

**2021/2022 BIE NAVAJO DISTRICT  
STUDENT-PARENT HANDBOOK**



**Dennehotso Boarding School**

**PO Box 2570/ E. Hwy 160  
Dennehotso, AZ 86535**

**Phone: 928-658-3201/3202/3204  
Fax: 928-658-3221**

# TABLE OF CONTENTS

	Page
<b><u>LETTER FROM ASSOCIATE DEPUTY DIRECTOR</u></b> .....	7
<b><u>LETTER FROM PRINCIPAL</u></b> .....	9
<b><u>LETTER FROM SCHOOL BOARD PRESIDENT</u></b> .....	
<b><u>MESSAGE ON SCHOOL BOARDS</u></b> .....	10
<b><u>MESSAGE ON WELLNESS</u></b> .....	10
<b><u>MESSAGE ON CHILD ABUSE AND NEGLECT</u></b> .....	10
<b><u>NAVAJO DISTRICT SCHOOL CALENDAR</u></b> .....	13
<b><u>BUREAU OF INDIAN EDUCATION</u></b> .....	
<b>I. Vision Statement</b> .....	14
<b>II. Mission Statement</b> .....	14
<b>III. Program Goals</b> .....	14
<b><u>BUREAU OF INDIAN EDUCATION NAVAJO DISTRICT</u></b> .....	
<b>I. Navajo District Description</b> .....	14
<b>II. Navajo Plan</b> .....	14
<b>III. Navajo District Priorities</b> .....	14
<b>IV. AdvancED (Cognia) Standards for Quality Schools</b> .....	14-15
<b><u>SCHOOL INFORMATION</u></b>	
<b>I. School Vision Mission, Philosophy and Statement</b> .....	16
<b>II. School Daily Class Schedule</b> .....	18-20
<b><u>HIGH SCHOOL COURSE OF STUDY</u></b>	
<b>I. Wingate</b> .....	21
<b>II. Many Farms</b> .....	22-23

**ACADEMIC INFORMATION**

I. Title IX and Executive Order 13160..... 24

II. Standards-Based Curriculum and Assessments ..... 24

III. K-8 Programs.....24

IV. High School Programs .....25

V. Graduation Cohort.....25

VI. Graduation Requirements .....25

VII. Acceptance of Online School or Coursework .....25

VIII. BIE Unified Assessments .....25

IX. Classroom Assessments.....25

*Formative Assessment* ..... 25

*Summative Assessment* ..... 25

*Optional High School Assessments* ..... 25

X. Valedictorian and Salutatorian ..... 26

XI. Promotion and Retention ..... 26

XII. K-12 Academic Support Services..... 27

**RESPONSIBILITIES AND RIGHTS OF PARENTS** ..... 27

I. Responsibilities..... 27

II. Rights..... 27

**ADMISSION/REGISTRATION**..... 31

**ATTENDANCE**..... 32

I. Types of Absences..... 32

II. Attendance Procedures and Policies ..... 32

III. Tardiness ..... 32

IV. School Attendance ..... 32

V. Early Checkout..... 32

VI. Attendance Incentives ..... 32

VII. Attendance Contract..... 33

**SCHOOL-WIDE RULES AND POLICIES**

I. Expectations..... 33

II. Closed Campus ..... 35

III. Dress Code ..... 35

IV. School Activities and Trips..... 36

V. Computer/Internet Usage Policy..... 36

VI. Electronic Device..... 37

VII. Vehicle Policy..... 37

VIII. Fund Raising and Student Council..... 38

IX. School Search and Seizure Policy ..... 38

*Searches of Individuals* ..... 38

*School Property*..... 38

*Automobile Searches* ..... 39

*Seizure of Illegal Materials* ..... 39

*Use of Drug and Alcohol Tests* ..... 39

*Law Enforcement*..... 39

*Use of Dogs* ..... 39

*Use of Metal Detectors*..... 39

X. Infectious Disease Control Policy..... 39

**STUDENT BEHAVIOR**..... 40

I. Harassment/Intimidation/Threats/Bullying..... 40

II. Hazing..... 41

III. Bullying ..... 41

IV. Public Displays of Affection ..... 41

**DISCIPLINE**..... 42

I. Discipline Ladder ..... 42-48

<b>II.</b>	<b>Progressive Discipline .....</b>	<b>42-48</b>
<b>III.</b>	<b>Discipline Terms Defined.....</b>	<b>49</b>
<b>IV.</b>	<b>Discipline Appeals-Procedural Due Process .....</b>	<b>49</b>
	<i>Due Process Hearing .....</i>	<i>49</i>
	<i>Notification.....</i>	<i>49</i>
	<i>Specific Student Hearing Rights and Procedures .....</i>	<i>49</i>
	<i>Appeal.....</i>	<i>49</i>
<b>V.</b>	<b>Grievance Procedures .....</b>	<b>50</b>
	<i>Student or Parent/Employee.....</i>	<i>50</i>
	<i>Student/Student.....</i>	<i>50</i>
<b>VI.</b>	<b>Behavior Interventions .....</b>	<b>51</b>
	<b><u>SPECIAL EDUCATION</u> .....</b>	<b>52</b>
<b>I.</b>	<b>IDEA .....</b>	<b>52</b>
<b>II.</b>	<b>Section 504 of the Rehabilitation Act of 1973... ..</b>	<b>53</b>
	<b><u>SCHOOL SERVICES</u>.....</b>	<b>53</b>
<b>I.</b>	<b>Meal Costs.....</b>	<b>53</b>
<b>II.</b>	<b>Cafeteria Rules .....</b>	<b>53</b>
<b>III.</b>	<b>Transportation.....</b>	<b>53</b>
<b>IV.</b>	<b>School Library .....</b>	<b>54</b>
<b>V.</b>	<b>School Health Services .....</b>	<b>54</b>
<b>VI.</b>	<b>Medical Emergency .....</b>	<b>54</b>
<b>VII.</b>	<b>Athletics.....</b>	<b>54</b>
	<b><u>PARENT INVOLVEMENT POLICY</u> .....</b>	<b>55</b>
<b>I.</b>	<b>Student-Parent Handbook and Parent Involvement Policy .....</b>	<b>55</b>
<b>II.</b>	<b>Parent Advisory Committee .....</b>	<b>55</b>
<b>III.</b>	<b>Parent-School Compact .....</b>	<b>55</b>
<b>IV.</b>	<b>Student Responsibilities .....</b>	<b>56</b>

<b>V. Annual Meeting .....</b>	<b>57</b>
<b>VI. CONTINUITY OF LEARN AND COVID-19 RESPONSE PLAN ....</b>	<b>57</b>
<b><i>APPENDIX</i>.....</b>	<b>58</b>
<b>A. Medical Forms .....</b>	<b>59</b>
<b>B. Parent/School Compact .....</b>	<b>60</b>
<b>C. BIE Medications Policy .....</b>	<b>62</b>
<b>D. BIE Suspected Child Abuse/Neglect Reporting Protocol .....</b>	<b>63</b>
<b>E. Restraint and Seclusion (<a href="https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf">https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf</a>)</b>	



# United States Department of the Interior

## BUREAU OF INDIAN EDUCATION

Navajo District

PO Box 1499

October 25, 2021

Dear Students, Parents and Guardians,

Each of you are valued members and partners of the Navajo District community. The work, interest and support for success you provide daily is very important to a student's future hopes and dreams. Navajo schools are focused on student safety and a learning environment that will help to provide strong learning results for all students.

The pandemic has presented many educational challenges, you may have concerns on how to best support your child in learning and making progress. Please be assured that much time and effort has gone into the planning and preparation for the School Year 2021-2022. In partnership with all stakeholders, Navajo District will continue to adjust its efforts in the best interest of all students during this challenging time. It is focused on continuity of learning and the health and wellness of all students and staff.

The Student-Parent Handbook provides guidance to the policies and requirements expected of all students. As partners in educating your child, you and your child play a crucial role in making sure that you are well informed of the expectations related to appropriate behavior for a safe, positive, and productive school year.

Please carefully read/review the information contained in this handbook, sign the acknowledgement form and returned to the school principal. It is written to include information that will keep all students and schools safe and informed. The focus is on learning with the expectation that all students behave in a respectful manner and follow the outlined guidelines for a safe learning environment. Thank you for your partnership in education and for your support and cooperation in reviewing this handbook with your child.

If you have questions about any portion of this handbook, please contact the principal of the school where your child attends. Thank you, be safe and know that you, your child and your family are appreciated. Lets have a great school year!

Respectfully,

*Emily K. Arviso*

Emily K. Arviso  
Acting Associate Deputy Director-Navajo  
Bureau of Indian Education

**Bureau of Indian Education  
P.O. Box # 1449  
Old Club Road  
BIA Building 3  
Window Rock, Arizona 86515  
(928) 871-5932  
(928) 871-59 (fax)**

**Emily K. Arviso, Acting Assistant Deputy Director, BIE-Navajo District**



## DENNEHOTSO BOARDING SCHOOL

Together In Beauty, We Learn, Grow, and Achieve

PO Box 2570

Dennehotso AZ, 86535

Phone (928) 658-3201 Fax (928) 658-3221

Principal: Delbert M. Ortiz



### MEMORANDUM

Date: October 1, 2021  
To: Parents/Guardians  
From: Delbert M. Ortiz, Principal  
Re: SY 2021/2022

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Dear Parents and Guardians,

This memorandum is in reference to the Reopening of the DBS campus and the return of our students through the hybrid model.

We look forward to working with your students on campus. We would appreciate your assistance in maintaining a safe environment free of COVID exposure. If your child is not feeling well, please keep them at home. Contact the school to inform us of your child's health.

If a parent would prefer to keep their child at home for remote/virtual learning, please contact the school immediately. We will work with you to ensure that your child receives synchronous learning while at home.

If you have any questions, please see me.

Thank you,

Delbert M. Ortiz

**MESSAGE ON SCHOOL BOARDS**

The school boards and Navajo District Schools strive to ensure that every student graduates fully prepared for college or career readiness. Each school board acts in accordance with the policies outlined in the 25 CFR and 62 BIAM to effectively support students, families, and community.

**MESSAGE ON WELLNESS**

We encourage students and their families to practice traditional concepts of Hózhó, and take measure to address their physical, mental, and spiritual well-being. In addition to academic instruction, the schools will take measures to provide nutritious food and provide students with structured physical activities to the greatest extent possible. We encourage students and their families to eat healthy, to exercise, and to maintain their mental health so that students can reach their full academic potential.

**MESSAGE ON CHILD ABUSE AND NEGLECT**

All instances of suspected cases of child abuse and neglect will be reported in accordance with the BIE's Suspected Child Abuse/Neglect Reporting Protocols Attached as Appendix: D.

