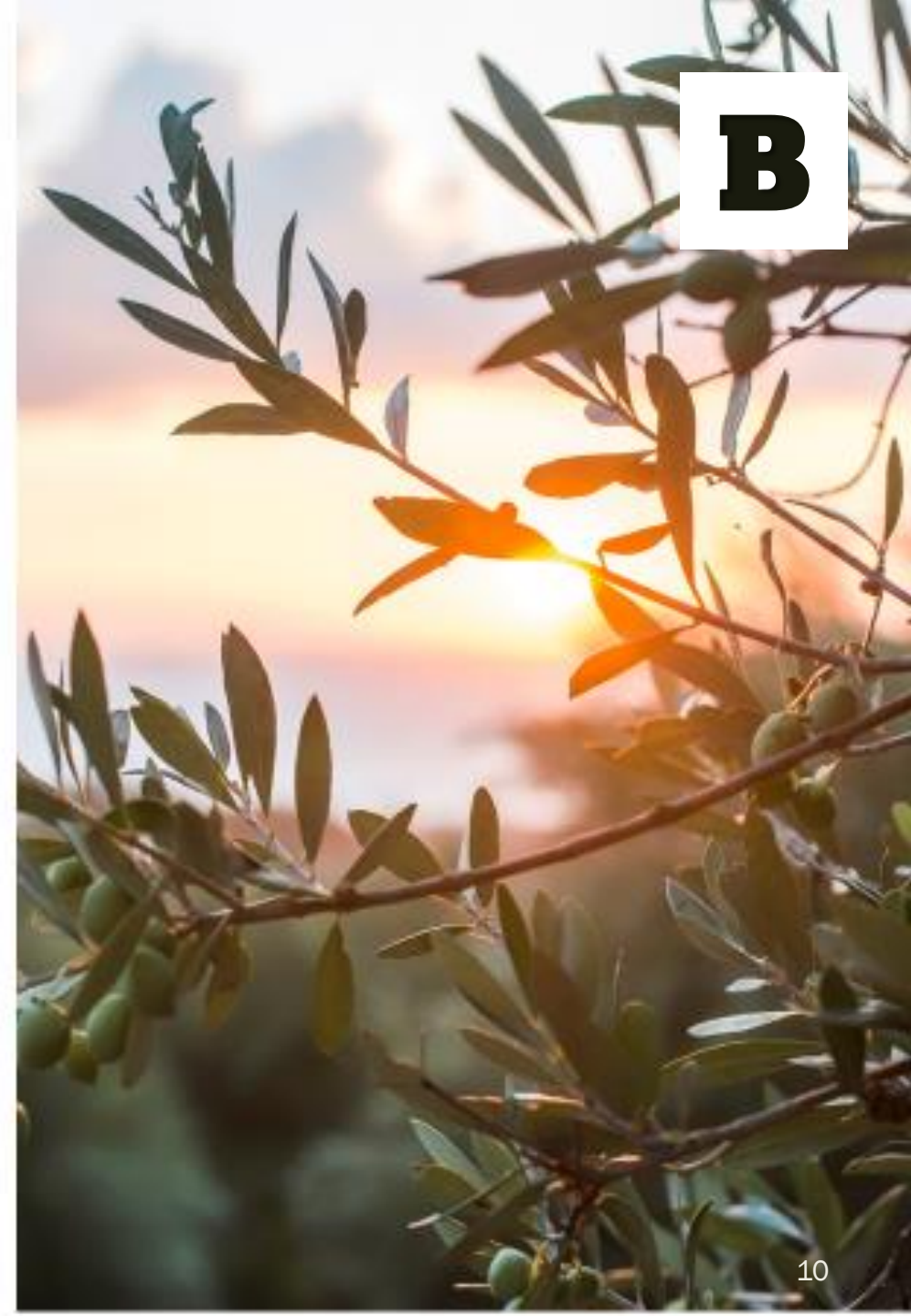
SY 20-21 Navajo Language and Government Courses

Tsehootsooi Middle School

- 4 Navajo Language Courses

Window Rock High School

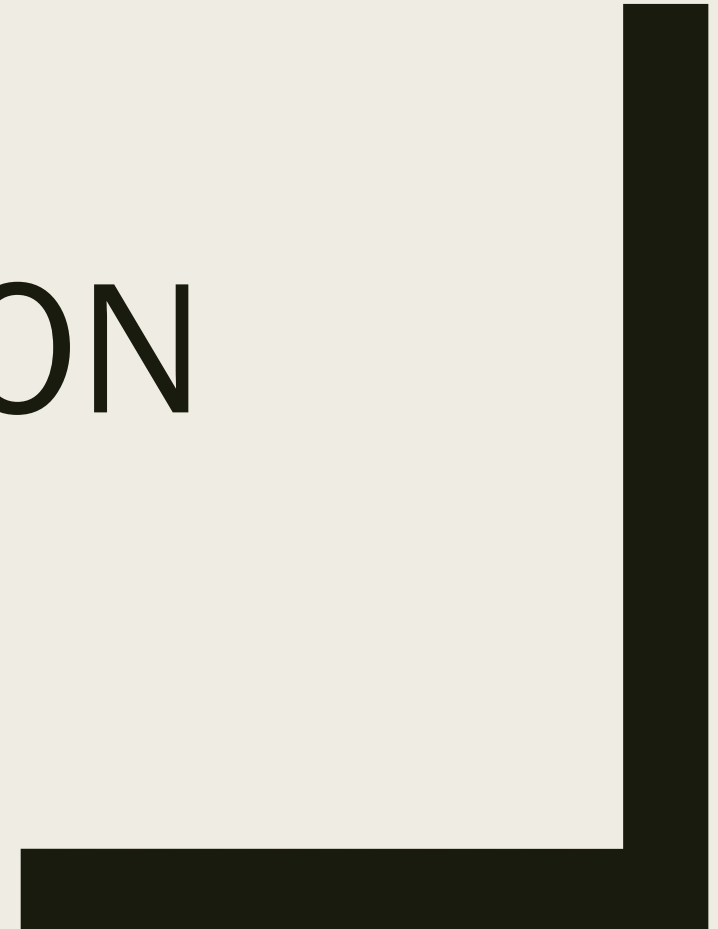
- 3 Conversational Navajo
- 1 Navajo I
- 1 Navajo II
- 5 Dine Studies Government





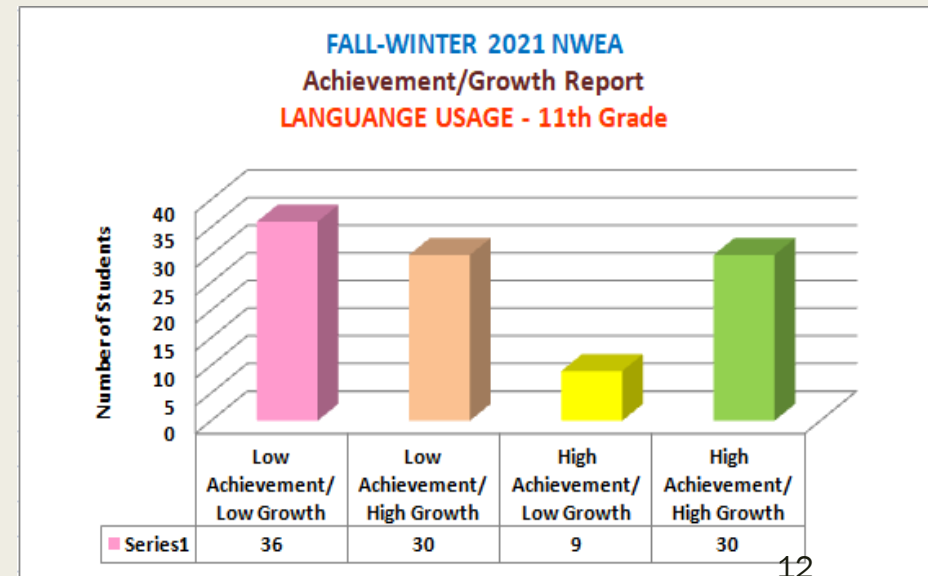
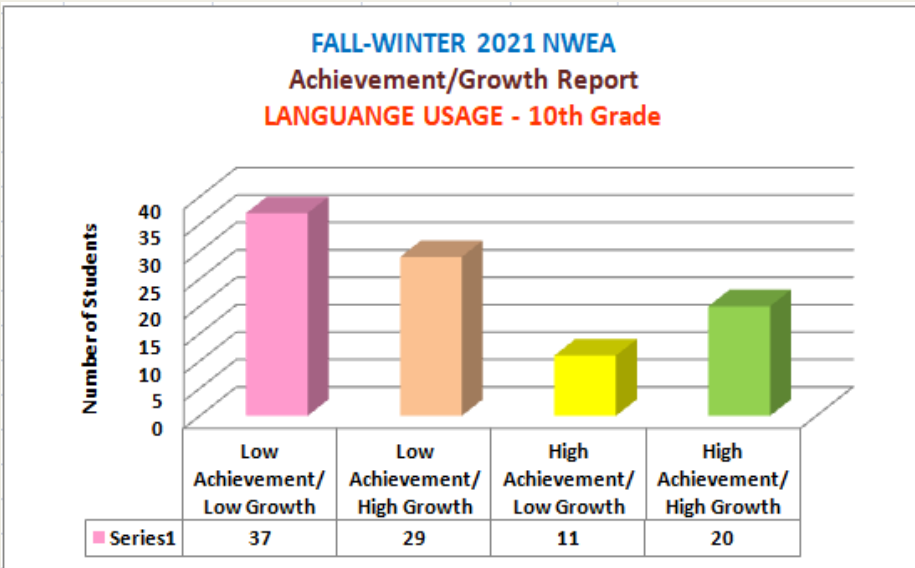
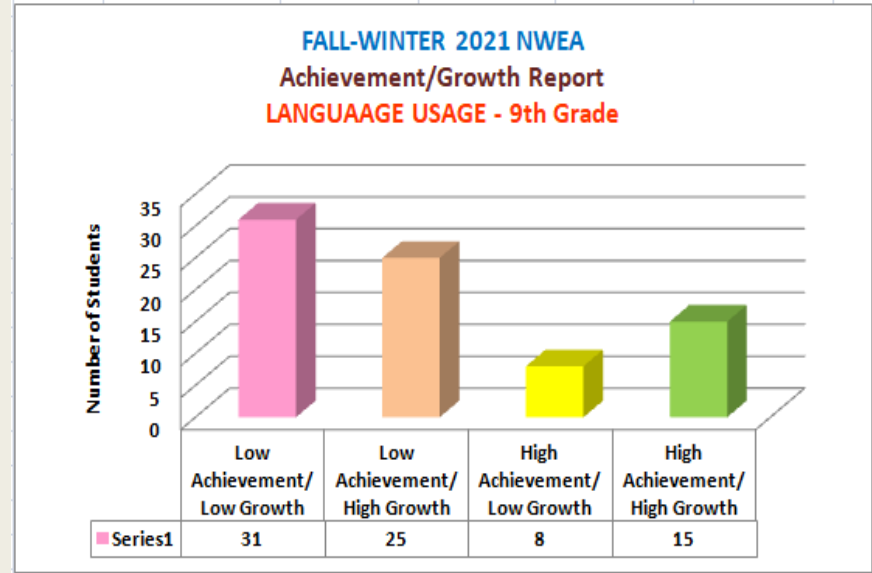
WRHS PRESENTATION

Data from NWEA
Mr. William Horsley



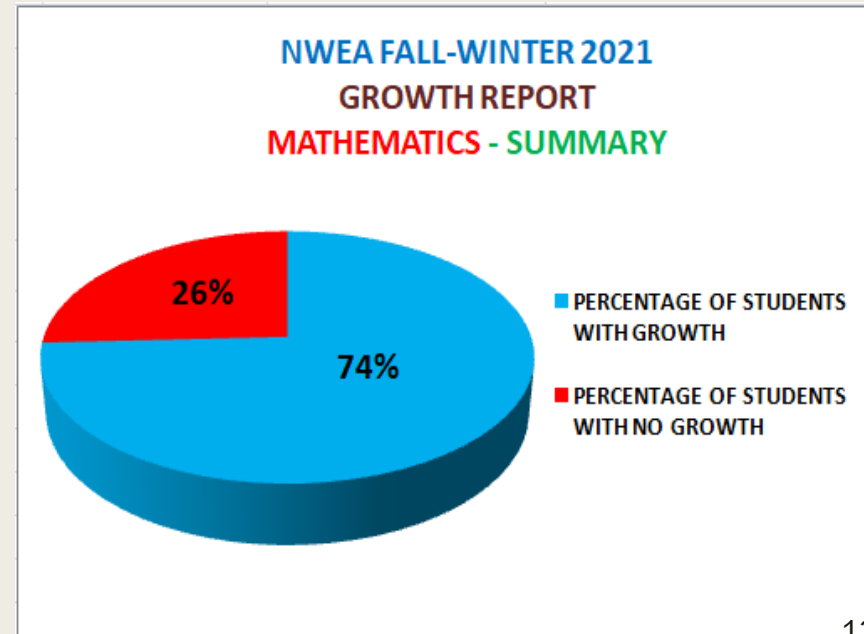
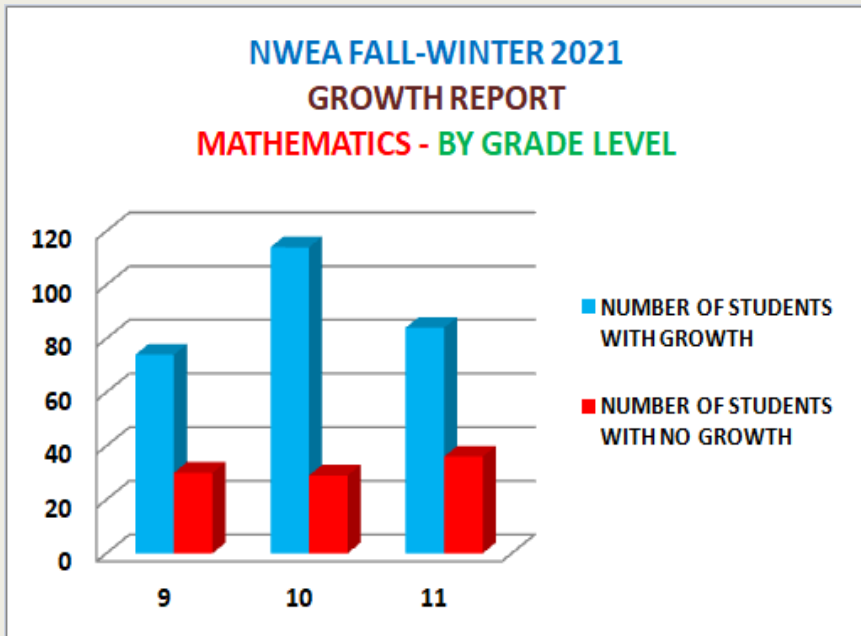
FALL-WINTER 2021 NWEA ACHIEVEMENT/GROWTH REPORT LANGUAGE USAGE

GRADE	# OF VERIFIABLE STUDENTS	LOW ACHIEVEMENT/ LOW GROWTH		LOW ACHIEVEMENT/ HIGH GROWTH		HIGH ACHIEVEMENT/ LOW GROWTH		HIGH ACHIEVEMENT/ HIGH GROWTH	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
9	79	31	39.24%	25	31.65%	8	10.13%	15	18.99%
10	97	37	38.14%	29	29.90%	11	11.34%	20	20.62%
11	105	36	34.29%	30	28.57%	9	8.57%	30	28.57%
TOTALS	281	104	37.01%	84	29.89%	28	9.96%	65	23.13%



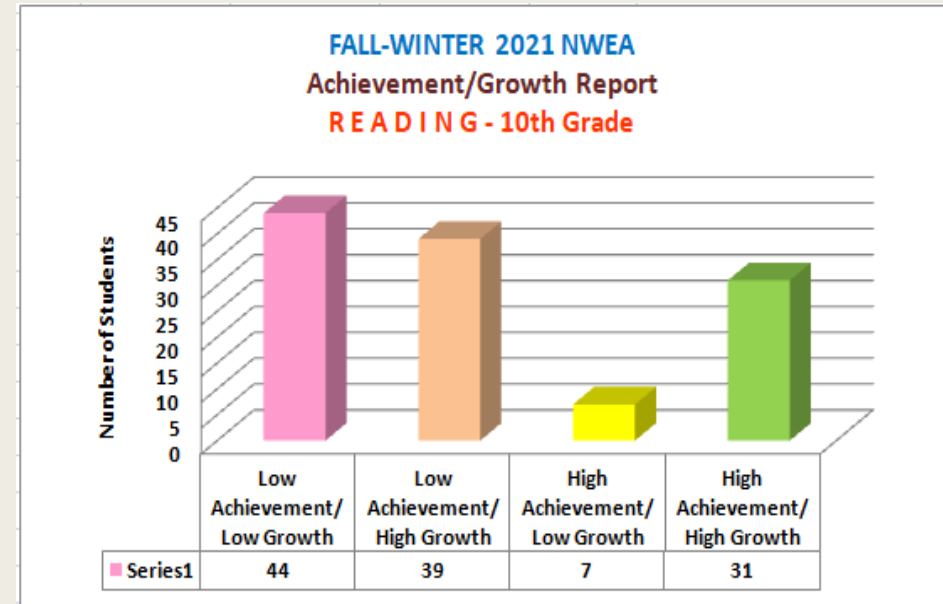
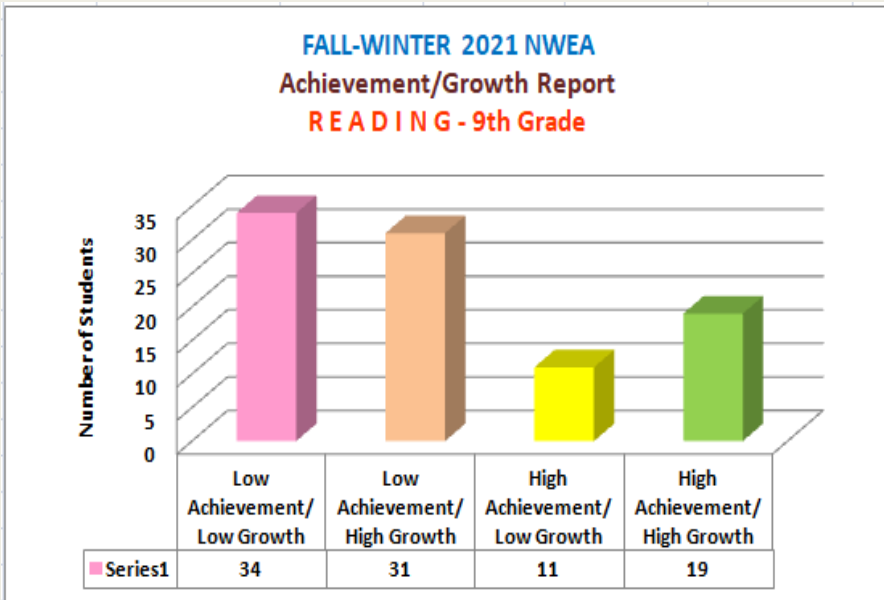
NWEA FALL-WINTER 2021 GROWTH REPORT MATHEMATICS

GRADE LEVEL	TOTAL STUDENTS ENROLLED	# OF VERIFIABLE STUDENTS (With Fall & Winter Tests)	# OF NOT VERIFIABLE STUDENTS (Dropped or took only 1 test)	# OF STUDENTS WITH GROWTH (Positives)	# OF STUDENTS WITH NO GROWTH (0 and Negatives)	% OF VERIFIABLE STUDENTS SHOWING GROWTH
9	134	104	24	74	30	71.15%
10	187	143	44	114	29	79.72%
11	148	120	21	84	36	70.00%
TOTALS	469	367	89	272	95	74.11%

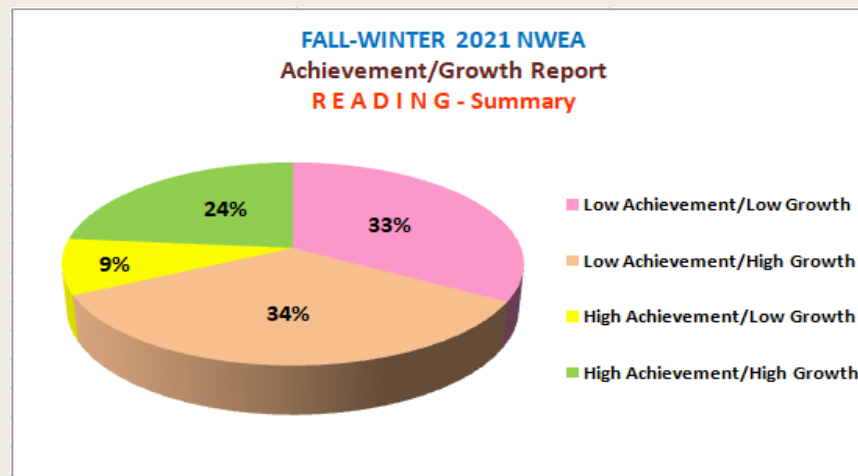
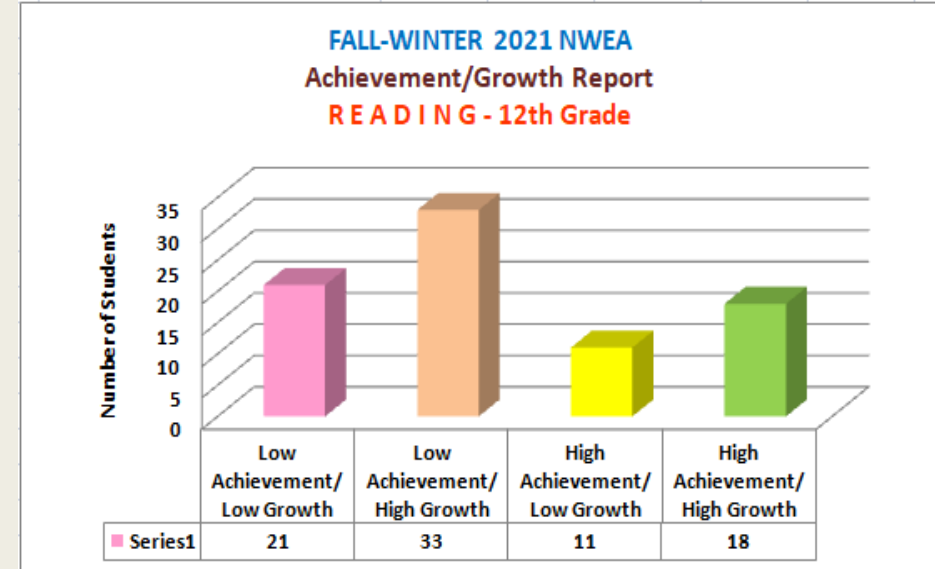
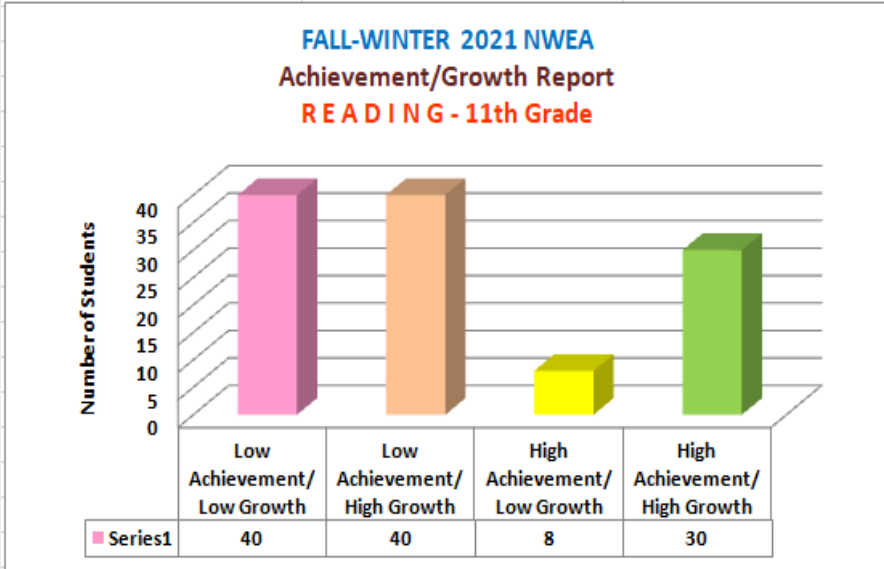


