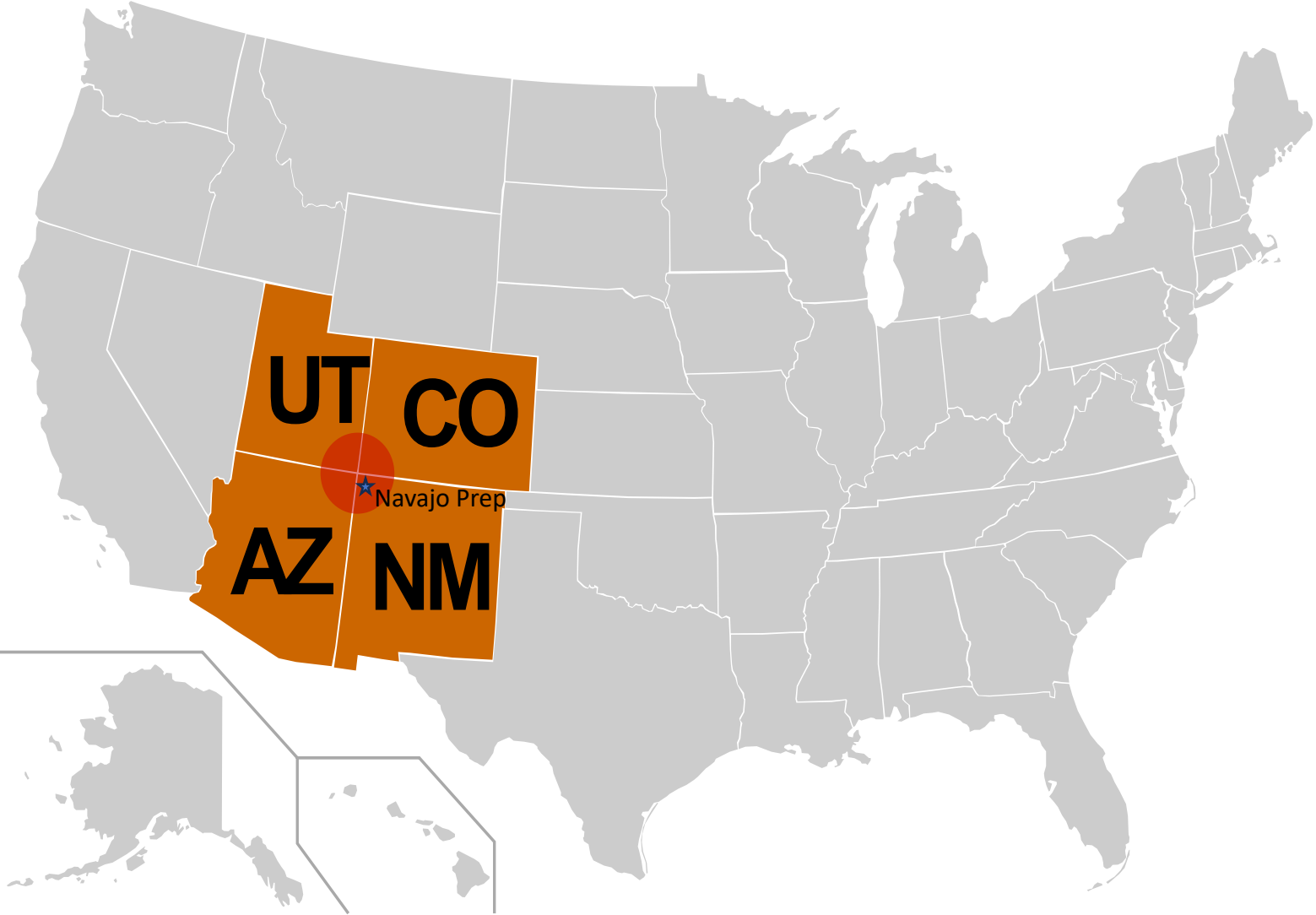




# Navajo Preparatory School Student Life and Wellness

Roderick Denetso, LMSW, MSW, LSSW  
Division Director of Student Life & Wellness

# Navajo Preparatory School



- Navajo Prep was established in 1991 by the Education Committee of the Navajo Nation Council (Resolution ECMY-33-91). The school is incorporated under the Navajo Nation Corporation Code and the New Mexico State Corporation Commission as a non-profit organization under 501(c)(3) of the IRS code.

- Navajo Prep is located in Farmington, New Mexico on the 82.45 acre site of the former campus of the Navajo Methodist Mission School. The site was purchased by the Navajo Nation in 1995 from the Women’s Division of the General Board of Global Ministries of the United Methodist Church (Navajo Nation Council Resolution CJA-02-95). The site is now the permanent home of the Navajo Prep under a 99-year lease with the Navajo Nation (RCMA-38-98).

- The school operates under the auspices of Public Law 100-297 as a grant school with federal funding, pursuant to legislative sanction by the Navajo Nation. The current reauthorization of the Public Law 100-297 by the Navajo Nation Board of Education ends June 30, 2025.

## OUR NAME: NAVAJO PREPARATORY SCHOOL

Navajo is the name given to our people by a foreign culture. We, as Navajo, identify ourselves as Diné: The People.

Preparatory signifies the preparation that students receive while attending our school. Here, they learn about life, science, beauty, songs, languages, and harmony. As they search for their destinies in this existence, they ask themselves what they can do for our world to maintain balance and harmony. This is the preparation for tomorrow that we offer.

School signifies a place of learning about ourselves and our surroundings. It is through experience that we learn and grow to become wise leaders.



## OUR MASCOT

Navajo Preparatory School's mascot is the eagle. To the Diné people, the eagle is sacred. It is the leader of the sky people. We want our students to reach their highest goals through learning and interscholastic activities, to soar beyond their shortfalls. This is what we seek to instill in the young minds of our students.

# OUR COLORS

Since the beginning of our time as Diné, the colors which represent the cardinal directions have been special to us. These colors are white, turquoise, yellow and black. Each of these colors holds a variety of symbolic meanings that combine in a complete and balanced model of the universe. The structure of the Navajo Preparatory School curriculum is based on this fourfold model and reflects the symbolic meanings of each of the four quadrants. The concepts that express this in educational terms are Nitsahakees, Nahat'a, lina, and Sih Hasin.

- White represents dawn, spring, corn, Kin yaa'aanii, infancy, the mind, and thinking.
- Turquoise represents the midday, summer, beans, To'ahani, childhood, the body of, and motor skills.
- Yellow represents twilight, autumn, squash, Todich'ii'nii, adulthood, social responsibilities, and the ability to communicate effectively.
- Black represents night, Winter, tobacco, Hashtili'ishnii, elderly life, emotional stability, and patience.



## ABOUT THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME AT NPS

### Identity and Purpose of the Navajo Preparatory School IB Programme

The International Baccalaureate Program is an integral part of Navajo Preparatory School. The purpose of the program is to provide students with an academically challenging high school education, which meets worldwide standards and criteria and is sanctioned by the International Baccalaureate Organization (IBO). Navajo Preparatory School became an authorized IB World School in 2014 to offer the programme to students in their Junior and Senior years of high school. As of Fall 2021, Navajo Prep is a candidate school for the Middle Years Programme (MYP) to offer this rigorous academic program to Freshmen and Sophomores as well. All courses taught at Navajo Preparatory School are designed with the philosophy and framework of the IB in mind.

### Overview

The IB curriculum provides a cohesive and comprehensive liberal arts and sciences program of study for highly motivated students of differing educational backgrounds, abilities, and interests. It is not just a set of examinations, but a rigorous pre-university program, which will provide the basis for life-long education. The IB aims to provide a balanced program, which stimulates thought and creativity, and enhances the international perspective of students. Students who satisfy the demands of the programme demonstrate a strong commitment to learning, both in terms of mastery of content and the development of skills.

The purpose of the IB curriculum is to:

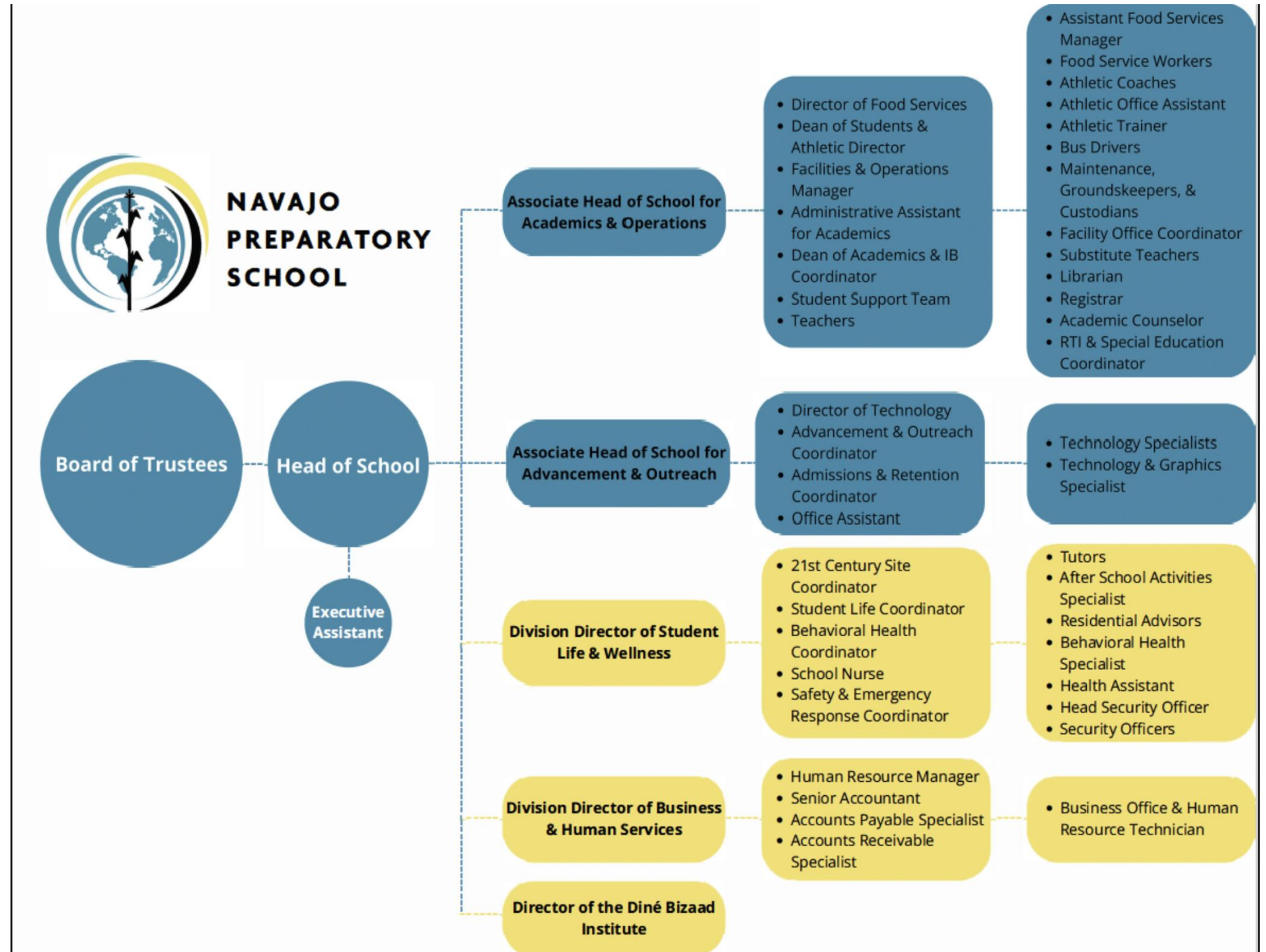
- educate young people to act intelligently and responsibly in a complex society;
- ensure knowledge of traditional academic disciplines and of the individual's own heritage, while fostering inquisitiveness and openness to new ideas; and
- equip students with a genuine understanding of themselves and others, heightening the capacity for tolerance and engendering respect for different points of view.