Dennehotso Boarding School  
Principal: Delbert M. Ortiz

Staff Roster

1	Begay, Charlene	Education Aid	Baby FACE
2	Begay, Patricia	School Cook Supervisor	Food Program
3	Begay, Sue V.	Secretary (Typing)	Administration
4	Benally, Elsie	Education Technician	Substitute/ 1st Grade
5	Benally, Wesley	School Bus Driver	Transportation
6	Charley, Caroline J.	Home Living Assistant	Residential
7	Featherhat, Lucy	Education Aid (Liaison)	Administration
8	Gray, Rhonda	Home Living Assistant	Residential
9	Grayeyes, Doris M.	Teacher (Elementary)	7th /8th ELA
10	Harrison, Nathan	Custodian	Facilities/Maint.
11	Harrison, Norma J.	Teacher (Elementary)	7th /8th Math
12	Harrison, Rosie	Education Technician	Kindergarten
13	Hicks, Irene	Education Aid	Baby FACE
14	Holmes, Owen	Teacher (Elementary)	5th Grade
15	Isaac, Carlotta A.	Education Specialist	Special Education
16	James, Grace C.	Education Technician	Special Education
17	Lansing, Michelle	Teacher (Elementary)	1st Grade
18	Lee, Ella Mae	School Cafeteria Helper	Food Program
19	Little, Elizabeth	Education Technician	Library
20	Long, Martha	Teacher (Elementary)	4th Grade
21	McCarty, Nellie C.	Teacher (Elementary)	Special Education
22	Mitchell, Allen Curtis	School Bus Driver	Transportation
23	Ortiz, Delbert M.	Principal	Administration
24	Paul, Everett	Maintenance Worker	Facilities/Maint.
25	Redhouse, Javis	Janitor	Facilities/Maint.
26	Redhouse-Jones, Rosalind	Business Manager	Administration
27	Sam, Laura C.	Home Living Assistant	Residential
28	Todachine, Chandra	School Cook	Food Program
29	Tsosie, Shirley	Teacher (Elementary)	6th Grade
30	Tsosie, Terry	Maintenance Worker	Facilities/Maint.
31	Tuni, Reeveson L.	Home Living Assistant	Residential
32	Yazzie, Irene	Teacher (Elementary)	3rd Grade

33	Yellowhair, Cynthia	Teacher (Elementary)	2nd Grade
34	Begay, Lavina	Education Aid	Special Education
35	Nelson, Aaron	Security Guard	Facilities/Maint.
36	Joe, Shirley	School Bus Driver Lead	Transportation
37	Miles, Pamela	Facilities Clerk	Facilities/Maint.

### SCHOOL BOARD MEMBERS

VACANT: President

VACANT: Vice President

VACANT: Secretary

VACANT: Member

**2021-2022 School Calendar**

Submission Deadline: 4/10/2021 Must be approved by: \_\_\_\_\_  
 Org Code: D33N040 Federal Holidays - not to exceed 9  
 Admin. Days (NTE 10)  
 School Location: Dennehotso Boarding School; Navajo  
 Edu. Prog. Administrator: Dr. Edie Morris  
 Telephone/Fax No: T(928) 658-3201; F(928)658-3333

**KEY:**

- O Federal Holidays
- ◇ School Vacation Leave
- Contract Begin/End Date
- + Staff Dev/Admin. Days
- X Teacher/Parent Conference
- / half day school/admin day

July 2021						
Su	M	T	W	Th	F	S
				1	2	3
4	5 O	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 □	27+	28+	29+	30+	31

August 2021						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6 O	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27+	28	29	30		

**Federal Holiday** 0  
 Employees Return: \_\_\_\_\_  
 1st Day of School: 07/26/21  
 Admin. Days: 5  
 School Days: 0  
 Vacation Days: 0

Employees Return: \_\_\_\_\_  
 1st Day of School: 08/02/21  
 Admin. Days: 0  
 School Days: 22  
 Vacation Days: 0

**Federal Holiday** 1  
 Admin. Days: 1  
 School Days: 20  
 Vacation Days: 0

October 2021						
Su	M	T	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	11 O	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11 O	12	13
14	15	16	17	18	19	20
21	22	23	24 O	25 O	26 O	27
28	29	30				

December 2021						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 O	21 O	22 O	23 O	24 O	25
26	27 O	28 O	29 O	30 O	31 O	

**Federal Holiday** 1  
 Admin. Days: 0  
 School Days: 20  
 Vacation Days: 0

**Federal Holiday** 2  
 Admin. Days: 0  
 School Days: 18  
 Vacation Days: 2

**Federal Holiday** 2  
 Admin. Days: 0  
 School Days: 13  
 Vacation Days: 8

January 2022						
Su	M	T	W	Th	F	S
						1
2	3+	4	5	6	7	8
9	10	11	12	13	14	15
16	17 O	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11+	12
13	14	15	16	17	18	19
20	21 O	22	23	24	25	26
27	28					

March 2022						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 O	15 O	16 O	17 O	18 O	19
20	21	22	23	24	25	26
27	28	29	30	31		

**Federal Holiday** 1  
 Admin. Days: 1  
 School Days: 19  
 Vacation Days: 0

**Federal Holiday** 1  
 Admin. Days: 1  
 School Days: 18  
 Vacation Days: 0

Admin. Days: 0  
 School Days: 18  
 Vacation Days: 5

April 2022						
Su	M	T	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28 O	29 O	30

May 2022						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19+	20+ □	21
22	23	24	25	26	27	28
29	30 O	31				

June 2022						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Admin. Days: 0  
 School Days: 19  
 Vacation Days: 2

**Federal Holiday** 0  
 Last Day -Students 05/18/22  
 Last Day -Employees 05/20/22  
 Admin. Days: 2  
 School Days: 13  
 Vacation Days: 0

Last Day -Students \_\_\_\_\_  
 Last Day -Employees \_\_\_\_\_  
 Admin. Days: 0  
 School Days: 0  
 Vacation Days: 0

School Instructional Days (Normally 180)						TOTAL:			
Admin	10	July	0	Oct.	20	Jan.	19	Apr.	19
Holiday	8	Aug.	22	Nov.	18	Feb.	18	May	13
		Sept.	20	Dec.	13	Mar.	18	June	0
						<b>TOTAL:</b>	<b>180</b>		

**School Vacation Days (NTE 17)**

						TOTAL:			
July	0	Oct.	0	Jan.	0	Apr.	2		
Aug.	0	Nov.	2	Feb.	0	May	0		
Sept.	0	Dec.	8	Mar.	5	June	0		
						<b>TOTAL:</b>	<b>17</b>		

Principal: *Dr. Edie Morris* Date: 02/09/21  
 Edu. Prog. Administrator: *Dr. Edie Morris, CPA, AICPA, BOS* Date: 02/10/2021  
 School Board: *Eric Lopez* Date: 02/09/21

## **BUREAU OF INDIAN EDUCATION**

### **I. Vision Statement**

*“Uniting to promote healthy communities through lifelong learning.”*

### **II. BIE Mission Statement**

*To provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well-being and in keeping with the wide diversity of Indian Tribes and Alaskan Native villages as distinct cultural and governmental entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within family and Tribal or Alaskan Native Village contexts.<sup>1</sup>*

### **III. BIE Program Goals**

- All students will meet or exceed academic proficiency levels in reading and/or language arts, science, and mathematics
- All schools will provide a safe and secure environment by decreasing incidents of violence and substance abuse by a minimum of 2% annually
- Student attendance will meet or exceed the United States rural attendance rate
- All schools will enhance the professionalism of all staff to improve education programs for student success through:
  1. requirements for staff to have appropriate certification;
  2. comprehensive systemic and on-going professional development;
  3. recruitment and retention of highly qualified educators; and
  4. development of leadership using best practices
- High school graduation rates will be 95% or higher
- Each school will provide curriculum and instruction in Tribal languages and/or cultures as approved by the local school boards

## **BUREAU OF INDIAN EDUCATION NAVAJO DISTRICT**

### **I. BIE Navajo District - Description**

BIE Navajo operates under one Associate Deputy Director. There are five Education Resource Centers (Crownpoint, Shiprock, Window Rock, Chinle, and Tuba City) that provide support for the 66 BIE-operated and grant schools on the Navajo Nation within the states of Arizona, New Mexico, and Utah. These schools provide primary as well as secondary education, and nineteen of the BIE schools in the Navajo District have residential programs.

### **II. BIE Navajo Plan and the Bureau of Indian Education’s Strategic Direction**

Initially, the Navajo District developed a guideline/plan to support all 66 Bureau-funded schools prior to the development of the BIE’s Strategic Direction (<https://www.bie.edu/sites/default/files/documents/idc2-086443.pdf>.) Nevertheless, the BIE Navajo Plan, which originated in 2012, lent itself to the “Commitment to

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<sup>1</sup> 25 C.F.R. § 32.3.

the Navajo Learner” within the BIE’s Strategic Direction planning.

- I. **Pillar I: Continuous Improvement Using Data** - use data from standards-based assessments and benchmarks to improve effective instruction, student learning, and achievement  
**Pillar II: Leadership and Decision-Making for Change** - build leadership’s capacity to implement innovative changes to foster student achievement  
**Pillar III: Curriculum and Instruction** - develop a strong curriculum using College and Career Readiness Standards, and build teacher capacity to deliver effective instruction resulting in increased student achievement  
**Pillar IV: School, Parent, and Community** - implement innovative strategies developed through the collaborative efforts of the school, parents, and community to support each child’s educational experience
- II. **Goal 1: High Quality, Early Childhood Education** - All students will enter kindergarten academically, socially, and emotionally prepared to succeed in school.  
**Goal 2: Wellness, Behavioral Health, and Safety** - All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment.  
**Goal 3: K-12 Instruction and High Academic Standards** - All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities.  
**Goal 4: Post-Secondary and Career Readiness** - All students will graduate high school ready to think globally and succeed in postsecondary study and careers.  
**Goal 5: Self-Determination** – All students will develop the knowledge skills and behaviors needed to lead their sovereign nations to a thriving future through self-determination.  
**Goal 6: Performance Management** – All students will benefit from an education system that is effective, efficient, transparent, and accountable.

### III. District Priorities

In addition to the pillars and the Strategic Direction the Navajo District has identified four priorities for all Navajo District BIE funded and operated schools. The priorities are:

- College and Career Readiness Standards
- Professional Learning Communities
- Navajo Language & Culture
- Increased Stakeholder Engagement
- Fiscal Efficacy

### IV. Performance Standards for Quality Schools:

Cognia (<https://www.cognia.org/services/accreditation-certification/>) is an accreditation non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. Cognia provides tools and resources to schools and school systems to support an ongoing comprehensive analysis to drive continuous improvement now and into the future.

**Leadership Capacity Domain**

**Learning Capacity Domain**

**Resource Capacity Domain**

## **SCHOOL VISION STATEMENT**

Together In Beauty, We Learn, Grow, and Achieve

## **SCHOOL MISSION STATEMENT**

In keeping with the Diné philosophy of life, all stakeholders of Dennehotso Boarding School will nurture lifelong learners to apply the principles of success:

- Thinking
- Planning
- Living
- Assurance

Thus, ensuring that our students walk in beauty.

## **PHILOSOPHY**

Dennehotso Boarding School believes that every student should have the opportunity to learn and achieve to his/her fullest potential. We further believe that traditions and beliefs of the community promote aspects of a harmonious life. Dennehotso Boarding School supports the retention of these cultural attributes for the students.

