



## General Guidelines for Re-Opening Schools on the Navajo Nation

The Navajo Nation Department of Diné Education (DODE) will establish a *Navajo Nation Roadmap to Reopening Schools*. This roadmap will not be designed to be prescriptive but will be established to provide local educational agencies (LEAs) with parameters and options as they develop their own contingency plans using local demographics specific to conducting a successful re-entry to School Year 2020-2021. This roadmap will be a ‘working document’, meaning its guidance will likely change, be amended, or augmented due to the continuation of COVID information across the Navajo Nation, including a change in local trends and nationwide data. LEAs are encouraged to coordinate with their local stakeholders, authorities, and health professionals, and adhere to their recommendations and input. LEAs should also observe the most recent recommendations from the Centers for Disease Control and Prevention (<https://www.cdc.gov/>).

The roadmap will ensure it has relevant guidance supported by evidence and expertise; that the information presented spurs thinking, planning, and prioritization, and fosters a continuum of school decision making. This roadmap will be developed as a reflection of Navajo-specific scenarios, such as student enrollment and school/community demographics. For example, Black Mesa Community School (K-8, enrollment 64/SY 19) will have a distinct plan and response from Ch’ooghgai Community School (K-8, enrollment 230/SY 19).

This roadmap will focus on the following areas for LEAs to consider: Students, Teachers, Leaders, Families, and Technology.

Students		
Content area	Areas of concern	Questions to consider
School Functions	Cohorts (AM/PM classes, and virtual distant learning)	<ul style="list-style-type: none"> <li>• How best can you accommodate all students in your building, given the current recommendations for social distancing?</li> <li>• How might you best serve students in an innovative way that will ensure less populated areas of the school campus?</li> </ul>
	K-12 enrollment and appropriate measures	<ul style="list-style-type: none"> <li>• What policies will need to be in place/amended to ensure that you are reaching 100% of students?</li> <li>• Will there need to be additional measures for Pre-K, FACE programs, or post-secondary students that are served on your campus?</li> </ul>
	Athletics and extracurricular activities	<ul style="list-style-type: none"> <li>• How is your school going to handle athletics?</li> <li>• Will there need to be policy changes for games regarding fans?</li> </ul>



		<ul style="list-style-type: none"> <li>• How will your school handle travel associated with away games?</li> <li>• How extracurricular activities be conducted with social distancing and frequency of cleaning and sanitizing needed?</li> <li>• Given the need for recess and breaks to clean high traffic areas, how have your school thought about and reorganized the schedule to include possible longer recess times and specials?</li> </ul>
Health	Face masks and social distancing	<ul style="list-style-type: none"> <li>• What policies will be in place for students in regard to wearing face masks/coverings? Will you provide them?</li> <li>• How will you train students to wear them appropriately?</li> <li>• What happens if students do not have access to clean masks or an appropriate way to clean their mask after each day?</li> <li>• How will you train and work with students to properly dispose of any Personal Protective Equipment (PPE) so cross contamination does not occur?</li> </ul>
	Health logs	<ul style="list-style-type: none"> <li>• What policy is in place to monitor student and staff temperatures?</li> <li>• Who will lead taking temperatures?</li> <li>• Where will this station be in the school?</li> <li>• What happens if students have a fever or exhibit any symptoms? How will you isolate the students in the school building? What are the protocols to transport of sick students back home?</li> <li>• How will you work with students to understand the symptoms and what it feels like/looks like to have symptoms associated with Covid-19?</li> </ul>
	Mental/emotional health and care	<ul style="list-style-type: none"> <li>• How will you address trauma in students who may have/be experiencing grief, loss of family members and friends?</li> <li>• How will your school team work to de-escalate behavior issues that may arise due to stress, trauma, lack of structure, loss?</li> <li>• Do you have staff that are equipped with skills to help students with mental/emotional health?</li> <li>• Is there an onsite counselor or someone available to support students that might need home visits?</li> </ul>