## STRATEGIC GOAL - 2

Navajo Prep will achieve International Baccalaureate (IB) excellence and prepare all students for post-secondary opportunities

# Navajo Preparatory School Leadership



# Residential Homes Overview

1

## Welcoming Environment

The residential homes at Navajo Preparatory School are designed to provide a warm and welcoming environment for students. These spaces are carefully curated to foster a sense of community, belonging, and personal growth.

2

## Supportive Relationships

Within the residential homes, students have the opportunity to build meaningful relationships with their peers and trusted staff members to continue to develop healthy boundaries. These connections serve as a foundation for personal development and academic success.

3

## Holistic Support

The residential homes offer a comprehensive support system, addressing the physical, emotional, and social needs of the students. This holistic approach ensures that each student's well-being is prioritized and nurtured.



K'E

- Maslow's Hierarchy of Needs is a psychological theory that helps us understand the essential requirements for human well-being and growth. Just like we prioritize our basic needs like food, safety, and shelter before seeking higher goals, this theory applies to children too. It suggests that for optimal learning and development, children must first have their fundamental needs met – things like a supportive home environment, proper nutrition, a sense of safety, and a healthy emotional connection. As parents and educators, our role is to work together to create a foundation of care and security, allowing children to thrive emotionally and academically as they progress through their educational journey.

# Self-actualization

desire to become the most that one can be

# Esteem

respect, self-esteem, status, recognition, strength, freedom

# Love and belonging

friendship, intimacy, family, sense of connection

# Safety needs

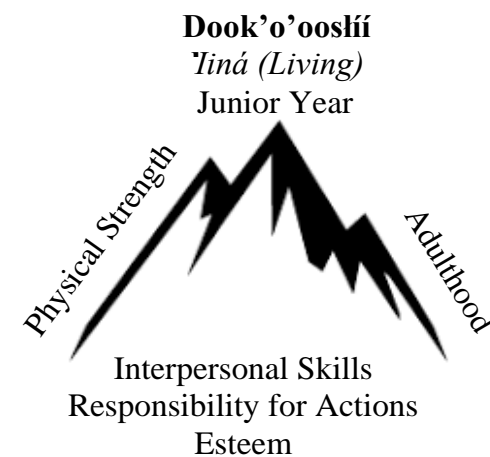
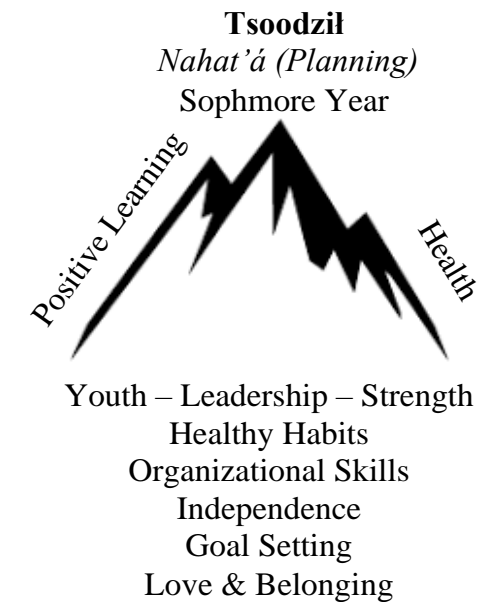
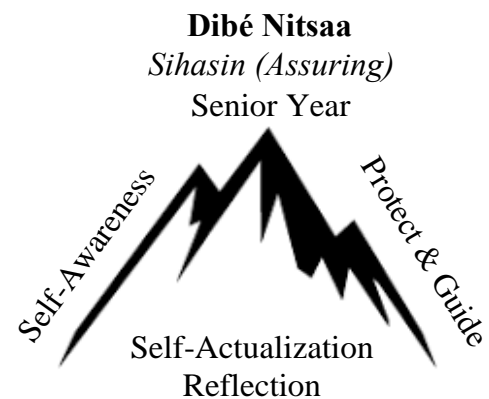
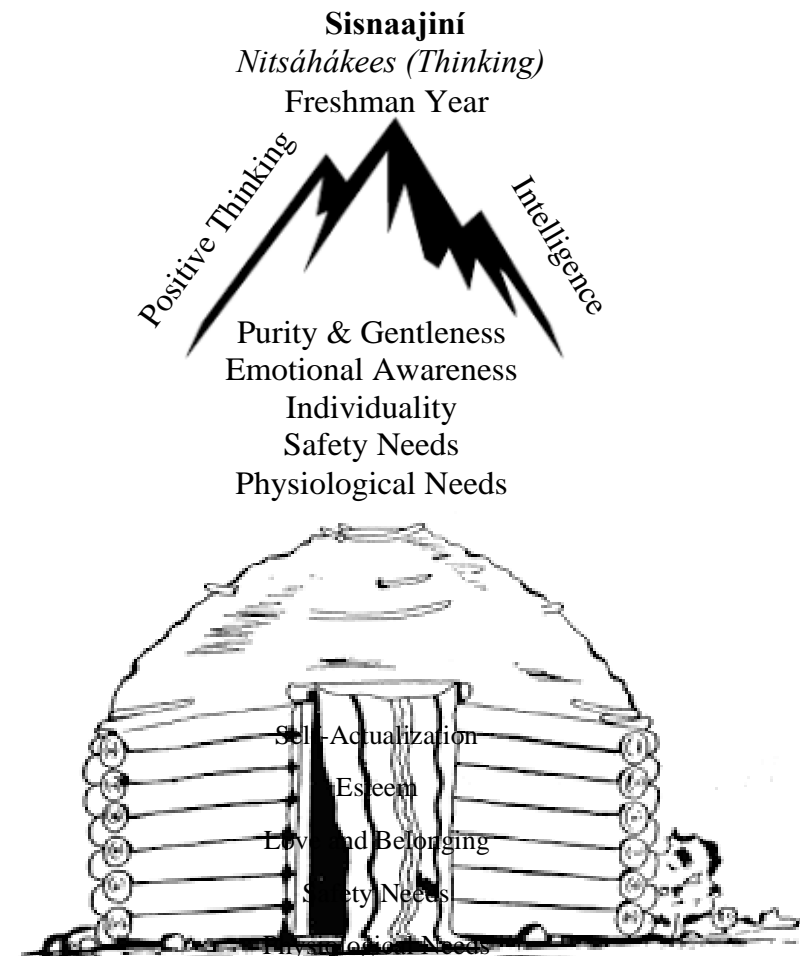
personal security, employment, resources, health, property