	K-2	3-5	6-8
7:45 -8:00	Breakfast (They eat first)	7:45- 8:00 SEL/ Journal 8:00 – 8:20 Breakfast	7:45– 8:15 7 <sup>th</sup> & 8 <sup>th</sup> Morning Work in Class (Morning Math/ DOL/Vocab) 8:15 – 8:30 Breakfast
8:00 -9:00	English Language Arts 8:00 – 8:50	English Language Arts 8:20 -9:10	6 <sup>th</sup> English Language Arts 8:30 – 9:30 7 <sup>th</sup> ELA 8:30 – 9:30 8 <sup>th</sup> Math
9:05 – 10:05	Mathematics 8:50 – 9:45	Mathematics 9:10 - 10:05	6 <sup>th</sup> Mathematics 9:30 – 10:30 7 <sup>th</sup> Math 9:30 – 10:30 8 <sup>th</sup> ELA
	K-2 Recess & Teacher AM Break 9:45-10:05	3-5 Recess & Teacher AM Break 10:05- 10:25	6-8 Recess & Teacher Break 10:25- 10:45
10:10 -11:10	Tier 1/ELA Intervention /Social Studies 10:10 – 10:30 Social Studies Instruction 10:30 – 10:50 Gp 1 Intervention Gp 2 SS Packet 10:50 – 11:10 Gp 2 Intervention Gp 1 SS Packet	Tier 1/ELA Intervention /Social Studies 10:30 – 10:50 Social Studies Instruction 10:50 – 11:10 Gp 1 Intervention Gp 2 SS Packet 11:10 – 11:30 Gp 2 Intervention Gp 1 SS Packet	10:30 – 11:30 Tier 1/ELA Intervention / Social Studies(Navajo Culture Emphasis) 10:50 – 11:10 Social Studies Instruction 11:10- 11:30 Gp 1 Intervention Gp 2 SS Packet 11:30 – 11:50 Gp 2 Intervention Gp 1 SS Packet
11:10 -12:30	Lunch & Navajo Block In order to keep cafeteria numbers small, Lunch Times and Navajo will be staggered K to Lunch 11:00-11:30 Recess -Navajo 11:50 -12:30 1 <sup>st</sup> to   Lunch 11:10 – 11:40 Recess -Navajo 11:50 -12:30 2 <sup>nd</sup> to Lunch 11:20- 11:50 Navajo 11:50 -12:30	Lunch & Navajo Block In order to keep cafeteria numbers small, Lunch Times and Navajo will be staggered 3 <sup>rd</sup> to Lunch 11:30 – 12:00- Navajo 4 <sup>th</sup> to Lunch 11:40 – 12:10- Navajo 5 <sup>th</sup> to Lunch 11:50 – 12:20- Online Intervention Split ½ before ½ after lunch	Lunch & Navajo Block In order to keep cafeteria numbers small, Lunch Times and Navajo will be staggered 6 <sup>th</sup> to Lunch 11:55 – 12:25 7 <sup>th</sup> to Lunch 12:00 – 12:30 8 <sup>th</sup> to Lunch 12:00 – 12:30
12:30 -1:30	Tier 2/Mathematics Intervention / Science Packet 12:30 – 12:50 Science Instruction 12:50- 1:10 Gp 1 Intervention Gp 2 Science Pkt 1:10- 1:30 Gp 2 Intervention Gp 1 Science Pkt	Tier 2/Mathematics Intervention / Science Packet 12:30 – 12:50 Science Instruction 12:50- 1:10 Gp 1 Intervention Gp 2 Science Pkt 1:10- 1:30 Gp 2 Intervention Gp 1 Science Pkt	12:30 – 12:45 Hygiene & Sanitation Specials- 12:45- 1:30

Revised: 12/21/21  
Includes Tier 1, 2, 3

1:30 – 2:15	1:30 - 2:00 Tier 3/Foundational Skills Practice K-3 Release @ 2:00 pm	3rd 1:30 - 2:00 Tier 3/Foundational Skills Practice Specials 1:30 - 2:15	Tier 2/Mathematics Intervention / Science Packet 1:30 – 1:50 Science Instruction 1:50- 2:10 Gp 1 Intervention Gp 2 Science Pkt 2:10- 2:30 Gp 2 Intervention Gp 1 Science Pkt
2:15 – 3:00		4 <sup>th</sup> Online Intervention Program + Sm Gp Instr 5 <sup>th</sup> Navajo	Tier 3/Online Intervention Program + Sm Gp Instr
2:55 - 3:10		Bus Loading- Schedule TBD based on Transportation Department- Estimate 3 groups staggered at 5 min intervals. Bus to Leave by 3:15 pm. Teachers to stay in class- support staff in halls to direct student traffic.	Bus Loading- Schedule TBD based on Transportation Department- Estimate 3 groups staggered at 5 min intervals. Bus to Leave by 3:15 pm. Teachers to stay in class- support staff in halls to direct student traffic.
3:15 – 3:45	Teacher Prep- No More than one staff meeting per week at this time. (usually Monday) <b>Shared Prep</b> K-2 Tuesday- 3-5 Wednesday- 6-8 Thursday	Teacher Prep- No More than one staff meeting per week at this time. (usually Monday) <b>Shared Prep</b> K-2 Tuesday- 3-5 Wednesday- 6-8 Thursday	Teacher Prep- No More than one staff meeting per week at this time. (usually Monday) <b>Shared Prep</b> K-2 Tuesday- 3-5 Wednesday- 6-8 Thursday

SPECIALTIES	Monday	Tuesday	Wednesday	Thursday
12:45 - 1:30 PE- Tuni/ Gray Art- Charley/ Sam StoryTime- Little/	6 <sup>th</sup> PE 7 <sup>th</sup> BOARD GAMES 8 <sup>th</sup> STORYTIME	6 <sup>th</sup> ART 7 <sup>th</sup> PE 8 <sup>th</sup> BOARD GAMES	6 <sup>th</sup> STORYTIME 7 <sup>th</sup> ART 8 <sup>th</sup> PE	6 <sup>th</sup> BOARD GAMES 7 <sup>th</sup> STORYTIME 8 <sup>th</sup> ART
1:30 - 2:15	4 <sup>th</sup> BOARD GAMES 5 <sup>th</sup> STORYTIME	4 <sup>th</sup> PE 5 <sup>th</sup> BOARD GAMES	4 <sup>th</sup> ART 5 <sup>th</sup> PE	4 <sup>th</sup> STORYTIME 5 <sup>th</sup> ART
2:15 - 3:00	K- 3 Goes Home @ 1:30			

**FRIDAY** – Estimate 1 Hr each for the following activities Math Assessment/ Project, ELA Assessment/ Project, SEL Activity – Navajo Culture Based when Possible, Lunch & Recess

	<b>K-3</b>	<b>3<sup>rd</sup> – 5<sup>th</sup></b>	<b>6<sup>th</sup> – 8<sup>th</sup></b>
8:00 – 9:00	English Language Arts 8:00 – 8:50	English Language Arts Assessments 8:20 -9:10	6 <sup>th</sup> English Language Arts 8:30 – 9:30 7 <sup>th</sup> ELA 8:30 – 9:30 8 <sup>th</sup> Math
9:00 – 9:45	Mathematics 8:55 – 9:45	Mathematics Assessments 9:10 - 10:05	6 <sup>th</sup> Mathematics 9:30 – 10:30 7 <sup>th</sup> Math 9:30 – 10:30 8 <sup>th</sup> ELA
9:45- 10:05	<b>K-2 Recess &amp; Teacher AM Break 9:45-10:05</b>	<b>3-5 Recess &amp; Teacher AM Break 10:05- 10:25</b>	<b>6-8 Recess &amp; Teacher Break 10:25- 10:45</b>
10:05 – 10:50	Tier 1-2/SEL/ Navajo Craft	10:25- 11:20 Tier 1-2/SEL Activity	Tier 1-2/Other Assessments 10:45-11:30
10:50- 11:20	Tier 3/Foundational Skills Review	11:20 – 12:15 Tier 3/STEAM Activity	11:30 – 12:20 Tier 3/ SEL or STEAM
11:20	Grab and GO Lunch	12:15- Grab and Go Lunch	12:20 -Grab and Go Lunch

Tier 1	
Tier 2	
Tier 3	

## **HIGH SCHOOL COURSE OF STUDY**

There are two high schools within the Navajo District, Many Farms, and Wingate. Each school has its own curriculum as described below.

### **I. WINGATE**

At the beginning of the freshman year, students will begin planning a course of academic study for high school. Each year, students will complete a Next-Step Plan for the coming school year. As a senior, students will complete a final Next-Step Plan in preparation for college, other schools, work, or military service. For every class passed with a D grade or above, students earn ½ of a credit, for a total of seven credits possible each school year.

#### **Graduation Requirements**

Obtain 24 credits including:

4 Credits of English

4 Credits of Social Studies 4 Credits of Math

3 Credits of Science

1 Credit of Physical Education/Health

8 Credits of Electives including 1 Credit of Career Cluster, Work Place Readiness, or Language other than English and 1 Credit of Advanced Placement, Distance Learning, or Dual Credit

1. Take the State Assessment

2. Take and pass Courses

#### **Freshman Program of Study (0.00 to 5.5 credits)**

English 1 (Regular or Honors)

Algebra 1 (Regular or Honors)

Lab Science: Biology

Navajo History/Government and NM

History/Government

Physical

Education/Health

Elective Elective

#### **Sophomore Program of Study (6.0 to 11.5 credits)**

English 2 (Regular or Honors)

Geometry (Regular or Honors) Lab Science:

Physical Science

US History/Government

Elective

Elective

Elective

**Junior Program of Study (12.0 to 18.5 credits)**

English 3 (Regular or Honors)	Algebra 2 (Regular or Honors) or Financial Literacy
World History/Government	Lab Science: Environmental Science or Chemistry
ACT Prep (Spring Semester)	Elective: Navajo Language 1
	Elective

**Senior Program of Study (19+ credits)**

English (Regular or Honors)	Trigonometry or NTU Math
US Government/Economics	Science:
Anatomy/Physics Honors/NTU Geology	ACT Prep (Fall Semester)
Credit)	Elective (*Dual Credit)
Elective	

\*Center for Career and Technical Education classes at UNM-Gallup

## II. Many Farms

### Graduation Requirements

1. Obtain 24 credits including
  - 4 Credits of English/Language Arts
  - 4 Credits of Social Studies to include ½ credit of Native American Studies, and ½ Credit of Navajo History and Tribal Government
  - 4 Credits of Math
  - 3 Credits of Science
  - 1 Credit of Physical Education/Health
  - 1 Credit of Career Cluster, Work Place Readiness, or Language other than English
  - 1 Credit of Advanced Placement, Distance Learning, or Dual Credit

Students may choose electives for the remaining credits. Those planning to continue their education are encouraged to take two years of Navajo language, as well as additional math and science, and dual enrollment classes whenever possible.

#### Sample Course Schedules Regular Ed. Track

<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
Language Arts 1	Language Arts 2	Language Arts 3	Language Arts 4
Algebra 1	Geometry	Algebra 2	Trig/PreCalc
Integrated Science	Biology	Science	Science
World Geography	Native. Am. Studies and Navajo History & Govt.	U.S./AZ History	U.S. Constitution and Free Enterprise
Math Practical	Career-Technical Education	Elective	Elective
Physical Education	Fine Arts	Elective	Elective
Reading/Literature	Elective	Elective	Elective

**College Prep. Track**

<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
Language Arts 1	Language Arts 2	Language Arts 3	Language Arts 4
Algebra 1 or Geometry 9	Geometry or Algebra 2	Integrated Algebra 2/Pre Calc	Trig or Calculus
Integrated Science	Biology	Lab Science	Lab Science
World Geography	Native. Am. Studies and Navajo History & Govt.	U.S./AZ History	U.S. Constitution and Free Enterprise

Math Practicum (Elective) or Sophomore Elective	Navajo Language I	Navajo Language II (Dual Enrollment)	Elective
Physical Education	Computer Literacy	Elective	Elective
Reading/Literature	Fine Arts	Elective	Elective

## **ACADEMIC INFORMATION**

### **II. BIE College and Career Readiness Standards**

BIE has adopted a set of College- and Career-Readiness Standards (CCRS) for English language arts and mathematics, Next Generation Science Standards, and English Language Development Standards for instructional purposes. For BIE-BOS Navajo Schools, the Dine' Language/Culture and Government/History Standards are also embedded throughout the curriculum.