Academics	Academic resources and expectations	<ul style="list-style-type: none"> <li>Given that student attendance will be different this upcoming year, what are your updated learning and behavior expectations given social distancing, attendance, and academic policies?</li> <li>How will you ensure that students understand the expectations and are meeting all health and safety measures?</li> </ul>
	Review most recent academic data and response	<ul style="list-style-type: none"> <li>Prior to the pandemic and school shutdowns, where were your students at academically?</li> <li>How will you measure their learning pre/post school closures?</li> <li>How will you determine if students are successful and learning in your new and updated schedule (staggered classes, cohort design, virtual learning, etc.)?</li> <li>What was student perception for their time out of school, specifically in regard to their learning? What gaps are you seeing across grade levels, age levels?</li> <li>How is your school team thinking through your curriculum and adjusting to meet needs?</li> <li>How are you ensuring that the pacing guides and curriculum maps are adjusted for lost time from the spring?</li> </ul>
	Whole group vs independent learning	<ul style="list-style-type: none"> <li>Given the guidelines and recommendations for social distancing, how is your school meeting those guidelines in the classroom for all ages?</li> <li>How are students going to be expected to behave in whole group settings with all kids in one classroom?</li> <li>How is your school adjusting policies to lower student: teacher ratios?</li> <li>How are teachers being trained to revamp lesson plans and classroom designs to incorporate less whole group and more independent or small group learning?</li> <li>What are procedures for cleaning and sanitizing all areas of the classroom and areas that students inhabit?</li> </ul>
	Homeroom instruction vs electives/specials	<ul style="list-style-type: none"> <li>How is your school adjusting the schedule of the school to ensure that kids have access and exposure to specials/electives, while minimizing exposure to more people and students?</li> </ul>
	Students with needs (Individualized Education Plan (IEP), Section 504 plan)	<ul style="list-style-type: none"> <li>How does your updated school schedule and student schedules across grade levels, incorporate students with special needs and their service providers?</li> <li>What policy changes might need to happen for IEP meetings, home visits, etc. to continue to take place in a safe way for all involved?</li> <li>Does your school have the capability for related service providers to provide therapy and other appropriate services through virtual settings?</li> </ul>





		<ul style="list-style-type: none"> <li>• How might you need to train students, families, and teachers to use these tools?</li> <li>• Does your school have the policies and software to create and accept electronic signatures for legal documents, like Individual Education Programs (IEPs) and 504 plans?</li> </ul>
Transportation	Bus pickups and drop off	<ul style="list-style-type: none"> <li>• What procedures are in place for the transportation department, particularly with student pick up and drop off to ensure social distance?</li> <li>• How might you adjust the times for the bus routes to meet needs but also ensure social distancing?</li> <li>• How is your plan incorporating changes in enrollment?</li> </ul>
	Parent pick up and drop off	<ul style="list-style-type: none"> <li>• How will your school site handle school drop off and picks to ensure there is no gathering of large groups?</li> <li>• How might your school's front office need to rearrange to manage the flow of parents/guardians during high foot traffic times and when they need to check out students?</li> <li>• What safety measures are in place for hand sanitizing, face covering, etc., for parents who are dropping off and picking up kids inside the building?</li> </ul>
	Dormitory Students-transportation on bus	<ul style="list-style-type: none"> <li>• What procedures might need to be added for checking temperatures for students who are catching the bus to go back to school and to the dorms?</li> <li>• What information will need to be collected for student screening before allowed to leave campus or come back to campus?</li> <li>• How are all bus riders and the bus driver protected from the general public in the event of a bus breakdown, emergency, or evacuation?</li> </ul>
Technology	Technical support (college courses, technology, etc.)	<ul style="list-style-type: none"> <li>• What is the ratio of student: computer/laptop/tablets that are available for in-school use?</li> <li>• What about home use?</li> <li>• What are the policies you have to ensure security of electronics?</li> </ul>
	Access to technology and internet	<ul style="list-style-type: none"> <li>• Do you have a technology plan?</li> <li>• How is will students be trained to use all platforms?</li> <li>• How will teachers be trained alongside students to use all platforms and email proficiently?</li> <li>• What types of software does your school need to invest in, in order to ensure that all students can access the internet in the building and if possible, in their homes or at public access points?</li> <li>• What procedures need to be in place for sanitizing and cleaning the equipment that is used by students in the building and at home?</li> </ul>



Arizona Department of Education: [Considerations for Students Document](#)

