

2026 – 2027

Student and Parent Handbook

Home of the Knights

Governing Board Approval: July 15, 2026

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INTRODUCTION

WELCOME STUDENTS AND PARENTS

The Student and Parent handbook is provided for you to review and familiarize yourself with school rules and policies; and to provide you with general information about the school. You are encouraged to read this handbook so that you are knowledgeable about the rules and policies and become involved in your school. Each student will respect the rights and privileges of other students and school staff. Students will exercise their rights and responsibilities 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 where students, staff, and visitors are safe.

GOVERNING BOARD MESSAGE

Ya' at' eeh dóó Ahehee', The Governing Board cordially welcomes all students to the "Home of the Knights" for the School Year 2025-2026. They 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 and maintaining a safe and nurturing school environment whereby students are expected to succeed and excel.

The Governing Board believes education is foremost in your lives. 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 Diné**,** 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.

CDC/ ADHS STATEMENT

Greyhills Academy High School aims to provide a safe learning environment for students, staff, parents, visitors 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. GAHS has contingency plans available for emergency mobilization.

PHILOSOPHY OF EDUCATION

Every student is entitled to an education which should 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. Áłchíní dahóyá dooleeł.
2. Students will engage in a culturally based curriculum within the fundamental construct of the Diné culture standards including language, culture, history, government and character development.
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. Improved literacy,
    c. Cognitive Development,
    d. Attendance,
    e. Physical and mental Well-being, and
    f. Personal Responsibilities and Citizenship.
5. Students will work in partnership in the development of school and student governance.
6. The inner talents, gifts and abilities of our students will be recognized and nurtured equitably in academics, athletics, and all other programs offered within the GAHS community.
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, student achievement, and student services.
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 Safety Guidelines issued by tribal, state, and federal entities while attending school business in-person within the building and at school-sponsored events. We will monitor local matrixes that allow a safe occupancy of the school 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 Safety Guidelines issued by tribal, state, and federal entities while conducting in-person business within the school building and at school-sponsored events. We will monitor local matrixes that allow a safe occupancy of the school building.
- Make every effort to provide for the physical and emotional needs of the student.
- Encourage child(ren) to attend school, attend after-school tutoring, promptly report absences and tardiness to the school registrar.
- Keep informed of school policies and academic requirements of school programs.
- Support their child(ren) in pertinent school-related activities/organizations.
- Be sure their child(ren) are appropriately dressed for school and school activities.
- Discuss report cards and school assignments with their child(ren).
- Bring to the attention of school authorities any learning challenges or conditions that may relate to their child(ren)'s education.
- Maintain up-to-date contact information such as home, work, and/or emergency telephone numbers, email, and other pertinent information at the school.
- Assist their child(ren) in understanding their responsibilities as outlined in this handbook and submit a signed statement (pages 38, 39, 40, & 41 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 Safety Guidelines issued by administration.

- Ensure quality instruction and ensure a safe learning environment.
- Ensure safety at extracurricular activities, afterschool program, and school sponsored events.
- Teach to the standards of performance required by the school.
- Adherence to the ethical standards of the teaching profession and exhibit professionalism.
- 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.
- Be ready to share pertinent information with parents and other stakeholders such as attendance reports, up-to-date progress reports with current grades, missing assignments, and other requested instructional documents.
- Follow requirements to attend student meetings to report on student needs, services met, student progress, etc.
- Submit attendance on Infinite Campus within the first 15 minutes of each class period, daily.
- Input student grades on Infinite Campus at least once per week to provide up-to-date reports.
- Post classroom codes of conduct or classroom rules and review at least once per week.

RESPONSIBILITIES OF PRINCIPALS

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

- Implement and enforce Safety Guidelines.
- Assure quality instruction and shared leadership.
- Aid students in learning appropriate school behavior.
- Facilitate the school discipline management plan, train teachers, and respond to discipline matters.
- Encourage parental communication with the school and participation in parent-teacher conferences.
- 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, and 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 encouraged to ask for the following information:

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/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 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. The 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

The 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 are required by federal law.

The senior administrator or designee will 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 share housing due to loss of housing, economic hardship or a similar reason.
- Children and youth live in motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations.
- Children and youth living in emergency or transitional shelters.
- Children and youth are abandoned in hospitals.
- Children and youth awaiting foster care placement.
- Children and youth whose primary night-time residence is not ordinarily used as regular sleeping accommodation (e.g. park benches, etc.).
- Children and youth live 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.

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

Student attendance closely matches student academic achievement. Students receiving failing grades almost always have a high number of absences and tardies. Attendance procedures are intended to involve parents/guardians, teach students responsibility, and have teachers lead in terms of instruction and accountability.

The goal of our attendance policy is to establish high standards for school attendance and to ensure a smooth transition to the workplace and other educational institutions after high school. Parents play an important role in encouraging daily attendance. Students and parents are encouraged to schedule all appointments outside of school hours or weekends, so as not to interfere with the student's education as much as possible. Pursuant to tribal laws, Navajo Nation Code Title 10 – 118, a student must be in school until s/he reaches age eighteen (18) per. Students will promptly make-up any missed exams or assignments by planning prior to and/or after absence(s). Responsibilities lie upon the student to enact these arrangements with their teachers.