# Physiological needs

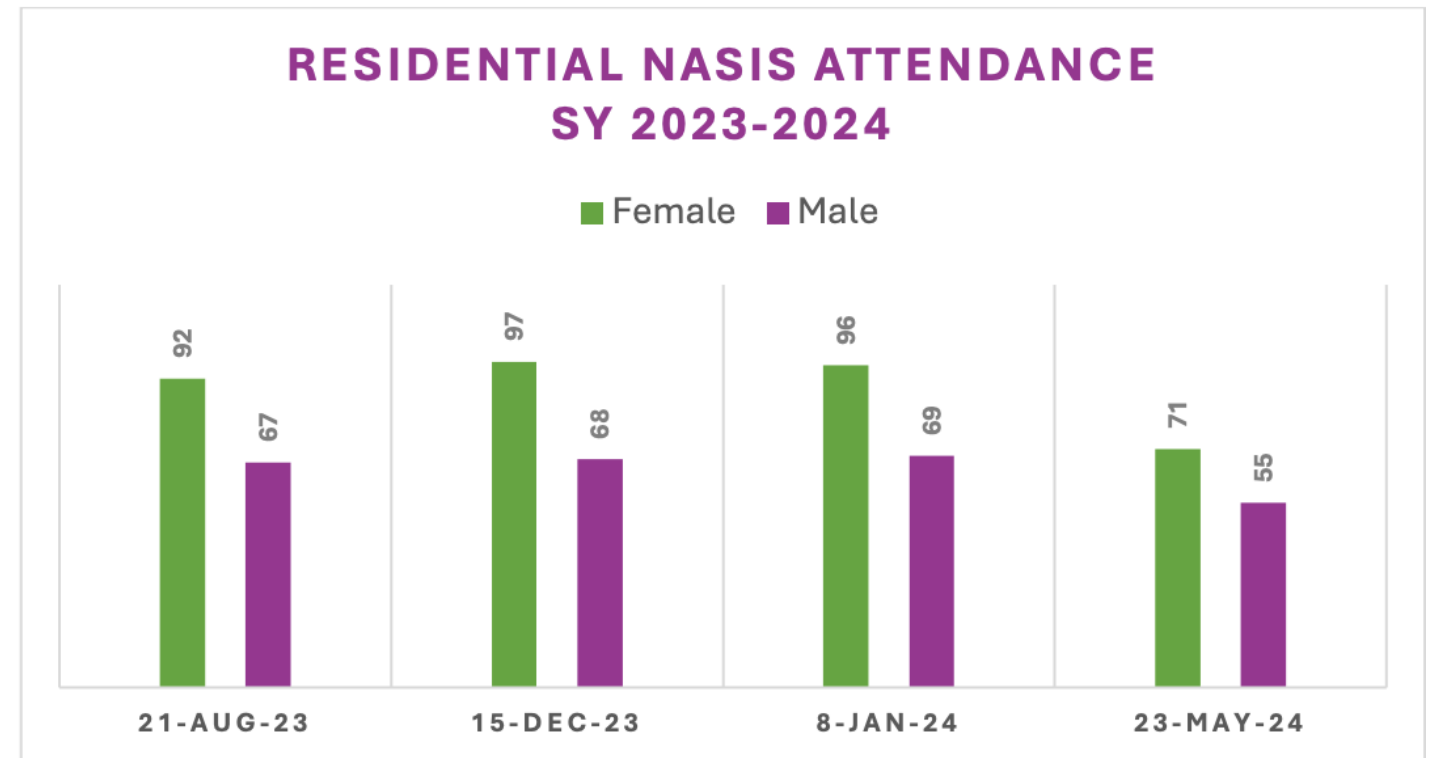
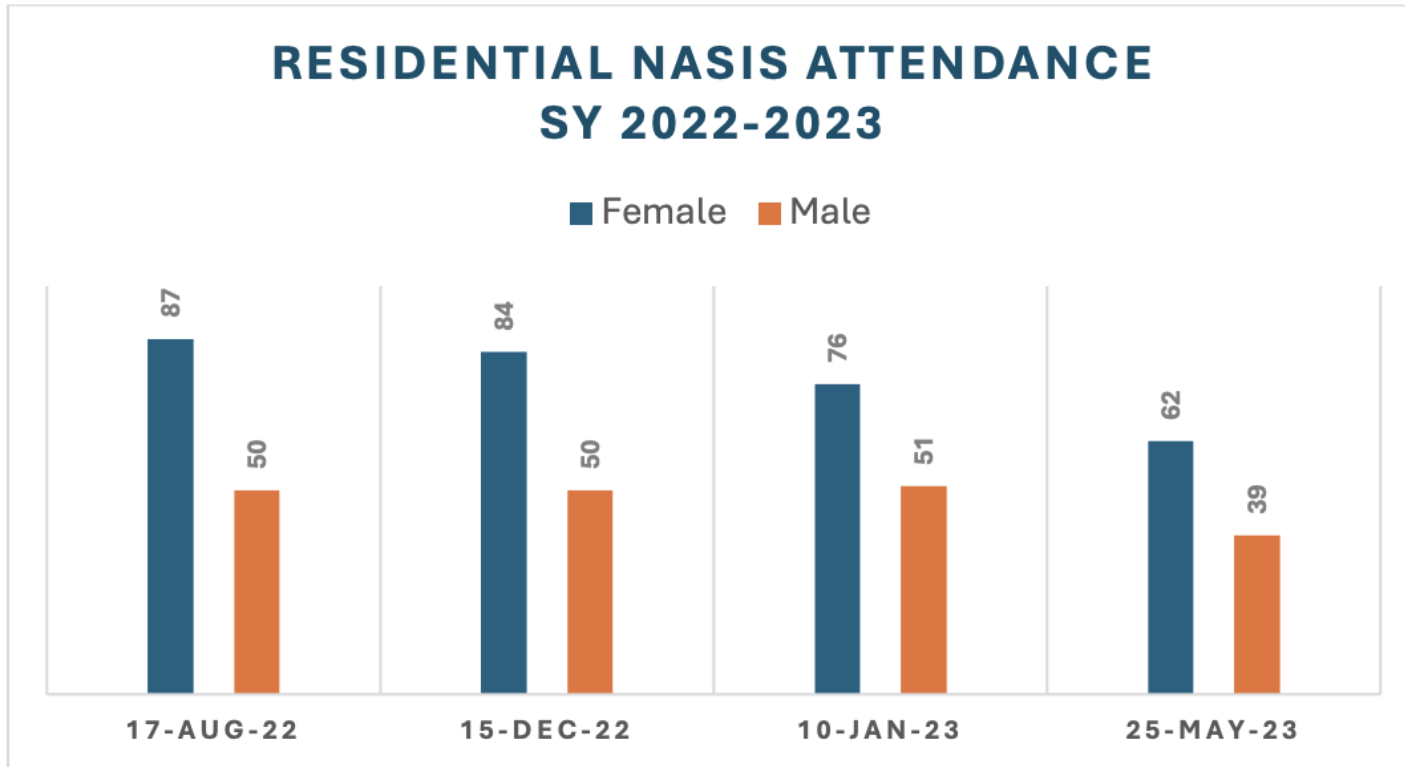
air, water, food, shelter, sleep, clothing, reproduction

K'E

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# RESIDENTIAL ATTENDANCE 2 YEAR TREND



# Best Practices

Changing our language  
and rewriting our past

Details, Chores-  
to Life-Long Skills

Dorms to Homes-  
Secondary Home

Behavioral Health/Mental  
Health Stigmas to Student  
Support

- Student support TIER system-  
Wraparound Services

Softer campus Feel -  
not Institutional

Residential Advisors

- RA Job Description sets clear  
expectations (Handout)
- Training checklist (Handout)
- Count week (Handout)
- Residential Narratives

# Reframing Language: From Details to Life-Long Skills

---

## Old Term: Details

Previously seen as mundane tasks or chores assigned to residential students

## New Perspective: Life-Long Skills

Reframed as valuable learning opportunities for long-term independence and success.

## Benefits

Empowers residents by highlighting the practical importance of these activities in their future lives.



# Creating a Home-like Environment

## From Dorms to Homes

Redefine living spaces as secondary homes, not institutional dorms. This shift promotes a sense of belonging and comfort.

## Personal Touches

Encourage residential students to personalize their spaces. This fosters a sense of ownership and individuality within the community.

## Communal Areas

Design shared spaces that facilitate connection and relaxation. This supports the development of social skills and community bonds.



# Destigmatizing Support Services

1

## Recognize the Stigma

Acknowledge that terms like "Behavioral Health/Mental Health Services" can carry negative connotations.

2

## Introduce New Terminology

Shift to using "Student Support" to describe mental health and wellness services.

3

## Educate and Normalize

Promote the idea that seeking support is a sign of strength and self-care.

4

## Integrate Support

Make support services a regular, visible part of campus life to reduce barriers to access.

### 3.3.3 Formalize student support systems that guide students through academic and residential milestones

Tier I	Tier II	Tier III
<p>Prevention is Universal to all students Theory: Maslow's Self-esteem and Self-actualization</p> <p>Programs: Cultural - Mr. Belin School Based Health Student Support 21st Century Academic Support -RTI</p> <p>Psychoeducation Groups: Self-esteem and self-care Teen Control Wheel Mindfulness &amp; Muscle Relaxation Zumba, Weight room, biking, etc. Healthy relationships Homesickness Bullying &amp; Breathing Techniques Hygiene Independent Living skills Academic Support Groups Kid Grit Stages of Grief</p>	<p>1:1 Counseling 1x a week Theory: Maslow's Safety Needs and Love and Belonging</p> <p>Programs: Cultural - Mr. Belin School Based Health Student Support 21st Century</p> <p>Intervention: Psychoeducation 1:1 Teach Coping Skills Tools in toolbox Contract? (case by case)</p>	<p>1:1 Counseling 2x a week Theory: Maslow's Basic Needs</p> <p>Programs: Cultural - Mr. Belin School Based Health Student Support</p> <p>Intervention: Psychoeducation 1:1 Safety Contract/Plan with parent Referral to Mental Health w/ ROI Obtain Dx from Mental Health provider Discharge Summary from hospitalization Discharge Summary from Mental Health Provide copy of mental health appts. Parent Engagement Medication Management (ie., psychotropic medication, allergy medication, epi pens, etc)</p>

Identified and documented key milestones in the residential experience, i.e., homesickness

# Softening the Campus Atmosphere



## 1 Natural Elements

Incorporate plants, water features, and natural materials to create a calming environment.

## 2 Comfortable Spaces

Design cozy nooks and versatile common areas that encourage relaxation and social interaction.

## 3 Warm Aesthetics

Use warm colors, soft lighting, and inviting textures to create a non-institutional feel.

## 4 Art and Expression

Display student artwork and encourage creative expression throughout the campus.

# Residential Advisors: Parent Survey



NAVAJO PREPARATORY SCHOOL  
Yideeskaagoo Naat'aanii: Leaders Now and into the Future

## WELCOME TO NAVAJO PREPARATORY SCHOOL

We want to help make this a great year for your student. Please help us by completing this form and sharing some background information so that we can get to know your student better. This information will only be shared with staff working directly with your student. If there is more information you would like to share you may call Anthony Smith, Student Support Specialist at 505-330-9411 or email at [asmith@navajoprep.com](mailto:asmith@navajoprep.com).

NAME OF STUDENT: \_\_\_\_\_

YOUR NAME: \_\_\_\_\_

(Person filling out the form)

Please list the people who live in the home with the student:

In the past year, has your student experienced any stressful or upsetting situation (illness in the family, major move, divorce, loss, etc....)?

