



Navajo Nation Fall Council Session

Navajo Nation Council Chambers

Window Rock, AZ

Commitment to Students and Partnerships

Bureau of Indian Education Navajo Schools Fall 2026 Session Report

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Navajo Schools

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The BIE team remains dedicated to supporting students and fostering strong partnerships. We value transparency and openly share our progress, achievements, and challenges as part of our ongoing commitment to educational excellence and student success.

Mission

In partnership with tribal nations, the BIE promotes a culturally based, comprehensive education that prepares and empowers students to be healthy and successful.

Vision

Excellence in Student-Centered Native Education

2024-2030 BIE Strategic Direction

A comprehensive plan is designed to focus on student needs and prioritize their well-being. This strategy places students, their diverse cultural backgrounds, and their welfare at the forefront. All our actions and decisions are consistently aligned with the following overarching priorities which often span multiple areas of work.

Overarching Priorities

Cultural Identity and Language - Stakeholders emphasized that preserving cultural identities and tribal languages is essential to students' education, well-being, and sense of community. BIE Navajo will work to support cultural and language school programs and develop culturally appropriate curricula.

Student Success - Stakeholders called for redefining academic achievement to reflect tribal ways of knowing and learning, with emphasis on personal development, problem-solving, and preparation for life beyond school. BIE Navajo is working to promote lifelong learning and the development of strategic thinkers who can apply problem-solving skills to empower students to lead their sovereign nations toward self-determined futures.

Wellness - Wellness and well-being are essential to education, particularly in rural areas where funding and service providers are limited. BIE Navajo is implementing a comprehensive safety and support plan to promote secure learning environments in all our schools.

Cultural Identity and Language

Families, educators, and community members each play an essential role in supporting language and culture programs in our schools. Our schools integrate language and culture into daily instruction and school-wide programs.

In partnership with the Department of Diné Education (DoDE), we administer the Diné Language and Proficiency Assessment in all schools for students in grades K, 4, 8, and 11. The Diné Content Standards guide the integration of language, knowledge, history, government, and character education into daily learning.

Our high schools are working to increase the number of seniors who earn the Navajo Language Proficiency Seal. Several Bureau-funded schools have received Native Language Instruction Grants to enhance existing language programs, establish new initiatives, expand access to Native language instruction, and improve academic outcomes. In addition, 21 schools received grants from the National Fund Center for Literacy Instruction.

Literacy Instruction for Tribal Education Grant and Native Language Instruction Grant – 2026-2029

The grant focuses on teacher and leader professional development, biweekly literacy coaching, on-site visits, and direct support for culturally relevant curriculum implementation.

Schools participating include:

Pine Springs Day School	Tse'iiahi Community School
Tiis Tsozi Bi Olta Community School	Bread Springs Day School
Beclabito Day School	Cottonwood Day School
Chichiltah/Jones Ranch Community School	Jeehdeez'a Elementary School
Dibe Yazhi Habitiin Community School	Mariano Lake Community School
Kaibeto Boarding School	Pine Springs Day School
Nenahnezad Community School	Tiis' Tsozi Bi Olta/Crownpoint Community School
Ojo Encino Day School	Tonalea Day School
Tiis Nazbas Community School	Wingate Elementary
Nazlini Community School	NaNeelzhiin Ji Olta School
Black Mesa Community School	

Student Success

The Bureau of Indian Education (BIE) Navajo District is driving student success and preparing students for life after completion of school, ensuring they are fully equipped for college, careers, and community leadership. This is achieved by implementing a robust framework anchored in Professional Learning Communities (PLCs), where collaborative educator networks work to guarantee equitable access to high-quality instruction. Schools utilize a guaranteed & viable curriculum focused on BIE essential standards and pacing guides, providing a clear, aligned roadmap for the academic year. By continuously executing a data-driven teaching and assessment cycle, educators accurately measure student progress, tailor individual interventions, and build the foundational skills students need for lifelong success.

