



2021 – 2022

Student and Parent Handbook

Home of the Knights

Governing Board Approval: August 7, 2021

GAHS Student/Parent Handbook School Year 2021-2022

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INTRODUCTION

WELCOME STUDENTS AND PARENTS

This handbook is presented to familiarize you with school rules and policies as well as provide you with general information. You are encouraged to read this handbook so that you will know the rules and policies and become involved in your school. Each student is expected to respect the rights and privileges of other students and school staff. Students shall exercise their rights responsibly and in compliance with rules established for the orderly conduct of the school's educational mission. The school's rules of conduct and discipline are established to achieve and maintain order in the school.

GOVERNING BOARD MESSAGE

Ya' at' eeh dóó Ahehee', The Governing Board cordially welcome all students to the "Home of the Knights" for the School Year 2021-2022 and would like to thank all new students for choosing Greyhills Academy High School as your school of choice. In addition, the Governing Board would like to encourage all students to read and follow the codes of conduct published within this document. All stakeholders, including students, parents, staff and administrators are accountable for creating a safe and nurturing school environment whereby, students are expected to succeed and excel.

The Governing Board believes education is foremost in your lives. In order to take full advantage of the quality education that GAHS provides, it is important that parents and students embrace education and abide by the rules and policies set forth by the Governing Board and your community. Again, we encourage all students to work hard to reach their full potential, "T'aa hwi aji t'éegó t'éiya", Have a successful year!

MISSION STATEMENT

GAHS is committed to providing a nurturing and safe environment where culturally based, and academically challenging programs are utilized in providing holistic, experiential and problem based learning that promotes life-long learners, whose knowledge will benefit Dine, First Nation's people and Global societies.

VISION STATEMENT

GAHS students will grow and develop into members of their community who share an understanding and concern for society.

COVID-19 STATEMENT

Greyhills Academy High School aims to provide a safe learning environment for students, staff, parents, and community members. Our goal is to provide continuation of quality educational services for our students by following CDC and ADHS safety guidelines for

schools. Our school will be delivering instruction on-line with distance/virtual learning until further notice.

PHILOSOPHY OF EDUCATION

Every student is entitled to an education, which shall be offered in an orderly, healthy atmosphere, both physical and emotional, and entitled to firm, fair and consistent treatment in all matters pertaining to school life.

STATEMENT OF BELIEFS

At Greyhills Academy High School, We Believe. . . .

1. Alchini Dahoyaa dooleel
2. Students will engage in a culturally based curriculum within the fundamental construct of the Dine' language, culture, and history.
3. The school board, administrators, educators, staff, students, and parents/guardians will work together in partnership in educating our youth in a rigorous and relevant curriculum.
4. Strong parental involvement programs will foster:
 - a. Higher academic achievement,
 - b. Literacy across the curriculum,
 - c. Cognitive Development,
 - d. Attendance
 - e. Physical and mental Well-being
 - f. Personal Responsibilities and Citizenship.
5. Students will work in partnership in the development of the school and student governance.
6. The inner talents, gifts and abilities of our students will be recognized and nurtured equitably in academics and athletics.
7. The community, will provide a safe, secure, healthy, and supportive learning environment.
8. Staff mentorship will support and enhance intellectual, academic and emotional development while role modeling "being a good human being."
9. Staff will always be engaged in continuous improvement within instruction and student achievement.
10. Students will respect and appreciate all people in a global society.

RESPONSIBILITIES OF STUDENTS

Student responsibilities for achieving a positive learning environment at school or school related activities shall include (not in order of priority):

- *Follow Covid-19 Safety Guidelines issued by Tribal, State, and Federal entities while attending school virtually from home or in-person when matrixes allow a safe gradual return to the building.*

- Attending all classes, daily and on time;
- Being prepared for each class with appropriate materials and assignments;
- Being properly attired;
- Exhibiting respect toward others;
- Conducting themselves in a responsible manner;
- Respecting all school personnel, school property, school rules, safety rules at school-related activities and on the bus;
- Conveying information to their parents about academic and extracurricular requirements, school policies, and the student's progress (including progress reports).

RESPONSIBILITIES OF PARENTS

Throughout this handbook, "PARENTS" includes any parent or legal guardian. For your student's success you are encouraged to:

(not in order of priority):

- **Follow Covid-19 Safety Guidelines issued by Tribal, State, and Federal entities while attending school virtually from home or in-person when matrixes allow a safe gradual return to the building.**
- Make every effort to provide for the physical and emotional needs of the student;
- Encourage their student's daily attendance to school, recommended tutoring and Saturday School, and promptly report absences and tardiness to the school;
- Keep informed of school policies and academic requirements of school programs;
- Support their student in pertinent school-related activities/organizations;
- Be sure their student are appropriately dressed for school and school activities;
- Discuss report cards and school assignments with their student;
- Bring to the attention of school authorities any learning challenges or conditions that may relate to their student's education;
- Maintain up-to-date home, work, and emergency telephone numbers and other pertinent information at the school;
- Assist their student in understanding their responsibilities as outlined in this handbook and submit a signed statement (pages 34, 35, & 36 of handbook);
- Promote high expectations for your student's behavior, school achievement, and homework.
- Establish and maintain open lines of communication between home, school and teachers.
- Participate in school activities including parent-teacher conferences.

RESPONSIBILITIES OF TEACHERS

Teachers have the responsibility to (not in order of priority):

- **Follow and enforce Covid-19 Safety Guidelines issued by Administration;**
- Ensure quality teaching and safe extracurricular activities;
- Teach to the standards of performance required by the school;
- Adherence to the ethical standards of the teaching profession;
- Provide a safe and disciplined classroom environment conducive to learning;
- Comply with school policies, rules and regulations, approved curriculum, and directives;
- Establish rapport and open lines of communication with parents, students, and other staff members.

RESPONSIBILITIES OF PRINCIPALS

Principals have the responsibility to (not in order of priority):

- **Implement and enforce Covid-19 Safety Guidelines issued by Tribal, State, and Federal entities while attending school virtually from home or in-person when matrixes allow a safe gradual return to the building.**
- Assure quality instruction and shared leadership;
- Provide assistance to students in learning appropriate school behavior;
- Facilitate the school discipline management plan, train teachers, and respond to discipline problems;
- Encourage parent communication with the school and participation in parent-teacher conferences;
- Provide responses to parental inquiries (i.e. attendance, discipline, grades, etc.);
- Supervise all affairs regarding school management, operations, and activities;
- Serve as liaison between students, parents, teachers and the school board.

PARENTS' RIGHT TO KNOW

GAHS receives Title I, Part A Programs, funds. As a parent of a student in a Title I school, you have the right to know the professional qualifications of the classroom staff who instruct your child. Therefore you are allowed to ask for the following information:

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects she or he teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

4. Whether the paraprofessional has completed at least two years of study at an institution of higher education; or
 - Obtained an associate's (or higher) degree; or
 - Met a rigorous standard of quality and be able to demonstrate, through a formal State or Local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics.

In addition, if at any time your child has been taught for four (4) or more consecutive weeks by a classroom teacher(s) who do not meet state licensure requirements, the school will notify you.

TITLE I PROGRAM

The school principal shall ensure supplementation, not supplanting, of funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

TITLE I PARENT INVOLVEMENT

The school maintains supplemental programs and activities for the involvement of parents/guardians of eligible students receiving services under Title I. These required guidance and information are contained in section 1118 of the Elementary and Secondary Education Act (ESEA) (Parental Involvement Requirements.)

SCHOOL LEVEL PARENTAL INVOLVEMENT COMPACT

Senior Administrator or designee shall develop a School-Level Parent Involvement Compact according to Title I requirements. School Level Compact shall contain:

- A process for continually involving parents/ guardians in its development and implementation.
- How parents/ guardians, the entire school staff and students share the responsibility for improved student academic achievement and school performance.
- The means by which the school and parents/ guardians develop a partnership to help students to meet high academic standards; and
- Other provisions required by federal law.

Senior Administrator or designee shall ensure the Compact is distributed to parents/ guardians of students receiving services or enrolled in programs under Title I.

