

RESOLUTION OF THE
NAABIK'ÍYÁTI' COMMITTEE OF THE
NAVAJO NATION COUNCIL

23rd NAVAJO NATION COUNCIL - Second Year, 2016

AN ACTION

RELATING TO HEALTH, EDUCATION AND HUMAN SERVICES AND
NAABIK'ÍYÁTI'; URGING THE U.S. DEPARTMENT OF THE INTERIOR TO
RECONSIDER A SCHOOL CONSTRUCTION APPLICATION SUBMITTED BY SHONTO
PREPARATORY SCHOOL

WHEREAS:

- A. The Navajo Nation Council established the Health, Education and Human Services Committee (HEHSC) as a Navajo Nation standing committee and as such empowered HEHSC to review and recommend resolutions regarding education. 2 N.N.C. §§ 164 (A) (9), 400 (A) and 401 (B) (6) (a) (2012) *see also* CO-45-12.
- B. The Navajo Nation established the Naabik'íyáti' Committee as a Navajo Nation Council standing committee and as such empowered Naabik'íyáti' Committee to coordinate all federal programs and to assist and coordinate all requests for information, appearances and testimony relating to federal legislation impacting the Navajo Nation. 2 N.N.C. §§ 164 (A) (9), 700 (A), 701 (A) (4), 701 (A) (6) (2012); *see also* CO-45-12.
- C. The Navajo Nation has a government-to-government relationship with the United States of America, Treaty of 1868, Aug. 12, 1868, 15 Stat. 667.
- D. Shonto Preparatory School submitted a School Construction Application in August of 2015 to the U.S. Department of Interior, Office of Facilities, Property, and Safety Management. The application was not selected. *See attached Exhibit "A" and Exhibit "B".*
- E. There is a need for replacement structures on the campus of Shonto Preparatory School.

F. It is in the best interest of the Navajo Nation to urge the U.S. Department of the Interior to reconsider Shonto Preparatory School's construction application.

NOW THEREFORE, BE IT RESOLVED:

- A. The Navajo Nation urges the U.S. Department of the Interior to reconsider Shonto Preparatory School's construction application.
- B. The Navajo Nation hereby authorizes the Navajo Nation President, the Navajo Nation Speaker, and their designees, to advocate for the reconsideration of Shonto Preparatory School's construction application.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Naabik'íyáti' Committee of the 23rd Navajo Nation Council at a duly called meeting in Window Rock, Navajo Nation (Arizona), at which a quorum was present and that the same was passed by a vote of 12 in favor, 0 oppose, this 12th day of May, 2016.



LoRenzo Bates, Chairperson
Naabik'íyáti' Committee

Motion: Honorable Herman Daniels, Jr.
Second: Honorable Tuchoney Slim, Jr.

NAVAJO NATION

RCS# 394

Naa'bik'iyati Committee

5/12/2016

04:24:46 PM

Amd# to Amd#

Legislation No. 0115-16

PASSED

MOT Daniels

SEC Slim

Yea : 12

Nay : 0

Not Voting : 12

Yea : 12

Begay, NM
BeGaye, N
Bennett

Chee
Crotty
Damon

Daniels
Hale
Jack

Perry
Shepherd
Slim

Nay : 0

Not Voting : 12

Bates
Begay, K
Brown

Filfred
Pete
Phelps

Smith
Tso
Tsosie

Vacant
Witherspoon
Yazzie



United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, DC 20240



January 13, 2016

Memorandum

To: Shonto Preparatory School

From: Darrell LaRoche
Director, Office of Facilities, Property, and Safety Management

Subject: Notice of Non-selection

Thank you for submitting a school construction application on behalf of your school. We appreciate the effort and care that went into your application. The National Review Committee (NRC) gave your application thorough and serious consideration. The NRC ranked applications based on their total point score, in accordance with the formula defined by the No Child Left Behind (NCLB) School Facilities and Construction Negotiated Rulemaking Committee (Committee), as published in the Committee's December 2011 report.

Many of our schools are facing challenging facility issues. Your application makes a compelling case for the conditions that your school and students face. Nonetheless, the Committee's formula and process stipulates that only the 10 schools with the highest scores may go forward in the application process. Unfortunately, at this point in the process, out of the 53 applications that the NRC received and scored, your school's application did not rank within the top ten. The chart at Attachment 1 shows your school's scores on each of the Committee's criteria.

The final pool of five schools, once reviewed and approved by the Acting Assistant Secretary -- Indian Affairs, will remain fixed until the completion of construction of all five schools. Once the Department of the Interior (Department) receives sufficient funding to complete construction, the Department will reinstate the application process to ensure there are no gaps in activity. Until that time, schools not invited to the public meeting will remain eligible to receive funding for maintenance and repair and facility replacement.

Schools will be notified if they are eligible to re-apply for replacement when the process to develop the next replacement cycle begins. Going forward, the Department encourages all schools to maintain up-to-date, complete, and accurate data in the Indian Affairs -- Facility Management System (IA-FMS). This will ensure schools are well-prepared for the next replacement cycle and for accurate repair and maintenance determinations and funding.

If you have questions about your school's score or need additional information, please contact Emerson Eskeets, DFMC, (emerson.eskeets@bia.gov), telephone number: (505) 563-5140. You

can learn more about the process the Negotiated Rulemaking Committee established [here](http://www.cbuilding.org/sites/default/files/NRC_BIA_Schools_Const_Rpt_0.pdf) (http://www.cbuilding.org/sites/default/files/NRC_BIA_Schools_Const_Rpt_0.pdf), and you may find the Frequently Asked Questions here (<http://www.BIE.edu>) to be also helpful.

We appreciate your commitment to improving BIE schools for students. The Department understands the urgency in improving all of our school facilities. We are moving forward as expeditiously as resources will allow.

Attachment:

1. Individual School Score

Results of the National Review Committee Application Review

Below are the results of your schools scoring based on the published New School Replacement and Renovation Criteria.¹ The National Review Committee carefully reviewed each eligible application package received to determine the scores for each of the graded criteria.

Summary of Score for: Shonto Preparatory School		
Description of Graded Criteria	Maximum Points	School's Points
Condition of Facilities and Educational Space Deficiencies	65	53.5
Crowding	5	0
Declining or Constrained Enrollment Associated with Poor Facilities	5	2.0
Inappropriate Educational Space	5	0
Accreditation Risk	5	2.2
School Age	10	8
Cultural Space Needs	5	4.5
Total ²	100	70.2

¹ The new school replacement and renovation formula and criteria is published along with the application and review process in chapter 3 of the NCLB report, *"Broken Promises, Broken Schools: Report of the No Child Left Behind School Facilities and Construction Negotiated Rulemaking Committee, December 2011."* The formula and description of criteria can be found on pages 38-41.

² Total sum may not be exact due to round-off error.

SCHOOL
REPLACEMENT
❖
APPLICATION
FY 2015

❖ Authorized Representative

Name: Lemual B. Adson

Title: Superintendent

Phone Number: 928-672-3525 / 3526

Email: leadson@shontoprep.org

Signature:



Date: August 4, 2015

1. OVERVIEW OF SCHOOL / RESIDENTIAL FACILITY

Shonto Preparatory School (SPS) is a P.L. 100-297, Grant K-8 elementary school with a residential program. The location code is AADD33N16G or the abbreviated version is D33N16. SPS is located in northeast Arizona on the Navajo Nation in Navajo County. The school serves Shonto, Ts'ah Bii'kin, Kaibeto and Tonalea Chapters which are local governing entities.

SPS was built in phases in the early sixties. This makes the school over fifty years old. The elementary school wing A, building #648, was the first to be built in 1960 and occupied in 1962. Building #649 was the original cafeteria which also was built in 1960. Wings B and C of the original elementary school, building #648, were started in 1962 and was occupied beginning in 1965. Four residential halls were added in 1965. These consist of buildings 646, 676, 674, and 671. The larger cafeteria, building #673, was also added at this time. At its heyday SPS had over a 1000 students enrolled in the school and the dormitories.