FALL-WINTER 2021 NWEA ACHIEVEMENT/GROWTH REPORT READING

GRADE LEVEL	# OF VERIFIABLE STUDENTS (With Fall & Winter Test Results)	LOW ACHIEVEMENT/ LOW GROWTH		LOW ACHIEVEMENT/ HIGH GROWTH		HIGH ACHIEVEMENT/ LOW GROWTH		HIGH ACHIEVEMENT/ HIGH GROWTH	
		NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
9	95	34	35.79%	31	32.63%	11	11.58%	19	20.00%
10	121	44	36.36%	39	32.23%	7	5.79%	31	25.62%
11	118	40	33.90%	40	33.90%	8	6.78%	30	25.42%
12	83	21	25.30%	33	39.76%	11	13.25%	18	21.69%
TOTALS	417	139	33.33%	143	34.29%	37	8.87%	98	23.50%



FALL-WINTER 2021 NWEA ACHIEVEMENT/GROWTH REPORT READING



WINDOW ROCK UNIFIED SCHOOL DISTRICT #8

TSEHOOTSOOI MIDDLE SCHOOL

DATA PRESENTATION

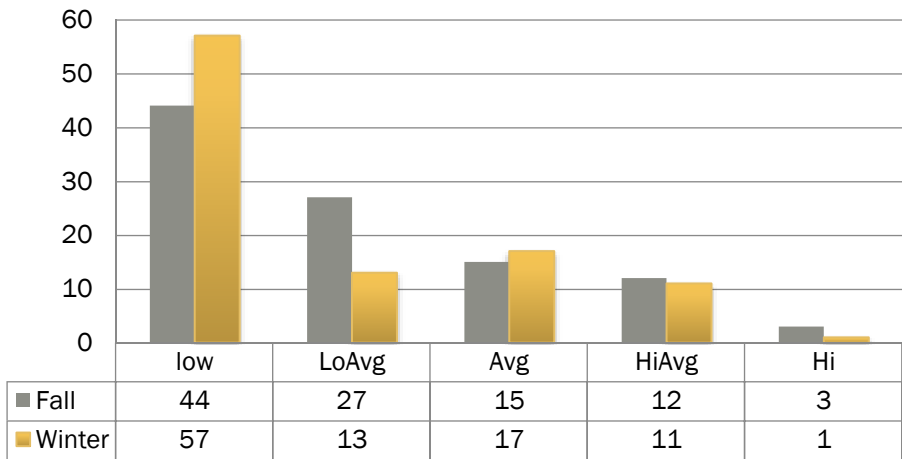
WRUSD #8 – School Board
Tuesday, March 1, 2022

Presented by: Ms. Geraldine Peshlakai,
Principal

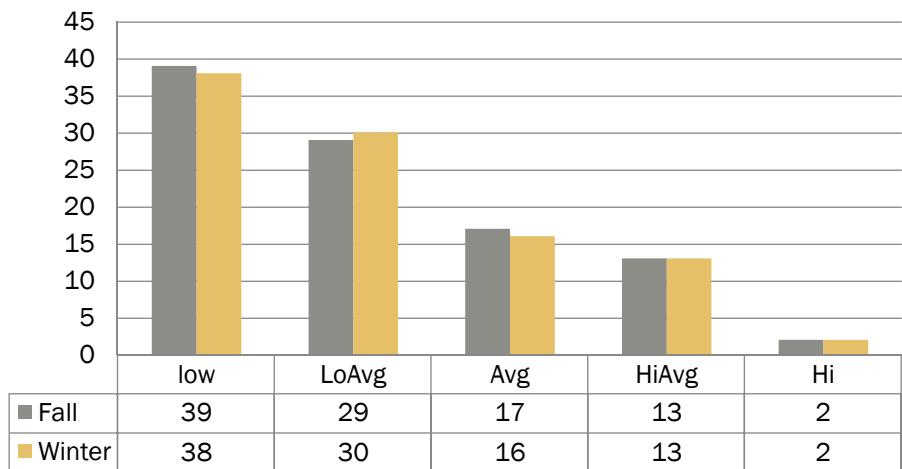


Tsehootooi Middle School NWEA ELA DATA

7th Gr. ELA NWEA DATA



8th Gr. ELA NWEA DATA



SY2021-2022 NWEA BOY/MOY ELA Performance - TMS															
				OVERALL PERFORMANCE LEVELS											
BOY MEAN RIT	NORM RIT	MOY MEAN RIT	NORM RIT	7th Grade Instructional Area		Lo		LoAvg		Avg		HiAvg		Hi	
				Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter		
201	202	202	202	Information Text: Language, Craft, and Structure	43%	52%	24%	18%	19%	12%	7%	16%	6%	2%	
202		201		Information Text: Key Ideas and Details	45%	49%	20%	21%	22%	21%	9%	6%	4%	3%	
201	202	200	202	Literary Text: Language, Craft, and Structure	37%	55%	28%	23%	19%	12%	11%	9%	5%	2%	
201		202		Literacy Text: Key Ideas and Details	37%	45%	34%	23%	13%	17%	12%	12%	4%	3%	
205	205	205	205	Vocabulary: Acquisition and Use	28%	40%	29%	28%	24%	16%	13%	10%	5%	6%	

OVERALL PERFORMANCE LEVELS															
BOY MEAN RIT	NORM RIT	MOY MEAN RIT	NORM RIT	8th Grade Instructional Area		Lo		LoAvg		Avg		HiAvg		Hi	
				Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter		
206	207	209	209	Information Text: Language, Craft, and Structure	43%	42%	24%	26%	19%	17%	13%	11%	2%	5%	
206		207		Information Text: Key Ideas and Details	42%	42%	24%	27%	18%	18%	14%	10%	3%	3%	
204	208	208	208	Literary Text: Language, Craft, and Structure	42%	36%	19%	28%	23%	17%	14%	13%	3%	5%	
206		209		Literacy Text: Key Ideas and Details	40%	40%	22%	21%	19%	21%	16%	13%	4%	5%	
207	210	210	210	Vocabulary: Acquisition and Use	33%	35%	31%	28%	20%	19%	13%	14%	3%	4%	

7th Grade STRENGTHS

Reading Growth in Mean RIT

Informational Text: Language, Craft and Structure (201 to 202)

Literary Text: Key Ideas and Details (201 to 202)

Language Usage Growth in Mean RIT

Language: Understand, Edit for Grammar, Usage (201 to 203)

Language: Understand, Edit for Mechanics (205 to 206)

7th Grade WEAKNESS

Reading Decrease in Mean RIT

Informational Text: Key Ideas and Details (202 to 201)

Literary Text: Language, Craft and Structure (201 to 200)

Use System 44 and READ 180 Intervention program with Fidelity

Collaborate with ELA and Social Studies Intervention Team

R.A.C.E.S. Writing In each class

8th Grade STRENGTHS

Reading Growth in Mean RIT

Informational Text: Language, Craft and Structure (206 to 209)

Informational Text: Key Ideas and Details (206 to 207)

Literary Text: Language, Craft and Structure (204 to 208)

Literary Text: Key Ideas and Details (206 to 209)

Vocabulary: Acquisition and Use (207 to 210)

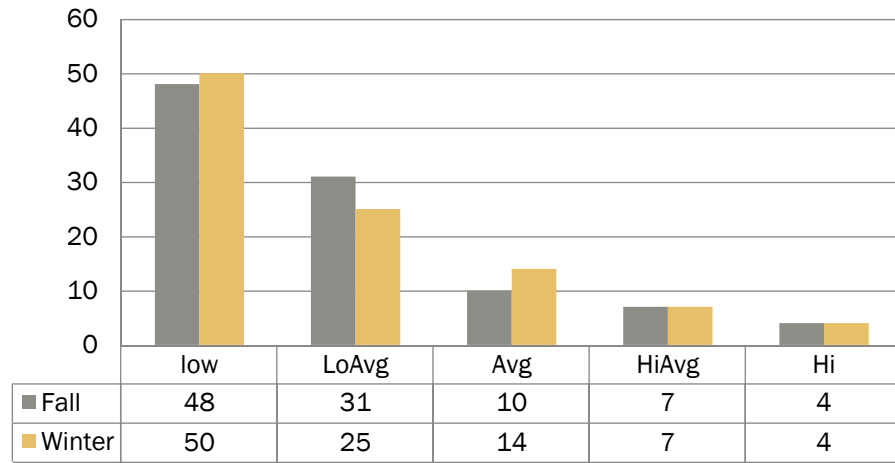
Language Usage Growth in Mean RIT

Language: Understand, Edit for Mechanics (209 to 211)

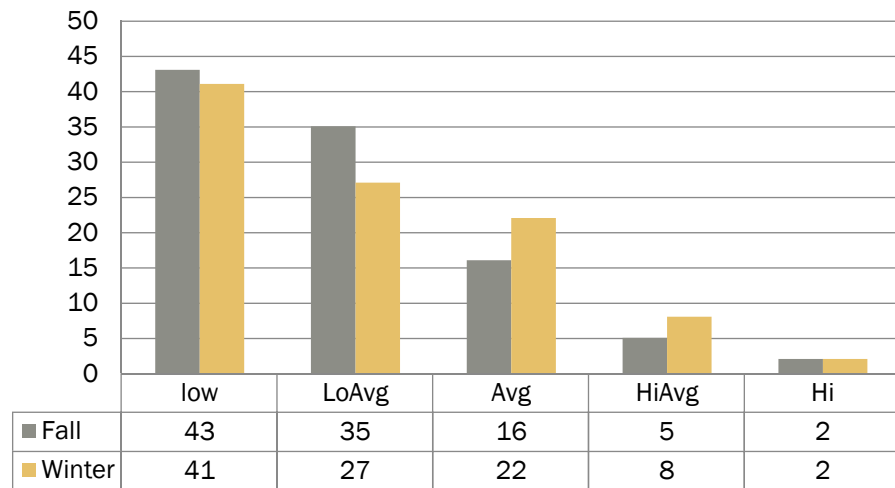
Writing: Write, Revise Texts for Purpose and Audience (207 to 208)

Tsehootooi Middle School NWEA MATH DATA

7TH GR. MATH NWEA DATA



8TH GR. MATH NWEA DATA



SY2021-2022 NWEA BOY/MOY Math Performance - TMS

BOY MEAN RIT	NORM RIT	MOY MEAN RIT	NORM RIT	OVERALL PERFORMANCE LEVELS									
				Lo		LoAvg		Avg		HiAvg		Hi	
				Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
204		↑ 208		7th Grade Math Instructional Area									
205		↑ 208		*Operations and Algebraic Thinking									
206		↑ 211		Geometry									
203		↑ 205		*The Real and Complex Number Systems									
204.2	219.2	↑ 207.8	224	Statistics and Probability									

BOY MEAN RIT	NORM RIT	MOY MEAN RIT	NORM RIT	OVERALL PERFORMANCE LEVELS									
				Lo		LoAvg		Avg		HiAvg		Hi	
				Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
210		↑ 218		8th Grade Math Instructional Area									
209		↑ 216		*Operations and Algebraic Thinking									
213		↑ 217		Geometry									
207		↑ 211		*The Real and Complex Number Systems									
209.8	224.1	↑ 215.6	228.1	Statistics and Probability									

*Strengths
↑ RIT Score Increase

7th Grade STRENGTHS

Math Growth in Mean RIT

Operations and Algebraic Thinking (204 to 208)
Geometry (205 to 208)
The Real and Complex Number System (206 to 211)
Statistics and Probability (203 to 205)

Next STEPS

Math Decrease in Mean RIT

Use the AZ Blueprint and Identify heavy weighted standards
Achieve Growth from one performance to another (ex. From LoAvg to HiAvg)
Target those highly weighted problems daily
Incorporate Math 180 program with fidelity & analyze data and communicate with team
Study Hall Opportunity

8th Grade STRENGTHS

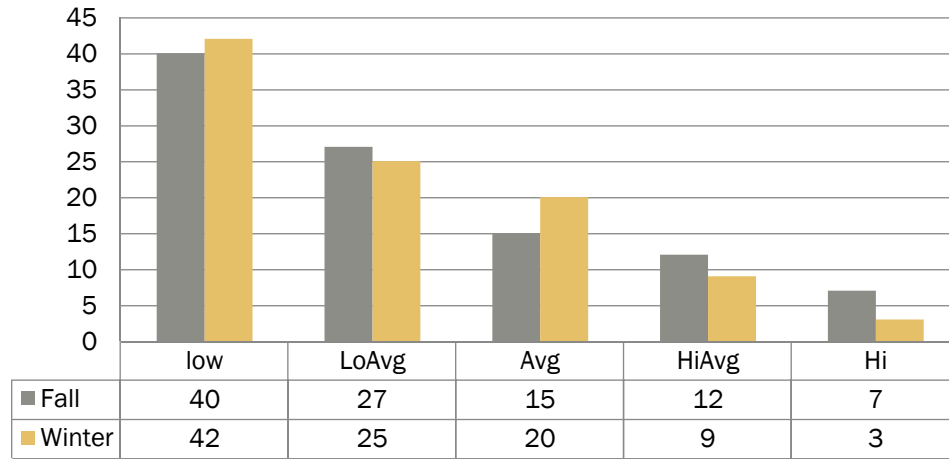
Math Growth in Mean RIT

Operations and Algebraic Thinking (210 to 218)
Geometry (209 to 216)
The Real and Complex Number System (213 to 217)
Statistics and Probability (207 to 211)

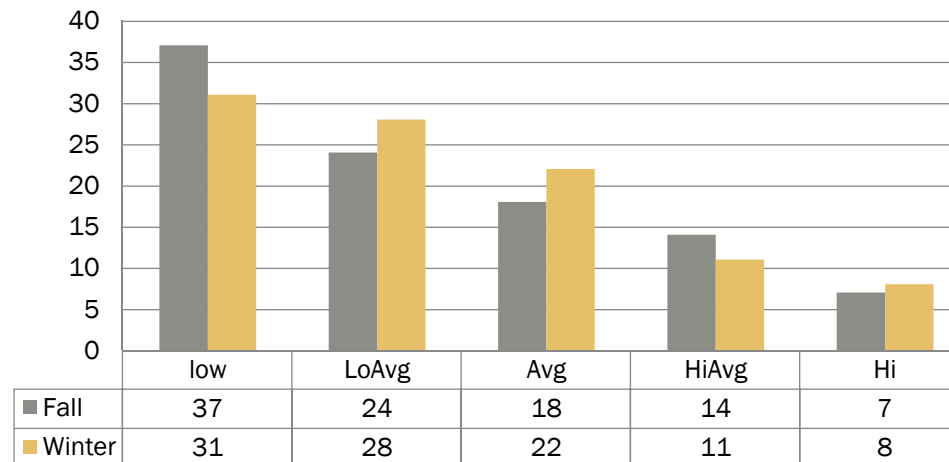
Tsehootooi Middle School

NWEA SCIENCE DATA

7TH GR. SCIENCE NWEA DATA



8TH GR. SCIENCE DATA



SY2021-2022 NWEA BOY/MOY Science Performance - TMS

				OVERALL PERFORMANCE LEVELS											
BOY MEAN RIT	NORM RIT	MOY MEAN RIT	NORM RIT	7th Grade Instructional Area		Lo		LoAvg		Avg		HiAvg		Hi	
				Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter		
198	198	201	202	Physical Science	40%	44%	27%	25%	17%	16%	9%	12%	8%	3%	
198		202		Life Science	35%	35%	32%	28%	18%	20%	10%	15%	4%	3%	
199		202		Earth and Space Science	32%	36%	31%	32%	16%	18%	16%	9%	4%	5%	

				OVERALL PERFORMANCE LEVELS											
BOY MEAN RIT	NORM RIT	MOY MEAN RIT	NORM RIT	8th Grade Instructional Area		Lo		LoAvg		Avg		HiAvg		Hi	
				Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter		
202	202	208	207	Physical Science	27%	44%	28%	26%	16%	23%	17%	11%	7%	10%	
202		207		Life Science	30%	26%	28%	30%	20%	20%	10%	14%	9%	8%	
203		207		Earth and Space Science	31%	36%	29%	30%	20%	19%	14%	17%	6%	5%	

7th Grade STRENGTHS

Science Growth in Mean RIT

Physical Science (198 to 201)
 Life Science (198 to 202)
 Earth and Space Science (199 to 202)

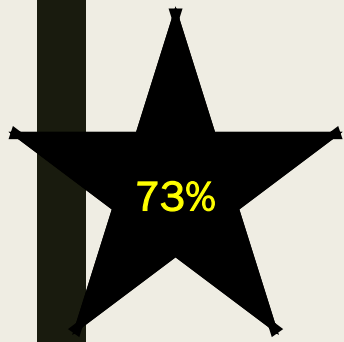
Next STEP

Focus on students who scored weak on prior test
 Review standards and concepts that are lowest
 Provide opportunity in class to help student understand the knowledge
 Study Hall or After School Tutoring Opportunity
 TMS Science Fair

8th Grade STRENGTHS

Science Growth in Mean RIT

Physical Science (202 to 208)
 Life Science (202 to 207)
 Earth and Space Science (199 to 202)



Integrated Action Plan FOR STUDENT SUCCESS

PRINCIPLE 1 – Effective Leadership

Tasks To Complete:

- Develop & Implement a MTSS Program
- Book Study

PRINCIPLE 4 – Effective Curriculum

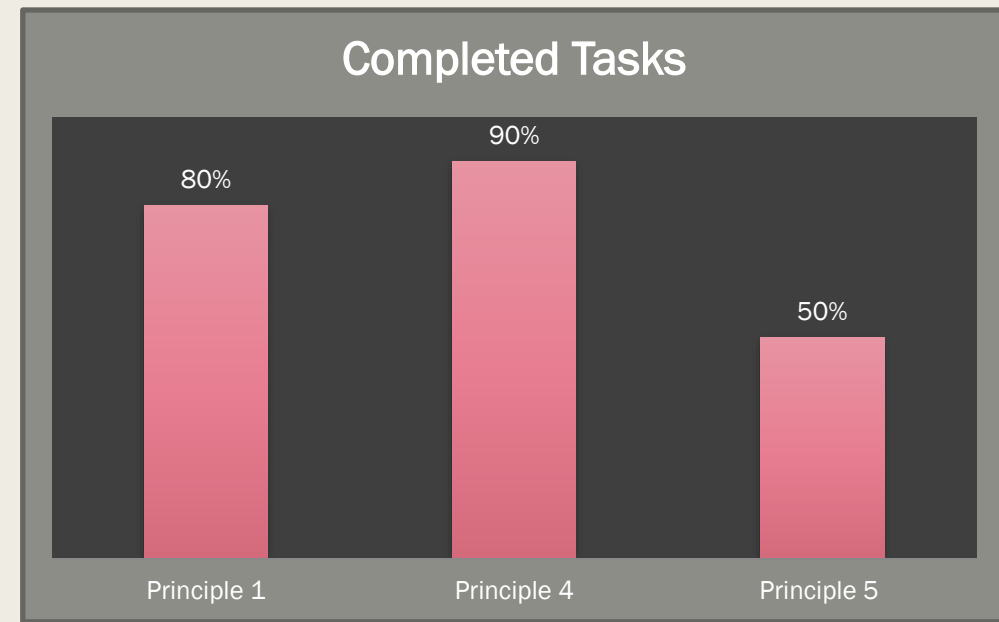
Tasks To Complete:

- TMS will use MTSS to support ELA & Math Intervention

PRINCIPLE 5 – Conditions, Climate & Culture

Tasks To Complete:

- Support and monitor MTSS with use of Behavior Modification/Suicide Ideation
- Establish and implement use of expectations & norms for the Crisis Team