EDUCATION OF HOMELESS YOUTH

Requirements and Guidance: McKinney-Vento Homeless Education Assistance Act The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. McKinney-Vento provides federal funding to states for the purpose of supporting district programs that serve identified homeless students.

DEFINING HOMELESS

The McKinney-Vento Act defines homeless children as “individuals who lack a fixed, regular, and adequate nighttime residence.” The act provides examples of children who would fall under this definition:

- Children and youth sharing housing due to loss of housing, economic hardship or a similar reason
- Children and youth living in motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations
- Children and youth living in emergency or transitional shelters
- Children and youth abandoned in hospitals
- Children and youth awaiting foster care placement
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus, or train stations
- Migratory children and youth living in any of the above situations

Your school age children may qualify for certain rights and protections under the federal McKinney-Vento Act **Your eligible children may have rights to:**

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Receive educational services comparable to those provided to other students, according to your child’s needs.

ATTENDANCE POLICY

Students are responsible for their attendance in school. The goal of our attendance policy is to establish high standards for school attendance and to help students develop the self-discipline for future employment, further educational opportunities, and for individual academic success at GAHS. Parents play an important role in encouraging daily attendance. Students and parents are encouraged to schedule professional appointments outside of

school hours, weekends, as not to interfere with the student's education. Pursuant to tribal laws, a student has to be in school until he/she reaches age eighteen (18) per Navajo Nation Code Title 10 – 118. Students will promptly make-up any missed exams or assignments.

DEFINITION OF ATTENDANCE: EXCUSED vs. UNEXCUSED

Excused Absences include: school sponsored extra-curricular activities, illness, bereavement, medical appointments, school imposed consequences, parental/guardian notices for absences, *internet connectivity issues or medical emergency with Covid-19.*

Field Trips, athletic participation and school sponsored activities – students are considered present and can make up class assignments missed during activity. (marked as student activity)

Unexcused Absences are without any parental or guardian verification or note *(by phone, text, or email).*

Non-School Extra-curricular Activities. Students participating in non-school extracurricular activities shall consult with principal to determine if a non-school activity may be an excused absence. Approval must be obtained prior to the absence. Non-school extra-curricular activities will be evaluated for their academic merit to determine if excused status is appropriate.

ATTENDANCE DOCUMENTATION

1. Any student who misses 10 more or days/class periods of school per *semester* shall not receive credit in his/her class(es). This includes excused absences such as: illness, bereavement, doctor, optometrist and dental appointments. Upon the 10th absence for the *semester*, the student will be in automatic **NO CREDIT** status.
2. A parent conference may be held for a follow up on the student's attendance at the 3rd, 5th, 7th and 9th day of absences.
3. Parents/Guardians are responsible to ensure their student does not have excessive absences. A student who incurs absences from any one class for ten (10) days in one *semester* must write an appeal letter to the Assistant Principal *via email*. The release of credit will be determined by the attendance committee. *During distance learning appeals will be done internally by the school for those exceeding the number or days.*
4. Any student absent ten (10) consecutive days (for all classes) shall be dropped from the school roll. S/he will be permitted to re-enroll and readmitted accompanied by parent(s) this includes students who are 18 to 21 years of age.
5. Students who miss more than *35 minutes* or more of the class period will have their attendance changed to absent. *Students who communicate with their instructors by email, text, or phone call, will have 5 absence pass days to be marked present, thereafter they will be registered as absences.*

6. Excessive student absenteeism will result in: (a) parent notification; (b) loss of credit; and/or (c) referral to Tribal Child Protection Services.

LONG TERM ABSENCE

1. **If the illness is of a long-term nature**, a doctor's medical statement must be renewed each semester, or upon request. **Covid-19 related illnesses falls under the category of long-term illness.** (The student will be referred to the 504 committee and the committee will determine if the student qualifies for a 504 plan.)
2. **Quarantine** directed by a medical physician.
3. **School Activity Absences – Student is considered present.**

MAKE-UP OF MISSED CLASSWORK DURING ABSENCES

Students will be allowed to make up work after an excused or **unexcused** absence. Students are responsible to make up class work when absent.

ATTENDANCE PROCEDURES

Any time a student is absent for being sick, a death in the family, attending a religious ceremony or another legitimate excuse that keeps the student from attending school, the following must be provided: on the day following any absence and at the beginning of the school day, deliver to the attendance office a note **by email or phone call.** Written notes must have the following information (1) student's full name and grade; (2) date(s) of absence(s); (3) reason for the absence(s); and (4) parent or guardian, performing medicine man, or doctor's signature; (5) home and/or work telephone number, or address. Parent may also telephone the school to indicate reason for student absence. Please call **(928) 401-0737 GAHS school registrar.**

1. Submit all attendance note(s) pertaining to absence to the attendance office.
2. Attendance will be taken each period of the day
3. Students arriving more than 35 minutes late after the beginning of any class period are considered absent (Announced Snow Delay is the exception).
4. Any change of absence(s) must be completed within 10 days including that absence day (unexcused v. excused absence).

DISTANCE LEARNING

Greyhills Academy High School implemented online distance learning to provide our enrolled students secondary educational services for SY 2021-22. We begin our fall semester as scheduled Monday August 9, 2021. We have our students and teachers meet synchronously with virtual classrooms instruction. Students and teachers also have supplemental platforms with P.L.P. and Google classrooms that support asynchronous learning for student homework and practice directly related to course content. Our students and staff are 100% online with plans to gradually return with hybrid in-person

TARDIES

Encourage students to arrive to class on time, thus increasing the amount of instructional time available and to maintain a safe and orderly environment we believe is conducive to learning and academic success. Tardiness is defined as a student being late **25 minutes** after the scheduled starting time of any class, activity, or appointment. Students who enter the class after the start time without an approved reason by the school are considered to have an UNEXCUSED tardy. Parent or guardian will be notified by the school for excessive tardiness.

STAKEHOLDERS RESPONSIBILITIES:

Students:

- Be in school each and every school day, be in class on time, ready to work, for every class period.

Parents:

- Ensure that your child(ren) arrives at **their virtual classroom** on time each day.

Teachers:

- Monitor **student progress and transition into next class.**
- Mark tardiness and absences in the attendance book and Infinite Campus.

SENIORS:

Seniors may be EXCUSED to visit/attend a college or university two (2) days per semester and proof of visit must be given to attendance clerk who will also check with teachers on excused absences (Student Activity mark).

GENERAL INFORMATION

ANNOUNCEMENTS

Announcements are made daily **on Infinite Campus and Social Media.** A club/organization advisor and an administrator must authorize all announcements and submit them to the office before they are read. All communication in and beyond the school such as, but not limited to: fliers, brochures, or posters require administrative approval.

PARENT-TEACHER CONFERENCES

Parents will be notified of conference dates and times by the school. Parents are strongly encouraged to make a special effort to attend. If parents wish to schedule additional conferences during the school year, they may do so by contacting the counselors.

STUDENT IDENTIFICATION

Students must have a current school identification card in their possession at all times. All students are required to display and wear ID cards throughout the day. Students may obtain a school identification card before school, during lunch, or afterschool at the security office. Failure to have this card in possession while in attendance at school or a school sponsored function may result in disciplinary action. This card is also used to check out materials from the library.

Due to unstable health conditions and distance learning ID cards are suspended until further notice.

TEXTBOOKS

Students are responsible for textbooks assigned to them. Texts that are lost, stolen, or show excessive wear or damage are charged to the student (can be checked on Infinite Campus). It is recommended that students keep all texts covered with heavy wrapping paper or a commercial cover. Students must pay fines for missing or damaged books before their transcripts are issued. Teachers will note all lost or damaged items on Infinite Campus.

TECHNOLOGY and HOTSPOTS

Greyhills Academy High School requires parents (or guardians) and students to be responsible for the care and use of technology and hotspots issued to students to access their educational services. They are GAHS property, any misplaced or damaged devices are billed to parents and the school will withhold the student's transcript from being released until the device(s) are returned and/or with restitution.