Teachers		
Content area	Areas of concern	Questions to consider
Function	Protective Measures	<ul style="list-style-type: none"> <li>• How do you plan to train and prepare staff on CDC and /sanitation protocols before returning to work?</li> <li>• Do you have an additional plan or area for teachers to report to in the event of no internet at home?</li> </ul>
	Classroom outlay/format and responsibilities for each area in school	<ul style="list-style-type: none"> <li>• How do you plan to enlist teacher collaboration in re-configuring classroom formats to maximize the ability of students and staff to socially distance from one another?</li> </ul>
	Supplies and resources	<ul style="list-style-type: none"> <li>• How do you ensure adequate budget capacity to purchase needed supplies and resources for teachers?</li> <li>• How will you ensure adequate cleaning supplies to minimize sharing of high touch materials and disinfecting classrooms between classes?</li> </ul>
	K-12 enrollment and appropriate measures	<ul style="list-style-type: none"> <li>• What plans are in place to ensure teachers are involved in shared decision making and have opportunities to contribute in meaningful ways for all PreK-12 students to be successful?</li> </ul>
Health	Face masks and social Distancing	<ul style="list-style-type: none"> <li>• What policies will be in place for teachers/support staff regarding the wearing of masks</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> </ul>
	Mental/emotional health and care- resources available locally and through insurance	<ul style="list-style-type: none"> <li>• What procedures are in place to train teachers on agency resources and wrap around services within the community if teachers need to make a student or self-referral? (IHS Mental Health, NN Behavioral Health and providers through insurance).</li> <li>• How will you share and disseminate information on accessing mental health supports (telehealth, hotlines, virtual video resources, traditional healing/counseling, school counselors, school psychologist, mental health specialist)?</li> </ul>
Academics	Alternative hybrid learning models of instruction	<ul style="list-style-type: none"> <li>• How will you develop creative plans to assign teachers to the different learning models (online, staggered schedules, cohorts, virtual mentors, etc.) while taking into account the</li> </ul>



		assignment of vulnerable staff to duties that minimize their contact with students, families and other employees?
	Whole group vs independent learning	<ul style="list-style-type: none"> <li>• How will learning models be built to accommodate best practices identified to accelerate student achievement and well-being?</li> <li>• What measures will be put in place to recoup academic skills prior to school closures?</li> <li>• What will classroom formats and lesson plans look like for teachers assigned to one or more alternative hybrid learning models?</li> </ul>
	Homeroom instruction vs electives/specials	<ul style="list-style-type: none"> <li>• How might you rotate teachers (rather than students) when self-contained classrooms are not feasible?</li> </ul>
	Students with needs (Individualized Education Plan (IEP), Section 504 plan)	<ul style="list-style-type: none"> <li>• What plans and amended policies are in place to ensure special needs students are accommodated and continue to receive services outlined in their IEP or 504 plans?</li> </ul>
Transportation	Communication	<ul style="list-style-type: none"> <li>• What methods will be used to develop effective communication procedures to keep staff, families, community, and stakeholders informed?</li> <li>• How will you use multiple modalities to ensure our Navajo people receive communication in the Navajo language and is culturally sensitive and appropriate.</li> </ul>
Technology	Professional development (software use, technology, etc.)	<ul style="list-style-type: none"> <li>• How will your school manage professional development of teachers and staff?</li> <li>• How will teachers be trained to use technology and become more than novice in the use of email, Microsoft Office suite, Zoom, GoToMeetings, etc.?</li> <li>• How will you ensure that teachers and staff are adequately implementing the software and the use of technology in their homes, if they are asked to teach and work remotely?</li> </ul>
	Personal use of technology	<ul style="list-style-type: none"> <li>• In the event of needing to work remotely on a short notice, do your teachers have the necessary technology to do so?</li> <li>• Does your plan include an update of policies for the use of personal technology, such as a personal laptop and/or phone?</li> <li>• How will you survey your teachers to find if they have internet and necessary infrastructure to conduct online lessons, if needed?</li> </ul>

Arizona Department of Education: [Considerations for Teachers Document](#)