Professional Learning Communities (PLCs) at Work Process. Principals and school leaders at BIE Navajo bureau-operated schools will continue to maintain a collaborative process for sharing effective methods and fostering productive discussions among teacher teams. This process will support teaching teams as they address key instructional areas and use collaboration to strengthen teaching and learning.

Guaranteed and Viable Curriculum GVC)

BIE Navajo is committed to implementing a Guaranteed and Viable Curriculum across all schools. This commitment is intended to ensure that every student, regardless of the school attended or the teacher assigned, has access to a high-quality education and equitable learning opportunities.

Framework for Teaching and Learning

BIE Navajo has adopted the scope and sequence and pacing guide developed by the BIE Chief Academic Office. The framework identifies essential standards and establishes a shared instructional timeline. It supports educators in determining what to teach and when to teach it, with the goal of strengthening instruction and improving student achievement. [The Chief Academic Office Home | Bureau of Indian Education](#)

Teaching and Assessing Cyle

The assessment system combines ongoing classroom checks with scheduled assessments. Together, these assessments help educators understand student learning, monitor progress, identify intervention needs, and respond to students' academic needs.

BIE has embedded the NAVVY formative assessment tool as a real-time platform for assessing learning, monitoring student progress, and guiding instructional decisions. The tool provides screening, progress monitoring, and standards-aligned checks in mathematics, English language arts, science, and social studies. It also helps educators identify intervention needs, measure standards mastery, and access actionable learning data.

Educators use the results to adjust instruction and support student learning. The tool is used in alignment with the Framework for Teaching's essential standards and pacing guide to support data-informed decisions related to student proficiency, intervention, and enhancement.

Interim Assessments

Schools administered two benchmark interim assessments, one in October 2025 and one in February 2026. The results provide information about students who may need additional academic support in English language arts or mathematics.

Summative Assessment

Schools administered the Person summative assessment for English language arts and mathematics from April through May 2026. The assessment results provide information about student performance across BIE, BIE Bureau-Operated Schools, BIE Navajo, and BIE Tribal Compact Schools.

The assessment results reflect early signs of progress while also showing that significant learning needs remain. Some students are beginning to make progress, but continued instructional support is necessary to help students reach grade-level expectations...

Partnerships in Education

BIE Navajo is developing a partnership with the Navajo Nation's Head Start program to improve coordination on services, locations, schools, and shared approaches to early childhood and elementary education.

The partnership also supports communication and transition planning for Head Start students moving into Family & Adult Center Education (FACE) programs or kindergarten at BIE Navajo schools.

Partnership with Navajo Area Indian Health Services

The Navajo Area Indian Health Service (NAIHS) and BIE Navajo Schools established their first partnership through a memorandum of agreement (MOA) for an initial five years. The agreement provides eligible Bureau-operated students with behavioral health, medical, health promotion, prevention services, family planning and educational services, and promoting healthy choices.

BIE/BIA Wildland Fire Program

The U.S Department of the Interior established a new partnership between the Bureau of Indian Affairs and the Bureau of Indian Education to prepare Native American students for careers in wildland firefighting, strengthening the workforce while creating clear school-to-career pathways for tribal youth.

Through the Native Youth Firefighter Training Program, high school and post-secondary students receive hands-on instruction, mentorship and technical training which prepares them for seasonal and permanent positions with tribal, federal and state firefighting programs.

The Bureau of Indian Education's (BIE) Chief Academic Office recruited 17 BIE high school students to participate in the BIE/BIA Wildland Fire Program during the 2026–2027 school year. Program preparation materials and related informational resources were provided to participating BIE high school leaders and

teachers. This new opportunity will support students interested in pursuing careers in wildland firefighting. Salish Kootenai College will offer the Wildland Fire course curriculum as a dual-credit opportunity at no cost for tuition or fee. During the Spring 2026 semester, BIE Navajo had one student from Northwest High School complete the coursework and the practicum requirements with the BIA Fire Fighters.