CLOSED CAMPUS

Greyhills Academy High School is a closed campus. Students are encouraged to remain on campus in designated areas during the school day. *Due to unstable health conditions and distance learning there is no physical access to school facilities until further notice.*

CHECK OUT OF SCHOOL

Due to unstable health conditions and distance learning there is no physical access to school facilities until further notice. The following policies are designed to allow the school to fulfill

its responsibility to students and their parents to properly supervise students and help them succeed at school. Requirements for checking out students:

- Parents or legal guardians must designate, in writing on the student check out form, family member or others who are authorized to check-out their child at enrollment (family members must be 18 years or older).
- Students will not be checked out to a person who appears to be under the influence of alcohol or drugs.
- A person checking out a student should be prepared to show proper identification.
- No other check-out restrictions will be enforced against parents/guardians, unless they are ordered by Social Services, law enforcement or court order.

- Students who are issued off-campus passes upon return need to present the same pass back to the attendance office with a note of reason of release on the back side

Block Time Schedules

Daily Schedule 80 minutes	Assembly Schedule	After School Schedule	Half Day Schedule 45 minutes	<u>2 Hour Delay Schedule</u>
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Period 1 9:00-10:20a.m. Period 2 10:25 – 11:45 a.m. Lunch 11:45 - 12:15 p.m. Period 3 12:20 - 1:40 p.m. Period 4 1:45- 3:05 p.m.	Assembly 8:00- 9:00 a.m. <i>or</i> 3:05 -4:00 p.m. Period 1 9:00- 10:20 a.m. Period 2 10:25- 11:45 a.m. Lunch 11:45 - 12:15 p.m. Period 3 12:20– 1:40 p.m. Period 4 1:45- 3:05 p.m.	After Period 4 4:00-5:30 pm	Period 1 8:10- 8:55 a.m. Period 2 9:00- 9:45 a.m. Period 3 9:50– 10:35 a.m. Period 4 10:40– 11:25 a.m. Lunch 11:25 – 11:55 am	
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GAHS STUDENT ENROLLMENT POLICIES

Students seeking to enroll at GAHS need to have a completed enrollment packet and meet with the GAHS counselors or designated representatives to screen students. Enrolling students must meet all four requirements:

1. Must have parent or legal guardian present for enrollment;
2. Must have no more than 10 absences during current/previous semester;
3. Must be on-track with graduating cohort;
4. Must have positive behavior record. Discipline history will be reviewed by GAHS Assistant Principal or Designee.

All enrolling students need to provide and complete the following documents before administration will consider enrollment: official release/withdrawal grades (transfers); transcript (previous school); immunization record; state testing results; birth certificate; certificate of Indian blood; 8th grade certificate and/or report card (new freshmen); legal guardianship – if applicable.

GRADUATION REQUIREMENTS

In order to qualify for High School graduation at GAHS a student must earn the required credits listed below, and successfully complete the number of units in specific academic areas.

1.	<u>Units for High School</u>	<u>Graduating Class 2022</u>
	English	4.0 Credits
	Mathematics ⁽¹⁾	4.0 Credits
	Science ⁽²⁾	3.0 Credits
	Social Studies ⁽³⁾	3.0 Credits
	CTE/Fine Arts	1.0 Credit
	P.E./Health	.5 & .5
	<u>Electives</u>	<u>12.0</u>
	Total	Minimum of 28.0 Credits (32.0 credit opportunities provided)

(1) Math courses shall consist of Algebra I, Geometry, Algebra II (or its equivalent) and an additional course with significant math content as determined by the CEO/Principal.

(2) Three credits of science in preparation for proficiency at the high school level on the AIMS Science Test.

- (3) Social Studies shall consist of one credit of American History, one credit of World History/Geography, one-half credit of government and one-half credit of economics
2. Owe no debts to the school.
3. 90% attendance is required for graduation per class while enrolled at GAHS.

DISTANCE LEARNING EXPECTATIONS

1. *Read and review each class Distance Learning Course Syllabus.*
2. *Log into virtual classrooms via internet with personal or school issued equipment off campus to complete course work.*
3. *Communication with your instructors is critical, identify your method and stay in daily contact.*
4. *All students are encouraged to create their own gmail email account.*
5. *Participate in daily discussions or forums for engage learning.*
6. *Attend daily for attendance, instruction, and assignments in each class.*

GRADUATION CEREMONY REQUIREMENTS

To attend and participate in graduation ceremonies, a student must have:

1. Met all the required graduation requirements.
2. No debts to the school.
3. Maintained enrollment in the four classes each semester of the last academic year prior to graduation. (Exception for 5th Year or more seniors)
4. Must not be on restriction from school activities at the time of the ceremony.
5. Students will dress appropriately for the occasion. School appearance code will be followed. Graduates will wear caps and gowns.

Valedictorian

The GAHS Valedictorian will be identified based on the student's cumulative grade point average during his/her high school academic career. Using the weighted scale described in the school's grading system, the student (or students) with the highest **cumulative** GPA will be selected as the Valedictorian.

Salutarian

The GAHS Salutarian will be the student (or students) with the second highest **cumulative** GPA using the same scale. A team of staff members appointed by the senior administrator or designee will calculate the highest GPAs for graduating seniors using a strict interpretation of the weighted grading scale as described above. For transfer students to GAHS who have not been full-time students at GAHS for four years, the following criteria will be used:

VALEDICTORIAN AND SALUTATORIAN REQUIREMENTS

The Valedictorian and Salutatorian awards are intended to honor the academic rigor of a student's work at Greyhills Academy High School. These awards are intended to recognize those students who have achieved the highest performance and have taken advantage of the greatest academic challenges available to high school students.

1. The student must attend a minimum of two academic years at GAHS as a full-time student, one of which must be the senior year. They will then inform the CEO/Principal and Graduation Planning Committee of the results. Any exceptions to this process must be reviewed and approved by the senior administrator or his/her designee.
2. All transfer grades must be from an accredited high school and submitted via an official transcript. In addition, transfer grades must be from a standard 4.0 grading scale or the same weighted grading scale used at GAHS.

GRADE LEVEL CLASSIFICATION

The GAHS student must earn a minimum number of semester units as listed below. To assure that each student is on track toward graduation, minimum units earned have been established for each grade level as follows:

	<u>Beginning of the School Year</u>	<u>Can Earn</u>	<u>End of the School Year</u>
FRESHMAN	0-6	8	8
SOPHOMORE	7-13	8	16
JUNIOR	14-19	8	24
SENIOR	20-28+	8	32

Graduation Requirements 28.0 Credits

Students who have not earned the required number of credits for the next grade level will remain at that grade level and not be promoted to the next grade level. Once students earn the required number of credits; their grade status will be changed by semester ending.

GRADING SYSTEM

The official grading system will be alphabetical, based on the 4.0 system now used by Arizona colleges and universities. Honor courses will be given a weighted grade.

Grades are assigned in the following manner:

A = Exceptional Work

B = Above Average

C = Average Work

D = Poor Quality Work, Below Standard

F = Failing Work, Carries No Credit

I = * Incomplete (for medical reasons only)

C/NC = For Student Aides

STUDENT CONDUCT

Greyhills Academy High School prides themselves on the conduct of their students. A well-disciplined, neat, and clean atmosphere provides the best environment for students to take full advantage of their educational opportunities. In this section of the handbook you will find discussion on the rights and responsibilities of a high school student. If questions concerning these areas arise, contact the Assistant Principal or Designee for clarification.

GAHS CONDUCT

The student must be . . .

- a. on time.
- b. ready to work with all needed materials.
- c. respectful of others and school environment.
- d. courteous and cooperative to students & staff.
- e. respectful of school property and personal property of others.

Covid-19 Safety Protocols (when reconstituted to building)

All students will follow Safety Protocols to ensure a safe environment at GAHS.

- a. *Wash and sanitize hands frequently*
- b. *Adhere to social distancing*
- c. *Cooperate with temperature checks*
- d. *Always wear face covering mouth and nose*
- e. *Follow classroom procedures and protocols*
- f. *Refrain from sharing food, beverages, and personal belongings with others*
- g. *Sanitize your work area after each use*
- h. *Use physical dividers appropriately*
- i. *Follow protocols for changing classes*
- j. *Remain home if sick or coughing and seek medical treatment*

GAHS Disciplinary Action

- 1st Step: Student/Teacher Conference
- 2nd Step: Student/Teacher/Parent Conference
- 3rd Step: Student/Teacher/Parent/Assistant Principal Conference
- 4th Step: Student/Assistant Principal/Parent-Suspension w/contract
- 5th Step: Student/Assistant Principal /Parent-Suspension/Expulsion**

Greyhills Academy High School has a progressive discipline policy and is practiced throughout the entire school year.