TSEHOOTSOOI INTERMEDIATE LEARNING CENTER

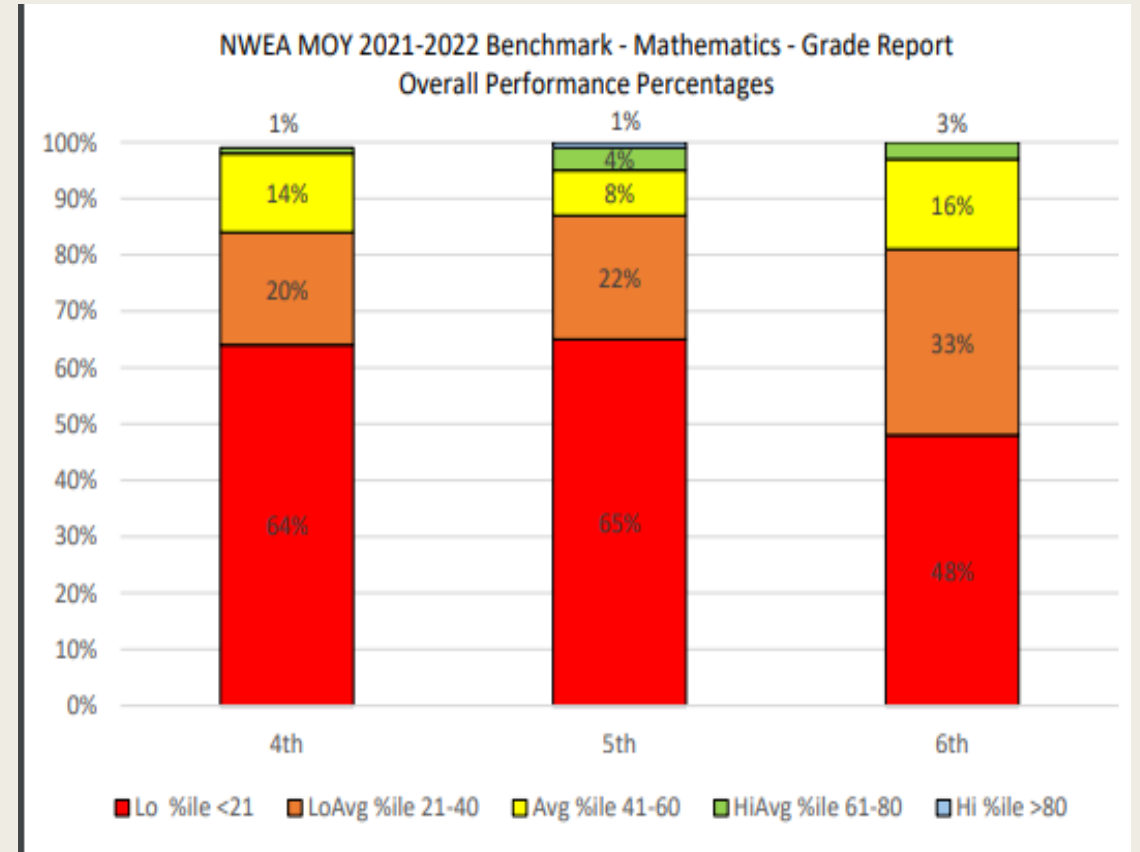
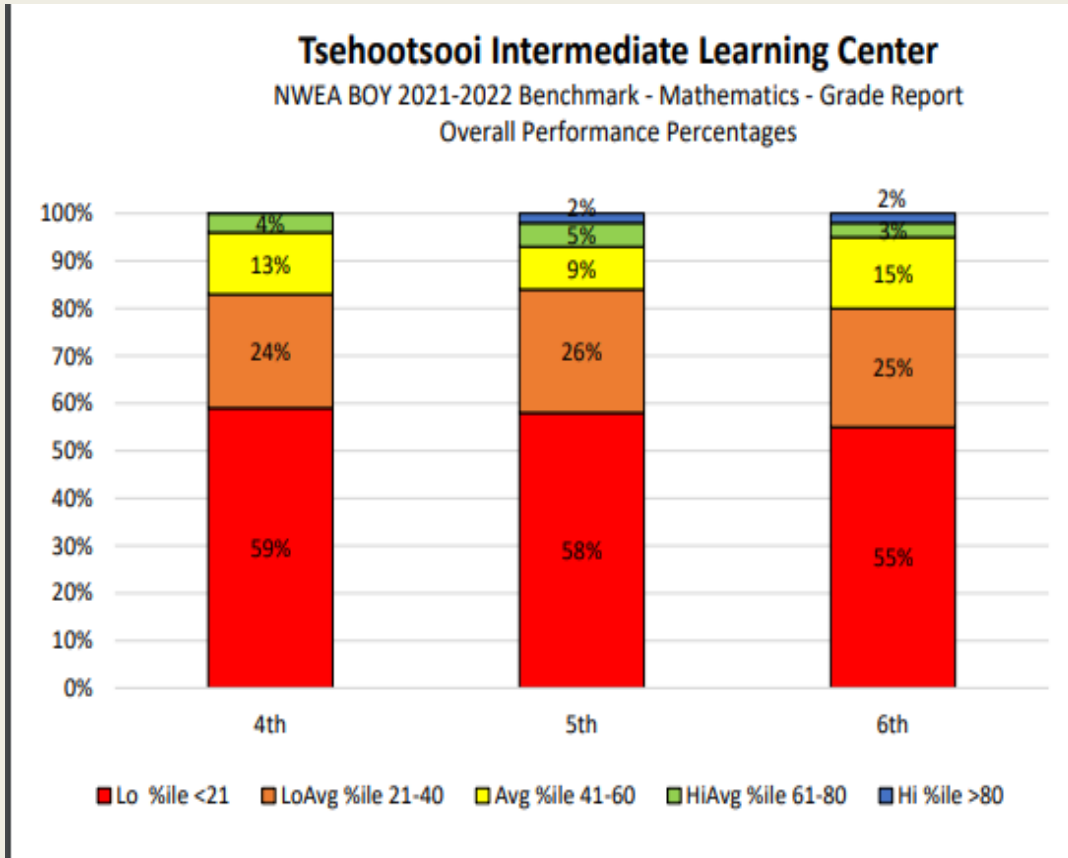
Ms. Leandrea James, Head teacher
Student Data Presentation – SY 2021-2022



NWEA DATA – Mathematics

Beginning of the Year (BOY)

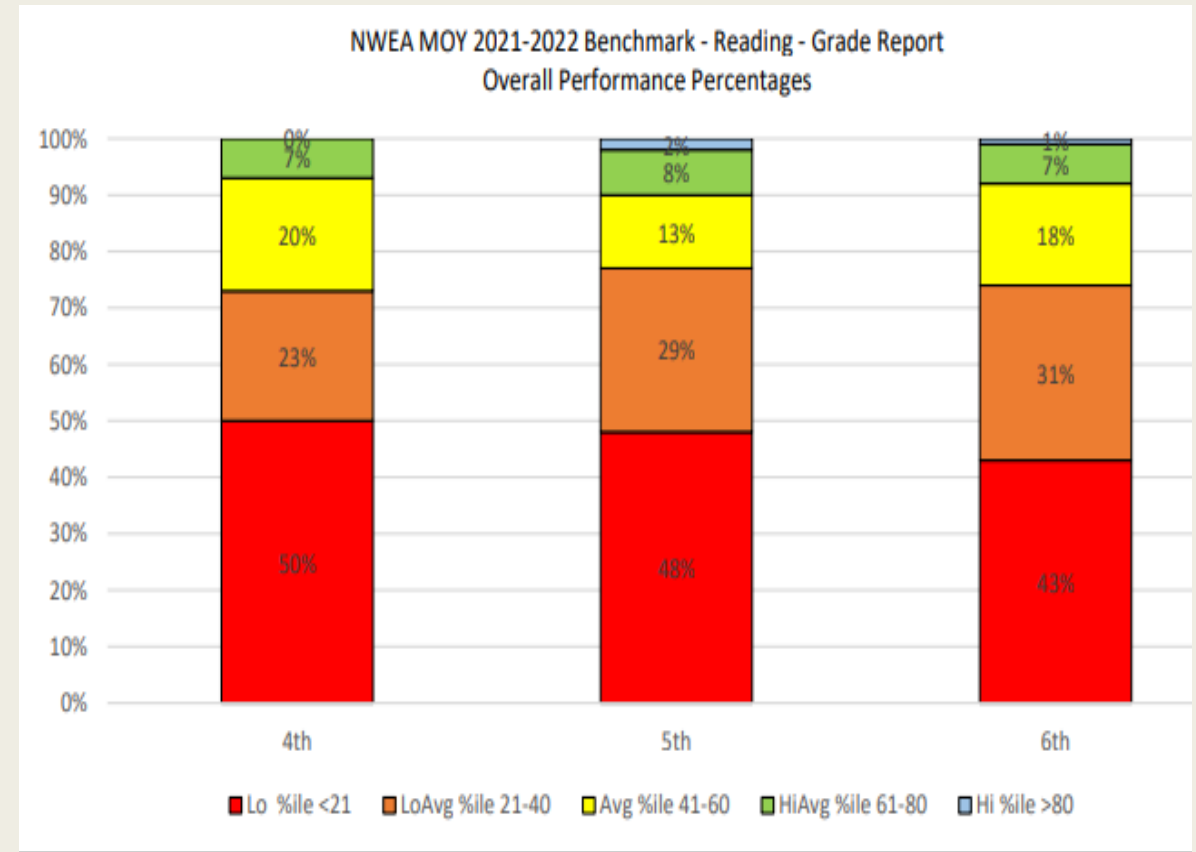
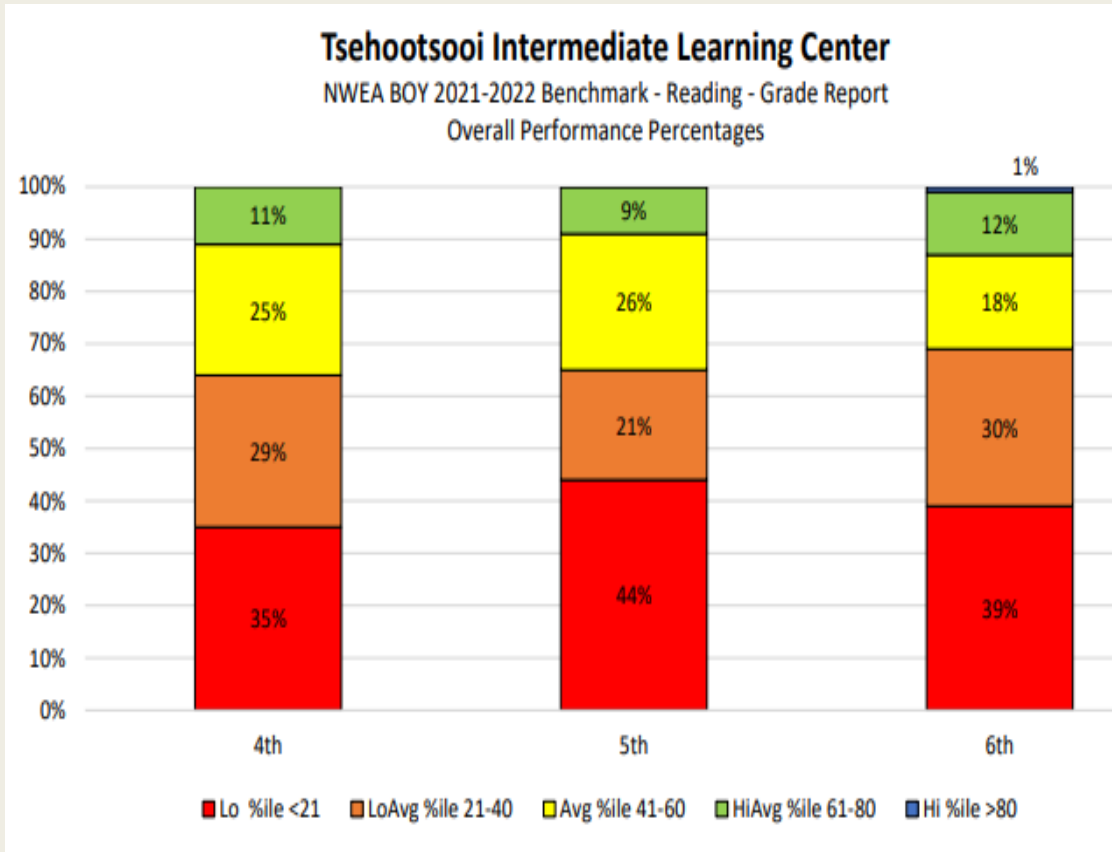
Middle of the Year (MOY)



NWEA DATA – READING

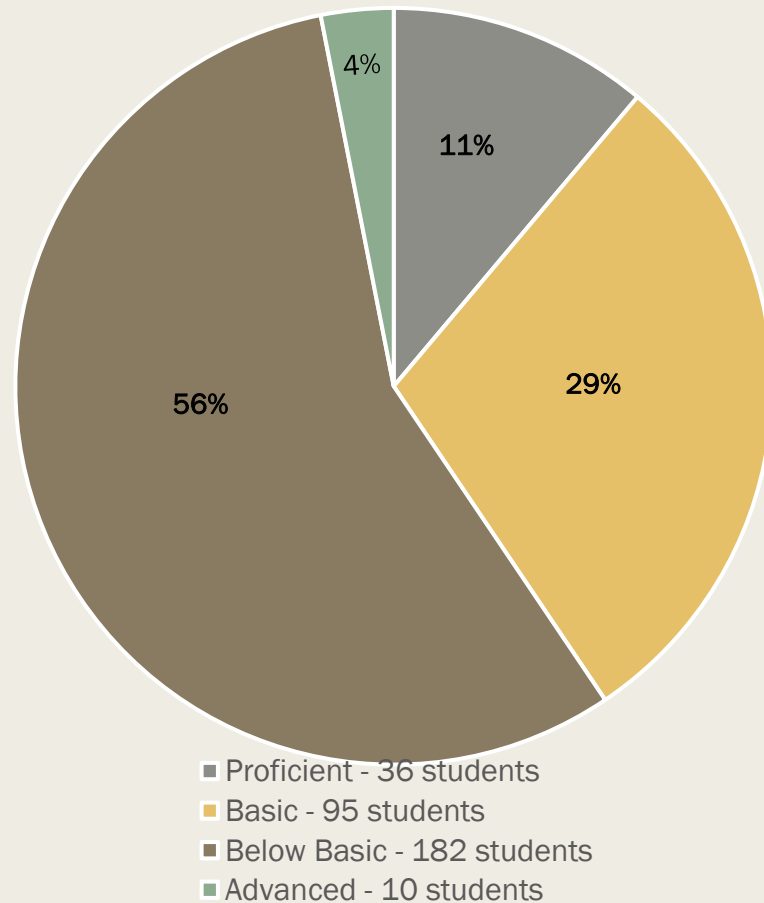
Beginning of the Year (BOY)

Middle of the Year (MOY)



READ 180 Data - MOY

Reading Inventory Proficiency Summary

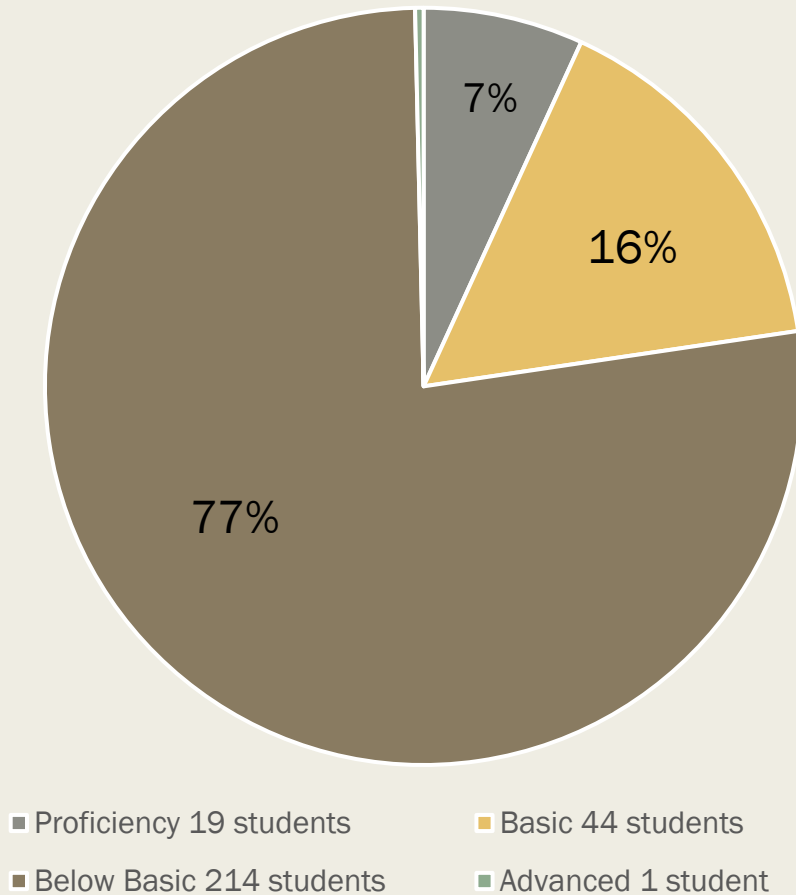


Summary:

- 323 students participated out of 324.
- READ 180 Reading Inventory given November 30 to December 2, 2021.
- Grades 4th to 6th grade

Math 180 Data

Math Inventory Proficiency Summary



Summary:

- 278 students participated out of 324.
- MATH 180 Math Inventory given October 2021.
- Grades 4th to 6th grade

Instructional Time Model

- Quarter 1 – 22 of 319 students (7% of students)
- Quarter 2 – 22 of 319 students (7% of students)
- Quarter 3 – 35 of 332 students (11% of students)

Thank you



Goal

Niha' áłchíní Diné bizaad yee yátti' dóó náhiilnaah Tségháhoodzání ółta' dóó binaagóó kééhat'íníígíí.

Mission Statement

Áłchíní Diné bizaad yee ádéé hólzin dooleet: yik'ida'diitjįh, nideizoh, dóó dayółta'.

Vision Statement

Ółta'í binahjį' nihizaad dóó nihi'ó'ool'jįł bidziilgo bee nida'niitingo nee'ni'jį'chánah niidzin.

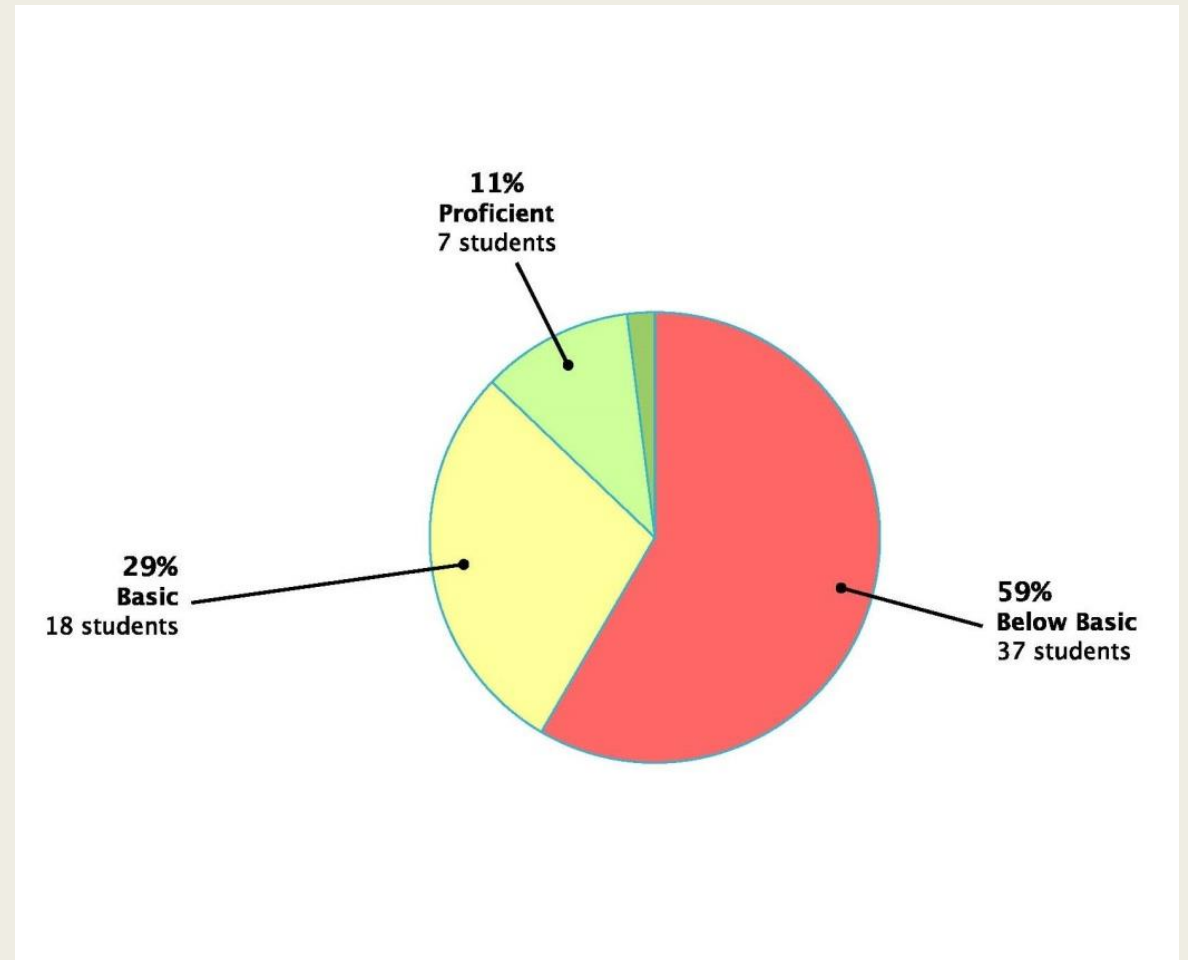
WINTER DATA 2021-2022

DR. PLATERO – PRINCIPAL

Reading Proficiency Summary Report

- 63 students (PRE, MID)
- 11% Proficient
- 29% Basic
- 59% Below Basic

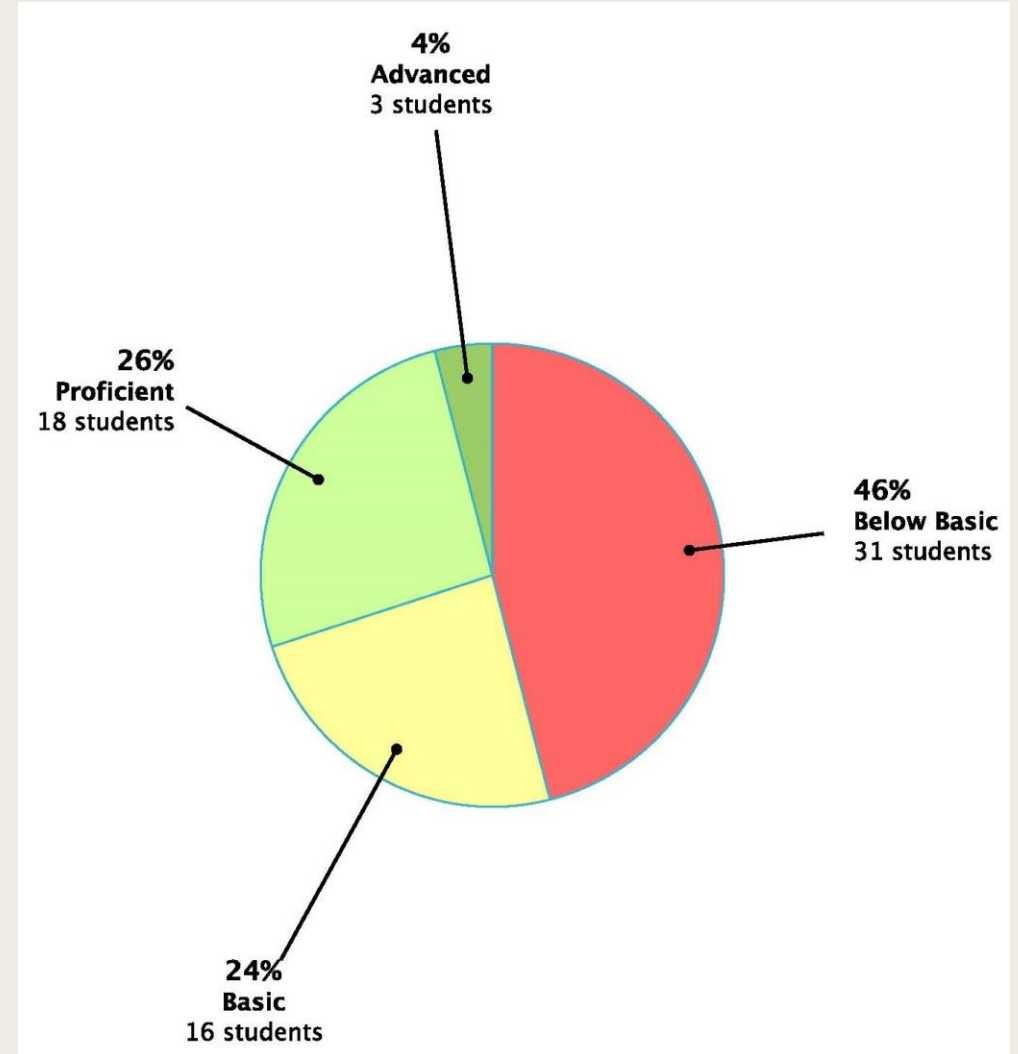
- Utilize intervention with fidelity
- Implement Small Group instruction across the grade levels
- Communicate efficiently with Parents
- Set student goals
- Staff accountability in use of program