Below are links to BIE's academic standards:

- BIE College and Career Ready Standards in Math, K-12 (Alternate aligned to CCRS)
  - [http://www.corestandards.org/wp-content/uploads/Math\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf)
- BIE College and Career Ready Standards in English Language Arts, K-12 (Alternate aligned to CCRS)
  - [http://www.corestandards.org/wp-content/uploads/ELA\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf)
- Next Generation Science Standards/BIE College and Career Ready Standards (Alternate aligned to CCRS)
  - <https://www.nextgenscience.org/search-standards>
- English Language Proficiency Development Standards
  - <https://wida.wisc.edu/teach/standards/eld/2020>

Below is the link to Executive Order on the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities:

- <https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.whitehouse.gov%2Fbriefing-room%2Fpresidential-actions%2F2021%2F10%2F11%2Fexecutive-order-on-the-white-house-initiative-on-advancing-educational-equity-excellence-and-economic-opportunity-for-native-americans-and-strengthening-tribal-colleges-and-universities%2F&data=04%7C01%7CCharles.Sherman%40BIE.EDU%7C549abdf532a34420644708d9927af219%7C0693b5ba4b184d7b9341f32f400a5494%7C0%7C0%7C637701879007251181%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6IklhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=nFqdA0ZlfdnwX1CcKSc%2Fyqnu2BJzydfH8xaZQHfESsM%3D&reserved=0>

### **III. K-8 Programs**

The BIE Schools include instruction in the following content areas: English Language Arts, Writing, Math, Science, and Social Studies. Special Education and Gifted and Talented services are also provided. In addition to the core content areas schools may offer the following extracurricular activities/programs:

FACE	Summer Enrichment	21 <sup>st</sup> Century
Enrichment Programs	Science Fair	After School Tutoring
STEM	Music	Athletic/PE Programs
Math/Literacy/Science Nights	Navajo Language/Culture	Art
Computers	Spelling Bee	Student Clubs
Response to Intervention		

#### **IV. High School Programs**

Students are provided with curriculum offerings designed to meet BIE's graduation requirements. Additionally, the Navajo Nation Department of Dine' Education requires students to take 3 credit hours of Navajo Language/Culture/Government/History to meet application requirements for a Navajo Nation post-secondary scholarship. Transition classes are offered to support students and to ensure students are college and career ready.

## **V. Graduation Cohort (HS only)**

Students are expected to complete the high school program within four years. Students are assigned a four-year graduation cohort upon their enrollment in high school as incoming freshmen. A student's cohort is determined by adding four years to the initial high school enrollment date. Students who enroll in high school as freshmen for the first time in August are expected to graduate in May four years later.

## **VI. Graduation Requirements**

- Each student is responsible for knowing his/her graduation status throughout the school year, and for working with both the counselor and his/her teachers on an ongoing basis.
- Letters will be sent home for students in the senior cohort at the beginning of each semester outlining progress toward graduation requirements.
- No senior will be allowed to participate in graduation practice or the graduation ceremony if they have not met the graduation course requirements by the date of the graduation ceremony.
- Diplomas or certificate of completion may be withheld until a student clears any pending financial obligations with the school.
- Misbehavior by any graduating senior, including "senior pranks" in the latter part of the school year, can result in the student forfeiting the privilege of participating in the graduation ceremony.

## **VII. Acceptance of Online School or College Coursework Toward Graduation**

Students will be allowed to add online courses or college courses to their transcripts, and the school will allow credit for the courses provided:

- The course has been approved by the Principal and counselor in advance of the student's enrollment
- The credit is earned through an institution accredited by AdvancED (Cognia) or another regional accrediting association
- Only those courses designated as carrying one-half (1/2) high school credit per course, or at least 3 college semester credit hours per course, will be accepted to satisfy a semester of high school credit

Transferring credit from online schools or colleges, including correspondence courses, will be **limited to a total of four**

**(4) high school credits** (3 college credit hours = ½ high school credit).

## **VIII. BIE Unified Assessments**

BIE Navajo District Schools utilize several assessments to measure progress and achievement of all K-12 students. BIE's Unified Assessments are administered to all 3<sup>rd</sup> - 11<sup>th</sup> grade students. This assessment measures proficiency in English Language Arts (ELA) and Mathematics.

## **IX. Classroom Assessments**

### *i. Formative Assessment*

Teachers use formative assessments during instruction through monitoring the progress of learning resulting in accurate, specific feedback that advances student learning.

### *ii. Summative Assessment*

Teachers use summative assessment when students are expected to have already learned the intended content; level of proficiency on a standard or benchmark most often at the end of an instructional unit.

### *iii. Optional High School Assessments*

- American College Testing (ACT)
- Armed Services Vocational Aptitude Battery (ASVAB)
- Scholastic Achievement Test (SAT)
- Pre Scholastic Achievement Test (PSAT)

## **X. Valedictorian and Salutatorian**

The Valedictorian and Salutatorian will be selected from students within the graduating cohort who have attended the school from which they are graduating for their entire high school career without lapse, on the basis of total high school grade point average (GPA) and with consideration given to difficulty of schedule (College Prep Track, Dual Enrollment classes, no Pass/Fail classes). In case of GPAs with no significant difference, Co-Valedictorians and/or Co-Salutatorians will be identified. (***Currently Under Review and Subject to Change for SY 2021-2022***)

## **XI. Promotion**

### *i. Promotion*

Students will be promoted based on the successful completion of the measurable mastery of instructional objectives set for their grade level as stated in 25 C.F.R. § 36.31. A student who has not participated, either directly, or through approved alternative instructional methods or programs, in a minimum of 160 instructional days per academic term (80 instructional days per semester) without a written excused absence shall not be promoted. A school committee may review a promotion decision on a case-by-case basis due to compelling or extenuating circumstances.

## **XII. K-12 Academic Support Services**

BIE Navajo District Schools have developed many support programs to help students achieve academic success. We strongly encourage all students to take advantage of the opportunities offered to stay on track with their education plan, and for high school students to graduate with their cohort.

These programs may include the following:

- **After School Homework Support/Tutoring:** A student may stay after school to get homework support with his/her classes after having made prior arrangements with a specific teacher or staff member. Tutoring is available for all students who are failing a class at any given time.
- **High School Credit Recovery and After School Program:** Students who are behind in credits may register for a computer assisted credit recovery class for a previously failed course. Students work at their own pace, and credits earned when the student has completed the required course work. Students register with their teacher, counselors, or administration.
- **Advisory Class:** High school students may enroll in an advisory class if offered within the school. Advisory teachers are expected to advise students, and to monitor attendance, behavior, and grades of the students assigned to them.
- **Summer School:** May be offered to provide students the opportunity to retake classes they failed during the school year. Students who attend daily will have the opportunity to earn up to 1 credit.
- **Summer Programs:** May include camps, college campus visits, workshops, academies, and other enrichment programs.
- **Support Service:** Available for students with special learning and/or behavioral needs this may include extended school year.

## **MAINTENANCE AND CONTROL OF STUDENT RECORDS IN BUREAU SCHOOLS**

### **I. Definitions.**

- **Educational institution** means any institution operated under the jurisdiction of the Bureau of Indian Affairs either directly or by contract, including, but not limited to, schools or dormitories from which Indian students attend public schools.
- **Eligible student** means a student who has become 18 years of age or is attending an institution of post-secondary education. When a student becomes an eligible student, the permission required of and the rights given to the parents of the student shall thereafter only be required of and given to the student.
- **Parent** means a natural parent, an adoptive parent, the legal guardian, or a legal custodian of a student. (Where the natural parents are unavailable, a required written parental consent may be obtained from the person who has assumed

custody of the student.) For purposes of the Education of All Handicapped Children Act, the term parent also includes a surrogate as referred to in 20 U.S.C. 1415(b)(1)(B).

- Student records means those records, files, documents, and other materials which contain information directly related to a student and which are maintained by an educational institution, or by a person acting for that institution. The term does not include:
  - Records of any educational personnel which are in the sole possession of the maker and which are not accessible or revealed to any other person except a substitute.
  - Records made and maintained in the normal course of business which relate exclusively to persons who are employed in an educational institution but do not attend that institution.
  - Directory information.

- Records on a student who is 18 years of age or older, or is attending an institution of post-secondary education, which are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his professional or paraprofessional capacity, or assisting in that capacity, and which are made, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

## **II. Annual Notification of Rights.**

- This manual serves as the school's annual notification of rights as it relates to student records.
- The school maintains the following education records directly related to students:
  - Attendance [INSERT] (attendance, grades, test scores, referrals, incident reports. etc.).
- Please contact Dennehotso Boarding School Administration for review of records.

## **III. Access to Records.**

- You have the right to access your child's record (e.g., attendance, grades, test scores, referrals, incident reports.etc.).
- *Limitations on Access.* The school is not required to make available to students: (a) financial records of the parents of the student or any information contained in those records; (b) confidential letters and statements of recommendations, which were placed in any student's record prior to January 1, 1975, and which are not used for purposes other than those for which they were specifically intended; (c) records exempt from the definition of student records.
- *Access Rights.* The right to obtain a list of the types of student records which are maintained by the school.
- The right to inspect and review the content of those records.
- The right to obtain copies of those records, the cost, if any, not to exceed the actual cost to the school in reproducing the copies.
- The right to obtain a response from the school to reasonable requests for explanations and interpretations of those records.
- If any material or document in the record of a student includes information on more than one student, the right to inspect and review only that portion of such material or document as it relates to that particular student or to be informed of the specific information contained in such part of such materials.

## **IV. Procedures for Granting Access.**

Please contact Dennehotso Boarding School Administration to schedule an appointment to review records.

## **V. Right to Challenge**

- Parents of students and eligible students, who are or have been in attendance at the school, have an opportunity to challenge the content of the student's records to:
  - Ensure that the records are not inaccurate, misleading, or otherwise violating the privacy or other rights of students.
  - Provide an opportunity for correcting or deleting any inaccurate, misleading, or otherwise inappropriate data in the record.
  - Insert into such records a written comment by the parents or eligible students pertaining to the content of such records.

- *Informal proceedings.* The school may attempt to resolve differences with the parent of a student or the eligible student regarding the content of the student's records through informal meetings and discussions with the parent or eligible student.
- *Right to a hearing.* Upon the request of the educational institution, the parent, or eligible student, a hearing shall be conducted under the following procedures:
  - The hearing shall be conducted and decided within a reasonable period of time following the request for the hearing.
  - The hearing shall be informal, and a verbatim record of proceedings will not be required. Interpreters will be utilized when necessary.
  - The hearing shall be conducted by an institutional official or other party who does not have a direct interest in the outcome of the hearing.
  - The parents or eligible student shall be given a full and fair opportunity to present evidence relevant to the issues regarding challenging the content of the student's record.
  - Within a reasonable period of time after the hearing ends, the hearing official shall make his or her recommendation in writing to the head of the educational institution. Within 20 days after receipt of the recommendation, the head of the institution shall issue their decision in writing to the parent or eligible student.
- *Right to appeal.* If any parent or eligible student is adversely affected by the decision of the head of the institution, that party shall have appeal rights as given in 25 C.F.R. Part 2. The adverse decision shall include a statement that the decision may be appealed pursuant to 25 C.F.R. Part 2, identify the official to whom it may be appealed, and indicate the appeal procedures. However, each official decision shall be issued within 30 days from receipt of the appeal.