TYPES OF ABSENCES: EXCUSED/UNEXCUSED

Excused absences include illness,

Excused Absences are illness, bereavement, medical appointments, school-imposed consequences, parental/guardian notices for absences, internet connectivity issues when in virtual setting and medical emergency such as Covid-19.

School Sponsored Activity (SA) are absences where the student is on an extracurricular activity such as *field trips, athletic participation, and all other school sponsored activities like testing. Students who participate in school sponsored activities and are absent from class(es) are required to make up class assignments, assessments, and participation points missed during school related activity(ies). School related absences will be marked as 'SA' for school activity and the absence is not added to their excused absences/unexcused absences because the student is attending school.*

Unexcused Absences are absences left in the system without any parental or guardian verification or note. The parents or guardians did not contact the school by note, email, or telephone call.

Non-School Extra-curricular Activities. Students participating in non-school extracurricular activities shall consult with the 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 days or more in any given class period per semester shall not receive credit in his/her class(es). The 10 days is a combination of excused and unexcused absences. This includes excused absences such as illness, bereavement, doctor, optometrist and dental appointments. When the student is absent on the 10th day in their class for the semester, the student will be in automatic NO CREDIT status.
2. A parental conference may be held for a follow up on the students' attendance on the 3rd, 5th, 7th and 9th day of absence. A meeting will be arranged by the teacher, academic counselor, and/or attendance clerk to address the 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 Appeals Committee that includes documentation to support absences (excused and unexcused); as well as submitting all other required documents requested in the Appeals process. The release of credit will be determined by the attendance appeals committee.
4. Any student absent ten (10) consecutive days (for all classes) will be dropped from the school roll. S/he will be permitted to re-enroll and readmitted only when accompanied by parent(s) or guardian(s). The stipulation includes students who are 18 to 21 years of age. Residential living will be a recommendation to support student attendance for the remainder of the school year.
5. Students who miss more than 30 minutes of the class period will have their attendance changed to absent. Automated text messages are sent to parents/guardians notifying them of student absences 30 minutes after class has started. Parents/ guardians can call the Registrar to clarify the tardy that has become an absence. The registrar can also be contacted regarding absences.
6. Excessive student absenteeism will result in: (a) parent notification at 3, 5, 7, and 9 absences; (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 submitted upon request. All students are required to submit a doctor's medical statement prior to requesting Section 504 services to determine eligibility of service.
2. Parents/ guardians, or students can arrange for a Section 504 meeting with the assistance of the school counselor. The Section 504 team will determine eligibility or non-eligibility of services under Section 504.

MAKE-UP OF MISSED CLASSWORK DURING ABSENCES

Students will be allowed to make up work after an excused or unexcused absence. Students are responsible for making up class work when absent. The responsibility of the student is to contact their teachers and plan prior to and/or after their absence.

ATTENDANCE PROCEDURES

Any time a student is absent from school due to illness, bereavement, or attending a religious ceremony, the following must be provided:

At the beginning of the school day following an absence, the student or parent/guardian will notify the registrar/ attendance clerk in the form of a note, by email, or by telephone. Written notes and email generated notes must have the following information:

(1) Student's full name and grade.
(2) Date(s) of absence(s)/ class period(s) or time frame.
(3) Reason for the absence(s); and
(4) Parent or guardian signature
(5) Contact information: home and/or work telephone number, email address.
(6) Any supporting documentation can be attached such as doctor's statement, doctor's appointment slip, a note from the medicine man with a signature, etc.

The parents may also call the school registrar/ attendance clerk to indicate reason for student absence. Please call (928) 283-6271, ext. 100 or email elavina.begay@greyhillsacademy.org the GAHS school registrar/ attendance clerk.

1. Submit all attendance notes pertaining to absence to the registrar/ attendance office.
2. Students arriving more than 30 minutes late after the beginning of any class period are marked absent. An announced snow delay is the exception.
3. Any change of absence(s) must be completed within 10 days of any excused and unexcused absence.

DISTANCE LEARNING

Greyhills Academy High School can implement online distance learning to provide our enrolled students with secondary educational services, when necessary, for SY 2026-27, should directives be given from the Navajo Nation in situations comparable to the Covid 19 response plan.

TARDIES AND EARLY CHECK-OUTS

Encourage students to arrive at class on time to increase the amount of instructional time available. Tardiness is defined as a student being late up to 24 minutes after the scheduled starting time of any class. Students who enter the class after the start time, without an approved reason by the senior administrator/designee, are considered to have an UNEXCUSED tardy. When the student is 25 minutes (or more) late, it is considered an absence. Parents or guardians will be notified by the school if their child(ren) has excessive tardiness.

The move from a block schedule (90-minute) to a 50-minute class schedule requires seat time that meets Arizona Revised Statues for high school credit.