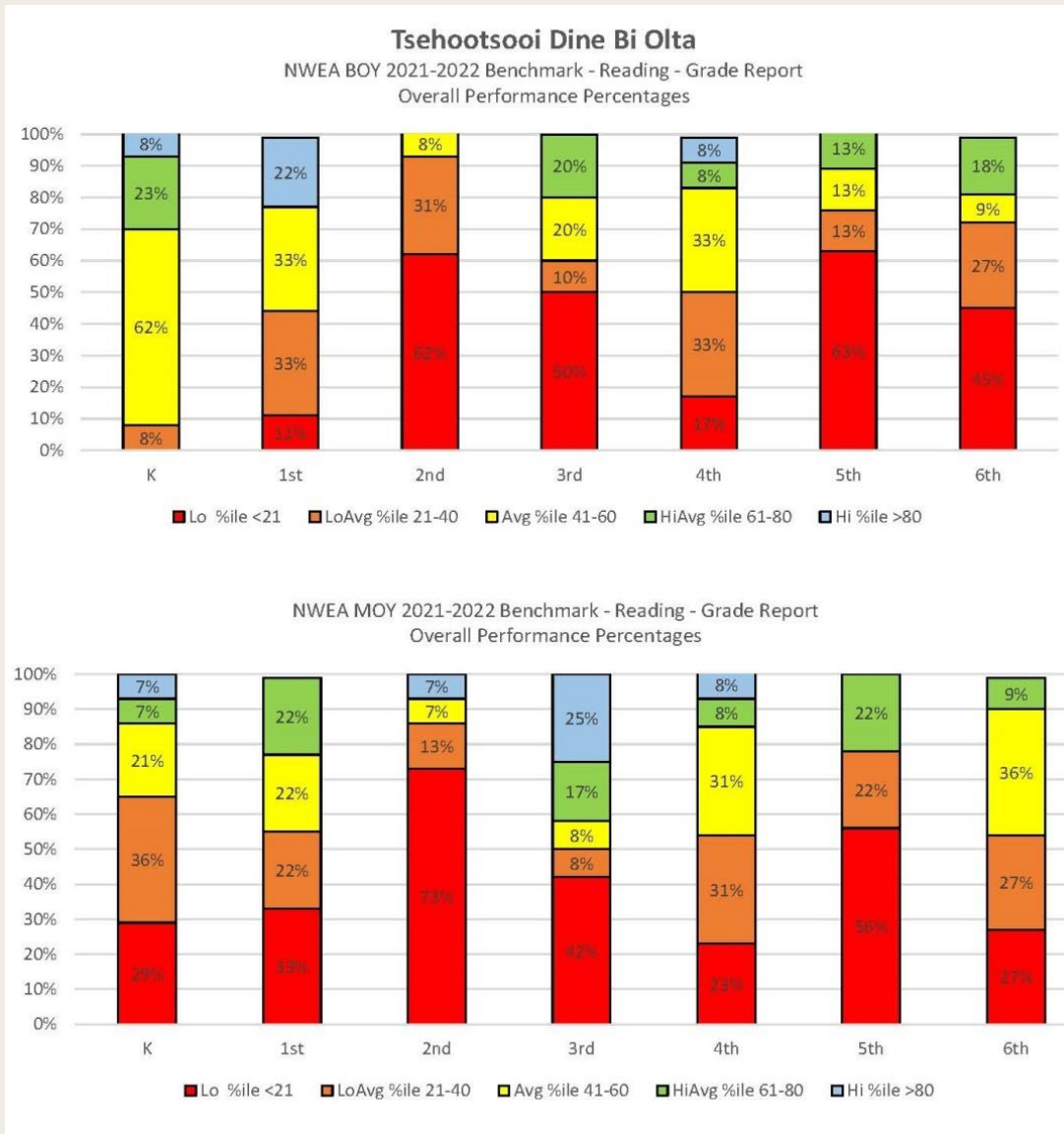
Math Proficiency Summary Report

- 68 students (PRE)
- 30% Proficient
- 24% Basic
- 46% Below Basic

- Utilize intervention with fidelity
- Implement Small Group instruction across the grade levels
- Communicate efficiently with Parents
- Set student goals
- Staff accountability in use of program



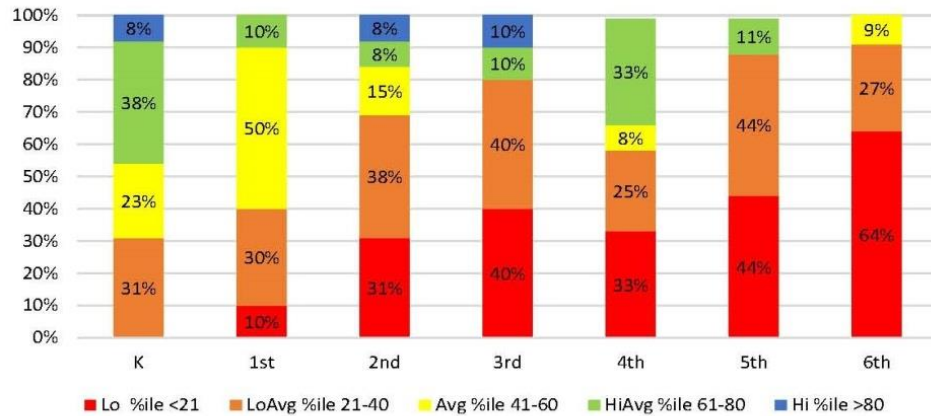
NWEA BOY & MOY - ELA



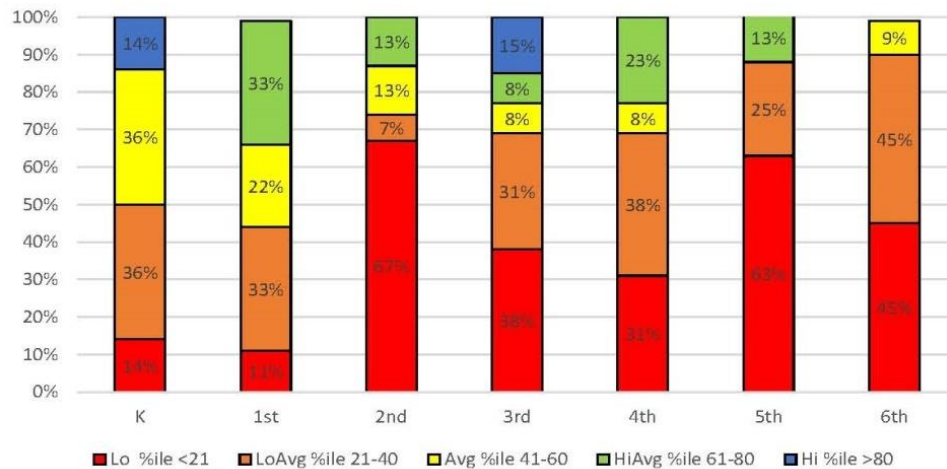
- 6th grd - 18% decrease Lo% and 27% growth in Avg%
- 5th grd - 7% decrease Lo%, 9% growth in LoAvg% & HiAvg%
- 4th grd - Lo% increased, and LoAvg% & Avg% decreased
- 3rd grd - 8% decrease in Lo% and 25% increase in HiAvg%
- 2nd grd - 11% increase in Lo% and growth within LoAvg% to Hi%
- 1st grd - 22% increase in Lo% and 22% decrease in Hi%
- K - 29% increase Lo%, and decrease within LoAvg% to Hi%

NWEA BOY & BOY – Mathematics

Tsehootsooi Dine Bi Olta
NWEA BOY 2021-2022 Benchmark - Mathematics - Grade Report
Overall Performance Percentages



NWEA MOY 2021-2022 Benchmark - Mathematics - Grade Report
Overall Performance Percentages

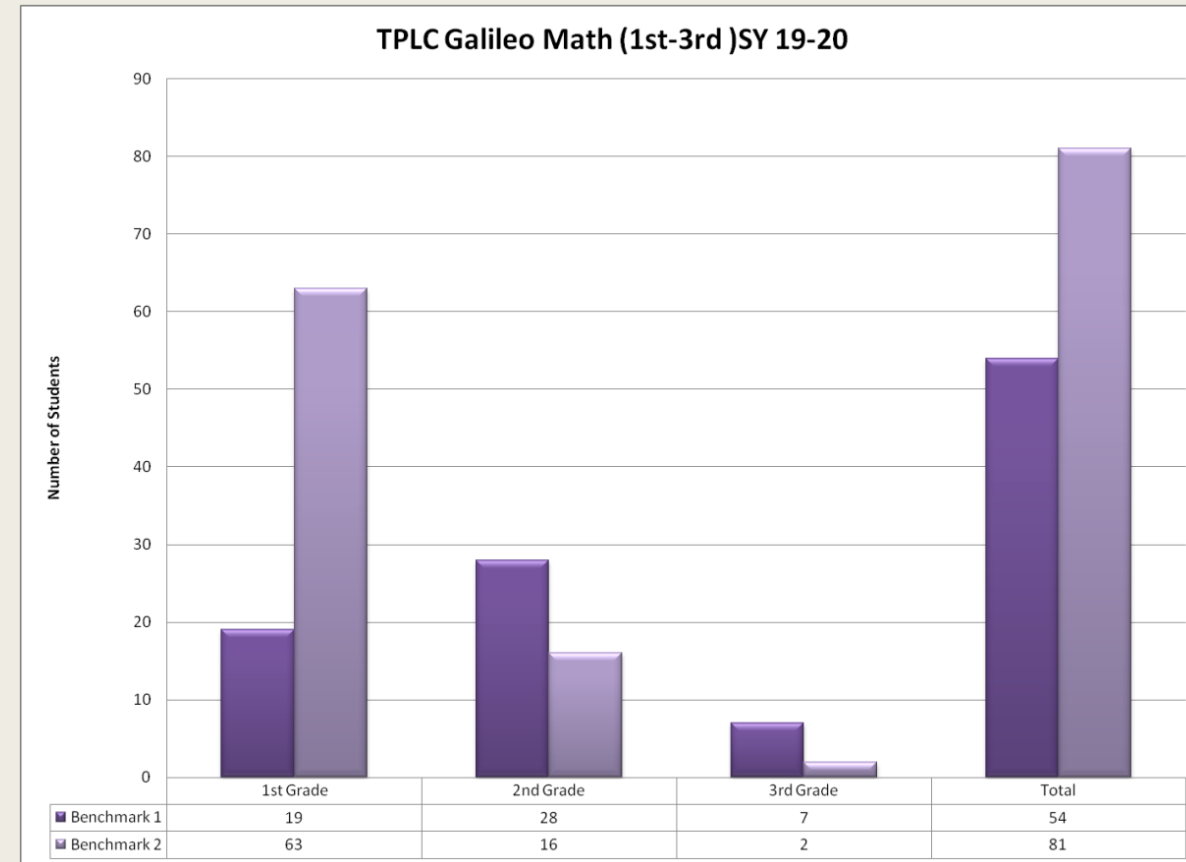
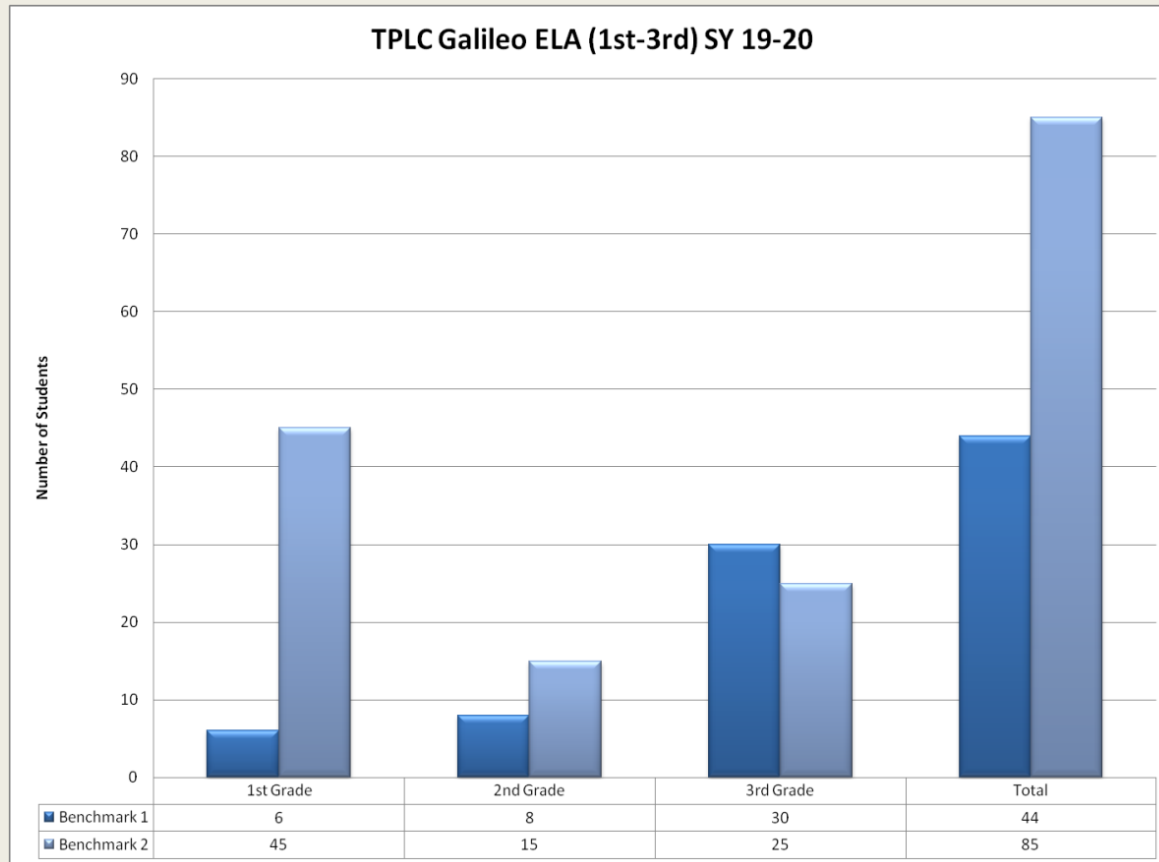


- **6th grd** – 19% decrease in Lo%, and 18% increase in LoAvg%
- **5th grd** – 19% increase in Lo%, 19% decrease in LoAvg%, and 2% increase in HiAvg%
- **4th grd** – Slight decrease in Lo%, 13% increase LoAvg%, and 10% decrease in HiAvg%
- **3rd grd** – Slight decrease in Lo%, and 5% increase in Hi%
- **2nd grd** – 36% increase in Lo%, 31% decrease in LoAvg%, and slight increase in Agv% & HiAvg%
- **1st grd** - 23% increase in HiAvg%, and 28% decrease in Avg%
- **K** – 14% increase in Lo%, 5% increase in LoAvg%, 13% increase in Avg%, 6% increase in Hi%, and decrease in HiAvg%