**Leadership in schools and residential programs**





Content area	Areas of concern	Questions to consider
Function	Standard Operation of Procedures (SOPs)	<ul style="list-style-type: none"> <li>• Do you have an updated SOP for all areas of your school (transportation, meals, academics, buildings and maintenance/facilities, finance, etc.?)</li> <li>• Does your SOP address all functions and operations in the school?</li> <li>• How will the school develop a COVID response team among staff? Or among parents? Students?</li> </ul>
	Attendance policies	<ul style="list-style-type: none"> <li>• How do you plan to address attendance policies on behalf students?</li> <li>• Will there be necessary attendance protocols and procedures for students or staff?</li> <li>• Will there be a routine check-in/check-out process?</li> </ul>
	Teachers, staff, non-certified, substitutes, etc. (recruitment and retention plans)	<ul style="list-style-type: none"> <li>• Do you have a plan that will support an influx of absent teachers and staff due to COVID?</li> <li>• Will your plan address chaperone and paraprofessionals?</li> <li>• Will there be a plan for retirees who want to return to work?</li> <li>• Will you define high risk staff? And how will they be protected?</li> </ul>
	Budget and finance	<ul style="list-style-type: none"> <li>• How do you plan to coordinate schoolwide functions with students or staff who have to remain home due to COVID?</li> <li>• How do you plan to accommodate schoolwide needs that require additional funding, such as technology resources and e-learning resources?</li> </ul>
	Consider fortifying codified local partnerships	<ul style="list-style-type: none"> <li>• Does your plan include input from local health authorities?</li> <li>• Do you plan involve partnerships with available resources, such as food banks or the local chapter house?</li> </ul>
	Survey families to understand home environments	<ul style="list-style-type: none"> <li>• Will you initiate a survey or questionnaire that will assist in preparing to help students mitigate health risks?</li> <li>• How will the school provide adequate services to students who live in multigenerational homes?</li> <li>• How will the school provide adequate services to students who are without running water?</li> <li>• How will the school provide adequate services to students who are without electricity?</li> <li>• How will the school provide adequate services to students who are homeless?</li> </ul>
	Professional development	<ul style="list-style-type: none"> <li>• How will staff be trained and prepared to return to work?</li> <li>• Will training involve technology usage, health measures, and academic service?</li> <li>• Will PD require staff to have similar classroom formats?</li> </ul>



	Staff and student schedules (staggered schedules, cohorts, etc.)	<ul style="list-style-type: none"> <li>• Will there be cohorts? Perhaps an AM, PM, and virtual distant learners?</li> <li>• Will teachers be teaching multiple classes due to enrollment?</li> <li>• Will teachers be separated by halls or wings to limit exposure to health concerns?</li> <li>• Will homeroom teachers and electives/specials teachers have separate expectations to schedules or students?</li> </ul>
Health	Policies in the event of a positive case for students and staff	<ul style="list-style-type: none"> <li>• Is your school abiding by most recent CDC guidelines?</li> <li>• Will reopening your school be consistent with state or local orders?</li> <li>• Will there be health screenings for students and staff, or visitors, including any and all required consent?</li> <li>• Is your health plan flexible with leave policies and practices?</li> <li>• Will there be monitoring of students and staff?</li> <li>• How will you promote healthy hygiene practices, such as washing hands and wearing face masks?</li> <li>• How will you intensify schoolwide cleaning and disinfection?</li> <li>• How will you encourage social distancing and limiting groups?</li> <li>• How will you provide training on health protocols for all students, staff, and stakeholders?</li> </ul>
	Mental and emotional health (full-time counselor)	<ul style="list-style-type: none"> <li>• Do you have a full-time, certified counselor? If not, do you plan on hiring a qualified individual?</li> <li>• Do you plan to consult with local health authorities on monitoring these concerns?</li> <li>• Do you have a framework of support for distress, breaks for fresh air, or other means to minimize mental and emotional symptoms?</li> </ul>
Academics	Additional instructional opportunities and curriculum building	<ul style="list-style-type: none"> <li>• Is your plan prepared to initiate alternative instructional opportunities and curriculum planning?</li> <li>• Is your plan equipped with contractors or other entities to provide instruction? What will the professional development consist of for teaching staff?</li> <li>• Will there be a survey to learn the conditions of residential conditions of staff to ensure they continue academic operations?</li> <li>• Do you have a Continuous Learning Plan with alternative considerations?</li> </ul>
	Athletics and extracurricular activities	<ul style="list-style-type: none"> <li>• Will you pursue virtual gatherings in lieu of field trips or schoolwide activities?</li> <li>• Will you limit audience during small group field trips or schoolwide activities?</li> </ul>