Bureau of Indian Education's (BIE) Student Advisory Board

The Bureau of Indian Education has selected six students to serve on its 2026–2027 Student Advisory Board, the agency's first student-led board. Representing Indian Country nationwide, the students will help shape BIE policies, programs, and priorities that affect Native students and their education. Their appointments reflect BIE's commitment to student-centered decision-making and strategic direction.

Our representative is Adrianna Martinez-Pablo of Navajo Preparatory School in Farmington, New Mexico. On September 24, 2026, the BIE Executive Leadership Team met with the student advisory board members during their orientation in Washington, D.C.

Wellness

Climate-Resilient Schoolyard

Wingate Elementary School and Wingate High School have begun a Climate-Resilient Schoolyard project which is often referred to as Green Schoolyards. This project will provide academic learning along with supporting student wellness with an emphasis on Native language and culture.

The project will transform the school's outdoor space into a climate-resilient schoolyard that supports science, Native language and culture, environmental stewardship, and student well-being. The improvements will include the construction and installation of a concrete amphitheater, a traditional wood-shade outdoor patio, a garden with raised beds, benches, and necessary utilities.

These spaces will serve as living classrooms, gathering areas, and food corridors. The amphitheater and outdoor learning areas will support the school's science and Native language and culture curriculum while providing hands-on STEAM education aligned with BIE science standards. The garden will offer opportunities for students to learn sustainable land-management practices and develop lifelong environmental stewardship.

The schoolyard will create a safe and nurturing environment that supports students' emotional well-being, traditional Diné learning, and sense of belonging. It will integrate Diné language, values, and ecological knowledge into schoolyard activities and strengthen family and community connections through tree planting, gardening, cultural celebrations, and other activities that increase parent involvement.

Jeehdeeza Elementary School Teaching Greenhouse

Jeehdeeza Elementary School will build and install a greenhouse to expand its STEM, agricultural, sustainability, and culturally responsive educational programs. The project supports the Bureau of Indian Education's mission by offering innovative, hands-on learning that promotes environmental stewardship, healthy living, food sustainability, and culturally relevant agricultural practices.

The greenhouse will give students a safe, controlled environment for year-round agricultural instruction and project-based learning. It will also enhance the school's ongoing Three Sisters initiative, which teaches traditional Indigenous farming practices through the cultivation of corn, beans, and squash.

This facility will broaden educational opportunities for students in a geographically isolated, underserved rural community, where access to agricultural science facilities, environmental learning spaces, and STEM enrichment is limited.

School, Student, and Staff Safety

Recognizing that safety encompasses multiple dimensions, Navajo BIE has implemented proactive measures and established collaborative partnerships with staff, students, and stakeholders. These efforts address the diverse needs of each school community and focus on positive culture and climate; community engagement; emergency response; and the maintenance of safe and secure school environments.

BIE Navajo's Safety and Security Framework improves physical and social conditions by following the student and parent handbook, emergency management guidelines outlined in 30 IAM 12, and building security policies established in 444 DM 1. These measures also support partnerships with community groups, public health officials, and emergency management organizations.

School Safety Program Priorities

School Safety Program prioritized comprehensive safety planning, drill facilitation, staff training, and resource allocation. At the start of the academic year, all Navajo BIE Bureau-operated schools submitted their Emergency Management Plans and Continuity of Operations Plans. Schools also systematically tracked and monitored the frequency and facilitation of safety drills across their campuses. Training on emergency protocols was provided to staff at all schools to strengthen preparedness and response capabilities.

Emergency Preparedness and Response Training

Emergencies in educational institutions may include school violence, bullying, suicide, natural disasters, terrorism, and disease outbreaks. Strategic safety planning and regular drills are essential to mitigating the effects of these crises and supporting effective response and recovery.