## **VI. Consent**

- Educational institutions shall not permit access to or the release of student records or personally identifiable information contained in them, other than directory information of students, without the written consent of the parents/parent or guardian or of an eligible student, to any party other than the following:
  - Local school officials, including teachers within the educational institution, who have been determined by the institution to have legitimate educational interests in the records.
  - Officials of other schools or school systems at which a student is interested in enrolling. The student or parent must be notified of such release except in cases involving Bureau of Indian Affairs ("BIA") schools. All BIA schools are considered to be components of one school system whether operated under contract or otherwise.
  - Persons having official involvement with a student's application for or grant of financial aid.
  - Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1954, as amended.
  - Accreditation agencies in order to carry out their accrediting functions.

- U.S. Office of Education officials and other governmental education officials when deemed necessary by the institution to carry out their official functions.
- An education testing center or similar institution as a part of its validation research which has been authorized by the school.
- In an emergency, any person to whom the information is necessary in the discretion of the school's administration in order to protect the student's health and safety, subject to 25 C.F.R. §43.17. The factors to be used in determining whether records may be released under this section include the following:
  - The seriousness of the threat to the health or safety of the student or other persons.
  - The need for those records to meet the emergency.
  - Whether the persons to whom the records are released are in a position to deal with the emergency.
  - The extent to which time is of the essence in dealing with the emergency.
- Indian groups, contractors, grantees, professional social service organizations and personnel performing professional services, when necessary to carry out an official function authorized by the Bureau of Indian Affairs.
- Pursuant to the order of a court of competent jurisdiction; however, the parent or eligible student must be notified of such order in advance of compliance therewith by the educational institution.
- *Content of Consent.* The consent of a parent or eligible student requested under this part for the release of student records shall be in writing, signed and dated by the person giving the consent. The consent shall include:
  - A specification of the records to be released.
  - The reasons for release.
  - The names of the parties to whom the records will be released.
- *Copy to be provided to parents or eligible students.* Where the consent of a parent or eligible student is required for the release of student records, a copy of the records to be released shall be provided on request to:
  - The student's parents or the eligible student.
  - The student who is not an eligible student, if desired by the parents.

## **VII. Directory Information.**

The Family Educational Rights and Privacy Act of 1974 (“FERPA”), 20 U.S.C. § 1232(g) and its implementing regulations at 34 C.F.R. Part 99 and 25 C.F.R. Part 43, as well as the Privacy Act of 1974 (“Privacy Act”), 5 U.S.C. § 552(a) and the Department of Interior’s (“DOI”) implementing regulations at 43 C.F.R. Part 2 and DOI’s System of Records Notice for BIE records permits the release of directory information. The primary purpose of directory information is to allow BIE to include information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;

- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing the weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Per 25 C.F.R. § 43.20 directory information may include the following:

- A student's name
- Address
- Telephone listing
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student
- Tribe
- Agency
- Area
- Name of parent
- Sex
- Classification (grade).

Student directory information may be released without prior parental consent unless the parent informs the principal within 5 days of receipt of this manual that any or all of the student information may not be released.

## **ADMISSION/REGISTRATION**

All prospective students are subject to an administrative records review prior to admission as applicable.

- Students who wish to enroll must have a parent or legal guardian present at the time of enrollment, and must meet the following conditions and requirements:
- Each student must provide an up-to-date immunization record. All school children shall be immunized in accordance with the regulations and requirements of state in which they attend school or standards of the Indian Health Service.
- Students applying for admission must demonstrate membership in a federally recognized tribe, or at least one-fourth total degree Indian blood direct descendant of an enrolled member of a federally recognized tribe and provide a Certificate of Indian Blood (CIB)
- Each student must provide a birth certificate, or other documentation establishing guardianship or parentage.
- Entering freshmen must provide proof of successful completion of eighth grade requirements to enter high school.
- Students under suspension or involved in disciplinary proceedings at another school will be required to participate in a documented counseling session prior to enrollment. The documented counseling session will serve as an opportunity to review the school's expectations and rules, as well as an opportunity to address any concerns the student may have.
- Any student who has been expelled for criminal offenses and/or violent behavior will be required to participate in a documented counseling session prior to enrollment. The documented counseling session will serve as an opportunity to review the school's expectations and rules, as well as an opportunity to address any concerns the student and/or guardian may have.
- Any student who has previously violated the school's substance abuse policy and is seeking re-enrollment will be required to participate in a documented counseling session prior to enrollment. The documented counseling session will serve as an opportunity to review the school's expectations and rules, as well as an opportunity to address any concerns the student and/or guardian may have.
- Any adult student (eighteen years or older) who has no possible chance of graduating by his or her twenty-first birthday will be denied admission (HS only).
- Each student must have all current transcripts (grades, credits, and attendance) and test data (State and EL) to enroll.
- Any student who resides outside of the attendance boundaries must have an out-of-boundary waiver that has been approved by the school board.
- Transfer students must enroll within the first 10 days of the fall or spring semester. All transfers are subject to administrative approval.
- Any student who was not enrolled in the previous semester will be accepted only if there is student space available within his/her proposed schedule/grade.
- Upon admission, any student with a known medical issue, including a food allergy, must disclose the information to the Principal and registrar. School officials will ensure that this information is shared with appropriate staff within the school in

accordance with the school's policy and make the necessary referrals to the school's Section 504 Coordinator.

- Students may be denied enrollment if the school determines the student poses a direct threat to the health, safety, or welfare of staff, faculty, students, or themselves. If a student is denied enrollment, they may appeal in accordance with the appeal process outlined below.

## **ATTENDANCE**

Regular school attendance is the key to academic success. Students are expected to be at school on time every school day. A school day is defined as normal class hours, beginning the moment the student steps on school property (e.g., campus, school bus, government vehicle) and ending the moment they would normally step off school property. It is the responsibility of each student and their family to ensure that the student is absent only when absolutely necessary, as their academic progress and growth are largely dependent upon their engagement and the continuity of instruction.

The Code of Federal Regulations at 25 CFR § 36.31 mandates: "A student who has not participated in a minimum of 80 instructional days per semester without a written excused absence shall not be promoted. A school board or a school committee may review a promotion decision and, if warranted due to compelling and/or extenuating circumstances, rescind in writing such action on a case-by-case basis."

- Absences may impact student performance, and final grades.
- Students will be automatically unenrolled from the school register when they have missed 10 consecutive days.
  - Prior to removing students with disabilities from enrollment pursuant to the 10-day policy of consecutive absence, it is essential that prior written notice is provided to parents. 34 C.F.R. § 300.503. The prior written notice should detail the outreach efforts that were made as well as indicating that the student can be re-enrolled at any time. Re-enrollment procedures should be made available with the prior written notice.
- Please contact Dennehotso Boarding School Administration for re-enrollment.

If a parent or student believes that a student's attendance has been incorrectly documented, they can contact the school administrator within 10 days of the end of the quarter in which the attendance was incorrectly documented to discuss the issue.

### **I. Types of Absences (NASIS Attendance Codes)**

#### **Unexcused Absences**

- *Unexcused with permission absences (AU)* An unexcused absence with permission occurs when the student is absent with the permission/knowledge of his/her parent/guardian and the reason is not listed under "Excused absences (AE)."

Unexcused absences with permission include, but are not limited to; family vacation, babysitting, helping at home, missing the bus, trip to town, no one home. Teachers should make an effort to allow students to make up work missed due to unexcused with permission absences for full credit.

- *Truancy (A)* A student is considered truant when he/she/they are absent without permission, or knowledge of the parent. If a student does not submit a parental excuse note within 3 days of their return to school the student will be marked as truant and will be responsible for making up missed assignments. The individual teacher will have discretion to determine how much credit will be given, but regardless of credit given the student should make every effort to make up missed assignments to help ensure mastery of the subject matter.
- *Class Cutting (AC)* A student will be considered to have cut class if the student is present at school but misses one or more classes during the school day without a valid excuse. The individual teacher will have discretion to determine how much credit will be given, but regardless of credit given the student should make every effort to make up missed assignments to help ensure mastery of the subject matter.

### *Excused Absences*

- *Excused absences (AE)* An excused absence is an absence for which **written documentation** has been provided **within 3 days following the student's return to school** documenting that the student was absent for one of the following reasons: illness, medical/dental appointment, death of a close family member (parent, sibling, grandparent, aunts/uncle, or as otherwise determined by the school), religious ceremony, court appointment or compliance with a court order. A medical doctor's statement is required for any absences over 3 days due to illness. Teachers are required to provide the opportunity for students to make up work missed due to excused absences for full credit.
- *School Activity (SA)* Classes missed because of a school activity (field trip, extracurricular activities, testing, etc.) are coded as SA and do not count toward the total absences. SA's are considered excused, and students are allowed to make up any work missed. When possible, students should check-in with their teachers and get the makeup work prior to the absence.

### **Other Types of Attendance Markings**

- *In-School Suspension (ISS)* Students are expected to report to school at the normal hours but will not participate in their normal class or school schedule. Instead, they will be given class work to complete independently and will not be allowed to interact with peers during the in-school suspension. Classwork for students assigned to ISS will be picked up on the day prior to the ISS assignment. ISS students are responsible for completing and submitting make up work for each of their classes. ISS will not be treated as an absence, but instead will be denoted as ISS.
- *Out-of-School Suspension (TA)* Students serving an out of school suspension will be marked as TA. Students serving an out of school suspension will not be allowed to make up missed work.
- *Homebound (HB)* Students who are on Homebound Status will be marked as HB. The school may put students who will be out of school for an extended period on homebound status. Homebound status may be appropriate for circumstances such as hospitalization, doctor-verified disability, pregnancy, participation in ceremony, death of a close family member (parent, sibling, grandparent, aunt/uncle, or as otherwise determined by the school), or court ordered confinement, or in situations where the student poses a direct threat to health, safety, or welfare of the school, staff, or students. If a student is placed on HB status the school has an obligation to provide them with academic services. HB status requires the approval of the Principal or designee. The HB student is responsible for completing and submitting make up work for each of his/her classes, but the school will make reasonable efforts to provide the student with information about missed class work. The terms of the HB Agreement should be set forth in writing. The HB Agreement may be revoked for any student who does not abide by or fulfill its requirements. The school must maintain documentation of services provided to students who are on HB status.

## II. Attendance Procedures & Policies

- Any student who arrives after the start of the school day must sign in at the Front/Security Office to receive a pass to class.
- Attendance is counted from the first day through the last day of the academic year.
- Each student who has missed a day of school will report directly to the Attendance Clerk/front office upon return to school before reporting to class: (1) to turn in a parent note explaining the reason for the absence and (2) to receive a pass to class. No teacher is to admit a previously absent student to class without a pass from the Attendance Clerk/front office. If a student who has been absent the previous school day arrives at class without such a pass, he/she is to be sent directly to the Attendance Clerk.
- Parents/guardians are welcomed to contact the Attendance Clerk/front office by telephone on the day of an absence to provide an excuse for their child's absence. However, the student will still be expected to provide a written documentation when he/she returns to school from the absence.