Galileo SY 19-20

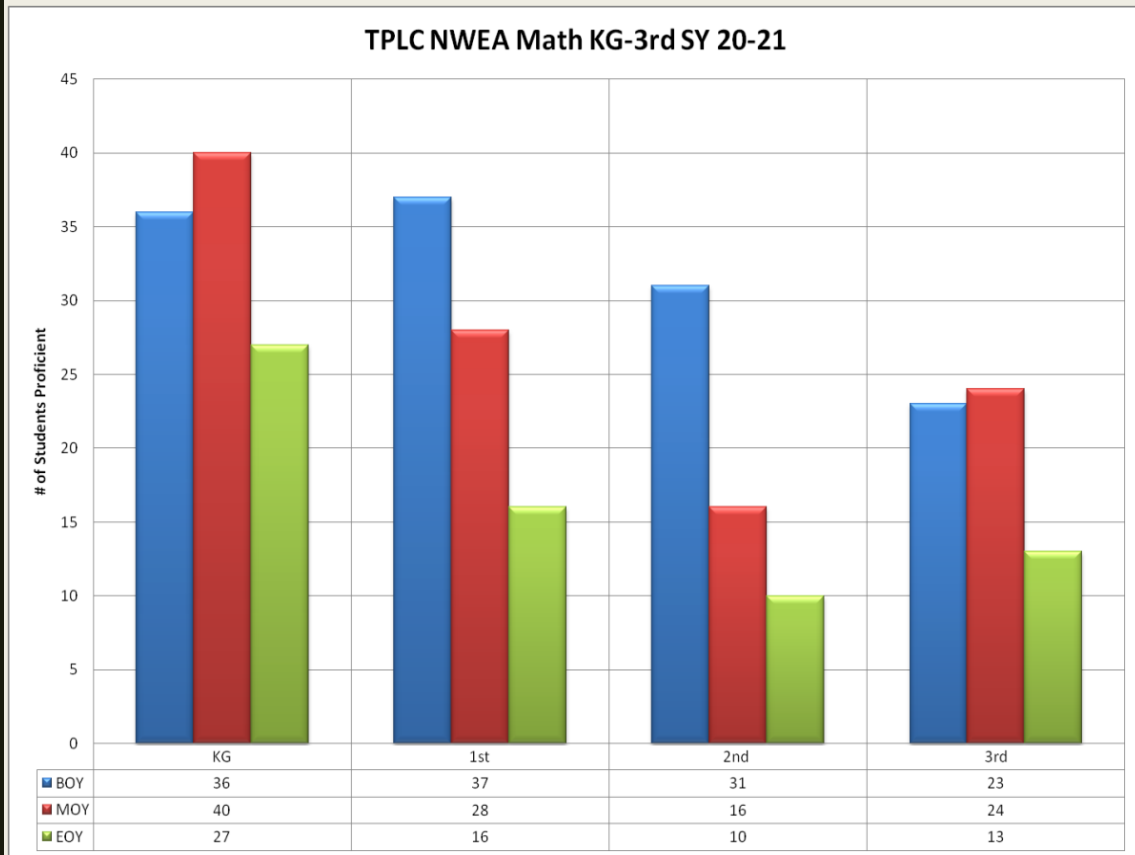
Galileo ELA Benchmark 1 & 2

Galileo Math Benchmark 1 & 2

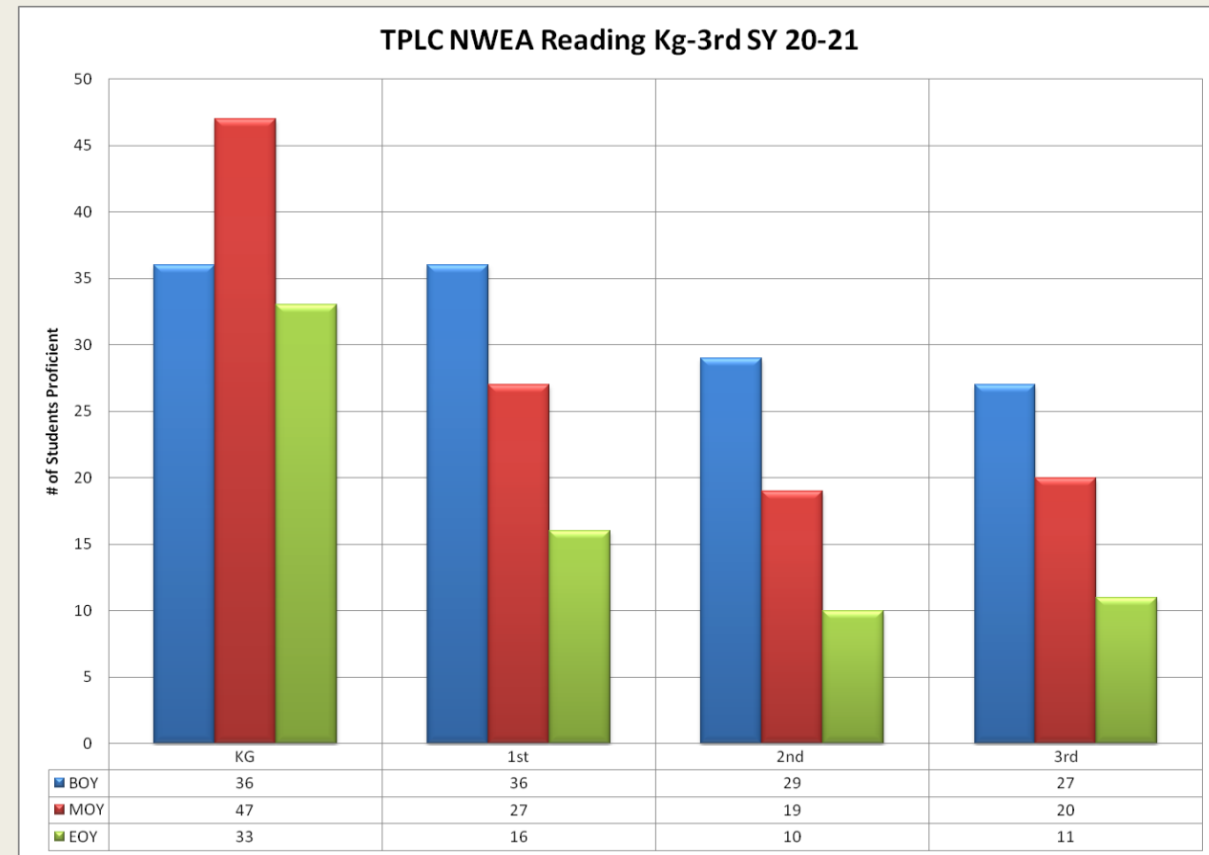


NWEA MAP Data SY 20-21

NWEA MAP Math

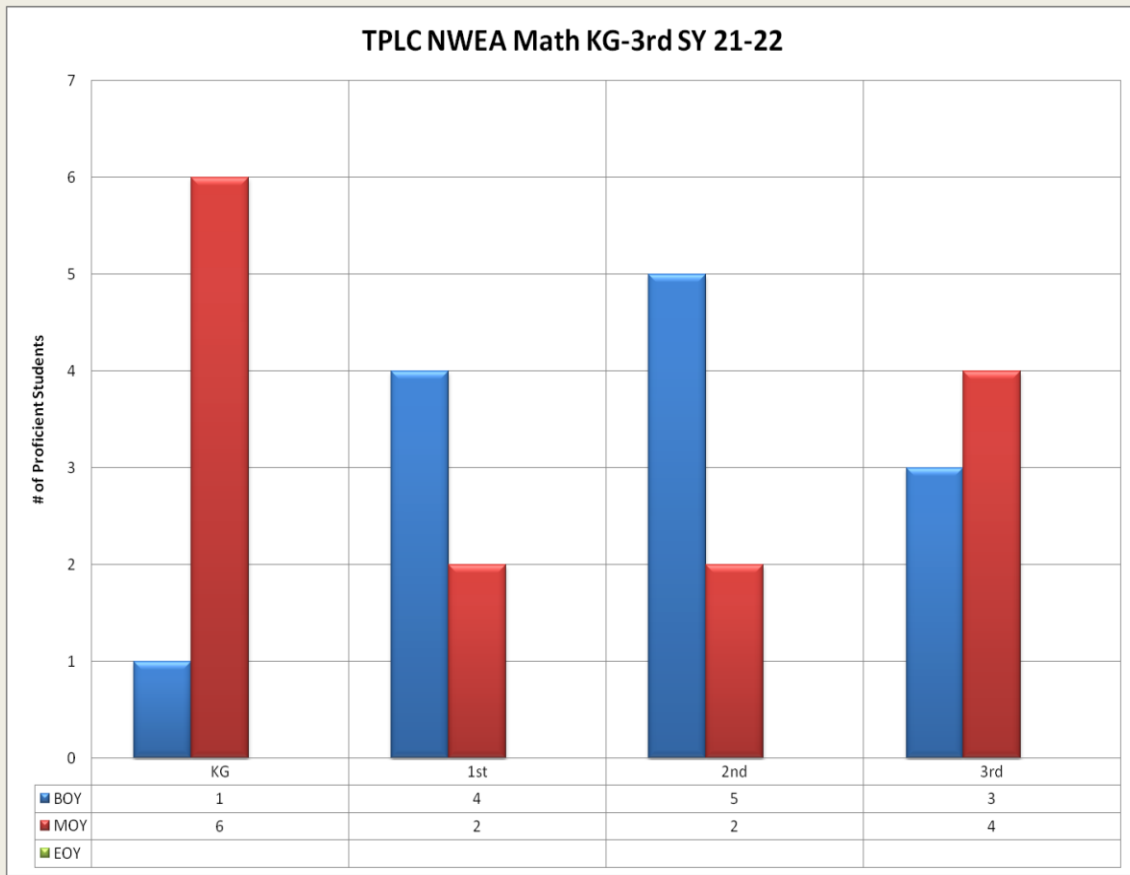


NWEA MAP Reading

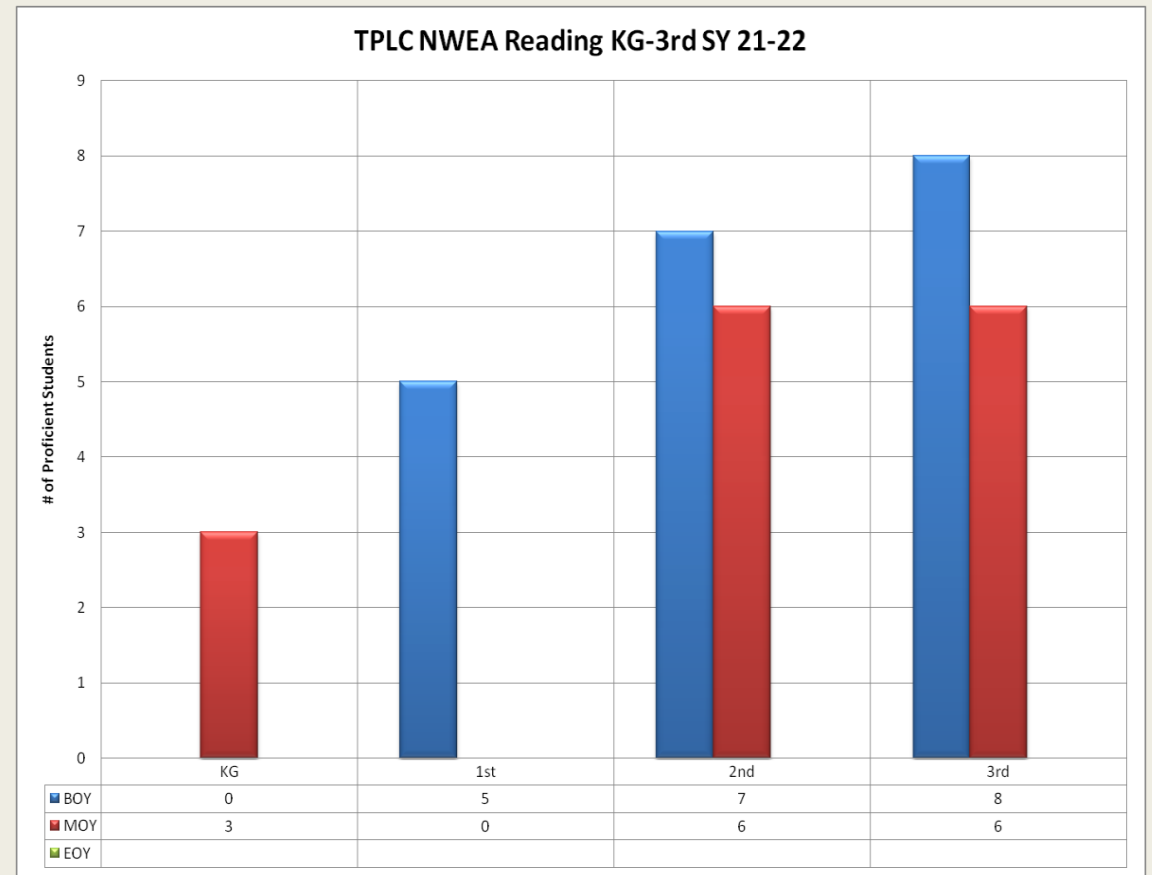


NWEA MAP Data SY 21-22

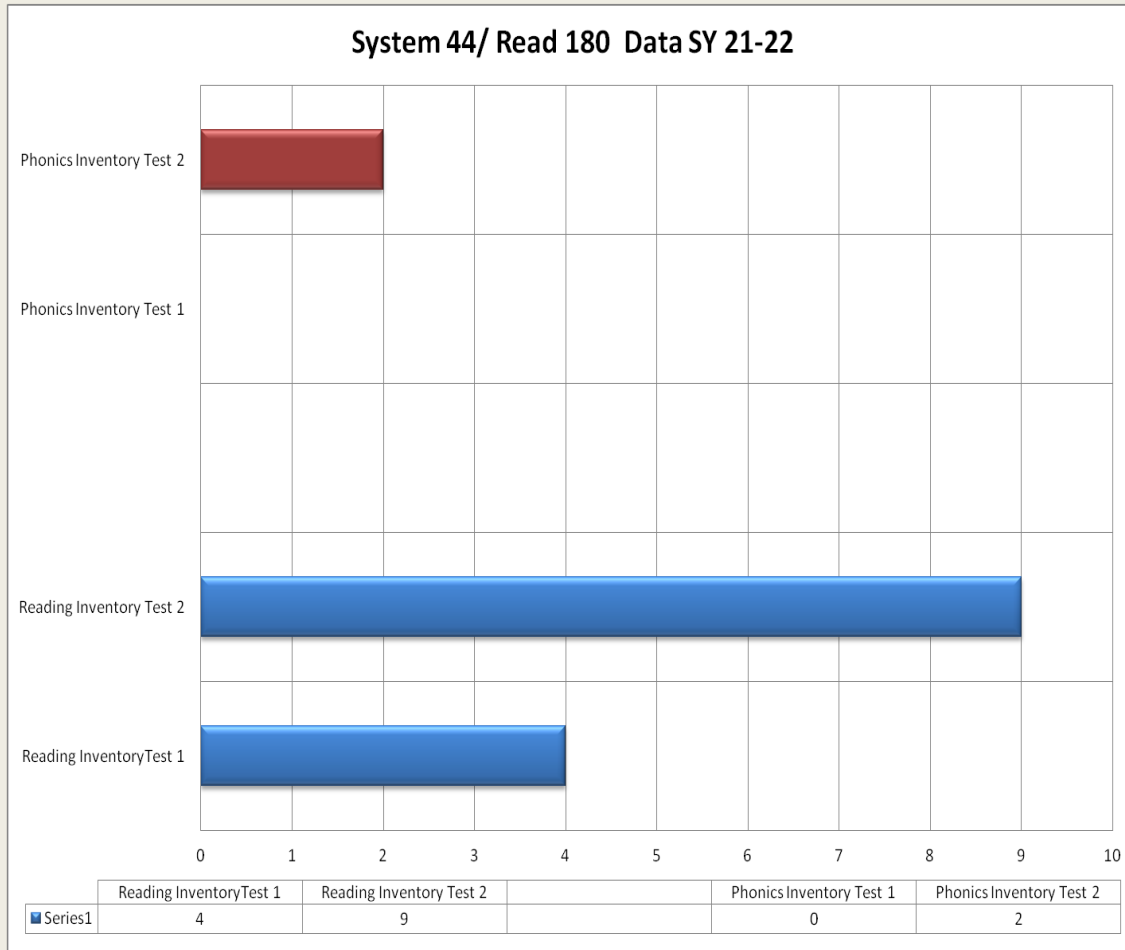
NWEA MAP Math



NWEA MAP Reading



Reading Intervention SY 21-22



Welcome, Caroline Yazzie | Tuesday, Jan. 25, 2022 | Notifications | Server Status | Log Out

Leadership Dashboard Powered by SAM

Tsehootsoo Primary Learning Center

iRead: Tsehootsoo Primary Learning Center Filters

ASSESSMENT

- The Reading Inventory
- The Math Inventory

LITERACY

- System 44 Next Generation
- iRead**

MATH

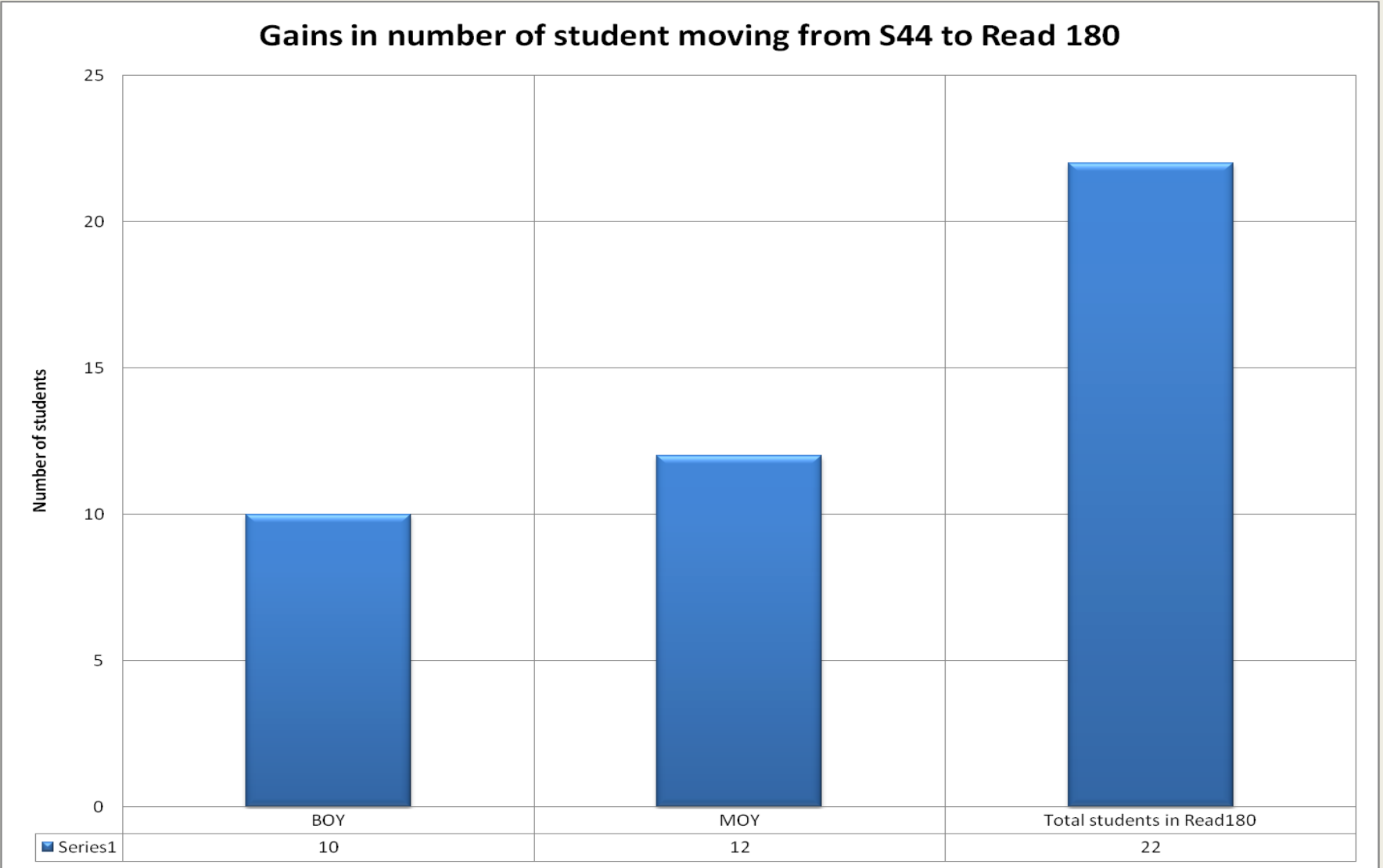
iREAD Topics Completed

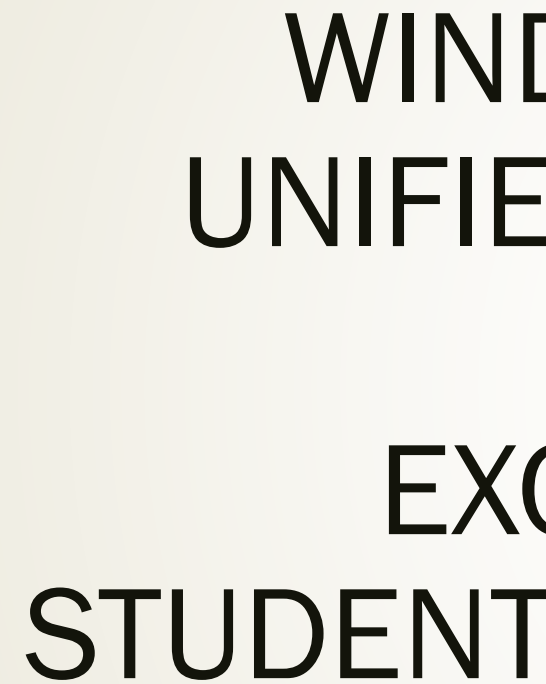
Implementation Success Factors

- Strategic Planning
- Upfront Training and Professional Development
- Ongoing Classroom Support
- Implementation Progress Monitoring
- Capacity Building Plan
- Technology Readiness

iRead

Reading Inventory SY 21-22 BOY to MOY





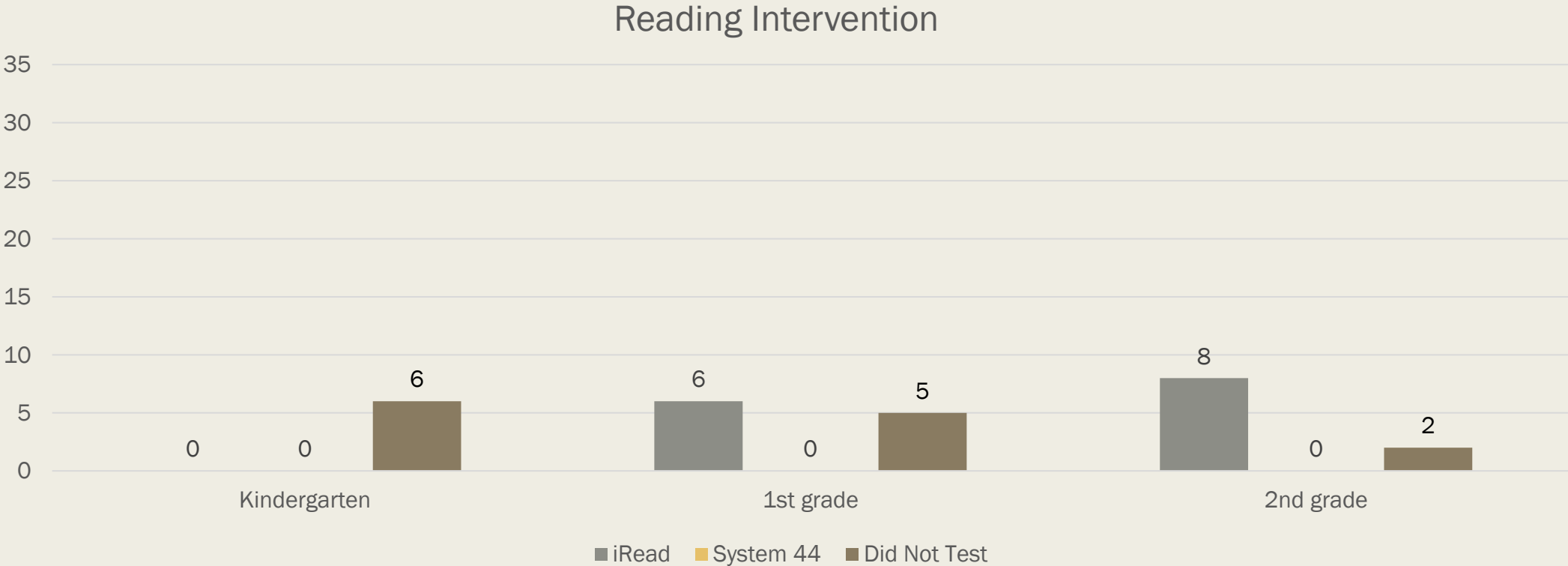
WINDOW ROCK
UNIFIED SCHOOL
DISTRICT
EXCEPTIONAL
STUDENT SERVICES

Reading Intervention Data

Mrs. Karen Henderson

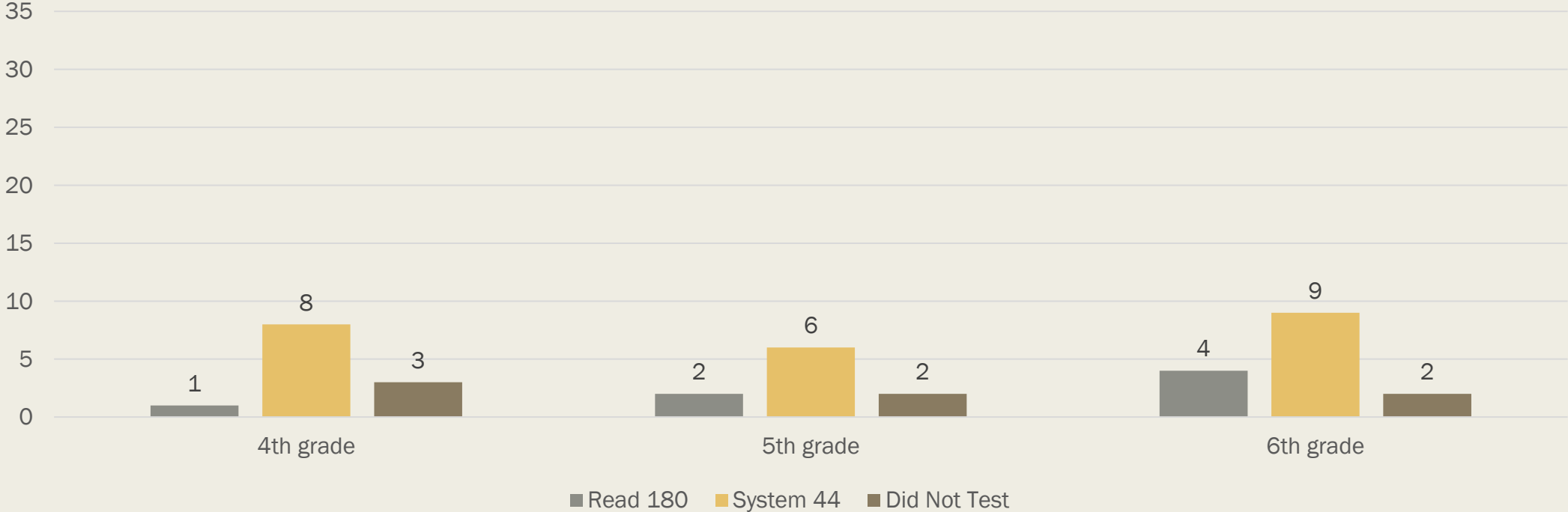


Tsehootsooi Primary Learning Center Exceptional Student Services



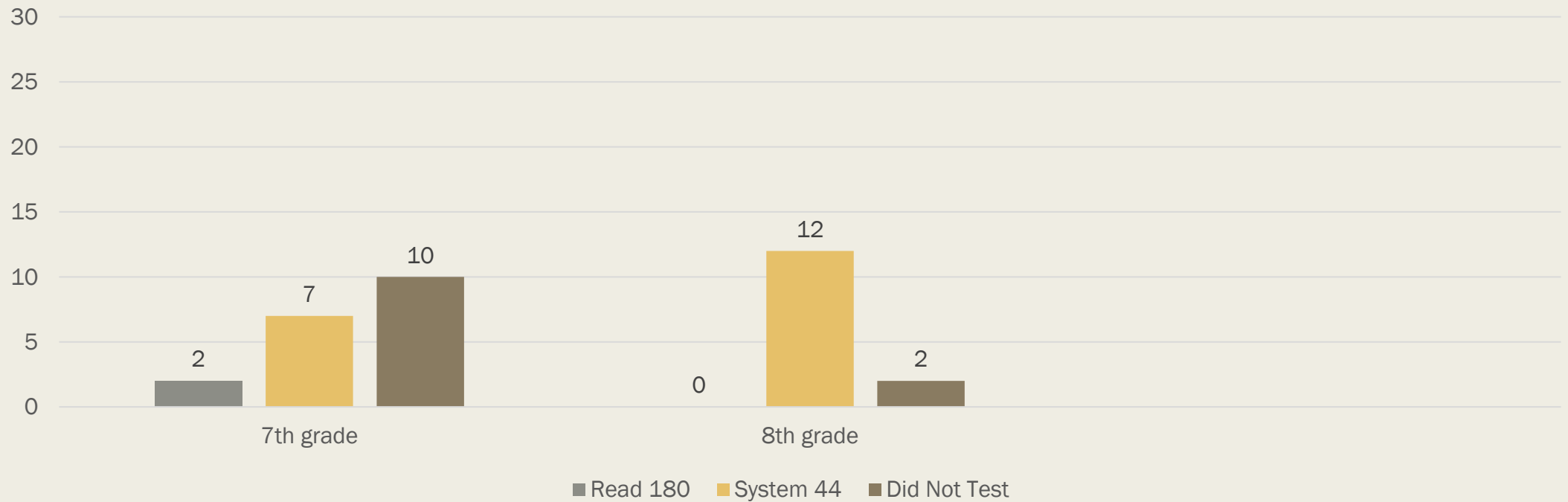
Tsehootsooi Intermediate Learning Center Exceptional Student Services

Reading Intervention



Tsehootsooi Middle School - Exceptional Student Services

Reading Intervention



Summary

Strengths

- Data drives Special Designed Instruction(SDI)
- Data collection used to create annual Individual Education Plan(IEP) goals.
- Data accurately reflects the students disability in reading and math

Weaknesses

- Not all sped students participated due to ITM, absence, and life skills
- Data could be used for additional collaboration between ESS teachers and General Education Teachers
- Co-teaching opportunities
- Consistency of testing sped students



**Window Rock Unified School District
Exceptional Student Services**

PRESENTS

Building Resiliency

Saturday, April 2, 2022 8:00 am to 11:30 am Location: TBD

Description: All children face difficulties, which can range from traumatic losses to everyday disappointments. The ability to cope and recover (or "bounce back") after a setback is important to their success. Experts call this "resilience," and it's a skill that can be learned. Learn some techniques for your own self-care and those of your students.

****Please e-mail or call Santanna Lincoln, ESS Secretary to sign-up for session** santanna@wrschool.net or x6754**

Agenda

- I. Welcome/Introductions**
- II. Breathing**
- III. Ke'**
 - a. Clan activity**
- IV. Trauma**
 - a. Drawings**
 - b. Imagery**
- V. Meditation**
- VI. Brain Development**
 - a. Rhythm-dancing/Regulation**
 - b. Music/singing**
- VII. Relational Quality**
- VIII. Closing – Breathing**

GO SCOUTS!!!