There are seven major structures that must be replaced. Buildings 646, 648, 649, 671, 673, 674, and 676. The primary purpose of the current buildings are to provide office space for administration, K-8 core classrooms and administrative offices, enrichment class space, dormitory for both boys and girls, meals for student and dinner for residential students, and formerly to provide cultural setting and auditorium for students.

- a. Building 646 – ADMINISTRATION - houses the offices for the superintendent, business, human resources, support services, transportation, facility management staff, federal programs, information technology (IT), server and switch room for IT, warehouse/supply area and loading dock for receiving shipments, athletic director, security officers, and the professional develop offices. In addition to the administrative offices building 646 provides space for two student computer labs, one art room, gifted and talented classroom, and the parent center.
- b. Building 648 – K – 8 SCHOOL - houses the PreK-8 core classrooms (20), administrative offices for the principal, administrative assistant, clerk, and registrar; school nurse; dean of students; offices for the reading and math coach; the curriculum specialist; social worker; counselor; community liaison; two math interventionist classrooms; two reading interventionists classroom; exceptional students services director and staff which include administrative assistant, psychologist, and speech therapist; library; elementary and middle school physical education classes; art class; three Diné language and culture classes; custodial office; and the practice gym and game gym.
- c. Building 649 - MUSIC - is used as an enrichment room for Zumba and dance. When necessary the building is used as the backup cafeteria and student dining room.
- d. Building 671 - BOYS DORM - houses approximately 40 male students, office for the residential manager, offices for residential assistants, activity room, tutoring room, washer and dryer room, and computer lab. This building also provides space for the K-8 Band program.

- e. Building 673 – CAFETERIA / KITCHEN - cafeteria which feeds approximately 428 students breakfast and lunch and 65 dinner meals for the residential students. The cafeteria also houses the food services director's office and the administrative assistant.
- f. Building 674 – GIRLS DORM – houses approximately 40 female students, office for residential assistants, activity room, tutoring room, washer and dryer room and computer lab. This building also provides space for the K-8 music program.
- g. Building 676 – VACANT BUILDING - used primarily for excess equipment and obsolete furniture. The building is not approved for student occupancy. This building once housed the Diné Language and Cultural Center which contained a simulated Hogan for cultural teachings. In addition to the culture center the building once housed the student auditorium.

Attachment A – photos of former culture center and auditorium building 676

It should be noted that it is not only structures that need replacement, but also the campus' landscaping, sidewalks, bus line ups, parking lots, and all exterior infrastructure.

For school year (SY) 14-15 ISEP enrollment for the regular academic program was certified at 428 students. (Attachment L) The Exceptional Student Services students was certified at 41. The school year (SY) 14-15 ISEP enrollment for the residential program was certified at 65 students. (Attachment L)

The school, given limited facilities, has provided core academic programs for students in grades K-8. The core academic classes consist of Diné Language and Culture; mathematics; English language arts (ELA); sciences; and social studies / history. Other academic courses offered for the students, given limited space, include physical education (PE); art; computer technology; library and media center; gifted and talented program; student governance; and music / band.

Because the school is isolated SPS provides a robust enrichment and athletic program for the students. It is important for the students to be exposed to many areas other than the typical offerings of schools. The enrichment program offers Zumba; dance; cooking; 4H; gardening; science labs; horsemanship; soccer; and math clubs. Due to isolation the school does not offer only a regular 10 month program, but offers students opportunity for summer enrichment programs and the Exceptional Student Services (ESS) students extended school year (ESY) to ensure retention of learning. It is only a few weeks out of the year where there are no students in school.

The athletic programs includes both boys and girls cross country; football; volleyball; soccer; boys and girls basketball; chess; baseball; softball; and boys and girls track. The school has limited facilities to host track and field events as well as baseball and softball tournaments. Within a 50 mile radius SPS is the largest school. In the past Shonto Preparatory School was the hub of the regional schools. Due to deteriorating infrastructure and lack of adequate track and field the school no longer provides a central

location for activities. In the 1960s and through the 1980s this was true. However, due to age and changing demands the school has failed to be the center of events.

2. FORMULA CRITERION 1: CONDITION OF FACILITIES AND EDUCATIONAL SPACE

Shonto Preparatory School will cite two examples of work that supports the conditions of the campus and the school buildings. The first is an evaluation conducted by an engineering vendor to evaluate the entire campus facilities. The second is the ongoing evaluation conducted by the Office of Environment Health and Engineering (OEHE) from the Kayenta Indian Health Service.

Shonto Preparatory School contracted with SPS+ Architects in 2014 to evaluate the entire campus. SPS+ Architects completed an evaluation of the entire campus and developed a complete report outlining the needs of all buildings and infrastructure currently in use. SPS+ then applied current rates to match current money amounts to facilities identified in need of repair and replacement. The comprehensive evaluation document is available upon request.



Sewer backups are typical



Bus line up and student loading area

The report was used to update the FMIS with current information and current pricing. The final summative report was issued in April 2014. Each building listed below had a dollar amount attached which indicates the necessary replacement or repair. In summary the amounts attached are:

Building	Purpose	Amount
646	Administration	\$5,283,025.75
648	K-8 School	\$13,709,180.00
649	Music	\$944,940.00
671	Boys Dorm	\$9,912,770.94
673	Cafeteria / Kitchen	\$3,518,395.06
674	Girls Dorm	\$11,721,050.94
676	Vacant Building – culture center, auditorium	\$12,492,535.94
ADDITIONAL COSTS		
Water		\$1,459,00.00
Fire protection		\$456,172.00

Wastewater		\$2,335,780.00
Propane		\$375,000.00
Parking		\$4,005.00
Sub-TOTAL		\$60,752,855.63
Fees, testing, permits, approvals, reviews, moving into temporary locations during construction, etc.	33% standard rate	\$20,048,442.35
GRAND TOTAL		\$80,801,297.98

Please note the current administration and School Board have spent considerable resources to update FMIS and have completed the preliminary work to justify the need for new school facilities. Due to new staff gaining access to FMIS and training staff in FMIS it has been an accomplishment to get any new and relevant data into FMIS. Navajo Region BIA and the Western Navajo BIE assisted in encoding all the findings from the architect's evaluation into FMIS as quickly as possible. The entire summary was not encoded into FMIS prior to the switch over to Maximo. The constraints placed on the BIA and BIE staff that were assisting ceased the encoding of the entire SPS+ Architects evaluation into the FMIS.

It should be noted that p. 7 of the GAO Report, GAO-15-389T, Testimony provided to Indian Affairs – *Preliminary Results Show Continued Challenges to the Oversight and Support of Education Facilities*, that not only does Shonto Preparatory School have this concern of trained staff and encoding accurate data into FMIS, but it is a common occurrence dating back to 2003.

“For example, in 2003 we reported on inaccurate and incomplete data entry by school officials, ineffective agency guidance, limited training in using FMIS, and agency staff not being held accountable for ensuring data integrity.¹⁴ Similarly, in 2011, the No Child Left Behind School Facilities and Construction Negotiated Rulemaking Committee, which the Secretary of the Interior was required to establish under the No Child Left Behind Act of 2001 (NCLBA), also identified problems with the quality of FMIS data on BIE school facilities.¹⁵ The Committee attributed the problems to a lack of school-level expertise in using FMIS, inadequate training, unreliable access to FMIS, and infrequent data validation of deficiencies by Indian Affairs' contractor, among other issues.”