When the student is checked out of class and will miss more than 25 minutes of instruction, it is considered an absence. Parents or guardians will be notified by the school if their child(ren) has excessive tardiness and when early check-outs will jeopardize seat-time mandates.

STAKEHOLDERS RESPONSIBILITES:

Students:

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

Parents:

- Ensure that your child(ren) arrives on time each day.

Teachers:

- Be in the classroom at the beginning of class, for each class period.
- Monitor student progress and transition into the next class.
- Mark tardiness and absences in the attendance book and Infinite Campus within the first 15 minutes of each class period, every day.

Registrar/ Attendance Clerk:

- Notify parent/ guardian of student absence due to 30-minute tardiness that are changed to absences.
- Mark absences in Infinite Campus.
- Update absences in Infinite campus according to parent/guardian notices.
- Send absence notices at 3-, 5-, 7-, and 9-day absences.

Counselor:

- Monitor student progress and transition into the next class.
- Schedule and assist in holding conferences with teachers, students and/or parent/guardian regarding excessive tardy(iness), and chronic absenteeism.
- Assist registrar to send out updated absence notices at 3-, 5-, 7-, and 9-day absences.
- Set up and hold meetings for chronic absenteeism.

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 the registrar/ attendance clerk who will mark the college or university visit to school activity in Infinite Campus. Approval of the absence is needed from the principal prior to the absence from school.

GENERAL INFORMATION

ANNOUNCEMENTS

Announcements are made daily on our school intercom, Infinite Campus, and social media sites. All announcements on Infinite Campus and on social media sites require CEO/Principal approval. All communication in and beyond the school such as, but not limited to school announcement over the intercom, Infinite Campus announcements, social media sites, and fliers, brochures, or posters require CEO/Principal approval. Sufficient time should be given to the CEO/Principal to review and approval all school-related communications.

PARENT–TEACHER CONFERENCES

The school will notify parents of conference dates and times. Parents are strongly encouraged to make a special effort to attend. If parents/ guardians wish to schedule additional conferences during the school year, they may do so by contacting the teachers and/or counselors who can schedule meetings for parent conferences.

STUDENT I.D. CARDS

All students are required to always have their photo ID card in their possession, including during extracurricular activities, while on campus, and students must present it at the request of any staff member. The ID must be accessible, legible, and in its original condition. Students who fail to comply will be subject to disciplinary action. A free ID is available for the first two weeks of school or within two weeks of enrollment.

TEXTBOOKS

Students are responsible for textbooks assigned to them. Textbooks that are lost, stolen, or show excessive wear or damage are charged to the student. It is recommended that students keep all textbooks 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. Teachers are also encouraged to record items issued to the student on Infinite Campus at the beginning of the school year and change in Infinite Campus once the items are returned.

TECHNOLOGY and HOTSPOTS

Technology and hotspots were issued during the Covid 19 pandemic. GAHS is not currently issuing technology and hotspots. If issued again, GAHS requires parents/guardians and students to be responsible for the care and use of technology and hotspots when issued. They are GAHS property and any misplaced, damaged, or unreturned items are billed to parents/guardians and the school will withhold the student's transcript from being released until the device(s) are returned and/or with restitution. Technology technicians are encouraged to record items issued to the student on Infinite Campus and again when the items are returned.

CLOSED CAMPUS

Greyhills Academy High School is a closed campus. Students are encouraged to remain on campus in designated areas during the school day.

The following policies are designed for 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 checkout form, family members or others who are authorized to check-out their child as part of the enrollment

process. The family members or others must be 18 years or older. In no circumstances will your child be released to a family member or others who are not listed on the check-out form.

- Students will not be checked out by any person (family member or others) who appears to be under the influence of alcohol, drugs, or other.
- 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.

DAILY BELL

Regular Daily Schedule (60 minutes)	**Assembly Schedule** (50 minutes)	**Class Meeting Schedule** (50 minutes)	**Half-day Schedule** (40 minutes)	**2 Hour Delay Schedule** (40 minutes)
First Period: 8:05 – 9:05 am	First Period: 8:05 – 8:55 am	First Period: 8:05 – 8:55 am	First Period: 8:05 – 8:45 am	First Period: 10:05 – 10:45 am
Second Period: 9:10 – 10:10 am	Second Period: 9:00 – 9:50 am	Second Period: 9:00 – 9:50 am	Second Period: 8:50 – 9:30 am	Second Period: 10:50 – 11:30 am
Third Period: 10:15 – 11:15 am	Third Period: 9:55 – 10:45 am	Third Period: 9:55 – 10:45 am	Third Period: 9:35 – 10:15 am	Third Period: 11:35 – 12:15 pm
Fourth Period: 11:20 – 12:20 pm	Fourth Period: 10:50 – 11:40 am	Fourth Period: 10:50 – 11:40 am	Fourth Period: 10:20 – 11:00 am	Lunch: (45 min) 12:15 – 1:00 pm
Lunch: (45 min) 12:20 – 1:05 pm	Fifth Period: 11:45 – 12:35 pm	Fifth Period: 11:45 – 12:35 pm	Fifth Period: 11:05 – 11:45 am	Fourth Period: 1:05 – 1:45 pm
Fifth Period: 1:10 – 2:10 pm	Lunch: (45 min) 12:35 – 1:20 pm	Lunch: (45 min) 12:35 – 1:20 pm	Sixth Period: 11:50 – 12:30 pm	Fifth Period: 1:50 – 2:30 pm
Sixth Period: 2:55 – 3:15 pm	Sixth Period: 1:20 – 2:10 pm	Sixth Period: 1:20 – 2:10 pm	Lunch: (45 min) 12:30 – 1:15 pm	Sixth Period: 2:35 – 3:15 pm
	Assembly: (1 hr.) 2:15 – 3:15 pm	Class Mtg: (1 hr.) 2:15 – 3:15 pm		