JOM Program

LAMBERT HOLYAN
CULTURE/WELLNESS SPECIALIST

Naasht'ézhí Dine'é Táchii'nii Nishlí
Dólii Dine'é Bashishchiin
Tódík'ózhí Dashicheii
Dibéizhiní Dashinalí

From Natural Bridge area
School: WRUSD#8
Dine College

Nihi'á chíní, íhoo 'aahígíí á tse' - Our Children, Learning is First
Ahi't na'anishgo ba na'iidzeet ye' attso ádoolijit
"Teamwork Makes the Dream Work"



JOM INDIAN EDUCATION COMMITTEE

Tamarrin Hoskie

- President
- WRHS

Margaret Sheka

- Vice President
- TILC

Jennifer Wilson

- Secretary
- TPLC

Georgina Chischilly

- Member
- TMS

Geralynn Henry

- At-Large member

TDB Member

- VACANT

At-Large

- VACANT

JOM Parent Cost

JOM EYEGASSES PROJECT AS OF MARCH 9, 2022

INQUIRED: 88

SERVICED: 58

■ TDB:	4	3
■ TPLC:	18	12
■ TILC:	24	16
■ TMS:	10	7
■ WRHS:	33	20
■ Total:	89	58



STUDENT QUALIFICATION:

- Any student currently enrolled with the WRUSD8 at Integrated Preschool, TPLC, TDB, TILC, TMS
- Current eyeglass prescription
- Parent or Legal Guardian present to request assistance

NEED GLASSES?

FOR MORE INFORMATION ON THIS JOM PROJECT

Lambert Holyan, Wellness & Culture Specialist
Email: lholyan@wrschool.net
Phone: 928-729-6829

Theresa Benally, Federal Program Coordinator
Email: theresab@wrschool.net
Phone: 928.729.6822



STUDENT QUALIFICATION:

- Any student currently enrolled with the WRUSD8 at Integrated Preschool, TPLC, TDB, TILC, TMS
- Current eyeglass prescription
- Parent or Legal Guardian present to request assistance

NEED GLASSES?

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Phone: 928-729-6829

Theresa Benally, Federal Program Coordinator
Email: theresab@wrschool.net
Phone: 928.729.6822

EYEGLASSES VOUCHERS PROCESS

- ANY STUDENT CURRENTLY ENROLLED WITH THE WRUSD8 – VERIFICATION COMPLETED BY

lholyan@wrschool.net or 928-729-6829

theresab@wrschool.net or 928-729-6822

- CURRENT EYEGLASS PRESCRIPTION
- NEEDS ASSESSMENT SURVEY FILLED OUT
- PARENT OR LEGAL GUARDIAN PRESENT TO SIGN OFF FOR VOUCHER.

SY 2021-2022 Graduating Class Cap and Gown

JOM PARENTAL COST WILL PROVIDE CAPS
AND GOWNS FOR THE GRADUATING CLASS OF
2022.



NAVAJO CULTURE AND LANGUAGE CLASSES



- THE NAVAJO LANGUAGE/CULTURE TEACHERS HAVE BEEN USING THE SUPPLIES THEY ORDERED THROUGH THE JOM PROGRAM.
- THE NAVAJO LANGUAGE/CULTURE TEACHERS PRESENT WHAT THE STUDENTS HAVE BEEN DOING IN THEIR CLASSES TO JOM-IEC FOR MONITORING.
- SUMMER ENRICHMENT PROGRAM FEATURES NAVAJO CULTURE AND LANGUAGE FOCUS CLASSES. MOCCASSIN MAKING, BOW AND ARROW, LANGUAGE CLASS.

NEEDS ASSESSMENT SURVEYS

JOM Indian Education Needs Assessment Survey

WINDOW ROCK UNIFIED SCHOOL DISTRICT #8
Office of Academic Programs
P.O. Box 559 • Ft. Defiance, Arizona 86515
Phone: (908) 739-6822 • Contact email: theresab@wrschool.net
Visit us at: www.wrschool.net

Please fill out the information below to help us identify the needs of our students enrolled at WRUSD. The results of this survey will help us create an education plan for the upcoming school years of 2022-2023. The OVERALL goal is to improve student scores in math, reading and science, to increase student retention and graduation, and to support Dine language, culture, and history.

1. Please check the category/category that best describes you:
 Parent Student District Staff/Faculty Community Member

2. Please choose your school site:
 TDB (K-6) TPLC (K-3) TILC (4-6) TMS (7-8) WRHS (9-12)

3. Looking at the list, please choose and rank student needs from the highest (3) to lowest (1) by circling the appropriate number.

Needs	Very important	Important	Least important
Dine Culture: Language/Studies	3	2	1
Dine: Native Cultural Arts	3	2	1
Math	3	2	1
Writing	3	2	1
Reading	3	2	1
Technology	3	2	1
Fine Arts/ Dance/Music	3	2	1
STEM: Science, Technology, Engineering, Arts & Math	3	2	1
Career & Technical Education	3	2	1
College / Career Readiness	3	2	1
Safety / Healthy Wellness	3	2	1
Parent Engagement	3	2	1
Glasses	3	2	1
Senior Graduation (Cap & Gown)	3	2	1
Other*	3	2	1

Please specify other:

4. Suggest enriching Dine Culture and Language experiential learning activities our students will benefit from. (Examples: Culture presentations, traditional cooking, weaving, foster grandparents, etc.)

5. Are you interested in learning more about JOM activities at your child's school? YES NO

6. To share news about the District's JOM Program, what is the best way to contact you?
 School Website Social Media Phone Email Radio School Messenger

7. Please provide us your comments or questions about the Johnson O'Malley Program.

Confidentiality Statement: The Window Rock Unified School District does not disseminate on the basis of race, color, religion, national origin, ancestry, sex or sexual orientation, ethnicity, or social class programs, services, activities, or in any aspect of their operations or provide equal access to all programs. The Window Rock Unified School District also does not discriminate in its hiring or employment practices. The following information is provided for informational purposes only and does not constitute an offer of insurance. For more information, please contact the Window Rock Unified School District at (908) 739-6822. © 2022 Window Rock Unified School District. All rights reserved.



- NEEDS ASSESSMENT SURVEYS WERE DEVELOPED IN COLLABORATION WITH OUR JOM- INDIAN EDUCATION COMMITTEE.
- SURVEYS WERE DISTRIBUTED TO ALL SCHOOLS IN PAPER AND ONLINE FORMAT.
- INFORMATION COLLECTED FROM THE PARENT SURVEYS ARE USED TO SHOW THE NEEDS OF OUR STUDENTS.
- THIS DATA IS ALSO USED ON OUR APPLICATION FOR SY:22-23 JOM PROGRAM.

THANK YOU

- CONTINUE TO ENCOURAGE YOUR STUDENTS.
- PARENT ENGAGEMENTS IS ALWAYS WELCOME.
- LET US MAKE THIS A GREAT YEAR FOR OUR STUDENTS
- THANK YOU HAVE A GREAT EVENING.



Nihi'a' chini, ihoo 'aahigii a' tse' - Our Children, Learning is First

Ahi't na'anishgo ba na'iidzeet yę' attso adoolijit - "Teamwork Makes the Dream Work"

ST. MARY'S FOOD BACKPACKS

- WINDOW ROCK UNIFIED SCHOOL DISTRICT ALONG WITH ST. MARY'S FOOD BANK WILL CONTINUE TO DISTRIBUTE FOOD BACKPACKS TO STUDENTS.
- THERE ARE 4 DIFFERENT MENUS IN THE BACKPACK PROGRAMS.
- RESTART OF THE FOOD DISTRIBUTION WILL BE IN MARCH.
- THEY ARE ALL AVAILABLE AT ALL SCHOOL SITES:
 - (TDB) TSEHOOTSOOI BI'OLTA
 - (TILC) TSEHOOTSOOI INTERMEDIATE LEARNING CENTER
 - (TMS) TSEHOOTSOOI MIDDLE SCHOOL
 - (TPLC) TSEHOOTSOOI PRIMARY LEARNING CENTER
 - (WRHS) WINDOW ROCK HIGH SCHOOL.



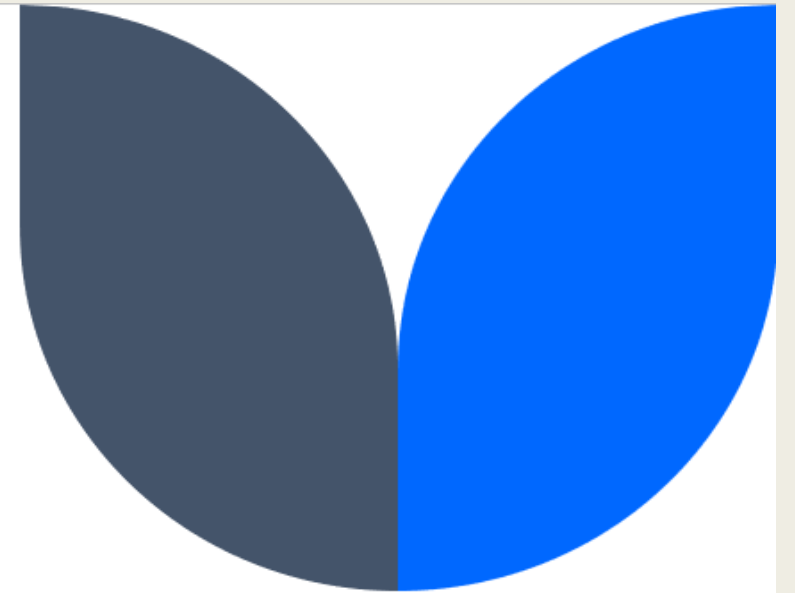
Window Rock Unified School District No. 8

SY 2021-2022

Meaningful Tribal Consultation Review

Navajo Nation Department of Dine Education

GRANT FUNDING SY 2021-2022



April 6, 2022



Theresa Buchanan, Director of Academic/School Improvement Programs
Window Rock Unified School District No. 8

Fiscal Determination

The Arizona Department of Education (ADE) Grants Management Federal Monitoring Unit has concluded the Fiscal Monitoring Audit of Federal and State grants for Fiscal Year 2020 for Window Rock Unified District (Entity ID:4154).

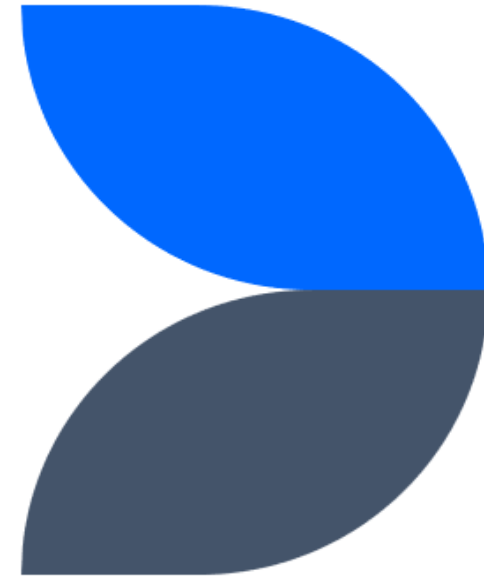
The Fiscal Monitoring Audit has determined that Window Rock Unified District (Entity ID:4154) meets compliance regarding Federal and State rules and regulations as well as applicable grant requirements. The Arizona Department of Education strives daily to provide Exceptional Customer Service. Please assist us to improve our services by completing this survey on the Fiscal Monitoring, and Auditors who conduct these processes.

We appreciate your cooperation during this Fiscal Monitoring Audit. If you have questions or need additional information, please contact us by using the "Create Comment" link found on the Sections page to create and email a comment for the Monitoring Tool History Log from within GME. (Instructions for creating and sending comments using the "Create Comment" option can be found in the Grants Management Resource Library under the "GME User Reference Guides"). You can reach us by calling our customer support line at 602-542-3901 or online at

**Fiscal Monitoring Auditor
Grants Management / ADE**

Cc: Sarah Hendrix, Deputy Associate Superintendent, ADE

ALL INFORMATION SUBMITTED TO ADE IS PUBLIC INFORMATION. You must ensure that all uploaded information for this application does not include sensitive data such as student information, social security numbers, or any other information which could constitute a FERPA violation.



Title I

Allocation: \$ 2,199,558.19

What can Title I funding be used for?

Title I can be used to improve curriculum, instructional activities, counseling, parental involvement, increase staff and program improvement. It can also assist schools in meeting the educational goals of low-income students. Title I funds typically support supplemental instruction in reading and math, and provides technical assistance, services and support to the LEA and schools.

- **Salaries:\$715,939.00**
 - Funds full or partial salaries of the following: extended learning, ss, curriculum and MTSS planning teams, Academic Coaches/Intervention coach, Multi Programs Coordinator, Technology Coach, Federal Programs Coordinator and Director of School Improvement
- **Employee Benefits: \$ 214,221.00**
 - Funds the benefits for positions mentioned above
- **Purchased Professional Services: \$ 140,034.19**
 - Funds professional development conference and registration fees for: school improvement support and administrative staff. e.g. ESSA, AASBO, ASBA, ADE and Leading Change
- **Other Purchased Services: \$ 9,000.00**
 - Funds teacher and support staff professional development travel to state and national conferences
- **Supplies: \$ 272,467.46**
 - Funds credit recovery APEX licenses, summer school supplies, supplemental instructional supplies for ELA, math and science, zSpace subscriptions, library books, homeless supplies (McKinney-Vento), parent involvement supplies, professional development supplies, support service supplies
- **Other Supplies: \$ 38,196.50**
 - Funds student assessment(NWEA) and PEG Writing

*SMIS P.S.



Title II

Allocation: \$ 250,372.53

- **Salaries: \$93,314.00**
 - Funds partial salaries for Multi Programs Coordinator. Pre-and Post contract professional development
- **Employee Benefits: \$ 21,793.00**
 - Funds the benefits for position mentioned above
- **Purchased Professional Services: \$ 35,888.43**
 - Funds APEX training for teachers and Principals. Registration fees for teacher recruitment
- **Other Purchased Services: \$ 5,000.00**
 - Funds travel cost for teacher recruitment
- **Supplies: \$ 14,916.00**
 - Funds supplies for professional development and recruitment supplies

*SMIS P.S.

What can Title II funding be used for?

Title II can be used to improve curriculum, instructional activities, counseling, increase staff, teacher professional development and program improvement.



Title III

Allocation: \$ 32,694.88

- **Salaries: \$4,800.00**
 - Funds 2 ELL teachers for summer school
- **Employee Benefits: \$1,017.00**
 - Funds the benefits for positions mentioned above
- **Purchased Professional Services: \$2,280.00**
 - Funds registration costs for ELL teachers to attend TESOL convention
- **Other Purchased Services: \$5,253.31**
 - Funds travel costs for ELL teachers to attend TESOL convention
- **Supplies: \$4,705.04**
 - Funds ELL parent engagement activities

What can Title III funding be used for?

Title III is strictly used for our ELL students and teachers. It can be used to fund high quality professional development and language instruction for the purpose of increasing the English proficiency of limited English proficient students.

Title IV

Allocation: \$100,423.42

- **Purchases Professional Services: \$7,375.00**
 - Effective Use of Technology:
 - Funds ZSpace training for teachers
 - Safe and Healthy
 - Funds Character professional development for teachers
- **Supplies: \$ 72,161.36**
 - Well Rounded
 - ZSpace subscription for TMS. SMIS STEM supplement
 - Safe and Healthy
 - Character Counts supplies
 - Well Rounded
 - Art supplies
- **Other Expenses: \$ 1,750.00**
 - Safe and Healthy
 - Character Counts Membership

*SMIS P.S.

What can Title IV funding be used for?

Title VI can be used to address the unique cultural, linguistic, and educationally related needs. Funds support such activities as culturally-responsive after-school programs, Native language classes, early childhood education, tutoring, and dropout prevention.



Rural & Low

Allocation: \$ 49,647.36

- **Supplies: \$31,157.94**
 - Basic classroom supplies

What can Rural and Low-Income funding be used for?

The purpose of the Rural and Low-Income School (RLIS) grant program is to provide rural districts with financial assistance for initiatives aimed at improving student achievement. It can be used to carry out Parent Involvement Activities, Support Effective Instruction, Support Instruction for ELL, and Student Support and Academic Enrichment Programs.



Title VI

Allocation: \$380,481.00

- **Salaries: \$243,392.00**
 - Funds salaries for 4 Navajo Language and Culture Teachers
- **Employee Benefits: \$81,039.00**
 - Funds the benefits of the above mentioned staff
- **Supplies: \$56,050.00**
 - Funds the direct instruction supplies and student consumables

What can Title VI be used for?

The program is aimed at supporting services that (1) are responsive to the unique cultural, language, and educational needs of American Indian and Alaska Native students and (2) help our students meet academic standards.



JOM

Allocation: \$ 188,435.10

What can Johnson O'Malley (JOM) be used for?

JOM funds can be used to address the unique cultural, linguistic, and educationally related needs. Funds support such activities as culturally-responsive after-school programs, Native language classes, early childhood education, and dropout prevention.

- **Salaries: \$20,873.00**
 - Funds partial salary of the Wellness/Culture Specialist
- **Employee Benefits: \$8,213.62**
 - Funds the benefits of the above mentioned staff
- **Travel: \$ 31,950.00**
 - Funds the travel of students, JOM program designated teachers, staff and administrators.
 - Funds travel costs, registration, fess and stipends for Indian Education Committee members (IEC).
- **Supplies/Materials: \$77,598.48**
 - Funds the supplemental student school supplies and materials.
 - Funds supplies for JOM administrative staff and IEC
- **Contractual & Special Trans: \$32,800.00**
 - Funds the consultation fees and expenses for JOM student and summer enrichment programs.
 - Funds the In-service of JOM staff and IEC
 - Parental Cost: Eyeglasses program and Senior graduation caps and gowns
- **Equipment: \$13,000.00**
 - Funds cutout maker and carts for Dine Language and Culture classes

IMPACT AID

	Federally Connected Membership	Average Daily Attendance	Weight	Weighted Count	Maximum Payment	Payments to Date
Basic Support FY22	1922	1801.894	1.25	2252.368	\$ 15,302,586.66	\$ 7,651,293.33
Children with Disabilities FY22	243	227.8149	1	227.8149		\$ 113,907.00
Final FY 20 Construction Payment						\$ 15,756.00

IMPACT AID EXPENDITURES

Basic Support

Support Services Salaries Including

- Non-Core Curriculum Teachers
- CNAs
- Counselors
- Librarian & Library Aides
- Assistant Principals

School Site Support Staff
Maintenance
Custodians

- Security
- Human Resources Support Staff

General Supplies
Custodial Supplies
Financial System Software – Visions Annual License
Internet – 10% not paid by
PowerSchool Software Annual License
Web Filter Annual License

Membership Dues

- Arizona School Boards Association
- National Association of Federally Impacted Schools
- National Indian Impacted Schools Association
- Arizona Impact Aid Association
- Arizona Rural Schools

Telephone Services
Trash Pickup
Liability Insurance

STUDENTS WITH DISABILITIES

Classroom Paraprofessionals
Classroom Supplies
General Supplies
Equipment

CONSTRUCTION

Major Repairs
HVAC/Boiler Repairs & Replacement

ESSER I

Allocation: \$996,334

What can ESSER I be used for?

The Elementary and Secondary School Emergency Relief (ESSER) Fund is designated to support K-12 schools to respond to the COVID-19 pandemic and the declaration of statewide school closures. These are federal funds that are administered by the Arizona Department of Education.

Item Description	Budget Amount
Salaries Bus Drivers & Mechanic	\$ 277,886
Benefits Bus Drivers & Mechanic	\$ 101,145
Microsoft Teams Planning & Implementation	\$ 34,035
Microsoft Teams Platform	\$ 29,280
PPE & Cleaning Supplies	\$ 68,084
Touch Free Cleaning Carts – Restrooms	\$ 9,192
Laptops – Students	\$ 146,625
Bus Wi-Fi	\$ 9,122
Network Cameras	\$ 15,241
No touch floor scrubbers	\$ 37,380
Handicap Bus	\$ 73,991
Wheelchair Bus	\$ 93,656
Microsoft Office license	\$ 18,299
Anywhere Cart AC-Clean	\$ 7,567
SMIS	\$ 74,831

ESSER II

Allocation: \$4,701,339.00

What can ESSER II be used for?

ESSER II funds can be spent on all the same activities as ESSER I. While the ESSER II law lists three categories of allowable activities that were not specifically listed in ESSER I (addressing learning loss, school facility repairs and improvements, and improving indoor air quality in school facilities), the U.S. Department of Education (US ED) clarified these activities are also allowable under ESSER I.

Item Description	Budget Amount
Technology Technician (2 years)	\$80,000
Registered Nurse (2 years)	\$140,000
Principal Supervisor Salary--75%	\$68,664
Pre-K Teacher (2 years)	\$104,589
Benefits Technology Technician	\$33,061
Benefits RN	\$45,778
Benefits Principal Supervisor	\$20,590
Benefits Pre-k Teacher	\$38,272
Replace all carpet at TPLC	\$139,290
District Wide Curriculum	\$329,052
Cleaning Supplies & PPE	\$135,316
Replacement parts for student laptops	\$50,000
Wheelchairs	\$1,008
Walkers	\$3,099
Student Desks – High School	\$178,132
Student Laptops (6 – 12 grades)	\$1,179,684
AC-Clean Cabinets	\$25,727.00
desktops for staff	\$61,818

Item Description ¹⁷	Budget Amount
desktops for site secretaries/office staff	\$228,465
Audiometer	\$11,675
48 HVAC Units –WRHS 4 HVAC Units TPLC	\$529,761
4 Wheel Drive Full Size Bus	\$168,416
Indirect Costs	\$314,860
Supplies for Special Education	\$2,856
inline filters closed loop system for WRHS	\$5,047
isolation valve for domestic water WRHS	\$1,525
install HVAC controllers included in grant	\$134,553
install pressure reducing valves at WRHS & Event Center	\$19,819.0
relocate expansion tanks & separators at WRHS	\$ 14,172
remove and replace plate pack at WRHS heat exchanger	\$ 29,825
repairs to domestic water pipe system at event center	\$1,324
repairs to domestic hot water valves at WRHS	\$7,589

Item Description	Budget Amount
replace tube and shell; heat exchanger at TPLC	\$101,411
repair leaks on cooling towers at WRHS	\$15,233
configure 24 cisco switches	\$28,520
upgrade HVAC at WRHS	\$32,979
replace hot water heaters at WRHS	\$54,440
replace non-working dishwasher at TPLC	\$19,261
replace non-working dishwasher at WRHS	\$32,188
MS Office 365 license renewal	\$18,299
cisco catalyst license	\$47,456
cisco switches at 3 school sites	\$30,536
cisco switches at 4 school sites	\$61,749
cisco switches at 4 school sites	\$125,665
HR Director Salary--25%	\$22,792
Benefits for HR Director	\$6,843

ESSER III

Allocation: \$7,158,443

What can ESSER III be used for?

ESSER III – just like ESSER I & II funds – are highly flexible and are designed to help address local recovery efforts relative to responding to COVID-19. ESSER III Funds can be used throughout the LEA, in all schools and in support of all students and staff.