**Note severity of student conduct will determine the severity of disciplinary action.*

The discipline process will only be conducted with the parent/guardian from steps 2-5.

APPEARANCE CODE

The concern about the personal appearance of our students is important at Greyhills Academy High School. We strive to be the best high school on Navajo Nation and in the state, and we expect our students to look and act the part. We do not intend to dictate the type of clothes to be worn to school, but occasionally find it necessary to say what shall NOT be permitted.

Simple guidelines for school-appropriate dress and personal appearance are:

- 1 Students must have their GAHS student ID visible at all times (campus, school activities, etc.).
- 2 All clothing must be neat, clean, hemmed, without holes or rips, and acceptable in appearance. Clothing will be worn as its design is traditionally intended.
- 3 Halter-tops, bare midriff, and see-through apparel are not to be worn. Dresses and tops must have sleeves and backs. Cleavage must be covered. ALL PANTS AND SLACKS MUST BE WORN AT THE WAIST WITH NO VISIBLE UNDERGARMENTS. Male students are required to tuck in their shirts. All belts must be worn as designed through belt loops and no long belts with end hanging down in front.
- 4 Dresses, skirts or shorts may be no shorter than fingertip length. Tights, leggings or other types of hosiery must be accompanied by a fingertip length (4 inch) or longer top or dress.
- 5 All head gear such as baseball or any other caps, hats, hoods, knit beanies and bandanas are not allowed to be worn inside GAHS buildings.
- 6 Shoes must be worn at all times. Discretion should be used as to the appropriateness and safety of certain types of shoes.
- 7 Sunglasses are not permitted to be worn inside buildings, only prescribed by a doctor.
- 8 Clothing or accessory items such as jewelry, hats, or other headgear, that are deemed by school officials to advocate, represent, promote or advance through pictures, slogans, symbols or colors, gang activity, drug activity, alcohol, tobacco, violence, racism, sexual behavior, obscene, profane, or defamatory, language, any lewd act or intolerance of any ethnicity (shirts or jackets with skulls – not culturally appropriate), religious or social group may not be worn. Identification and confiscation of such items will be at the discretion of school authorities. Confiscated items will be returned to the student when they leave school for the day or may be picked up by the student's parents/guardians. Repeat offenses will not be returned until end of school year.
- 9 Body adornment presenting a health and/or safety hazard to self or others is prohibited (i.e., nose ring, excessive earrings, body studs, excessive tattoos and tattoos which promote gang affiliation-must be covered).
- 10 Attire that may damage school property or cause personal injury to others (such as chains or studded items) is not to be worn.

- 11 Students must wear required safety devices or uniforms that ensure the students' safety and/or unrestricted movement in classes where required.

APPEARANCE CODE VIOLATIONS

For any of the violations, students will be sent to the office. Any student who is believed to be in violation of the dress code will face a consequence which may include, but is not limited to: turn inappropriate clothing inside out, change into clothing that may be provided by the school, have other clothing brought to school, remove the accessory, confiscate the article, sent home to change, and assigned off-campus suspension for repeated offenses.

BUS CONDUCT

Students are expected to conduct themselves in an orderly manner while waiting for or riding the bus. Appropriate student behavior is essential for a safe and positive environment while transporting students and therefore, it is important not to distract the bus driver. The driver has the same responsibility and authority as the teacher does in the classroom. It is the responsibility of every student to know and obey the bus rules as posted on all school buses. Misbehavior on the bus can deprive a student of the privilege to ride. Every reasonable effort should be made by the bus driver in attempting to solve discipline problems before referrals. Misbehavior on the bus or at the bus stop can deprive a student of their bus riding privileges.

GUEST POLICY

If a student wishes to bring a visitor to school on days when school is in session, special permission must be received from the Assistant Principal. Approval will be based upon the reason for the visitation and the host student's academic performance and behavior in school. Visitors must be currently enrolled in good standing at another school and adhere to all GAHS policies.

VIOLATION OF SCHOOL RULES; Conference will determine Discipline, includes but not limited to the following:

LEVEL 1 Infractions - handled by the Assistant Principal

1. Abusing or defacing property
2. Classroom rules violation-disruption of education
3. Class cut AWOL, notification to parents and proper authority
4. Disrespect to student/staff
5. Dress Code violation - send to office to be taken home
6. Electronic Devices
7. Gang activity
8. Dishonesty
9. Leaving school without proper checking out
10. Littering/Spitting

11. Loitering/off limits area
12. Out of class without a pass
13. Overt public display of affection
14. Profanity
15. Rough/boisterous activity
16. Student Vehicle Policy violation
17. Tardy to class
18. Tobacco possession/lighter/matches
19. Whistling
20. Absences to class-attendance policy
21. Vulgarity
22. Defiance of Authority-insubordination
23. Misuse of Computers
24. Gambling

LEVEL 2 Infractions - handled by the Assistant Principal

Major Discipline: All level 2 infractions require off campus suspension and referral to the police. The Student MUST appear with a Parent/Guardian at reinstatement meeting to establish student behavioral contract upon return from off campus suspension. Level 2 infractions, at the discretion of the Governing Board, may result in expulsion of the student from school for the remainder of school year. (See also reasons for Expulsion) dZERO TOLERANCE FOR WEAPONS, ARSON AND BOMB THREATS.

1. Possession, use, distribution, manufacture of alcoholic beverages.
2. Vandalism to any part/item of the school (parent subject to restitution)
3. Arson
4. Assault/Battery of adults/students
5. Bomb Threats
6. Extortion
7. Fighting (physical)-automatic police investigation*
8. Illegal Drugs (possession/ use/distribution/selling) and/or drug paraphernalia
9. Lethal Weapons (replicas or homemade devices - possession or use)
10. Harassment/Bullying/Hazing
11. Theft/Stolen Property (possession)
12. Threats and Intimidation or any act that infringes the safety of student or staff
13. Rape
14. Sexual misconduct towards another person
15. Public lewdness

16. Possession/use/distribution of pornographic material
17. Tobacco possession/lighter/matches/Vapor Cigarettes
18. Cyber bullying
19. Lasers

EXPULSION POLICY

Violation of rules and regulations involving serious misconduct may result in a recommendation for expulsion. The following procedures shall be followed, with the Governing Board having final authority to expel a student:

1. At least three (3) days prior to the time set for a formal hearing, the school shall provide written notice of the charge(s) to the parent/guardian and the student.
2. During the hearing before a Hearing Officer, the School and the student, through his/her parent/legal guardian, may present witnesses and testimony and shall have the right to cross-examine and confront witnesses.
3. At the conclusion of the hearing, the Hearing Officer shall make findings, conclusions and recommendations as to whether or not to uphold the expulsion. The senior administrator or designee will then make his/her determination within three (3) school days of receiving the Hearing Officer's decision, and if the senior administrator or designee affirms the Hearing Officer's decision for expulsion, the matter is delivered to the Board for its consideration.
4. The decision of the Board is final.

Administration may recommend and the Governing Board may expel student(s) for:

1. Possessing, selling or furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing sexual battery.
5. Causing serious physical injury to another person, except in self-defense.
6. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student.
7. Unlawful possession of a controlled substance listed in Health and Safety Code.
8. Robbery or extortion.
9. Assault or battery upon any school employee.
10. Caused or attempted to cause damage to school property or private property.
11. Stolen or attempted to steal school property or private property.
12. Harassing, threatening or intimidating a pupil who is a witness in a school disciplinary proceeding.
13. Committing sexual harassment.
14. Committing hate violence.
15. Gang Activity.

YOUR RIGHTS – DUE PROCESS

Relative to student discipline, due process means that school officials will follow the laws of due process throughout the disciplinary process.

If a student is faced with a possible suspension or expulsion, the appropriate due process procedure will be implemented. The following summary provides an overview to acquaint student and parents with the existing procedures.

SHORT TERM SUSPENSION

A short term suspension is six (6) school days or less. The notice and hearing required for a short term suspension is more informal and abbreviated than for a long term suspension or expulsion. A student may, within three (3) school days of the written notice appeal the intended discipline.