\_\_\_\_\_ NO                      \_\_\_\_\_ YES (please explain)

What are your concerns about your student as he/she starts this year at Navajo Prep?

How does your student cope with stress?

Do you have any suggestions for us as we deal with your student?

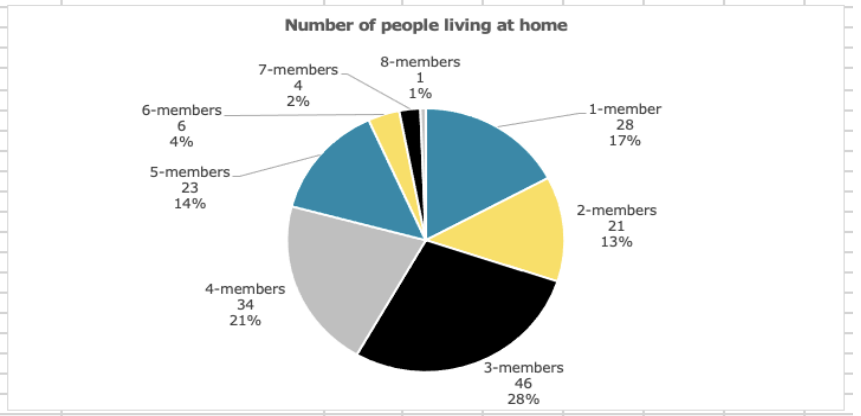
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# 3.3.2. Analyze success of students who participate in school interventions

Use meaningful program data to measure success

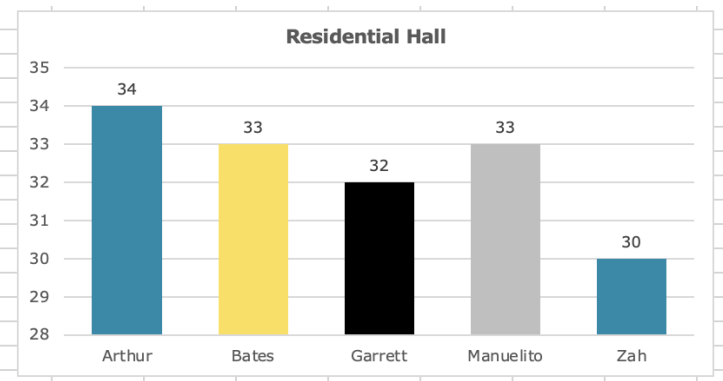
**Question 6**  
Please list the people who live in the home with the student.

Description	Count	Percentage
1-member	28	17.18%
2-members	21	12.88%
3-members	46	28.22%
4-members	34	20.86%
5-members	23	14.11%
6-members	6	3.68%
7-members	4	2.45%
8-members	1	0.61%



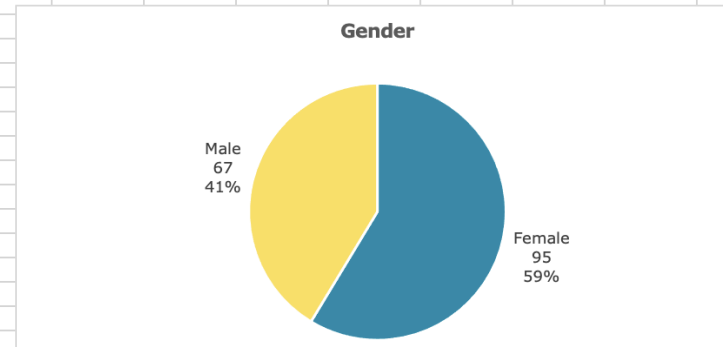
**Question 2**  
Residential Home

Description	Count
Arthur	34
Bates	33
Garrett	32
Manuelito	33
Zah	30
<b>Grand Total</b>	<b>162</b>



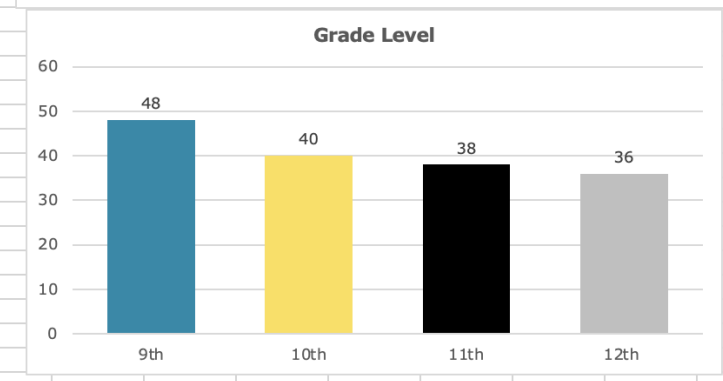
**Question 3**  
Gender

Description	Count
Female	95
Male	67
<b>Grand Total</b>	<b>162</b>



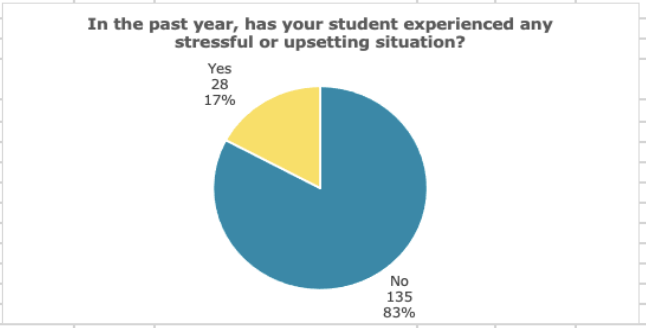
**Question 4**  
Grade Level

Description	Count
9th	48
10th	40
11th	38
12th	36
<b>Grand Total</b>	<b>162</b>



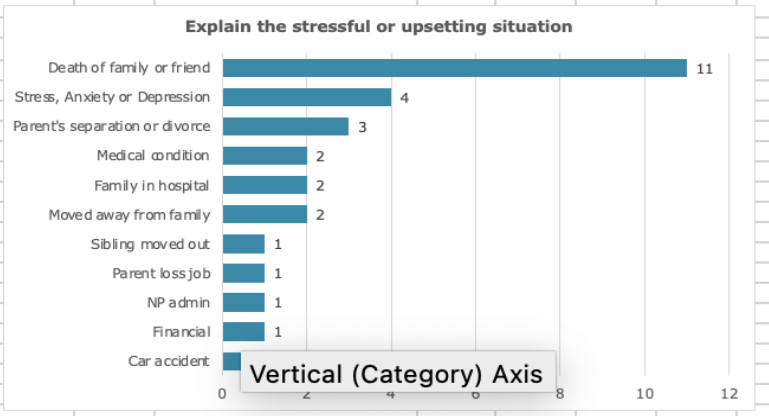
**Question 7**  
In the past year, has your student experienced any stressful or upsetting situation?

Description	Count
No	135
Yes	28



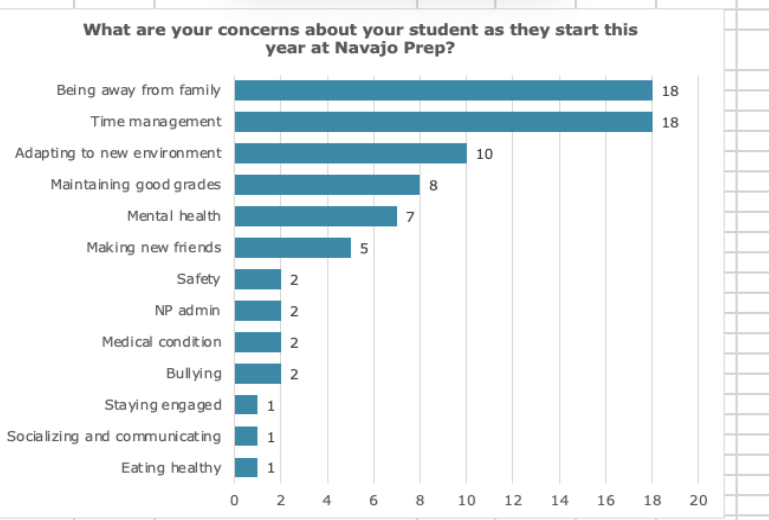
**Question 8**  
Explain stressful or upsetting situation

Description	Count
Car accident	1
Financial	1
NP admin	1
Parent loss job	1
Sibling moved out	1
Moved away from family	2
Family in hospital	2
Medical condition	2
Parent's separation or divorce	3
Stress, Anxiety or Depression	4
Death of family or friend	11



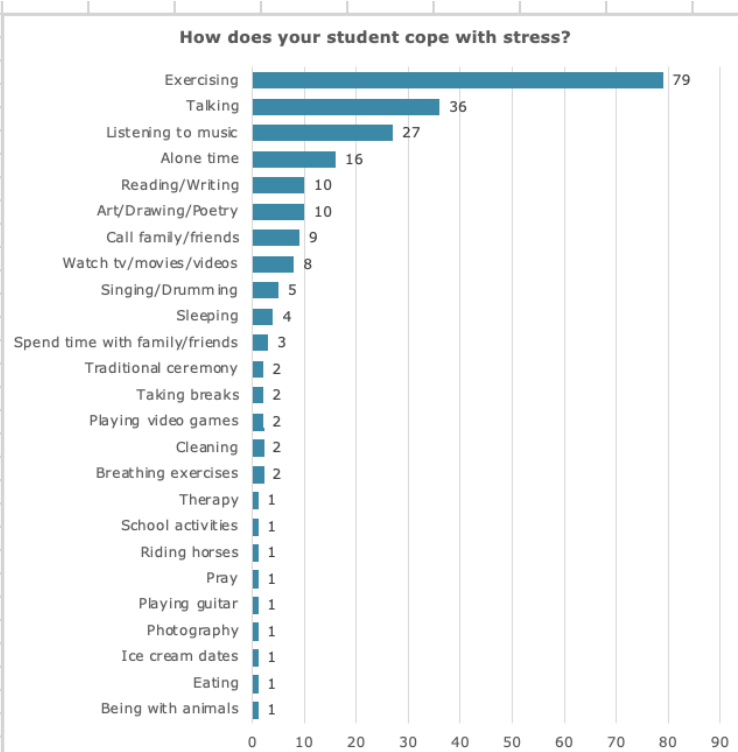
**Question 9**  
What are your concerns about your student as they start this year at Navajo Prep?