	Overall operations (school lunch, sanitation, etc.)	<ul style="list-style-type: none"> <li>• How will breakfast and lunch be prepared, served, and disposed according to healthy measures?</li> <li>• How will state and federal requirements for students and meals be conducted?</li> <li>• Does your breakfast and lunch times have proper preparation, service, and disposal protocol?</li> <li>• Will staff and students be required to wear gloves and masks?</li> <li>• When eating, how will masks be conducted?</li> <li>• Will the playground be open?</li> <li>• How will you intensify cleaning and disinfection?</li> </ul>
	Comprehensive Communication Plan	<ul style="list-style-type: none"> <li>• How will your plan communicate to parents, guardians, and community members?</li> <li>• Does your plan include input from local agencies and other stakeholders?</li> <li>• Will you invest in new communication tools, such as text messaging, marquees, or newsletters?</li> </ul>
	Homeroom vs electives/specials instructors	<ul style="list-style-type: none"> <li>• Will your schedule distinguish the two forms of instruction?</li> <li>• How will health measures be used in highly intense electives/specials, such as Physical Education or Home Economics?</li> <li>• Will there be combined classes for students?</li> <li>• How will you identify work centers for teachers/students who cannot work from home?</li> </ul>
Transportation	Bus Route	<ul style="list-style-type: none"> <li>• How many students take the bus? How do you plan to mitigate health risks for busses that meet capacity?</li> <li>• How will screening be conducted for bus students?</li> <li>• How will you intensify bus cleaning and disinfection?</li> </ul>
	Students walk or drop-off	<ul style="list-style-type: none"> <li>• Will you encourage parents to drop-off students?</li> <li>• Will there be specific routes to school for walkers?</li> </ul>

Arizona Department of Education: [Considerations for Leaders Document](#)

Families		
Content area	Areas of concern	Questions to consider



Function	Communication	<ul style="list-style-type: none"> <li>• How have you considered communication with all families in your plan? (consider via radio, websites, texts, emails, newsletters, etc.)</li> <li>• Have you translated your communication and important messages into Navajo for greater access?</li> <li>• Have you considered social media as means to reach more families?</li> </ul>
	Dedicated websites for families	<ul style="list-style-type: none"> <li>• Does your communication plan include Information that is accessible and free of educational jargon?</li> <li>• Have you considered the various reading levels of parents and families in your communication?</li> <li>• Do you have a website that is specifically dedicated to families to access relevant information? Who might you assign to ensure this website is updated and grows?</li> </ul>
	Family Advisory Councils	<ul style="list-style-type: none"> <li>• How will you work with Parent Advisory Council or Head Start Parent Policy Council?</li> <li>• How will the PAC or other parent committees support the dissemination of information, continued education of Covid-19 best practices, and overall functions of the school in regard to parents/guardians?</li> </ul>
	Consider fortifying codified local partnerships	<ul style="list-style-type: none"> <li>• Does your plan develop/expand on resource list for food bank and other resources for families?</li> </ul>
	Multigenerational households	<ul style="list-style-type: none"> <li>• What resources are available to families to maintain a safe home?</li> <li>• Do you plan support families who live in multigenerational homes, to understand possible needs to self-isolation, quarantine, and additional social distancing measures?</li> <li>• In the event of a student who has symptoms or reports of a family member who lives in the same household that has symptoms, what are the policies for working with that family to ensure there is no lapse in academic learning while meeting health needs? How might you leverage the local health organizations and/or public health nursing?</li> </ul>
	Working parents	<ul style="list-style-type: none"> <li>• How will your plan include policies to consider flexibility for working parents, in the event of a child being sent home for symptoms?</li> <li>• What are the childcare needs of your parents and guardians?</li> <li>• How can your schoolwork to build partnerships to ensure continuity of care for all students?</li> </ul>
Health	Connect and educate families on COVID	<ul style="list-style-type: none"> <li>• How will you provide educational resources for families need to be available in Navajo? <ul style="list-style-type: none"> <li>○ Ex. What do you send your child to school with?</li> </ul> </li> </ul>



	Social and emotional health (accessible resources, home visits, etc.)	<ul style="list-style-type: none"> <li>How will you work with Navajo Department of Behavioral Health, Navajo I-LAUNCH, and other resources for systems of MH.</li> </ul>
	Encourage a safe pick-up and drop-off routine	<ul style="list-style-type: none"> <li>How will school design drop off and pick up routines to assure safety?</li> </ul>
Academics	PreK-12 enrollment and appropriate measures	<ul style="list-style-type: none"> <li>How will your schoolwork with Navajo Head Start, Quality First, First Things First, Navajo DoDE-OSERS home visiting programs to ensure student and family needs are being met?</li> </ul>
	Childcare	<ul style="list-style-type: none"> <li>Does your plan include measures to help parents connect with Program for Self-Reliance and CCDF to determine childcare re-opening and resources available?</li> </ul>
Transportation	Encourage a safe pick-up and drop-off routine	<ul style="list-style-type: none"> <li>How will school design drop off and pick up routines to assure safety?</li> </ul>
Technology	Resources	<ul style="list-style-type: none"> <li>How does your plan include resources for home so that families and students practice precautions from home to school?</li> </ul>