Behavioral Health and Wellness

As a fundamental part of education and in alignment with the Strategic Direction priority of "Wellness," the behavioral health and wellness program focuses on three key areas: wellness, behavioral health, and safety. The program builds and sustains partnerships with tribal communities and public and private organizations while promoting a secure school environment. These efforts help ensure that student health and wellness support a successful educational experience. Crisis resources are distributed while continuing support in partnership with local leaders. Schools received technical assistance in preparing their wellness policies.

Onsite/Virtual Crisis Support

- Counseling and crisis support were provided to staff and students at Sanostee Day School, Tohaali Community School, and Beclabito Day School following the deaths of two BIE Navajo school employees and one student.
- Collaboration was created with clinicians and traditional practitioners representing the Navajo Nation Division of Behavioral and Mental Health Services, the Navajo Nation Children and Family Treatment Center, and the Bureau of Indian Education National Crisis Team within the Administration for Strategic Preparedness and Response.
- Established virtual support lines for staff at multiple schools, ensuring continued access to crisis resources from the Administration for Strategic Preparedness and Response during the crisis event.

Navajo BIE School Data

Graduation Rate BIE Navajo Schools

Scope	Cohort Year	Cohort Total	Graduated	Graduation Rate
BIE	2026	2,343	1,878	80.15 %

Graduation Rate BIE All Schools

School	Cohort Year	Cohort Total	Graduated	Graduation Rate
Greyhills Academy High School	2026	34	28	82.35 %
%Leupp School, Inc.	2026	0	0	0
Many Farms High School	2026	61	51	83.61 %
Navajo Preparatory School	2026	59	59	100 %
Rock Point Community School	2026	14	14	100 %
Rough Rock Community School	2026	18	15	83.33 %
To'hajiilee Day School	2026	23	22	95.65 %
Wingate High School	2026	88	74	84.09 %

Current Navajo Schools Student Enrollment

	School	Enrollment 10/15/26
TCS	Alamo Navajo School	309
BOS	Aneth Community School	80
TCS	Atsa' Biya'a'zh Community School	157
BOS	Baca /Dlo'ay Azhi Community School	213
BOS	Beclabito Day School	19
TCS	Black Mesa Community School	44
BOS	Bread Springs Day School	62
BOS	Chi-Chil' tah (Jones Ranch Communtiy School)	50
TCS	Chilchinbeto Day School	34
TCS	Ch'ooshgai Community School (Chuska)	175
BOS	Cottonwood Day School	119
BOS	Cove Day School	31
BOS	Crystal Boarding School	64
BOS	Dennehotso Boarding School	154
BOS	Dibe Yazhi Hablti'n O'lt'a Inc. (Borrego Pass)	33
TCS	Dilcon Community School, Inc.	195
TCS	Dzilth-Na-O-Dith-Hle Community School	158
TCS	Greasewood Springs Community School Inc.	115
TCS	Greyhills Academy High School	164
TCS	Hanaa'dli Community School (Huerfano)	7
TCS	Hunters Point Boarding School	113

BOS	Jeehdeez'a Academy (Low Mountain)	78
BOS	Kaibeto Boarding School	161
BOS	Kayenta Community School	209
TCS	Kin Dah Lichi'i Olta	149
BOS	Lake Valley Navajo School	22
TCS	Leupp School Inc	72
TCS	Little Singer Community	84
TCS	Lukachukai Community School	272
TCS	Many Farms Community School	201

BOS	Many Farms High School	208
BOS	Mariano Lake Community School	82
TCS	Naa Tsis'Ana Community School (Navajo Mountain)	61
TCS	Na'Neelzhinn Ji'Olta (Torreon)	113
TCS	Navajo Preparatory School	327
TCS	Nazlini Boarding School	84
BOS	Nenahnezah Community School	142
BOS	Ojo Encino Day School	136
BOS	Pine Springs Day School	18
TCS	Pinon Community School, Inc.	48
BOS	Pueblo Pintado Community School	123
BOS	Red Rock Day School	60
TCS	Seveir School District/Richfield	89
TCS	Rock Point Community School	322
BOS	Rocky Ridge Boarding School	35