The Assistant Principal or designee has the authority to suspend a student for six (6) school days or less. When a short term suspension is the anticipated disciplinary action and the student timely appeals, the Assistant Principal or designee will hold an informal meeting with the student. The informal hearing may include the student's parents, guardians or designee and lay or legal counsel of the student's choice. The student will be given an opportunity to present his/her position on the matter and witnesses. After the informal meeting is completed, the Assistant Principal or designee shall issue his/her written findings and conclusions on the matter within three (3) school days.

EXPULSION

Expulsion means the permanent withdrawal of the privilege of attending GAHS or reinstatement. Only the Governing Board can expel a student. Expulsion shall take effect only after a formal hearing is held. If the Assistant Principal or Designee believes that expulsion is appropriate, the School shall give written notice to the student and parent that expulsion is being recommended to the Governing Board and that a hearing on expulsion will take place. The parent and any student subject to expulsion shall be given written notice of the date, time and place for the hearing at least three (3) days prior to the date of the hearing by U. S. mail to the parties' address of record on file at the School or, in the alternative and at the School's sole discretion, by actual delivery to the parties or to the parties last known address. The Hearing officer will review all evidence and testimony at the hearing. Parents/legal guardians and student may be represented by counsel at their own expense, provide witnesses with the right to cross-examine and confront such witnesses, and inspect evidence. At the conclusion of the hearing, the Hearing Officer may or may not recommend upholding the expulsion. Students/parents may appeal the Hearing Officer's recommendation within the (5) days of mailing of the Hearing Officer's recommendation on expulsion.

ELECTRONIC DEVICES

All electronic devices, including but not limited to, cell phones, Ipods, MP3 players, tablets, I pads, laptops, and accompanying ear buds and headsets are not to be used during instructional time. Approval for student use of such devices will be at the discretion of the classroom teacher. For safety of all, ear buds and headphones are not permitted in the hallways.

PROPERTY—PERSONAL

The school is not responsible for the theft and loss of personal property.

Students are responsible for the contents of their assigned school lockers. (No personal locks are allowed).

The school does not carry insurance on any lost or stolen articles in school, during the school day, or at any school-sponsored activity.

PROPERTY---SCHOOL

Any student who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to school is liable to suspension or expulsion, and the parent or guardian shall be liable for all costs necessary to repair or replace damages caused by the student. Any such damage shall be paid within ninety (90) days of notice to the parent of the damage and amounts. If payments are not received within the above stated ninety (90) day period, the student may be subject to disciplinary action. Students may be asked to help maintenance repair the damage they have caused. Law enforcement will be notified. Students, staff and visitors are to maintain buildings and quarters in good condition. Vandalism or property damage will not be tolerated. Law enforcement will be notified.

RELEASE OF STUDENT TO PEACE OFFICER

In the event that a peace officer requests that a student be released to them during school hours (i.e. Police/Probation), the police authorities must have a proper warrant, appropriate evidence or parental permission except in the event of emergency or for the protection of life or property, as determined by the senior administrator or his/her designee. The school shall take immediate steps to attempt to notify the parent, guardian, or responsible relative by telephone. The information provided will be regarding the release of the minor to the officer, the place to which the minor is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse.

SKATEBOARDS, ROLLER BLADES, BICYCLES, ETC.

The use of skateboards, roller blades, bicycles or similar devices are **prohibited at all times** on the facilities of GAHS.

SEARCHES

To ensure that GAHS remains safe and drug-free, school officials may elect to conduct random sweeps of classrooms, lockers, and desks. If GAHS has reasonable suspicion that a search would produce evidence of a violation of law or school policies by the student, GAHS may further search a particular student.

VEHICLE REGISTRATION

Any student who is a registered student with GAHS, and brings any motor vehicle to school, will need to register their vehicle with the School Security office. As the student, you will need to obtain a parking permit, have a Valid Driver's License and Proof of Auto Insurance upon registering your vehicle. After your registration, you will be issued a parking sticker that will need to be visibly placed on the inside of your windshield. **Under No Circumstances, will we accept any student with a Learner's Permit.** We will need to see an official State Driver's License, with the age showing 16 and 7 months or older. Students are to park only in the west parking lot.

Failure to register your vehicle with the School Security and the Office of the Assistant Principal or Designee, may result in having your vehicle removed from school campus by the Local Law Enforcement.

ALCOHOL AND CHEMICAL INFLUENCE POLICY

The purpose of Greyhills Academy High School is to offer a solid educational program to all students. The school and the student have an obligation, teachers to teach and students to learn. Any student who is under any type of chemical influence is not prepared to participate in his/her education.

When a student is suspected of using alcohol and/or drugs, an initial assessment will be done at the site by staff that detained the student and notify security, school administration or school nurse who will then determine if Navajo Police is to be called or if the student may need medical attention. At the time of initial contact with the identified student, the staff must start documentation of the intervention.

Trained Greyhills Academy staff or medical personnel must complete the Greyhills Academy impaired student screening form before the student is released to parents, Navajo Police or transported by ambulance to Tuba City Regional Health Care.

All students who have been released from medical care after being determined that they have been under the influence will be turned over to the Navajo Police department or picked up by the parents. Students under the influence of alcohol or controlled substances will not be allowed to stay at school or in the dorm.

In keeping with the US Department of Education guidelines for drug/alcohol abuse, prevention and intervention and recognizing the negative impact on learning when students use mood altering substances, Greyhills Academy High School Board has revised and adopted the following policies.

- a. Any student who unlawfully possesses, uses, sells, furnished, or under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind, or any manner of a substance of any composition while enrolled at GAHS according to Federal, Tribal, or State regulations will be referred to proper authority.
Law enforcement and parents will be notified immediately of any violation of this rule. The student shall be given due process and assigned off campus suspension for six (6) school days.
- b. All students are accountable for any offense related to a school activity which occurs at any time, including but not limited to; (1) while on school property; (2) while going to or coming from school; (3) during the lunch period; or (4) during or while going to or coming from a school-sponsored activity.
- c. After the six (6) day out of school suspension period, a student-parent-administrator reinstatement conference will be conducted. At the conclusion of this conference, the following will occur:
 - i. If it is established during the conference that the student has sold or furnished any controlled substance or a substance represented as a controlled substance, possessed one gram or more of marijuana, or been cited by the police with possession of sale, possessed or used other hallucinogenic or narcotics, or who has otherwise violated the alcohol, drugs and narcotics policy on any prior occasion during his/her school career, will be referred to the Governing Board with a recommendation of semester suspension or expulsion.
 - ii. If the student was in possession of less than one gram of marijuana, had used marijuana, or possessed or used alcohol, and was a first-time violator of this policy, then a decision will be reached during the conference as to which best suitable alternative will be selected for the student. All aspects of the case and the potential for a change in behavior will be considered for decision

Greyhills Academy High School is a Drug Free – Alcohol Free and Tobacco Free School

DISABILITY DISCRIMINATION COMPLAINT POLICY

Greyhills Academy High School is committed to the rights of student, parents, and employees with disabilities as set forth in Section 504 of the Rehabilitation Act of 1973. GAHS affords all students equal educational and extra-curricular opportunities and prohibits discrimination and harassment in any GAHS program or activity.

This complaint policy and procedure applies to complaints by students or parents alleging discrimination by employees, other students, or third parties. A disability discrimination complaint by an employee against another employee may be lodged under the employee grievance procedure included in GAHS's personnel policies.

School personnel who become aware of disability discrimination shall promptly and effectively act to end the discrimination and prevent it from reoccurring. If appropriate, GAHS personnel shall take steps to remedy the effect on the person who was discriminated against. Remedial measures generally include: (a) counseling person(s) harmed by the discrimination; (b) counseling the person(s) responsible for the discrimination; (c) implementing monitoring programs to follow up on resolved issues of disability discrimination; and (d) imposing appropriate discipline on the person responsible for the discrimination.

Disability Discrimination/Harassment

Disability discrimination under Section 504 is defined as treating a student differently based upon his or her disability or excluding a student based on his or her disability. Discrimination may include a policy or practice of excluding students with disabilities from participating in sports or other school activities.