Attachment B –SPS+ Architects evaluation summary

The most recent Office of Environment Health and Engineering (OEHE) report dated June 24, 2015, indicates 50 health violations with 15 being critical and two being repeat findings. Critical findings indicate structural deficiencies such as:

- a. Exit doors in building 648 that are difficult to open and closed

- b. Electrical breaker boxes lacking locks
- c. Most of the windows had no blinds and were covered with construction paper
- d. Boys dorm windows were covered with construction paper
- e. Sections of the door sweeps are either missing or damaged allowing rodents and insect entry
- f. Covers on steam heat pipes are damaged and exposing fiberglass insulation
- g. There is a gap between exterior doors where daylight is visible allows rodents and insects to enter
- h. There are gaps around pipes and electoral conduits in the ceiling – allows pests, rodents, and insect entry
- i. There are gaps around the radiator pipes where it goes through the ceiling allowing entry of pests, rodents, insects
- j. There is a ½ inch gap around a floor pipe in the large gym allowing rodents and pests to enter
- k. Exhaust vents are inoperable in boys and girls restrooms
- l. There are gaps between the handwashing sinks and the wall junctures
- m. Paint is peeling off the ceiling in the boys dormitory, paint is peeling off exterior of girls dormitory
- n. Bus loading areas is uneven and extremely worn
- o. Hot water temperatures at the handwashing sinks were 142 degrees – this is excessive heat for handwashing
- p. The hot water is shut off and only allows cold water
- q. Drinking fountains are inoperable

The June report concludes with the statement. “the general health and safety conditions at Shonto Preparatory School were unsatisfactory.”

Many of the findings are only able to be “patched” due to outdated infrastructure and lack of parts for repair. The report only examines what is visible to the visitors. The OEHE did not look at any infrastructure such as electrical lines, boilers, vents, etc. The Office of Environmental Health and Engineering report can be provided upon request.

Attachment C – pages from the Office of Environment Health and Engineering report

It should also be noted that the Shonto Preparatory School is often cited in official BIA and BIE reports.

The U.S. Department of the Interior Office of Inspector General Flash Report, C-IN-BIA-00008-2007, May 2007, specifically cites Shonto Preparatory School, p. 4, citing the electrical deficiencies, rodent problems, lead paint, and aging quarters. This report, although 8 years old, reflects continuous problems in addressing antiquated infrastructure of the school. The DOI, OIG, BIA and BIE continue to submit reports on the conditions of Shonto Preparatory School as an example of the federal governments failed system of support to tribal schools in providing adequate and safe facilities.

3. FORMULA CRITERION 2: CROWDING

The BIA, OFMC, OIEP (BIE) developed and submitted a report, the Educational Space Criteria Handbook, November 1, 2005. This handbook was written to guide guidance for use in planning replacement school construction and planning criteria for the BIA facilities. Shonto Preparatory School was occupied fully 40 years prior to this report.

The handbook contains guidance for computer labs, home economics, fine arts, practical arts, FACE, special education, gifted and talented, and many other programs of a modern school. Forty years prior to this handbook development, and fifty years prior to this new school application the context of education was quite different. Electrical needs, heating and cooling needs, square footage requirements, technology needs, and general administrative requirements were quite different. The current school building has been modified over the years to meet the changing needs of a rapidly changing education environment regarding adequate school buildings.

4. FORMULA CRITERION 3: DECLINING OR CONSTRAINED ENROLLMENT ASSOCIATED WITH POOR FACILITIES

To begin school year 2015-16 the elementary principal has had to limit the number of new enrollees. The classes are filled beyond what is considered safe for the grade level and age of the pre-kindergarten and kindergarten classes. The school has had to place limits on enrollment due to overcrowded classrooms and unsafe conditions due to large numbers of elementary students. The enrollment is constrained due to crowding.

Although Shonto Preparatory School has demonstrated an increase in student enrollment for the school years 12-13 to 15-16 it must be understood that the increase is due to excellent academic opportunities compared to other area schools. It must be also noted that Kaibeto Boarding School (D33N07) and Naa Tsis Aan Community School (D33N11) both have facilities that are considerably newer compared to Shonto Preparatory School. During school year 2014-15, fifty-four students from the Kaibeto Chapter were enrolled in Shonto Preparatory School. This is significant since Kaibeto Boarding School's facility for both the school and dorm is less than 5 years old. During school year 2014-15, sixteen students from the Naa Tsis Aan Community School were enrolled in Shonto Preparatory School. The school building at Naa Tsis Aan is also a newer building.

Attachment D - student enrollment roster indicating chapter affiliation (original document with student names are available upon request)

Constrained enrollment of students has some historical significance. There were two major incidents that have constrained enrollment or caused students to leave the school. Although Shonto Preparatory School is known for academic achievement parents often want newer and safer facilities for their children. The two major incidents that resulted in students being instructed in converted dormitories temporarily and closure of school was rodent infestation and roof collapse.

In September 2006 Shonto Preparatory School had to close for 9 school days due to mice infestation. The infestation is partly attributed to the large gaps in exterior doors and large gaps from the crawlspace of the facility into the occupied areas. Currently the school pays exterminators approximately \$30,000 per year to keep rodents from causing damage to electrical lines and from breeding. Attachment E indicates a special board meeting in which the facility manager and superintendent gave an update report from the clean-up crew used to mitigate the rodent problem. The public attendance sign in sheet is also attached to demonstrate the rodent problem was an issue the community was greatly concerned about. Attachment F shows recent board action demonstrating the school pays a vendor \$29,520.52 per year to keep the school bug and rodent free. The school does not want the past to re-occur.

Attachment E – board agenda to receive reports of rodent cleanup

Attachment F – board action item approving cost of Pest University

In January 2010 Shonto Preparatory School had to close due to the collapse of the school roof in the gym. The school closed for 10 school days. There is great potential the next catastrophic failure is inevitable and will result in future school closure.

Attachment G - news regarding the roof collapse of Shonto Preparatory School gym.

Attachment H – BIA newsletter regarding roof collapse

Shonto Preparatory School Administration and Board recognize there is great potential of failure of the cafeteria / kitchen. A capital improvement plan has been developed and renovation of the cafeteria / kitchen's infrastructure will be improved. The school has little to no backup should the cafeteria fail. Shonto Preparatory School is using interest funds to renovate the cafeteria then seek reimbursement from the BIA.

Student Enrollment

It must also be noted that student declining enrollment is oftentimes impacted by the lack of parent satisfaction due to what many parents consider to be the lack of talented teaching staff. Since the campus is old and the teacherage is marginally livable Shonto Preparatory School has difficulty recruiting teachers to the school. In December 2013 a viable teacher candidate reported to Shonto for duty as an elementary teacher. He showed up on a Sunday evening, checked into his house to spend the night then early Monday morning he departed back to Texas citing unlivable conditions in the teacherage. This is only one incident in which we are aware of. This is a common occurrence at Shonto Preparatory School. Documents supporting the untimely departure of the teacher is available upon request.

Chart 3	
Declining or Constrained Enrollment Associated with Poor Facilities	Points Awarded

School has closed a building due to poor conditions	5 – due to school closure due to mice problem 5 – due to collapse of roof due to snow
School can demonstrate students are transferring because of poor facilities and /or because school has waiting list on day 11 according to NASIS	5 – due to students going elsewhere because of parent perception of the lack of talented teachers and unsafe buildings

After the two main each catastrophic event numerous students move to another school. The staff and school board then spend time and resource assuring parents and community the school is safe and begin to recruit students back to Shonto Preparatory School.

FORMULA CRITERION 4: INAPPROPRIATE EDUCATIONAL SPACE

Shonto Preparatory School uses portions of converted dormitory buildings to provide adequate space for six classes – two computer classes, one art class, one gifted and talented class, one music class, and one band program.