- If a student returns to school without a parent note or phone call explaining the reason(s) for his/her absence, he/she will be coded as truant. The Attendance Clerk/front office will attempt to contact the student's parent/guardian for an explanation. Otherwise, the student and his/her family have *only 3 school days following the absence* to provide a *written explanation* for the absence.
- An attendance contract and a parent conference with an administrator are required for 5 (five) or more unexcused absences, or upon the student's fifth instance of truancy.

### **III. Tardiness**

Any student who is more than 10 minutes late for the first class of the day, or who exceeds the time allotted for transition between classes will be considered tardy and will be subject to discipline as outlined below.

### **IV. Class Cuts/Ditching**

Cutting class is prohibited and will be subject to discipline as outlined below.

### **V. Early Checkout**

Students may be checked out of school only by a parent/legal guardian, or a person older than 25 years of age who has been authorized by the parent/guardian in advance on the checkout form. There is no student self-checkout, even for students who are 18 or older. It is recommended that students not be checked out during class time except in an emergency. The school nurse/administrator will approve early checkout for sick students, without the approval of a doctor, or a doctor's note. Any resulting absence will be coded as an excused absence (AE). Absences due to early checkout will be handled like any other absence.

### **VI. Attendance Incentives**

Individual and group incentives will be given throughout the school year to students who attend school regularly.

### **VII. Attendance Contract**

After a student accumulates five or more un-excused absences, or after a student's fifth time being counted as truant, the Counselor or designee will schedule a parent conference at which the parent and student will meet with an Administrator and agree upon and sign an Attendance Contract to ensure that the student does not fall further behind in his/her classes. As a part of the Attendance Contract, the student may be subject to one or more of the following:

- Assigned peer or adult mentor
- Required after school homework help
- Suspension from athletics/school activities
- Revocation of non-emergency early checkout
- Parent escort of child to school
- Required residential program enrollment

## **SCHOOL-WIDE RULES and PROCEDURES**

### **I. Expectations**

- Students will learn and obey all school rules and procedures at all times while on the school campus or on school property (including school vehicles/buses) and during school-sponsored activities regardless of location.
- Students will follow directions of school staff.
- Students will clean up after themselves.
- Students will report any safety hazards (e.g., faulty electrical outlets or appliances, unsafe equipment, broken windows, exposed wires, unsafe playground equipment, etc.) to any staff member.
- In case of a school-wide emergency (e.g., electrical outage, bomb threats, gas leaks, lock-down) the staff and students will follow the Crisis Management Guide, and the instructions of the school staff.
- All schools are drug-free environments. No alcohol, drugs, smoking or chewing tobacco, or other controlled substance, or related paraphernalia, are allowed on the school property, including school buildings, surrounding grounds, dormitories, and school vehicles/buses, or at school sponsored activities. Violation of this policy will be dealt with in accordance with the disciplinary process.
- Students will report all unauthorized persons/stranger(s) on campus to school personnel.
- Students will report any person on campus suspected of behaving unsafely and/or carrying alcohol, drugs, drug paraphernalia, and/or weapons to school personnel.
- Students will not endanger themselves or anyone else while on school property, or while participating in any school-sponsored activity.
- The following bell system is in effect: A bell will ring 3 minutes before the beginning of class. A second tardy bell signifies the beginning of the class period, and students should be in their assigned classrooms ready to learn when this bell rings. (HS only).
- Sexually explicit material is not allowed on campus, at school events, on school electronic devices, or at school-sponsored activities.
- Skateboards/Hover board/Heelys Shoes are prohibited due to safety.
- All school property/equipment/supplies/textbooks/equipment (including athletic equipment) that have been issued to a student must be returned in good condition, or the student and/or parent will be billed for its replacement. The school may withhold diplomas and certificates of completion until a student clears any pending financial obligations with the school. Schools are not responsible for loss or damage to students' personal property brought onto the school campus.

### **II. Closed Campus**

The safety and security of students and staff are a priority at each school. Any visitors (individuals not currently enrolled at or employed by each school) must sign-in at the front office upon arrival to receive an official visitor's pass. Visitors are not allowed beyond the front office without an escort or proper clearance. Students and staff are expected to inform the office of the presence of any unregistered visitor on campus.

School sponsored closed events (such as the dances/prom) are only for current enrolled school students and approved guests. Visitors at such events are subject to prior approval in accordance with the rules/guidelines included with the Visitor Guest Registration Form. Unapproved visitors will be escorted off the premises either by school personnel or by local law enforcement.

Students are required to remain on the school campus as designated by the School Administrator for the entirety of the school day, and may leave the school campus only with an official Off-Campus Pass, or if they have been officially checked out of school. To receive an Off-Campus Pass students must have prior written parental permission on file in the Security Office and/or Administrative approval. Students issued an Off-Campus Pass must carry the pass when leaving campus, and be prepared to present it to any school employee upon request. Students who do not abide by this policy are subject to revocation of off-campus privileges, and the disciplinary process as outlined below.

### **III. Dress Code**

Students are required to conform to the school's dress code from the time they arrive on school property (including the school bus) until they depart from school property.

- Logos/graphics on clothing (tops/bottoms) and accessories (backpacks, purses, bags, belts, shoes, wristbands, shoelaces, coats, head gear, gloves) must NOT contain foul language, skulls, sexual innuendo, references to sex, drugs, alcohol, violence, and/or death.
- Bottoms/ lower body clothing (pants, shorts, and skirts) must fit at the waistline and shall not be more than 3" above the knee.
- Tank/muscle tops and tube/halter tops are not allowed.
- Clothing must cover cleavage, bellies, shoulders, and backsides; undergarments should not be visible.
- Leggings/jeggings can be worn under a tunic, skirt, or dress, but not alone.
- Students should wear proper footwear.
- Gang-related attire, accessories, insignia, and colors are prohibited.
- Chains, spikes, brads, adornment, or any other accessories that may be used as a weapon or damage school property are NOT permitted.
- Face painting, masks, and excessive makeup that hide one's face is not allowed
- The use of non-prescription decorative contact lenses (e.g., cat eyes, vampire eyes) that causes distraction to the educational process are prohibited. Head gear (hat, hoodie, beanie, and visor) is not to be worn in any building on campus during school hours.
- Personal headphones/ear buds are to be kept out of sight while in any building on campus.

Students not adhering to the dress code will be asked to correct the violation without delay. Refusal to conform to the dress code may result in confiscation of the offending object/article of clothing and/or the student being subjected to disciplinary action as deemed appropriate by the administrator. Repeated documented dress code violations may

result in students being sent home and directed to return with a parent for an Administrative Conference. Students who do not comply with the dress code may be subject to discipline as outlined below. The school's administration has the final authority in determining appropriate school attire and appearance. The school's dress code is subject to change at any time.

#### IV. School Activities and Trips

- The administration reserves the right to limit field trip participation to students with favorable behavior records (i.e., no write-ups for major infractions), provided a student's disability is not the cause of any such behavioral records.
- Athletic participation requires passing grades in all classes as determined by bi-monthly/weekly grade checks per Interscholastic guidelines.
- All field trips require written parental permission. Parents will be specifically notified about culturally sensitive field trips/projects; and a student may be assigned another activity if parent permission is not given.
- All day/overnight field trips require a BIE Navajo District Field Trip Request Form which is subject to approval from the BIE-Associate Deputy Director.
- **Student travel will be restricted during the following periods** (December and April – May) because of testing and school holiday schedules.
- **Student Activity Waivers** (HS only) Coaches and sponsors of school-related activities which will result in missed classes will obtain signed waivers for each participating student so that students will be marked as present.

#### V. Computer/Internet Usage Policy

The primary purpose of the Internet connection is for educational pursuits. In formulating this policy, the school recognizes that students have a constitutional right to freedom of speech. However, that right is not unlimited, and we encourage students to be thoughtful about their words and actions.

- 1) The system administrator and the Principal have determined what constitutes inappropriate use of the school's computer system and equipment. Inappropriate use includes but is not limited to the following activities:
  - a) Sending or displaying offensive/pornographic/threatening/subversive images and messages;
  - b) Accessing, viewing, or transmitting material related to drugs, alcohol, gangs, sexual activity, or hate groups;
  - c) Tampering with or damaging school computer equipment and/or system;
  - d) Violating copyright laws;
  - e) Allowing others access to username and password;
  - f) Using another user's username and password. Trespassing in another user's account, folders, and/or files;
  - g) Intentionally wasting limited resources, such as forwarding chain letters; streaming internet radio or video; downloading music, video, or software;

- h) Using a proxy server to bypass system network filters and controls;
  - i) Using the school's BIE Internet system for commercial activities, or making personal purchases;
  - j) Participating in chat rooms or other live communication;
  - k) Cyberbullying and/or harassment which may include mean text messages or emails, rumors sent by email or posted on social networking sites, sexual content or innuendos, and embarrassing pictures, videos, websites, or fake profiles.
- 2) Violations may result in loss of access, confiscation of equipment, and/or further disciplinary or legal action, and:
- a) Any cost/expense incurred by the user becomes the liability of the user.
  - b) The user will be billed by the school for loss/damage to the computer system and/or equipment as a result of inappropriate use as listed above.
- 3) All computer network usage is subject to BIE/federal filtering and monitoring. Therefore, be reminded there is no expectation of privacy.
- 4) Students must have a current signed Student Computer/Internet Usage Policy and Agreement on file before they can use the internet on any of the school computers. The school's Wi-Fi network is limited to school-purchased devices.

## **VI. Electronic Device Policy**

Electronic devices include but are not limited to the following:

- Cell phone
- Digital camera
- Electronic game devices (e.g., Gameboy, PSP)
- Handheld video camera
- Personal iPad/tablet
- Laser pointer-for safety reasons, laser lights are prohibited on the school campus.
- Personal music player/iPod/speakers
- Portable DVD player
- Personal laptop

**Electronic devices and accessories must be turned off and kept out of sight during instructional hours**, and during fire drills or other organized school activities for the duration of the school day. Devices may be used in the classroom with teacher permission only if they are part of an organized classroom activity. Violations will result in the electronic device being confiscated, turned in to the front office/school security, or designated school administrator, and returned to the student/parent at a designated time as determined by the school administrator. Violations may also result in disciplinary action as determined by the school administrator. The school is not responsible for loss or damage to students' personal property brought onto the school campus.

## **VII. Vehicle Policy (HS only)**

- Students driving vehicles to school must have a signed Use of Student Parking Lot Form as well as; (1) a copy of valid driver's license, (2) current registration, and (3) proof of insurance with student name listed on file in the front Office. Students are permitted to park on school premises as a matter of privilege, not of right.
- Upon submission of proper documentation, a student may be issued a parking pass.
- Only students with parking passes may park their vehicles in designated areas on school property.
- Student vehicles are not to be parked in the housing area or any other area of the campus.
- Students are not allowed to leave campus in their vehicles during lunch or before the conclusion of the school day without prior written permission from their parents and administrative approval.
- Students may be asked to open a locked motor vehicle under the student's control or its compartments upon the request of a school official in accordance with the School Searches and Seizure Policy below.
- Violation of the vehicle policy may result in revocation of student's parking pass, disciplinary action, notification of parents, and referral to law enforcement.

## **VIII. Fund Raising and Student Council**

Individuals are not permitted to sell items on campus to raise money for personal gain.