Weekly Schedule: Monday – Thursday is regular schedule, every Friday are ½ day schedule.

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 the current/previous semester.
3. Must be on track with graduating cohort.
4. Must have a positive behavior record. Discipline history will be reviewed by GAHS CEO/Principal or Assistant Principal prior to approval.

All enrolling students need to provide and complete the following documents before administration will consider enrollment: official release/withdrawal grades (transfers); transcript (previous school); official immunization record (not handwritten); state testing results; birth certificate; Certificate of Indian blood; 8_{th} grade certificate and/or report card (new freshmen); Copy of Section 504; Individual Education Plan; legal guardianship; – if applicable.

GRADUATION REQUIREMENTS

To qualify for high school graduation at GAHS, a student must earn 22 credits, as listed below and successfully complete the number of units in specific academic areas.

GRADUATION REQUIREMENTS

SUBJECT	CREDITS
English or English as a Second Language	4 credits
Mathematics	4 credits
Science	3 credits
History & Social Science	3 credits
Fine Arts or Career and Technical Education	1 credit
Elective Courses	7 credits

GAHS is a tribally controlled school and requires all students to attend each semester as a full-time student and each semester of a course is equivalent to half-credit. Therefore, a student who needs full credit in a course will take the course for fall and spring semesters to meet the graduation requirement.

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 Academic Counselor and/or ESS Team. The fourth math course can be based on personal curriculum or a modified math course that meets the needs of the student, or reduced to three required math courses, as outlined in accordance with the IEP.
2. 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
3. Owe no debts to the school.
4. 90% attendance is required for graduation per class while enrolled at GAHS.

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. Must not be restricted from school activities at the time of the ceremony.
4. 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.

Salutatorian

The GAHS Salutatorian will be the student (or students) with the second highest **cumulative** GPA using the same scale. The CEO/Principal review and approve the calculations of 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. The academic counselors will inform the CEO/Principal of the student's cumulative GPA and candidacy for valedictorian or salutatorian.

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.

The sole discretion of selected valedictorian and salutatorian lies with the CEO/Principal.

GRADE LEVEL CLASSIFICATION

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

	Beginning of the School Year	Can Earn	End of the School Year
FRESHMAN	0-6	6	6
SOPHOMORE	7-12	6	12
JUNIOR	13-18	6	18
SENIOR	19-24	6	24

Graduation Requirements: 22 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

Report cards are issued at the end of each nine-week grading period. Progress reports are available on Infinite Campus mid-way through each nine-week period. Parents/Guardians are encouraged to contact teachers for any clarifications. Progress reports reflect the grad the student is earning at the time the Progress Report was issued.

Grade	Performance	Grade Points	Honor Courses
A	Superior	4	5
B	Above Average	3	4
C	Average	2	3
D	Below Average	1	2
F	Failure	0	1

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 CEO/Principal or designated personnel.

GAHS CONDUCT

The student must be . . .

a. On time for each class.
b. Ready to work with all the materials needed for academics.
c. Respectful of others within the school and on school related functions.
d. Courteous and cooperative with students, staff, and visitors.
e. Respectful of school property and personal property of others.

Covid-19 Safety Protocols

All students will follow Covid-19 safety protocols to ensure a safe environment at GAHS.

a. Wash and sanitize hands frequently.
b. Adhere to social distancing.
c. Encouraged to wear face covering mouth and nose.
d. Follow classroom procedures and protocols.
e. Refrain from sharing food, beverages, and personal belongings with others.
f. Sanitize your work area after each use.
g. Follow protocols for changing classes.
h. Have parents call the registrar/ attendance clerk of Covid 19 exposure immediately.
i. Remain at home if sick or coughing and seek medical treatment; notify attendance clerk.