As noted previously in this narrative building #646 houses two student computer labs, one art class, and one gifted and talented program. The classes are housed in a converted dormitory due to lack of space in the main building (#648). In addition building #674 houses a music room and building #671 houses the band program. Both building are in empty dormitory wings not designed for a classroom environment. All of the classes although termed “electives” are indeed necessary classes and the programs contribute to an enriched well-rounded education for the students. The six classes represent approximately 150 students which is approximately 35% of the student population of 428.

The current facilities also does not have any room for culinary art classes (home ec) or adequate space for science labs. Any additional academic programs required conversion of dormitory space.

Shonto Preparatory School does not allow any building space to be used by others not associated with the school.

5. FORMULA CRITERION 5: ACCREDITATION RISKS

The schools is accredited by North Central Accreditation – AdvancEd. There are 7 standards in which the NCA accredits schools. The most recent Quality Assurance Review (QAR) regarding accreditation was performed in the fall of 2011. The final accreditation report was provided to the school in May 2014. The Report of the Quality Assurance Review (QAR) briefly mentions in Standard 5 that the visiting team did note the roof collapse and students being instructed temporarily in other areas of campus. Students were temporarily receiving instruction in the unoccupied wings of the dormitory. Standard 5 was ranked as “emerging” and not accredited. Page 15 of the QAR cites:

"Finding: Shonto Preparatory School has earned the overall assessment level of "Emerging" and has not met this standard for accreditation."

Attachment I – North Central Accreditation AdvancEd Quality Assurance Review report indicating lack of accreditation for Standard 5

Summary of the seven accreditation standards:

Standard 1: Vision and Purpose

Standard 2: Governance and Leadership

Standard 3: Teaching and Learning

Standard 4: Documenting and Using Results

Standard 5: Resource and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

"Observations and interviews show that the K-8 school is an older facility; the gymnasium roof collapsed last winter because of the heavy snow fall. That portion of the building is closed to students and staff. The fire alarm system has been renovated, and new furniture has been purchased for the K 8 classrooms, according to staff."

Standard 6: Stakeholder Communications and Relationships

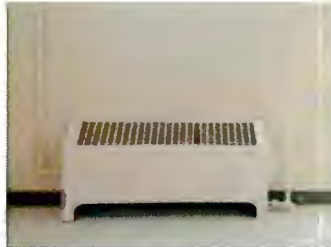
Standard 7: Commitment to Continuous Improvement

6. FORMULA CRITERION 6: SCHOOL AGE

Shonto Preparatory School is over 50 years old. The administration and school board have begun an effort to use interest funds and investment funds to make the school as up-to-date as possible. The elementary school has high level of CO₂ during the school day due to lack of ventilation. The system is connected to the boiler which connects to steam which connects to vents operated on by vacuum. The system is so outdated the facility has merely blocked the outside air from entering the building. The school will begin construction to re-activate the fresh air system to allow air into the building. Research has demonstrated that high levels of CO₂ causes lethargic students which in turns to less engagement to the learning.



Exterior vents blocked



Outdated steam system connected to fresh air

Shonto Preparatory School also fails to meet the Americans with Disability Act (ADA) due to lack of ramps, accessible doors, and ADA compliant bathrooms for both adults and students. The school again will use interest funds and investment funds to bring the school into compliance.



Lack of ramp accessibility wings A and B



Old door jams not design for ADA accessible doors

Even with the plan to install new accessible doors there is always the issue of enough electrical infrastructure to handle the increased load to open the doors.



Typical infrastructure for both electric and internet access.

The school is rapidly falling behind in meeting the students' needs in terms of safety and access to the World Wide Web taken for granted by so many other schools. The school has many exterior lights that were install to ensure a safe building for nighttime hours, but the electric is unable to sustain the load for computer labs, promethean boards, and electric accessible doors.

Due to the brevity required for this application it is impossible to capture the many needs of the school and the students.

Chart 6	
Average age of School Buildings or Dormitories to be Replaced Under the Application	Points Awarded
Over 60	5
50 – 59	4 – Shonto Prep School
40 – 49	3
30 – 39	2
20 – 29	1
Below 20	0

7. FORMUAL CRITERION 7: CULTURAL SPACE NEEDS

The 20th Navajo Nation Council has resolved through CJY-37-05, Enacting the Navajo Sovereignty in Education act of 2005; amending Title Ten and Two of the Navajo Nation Code:

§ 52. Establishment

The Navajo Nation Diné Language Act (hereinafter referred to as the "Act") is hereby established to ensure the preservation and education of the Navajo (Diné) language. The Navajo (Diné) language is an essential element of the life, culture, tradition and identity of the Navajo (Diné) people. The Navajo (Diné) people recognize the importance of continuing and perpetuating the Navajo (Diné) language to the survival of the Navajo Nation. Instruction in the Navajo (Diné) language shall include to the greatest extent practicable, thinking, speaking, comprehending, reading, writing and the study of the formal grammar of the Navajo (Diné) language.

Shonto Preparatory School, being a tribally controlled grant school, has embraced the enactment of the Navajo Nation Council by providing Diné Language and Culture class to help revitalize and maintain the spoken language. Shonto Preparatory School requires Diné Language and Culture class for grades K-8 as a core class. This requires three classrooms. One each for grades K-2, 3-5, and 6-8. One hundred percent of SPS students attend Diné Language and Culture Class daily.

Attachment J: Shonto Elementary classroom assignments

Chapter two of the Bureau of Indian Affairs Space requirement handbook includes language that when applying for new school the applicant will make note of what is necessary to maintain native language and culture classes. At a minimum Shonto Preparatory School requires three full size classrooms to meet the need of the tribal resolution of implementing Diné Language and Culture classes.

Attachment K: Pages from the Space Handbook regarding culture

FORMULA CRITERION 2: CROWDING WORKSEET

Name of school or residential facility: Shonto Preparatory School

1. Grade Levels Served: K-8
2. Date of latest Average Daily Membership (ADM) count: 06/24/15 ISEP certification roster
3. Latest ADM Results. Total: 376.20

Indicate the number of students in each category in the chart below:

GRADE	Total Students	ADM	Special Education	Tribal Language or Native Culture	Gifted and Talented
Kindergarten	69	58.58	7	69	0

1 st Grade	47	39.59	4	47	0
2 nd Grade	48	40.68	4	48	0
3 rd Grade	44	39.63	4	44	0
4 th Grade	52	49.45	5	52	0
5 th Grade	39	33.99	4	39	0
6 th Grade	51	45.32	6	51	0
7 th Grade	42	36.36	2	42	0
8 th Grade	36	32.60	5	36	0
Total	428	376.20	41	428	0

Attachment L: SY 14-15 ISEP certification page

4. Does your school have an approved and funded FACE program? **NO**
5. Does your school have an approved and funded Baby FACE program? **NO**
6. Special Education Program:
 - a. How many students are in pull-out programs? 35 No program
 - Gifted and Talented Program
 - b. Does the school have an approved and funded Gifted and Talented program?
YES
7. This question applies to the middle and high school programs:
 - a. Shop or vocational education. Yes No X
 - b. Home economics. Yes No X
 - c. Tribal Language or Native Culture Yes X No
 - d. Music Yes No X
 - e. Fine Arts Yes No X
 - f. Practical Arts Yes X No
 - g. Physical Education Yes X No
 - h. Computer Yes X No
 - i. Library Yes X No
 - j. Other (provide a listing) Yes No

Although many of the courses are listed as NO there is the ongoing attempt to hire music and band teachers. Once a teacher is hired the facilities are ready to accommodate the classes in the converted dormitories areas.

8. Indicate in the application narrative any information that may have a bearing on space. Use the *2005 BIA Education Space Criteria Handbook* for guidance on space allowances.