TCS	Rough Rock Community School	186
BOS	Sanostee Day School	10
BOS	Seba Dalkai Boarding School	48
TCS	Shiprock Northwest High School	177
TCS	Shonto Preparatory School	220
BOS	T'iis Nazbas Community School (Teechospos)	75
BOS	T'iists'oozi'bi'olta (Crownpoint)	285
BOS	Tohaali' Community School (Toadlena)	75
TCS	To'Hajiilee-He (Canoncito)	224
BOS	Tonalea (Red Lake) School	131
BOS	Tse'ii'ahi' Community School (Standing Rock)	49
BOS	Tuba City Boarding School	913
TCS	Wide Ruins Community School	64
BOS	Wingate Elementary School	243
BOS	Wingate High School	315
Total		8,407
		Students

School Operations/Budget/School Projects

Funding Summary: School Year 2026–2027

Total Budget (Fund 267A2106DD, 80% Distribution): **\$142,326,457**

The Bureau of Indian Education's Navajo District includes **32** Bureau-operated schools, **34** tribally controlled schools, **five (5)** education resource centers, and **six (6)** agency Facility Operations & Maintenance offices. The district's funding combines direct congressional appropriations and U.S. Department of Education funds to support instruction, transportation, early childhood education, tribally controlled school operations, and facilities.

Consumable Budget and Distribution

The consumable budget and related distributions are summarized below:

- The consumable budget total shown below represents **80%** of the School Year 2026–2027 funding based on the student count. The remaining **20%** will be distributed on or before December 1, consistent with ISEP distribution requirements.
- Funding for **278** Facility Operations and Maintenance positions will be distributed after October 1, following the federal budget cycle.
- The Bureau of Indian Education has not received **\$268** in funds from the U.S. Department of Education as of the report date.

Funding Sources

Direct congressional appropriations supporting the Navajo District include the following:

- Indian School Equalization Program (ISEP) formula funds.
- ISEP program adjustments.
- Student Transportation.
- Early Childhood (Family and Child Education – FACE).
- Tribal Grant Support Costs.
- Education Program Enhancements.
- Facility Operations & Maintenance (O&M).

Consumable Budget by Program

The following table presents the consumable budget for Fund 267A2106DD under the 80% distribution for tribally controlled schools and Bureau-operated schools.

Program / Fund Code	Tribally Controlled Schools (TCS)	Bureau-Operated Schools (BOS)	Total
267A2106DD – Total Consumable Budget			
A0E30 – ISEP Formula Funds	\$52,452,120	\$52,910,740	\$105,362,860
A0E32 – Student Transportation	\$8,600,987	\$8,071,060	\$16,672,047
A0E33 – Early Childhood Development (FACE)	\$1,992,700	\$1,914,600	\$3,907,300

A0E34 – Tribal Grant Support Costs	\$16,384,250	\$0	\$16,384,250
Grand Total (80%)	\$79,430,057	\$62,896,400	\$142,326,457

ADD Navajo Project Data for BIE Budget

1. NAVAJO- Underway & Planned Projects

- 15 projects (FI&R and QI&R) – statuses of Awarded/Active, Funding/Pending Award, and In Solicitation
- \$50,237,175 total
- This sheet provides a concise list of active and planned Navajo projects.

2. FY27 NAVAJO Projects (tiers 0-3) – provides list recently approved by Director Dearman on 10/7/26 for execution this FY, subject to the availability of funds. See the attached pdf.

- 34 work orders/projects
- \$5,080,623 estimated cost (subject to the availability of funds)

3. FY27 Project Prioritization Process (PPP) NAVAJO Stats

- 24 Navajo schools submitted work orders for consideration by July 31, 2026, deadline
- 122 work orders submitted
- \$63,611,805.61 estimated cost (subject to the availability of funds)

(Please see attachments for the three areas identified above)