Disability harassment under Section 504 is intimidation or abusive behavior toward a student based on disability that creates a hostile environment and results in interference with a student's participation in or receipt of benefits or opportunities in school programs. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

When harassing conduct is sufficiently severe, persistent, or pervasive that a hostile environment is created, a violation of a student's rights can occur under Section 504. A hostile environment may exist even without any tangible effects on the student if the harassment is serious enough to adversely affect the student's ability to participate in or benefit from the educational program. Disability harassment that adversely affects a student's education may also be a denial of a free appropriate public education under the Individuals with Disabilities in Education Act.

Retaliation Prohibited

No individual shall suffer retaliation for filing a complaint under this policy or for participating in the investigation of a complaint. Retaliation means any adversarial or punitive action taken against an individual as the result of filing a complaint or participating in the complaint process. Retaliation against any individual for filing a disability discrimination complaint or for their participation in an investigation is grounds for a subsequent complaint under this policy.

Confidentiality

GAHS will protect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, except to the extent GAHS needs to investigate the complaint, take appropriate action, and comply with any legal obligations. This privacy policy, however, will not prevent GAHS from involving parents and guardians of students affected by a complaint and investigation.

Procedure For Filing A Disability Discrimination Complaint

A verbal complaint may be made under this policy to the Assistant Principal or the Senior Administrator's designee, who serves as the Disability Discrimination Complaint Coordinator. The Assistant Principal or the Senior Administrator's designee, after discussing the verbal complaint with the complainant, will investigate and attempt to resolve the verbal complaint with the individuals involved.

A written complaint may be filed under this policy by submitting a written statement to the Assistant Principal or the Senior Administrator's designee serving as the Disability Discrimination Complaint Coordinator. The written statement should be as specific as possible and include: (a) all relevant dates, events, and names of individuals involved in the alleged discrimination; (b) how the situation discriminated based on disability; and (c) what actions or changes will correct the discrimination and restore harmony.

A complaint should be filed as soon as possible after the alleged discrimination. A complaint will not be accepted for investigation if filed more than forty-five (45) days after the last date on which the alleged discrimination occurred. Additional time for filing of a complaint may be allowed if the complainant was prevented from filing as a result of his or her disability, or if the delay was caused by GAHS, or if other good reason for the delay can be shown.

The written statement asserting the complaint may be filed with:

Mrs. Genevieve Begay

Disability Discrimination Complaint Coordinator
Greyhills Academy High School
160 Warrior Drive
Tuba City, Arizona 86045
T: (928) 283- 6271 ext.121

If the complaint is against Disability Discrimination Complaint Coordinator (“Complaint Coordinator”), the written statement may be filed with GAHS’s Senior Administrator or his or her designee.

The Complaint Coordinator will investigate the complaint, including but not limited to reviewing written materials, interviewing witnesses, and allowing others affected by the complaint to submit written statements or other evidence. To the extent appropriate for the victim of the alleged discrimination, temporary or interim measures will be established to prevent further or ongoing disability discrimination.

Within forty-five (45) days after the filing of the complaint, the Complaint Coordinator will submit a written report and recommendation to the Senior Administrator or his or her designee. The Complaint Coordinator’s recommendations may propose any type of remedy appropriate or necessary to resolve the complaint and prevent a recurrence of the discrimination. These possible remedies include but are not limited to disability discrimination training, individual or group meetings, Navajo peacemaking, disciplinary action, and other remedial measures.

Within fourteen (14) days after receiving the Complaint Coordinator’s report and recommendation, the Senior Administrator or his or her designee will review the report and recommendation and determine the appropriate and necessary remedy for the discrimination. Within three (3) working days after the appropriate and necessary remedy has been determined, the Complaint Coordinator will inform the parties in writing of the decision and remedy for the discrimination. Parents and guardians of students will be involved in the implementing such remedies. If disciplinary action is taken, adequate notice will be given to students of their due process rights.

Appeal

Any individual involved in the complaint and investigation may request that the Senior Administrator or his or her designee reconsider the determination and/or remedy. Reconsideration may be requested by submitting a written request for reconsideration, including the reason(s) for reconsideration to the Senior Administrator or his or her designee within ten (10) school days from the date of the Complaint Coordinator’s written notice of

the outcome. The Senior Administrator or his or her designee shall respond to the request within ten (10) school days from the date the request is submitted.

If the reconsideration is denied, the individual may file a written request for review of the complaint, investigation, and outcome by GAHS's Governing Board. The Governing Board may appoint a committee to review the complaint, investigation, and outcome. The Governing Board or its designated committee will, after its review, prepare a written decision that either upholds or overturns the determination and/or remedy. The review of the Governing Board or its committee will be issued within fifteen (15) school days of receipt of the written request for review.

These timelines may be waived or extended by the Senior Administrator or the President of the Governing Board or their designee for good cause shown.

HARASSMENT AND BULLYING POLICY

GAHS is committed to providing a safe and constructive learning environment that honors the dignity and worth of every individual. It is the responsibility of GAHS to address bullying and harassment issues that occur. School-wide staff members are to create an orderly environment within GAHS through training, monitoring and intervening when bullying and harassment occur.

Bullying and harassment are forms of dangerous and disrespectful behavior that will not be permitted or tolerated. Bullying and harassment may involve a range of misconduct which, based on the severity, will warrant a measured response of corrective action and/or discipline. Behaviors that do not rise to the level of bullying and harassment, as defined below, still may be subject to intervention and/or discipline under another section of the discipline plan or a discipline policy.

DEFINITIONS

Bullying

Bullying means any overt act or combination of such acts directed against a student(s) by another student or group of students and which:

1. is repeated over time;
2. is intended to threaten, ridicule, humiliate, intimidate, or harm the student(s);
3. occurs during the school day on school property, on a school bus, or at a school sponsored activity, or before or after the school day on a school bus or at a school sponsored activity.

Harassment

Harassment means any gesture, written, verbal or physical act that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, national origin, sex, or disability, that occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity and which:

1. a reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or
2. is sufficiently severe, pervasive, or persistent that it has the effect of insulting or demeaning any of the above-described students or groups of students in such a way as to create a hostile environment by causing substantial disruption or interference with a student's education, limiting a student's ability to participate in or benefit from the services, activities, or opportunities offered by the school, or substantially interfering with the orderly operation of the school.
3. third party harassment will also be addressed toward the original instigators. *It is important to note that harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.*

Bullying and harassment can take various forms:

- Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking or damaging personal belongings);
- Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats);
- Psychological (including, but not limited to, spreading rumors; manipulating social relationships, engaging in social exclusion, extortion or intimidation);
- Internet or cyber-bullying (including, but not limited to, the use of cellular telephones, instant messaging [IM], e-mail, web sites, social media sites, and text messaging that is used to bully or harass another student or employee, and when such use interferes with the operation of the school, or infringes upon the general health, safety and well-being of district students or employees);
- Hazing (including, but not limited to, various forms of bullying and harassment of students by other students in regard to pledging and/or a student's initiation into or affiliation with a school or student related organization or team).

It is important to note that a single negative act as enumerated above may also constitute bullying (if not more serious misconduct) based upon the particular circumstances such as the seriousness of the act and/or the intent of the alleged perpetrator.

Conduct that might otherwise be considered bullying and harassment but does not occur during the school day on school property, on a school bus, or at a school-sponsored activity,

or before or after the school day on a school bus or at a school-sponsored activity event may still be subject to disciplinary action.

REPORTING OF BULLYING AND HARASSMENT

Students:

1. GAHS encourages students to speak up when possible.
 - A. If possible, the bullied or harassed child should tell the bully/harasser to stop. To the extent that a person feels safe and comfortable doing so, a target is first encouraged to confront the bully/harasser, telling them to stop because their actions are unwelcome.
 - B. Bystanders are also encouraged to speak up when possible, telling the bully/harasser to stop the conduct because it is disrespectful, unwelcome, hurtful, or unfair.
2. If the student(s) does not feel safe addressing the bully or harasser, GAHS encourages students to report to teachers and/or school administrators acts of bullying or harassment. Any student who knowingly makes false accusations regarding bullying or harassment may be subject to disciplinary action.