ATTACHMENT A – BUILDING 676 FORMER CULTURE ROOM AND AUDITORIUM



SHONTO PREPARATORY SCHOOL: Kindergarten-8th Campus Evaluation ReportSPS+ Project Number: 1308
April 2014**PRELIMINARY COST ESTIMATE****SITE COST ESTIMATES**

	ITEM / LOCATION	CIVIL SUBTOTAL	PLUMBING SUBTOTAL		ELECTRICAL SUBTOTAL	SUBTOTAL	TOTAL
	LAYOUT / GENERAL, GRADING & DRAINAGE	\$ 70,600.00				\$ 70,600.00	
	TRANSPORTATION	\$ 6,636,677.56				\$ 6,636,677.56	
	WATER	\$ 1,459,000.00				\$ 1,459,000.00	
	FIRE PROTECTION	\$ 456,172.00				\$ 456,172.00	
	WASTEWATER	\$ 2,335,780.00				\$ 2,335,780.00	
	PROPANE		\$ 375,000.00			\$ 375,000.00	
	ATHLETIC FIELDS (FOOTBALL & BASEBALL)				\$ 429,538.00	\$ 429,538.00	
	PARKING AROUND CAMPUS				\$ 4,005.00	\$ 4,005.00	
	SITE SUBTOTALS =	\$10,958,230	\$ 375,000.00		\$ 433,543.00		
						SITE TOTAL COST = \$	11,766,772.56

Attachment B - SPS+ Architects Summary

PRELIMINARY COST ESTIMATE

BUILDING COST ESTIMATES

BLD NO	BUILDING NAME	ARCH & STRUC SUBTOTAL	PLUMBING SUBTOTAL	MECHANICAL SUBTOTAL	ELECTRICAL SUBTOTAL	BUILDING SUBTOTAL	TOTAL
#1 - 629 #2 - 652 #3 - 628 651	WELL HOUSE SEWER STORAGE	\$ 15,902.00	REFER TO CIVIL	REFER TO CIVIL	\$ 500.00	\$ 16,402.00	
646	ADMINISTRATION	\$ 4,135,515.75	\$ 300,000.00	\$ 750,000.00	\$ 97,510.00	\$ 5,283,025.75	
648	K-8 SCHOOL	\$ 12,026,455.00	\$ 400,000.00	\$ 1,200,000.00	\$ 82,725.00	\$ 13,709,180.00	
649	MUSIC	\$ 843,350.00	\$ 35,000.00	\$ 44,000.00	\$ 22,590.00	\$ 944,940.00	
650	WELDING / TRANSPORTATION	\$ 184,250.00	\$ 10,000.00	\$ 24,000.00	\$ 4,800.00	\$ 223,050.00	
671	BOYS DORM	\$ 8,440,570.94	\$ 475,000.00	\$ 950,000.00	\$ 47,200.00	\$ 9,912,770.94	
673	CAFETERIA / KITCHEN	\$ 2,859,295.06	\$ 350,000.00	\$ 250,000.00	\$ 59,100.00	\$ 3,518,395.06	
674	GIRLS DORM	\$ 10,250,510.94	\$ 475,000.00	\$ 950,000.00	\$ 45,540.00	\$ 11,721,050.94	
676	VACANT BUILDING	\$ 10,250,510.94	\$ 475,000.00	\$ 1,150,000.00	\$ 617,025.00	\$ 12,492,535.94	
672 675 677	TWO CAR GARAGE	\$ 120,203.88	\$0	\$0	\$ -	\$ 120,203.88	
678	FIRE PROTECTION/ SHOP	\$ 305,976.25	\$ 20,000.00	\$ 28,000.00	\$ 9,035.00	\$ 363,011.25	
789	BOARD ROOM	\$ 184,520.88	\$ 5,000.00	\$ 6,500.00	\$ 11,800.00	\$ 207,820.88	
790	21ST CENTURY	\$ 232,118.75	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 242,618.75	
791	DAYCARE	\$ 232,118.75	\$ 3,500.00	\$ 3,500.00	\$ 6,310.00	\$ 245,428.75	



Office of Environmental Health & Engineering
P.O. Box 368
Kayenta, AZ 86033
Phone: (928) 697-4062
Fax: (928) 697-4058

June 24, 2015

Lemaul Adson, Superintendent
Shonto Preparatory School
P O. Box 7900
Shonto, AZ 86054

Dear Mr. Adson:

Attached is a copy of the Comprehensive Survey report for the Shonto Preparatory School. Loretta Littlesalt, Service Unit Sanitarian, conducted a survey on May 07, 2015 for the purpose of assessing the facilities for conditions that may adversely affect the health of the students and staff. Mrs. Patricia Bryant, Lead Housekeeper, accompanied the surveyor throughout the buildings. A close-out review was held with Marlon Holiday, Facility Manager, Shonto Preparatory School.

The school buildings and dormitories were surveyed for compliance with the most recent edition of the Life Safety Code, National Electrical Code, Uniform Building Code, Uniform Plumbing Code, Indian Health Services Sanitation Guidelines and the 2001 FDA Food Code.

There were a total of 50 violations. Fifteen violations were critical and 2 violations were repeated from a prior survey. The critical violations were:

1. Exit door were hard to open at the Middle School classroom #103, Elementary School, Small Gym west exit and Elementary School Corridor, north exit directly across from the Library.
2. The covers for the steam heat pipes were damaged exposing the fiberglass insulation in the Elementary Wing A classrooms. The heat pipes were approximately 6 inches above the floor and were accessible to children.
3. Eight (8) fire extinguishers were last serviced May 2013, one (1) fire extinguisher was last serviced August 2012 and one (1) fire extinguisher was last serviced December 2007. Service fire extinguishers at intervals of not more than one year.
4. One fire extinguisher was missing from the cabinet in Elementary School Corridor, east entrance by Large Gym.
5. Several of the Emergency Exit windows were blocked by storage of miscellaneous items beneath the windows in Elementary School, Wing A classrooms. Store items appropriately.
6. Numerous breaker boxes did not have latches on the door and had to be opened with a screwdriver. Replace the missing door latches with lockable latches.

for the swings. Remove the swings. **CRITICAL**

2. There were open "S" hooks on the swings at the seats and where the chain attaches overhead. Open "S" hooks provide for entanglement of children's clothing. An "S" hook is considered closed if there is no gap or space greater than 0.04 inches (about the thickness of a dime). Remove the swings. **CRITICAL**
3. Protective barriers were missing on a composite play tunnel structure and on the spiral pole platform by the Girls' Dormitory. A protective barrier is used to minimize the likelihood of accidental falls from elevated platforms. Until new protective barriers are installed, do not use these two playground equipment. **CRITICAL**
4. There was a damaged retaining wall for the composite play tunnel structure by the Girls' Dormitory. Install a new retaining wall.
5. The slide beds at the exits were cracked on the composite play structures on the playground east of the Elementary School and on the playground by the Boys' Dormitory. Install new slides.
6. There was a loose handrail on a stairway to a composite play tunnel structure on the playground east of the Elementary School. Secure the handrail.
7. Wood chips were displaced under the swings located between the Middle School and the Elementary School. Rack the displaced wood chips into place so that a constant depth is maintained at all times.
8. The liners were exposed under the composite play structures east of the Elementary School and by the Girls' Dormitory. Consult with the Manufacturer on realigning the liner.

VIII. CONCLUSION

Based on the current survey, the overall general environmental health and safety conditions at the Shonto Preparatory School were unsatisfactory.

At the conclusion of the survey the major findings and recommendations were discussed with Mr. Marlon Holiday, Facility Manager, Shonto Preparatory School.

The surveyor would like to thank the Shonto Preparatory School staff for their courtesy and cooperation during the survey.