Category	Count
Eating healthy	1
Socializing and communicating	1
Staying engaged	1
Bullying	2
Medical condition	2
NP admin	2
Safety	2
Making new friends	5
Mental health	7
Maintaining good grades	8
Adapting to new environment	10
Time management	18
Being away from family	18

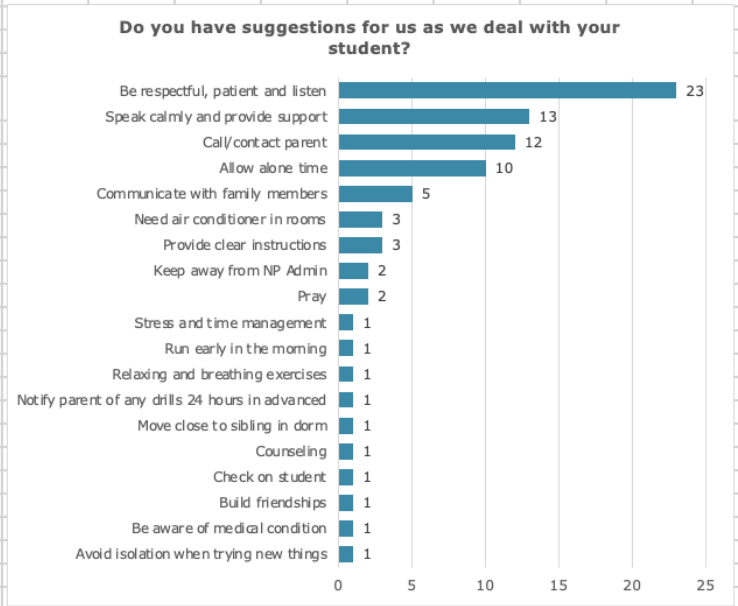


# Parent Surveys Continued....

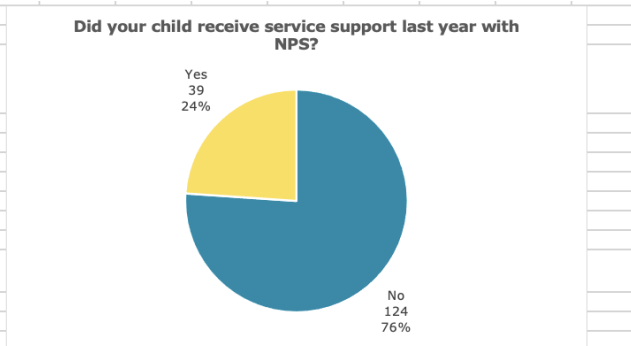
Question 10	
How does your student cope with stress?	
Category	Count
Being with animals	1
Eating	1
Ice cream dates	1
Photography	1
Playing guitar	1
Pray	1
Riding horses	1
School activities	1
Therapy	1
Breathing exercises	2
Cleaning	2
Playing video games	2
Taking breaks	2
Traditional ceremony	2
Spend time with family/friends	3
Sleeping	4
Singing/Drumming	5
Watch tv/movies/videos	8
Call family/friends	9
Art/Drawing/Poetry	10
Reading/Writing	10
Alone time	16
Listening to music	27
Talking	36
Exercising	79



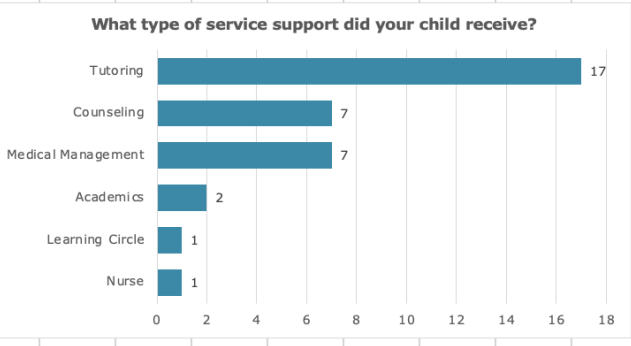
Question 11	
Do you have any suggestions for us as we deal	
Category	Count
Avoid isolation when trying new things	1
Be aware of medical condition	1
Build friendships	1
Check on student	1
Counseling	1
Move close to sibling in dorm	1
Notify parent of any drills 24 hours in ad	1
Relaxing and breathing exercises	1
Run early in the morning	1
Stress and time management	1
Pray	2
Keep away from NP Admin	2
Provide clear instructions	3
Need air conditioner in rooms	3
Communicate with family members	5
Allow alone time	10
Call/contact parent	12
Speak calmly and provide support	13
Be respectful, patient and listen	23



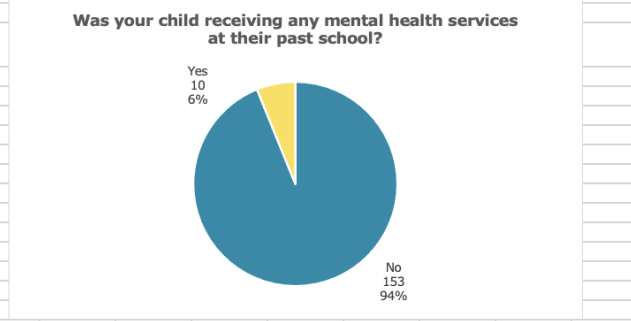
Question 12		
Did your child receive service support last year with NPS? (i.e., academics, counseling, tutoring, medication management etc.)		
Category	Count	Percentage
No	124	76%
Yes	39	24%



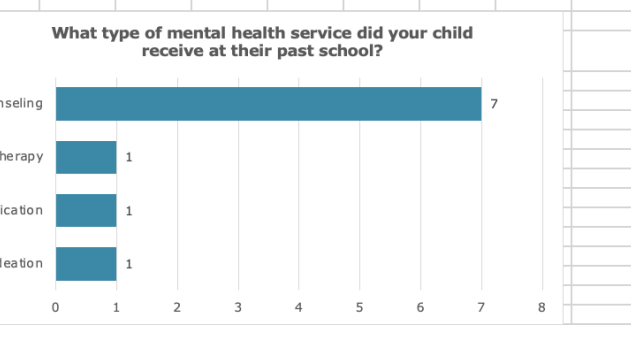
Question 12 cont..	
If yes, what type of service did you child receive?	
Category	Count
Nurse	1
Leaming Circle	1
Academics	2
Medical Management	7
Counseling	7
Tutoring	17



Question 13		
Was your child receiving any mental health services at their past school? If so what kind?		
Category	Count	Percentage
No	153	76%
Yes	10	24%



Question 13 cont..	
What type of mental health service did your child receive at their past school?	
Category	Count
Ideation	1
Medication	1
Therapy	1
Counseling	7





# Residential Advisor Intake Form

Adverse Childhood Experience (ACE) refers to a potentially traumatic event that occurs in a child's life before the age of 18, such as abuse, neglect, or household dysfunction. These experiences can have lasting negative effects on health, behavior, and development.

**RESIDENT PREPARATORY SCHOOL STUDENT LIFE PROGRAM**

Residential Name \_\_\_\_\_ Room # \_\_\_\_\_  
 Roommate(s) \_\_\_\_\_

**IDENTIFICATION INFORMATION**

Name \_\_\_\_\_ Grade \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Age \_\_\_\_\_  
 Gender (assigned at birth)  Male  Female  
 Current Gender Identity  Male  Female  Gay  Lesbian  Bisexual  Other \_\_\_\_\_  
 Cell phone number \_\_\_\_\_ Email \_\_\_\_\_  
 Parent/Guardian(s) \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 Physical Residence \_\_\_\_\_  
 Family Phone \_\_\_\_\_ Alternate phone \_\_\_\_\_

**FAMILY BACKGROUND**

Family Structure \_\_\_\_\_ Biological Step  
 Mother's Name \_\_\_\_\_ Biological Step  
 Other Guardian(s) \_\_\_\_\_ Residency \_\_\_\_\_  
 Other Guardian(s) \_\_\_\_\_ Residency \_\_\_\_\_  
 Other Guardian(s) \_\_\_\_\_ Residency \_\_\_\_\_

Where do your parents work? \_\_\_\_\_  
 Who do you primarily live with? \_\_\_\_\_  
 How often have you been in guardianship? NO  YES  When \_\_\_\_\_  
 Reason for change \_\_\_\_\_  
 How many brothers and sisters do you have? \_\_\_\_\_ brothers \_\_\_\_\_ sisters  
 List siblings who currently reside in your home \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 List family members who are currently attending college/university \_\_\_\_\_

1

List family members away from home for other reasons (military deployment, etc.) \_\_\_\_\_  
 \_\_\_\_\_  
 Who in your family are you closest to? \_\_\_\_\_  
 What do you like best about your family? \_\_\_\_\_  
 What concerns do you have about your family? \_\_\_\_\_

In the past year, how often have you had any significant stressors or issues (divorce, major moves, major loss, job change, etc.)? Yes  No  Yes

Please describe \_\_\_\_\_  
 \_\_\_\_\_

Would you like to join a club? \_\_\_\_\_  
 Do you speak your Native Language?  Yes  No  A little  
 Are you or your family active in traditional activities? No  Yes  Please describe \_\_\_\_\_

What is your religious affiliation? \_\_\_\_\_  
 Anything else you would like to share about your family? \_\_\_\_\_