- By law (25 CFR § 31.7), any funds raised should benefit recognized student organizations and must be deposited in the School Activity Fund/bank.
- An updated Plan of Operation must be submitted to and approved by the Student Council each school year prior to any fund-raising activity.
- Any fund-raising activity must be approved prior to the event by the Student Council, and by the Principal or designee.
- Sponsors and organization/club officers are required to be familiar with the policies and procedures of both the Student Council and the School Activity Fund/bank. All funds collected through organizations or club must be deposited into the School activity fund/bank by the sponsor immediately.

## **IX. School Search and Seizure Policy**

Under the Fourth Amendment to the U.S. Constitution, students are protected from unreasonable searches and seizures conducted by school officials and teachers. Students, their person or personal property, including personal electronics and vehicles on school property, as well as equipment assigned to students, such as lockers, desks and technology devices, may be searched by school officials pursuant to the following procedures:

- If there is reasonable suspicion that students may be in possession of drugs, weapons, alcohol, and other materials (contraband) in violation of school policy or state/federal/tribal law, school authorities may search any student, student locker, or student automobile in accordance with the policy outlined herein, and may seize illegal, unauthorized, or contraband material discovered in the search. A student's

failure to cooperate with searches as provided in this policy will be considered grounds for disciplinary action. School authorities may utilize canines and metal detectors to assist in searches.

- To meet the standard of reasonable suspicion, the school official must have specific and articulable facts or inferences, obtained from either personal observation or a reliable informant, that leads them to conclude – based on their experience and in the totality of the circumstances – that the search will lead to a discovery of contraband or evidence of contraband.
  - Examples of reasonable suspicion may include, but are not limited to, smelling marijuana or alcohol odors, observing students with drug paraphernalia or alcohol containers, observing behavior consistent with intoxication, or hearing from a credible source that a student possesses contraband on his or her person or elsewhere on school property.

### *Searches of Individuals*

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized material. The scope of any inspection conducted under this policy shall be reasonably related to the objectives of the inspection, and shall not be unreasonable in light of the age and sex of the student and the nature of the infraction. If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex, and with an adult witness present, when feasible, and will be no more intrusive than necessary to uncover the suspected illegal or unauthorized material.

### *School Property*

The school exercises exclusive control over school property, and the students have no expectation of privacy regarding items placed in school property because school property is subject to search at any time by school officials. The students are responsible for whatever is contained in desks and lockers issued to them by the school. School authorities may conduct a general inspection of lockers for any reason at any time without notice, without student consent, and without a search warrant.

#### *Automobile Searches (HS only)*

Students are permitted to park in the school parking lot as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lot and inspect the student's automobile if it is on school property and a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols may be conducted without notice, without student consent, and without a search warrant. Upon establishment of reasonable suspicion, school officials may require students to open a locked motor vehicle under the student's control or its compartments. Failure to do so may result in revocation of the student's parking pass, disciplinary action, notification of parents/guardians, and referral to law enforcement.

#### *Seizure of Illegal Materials*

Illegal or unauthorized material which has been found in a properly conducted search will be turned over to the proper law enforcement authorities for ultimate disposition.

#### *Use of Drug and Alcohol Tests*

When the school has reasonable suspicion that a student is under the influence of alcohol or drugs, the student may be subjected to testing to determine whether the student is under the influence of drugs or alcohol.

#### *Law Enforcement*

Law Enforcement may be contacted by the school for incidents of illegal activity.

#### *Use of Dogs*

The school administration is authorized to utilize specifically trained canines (accompanied by trainer) for sniffing out contraband on school-owned property and automobiles parked on the school property. An indication by the dog that contraband is present on school property or an automobile will be reasonable cause for a further search by the school officials.

#### *Use of Metal Detectors*

School policy and Federal law prohibit weapons of any nature on school property or at school functions. The presence of weapons is inherently dangerous to all persons in the school setting. School officials are authorized to use metal detectors when there is reasonable cause to believe that an identified student is in possession of a weapon.

### **X. Infectious Disease Control Policy**

The following guidelines were developed by the Navajo District in collaboration with Indian Health Services to reduce the spread of communicable diseases in school. These guidelines will be followed in any communicable/infectious disease situation.

If a student is believed to have a communicable or infectious disease the staff will immediately notify the principal or designee. The principal or designee in charge will:

- 1) Take the student to the nearest hospital (Indian Health Services or private) for an

evaluation.

- 2) Contact the student's parent/guardian.
- 3) Work with Indian Health Service (IHS) or other appropriate medical personnel to determine if isolation/separation of any student is necessary.
- 4) If necessary, place the student in a designated isolation room in the dormitory, if the school has a residential program, or in a designated room with a staff and ensure the student is checked every 10 minutes.
- 5) Control the transmission of the communicable disease in the school building and dormitory if the school has a residential program.
- 6) If appropriate notify parent/guardian in writing of:
  - a. The disease to which the child was exposed, and whether this is one case or part of an outbreak.
  - b. Signs and symptoms of the disease that the parent should watch for in the child.
  - c. How the disease is spread.
  - d. The incubation period of the disease (when they might see symptoms appear).
  - e. How many days or weeks the disease can spread from person to person (period of communicability).
  - f. Disease prevention measures recommended by a Public Health Nurse or Sanitarian.
  - g. The control measures implemented at the school and dormitory if the school has a residential program.

**Re-admittance:**

If a student has been taken out of school and had a communicable or infectious disease prior to returning to the school, the student must provide a doctor's statement stating the student is medically cleared to return. Further, a meeting with the student's parent/guardian may be required.

**X. Non Discrimination Policy Executive Order 13160**

Pursuant to Executive Order 13160 no individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in, a Federally conducted education or training program or activity.

## **STUDENT BEHAVIOR POLICIES**

### **I. Harassment/Intimidation/Threats/Bullying**

The following behavior is not permitted and is subject to discipline in accordance with the policy outlined below. Further, violation of these policies will result in parent notification and may result in additional enforcement action including contacting law enforcement.

- **Physical Abuse:** Includes but is not limited to, any physical contact not invited by the recipient including hitting/kicking/pinching, spitting on someone, tripping/pushing, taking or breaking someone's things.
- **Sexual Harassment:** Includes but is not limited to, any physical or verbal act of a sexual nature that is unwanted or not invited by the recipient. Sexual harassment can also include body gestures, innuendos, creating a sexually hostile environment through use of sexually explicit materials such as calendars, magazines, or other graphic materials.
- **Verbal Abuse:** Includes but is not limited to, any derogatory speech directed at an individual or spoken in a public setting. This includes vulgarity, cursing, and sexual innuendo (e.g., calling someone a 'b-word' or using the "F" word is considered harassment). Verbal abuse also includes teasing, name-calling, taunting and threatening to cause harm.
- **Nonverbal Abuse:** Includes but is not limited to; rallying other children not to be friends with someone, spreading rumors, causing someone else to be subject to public ridicule.

### **II. Public Display of Affection (PDA)**

Anything beyond handholding is prohibited between students on school grounds and during school events and will be subject to discipline in accordance with the policy below.

### **III. Hazing**

Hazing activities, such as initiations, harassment, humiliation, and ridicule will not be tolerated. Hazing includes any intentional or reckless act committed by a student, whether individually or with others, in-person, or in writing, against another student with a substantial risk of potential physical injury, mental harm, or degradation.

### **IV. Bullying**

Bullying, including cyberbullying is the repeated use by one or more students of a written, verbal, or electronic communication, or a physical act or gesture or any combination thereof, directed at a target. Bullying results in the outcomes that:

- cause physical or emotional harm to the target or damage to his, her, or their property;
- place the target in reasonable fear of harm or damages their property;
- create a hostile environment at school for the target;
- infringe on the rights of the target at school; or
- materially and substantially disrupt the education process or the orderly operation of a school.

Bullying is prohibited on school property, property immediately adjacent to school grounds, at school-sponsored or school-related events whether on or off school property, at school bus stops, on school buses or other vehicles owned, leased or used by the school, or through the use of technology or an electronic devices owned, leased or used by the school.

Bullying is also prohibited at a location or activity that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for the target student, infringe on the rights of that student at school, or substantially disrupt the education process or the orderly operation of the school.

Students or parents of students who are bullied should immediately report their concerns to the school administrator.

## **Bullying Prevention and Intervention**

### **Procedures Reporting Obligations**

*Reporting by Staff:* All faculty, staff, independent contractors or school volunteers who become aware or have a reasonable

belief that bullying has occurred shall immediately report any instance of bullying or retaliation orally or in writing, to the principal/designee(s). The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

*Reporting by Students, Parents/Guardians, and Others:* Any student, parent/guardian, and others who become aware of or has a reasonable belief that bullying or retaliation has occurred or may have occurred to other members of the school community is strongly encouraged

to promptly report the incident(s) to the principal/designee.

*Reporting to Local Law Enforcement:* In the event that bullying or retaliation is substantiated, the principal/designee will notify law enforcement agency in writing, if s/he suspects that criminal charges may be pursued against the aggressor.

### **Investigation**

The school principal/designee shall investigate promptly a report of bullying or retaliation, giving consideration to all circumstances at hand, including the nature of allegations, ages of the students involved, and whether any behaviors are related to a student's disability, sex, race, gender, national origin, religion, pregnancy status, sexual orientation, and/or disability. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint. Upon receiving a complaint, the parents/guardians of all parties (both the target and the aggressor) involved will be notified of an incident in a timely fashion, preferably on the same day of the report, by the principal/designee.

Even before fully investigating allegations of bullying or retaliation, the principal or designee will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights and safety of the alleged target, alleged aggressor, and bystanders must be considered.

If the principal/designee determines that a bullying incident had the effect of placing the target in reasonable fear or harm, or adversely affected their educational environment, then a formal investigation would be initiated.

## **DISCIPLINE**

### **I. Discipline Ladder**

If a problem cannot be resolved by the staff member it may be referred to the Administration, and Administration will:

- Provide additional intervention as needed to correct problem behavior or to resolve conflicts;
- Determine appropriate consequences (e.g., lunch detention, restriction);
- Determine if suspension is appropriate;
- Prepare suspension letter, set hearing dates; notify parent/guardian; review hearing rights with student.

### **II. Progressive Discipline**

The Navajo District will use a system of progressive discipline and will attempt to implement discipline based on severity of the offense, and the repeated nature of disciplinary offenses. Accordingly, offenses are broken down into Severe, Major, and Minor as described below. Please note the following:

1. Behavior and Counseling Contracts will be established for all Severe (Group I) offenses.
2. Law enforcement may be notified of offenses.
3. The Administrator will make the final decision.
4. A student may be suspended from school for violations of the Student/Parent Handbook or other

### **Severe Offenses (Group 1)**

Severe Offenses (Group I) are those offenses that are serious in nature and without exception break Navajo Nation law, and/or state law, and/or federal law. Examples of Severe Offenses (Group 1) offenses include, but are not limited to the following:

drug/alcohol use or possession, arson, physical assault, sale or distribution of a controlled substance, inciting a riot, possession of a weapon, fighting involving a weapon, bomb threat, gang activity, etc.