Submitted By:

Loretta Littlesalt
Service Unit Sanitarian
Kayenta Service Unit

Attachment D - student enrollment roster indicating chapter affiliation

2015-2016 SY

LAST	FIRST	GR	CHAPTER	TOWN
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	8	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	PKG	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	4	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	5	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	6	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	KG	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	3	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	1	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	8	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	4	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	7	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	3	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	2	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	1	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	1	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	4	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	7	Kaibeto	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	5	Kaibeto	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	PKG	Kaibeto	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	7	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	1	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	7	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	KG	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	4	Kaibeto	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	7	Kaibeto	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	4	Kaibeto	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	3	Kaibeto	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	6	Kaibeto	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	7	Kaibeto	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	PKG	Kaibeto	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	4	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	5	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	KG	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	4	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	4	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	6	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	4	Navajo Mtn	Kaibeto

2014-2015 SY

LAST	FIRST	MI	GRADE	CHAPTER	TOWN
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	E	8	7	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	L	5	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	B	2	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	B	KG	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	P	7	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	L	PKG	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ		1	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ		6	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	H	8	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	M	KG	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	R	3	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	A	8	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	M	3	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	V	8	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ		7	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ		KG	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	L	8	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	J	3	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	L	3	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	M	5	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	D	7	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ		KG	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	R	2	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	T	7	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	W	5	37	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	W	4	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	L	2	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	L	1	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	L	KG	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	C	7	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ		8	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	L	6	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	I	PKG	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	B	KG	84	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	K	7	97	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	C	8	97	Kaibeto
ᐃᐅᐱᐱᐱ	ᐃᐅᐱᐱᐱ	J	KG	97	Kaibeto

Attachment D - student enrollment roster indicating chapter affiliation

✱•X■X(er)X■	✱X■X(er)X■	KG	37	Kaibeto
✱•X■X(er)X■	✱X■X(er)X■	8	Kaibeto	Kaibeto
✱◆X■X(er)X■	✱X■X(er)X■	8	37	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	3	37	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	1	37	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	3	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	5	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	3	37	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	8	37	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	6	37	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	1	84	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	4	Navajo Mtn	Shonto
✱X■X(er)X■	✱X■X(er)X■	2	Navajo Mtn	Shonto
✱X■X(er)X■	✱X■X(er)X■	2	Navajo Mtn	Shonto
✱X■X(er)X■	✱X■X(er)X■	6	Navajo Mtn	Shonto
✱X■X(er)X■	✱X■X(er)X■	8	Navajo Mtn	Shonto
✱X■X(er)X■	✱X■X(er)X■	6	Kaibeto	Shonto
✱X■X(er)X■	✱X■X(er)X■	8	Kaibeto	Shonto
✱X■X(er)X■	✱X■X(er)X■	3	Kaibeto	Shonto
✱X■X(er)X■	✱X■X(er)X■	PKG	Navajo Mtn	Shonto
✱X■X(er)X■	✱X■X(er)X■	5	Navajo Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	7	Navajo Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	4	Kaibeto	Tonalea
✱X■X(er)X■	✱X■X(er)X■	4	Navajo Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	5	Navajo Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	8	Navajo Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	7	Navajo Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	8	Navajo Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	5	Navajo Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	PKG	Navajo Mtn	Tuba City

✱X■X(er)X■	✱X■X(er)X■	M	4	97	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	M	7	97	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	J	6	97	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	D	3	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	M	6	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	L	8	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	M	6	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	T	4	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	A	6	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	K	3	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■		2	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	R	5	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	N	6	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	J	8	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	J	7	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	L	2	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■	L	4	Kaibeto	Kaibeto
✱X■X(er)X■	✱X■X(er)X■		5	Kaibeto	Kayenta
✱X■X(er)X■	✱X■X(er)X■	G	8	Kaibeto	Kayenta
✱X■X(er)X■	✱X■X(er)X■	K	4	Kaibeto	Page
✱X■X(er)X■	✱X■X(er)X■	K	2	Kaibeto	Page
✱X■X(er)X■	✱X■X(er)X■	D	4	Nav Mtn	Page
✱X■X(er)X■	✱X■X(er)X■		6	Nav Mtn	Page
✱X■X(er)X■	✱X■X(er)X■	H	3	Nav Mtn	Shonto
✱X■X(er)X■	✱X■X(er)X■	A	1	Nav Mtn	Shonto
✱X■X(er)X■	✱X■X(er)X■	P	1	Nav Mtn	Shonto
✱X■X(er)X■	✱X■X(er)X■	L	8	Nav Mtn	Shonto
✱X■X(er)X■	✱X■X(er)X■	P	7	Nav Mtn	Shonto
✱X■X(er)X■	✱X■X(er)X■	A	4	Nav Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	A	6	Nav Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	M	3	Nav Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	N	4	Nav Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■		7	Nav Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	N	6	Nav Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■		6	Nav Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	A	7	Nav Mtn	Tonalea
✱X■X(er)X■	✱X■X(er)X■	E	4	Nav Mtn	Tonalea

NOTICE OF SPECIAL MEETING

September 18, 2006

The Shonto Governing Board of Education, Inc.
Shonto Preparatory School
Shonto, AZ. 86054

Pursuant to A.R.S. 38-431.01 and N.C. Title 10, section 106C, notice is hereby given to the members of the Shonto Preparatory School Board and to the general public that the Board will hold its Special Board meeting open to the public on September 18, 2006 at 6:00 p.m. in the Board Room located across from the Elementary School. As indicated in the agenda, the Board may vote to go into Executive Session with regard to any matter listed on the agenda pursuant to A.R.S. §38-431.03A.1, regarding Personnel matters; pursuant to A.R.S. §38-431.A.3.A.2, regarding confidential records, and pursuant to A.R.S. §38-431.A.3 and/or A.4 for legal advice or with regard to matters pending or contemplated litigation, or in settlement discussions conducted in order to avoid or resolve litigation. Legal advice may be obtained by telephone. If any disabled person needs any type of accommodation, please notify SPS administration at (928) 672-2652 at least 24 hours prior to the scheduled time.

AGENDA

1. Call to Order – Mr. Raymond J. Holgate, President, SPS Governing Board of Education, Inc.
2. Invocation/Moment of Silence.
3. Roll Call - Ms. Martha A. Tate, Secretary, SPS Governing Board of Education, Inc.
4. Announcements
5. Executive Session:
 - a. Telephone Conference Call with Attorney Review Contract Issues and Potential Litigation
6. Return to Open Session:
7. **Reports:**
 - a. Environmental Work Done by Spray Systems Environmental – Mr. Huber
 - b. Monitoring Work Done by Nana Design Systems – Mr. Huber
 - c. Work Done by University Pest Control – Mr. Huber

8. Public Input:

The Governing Board will take consideration of concerns and comments from the public with a time limit of five (5) minutes per person. Those wishing to address the Board must fill out a form, which is available at the meeting. Actions taken as a result of public comments are limited to directing staff to study the matter, and/or to reschedule the matter for further consideration and decision.

9. Board Comments/Concerns:
10. Next Regular Governing Board Meeting – October 3, 2006 @ the Board Room.
11. Adjournment

Approved:


Mr. Raymond J. Holgate, President
Shonto Governing Board of Education, Inc.

9/14/06
Date



SHONTO PREPARATORY SCHOOLS

- Board Agenda Item

Agenda Section: Support Services Meeting Date: 7/10/15

Item: Requesting Governing Board approval for a 12 month contract for pest control management

Personnel ☒ Action ☐ Discussion ☐ Information Only ☐

Submitted by: Lemual Adson, Superintendent

Recommendation:

The Support Services Department recommends the Governing Board to approve the twelve month contract for the pest control management with University Termite & Pest Control. University Termite & Pest Control are committed to service and fit the need of SPS Facilities which also includes housing.