**MEDICAL**

Do you consider yourself to be: Very Healthy \_\_\_\_\_ Generally Healthy \_\_\_\_\_ Have Health Problems \_\_\_\_\_  
 List any medical conditions or problems \_\_\_\_\_  
 List any prescription medications \_\_\_\_\_  
 List any over-the-counter medications or supplements \_\_\_\_\_  
 Are you currently being treated for any medical condition? No  Yes  If yes, reason \_\_\_\_\_  
 Have you been hospitalized during the past year? No  Yes  If yes, reason \_\_\_\_\_  
 Do you use an inhaler?  Yes  No  
 If so, for what medical condition? \_\_\_\_\_

2

Class officer, student senate or other \_\_\_\_\_  
 Clubs, organizations, or other activities \_\_\_\_\_  
 Residence Advisor \_\_\_\_\_

**LEGAL**

Have you ever been released from parental custody or placed in foster care?  Yes  No  
 If yes, when and why? \_\_\_\_\_  
 Have you ever been arrested or incarcerated?  Yes  No  
 If yes, when and why? \_\_\_\_\_  
 Are you currently involved with any court proceedings?  Yes  No  
 If yes, please describe \_\_\_\_\_

**Any significant changes that have occurred in your life over the summer that you would like to share?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**STUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_**  
**INTERVIEWER SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_**

Date/Time given to Residential Counselor \_\_\_\_\_  
 Date/Time given to Chair of Student Life \_\_\_\_\_  
 Date/Time given to SBAC \_\_\_\_\_

3

Are you currently involved with any court proceedings? No  Yes  Describe \_\_\_\_\_

**Any significant changes that have occurred in your life over the summer that you would like to share?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**STUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_**  
**INTERVIEWER SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_**

Date/Time given to Residential Counselor \_\_\_\_\_  
 Date/Time given to Chair of Student Life \_\_\_\_\_  
 Date/Time given to SBAC \_\_\_\_\_

4

**RESIDENT PREPARATORY SCHOOL RETURNING STUDENTS**

Residential Name \_\_\_\_\_ Room # \_\_\_\_\_  
 Roommate(s) \_\_\_\_\_

**IDENTIFICATION INFORMATION**

Name \_\_\_\_\_ Grade \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Age \_\_\_\_\_  
 Gender (assigned at birth)  Male  Female  
 Current Gender Identity  Male  Female  Gay  Lesbian  Bisexual  Other \_\_\_\_\_  
 Cell phone number \_\_\_\_\_ Email \_\_\_\_\_  
 Parent/Guardian(s) \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 Physical Residence \_\_\_\_\_  
 Family Phone \_\_\_\_\_ Alternate phone \_\_\_\_\_

**FAMILY BACKGROUND**

Family Structure \_\_\_\_\_ Biological Step  
 Mother's Name \_\_\_\_\_ Biological Step  
 Other Guardian(s) \_\_\_\_\_ Residency \_\_\_\_\_  
 Other Guardian(s) \_\_\_\_\_ Residency \_\_\_\_\_  
 Other Guardian(s) \_\_\_\_\_ Residency \_\_\_\_\_

Where do your parents work? \_\_\_\_\_  
 Who do you primarily live with? \_\_\_\_\_  
 How often have you been in guardianship? NO  YES  When \_\_\_\_\_  
 Reason for change \_\_\_\_\_  
 How many brothers and sisters do you have? \_\_\_\_\_ brothers \_\_\_\_\_ sisters  
 List siblings who currently reside in your home \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 List family members who are currently attending college/university \_\_\_\_\_

**MEDICAL BACKGROUND**

Do you consider yourself to be: Very Healthy \_\_\_\_\_ Generally Healthy \_\_\_\_\_ Have Health Problems \_\_\_\_\_  
 List any medical conditions or problems \_\_\_\_\_  
 List any prescription medications \_\_\_\_\_  
 List any over-the-counter medications or supplements \_\_\_\_\_  
 Are you currently being treated for any medical condition? No  Yes  If yes, reason \_\_\_\_\_  
 Have you been hospitalized during the past year? No  Yes  If yes, reason \_\_\_\_\_  
 Do you use an inhaler?  Yes  No  
 If so, for what medical condition? \_\_\_\_\_

**EDUCATION**

Academic Priority List: Yes  No  Describe Yes  No  GPA \_\_\_\_\_  
 S & T program \_\_\_\_\_  
 Chapter officer, student senate or other \_\_\_\_\_  
 Clubs, organizations, or other activities \_\_\_\_\_  
 Residence Advisor \_\_\_\_\_

**LEGAL**

Have you ever been released from parental custody or placed in foster care? No  Yes  When \_\_\_\_\_  
 Have you ever been arrested or incarcerated? No  Yes  When \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5

How many hours of sleep do you usually get each night? \_\_\_\_\_  
 In the past 6 months have you had difficulty falling asleep? No  Yes  \_\_\_\_\_  
 In the past 6 months have you had difficulty staying asleep once you do finally get to sleep? No  Yes  \_\_\_\_\_  
 In the past 6 months have you had difficulty waking up in the morning? No  Yes  \_\_\_\_\_  
 Are you satisfied with your body weight? Yes  No  If no, what would you like to change? \_\_\_\_\_

In the past year, have you ever intentionally hurt yourself in a cutting, choking, suicide attempt?  
 No  Yes  If yes, describe \_\_\_\_\_

**LEGAL**

Have you ever been released from parental custody or placed in foster care? No  Yes  When \_\_\_\_\_  
 Have you ever been arrested or incarcerated? No  Yes  When \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What do you like to do in your spare time (sports, hobbies, interests)? \_\_\_\_\_  
 \_\_\_\_\_  
 What do you like to do in an emergency? \_\_\_\_\_  
 \_\_\_\_\_  
 Have you ever been harassed or bullied by other students at school? No  Yes  If yes, describe \_\_\_\_\_  
 \_\_\_\_\_  
 How do you feel about school? \_\_\_\_\_  
 Do you have any concerns/needs about being in the Residential Program? No  Yes  \_\_\_\_\_

**EDUCATION**

Academic Priority List: Yes  No  Describe Yes  No  GPA \_\_\_\_\_  
 S & T program \_\_\_\_\_  
 Chapter officer, student senate or other \_\_\_\_\_  
 Clubs, organizations, or other activities \_\_\_\_\_  
 Residence Advisor \_\_\_\_\_

**LEGAL**

Have you ever been released from parental custody or placed in foster care? No  Yes  When \_\_\_\_\_  
 Have you ever been arrested or incarcerated? No  Yes  When \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6



**NAVAJO PREPARATORY SCHOOL, INC.**

Leaders Now And Into the Future "Yideeskaagoo Naat' aanii"



# Residential Advisor BIE Template Form

TO: Rachel Yonnie, Program Support Assistant  
Bureau of Indian Education

From: \_\_\_\_\_  
Roderick Denetso, LMSW, MSW  
Dean of Student Life  
Navajo Preparatory School

Date: \_\_\_\_\_

Subject: Waiver Form for Absence from \_\_\_\_\_

RE: \_\_\_\_\_

Ms. Yonnie,

Request for waiver to be approved for student during \_\_\_\_\_ of student count week.

Reason: Medical-Bereavement \_\_\_\_\_

If you have any questions, contact me at (505) 801-5939 or  
[rdenetso@navajoprep.com](mailto:rdenetso@navajoprep.com). Thank you for your time and understanding.

[www.navajoprep.com](http://www.navajoprep.com)

1220 West Apache Street • Farmington, NM 87401

Administrative Fax  
(505) 327-9213

Academic Fax  
(505) 564-8099

**Main Telephone Line**  
**(505) 326-6571**

SBHC Fax  
(505) 326-1834

Business Office Fax  
(505) 326-2155

# Residential Advisor Job Expectations



NAVAJO PREPARATORY SCHOOL  
Yideeskaagoo Naat'aanii: Leaders Now and into the Future

Critical Element 1: The residential advisor performs proactive childcare and mentorship of all students residing in the residential environment. Assures all resident students a well-balanced, nurturing, supportive, and psychologically healthy home living environment.

### Fully successful performance standards

- Resident advisors will demonstrate positive and supportive interaction with all students in their homes.
- The residential advisor will maintain ongoing positive communication with all students.
- The residential advisor will ensure all intake paperwork is completed for each student: parent survey, personal information questionnaire, and intake interview.
- The residential advisor will conduct intake interviews to establish rapport with the student and assist in developing a positive relationship between the student and the resident advisor.
- Resident advisors will actively participate in student staffing, demonstrate familiarity with all students in their Homes, and follow through with any tasks assigned to the student service plan.
- Resident advisors will assist the Residential officers and ensure they conduct and document regular home meetings.
- Resident advisors will assist the Residential officers and resident students in planning and implementing positive group activities that include all residential students.
- Resident advisors will conduct regular educational group sessions using curriculum materials provided by the Residential Program curriculum and 21<sup>st</sup> century. During these sessions, RA will demonstrate positive communication skills, interact with residents, and document processes and outcomes. Residential Advisors will turn in all attendance weekly to the 21<sup>st</sup> century.
- Resident advisors will recognize and mediate conflicts among students, including roommate conflicts, and will make appropriate referrals when needed.
- Resident advisors will recognize students who present with more severe problems and will consult with and/or refer them to appropriate counselors.
- Resident advisors will be familiar with and comply with all student safety plans and will immediately notify designated personnel about concerns regarding these students.
- The residential advisor will communicate with parents in a timely and positive manner.



NAVAJO PREPARATORY SCHOOL  
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Critical Element 1: The residential advisor performs proactive childcare and mentorship of all students residing in the residential environment. Assures all resident students a well-balanced, nurturing, supportive, and psychologically healthy home living environment.