Staff:

1. GAHS requires teachers and other school staff who witness acts of bullying or harassment or receive student reports of bullying or harassment to promptly notify the Dean or designee.
2. Reports of bullying or harassment must be documented to provide proof of a disruptive behavior pattern. Each report should contain the name of the student(s) reporting, date and time, narrative of facts and be signed by the person receiving the report and list the action taken.
3. GAHS requires the Assistant Principal or designee to accept and review all reports of bullying or harassment, including anonymous reports. If after initial inquiry, an anonymous or oral report appears to warrant further investigation, GAHS shall promptly continue with an investigation. School administrators shall investigate any written reports. The specific steps in the School's investigation will vary depending on the nature of the allegations, the source of the complaint, the age of the student or students involved the current administrative structure of the School, and other factors. In all cases, however, the inquiry should be prompt, thorough, and impartial.
4. Anonymous Reporting: Please mail to
Greyhills Academy High School
P. O. Box 160
Tuba City, Arizona 86045

ATTENTION: Assistant Principal

5. Truly anonymous reports (e.g.: unidentified telephone calls, unsigned letters) should also be documented to the extent possible. Remember, completely anonymous reports are generally less reliable and are difficult to use alone in support of disciplinary action.

CORRECTIVE AND PREVENTATIVE ACTION

- Appropriate steps to end harassment or bullying may include separating the accused harasser and the target, providing counseling for the target and/or harasser, and/or taking disciplinary action against the harasser. These steps should not penalize the student who was harassed.
- The unique effects of discriminatory harassment may demand a different response than would other types of bullying. If an investigation reveals that discriminatory harassment has occurred, the School must take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring.
- GAHS requires school staff to notify the parent or guardian of a student who commits a verified act of bullying or harassment of the response of the school staff and consequences that may result in the event of further acts of bullying or harassment.
- To the extent permitted under the Family Educational Rights and Privacy Act, (FERPA), GAHS requires school staff to notify the parent or guardian of a student who is a target of bullying or harassment of the action taken to prevent any further acts of bullying or harassment.
- Personnel at all levels are responsible for taking corrective action to prevent bullying or harassing behavior of which they have been made aware, through direct action and/or reporting such behavior to their immediate supervisor.
- Individual intervention will be provided by appropriate staff members to bullies, harassers, victims, bystanders and their parents to help ensure that the bullying or harassing stops.
- The School may be required to provide additional services to the student who was harassed in order to address the effects of the harassment.
- Staff training may be provided to raise awareness of the problem of bullying and harassment within the schools and to facilitate staff identification of and response to such bullying or harassing behavior among students.

- Rules against bullying and harassment shall be publicized school-wide and shall be disseminated as appropriate to staff, students and parents.
- GAHS prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the reporting or investigation of allegations of bullying or harassment. Follow-up inquiries and/or appropriate monitoring of the alleged bully/harasser and victim may be made to ensure that bullying/harassing behavior has not resumed, that all those involved in the investigation of allegations of bullying/harassing have not suffered any new instances or retaliation, and that the harassed students and their families know how to report any subsequent problems.
- A school employee who promptly reports an incident of bullying or harassment to the appropriate school official designated by the school district's policy, and who makes this report in compliance with the procedures in GAHS's policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

SEXUAL HARASSMENT

Sexual Harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature in the educational setting. Any student who feels s/he is the victim of sexual harassment must notify any GAHS staff member. In addition, the student may file a formal complaint with the Assistant Principal or designee in accordance with the School's procedures. Upon verifying that sexual harassment has occurred, the Assistant Principal or Designee shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of harassment.

SUSPECTED CHILD ABUSE & NEGLECT PROTOCOL

Report to any GAHS staff member where they will start the scan process with documents and log number. Mandated reporters should refer to GAHS policies and Procedures section 6.14 regarding Child Abuse Detection, Reporting, Prevention for GAHS's full policy, protocol, procedures, and rules. Student grievance policy is forthcoming. Please refer to the policy online

STUDENT SERVICES

HEALTH OFFICE

The school nurse can be contacted at 283-6271, ext. 110. Students who live off campus **MUST** deposit all medications with the school nurse, who will keep it in a locked cabinet in a designated area. Medication will be dispensed by qualified personnel to the student in accordance with the directions given by the treating physician. Students are required to have a **pass** from their classroom teacher before going to the nurse's office. In those rare occasions when the nurse may not be present, all students must report to the Assistant Principal's office where we will direct students for assistance. Emergency information should be on file to take care of emergency situations. Immunizations records are required for student enrollment. Tuba City Regional Health Care Corporation offers a High School Teen Clinic ONLY at certain times during the week. Parental permission is required for health care through the Teen Clinic. Parents/guardians are responsible to take their child to the hospital for health care and dentist for dental care.

LIBRARY

When checking out library materials students **MUST** have a proper GAHS Identification (ID) Card, **NO EXCEPTIONS!** Students, who owe a debt to the library or have overdue books, will be billed upon withdrawal from GAHS or graduation.

TUBA CITY COMMUNITY RESOURCES

Department of Behavioral Health: Contact number (928) 283-3346, FAX (928) 2833039. P.O. Box 1350, Tuba City, AZ 86045.

Department of Mental Health: Contact number (928) 283-2831, FAX (928) 283-2832. P.O. Box 600, Attn: Mental Health, Tuba City, AZ 86045. The Department of Mental Health does initial intakes or referrals from outside agencies, schools and other Health Facilities for consultations.

Department of Family Services (Social Services): Contact number (928) 283-3266, FAX (928) 283-3276. P.O. Box 280, Tuba City, AZ 86045. The Department of Family Services does initial intake or referrals from outside agencies, schools, from relatives and other Health Facilities for consultations. They deal with reports of Child Abuse, Child Neglect, a Child that is beyond control, up to the age of 17 years old. NOTE: Referrals received that involves a child that is over 18 years of age or older, they are automatically referred to the Prosecutor's Office.

Peacemaking Court Liaison: Contact number (928)283-3189, FAX (928) 283-3183. P. O. Box 725, Tuba City, AZ 86045. Referrals by staff/parent, that deal with attendance and truancy may be submitted. There is a court fee that is applied and will be paid by the Family Members of the student.

Tuba City Prosecutors Office: Contact number (928) 283-3160/3161/3164, FAX (928) 283-3169. P.O. Box 296, Tuba City, AZ 86045. Prosecutor can assist parents with, child beyond control, truancy, substance abuse treatment.

RESIDENCE LIFE

Our goals for students in the residential program are to increase their levels of performance commensurate with their abilities, select challenging projects, use appropriate styles of communication, develop values which reflect positive feelings about self, concern for others and awareness of personal responsibilities, demonstrate an awareness of factors which contribute to good mental and physical health, and behave and dress appropriately. The residential program is designed to assist students in their efforts to meet these goals.

We intend for our dormitory:

- To provide opportunities for educational enrichment and social and emotional growth;
- To nurture mutual respect and shared responsibilities;
- To have a comfortable, friendly environment.

SIGN AND RETURN THIS FORM TO THE ASSISTANT PRINCIPAL

GAHS STUDENT HANDBOOK SIGNATURE BY PARENT & STUDENT

Parents support is needed and appreciated to encourage students to observe school guidelines and procedures. GAHS is glad to work closely with parents to teach and maintain responsible student behavior. Through communication with your child's teacher, you will remain well informed and actively involved in your child's education.

Please review the student handbook with your child then sign below to acknowledge receipt of the student discipline plan and the consequences incurred by the students who violate GAHS discipline policy.

I HAVE RECEIVED THE STUDENT/PARENT HANDBOOK AND ARTICLE IX STUDENT POLICIES AND PROCEDURES. I HAVE READ AND DISCUSSED WITH MY CHILD ALL RESPONSIBILITY AND REQUIREMENT POLICIES WHICH MIGHT AFFECT MY CHILD.

Name of Child: _____ Grade: _____

Required Signature of Parent

Date

I, _____ HAVE RECEIVED THE STUDENT/PARENT HANDBOOK AND HAVE READ ALL RESPONSIBILITY AND REQUIREMENT POLICIES WHICH MIGHT AFFECT ME.