The University Termite & Pest Control's and Shonto Preparatory School objectives are:

- Reduce pest sightings on facility contracted areas to zero
- To identify and document conditions contributing to pest "site carrying capacity" within contracted areas
- To establish a preventative maintenance program to exclude pests from all facilities

Relevant Data:

VENDOR NAME	CONTACT PERSON/PH.NO.	SY 2015 - 16 TOTAL
University Termite & Pest Control	Doug Brunner/520-886-4146	\$29,520.52
Conn Pest Control	Judy Shelton 928-526-0168	\$23,007.60
5 vendors contacted	Do not serve the Northern AZ	Do not serve Northern Az.

Account Code(s) (REQUIRED
if applicable):

296-100.2620.6330.500

APPROVED BY:

Pearl Smith
Pearl Smith - Business Manager
Business Office
Date

Cynthia Morris
Cynthia Morris - Director
Office of Human Resources
6/29/15
Date

Lemual Adson
Lemual Adson, Superintendent
Office of the Superintendent
6-29-15
Date

Administrative Assistant I
Administrative Assistant I
Office of the Superintendent
6/29/15
Date

Attachment G - news regarding the roof collapse of Shonto Preparatory School gym

Shonto Preparatory School Gymnasium Ceiling Collapses, No One Is Hurt

January 26, 2010

Shonto Gymnasium Ceiling Collapses from Snow Accumulation

SHONTO, AZ – As of Tuesday, January 26, 2010, the Shonto Preparatory School Kindergarten through Eighth Grade building is still closed while the gym ceiling that has collapsed is undergoing assessment and repairs. Due to an announcement and call for snow shoveling laborers on Monday, the work to repair the school gymnasium has begun.

On Thursday, January 21st, at approximately 10:15 PM, the roof on the K-8 School large gym totally collapsed and fell to the floor. No one was in that space at the time, and no one was injured. The destruction is total. This gymnasium and its beautiful Navajo wall murals and large rug cannot be used again. This is a terrible cultural loss to our community. We have already notified the BIE, and we fully expect that they will authorize and fund the construction of a new and larger gymnasium with their emergency funding reserve.

School will be closed on Monday, Tuesday, and Wednesday of next week and will reopen on Thursday, January 28, 2010. No K-8 child will be entering the K-8 School. We are temporarily relocating all K-8 students to the administration building, dorms 3 and 4, and possibly to the board meeting room.

Based on a press release, the School Administration had a meeting on Monday, January 25, 2010 to discuss normal school days. They issued a statement, "We expect to have a certified structural engineer arrive Friday night to thoroughly examine every facility – K-8 School, High School, Dorms, Cafeteria, Administration Building, Grizzly Den, and others to make certain that these buildings are safe and in no danger of collapse. Once certified as safe, our Maintenance crew will then go on top of the buildings to take care of the snow that has accumulated during this extended stretch of bad weather. Even if the remainder of the K-8 School is determined to be safe, we will not allow our students into the building until we have dealt with that snow accumulation and have 100% assurance that we can at least use parts of that school."



Briefs

Workforce Trainees, BIA Employees Bring Food to Stranded South Dakotans



Cheyenne River Agency Realty employee Mona Longbrake assists in the February food distribution preparation.

Extreme January storms across the Cheyenne River Sioux Reservation in South Dakota left some tribal families without food and power for weeks. Cheyenne River Agency staff—along with facility management Workforce Training workers—were part of a massive effort to distribute food and supplies throughout the rural reservation.

Structural Firefighter Training Set for June

Structural Firefighter Training for BIA and tribal firefighters will be:

June 7 - Navajo Region

June 14 - Northern Cheyenne Agency

June 17 - Standing Rock Agency

June 21 - Rosebud Agency

June 24 - Pine Ridge Agency

Contact: Structural Fire Protection Program Manager Ed Abeita at (505) 563-5109 or edward.abeita@bia.gov

Winter Storms

Arizona Buildings Collapse, Cheyenne-Eagle Butte Freezes

Approximately 24 inches of snow accumulated atop the **Shonto Preparatory School gymnasium**, leading to the collapse of the gym's roof which was approximately 97 ft. by 100 ft.

According to a school security guard, on Jan. 21, several students were playing basketball in the gymnasium around 10:00 a.m. when one of the boys noticed that the roof trusses were starting to split down the middle. He reported it to the guard who immediately ordered the students to leave the gym. An hour or two later, the roof collapsed. No students or staff were injured in the collapse. The school's Continuity of Operations Plan (COOP) was implemented and a structural engineer has since assessed the safety of the remainder of the building.

The same gym roof design is used at nearby Tonalea Day School, Kaibeto Boarding School and Rocky Ridge Boarding School. Elsewhere in Arizona, the Fort Apache Agency had structural damage to buildings at its McNary location due to the same storm.

In South Dakota, a community power outage during an extreme freeze led to the bursting of pipes throughout the Cheyenne-Eagle Butte School. Also, modular buildings at Takini School had water damage and the Tiospaye Topa School water tower was damaged.

Purchasing emergency generators, such as were bought for the Choctaw schools in Mississippi after Hurricane Katrina and Oklahoma schools after last year's ice storm, is underway to prevent damage to Indian Affairs buildings when a community's power fails.



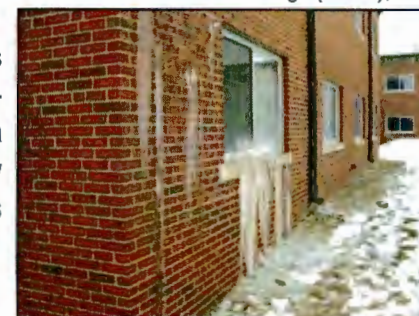
The gym roof collapsed in January at Shonto Preparatory School in Arizona. The gym was built in 1966.



This building at the McNary location of the Fort Apache Agency in Arizona collapsed in January.



A computer lab floor glistens with water in January (above) at Cheyenne-Eagle Butte School in South Dakota, where a dorm had water damage (below), too.



**Report of the
Quality Assurance Review Team
for
Shonto Preparatory School**

PO Box 7900
East Highway 160 & Route 98
Shonto, Arizona, United States 86054-7900

Dr. Richard J. McClements, Superintendent

Review Dates: 02/08/2011 - 02/09/2011



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Strengths - The team noted the following successful practices deserving of recognition:

- The schools have a strong commitment to the implementation of technology in all of the classrooms.
- Fire evacuation plans are posted in all of the classrooms and offices throughout the buildings.
- Ample financial resources are available to implement a curriculum that enables students to achieve expectations for student learning.
- Numerous staff is available to assist with achieving the mission and vision for each facility.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Ensure all staff are highly qualified and appropriately certified for the content area they will be teaching.
- Clearly define the professional development plans for the staff.
- Ensure each building administrator has access to the school budget to allow them to plan for each of their buildings.

Finding: Shonto Preparatory School has earned the overall assessment level of "Emerging" and has not met this standard for accreditation.

Standard 6. Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Documents and interviews indicate that efforts are made to involve parents quite often, but few parents participate in school committees. Staff said many parents come to the parent center and participate in ICare meetings there. Parents indicate that those who make an effort are welcomed by the school and are encouraged to participate. Parents feel they are kept informed of their students' academics with report cards, awards of academic success, and letters of failure. ICare keeps students and parent involved.

Staff said the types of communication include technology, phone calls, verbal and written communication, a school newspaper created by high school students in computer class, school calendar, monthly calendars, parent newsletter, parent handbook, home visits, and parent-teacher conferences. Parents have access to the school website (ShontoPre.org) and Outlook according to staff; however, parents said that only about 20% of parents are able to communicate via email and a smaller percentage access student information electronically.

Stakeholders report they feel free to take any concerns to administrators and school counselors. They said they could also use the PAC and IEC (Indian Education Committee) as a means to communicate and collaborate with the school. No evidence was found to show that SPS solicits the knowledge and skills of the community stakeholders. Parents report they have very little knowledge of the mission statement and how it is applied to their school. Stakeholders feel they need to be educated about school goals and educational topics to help be a stronger supporting entity.