STANDARD	1	2	3	4	5	COMMENT
1. demonstrate positive and supportive interaction with all students in their home.						
2. Maintain ongoing positive communication with all students						
3. Will ensure that all intake paperwork is complete for each student: parent survey, personal information questionnaire, and intake interview.						
4. Conduct intake interviews to establish rapport with the student and assist in developing a positive relationship between the student and the resident advisor.						
5. Actively participate in student staffing; demonstrate that they are familiar with all students in the home; and follow through with any tasks assigned to the student service plan.						
6. Assist the home officers and will assure that they conduct and document regular home meetings.						
7. Assist the home officers and resident students in planning and implementing positive group activities that include all home students.						
8. Conduct regular educational group sessions in accordance with curriculum materials provided by the Residential Counselor. During these sessions, RA will demonstrate positive communication skills, interact with residents, and document processes and outcomes.						
9. Recognize and mediate conflicts among students, including roommate conflicts, and will make appropriate referrals when needed.						
10. It will recognize students who present with more severe problems and will consult with and/or refer them to appropriate counselors.						
11. Be familiar with and comply with all student safety plans and will immediately notify designated personnel about concerns regarding these students.						
12. Communicate with parents in a timely and positive manner.						



NAVAJO PREPARATORY SCHOOL  
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Critical element 2: The residential advisor assures all resident students of a safe and healthy home living environment.

STANDARD	1	2	3	4	5	COMMENT
1. assure that all school policies and procedures are followed and will administer appropriate disciplinary actions for infractions of home rules.						
2. Will assure accountability for all students during residential hours through student attendance checks, bed checks, activity passes, weekend stays, seven-day program, and other accountability measures as required.						
3. Monitor the condition of the homes and report any equipment failure, repairs needed, or safety hazards in a timely manner.						
4. Instruct students on appropriate cleaning procedures and use of home equipment and supplies.						
5. Assign cleaning details and check to ensure that they are correctly completed						
6. Monitor and assure that cleaning supplies and equipment are available in the home and will supervise student use of these supplies and equipment.						
7. Assure that the kitchen area is clean and in good working condition.						
8. Monitor the use of all home equipment, including computers and kitchen equipment.						
9. Check students in/out of home rooms and will document the condition of the rooms, including any damages.						
10. Assign and monitor student keys.						
11. Secure and document all items stored in the home safe.						
12. Complete all required security checks and will assure that all windows and doors are properly secured.						
13. Monitor student hygiene and address issues as needed.						
14. Instruct students on emergency procedures, ensure that building fire and safety drills are implemented, and complete drill reports in a timely manner.						
15. Monitor in-home study halls.						



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Critical Element 2: The residential advisor assures all resident students a safe and healthy home living environment.

### Fully successful performance standards

- Resident advisor will ensure that all school policies and procedures are followed and administer appropriate disciplinary actions for infractions of residential home rules.
- Resident advisor will assure accountabilitys for all students during residential hours through student attendance checks, bed checks, activity passes, weekend stays, seven-day program, and other accountability measures as required.
- The residential advisor will monitor the condition of the homes and promptly report any equipment failure, repairs needed, or safety hazards.
- The residential advisor will instruct students on appropriate cleaning procedures and using home equipment and supplies.
- The residential advisor will assign cleaning chores and check to ensure that they are correctly completed.
- The residential advisor will monitor and ensure that cleaning supplies and equipment are available in the Homes and supervise student use of these supplies and equipment.
- The residential advisor will ensure the kitchen area is clean and in good working condition.
- The residential advisor will monitor the use of all equipment, including computers, vacuum cleaners, air purifiers, and kitchen equipment.
- The residential advisor will check students in/out of home rooms and document the rooms' condition, including any damages.
- The residential advisor will assign and monitor student keys.
- The residential advisor will secure and document all items in the office safe.
- The residential advisor will complete all required security checks and ensure all windows and doors are properly secured.
- The residential advisor will monitor student hygiene and address issues as needed.
- Resident advisor will instruct students on emergency procedures, will ensure that building fire and safety drills are implemented, and will complete drill reports promptly.
- The residential advisor will monitor study halls and priority list students.
- Resident advisor will ensure that students are checked out only by an authorized person.
- The residential advisor will monitor all visitors to the home.
- Resident advisor will notify appropriate personnel about all critical incidents, including disciplinary infractions and injuries, and will complete reports promptly.
- The residential advisor will ensure the medication cabinet is adequately supplied and always secured. Medication will be administered according to procedures and documented in the medication log and Magnus.
- The residential advisor will complete all required reports promptly. This includes:
  - NASIS attendance report and 21<sup>st</sup> century
  - Home status report
  - Shift report (Logbooks) and shift change staffing
  - Monthly report for the board to have accomplishments and concerns in the requested
  - Student home report card
  - All other accounts, as required
  - Residential homes sanitization
  - Panorama, Magnus, and Schoology



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16. Assure that students are checked out only by an authorized person.						
17. Monitor all visitors to the home						
18. Notify appropriate personnel about all critical incidents, including disciplinary infractions and injuries, and will complete reports in a timely manner.						
19. Assure that the medication cabinet is adequately supplied and always secured. Medication will be administered according to procedures and fully documented in the Magnus.						
20. Complete all required reports in a timely manner. This includes the NASIS attendance report, Home status report, Shift report, Monthly report for the board to include accomplishments and concerns, Student home report card, and All other reports as required						

COMMENTS:

RODERICK DENETSO LMSW, DIVISION DIRECTOR STUDENT LIFE AND WELLNESS

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_



# Topics Used in Wellness Wednesday and Individually with Students-Antony Smith, LMSW MSW

Healthy and Active Lifestyle  
Personal Development;  
coping skills, advocacy,  
establishing healthy  
relationships & problem  
solving with healthy groups  
of peers, staff, and problem  
solving  
Male Day -NM Department  
of Health  
Female Day – NM  
Department of Health  
Yoga Class  
Risky Behaviors

Ten Daily Self Care  
Activities  
Cognitive Distortions to  
Blame for Negative thinking  
Science of Stress – Five  
Ways to Reduce your  
Allostatic Load  
Bullying  
Am I in A Healthy  
Relationship  
Recognizing PTSD in Teens

Adolescent Development  
Explained  
How the ACE Questionnaire  
Measures Childhood  
Trauma and Predict Future  
Health  
How Does Social Anxiety  
Affects the Brain  
Empathy by Brene Brown  
Coping with Grief and Loss;  
Stages, grieving process and  
Learning to Heal

# Hang our Hat

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Returning and retention of students	EZ reports Digital Activity Calendar	Training Staff Student Life QPR CPR First Aid	CCTV MOU FPD
McKinney VINTO "THA SHOP" CLOTHING FOR STUDENTS	Community Engagement Christmas Bazaar	Student food handlers certification	SEL Program wrap around services
COOP Plan updates	Security manual Ruvena staff & student accountability	Crisis response updates School Safety Grief Training	School of Social NMHU Interns & Nursing SJC

### 3.3.1 Expand the school's capacity to provide social emotional support and peer-to-peer mentorship for students

Made available female school counselor to offer socio-emotional support and development to students

NPS SCHOOL YEAR 2023- 2024

BIT List of students and Reason for Visit

---

- ANXIETY – 46
- GRIEF – 14
- DEPRESSION – 10
- RELATIONSHIP ISSUES -5
- STRESS – 5
- SUICIDE IDEATION – 4
- DISCIPLINE VIOLATION
- SCAN REPORT – 4

<b>Attendance Summary By Activity</b>		
<b>Start Date:</b> Aug 19, 2023		
<b>End Date:</b> May 23, 2024		
<b>Site Name</b>	<b>Activity</b>	<b>Total Students</b>
Navajo Preparatory School	Academic Support	1,655
Navajo Preparatory School	College Career Readiness	750
Navajo Preparatory School	Dinǫ language and Culture	1,829
Navajo Preparatory School	Self-Efficacy Skills	4,287
Navajo Preparatory School	Social Emotional Learning	3,741

### *3.3.1 Expand the school's capacity to provide social emotional support and peer-to-peer mentorship for students*

Student Orientations and Parent Conference promoting SEL and surveys Kid Grit Program/ Wellness

Wellness Wheel

Wellness Wednesdays to meet student needs

Grief and losses support groups and trainings

Student support specialist and coordinator have gone through the Grief Center in Albuquerque for training,

Specific Evening meetings in the housing units with students and Residential advisors to give students some additional education on SEL specific to what RA are noticing to give support to those students.

QPR

Afterschool activities

Academic staff take some of their students for outings and that is helpful to those students and student are appreciative to those teaching staff.

Student Support Team

Our Student Support Specialist and Coordinator continue their education and training on identifying and implementing treatment and care for our students going through these stressful experiences.

Natural Helper students

Academic staff also refer students of concern and Student Support Team get involved with those students and give them support and resolve those issues.


Our School Health Base Nurse also sends us referrals of students of concern with mental and emotional concerns as well as IHS physician.

Student Ambassador Program

SBHC support IHS wrap around services

# SBHC

Meeting Basic needs



<b>Reason for Visit</b>	
COVID Testing	103
Illness	1,096
Injury	308
Meet with NNMC	272
Miscellaneous visits: masks, feminine products, band aids, snacks	1,190
Transport to the Emergency Room	12
Vaccine Clinic	110
Total	3,091

# What Kids Are Learning

## Self-Awareness

The ability to accurately recognize one's own emotions, emotions, thoughts, and values values and how they influence influence behavior. The ability to ability to accurately assess one's one's strengths and limitations, limitations, with a well-grounded sense of confidence, confidence, optimism, and a "growth mindset."