LEVEL I INFRACTIONS

1.Abusing or defacing property
2. Classroom rules violations or disruption of education
3. Ditching or AWOL, notification to parents and proper authority
4. Disrespect to students and staff
5. Dress code violation
6. Electronic device
7. Gang activity
8. Dishonesty
9. Leaving school without proper check out
10. Loitering or spitting
11. Out of class without a pass
12. Overt public display of affection
13. Profanity
14. Rough or boisterous activity
15. Student vehicle policy violation
16. Tardy to class

17. Tobacco use, possession
18. Whistling
19. Attendance
20. Vulgarity
21. Defiance of Authority

LEVEL II INFRACTIONS

1.Gang activity
2. Chronic Absences
3. Forging Absence Excuse
4. Skipping Class
5. Excessive Tardiness
6. Harassment
7. Inappropriate use of medication
8. Continual Insubordination
9. Obscene written messages, pictures, electronic communication
10. Physical altercation, minor
11. Lasers
12. Cyberbullying
13. Violation of school rules
14. Running in hallways
15. Other habitual offenses
16. Gambling

ZERO TOLERANCE (FOR WEAPONS, ARSON, AND BOMB THREATS)

1.Possesion, use, distribution, manufacture of alcohol
2. Vandalism to any part or item of the school (parent subject to restitution)
3. Arson
4. Assault, Battery of adults or students
5. Bomb Threats
6. Extortion
7. Fighting (physical), major
8. Illegal drugs (or representation of), use, distribution, manufacture of illegal drugs
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 students or staff
13. Rape
14. Sexual battery

15. Public lewdness
16. Possession, use, distribution of pornographic material
17. Tobacco possession, lighter, matches, vapor cigarettes
18. Cyberbullying
19. Burglary, Breaking and Entering
20. Disorderly Conduct
21. Possession, use, distribution, sale of medication or inappropriate use of medication
22. Obscene gestures, behaviors, language
23. Robbery
24. School threat

DISCIPLINARY ACTION

GAHS practices a progressive discipline policy and defines staff responsibilities to be practiced throughout the school year. Disciplinary action takes place when proper documentation has been submitted on Infinite Campus.

GAHS STAFF RESPONSIBILITIES

All staff should have their student conduct or classroom rules posted in their classroom. The Student conduct posted in the classroom, weight room, library, and other service areas should be reviewed with students often, so they are aware of the expected conduct.

PROCESS FOR REPORTING AN INCIDENT

The person who witnessed the incident firsthand or who it was reported to is required to submit a disciplinary referral in Infinite Campus. Then, the DOS will review the incident, carry out disciplinary action, record, and close out the disciplinary action in Infinite Campus.

Students who violate behavior rules and expectations will be subject to disciplinary actions. Depending upon the behavior problem of the student, a prior disciplinary history, one or more of the following actions will be taken by the Dean of Students (DOS). At certain stages of disciplinary action, the CEO/Principal and/or Governing Board become active members.

- Conference
  A formal conference is being held between the **student and staff** who initiated the report. During this conference, the student must agree to correct the appropriate behavior.

- Parent Conference
  Parent(s) or Guardian(s) are notified of this conference by telephone, personal contact, letter or certified letter. A conference is held with the **students, the parent(s)/guardian(s), staff** who initiated the referral, and the DOS. The goal is to

address the inappropriate behavior(s) and implement remedial intervention services, as needed.

- Behavior Contract
  Following the parent conference and appropriate remedial intervention services that don't positively impact behaviors, a behavioral contract is established which needs to be signed by both the parent(s)/guardian(s), student, DOS, and administrator.

  For ESS students, the ESS teacher and ESS director are notified of the suspension, and the Behavioral Health Specialist begins behavioral intervention by writing behavioral goal(s) to address the behavior(s) and school-based intervention services are initiated; then, written into the student's IEP.

- Short-term Suspension (6 days or less)
  A short-term suspension is six school days or less. Students who violate school rules may receive off-campus suspension from the DOS for their rule violation. The notice of hearing required for a short-term suspension is more informal than for a long-term suspension or expulsion. The CEO/Principal will hold an informal meeting with the students, the parents/guardians, and DOS. The student will be given an opportunity to present his/her position on the matter and witnesses. Afte the informal meeting is completed, the CEO/Principal will issue his written findings and conclusions on the matter within three school days after the hearing.

  While serving an off-campus suspension, the student will not participate in any school activities, including athletic competitions and practice, will not be permitted on campus, and must have a meeting with the DOS on the day of returning to campus. Parents/guardians work with the DOS to obtain assignments and assessments while placed on suspension and the completed work must be submitted to the teachers by the due dates specified.

  For ESS students, the ESS teacher and ESS director are notified of the suspension, and the Behavioral Health Specialist begins behavioral intervention by writing behavioral goal(s) to address the behavior(s) and community-based intervention services are initiated; then, written into the student's IEP.

- Long-term Suspension (Over 6 days)
  The CEO/Principal may recommend long-term suspension for serious discipline issues to the Governing Board. This recommendation is forwarded to the CEO/Principal. Parents/guardians work with the DOS to obtain assignments and

assessments while placed on suspension and the completed work must be submitted to the teachers by the due dates specified.

- Expulsion
  Expulsion means the permanent withdrawal of the privilege of attending GAHS. Only the Governing Board can expel a student. Expulsion shall take effect only after a formal hearing is held. If the senior administrator 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 students 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 or guardians may appeal the Hearing Officer's recommendation within the (5) days of mailing of the Hearing Officer's recommendation on expulsion.