Arizona Department of Education: [Considerations for Families Document](#)

Technology		
Content area	Areas of concern	Questions to consider
Academics	Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> <li>How do you plan to adapt to high level technology services to the learning process for students in each grade level?</li> <li>How you plan to use technology to embrace individualized learning opportunities (IEPs, Section 504, Gifted, etc.)?</li> <li>Does your school have a system digital environment for using data to improve, enrich learning processes?</li> <li>Will IT staff ensure IT devices for school, staff and students are fully functioning and supported?</li> </ul>
	Internet, network connections	<ul style="list-style-type: none"> <li>Do you know what percentage of your family population has access to internet? Possess computers? Laptops?</li> <li>What is the process to establish a virtual learning process?</li> </ul>





		<ul style="list-style-type: none"> <li>• Are staff literate and technologically savvy?</li> <li>• Will there be training for staff and students who are unfamiliar with data and technological services?</li> <li>• Will there be policies for IT adoption?</li> </ul>
	School building IT	<ul style="list-style-type: none"> <li>• What are your funding sources and what can it supply?</li> <li>• What are alternative forms of instruction for students who are COVID positive or exposed to COVID?</li> <li>• Will school have a section or area for Wi-Fi services for students and staff?</li> <li>• How will your technology plans align with local, tribal, state, and federal guidelines?</li> </ul>
Health	Tele Health	<ul style="list-style-type: none"> <li>• How does your school plan to monitor schoolwide health protocol using technology?</li> <li>• How will your technology plans align with local, tribal, state, and federal guidelines?</li> <li>• Will there be a health database for staff and students who show symptoms of, exposed to, and/or test positive for COVID? Will there be an individual to monitor health databased? He/she will need to be HIPPA certified.</li> </ul>
Function	Communication with parents (emails, portals, etc.)	<ul style="list-style-type: none"> <li>• How do you plan to effectively communicate with families and communities using technology?</li> <li>• How do you plan to enhance stakeholder communication on ongoing functions involving academic learning, COVID, etc.?</li> </ul>
	Professional Development	<ul style="list-style-type: none"> <li>• How do you plan to provide PD for staff and families?</li> <li>• Will PD involve support onto one unified system? Does your school have a certified IT staff?</li> <li>• Will he/she be knowledgeable in ensuring all devices are supported and functioning?</li> </ul>
	Technology Initiatives	<ul style="list-style-type: none"> <li>• Does your school plan to write grants to support tribal, state, or federal support?</li> <li>• How do you plan to mitigate funds to support IT initiatives that support staff and student distant learning?</li> <li>• What community resources are available to support your IT initiatives?</li> <li>• Do you plan to partner with your local community resources to achieve IT initiatives?</li> </ul>
Transportation	Bus route	<ul style="list-style-type: none"> <li>• Will school buses be equipped with Wi-Fi services?</li> <li>• Will bus Wi-Fi services be fully supported by its service provider? (connectivity, speed, bandwidth, etc.)</li> </ul>



More information:

- [Arizona Roadmap for School Re-opening](#)
- New Mexico Public Education Department- [Implementation Guide for Continuous Learning Plan](#)
- New Mexico Public Education Department [Covid-19 Resources for Schools](#)

**\*Disclaimer**

“The information provided in this document does not, and is not intended to, constitute legal advice. Instead, all information, content, and materials available in this document are for general informational purposes only. Information in this document may not constitute the most up-to-date legal or other information. This document contains links to other third-party websites. Such links are only for the convenience of the reader or user. Navajo Nation DODE and its staff do not recommend or endorse the contents of the third-party sites.

Readers of this document should contact their attorney to obtain advice with respect to any legal matter. No reader or user of this document should act or refrain from acting based on information in this document without first seeking legal advice from counsel in the relevant jurisdiction. Only your individual attorney can provide assurances that the information contained herein, and your interpretation of it, is applicable or appropriate to your situation. Use of an access to this document or any of the links or resources contained within the document, do not create an attorney-client relationship between the reader, and document authors, contributors, contributing law firms, or committee members and their respective employers.

All liability with respect to actions taken or not taken based on the contents of this document are hereby expressly disclaimed. The content in this document is provided “as is”. No representations are made that the content is error-free.”