## Responsible Decision Making

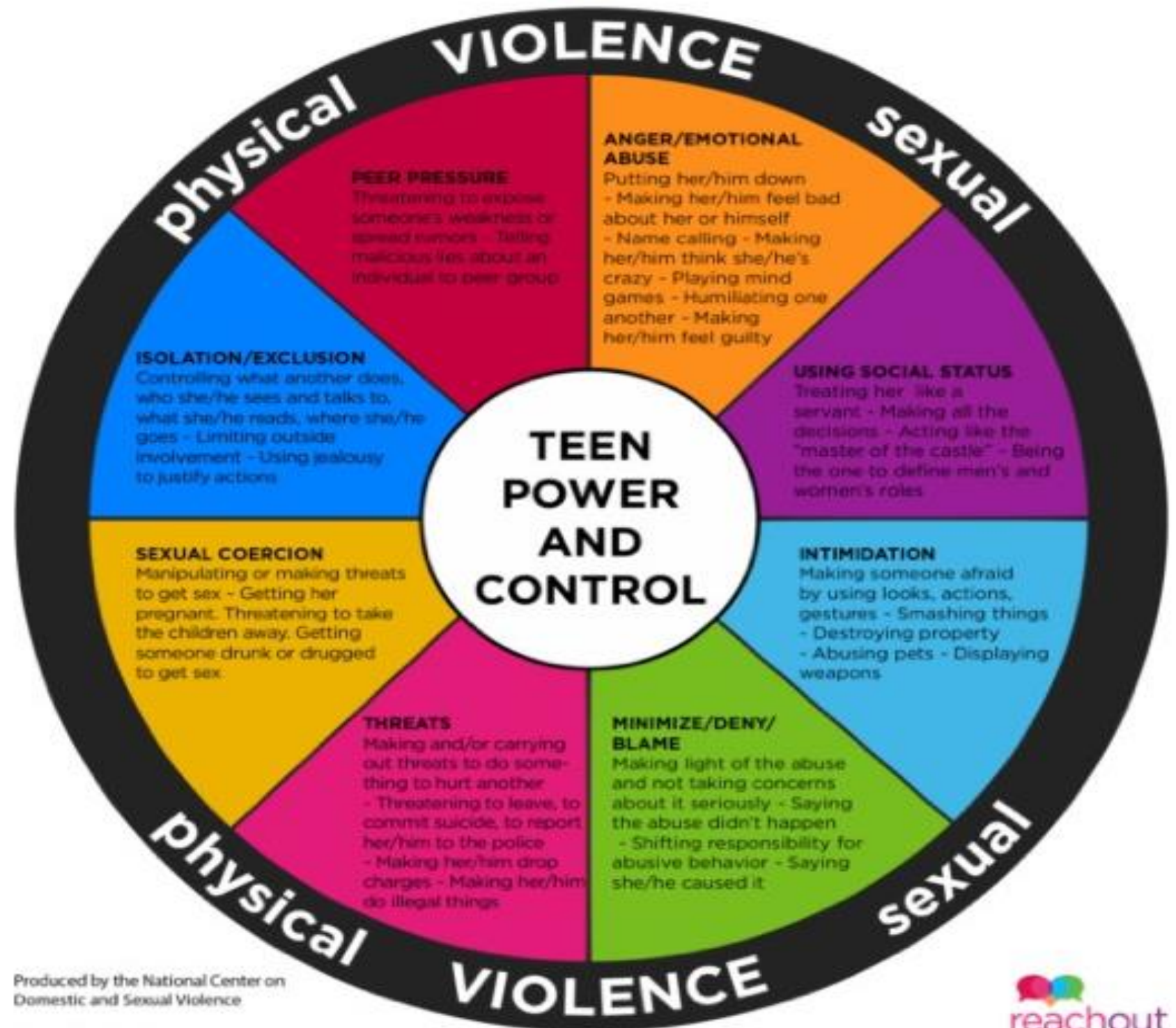
The ability to make constructive constructive choices about personal behavior and social interactions based on ethical ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of of the well-being of oneself and and others.

## Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively effectively managing stress, controlling impulses, and motivating oneself. The ability to ability to set and work toward toward personal and academic academic goals.

# Full circle

- Healthy boundaries and relationships
- What's healthy and unhealthy
- Self Actualization and safety



Produced by the National Center on Domestic and Sexual Violence

Adapted from the Power & Control Wheel Developed by Domestic Abuse Intervention Project  
2 East Superior Street

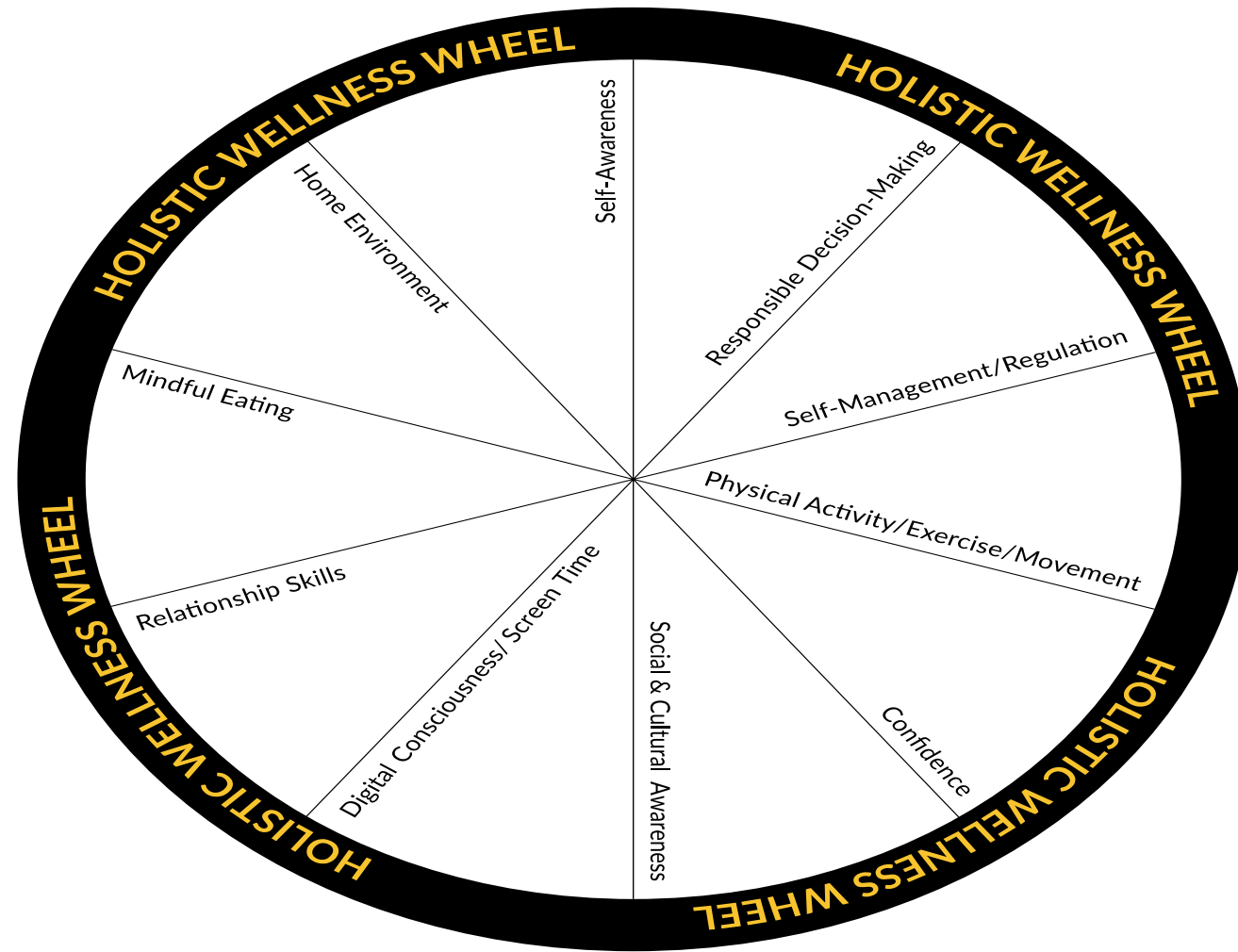


kid-grit

# What does it look like?

Wellness Wheel Exercise

Holistic Wellness Wheel



kid-grit™  
info@kid-grit.com  
Follow: @kid\_grit



# Kid Grit SEL Support = Parent Engagement (PTC)



## Check-ins

Regular check-ins with students to assess their well-being and provide personalized support.



## Great Dinner Conversations

Encouraging meaningful discussions during meals to foster open communication and connection.



## Take Copy and Practice

Providing students with resources and opportunities to practice the skills they're learning.



## Try with Your Kids Kids

Encouraging families to engage in the program's activities and apply the lessons at home.

## 4.2.1. Create communications systems and policies to support school culture

### Core Team Meetings

- Residential Coordinator
- Residential Advisors
- SBHC
- Student Support Coordinator
- 21<sup>st</sup> Century Coordinator
- Security/EMS

### Leadership

### Admin Team

### Student Support Team (BIT) Weekly

### Residential Student Life Department Meetings

### AcaOps

### Magnus

- Medication Management
- Treatment/Service Plans
- Student Contact
- Columbia Suicide Scale

# 4.3. Increase partnerships to strengthen professional learning communities and shared initiatives across Native communities and beyond



**NEW MEXICO HIGHLANDS UNIVERSITY**

## Social Work Career Panel

**Tue, April 23, 4:30-5:30pm**  
San Juan College, Room 55340

**Food provided!**

Virtual: <https://nmhu.zoom.us/j/99635439018>  
OR [bit.ly/sp24swstudentsuccess](https://bit.ly/sp24swstudentsuccess)

<b>GLORIA DEE, MSW</b> Senior Project Director- Capacity Builders	<b>RODERICK DENETSO, LMSW, LICENSED SCHOOL SOCIAL WORKER</b> Division Director of Student Life and Wellness- Navajo Preparatory School	<b>ANNA KRUTSKY, LCSW, CPS</b> Executive Director- San Juan County Partnership
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**CAPACITYBuilders** transforming communities

**San Juan County PARTNERSHIP**

**NAVAJO PREPARATORY SCHOOL**

**LEARN ABOUT THE VARIOUS SOCIAL WORK PROFESSIONS FROM LOCAL SOCIAL WORKERS!**

**QUESTIONS? [ELIZABETHGARCIA@NMHU.EDU](mailto:ELIZABETHGARCIA@NMHU.EDU)**

This series is sponsored by FVSSW SWEEP-Raices (Social Work Educational Enhancement Project). SWEEP-Raices is funded through the Developing Hispanic-Serving Institutions Program (DHSI).



# The End

1

## Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

2

## Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

3

## Holistic Development

The Navajo Preparatory School's Student Life Program aims to foster the overall well-being and growth of its students, addressing their physical, emotional, social, and academic needs to help them reach their full potential.