Item Description	Budget Amount
Salary for 10 FTE teachers due to decline in enrollment FY21-22	\$ 600,000
Pre-school teacher	\$ 52,295
Additional pay for SPED teachers	\$ 46,000
Summer schoolteachers FY22	\$ 84,000
Summer schoolteachers FY23	\$ 84,000
Summer schoolteachers FY24	\$ 84,000
Teacher professional development FY22	\$ 330,750
Teacher professional development FY23	\$ 330,750
Teacher professional development FY24	\$ 330,750
RN for 23/24	\$ 70,000
1 FTE IT Tech for 23/24	\$ 40,000
Bus drivers to transport for after-school tutoring FY22	\$ 12,672
Bus drivers to transport for after-school tutoring FY23	\$ 12,672
Bus drivers to transport for after-school tutoring FY24	\$ 12,672
1 FTE maintenance worker for 3 years: 07/21-06/24	\$ 90,000
2 FTE bus drivers 6/21-6/22	\$ 56,000

Item Description	Budget Amount
2 FTE bus drivers 6/21-6/22	\$ 56,000
2 FTE bus drivers 6/22-6/23	\$ 56,000
2 FTE bus drivers 6/23-6/24	\$ 56,000
5 FTE custodians for 6/21-6/22	\$ 125,000
5 FTE custodians for 6/22-6/23	\$ 125,000
5 FTE custodians for 6/23-6/24	\$ 125,000
2 FTE counselors/social workers for FY22	\$ 130,000
2 FTE counselors/social workers for FY23	\$ 130,000
2 FTE counselors/social workers for FY24	\$ 130,000
Bus drivers for summer school FY22	\$ 29,440
Bus drivers for summer school FY23	\$ 29,440
Bus drivers for summer school FY24	\$ 29,440
1 FTE principal supervisor FY23	\$ 98,000
1 FTE principal supervisor FY24	\$ 98,000
Extra duty comp for 5 administrators to provide PD FY22	\$ 37,500
Extra duty comp for 5 administrators to provide PD FY23	\$ 37,500
Extra duty comp for 5 administrators to provide PD FY24	\$ 37,500
Benefits for pre-school teacher FY23-24	\$ 19,035
Benefits for 10 FTE teachers FY21-22	\$ 206,530
Benefits for SPED teachers FY21-22	\$ 9,660
Benefits for summer schoolteachers Summer 2022	\$ 17,640
Benefits for summer schoolteachers Summer 2023	\$ 17,640
Benefits for summer schoolteachers Summer 2024	\$ 17,640
Benefits for 1 FTE maintenance worker FY22	\$ 14,353
Benefits for 1 FTE maintenance worker FY23	\$ 14,353
Benefits for 1 FTE maintenance worker FY24	\$ 14,353
Benefits for RN FY23/24	\$ 22,753
Benefits for 1 FTE IT tech FY23/24	\$ 16,453
Benefits for 2 FTE bus drivers FY22	\$ 27,866

ESSER III (CON'T)

Item Description	Budget Amount
Benefits for 2 FTE bus drivers FY23	\$ 27,866
Benefits for 2 FTE bus drivers FY24	\$ 27,866
Benefits for 5 FTE custodians FY22	\$ 56,015
Benefits for 5 FTE custodians FY23	\$ 56,015
Benefits for 5 FTE custodians FY24	\$ 56,015
Benefits for bus drivers for after-school tutoring FY22	\$ 2,661
Benefits for bus drivers for after-school tutoring FY23	\$ 2,661
Benefits for bus drivers for after-school tutoring FY24	\$ 2,661
Benefits for PD for certified staff FY22	\$ 69,457
Benefits for PD for certified staff FY23	\$ 69,457
Benefits for PD for certified staff FY24	\$ 69,457
Benefits for 2 FTE counselors/social workers FY22	\$ 43,406
Benefits for 2 FTE counselors/social workers FY23	\$ 43,406
Benefits for 2 FTE counselors/social workers FY24	\$ 43,406
Benefits for summer school bus drivers--summer 2022	\$ 6,182
Benefits for summer school bus drivers--summer 2023	\$ 6,182
Benefits for summer school bus drivers--summer 2024	\$ 6,182
Benefits for administrators to provide PD to certified staff	\$ 23,625
Benefits for principal supervisor FY23	\$ 28,633
Benefits for principal supervisor FY24	\$ 28,633
<i>Do the math PD for 3 years--7/21-8/24--SEE BELOW</i>	
online getting started	\$ 4,000
DTM coaching membership	\$ 42,500
M180 coaching membership	\$ 58,500
add on coaching licenses	\$ 7,500

Item Description	Budget Amount
<i>Read 180 PD for 3 years--7/21-8/24--SEE BELOW</i>	
R180 coaching membership	\$ 58,000
R180 coaching membership	\$ 19,500
add on coaching licenses	\$ 2,500
<i>Read 180 PD for 3 years--7/21-8/24--SEE BELOW</i>	
Water dispensers rental	\$ 1,056
Upgrade energy management system	\$ 530,856
Replace drinking fountains with bottle filling stations	\$ 281,932
<i>Duct cleaning--SEE BELOW</i>	
TDB	\$ 24,275
TPLC	\$ 33,050
TILC/TMS	\$ 65,550
WRHS	\$ 54,125
ADMIN	\$ 31,800
<i>Upgrade energy management system--SEE BELOW</i>	
high school and middle school	\$ 36,314
TPLC	\$ 86,424
<i>install energy management system--SEE BELOW</i>	
administration	\$ 102,503
event center	\$ 305,615
<i>Curriculum for all sites--SEE BELOW</i>	
go math k-5 year 1	\$ 150,000
go math k-5 year 2	\$ 150,000
journeys k-5 workbooks year 1	\$ 40,000
journeys k-5 workbooks year 2	\$ 40,000
mcgraw hill science 7-8 workbooks year 1	\$ 40,000
mcgraw hill science 7-8 workbooks year 2	\$ 40,000
saavas soc st 7-8 digital courseware year 1	\$ 25,000
saavas soc st 7-8 digital courseware year 2	\$ 25,000
saavas 9-12 year 1	\$ 120,000
saavas 9-12 year 2	\$ 120,000
elements 9-12 year 1	\$ 15,000
elements 9-12 year 2	\$ 15,000
star k-6 year 1	\$ 15,000
star k-6 year 2	\$ 15,000
N2Y K-12 site licenses--year 1	\$ 12,000
N2Y K-12 site licenses--year 2	\$ 12,000



Budget Override Funds [7-Years]

Allocation: \$3,500,000

Impact Aid Bond Funds

Allocation: \$20,000,000

Federal Impacted Schools Grant Funds

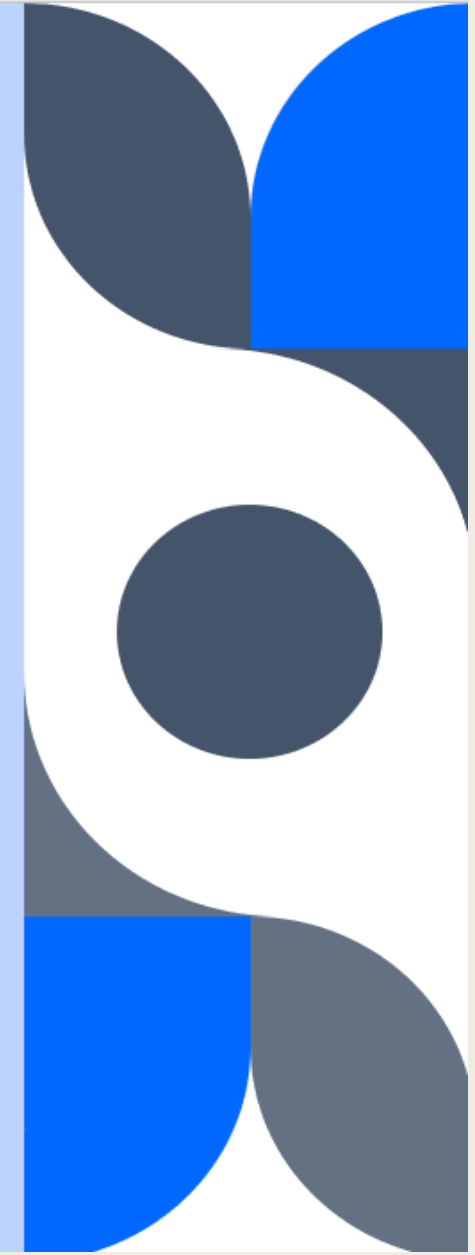
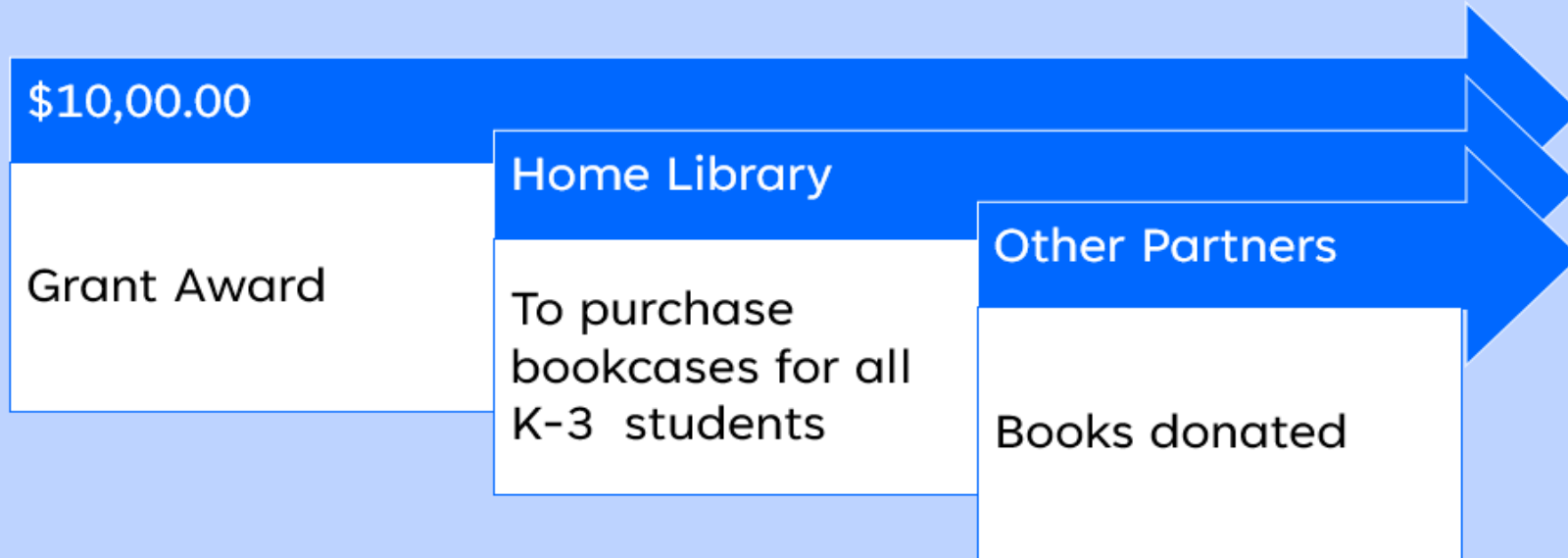
Allocation: \$2,000,000

School Facilities Board

Allocation: \$195,00

\$3,500,000 Budget Override Funds [7-Years]
Upgrade plumbing line field house/fields/Retro Fit Bathrooms: \$150,000
Student Charter Activity Bus: \$150,000 - \$200,000 each: \$400,000
White Shuttle Buses - \$85,000 GFS Each: \$340,000
Route Bus Replace - \$150,000 Each: \$300,000
High School Restroom plumbing upgrade with partitions (36 years old): \$500,000
TPLC ADA requirements: \$200,000
HVAC: \$500,000
High School Security/Camera System: \$300,000
High School Replace Boilers: \$225,000
TPLC Roof Repair: \$150,000
TDB Roof Repair: \$125,000
West Housing Gas Line Upgrade: \$150,000
All Schools - Intercom System Upgrades: \$150,000
All Schools - Parking Lot Reseal: \$350,000
Flooring District Wide: \$625,000
Paint Outside WRHS: \$500,000
\$20,000,000 Impact Aid Bond Funds
\$6,000,000: New Football/Track Complex
\$14,000,000: Employee Housing – Location North of TDB
\$2,000,000 Federal Impacted Schools Grant Funds
\$2,000,000 District Office foundation repair to accommodate students in the building
School Facilities Board
Fire Alarm/Fire Suppression Systems
TPLC Fire Alarm Panel/Devices: \$65,000
TDB Fire Alarm Panel/Devices: \$65,000
Sawmill Fire Alarm Panel/Devices: \$65,000

Navajo Transitional Energy Company



Result Based Funding Award

\$145,000.00

PLC

Intervention Programs

To purchase K intervention programs

- System 44 and Do the Math
- Technology



Accelerated Grant

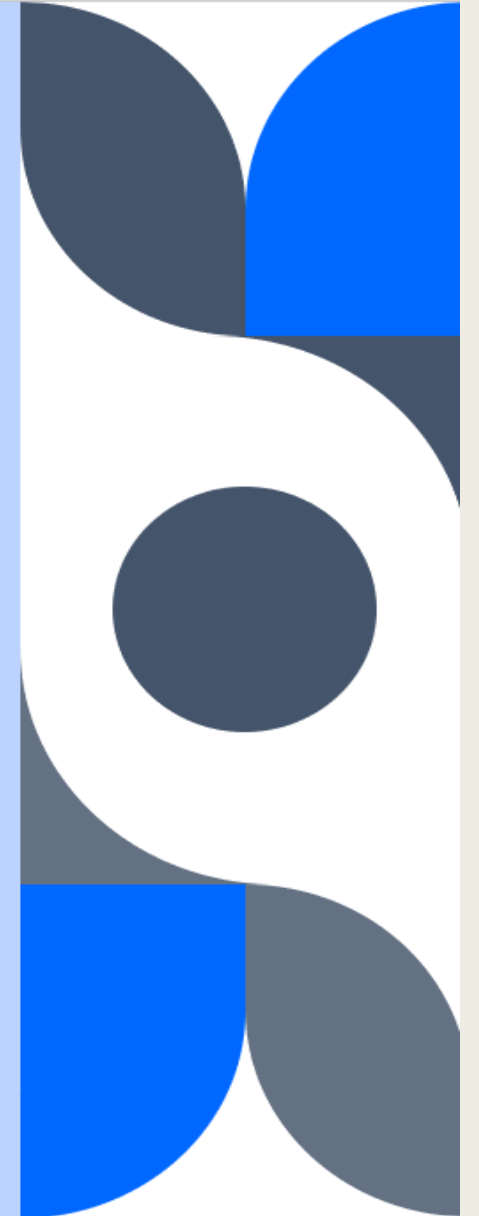
\$75,000.00

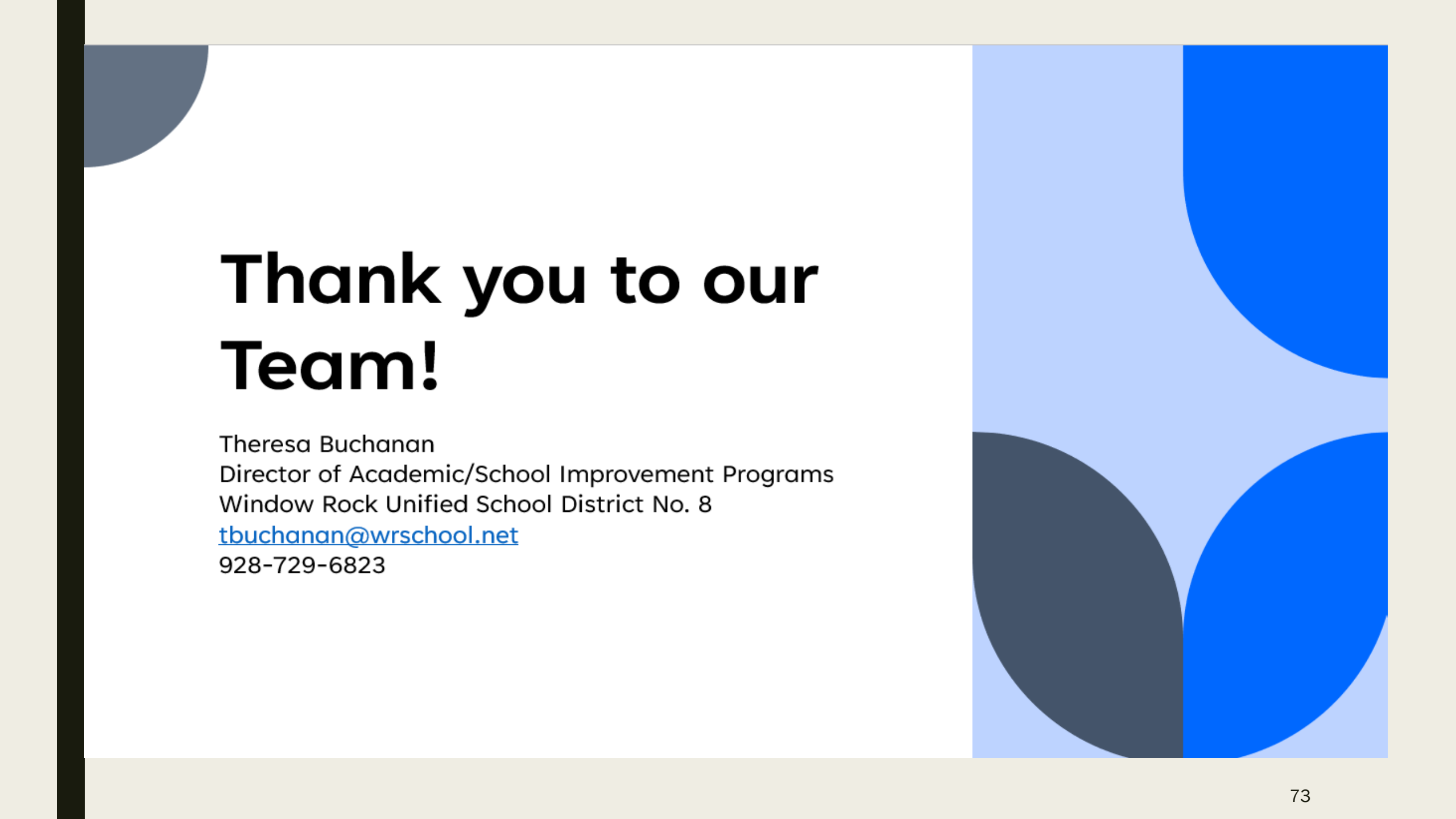
Per site

Purchases

K-12 students student consumables

Transportation costs





Thank you to our Team!

Theresa Buchanan
Director of Academic/School Improvement Programs
Window Rock Unified School District No. 8
tbuchanan@wrschool.net
928-729-6823

Window Rock Unified School District No. 8

Reopening Plan SY 21-22



Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)

Window Rock Unified School District No. 8

The Centers for Disease Control and Prevention (CDC) and the Arizona Department of Education (ADE) recommend that reopening decisions be driven by the current prevalence of COVID-19 in the community. This is living document, with updates occurring frequently as more information is received from local, state and federal levels.

The following protocols are to be implemented across all district sites. Normal procedures for students who qualify for homebound or chronic ill services will be followed, as will normal procedures for employee requests for reasonable accommodation due to disability.

During the period of the ARP ESSER award established in section Start Printed Page 212022001(a) of the ARP Act, WRUSD shall regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. Monthly review shall occur with guidance and collaboration from State, local, territorial, or Tribal health departments.

COMMUNICATION

At the district level, the public information officer (PIO) or Office of Superintendent will coordinate all messages to students, parents, staff, and the community regarding reopening, possible closure, and other COVID-19-related information. The PIO will ensure that each site has posters with messaging on hand-washing and covering of coughs and sneezes located throughout, along with posters at site entrances reminding individuals not to enter if sick.

At each school or site, a site administrator or designee will coordinate social distancing protocols, including ensuring that student and staff schedules, as well as facility set-up, allow for implementation of the protocols.

At each school or site, the lead custodian will coordinate implementation of cleaning protocols, including ensuring that sufficient cleaning supplies are available to janitorial staff and, as appropriate, students and staff.

At each school, a site administrator, the school nurse, or other designee will coordinate and implement the protocols set forth in this document for screening of staff. That individual will be responsible for:

- communicating any reported case of COVID-19 among the school population to site administrator and Superintendent and
- informing site administrator and Superintendent if absences of students and staff on any given day are above 10% or if there appears to be a cluster of respiratory-related illnesses.

The special education director and 504 coordinator will coordinate with site-based case managers to ensure that the needs of special education students and students with special needs are being met in the context of implementation of these safety protocols.

In conjunction with district administration, the athletic director and coaches will develop protocols that incorporate applicable Arizona Interscholastic Association (AIA) and CDC recommendations for athletic activities.

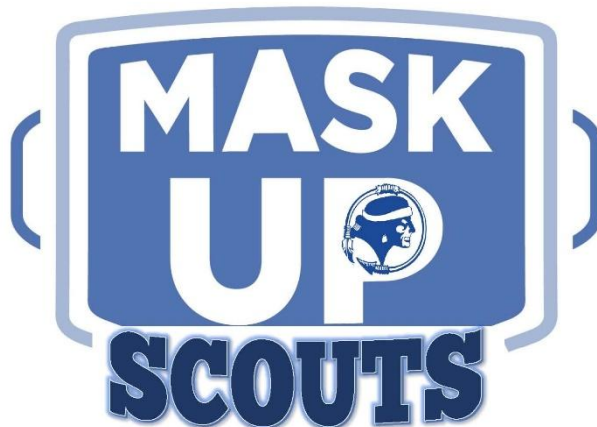
Prior to students returning to campus, parents will be sent a copy (or directed to review a copy on the district or school website) of the portions of these protocols that relate to students and visitors. As part of this process, the district will send communication to all parents that outlines the symptoms for which parents must screen each morning, as well as the expectation that students will not be sent to school or placed on the bus if they are exhibiting any symptoms. The district will require a signed acknowledgement from parents regarding these protocols.

PROTOCOLS: STUDENTS ON CAMPUS

Protocols are established based on community monitoring that reveals low levels of community spread of COVID-19. These practices are put in place as part of a general scale-up of operations. All staff and students are encouraged to get vaccinated. All students, staff and visitors are required to wear a face mask while in school and district buildings. All students and staff are to social distance themselves. Parents shall screen their child(ren) of symptoms before sending them to school every day.

Cloth Face Coverings

Face mask required for all staff, students and visitors.



Require students and staff to wear cloth face coverings, subject to the health condition exception stated below,* when physical space does not allow for maintenance of 6 feet of space between individuals. Students will not be required to wear cloth face coverings during physical activities and when social distancing is maintainable, though they may voluntarily wear face coverings at any time.

*Any student who has difficulty breathing or who is incapable of physically removing the face covering on his/her own will not wear cloth face coverings, and alternate methods of protection will be discussed by parents and staff.

Students may bring their own cloth face coverings to and from school. When feasible, schools should also have a supply of face coverings available to provide students who cannot afford or do not have their own. Districts should provide instructions at the beginning of the school year regarding how to wash face coverings and how often.

Note: Cloth face coverings are designed to protect other individuals rather than the individual wearing the covering. Accordingly, the greater number of students wearing cloth face coverings, the greater the overall transmission mitigation that will be achieved. Plastic face guards, which provide protection for the wearer, will not be required or provided, but are permitted.