During interviews students were unable to communicate how goals are set. Students said they did not participate in the development of the mission statement. Students interviewed were not aware of how

Bldg. 648 Room Assignment / Evacuation Map Shonto Preparatory K8 School

May 2015

C-29 Freida Laughter 6 th	C-30 Barbara Begay Dine Language/ Culture 6 th -8 th	C-31 Elrena Dougi ELA 7 th -8 th	C-32 Greg Mooring DEAN'S OFFICE	Exit ↑	C-33 Reed Kellywood TA: Tyson Calamity, Kirkland Dewakuku ESS	C-34 Lena Begaye ESS	Boy's Restroom	Girl's Restroom	Janitor's closet
← Exit					← Exit				Exit →
C-28 Lois Lane 6 th	C-27 Sophia Kelly Social Studies 7 th -8 th	C-26 VACANT Math 7 th -8 th	C-25 Leola Secody Science 7 th -8 th	Exit ↓	C-24 David Lynch P.E./Health 5 th -8 th	C-23 Harrison Miles Math Coach 4 th -8 th	C-22 Michelle Seaton Math Invention		
B-17 Lance Morgan Early Childhood Intervention	B-18 Simone Boutang TA: Berlinda Bryant Pre-K	B-19 Verna Tallsalt Shared T/A: Alyce Littleman 1 st	Exit ↑	B-20 Geneva Meyers Reading Intervention	B-21 LaVerne Tsosie Dine Language/Culture Pre-K-2 nd				
← Exit				← Exit					Exit →
B-16 Katherine Black T/A: Laverne Begay K	B-15 Cheryl Grass T/A: Berlinsea Kee K	B-14 Smibert Johnson T/A: Christine Laughter 1 st	Exit ↓	B-13 Carmelita El-Hajj 2 nd	B-12 Emma Valdo 2 nd	Shared 2 nd Grade T/A: Eloise Yazzie		Janitor's	
A-7 Gerlie Fout 3 rd	A-8 Ethel Slick 5 th	A-9 Annie Johnson 4 th	A-10 Wanda Benale 4 th	Exit ↑	A-11 Frank Smith P.E./Health PreK-4 th	Principal Frederick T. Fout	MAIN Marjorie Laughter Adm. Assistant.	OFFICE Treva Worker Registrar/NASIS Adm. Mary Greyhat Switch Board - Receptionist	
← Exit					← Exit				Exit →
A-6 Carol Boles 5 th	A-5 Kimberly David Shared T/A: Felicia Laughter 3 rd	A-4 Cheryl Laughter ESS	A-3 Caroline Johnson Dine Studies 2 nd -5 th	A-2 VACANT Math Intervention	A-1 VACANT SCHOOL NURSE	Closet	Staff RR GIRLS RR	Janitor's Closet	*Staff RR BOYS RR

Cent. Rm. #101, 103, 105: Sarah Tunney-Computer K-5, Regina Sells - CTE 6th-12th, Cent. Rm. #106 & 108 - Pauline Mooring-GT/Art-6-8, Cent. Rm. #110 Elizabeth Chee- Art-PreK-5

Room 4 VACANT - Music/Band x 2

BUREAU OF INDIAN AFFAIRS
EDUCATION SPACE CRITERIA HANDBOOK
Chapter 2. Criteria Handbook Application

for all of its programs without having to build and maintain unnecessary space. From a planning perspective, the rule is as follows:

- 1) For fractional enrollment less than 0.5, a half-size classroom is warranted.
- 2) For fractional enrollment greater than or equal to 0.5, a full-size classroom is warranted.

During the design phase, the architects and engineers working on the project will determine the most appropriate configuration to account for multiple grades with fractional enrollment. Fractional spaces can be combined by the architects and engineers for the best utilization of space.

C. Step 3. Apply Criteria to Determine Net Square Footage.

After the enrollment figures are analyzed, space criteria will be utilized to determine the facility space allocations for the core programs. The preferred method of applying this criteria is to begin at the top of the spreadsheet in Appendix D and proceed line by line through the criteria to document the maximum space allowance for each program.

D. Step 4. Identify and Approve Eligible Non-Core Programs.

These criteria address only *core* programs for the Bureau; however, many schools conduct programs the Bureau does not recognize as core. A *non-core program* is any program not specifically mentioned in this handbook; i.e., Gifted and Talented, Advanced Reading and Math, Tribal Specific Cultural Classes, NASA lab, and equestrian.

When an approved non-core program is requested, the planner will recommend the amount of space needed to accommodate the non-core program. The Director, OIEP approves non-core programs and final determination of space allocation for non-core programs will be a joint concurrence of the Director, OIEP and Director, OMSS. When concurrence cannot be achieved, the Assistant Secretary, Indian Affairs will make the final determination.

E. Step 5. Convert Net-to-Gross.

The maximum space allowances identified in this handbook for specific programs are specified in terms of net square footage. Additional square footage will be added to the total net square footage to provide for circulation and related non-specific program spaces, including mechanical equipment rooms, utility chases, student and public restrooms, corridors, stairwells, ramps, and wall thickness. The total gross square footage for an education facility equals the total net square footage plus circulation allowances and related non-specific program space. A detailed description of the net-to-gross conversion is included in Section 3 of this handbook.

Attachment K: Pages from the Space Handbook regarding culture

**BUREAU OF INDIAN AFFAIRS
EDUCATION SPACE CRITERIA HANDBOOK**

Chapter 4. Interdisciplinary/Standard Elementary, Middle and High School Classrooms

- C. A separate handicapped-accessible male and female restroom with toilet and sink of approximately 80 square feet of space will be provided for kindergarten and first grade classrooms only. To the extent possible, these restrooms shall be located between kindergarten and first grade classrooms.
- D. Multi-grade classroom space, or classroom space designed to accommodate multiple classes, will be based on the standard size of the lower grade, not to exceed 880 SF.
- E. Bilingual Education and/or Cultural Studies Programs will utilize existing interdisciplinary standard size classroom(s).

Attachment L: SY 14-15 ISEP certification page

Shonto Preparatory School
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ISEP Eligible/Non-Eligible/Exceptions Roster cont.
Report Type: Certification

Calendar: 2014-2015 SPS K-5 2014-2015 SPS 6-8

Program Type I: Instructional

Exceptions Certifications

Total Exceptions: 0

Name Grade Exception Type

Verification Summary for Qualified Students

Grade	Total Students	ADM*	SPED	LEP	NLL	GT
KG	69	58.58	7	0	69	0
01	47	39.59	4	0	47	0
02	48	40.68	4	0	48	0
03	44	39.63	4	3	44	0
04	52	49.45	5	14	52	0
05	39	33.99	4	25	39	0
06	51	45.32	6	29	51	0
07	42	36.36	2	27	42	0
08	36	32.60	5	28	36	0
Total	428	376.20	41	126	428	0

	Total Students	ADM*	SPED	Language	GT
School Total	428	376.20	41	428	0

*Average Daily Membership: student membership days divided by total instructional days in calendar multiplied by percent enrolled.



SHONTO PREPARATORY SCHOOLS

Haleebée Na'nitin Binahji' Da'ólta'í Binitse'kees dóó Bina'nitin Bidziil

Empowering Student Learning Through Quality Education

www.shontoprep.org

February 11, 2016

Honorable Jonathan L. Hale, Chairperson
Health, Education and Human Services Committee
23rd Navajo Nation Council
Window Rock, AZ 86515

Mr. Hale,

I have enclosed the new school application submitted by Shonto Preparatory School to the OFMC/BIA. In addition to the actual application I have enclosed the Notice of Non-selection from the Director, Office of Facilities, Property, and Safety Management, United States Department of Interior.

The School Board, staff, student and community members are truly grateful the HEHSC will advocate for new school construction consideration.

Thank you,

Lemual B. Adson
Superintendent