ELECTRONIC DEVICES

A student shall not use a cell phone or other electronic device during class time without the express permission of the teacher. Permission will only be granted for educational purposes, during emergencies, and medical conditions. Parents can get in touch with a student during class by calling the school's main office. The office staff can relay urgent messages or call the student down if needed. Students can get in touch with parents during class by requesting to use a school phone to contact their parents. During class time, a cell phone or other electronic device shall be turned off and placed in the student's purse or backpack. A student shall not record or transmit speech, video, or other communications of other people without those people's express consent. For safety of all, ear buds and headphones are not encouraged for use in the hallways as well.

See GAHS Student Device Agreement.

DRESS CODE

Each year parents ask for guidelines as they help students select appropriate attire for school. School pride, morale and image are influenced by the general appearance of students. GAHS

wants to provide opportunities for students to express themselves within the set of parameters listed below:

Revealing Clothing

Students must recognize that revealing clothing are not appropriate apparel for school. The following guidelines are examples and do not cover all situations.

Students should not wear:

- Halter-tops
- No tube tops (must have straps)
- Strapless garments
- Trench coats
- Bottoms no more than 2 inches above the knee

Garments that are "see-through," cut low, or expose one's midriff are not acceptable. Clothing should have adequate coverage to allow a full range of movement without skin or undergarments showing. Undergarments should not be visible. Clothing must cover the entire buttocks and extend a reasonable length to ensure modesty.

Vulgar, Offensive Messages

Students must not wear clothing that display message that are vulgar, offensive, obscene, or libelous; that demean others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability; that promote alcohol or drug use or violence; or that are otherwise contrary to the school's educational mission.

Sagging Pants

Students must not wear pants that, when fastened, sag or fit below the waist. All pants must fit around the waist and be properly fastened.

Footwear/Jewelry/ Accessories

Shoes or sandals must be always worn on campus for student safety. Body piercing is a safety hazard and/or hinders performance in a classroom is not allowed. Headgear should be removed if requested to do so to check identity of the student, for safety reasons.

Student and Parent Responsibility

Students and their parents/guardians have the responsibility to be aware of the school's dress code and conform to these requirements. If a student or parent has any questions about whether specific attire or accessories are in compliance with the dress code, they should contact the DOS at their school site prior to wearing such attire or accessories to ensure compliance.

Administrative Discretion

The school administrator retains the final discretion to determine student attire.

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 understand and obey the bus rules as posted on all school buses. Misbehavior on the bus can deprive a student of the privilege to ride. Misbehavior on the bus or at the bus stop can deprive a student of their bus riding privileges. Student seating will be enforced and monitored for required distances for safety mitigation. The goal of GAHS is to ensure safety to and from school.

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 the 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 to uphold the expulsion. The senior administrator will then make his/her determination within three (3) school days of receiving the Hearing Officer's decision, and if the senior administrator 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 the Health and Safety Code.
8. Robbery or extortion.
9. Assault or battery upon any school employee or an enrolled GAHS student.
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 students and parents with the existing procedures.

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. Please encourage your child to keep all valuables at home to eliminate loss of personal property on school grounds.

The school does not carry insurance on any lost or stolen articles in school, during the school day, after school, 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 for suspension or expulsion, and the parent or guardian shall be liable for all costs necessary to repair or replace damage 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 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.

SECURITY CAMERAS ON CAMPUS

Security Cameras are operating at all times and in multiple areas of the GAHS campus. These cameras are in place to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit the school, and to diminish the potential for the loss or destruction of property.

Students and parents are very likely to be recorded while on the GAHS campus; all persons on the campus are considered to have consented to such recording by choosing to enter the campus.

Cameras are not actively monitored, and you should not rely on them in any dangerous situation. You remain responsible for your own safety, and for the safety of your loved ones, at all times. Do not assume that someone is watching you or aware of your situation, or that "help is on the way," simply because there is an unmonitored security camera nearby!

Recordings from the GAHS camera system are maintained for a limited period of time and in a secure system. They are only accessible to a small number of authorized GAHS staff members, and only for legitimate GAHS purposes. Recordings may be utilized by GAHS to investigate reports of crime, injury, or misconduct, or to support disciplinary actions against students or staff members, and they may also be provided to law enforcement at the sole discretion of GAHS.

RELEASE OF STUDENT TO LAW ENFORCEMENT

If 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 CEO/Principal. The school shall take immediate steps to attempt to notify the parents or guardians 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.

ROLLER BLADES, ETC.

The use of rollerblades, or similar devices are **prohibited** 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 the student.

The school may conduct impairment testing for student safety.

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 officer. As a 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. The student will refrain from driving other students in their personal vehicle. Doing so will result in privileges being revoked.

Final approval by administration.

GAHS is not responsible for stolen items or damages to vehicles.

Failure to register your vehicle with the school security may result in having your vehicle removed from the 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 has an obligation to support 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. They will notify security, a school administrator/designee/supervisor, and trained staff to conduct the initial assessment. The security and administrator/designee/supervisor will 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 security staff may complete the 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.