Hand Washing and use of Hand Sanitizer



Require all staff and students to wash their hands with soap and water for at least 20 seconds, or use hand sanitizer with at least 60% alcohol at the following times:

- upon arrival at school (use hand sanitizer if there is no sink in the classroom),
- after being outside for physical activity,
- before and after lunch,
- prior to leaving school for home, and
- after sneezing, coughing, or blowing nose.
- after physical contact with other staff or students.

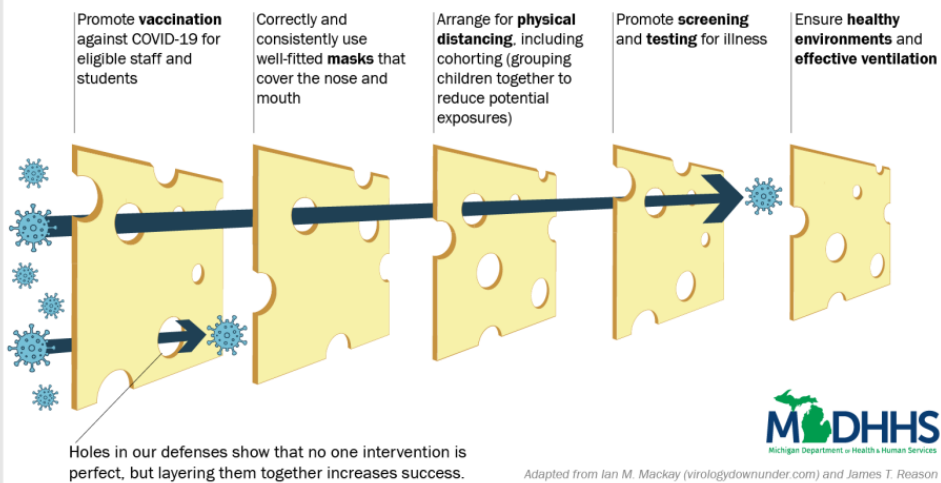
Layers of Defense Against COVID-19 in Schools

CDC recommended prevention strategies can be layered in different ways – the number and intensity of the layers can increase if community transmission increases

As community transmission increases, more holes appear in the defenses, meaning more layers of protection may be needed.



As the vaccination rate within a building or facility increases, fewer holes will appear in the defenses.



Daily Health Screenings

Inform students and parents that students must not come to school if they exhibit any of the following symptoms:

- fever of 100.4 degrees or higher, or chills;
- shortness of breath or difficulty breathing;
- muscle aches;
- sore throat;
- headache;
- fatigue;
- congestion or runny nose;
- cough;
- vomiting;
- diarrhea; or
- new loss of taste or smell.

Also, inform parents via registration documents, on the school website, and via email reminders that they should screen students for the above symptoms each morning, should self-report symptoms, and must keep students at home if any symptoms are present. Assure parents that students will have the opportunity to make up work missed due to symptoms of COVID-19.

Note: Schools will not give out attendance awards for the duration of the COVID-19 health crisis.

Do not allow employees to work onsite if they exhibit any of the symptoms listed above

Additionally:

Have each employee's and student temperature taken by a designated staff member, wearing appropriate PPE, when employees report to work. Use a non-contact thermometer if available. If a non-contact thermometer is not available, have the designated staff member wear gloves, change gloves between each temperature check, and wear a cloth face mask. If the designated staff member does not have access to a non-contact thermometer, have him/her wear gloves, change gloves between each temperature check, and wear a cloth face mask and eye protection.

Disinfect thermometers between uses according to the manufacturer's instructions.

If an employee's or student's temperature is at or above 100.4, send the employee home. Inform employees that they must self-report any symptoms that develop during the day, and must remain home if they exhibit any of the symptoms identified above while away from school.

Students: On the bus

All buses will have clearly visible signage communicating to parents that students should not enter the school bus with any of the above symptoms.

A bus driver or aide, wearing appropriate personal protective equipment (PPE), will visually check each student prior to the student boarding the bus. If a student exhibits visible symptoms,¹ the following steps will be taken:

- If the parent is at the bus stop, the student will return to their parent.
- If the parent is not at the bus stop, the student will be provided with a mask if they do not have one already, and—if possible—will be situated so as to be socially distanced from other persons.

¹ Visible symptoms include runny nose, cough, shortness of breath, or vomiting.

If a student has a chronic condition such as allergies or asthma, parents should inform staff of that condition. If staff has been so informed, students with symptoms of runny nose or cough should be permitted to ride the bus.

Students: At school

Upon arrival at school, each student will proceed directly to the student's first period classroom.

A staff member, wearing appropriate PPE, will visually check each student and take temperatures with a non-contact thermometer prior to students entering the school. Any student with visible symptoms of runny nose, cough, shortness of breath, or vomiting, or one who has a fever at or above 100.4 degrees, will be taken to the health office. Parents may be contacted for pick-up with the following exceptions:

- If the student has a runny nose and the nurse/health aide observes that there are no other symptoms, the nurse/health aide will contact the parent to inquire as to whether the student has had any other symptoms or there have been any COVID-19 exposures in the home. If not, the student may return to class.
- If the student has health information on file that confirms a diagnosis of asthma or other respiratory condition and the nurse/health aide observes that there are no other symptoms, the nurse/health aide will contact the parent to inquire as to whether the student has had any other symptoms or there have been any COVID-19 exposures in the home. If not, the student may return to class.

Enhanced Social Distancing

Basic social distancing practices

Have staff members educate and remind students regularly to maintain at least 3 feet of distance between individuals at all times possible.

Where possible, have students remain with the same groupings and the same staff throughout the day. Design schedules for middle and high school students to allow the same groupings of students to move from subject to subject as much as possible. Consider reducing class sizes as much as possible within the constraints of the number of students enrolled and the physical layout of the school.

Drop-off/Pick-up procedures. Keep in mind that some parents may not allow their children to ride the bus under current conditions, leading to greater crowding at drop-off/pick-up locations. Each school site, shall review current layouts to consider potential expansion of these locations when possible to promote social distancing.

Bus transportation

Face mask required for all students. Bus Driver or designee will take temperature of all students entering the bus. Hand sanitizers will readily be available when students get on the bus.

To the greatest extent possible given bus capacity, assign students to bus seats with two students per seat and/or by families, when possible, an empty row between students. Where students can be assigned two per seat, assign them to the seat closest to the window. Maintain maximum bus ventilation at all times, open windows (weather permitting) halfway. Set ventilation to non-recirculating mode.

Load buses from back to front at bus stops, and unload front to back when at school (to minimize students passing by other students).

Classroom layout. For all grades, mark classroom floors with adhesive tape to indicate where individual desks/workspaces will be located.

Position desks 3 feet apart unless that spacing is not possible due to the size of the classroom and the number of students assigned to it. If desks cannot be positioned 3 feet apart, consider requiring cloth face coverings, unless a health condition prohibits this.

Position desks to face the same direction rather than facing each other. Do not use large tables for groups of students unless this is the only option. If this is the case, the district may consider requiring cloth face coverings.

Do not permit students to be physically grouped to work together. Instead, encourage teachers to use technology to facilitate group work and group learning where appropriate for the age, subject, and capabilities of the students.

Communal spaces. Guidelines for specific communal spaces are given below.

Hallways: Mark hallways with adhesive tape to direct students to stay on one side of the hallway for each direction of travel. Where possible given the school layout, certain hallways may be designated one-way.

Playgrounds:

Allow no more than one class or grade level at a time on playground equipment. Assign grades/classes a specific time slot, with time slots to be scheduled such that there is sufficient time between classroom use that playground equipment can be disinfected before the next group uses it. Encourage teachers to be creative in employing techniques to maintain social distancing during unstructured time. Finally, require teachers and students to wash their hands following activities.

Lunch rooms:

OPTION 1: Close the multipurpose room during lunch. Serve lunches in classrooms and on disposable food service items (trays, plates, etc.), if possible. If disposable items cannot be used, have food service staff collect all items while wearing gloves. Prohibit students from sharing lunch items with one another.

If a classroom has a student with food allergies, convene a 504 team to discuss appropriate accommodations. These may include, for example, taking the student to another location, such as a school conference room or the multipurpose room, with one friend (so long as social distancing can be maintained in the alternate location).

OPTION 2: Open the multipurpose room during lunch, with increased safety measures, including the following:

- Mark tables in the multipurpose room to indicate where students may sit.
- Assign students to a specific seat with a minimum of 3 feet between marked seats.
- Limit multipurpose room seating to the number of assigned seats.
- If students line up for lunch service, permit only one class to line up at a time, and place markings on the floor to indicate where students should stand to maintain social distancing. Alternatively, serve food to each student at their assigned seat.
- Serve lunches on disposable food service items (trays, plates, etc.), if possible. If disposable items cannot be used, have food service staff collect items while wearing gloves.
- Prohibit students from sharing lunch items with one another.

Bathrooms. Permit students to enter bathrooms in groups no larger than the number of stalls/urinals in the bathroom, and direct them to maintain social distancing. If feasible, add sneeze guards/partitions to

sink areas. If sneeze guards or partitions are not possible due to physical layout or cost, limit the number of students in the bathroom to allow an empty sink between students during handwashing. Finally, display posters reminding students of proper handwashing techniques.

Student Belongings/Materials

For younger grades and where possible, require that student belongings be kept in individual bins or cubbies labeled with each student's name. Belongings should be sent home for cleaning each day.

Do not permit sharing of school supplies among students. If a school supply or piece of equipment must be shared by students (for instance, a pencil sharpener or blocks/toys), have a staff member wipe down the item with disinfectant after each use.

Cleaning and Disinfecting

Prior to students returning to campus, all staff will be trained on implementation of these protocols. Training will include proper use of PPE and supplies; cleaning and disinfecting; and other measures.

Assigned schedule for daily cleaning and disinfecting of all frequently touched surfaces in work areas, such as door handles, sink handles, drinking fountains, desks, and learning tools. The playground, sports equipment, and any other shared items (if they are being used) must be cleaned between uses by groups of students.

All staff that they are expected to clean and disinfect workspaces when they arrive at work and just before leaving work.

Assign schedules to janitorial staff for increased cleaning of surfaces and bathrooms throughout the day.

All work areas and classrooms always have hand sanitizer available.

PROCEDURES FOR COVID-19 SYMPTOMS AND/OR EXPOSURE

If an employee or student gets sick with COVID-19 symptoms or reports a positive COVID-19 test, the procedures listed below should be followed:

1. Immediately report the situation to Site Administrator and HR Director ONLY. Confidentiality must be maintained to the greatest extent possible.
2. If an employee develops COVID-19 symptoms at work, separate the employee from all other students, staff, or visitors, then make arrangements to send the employee home in a safe manner. If the employee is able to self-transport, have the employee leave the site. If the employee is not able to safely self-transport, contact a family member, friend, or other method of transport to get the employee home or to a health care provider. If the employee appears to be in medical distress, call 911.
3. If a student develops COVID-19 symptoms at school, separate the student from all other students and staff, with the exception of one staff member to supervise the student. Have this staff member wear PPE or a cloth face covering and maintain a distance of at least 6 feet from the student at all times, unless there is an emergency. Immediately notify a parent or emergency contact to pick up the student, and call 911 if the student appears to be in medical distress.
4. Close off any areas that were exposed to the symptomatic employee or student for a prolonged period.
If less than 24 hours have passed since the person who is sick or diagnosed with COVID-19 has been in the space, clean and disinfect the space.

If more than 24 hours have passed since the person who is sick or diagnosed with COVID-19 has been in the space, cleaning is enough. You may choose to also disinfect depending on [certain conditions](#) or everyday practices required by your facility.

If more than 3 days have passed since the person who is sick or diagnosed with COVID-19 has been in the space, no additional cleaning (beyond regular cleaning practices) is needed, per CDC Guidelines.
5. Determine whether other employees or students may have been exposed to the symptomatic individual within 6 feet and for a prolonged period of time (typically longer than 15 minutes). If so, notify those individuals (or, in the case of students, their parents) of the potential exposure. DO NOT disclose the name of the individual who has become sick. Notification should recommend that exposed individuals monitor their health closely, contact their health care provider if possible, and self-quarantine if any symptoms develop.
6. Employees or students who have developed COVID-19 symptoms or had a positive COVID-19 test may not return to the site until medically cleared with Doctor Statement or cleared from Public Health Nurse.

Vaccinations Efforts in conjunction with Tsehootsoo Medical Center

Daily COVID-19 Vaccine and Testing
Monday to Friday
9:00 am to 7:00 pm



COVID-19 Vaccine & Testing Drive-up Clinic

Tséhootsooí Medical Center, Fort Defiance, AZ
Located in the southeast parking lot.

Monday - Friday:
9:00 a.m. - 12:00 p.m. & 1:00 p.m. - 7:00 p.m.
CLOSED Saturday & Sunday
including all major holidays

COVID VACCINE

1st & 2nd Dose of Pfizer & Moderna COVID vaccine available.

Walk-ins Welcome!

Pfizer: 12 years old & Older (12-17 years old with accompanying parent or legal guardian).

o Legal guardians **MUST** present guardianship papers or official court documents of guardianship.

Moderna: 18 years old and Older.

All individuals must live within the communities FDIHB serves and have established Patient Medical Records at Tséhootsooí Medical Center or Nahata'Dziil Health Center.

COVID TESTING

Available to ALL ages.

Here's What to Expect.

You WILL be contacted by a FDIHB, Inc. Public Health Nurse or Contact Tracer If your lab test results come back as POSITIVE.

Be sure a current phone number is on file. We are only able to give the results directly to the person tested unless they are a minor.

Individuals who receive a COVID-19 test will be required to isolate until results are communicated by TMC Public Health Nursing.



Updated: 07.01.2021 14:00

Clinic operation days and times are subject to change. For updates and changes, please look on our Facebook or Instagram pages. FDIHB has established a COVID-19 hotline (928-729-3435) that can receive public questions regarding symptoms, testing and vaccines. Or visit fdihb.org/covid19

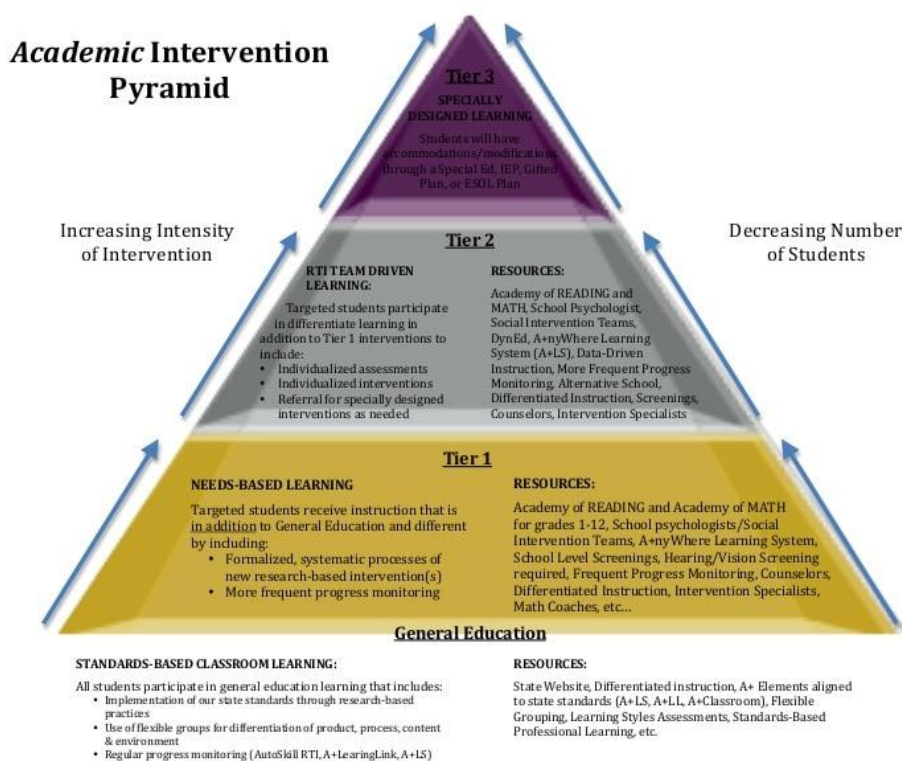
@fdihbinc @tsehootsoo @fdihbinc

Continuity of Services

Students' Needs

Window Rock Unified School District will incorporate the Multi-tiered System of Support (MTSS) to meet all PK-12 grade student academic need. Due to the pandemic all students will return to WRUSD with some form of learning lost therefore, WRUSD will utilize the MTSS framework to target struggling students early and intervene quickly. WRUSD will also use the same model to meet the social emotional needs of our students to ensure we address the whole child.

WRUSD will implement the three-tier model which has been know to be successful if implemented correctly.



Tier 1: The whole class. All students in the general education classroom are in this tier. Teachers use instruction that's proven to work. Students may work in small groups based on their strengths and areas of need. The school monitors all kids' progress. A student who is struggling may move to Tier 2.

Tier 2: Small group interventions. Students in Tier 2 still attend Tier 1 lessons with the rest of the class. But they get more targeted support through small group lessons. It can also mean special teaching, called interventions. A student who isn't making progress may stay in Tier 2 or move to Tier 3.

Tier 3: Intensive individualized support. This tier can mean small group work or individual lessons. Most kids in Tier 3 still spend a lot of the day in the general education classroom. But they may spend more time in a resource room than before.

Window Rock Unified School District will prepare all certified teachers, support staff and administrators on how to correctly implement MTSS at each school site. Administrators and teachers will understand the importance of differentiated instruction and universal design for learning.

Along with meeting academic needs of students WRUSD must recognize the impact the pandemic has on the social-emotional well-being of our students and staff. WRUSD will incorporate strategies and procedures recommended by Arizona Department of Education. The social-emotional and trauma sensitive trainings and implementation will be used to support students to increase their ability to identify, express and manage emotions. All teachers will be able to foster a safe environment so that all students feel supported. WRUSD employees will also be trained in suicide prevention and building resilience.

Staff Needs

Our Employee Assistance Program (EAP) is here to help you, and your family, get the most out of life. We're ready to help with the small questions and the big problems, and everything in-between, such as:

- Managing stress
- Improving relationships at home or work
- Addressing legal and financial concerns
- Getting the most out of your career
- Finding child development, childcare or elder care resources
- Getting past emotional issues or grief
- Addressing depression, anxiety or substance use issues

This service is confidential and our EAP Specialists are available 24/7. They can provide you immediate help or direct you to one of our network providers for no-cost, face-to-face consultations. Call 855-205-9185 anytime for confidential help.

Navajo Nation Division of Behavioral and Mental Health Services

Mental Health Helplines



Do you need to talk to someone? Are you a youth or elder that would like to seek help with depression, anxiety or stress?

DBMHS staff are prepared to listen to you and/or answer questions about your mental health.

Arizona Outpatient	M-F (8am-5pm) Phone Number	After hours & weekends Phone Number
Chinle	(928) 674-2190	(928) 551-0247
Dilkon	(928) 657-8000	(928) 551-0624
Fort Defiance	(928) 729-4012	(928) 551-0247
Kaibeto	(928) 673-3267	(928) 551-0624
Kayenta	(928) 697-3766	(928) 551-0247
Newlands	(928) 688-3475	(928) 551-0247
Red Mesa	(505) 368-1438	(928) 551-0508
Tuba City	(928) 283-3346	(928) 551-0624
New Mexico Outpatient	M-F (8am-5pm) Phone Number	After hours & weekends Phone Number
Crownpoint	(505) 786-2111	(928) 797-3413
Gallup	(505) 722-9470	(928) 551-0566
Navajo Regional Behavioral Health Center	(505) 368-1438	(928) 551-0508

National Suicide Lifeline 1 (800) 273-TALK (8255)
Veterans Crisis Line 1 (800) 273-TALK (8255) - Press 1
Chat-VeteransCrisisLine.net Text 838255
Crisis Text Line Text HELLO to 741741

<http://nndbmhs.org/>

WINDOW ROCK UNIFIED SCHOOL DISTRICT #8

2022-2023 DISTRICT CALENDAR

Board Approved: January 18, 2022



JULY 2022						
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						

1 Teacher days

- 4 Independence Day - Holiday
- 5 Governing Board Meeting
- 25-28 Professional Development - Grants *Tentative
- 29 10 Month Staff Return to Work

JANUARY 2023						
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				

20 Teacher days & 19 School days

- 1 New Year's Day
- 2 New Year's Day - Observed - District Closed
- 3 Governing Board Meeting
- 4 Teacher Work Day - No school for students
- 4 School Resumes
- 16 Martin Luther King Jr Day - District Closed
- 19 100th Day Count

AUGUST 2022						
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			

23 Teacher days & 21 School days

- 2 Governing Board Meeting
- 3 First Day of School
- 11 Meet the Teacher Night (PreK - 12) 4 pm - 7 pm
- 14 National Navajo Code Talker Day
- 15-26 District Assessments

FEBRUARY 2023						
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				

19 School days

- 7 Governing Board Meeting
- 1 Parent Teacher Conf. (PreK - 6) 4 pm - 7pm
- 8 Parent Teacher Conf. (7 - 12) 4 pm - 7pm
- 20 Presidents' Day - District Closed

SEPTEMBER 2022						
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	

21 School days

- 5 Labor Day - Holiday
- 6 Governing Board Meeting
- 14 Parent Teacher Conf. (PreK - 6) 4 pm - 7pm
- 21 Parent Teacher Conf. (7 - 12) 4 pm - 7pm
- 29 40th Day Count

MARCH 2023						
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	

18 School days

- 7 Governing Board Meeting
- 10 End of 3rd Quarter
- 13-17 Spring Break

OCTOBER 2022						
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					

20 School days

- 4 Governing Board Meeting
- 7 End of 1st Quarter
- 10 Indigenous People's Day - District Closed

APRIL 2023						
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						

19 School days

- 4 Governing Board Meeting
- 5 Parent Teacher Conf. (PreK - 6) 4 pm - 7pm
- 12 Parent Teacher Conf. (7 - 12) 4 pm - 7pm
- 9 Easter
- 28 Emergency Make-Up Day or District Closed

NOVEMBER 2022						
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			

16 School days

- 1 Governing Board Meeting
- 2 Parent Teacher Conf. (PreK - 6) 4 pm - 7pm
- 9 Parent Teacher Conf. (7 - 12) 4 pm - 7pm
- 11 Veterans Day - Holiday
- 24 Thanksgiving Day - Holiday
- 21-25 Fall Break

MAY 2023						
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			

17 Teacher days & 16 School days

- 1-12 District Assessments
- 2 Governing Board Meeting
- 5,12,19 Emergency Make-Up Day or District Closed
- 25 Last Day of School/8th Grade Promotion
- 26 High School Graduation
- 29 Memorial Day - District Closed

DECEMBER 2022						
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

12 School days

- 6 Governing Board Meeting
- 5-16 District Assessments
- 16 End of 2nd Quarter/1st Semester
- 25 Christmas Day - Holiday
- 19-30 Winter Break

JUNE 2023						
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	

- 6 Governing Board Meeting
- 19 Juneteenth, District Closed

#	School Days	#	Early Release-Students Only
#	No School	#	No School-Teacher Work Day
#	Make Up Days	#	First & Last of School

Instructional Days			
1st Q	47	3rd Q	45
2nd Q	43	4th Q	45

Student Days 180
Emergency Days/Snow Days 4