STUDENT SIGNATURE

DATE

Title I SIGN AND RETURN THIS FORM TO THE REGISTRAR

Greyhills Academy High School 2021-2022 Title 1 School-Parent Compact

*GAHS, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the **Common Core State Standards**.*

GAHS School Parent Compact

GAHS with the partnership agrees that this compact outlines how the shared responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve the Common Core State Standards.

GAHS will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the student academic achievement standards as follows:**
 - Provide explicit instruction on the Arizona academic content standards.
 - Have a visible emphasis on maintaining a safe and orderly learning environment by establishing high expectations for learning and appropriate behavior.
 -
2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Hold an Academic Open House in August 2021 where parents will meet their child's teacher and an overview of the parent compact will be given.
 - Two parent-teacher conferences annually: October 2021 and March 2022.
 - Parents may contact individual teachers or the principal to schedule a conference.
 -
3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - Provides progress reports at six weeks and report cards each nine weeks.
 - Parents may contact school guidance counselors to request progress grades.
 - Parent notification of absences will be provided at 3, 5, 7, and 9 days of absences.
4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - Our faculty embraces the need for parents to be informed about their child's progress in school.
 - Every effort is made to provide quick access to our staff when requested or needed.
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 - We have an open door policy in which parents can come and visit when requested.

- We must follow outlined policy and procedures and have parents sign in at the front office and receive a visitor's badge.
- We want to maintain an environment conducive to learning and ask that parents respect our protected instructional time and give the school prior notice before entering a classroom.

Senior Administrator or Designee Signature: _____

Counselor's Signature: _____

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Make sure that my child attends school and is on time.
- Make sure that my child is prepared with proper learning materials
- Making sure that homework is completed
- Work with school staff and cooperate to see that my child gets a good education.
- Reinforce appropriate school behavior and dress.
- Monitoring the amount of television my child watches.
- Set a time and place for my child's homework free from distraction or other interruptions.
- Help my child accept consequences for negative behaviors.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Communicate with the school by promptly reading and responding all notices received from the school.
- I will commit to 30 hours of volunteer time at GAHS during the course of the academic school year.
-

Parent/Guardian(s) Signature: _____

(Sign and return to attendance office)

Students Responsibilities

As a student at Greyhills Academy High School I will share the responsibilities to improve academically and achieve the Arizona Academic Performance Standards. Specifically, I will:

- Attend School daily, be punctual to all classes.
- Take responsibility for my own learning.
- Come to school ready to learn with the necessary supplies.
- Take part in class discussion without being disruptive.
- Complete and return homework assignments.
- Limit my television viewing time.
- Comply with all school policies and procedures.
- Read at least 25 minutes every day outside the school time.
- Utilize the Library and its resources on a regular basis.
- Participate in school sports, clubs, and activities as much as possible.
- Be respectful of myself and all members of GAHS.
- Allow the teachers/staff to help me learn and develop skills to improve myself.
-

Student's Signature: _____

(Sign and return to attendance office)

Greyhills Academy High School P.O. Box 160, Tuba City, Arizona 86045
Phone: (928)283-6271, Fax: (928)283-6604

GOVERNING BOARD

Ms. Rena Dodson	President
Ms. Esther Grass	Vice President
Mrs. Angelita Williams	Board Clerk
Mr. Gerald Keetso	Member
	Member

GAHS ADMINISTRATION

Extension

Mr. Richard Grey	CEO	101
Mr. Vaughn Salabye	Principal Admin	103
Mr. Richard Grey	AP/ AD/SI & SD Coord	102
Mr. Charles Henderson	Assistant Principal/ESS Admin	106
Mr. Roland Bennett Sr.	Business_Manager	104
Mr. Darrell Wallace	Facility Maintenance Director	700
Mrs. LaDawn Claw	Payroll/Business Tech	200
Ms. Evelyn Esplin	Human Resources Tech	203
Mr. Roger Trujillo	Student Services Director	720
Mr. Alvin Tacheene	Transportation Supervisor	750
Mrs. Bessie Horseherder	ESS Coordinator	140

SUPPORT SERVICES

Extension

Ms. Eugenia Sloan	Counselor	112
Ms. Odessa Reeves	Counselor	111
Ms. Elavina Begay	Student Information/Registrar	100
Mr. Rooney Black	Food Service Supervisor	710/711
Mrs. Diane Johnson	Nurse	110
Mr. Dickson Hoshnic	IT Supervisor	180
Ms. Regina Hale	21st CCLC Coordinator	105
Mr. Jeremy Yazzie	Home living Supervisor	722
Dorm 2 – Girls		724
Dorm 5 – Boys		723
Security Office		150

SOCIAL MEDIA

School Website	www.greyhillsacademy.org
Facebook	Greyhills Academy HS-Official @greyhillsofficial
Instagram	@GreyhillsAcademyHS

2021

S	M	T	W	T	F	S
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

- 04 Independence Day
- 05 Independence Day observed
- 06-31 Ongoing Registration

Fall NWEA/TBA

- WIDA/TBA
- 4-6 Staff Orientation
- 9 Fall Semester Begins
- 13 National Navajo Code Talkers Day
- 18 Professional Development
- 26 Academic Open House (6-8 PM)



P.O. Box 160
 Tuba City, AZ 86045
 Phone: (928) 283-6271
 Fax: (928) 283-6604
www.greyhillscademy.org

- 01 New Year's Day
- 03 Spring Semester Begins
- 17 MLK Day Holiday
- 12, 26 Professional Development

- 04 3rd Progress Grades Due
- 9, 23 Professional Development
- 12 ACT Test
- 17 Parent Teacher Conference
- 21 President's Day Holiday

S	M	T	W	T	F	S
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		

September

- 03 1st Progress Grades Due
- 06 Labor Day Holiday
- 1, 15, 29 Professional Development
- 11 ACT Test
- 23 Parent Teacher Conference

October

- 08 1st Quarter Grades Due
- 13, 27 Professional Development
- 15 Western Navajo Fair Day
- 23 ACT Test

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

November

- 05 2nd Progress Grades Due
- 07 Daylight Savings Time Ends
- 11 Veteran's Day
- 17 Professional Development
- 24 Early Release
- 25-26 Thanksgiving No School

Winter NWEA/TBA

- 15-16 Final Exams
- 17 Fall Sem. Grades Due
- 17 Early Release
- 24 Christmas Day Observed
- 25 Christmas Day
- 20-31 Winter Break

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

December

- 15-16 Final Exams
- 17 Fall Sem. Grades Due
- 17 Early Release
- 24 Christmas Day Observed
- 25 Christmas Day
- 20-31 Winter Break

- 11 3rd Quarter Grades Due
- 9, 30 Professional Development
- 13 Daylight Savings Time Begins
- 14-18 Spring Break No School



- 02 ACT Test
- 15 4th Progress Grades Due
- 13 Professional Development
- 25 Sovereignty Day
- Spring NWEA/TBA
- WIDA TBA
- Professional Development
- School Break - No School
- Holiday - No School
- Early Dismissal 1/2 Day School

- 17-18 Final Exams
- 19 Spring Sem. Grades Due
- 20 Early Release
- 20 Graduation 10:00 AM
- 30 Memorial Day Holiday

02 ACT Test

- 15 4th Progress Grades Due
- 13 Professional Development
- 25 Sovereignty Day
- Spring NWEA/TBA
- WIDA TBA

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

January

- 04 3rd Progress Grades Due
- 9, 23 Professional Development
- 12 ACT Test
- 17 Parent Teacher Conference
- 21 President's Day Holiday

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

February

- 11 3rd Quarter Grades Due
- 9, 30 Professional Development
- 13 Daylight Savings Time Begins
- 14-18 Spring Break No School

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

March

- 17-18 Final Exams
- 19 Spring Sem. Grades Due
- 20 Early Release
- 20 Graduation 10:00 AM
- 30 Memorial Day Holiday

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

April

- 01 Summer Enrichment Begins
- 11 ACT Test
- 30 Summer Enrichment Ends

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

May

- 01 Summer Enrichment Begins
- 11 ACT Test
- 30 Summer Enrichment Ends

S	M	T	W	T	F	S
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		

June

- 01 Summer Enrichment Begins
- 11 ACT Test
- 30 Summer Enrichment Ends

S	M	T	W	T	F	S
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		

2022

NOTES