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 students, 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 recurring. 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 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 principal or designee, who serves as the Disability Discrimination Complaint Coordinator. The principal or 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 principal or the 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 because of his or her disability, or if the delay was caused by GAHS, or if other good reasons for the delay can be shown.

The written statement asserting the complaint may be filed with:

Vaughn Salabye, CEO/Principal
Attention: Disability Discrimination Complaint
Greyhills Academy High School
160 Warrior Drive
Tuba City, Arizona 86045
T: (928) 283- 6271 ext.101

If the complaint is against Disability Discrimination Complaint Coordinator ("Complaint Coordinator"), the written statement may file with GAHS's Senior Administrator or his 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 designee. The Complaint Coordinator's recommendations may propose any type of remedy appropriate or necessary to resolve the complaint and prevent a recurrence of 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 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 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 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 designee within ten (10) school days from the date of the Complaint Coordinator's written notice of the outcome. The Senior Administrator or his 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/CYBER 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 occurs.

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 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 being harmed or their property damaged; 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 regarding pledge 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 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, staff, 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 bullying or harassment or receive student reports of bullying or harassment to promptly initiate the GAHS disciplinary process by recording the incident in Infinite Campus, holding a conference with the student initiating bullying, and closing out the report in Infinite Campus. The administrator will also be notified of the incident.

2. Reports of bullying or harassment must be documented to provide proof of a behavior pattern. Each report should contain the name of the student(s) reporting, date and time, location, narrative of facts, and witnesses, as prompted in Infinite Campus.

3. GAHS requires the principal or designee to accept and review all reports of bullying or harassment, including anonymous reports. If after an initial inquiry, an anonymous or oral report appears to warrant further investigation, GAHS shall promptly continue with the investigation. School administrators shall review all reports on Infinite Campus. 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, 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

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 parents 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 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 damage 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 principal or designee in accordance with the school's procedures. Upon verifying that sexual harassment has occurred, the 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 5.28 regarding Child Abuse Detection, Reporting, Prevention for GAHS's full policy, protocol, procedures, and rules. The student grievance policy is forthcoming. Please refer to the policy on the school website or electronic copies provided by the school.

STUDENT SERVICES

HEALTH OFFICE

The school nurse can be contacted at 283-6271, ext. 110. Students who live off campus **MUST** drop off 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, students must report to the registrar/attendance clerk to call parents or guardians for student check-out, if needed. 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 for taking their child to the hospital for health care and dental care.

LIBRARY

When checking out library materials students have a proper GAHS Identification (ID) Card to check out materials. 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 & Mental Health (Navajo Nation): Contact number (928) 283-3346, FAX (928) 283-3039. After hours, call (928) 551-0624. P.O. Box 1350, Tuba City, AZ 86045.

Department of Mental Health (TCRHCC): 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 involve 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/guardians, 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 Office of the Prosecutor: Contact number (928) 283-3160/3161/3164, FAX (928) 283-3169. P.O. Box 296, Tuba City, AZ 86045. Prosecutors can assist parents with a child beyond control, truancy, and substance abuse treatment.

988 Suicide & Crisis Lifeline

If you or someone you know is struggling or in crisis, help is available. Call or text 988 or chat 988LIFELINE.ORG

SIGN AND RETURN ***THIS FORM TO YOUR "KNIGHT TIME" TEACHER***

GAHS STUDENT HANDBOOK SIGNATURE BY PARENT & STUDENT

The parent's support is needed and appreciated to encourage students to observe school guidelines and procedures that ensure a safe and educational environment conducive to learning. GAHS is grateful 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,_____(student name) HAVE RECEIVED THE STUDENT/PARENT HANDBOOK AND HAVE READ ALL THE 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 2026-2027, 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 how the school and parents will build and develop a partnership that will help students met and 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/ Common Core standards.
   - Provide visual displays on how the teacher is maintaining a safe and orderly learning environment by including how high expectations for learning and appropriate behavior are achieved in their class.
   - Provide instruction to meet the diverse needs of students.
2. **Hold conferences during which this compact will be discussed as it relates to the individual child's achievement.**
   - Schedule one Academic Open House at the beginning of the school year.
   - Schedule two parent-teacher conferences in October and March.
   - Be open to scheduling conferences with parents or guardians.
3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
   - Registrar/ attendance clerk/ teachers/ counselors will provide an attendance report when student absences reach 3, 5, 7, and 9 days of absences.
   - Counselors will schedule a parent, student, teacher conference to prevent chronic absenteeism and avoid 'no credit' status.
   - Teachers will provide progress reports every six weeks and report cards every nine weeks.
   - Parents may contact school counselors to request progress grades, missing assignments, and to schedule a meeting with their child's teacher(s).
   - Teachers will update student grades at least once per week to ensure accurate, up-to-date grades.
4. **Provide parents with 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.
   - Counselors may be contacted to schedule meetings with teachers to discuss current grades, missing assignments, attendance/tardies, and for any other academic related concerns.
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. Prior arrangements can be made ahead of time.
   - We must follow the 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.

CEO/Principal's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

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 daily.
- Make sure that my child is prepared to learn by bringing proper learning materials.
- Make sure that the homework is completed.
- Work respectfully and cooperatively with school staff so my child receives a quality education.
- Reinforce appropriate school behavior and code of conduct to include dress codes.
- Monitor my child's device and television usage at home to ensure adequate rest each night.
- Set a time and place for my child's homework free from distraction or other interruptions.
- Ensure my child takes advantage of afterschool tutoring, evening meals, and transportation services.
- Help my child follow school policies outlined in the "Handbook".
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Open lines of effective communication by reading and responding to school notices.
- Commit to attending open house and parent teacher conferences.
- Communicate with the school by promptly reading and responding to all notices received from the school.
- Commit to 25 hours of volunteer time at GAHS during the academic school year.
- Notify the registrar/ attendance clerk regarding my child's absences.

Parent/Guardian(s)Signature: _____ Date: _____

Student 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 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.
- Put my cell phone on silent and put it away in my bag.
- Adhere to the "No Hat" policy
- Take responsibility for my actions.

Student's Signature: _____ Date: _____

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

GOVERNING BOARD

Raymond Maxx	Board President
Bobby Robbins	Board Vice-President
Melissa Natoni	School Board Member
LaVernda Whitehair	School Board Member

GAHS ADMINISTRATION

		Extension
Mr. Vaughn Salabye	CEO/ Principal	101/106
Mrs. Genevieve Begay	Assistant Principal	109
Mrs. Ladawn Claw	Business Manager	200
Mr. Darrell Wallace	Facility Maintenance Director	700
Ms. Evelyn Esplin	Personnel Technician	203
Mr. Roger Trujillo	Student Services Director	102
Mrs. Christianna Charlie-Begay	Transportation Supervisor	750

SUPPORT SERVICES

		Extension
Mrs. Eugenia Sloan	Counselor	112
Ms. Odessa Reeves	Dean of Students	111
Ms. Raenalda Ray	Behavior Health Specialist	143
Ms. Elavina Begay	Registrar	100
Mr. Rooney Black	Food Service Supervisor	402/711
	Nurse	110
Mr. Dickson Hoshnic	IT Supervisor	180
Ms. Regina Hale	21st CCLC Coordinator	105
Dorm 2 – Girls		724
Dorm 5 – Boys		723
Mr. Arnold Betoney	Residential Counselor	726
Security Office		150

SOCIAL MEDIA

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

GREYHILLS ACADEMY HIGH SCHOOL

SCHOOL CALENDAR

SY 2026-27



160 Warrior Drive

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

1/2 Day of School - Every Friday

Instruction Begins
1/2 Day of School - PT Conference
Professional Development
School Break
Summer School
Grades Due
Holiday - NO SCHOOL
Last Day of School
STAR Day



183 School Days
91 Days - First Semester
92 Days - Second Semester

Board Approved: February 10, 2026

2026

JULY

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

1-31 Ongoing Registration
3 **Independence Day (Observed)**
27-29 Staff Orientation
30-31 Teacher Classroom Preparation

AUGUST

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

20

3 First Day of School
14 Navajo Code Talker's Day
26 Open House 5-7
28 Professional Development

SEPTEMBER

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

21

7 Labor Day
4 1st Quarter Progress Grades Due
23 1/2 Day-Parent Teacher Conference
25 Professional Development
26 STAR Day
NWEA Testing - TBA

OCTOBER

				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

19

2 1st Quarter Grades Due
8, 12 Fall Break - No School
9 Western Navajo Fair Day
23 Professional Development
31 STAR Day

NOVEMBER

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					

17

6 2nd Quarter Progress Grades Due
13 Veteran's Day (Observed)
20 Professional Development
25 Thanksgiving Break - No School
26-27 Thanksgiving Day/Family Day

DECEMBER

		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		

91 14

5 STAR DAY
11 2nd Quarter Grades Due
15-16 1/2 Day - Final Exams
18 Semester Grades Due
22-31 Winter Break - No School
NWEA Testing - TBA

2027

JANUARY

S	M	T	W	TH	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						

19

1 New Year's Day
4 2nd Semester Begins
18 Martin Luther King Jr. Day
29 Professional Development

FEBRUARY

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

19

5 3rd Qtr Progress Grades
15 President's Day
24 1/2-Day Parent Teacher Conference
26 Professional Development
27 STAR Day

MARCH

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

18

5 3rd Qtr Grades Due
15-19 Spring Break - No School
26 Professional Development
27 STAR Day

APRIL

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

21

9 4th Qtr Progress Grades
23 Professional Development
24 STAR Day
26 Sovereignty Day
NWEA Testing - TBA

MAY

						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					

15

7 Senior Grades Due
4-5 Senior - Final Exams
14 Graduation - 1/2 Day
18-19 1/2 Day - Final Exams
20 Semester Grades Due
21 1/2 Day - Last Day of School
31 Memorial Day

JUNE

		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			

92

1-29 Summer School
29 Summer Grades Due
18 Juneteenth Day

NOTES