### **Consequences for Severe Offenses (Group I)**

Short Suspension – 3 days or less out of school with mandatory counseling  
Long Suspension – 4 to 8 days out of school with mandatory counseling

Long-Term Suspension – 9 days or more days out of school, with due process hearing

Expulsion – Recommendation to the Governing Board for Expulsion

Type of Offense	1 <sup>st</sup> Offense with a Contract	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
Selling/Distribution of Drugs/Alcohol	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or
	<i>1<sup>st</sup> &amp; 2<sup>nd</sup> Offense - Law enforcement will be notified</i>		Expulsion
Use, Possession of Drugs/Alcohol	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or
	<i>1<sup>st</sup> &amp; 2<sup>nd</sup> Offense - Law enforcement will be notified</i>		Expulsion
Fighting – Inciting a Riot or Fight, Possession of a Weapon, Fighting with a Weapon	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or Expulsion
	<i>1<sup>st</sup> &amp; 2<sup>nd</sup> Offense - Law enforcement will be notified</i>		
Gang Related Activities (Including but not limited to recruitment, initiation, threatening or other equivalent behavior)	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or
	<i>1<sup>st</sup> &amp; 2<sup>nd</sup> Offense - Law enforcement will be notified</i>		Expulsion
Arson – Bomb Threat, False Fire Alarm, Fireworks	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or
	<i>1<sup>st</sup> &amp; 2<sup>nd</sup> Offense - Law enforcement will be notified</i>		Expulsion
Sexual Misconduct, Any Inappropriate Contact	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or

	<i>1<sup>st</sup> &amp; 2<sup>nd</sup> Offense - Law enforcement will be notified</i>		Expulsion
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Contract		
Physical Assault	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or Expulsion
	<i>1<sup>st</sup> &amp; 2<sup>nd</sup> Offense - Law enforcement will be notified</i>		
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Contract		
Other Serious or Threatening	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or
Behaviors that Involve/Cause Harm to Others including Severe Bullying (e.g. encouraging someone to engage in self-harm, threatening someone, taking someone’s property with threat of force, spreading rumors that are intended to damage someone else’s reputation)	<i>1<sup>st</sup> &amp; 2<sup>nd</sup> Offense - Law enforcement will be notified</i>		Expulsion
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Contract		

## Major Offenses (Group II)

Major Offenses (Group II) are those offenses that can be serious in nature and may break Navajo Nation law, and/or statelaw, and/or federal law. Examples of Major Offenses (Group II) offenses include, but are not limited to the following:

Theft, vandalism, misuse of computers, use or possession of tobacco products, drug/alcohol paraphernalia,disorderly conduct, etc.

### Consequences for Major Offenses (Group II)

Short Suspension – 3 days or less with mandatory counseling  
 Long Suspension – 4 to 8 days with mandatory counseling  
 Long-Term Suspension – 9 days or more, with due process hearing  
 Expulsion – Recommendation to the Governing Board for Expulsion

Type of Offense	1 <sup>st</sup> Offense with a Contract	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
Possession of Drugs/Alcohol Paraphernalia	Short Suspension	Long Suspension	Long-Term Suspension
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral & Counseling Contract for Student		

Possession or Use of Tobacco Products, Including E-Cigarettes	Short Suspension	Long Suspension	Long-Term Suspension
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral & Counseling Contract for Student		
Extortion	Short Suspension	Long Suspension	Long-Term Suspension
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral & Counseling Contract for Student		
Intimidation / Harassment/Bullying  (Including but not limited to name calling, repeated incidents of minor bullying, rallying other students to bully someone)	Short Suspension	Long Suspension	Long-Term Suspension
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral & Counseling Contract for Student		
Hazing	Short Suspension	Long Suspension	Long-Term Suspension
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral & Counseling Contract for Student		
Vandalism and/or Theft	Short Suspension	Long Suspension	Long-Term Suspension
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral & Counseling Contract for Student		
Sexual Harassment	Short Suspension	Long Suspension	Long-Term Suspension
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral & Counseling Contract for Student		

Verbal Abuse of an Individual	Short Suspension	Long Suspension	Long-Term Suspension
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral & Counseling Contract for Student		
Gang Related Activity (Displaying gang affiliation, including showing colors, flashing	Short Suspension	Long Suspension	Long-Term Suspension
Signs, marking territory, displaying gang tattoos)			
Other Similar Offenses	Short Suspension	Long Suspension	
	1 <sup>st</sup> Offense – Mandatory Parent/Student Conference – Establish a Behavioral & Counseling Contract for Student		

### **Minor Offenses (Group III)**

Minor Offenses (Group III) are those that may be characterized as disruptive in nature. Examples of Minor (Group III) offenses include, but are not limited to the following:

Insubordination, dress code violation, truancy, ditching/cutting class, leaving class or campus without permission, profanity, public display of affection, violation of reasonable standard of right/wrong, failure to produce school identification badge, general misconduct, failure to follow directions, and failure to serve detention, etc.

Determination of minor offenses will be the responsibility of the school administrator or the assigned personnel of student discipline.

### **Consequences for Minor Offenses (Group III)**

Verbal Warning with counseling referral  
 Written Reprimand with counseling referral  
 In-School Suspension (ISS) – 1 to 4 days with mandatory counseling  
 Short Suspension – 3 days or less with mandatory counseling  
 Long Suspension – 4 to 8 days with mandatory counseling

Type of Offense	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> Offense
Public display of affection	Verbal Warning Counseling	Written Reprimand	ISS/IDS 1-4 days	Short Suspension	Long Suspension
		Parent will be notified by certified Mail.  Establish a Behavioral and Counseling Short-Term Contract	Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Long-Term Contract.		
Profanity	Verbal Warning Counseling	Written Reprimand	ISS/IDS 1-4 days	Short Suspension	Long Suspension

		Parent will be notified by certified Mail.  Establish a Behavioral and Counseling Short-Term Contract	Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Long-Term Contract.		
Insubordination	Verbal/Written Reprimand	ISS/IDS 1-4 days	Short suspension	Long Suspension	Long-Term Suspension
	.	Parent will be notified by certified Mail.  Establish a Behavioral and Counseling Short-Term Contract	Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Long-Term Contract.		
Dress Code Violation	Verbal/Warning Reprimand	Verbal Reprimand	ISS/IDS 1-4 days	Short Suspension	Long Suspension
		Parent will be notified by certified Mail.  Establish a Behavioral and Counseling Short-Term Contract	Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Long-Term Contract.		
Ditching classes	Verbal/Written Reprimand	ISS/IDS 1-4 days	ISS/IDS 1-4 days	Short Suspension	Long Suspension
	Parent will be notified.	Parent will be notified by certified Mail.  Establish a Behavioral and Counseling Short-Term Contract	Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Long-Term Contract.		
Truancy	Verbal/Written Reprimand	ISS/IDS 1-4 days	Short suspension	Long Suspension	Long-Term Suspension

Parent will be notified.	Parent will be notified by certified Mail.  Establish a Behavioral and	Mandatory Parent/Student Conference – Establish a Behavioral and	
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		Counseling Short-Term Contract	Counseling Long-Term Contract.		
Leaving class or campus without permission	Verbal/Written Reprimand	ISS/IDS 1-4 days	Short Suspension	Long Suspension	Long- Term Suspension
	<i>Parent notification &amp;/or contact law enforcement</i>	Parent will be notified by certified Mail.  Establish a Behavioral and Counseling Short-Term Contract	Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Long-Term Contract.		
Failure to serve detention	ISS/IDS 1-4 days	Short Suspension	Long Suspension	Long- term Suspension	Expulsion
	Parent will be notified	Parent will be notified by certified Mail.  Establish a Behavioral and Counseling Short-Term Contract	Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Long-Term Contract.		
Tardiness	Verbal Reprimand	Written Reprimand	ISS/IDS 1-2 days  Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Long-Term Contract.	Short Suspension	
Violation of reasonable standards of	Verbal Reprimand	Written Reprimand	ISS/IDS 1-4 days	Short Suspension	Long Suspension

<p>right/wrong/ Bullying (including but not limited to name calling, excluding someone, deliberately disregarding someone else's feelings</p>		<p>Parent will be notified by certified Mail.</p> <p>Establish a Behavioral and Counseling Short-Term Contract</p>	<p>Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Long-Term Contract.</p>		
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### **III. Discipline Terms Defined**

#### *Student Conference*

A staff member will meet individually with the student in an effort to reduce or eliminate minor misbehavior.

#### *Parent Contact*

Staff member will contact parent via phone, email, mail, or in person regarding student minor misbehavior in an effort to elicit support/reinforcement of positive school behavior from home.

#### *In-School Suspension (ISS)*

Prior to in-school suspension each student and their parent/guardian will be notified of the offense(s) leading to the ISS, and the duration of the ISS. Students serving an ISS will report to school at the usual start time, but will be assigned to a special room to be supervised by school staff for the duration of the school day. Prior to commencing an ISS, the student will inform each of his/her teachers that they are serving an ISS and will collect any classwork that will be missed due to his/her ISS. On each assigned day of ISS, each student assigned to ISS is responsible for arriving on time and being prepared (student should bring all assigned classwork, any incomplete assignments, and something to read). Failure to do so may result in additional ISS. During ISS, students will not be allowed to interact with their peers. ISS students will eat lunch in the ISS room.

#### *Parent Conference w/ Behavior Contract*

Student and parent will meet with an Administrator to write and agree upon a behavior contract which includes any of the aforementioned interventions and/or but not limited to a combination of any of the following additional interventions:

- Community Service
- Peer or Staff Mentor with Required Contact
- Counseling
- Suspension from Extracurricular Activities (including sports, after school activities, field trips)
- After School Homework
- Family Member to Attend Classes with Student
- All-Day Academic Support

### **IV. Formal Disciplinary Hearing- Procedural Due Process**

Information in the Student-Parent Handbook informs the students of their rights and responsibilities, school rules, and regulations governing behavior, and consequences for infractions of school rules and regulations. Every student and his/her parent(s)/guardian(s) needs to study and know the school rules and regulations as well as their due process rights and responsibilities.

**This section applies to suspension of 10 days or more, denial of enrollment, expulsion, or suspension from the bus service.**

The school will work with students involved in infractions as detailed earlier in this Student-Parent Handbook in order to help students to reach their academic potential and overcome problems. However, in cases of severe/major infractions of school rules or repeated violations, students may be suspended for more than 10 days, or expelled. In cases where suspension exceeds 10 days, or the student is expelled, the student will be entitled to the due process rights outlined in this section.

*Due Process Hearing (25 C.F.R. § 42.7)*

The Hearing will be held by the Principal or the Principal's designee. The Principal may suspend or expel a student immediately when there is evidence that the student poses a **serious and immediate danger** to the health or safety of himself/herself or others. However, if a student is suspended or expelled prior to a hearing, a hearing must be held within 10 days. If a student is not expelled or suspended prior to a hearing, the hearing will be held at the most reasonable time and as close as possible to the alleged infraction. All hearings will be closed, unless otherwise requested by the student/parents. It is essential that each student be given an opportunity to present their defense against the charges made against them, and that the proceeding be fair and impartial.

*Notification (25 CFR § 42.7(a))*

Parents and students will be notified of charges within reasonable time prior to the hearing.

*Specific Student Hearing Rights and Procedures (25 CFR § 42.8)*

The student has the right to:

- Not to be compelled to testify against himself or herself
- View documents and related records including written findings of fact and conclusions.
- Request deferral (delay) of hearing: The request must be in writing. The request must clearly state reason for deferral. The request must be submitted to the Principal two days prior to the hearing
- A private hearing
- Representation by legal counsel (at student/parent's expense)
- Presence of a student, parent/guardian or their designee
- Translator, if requested
- Appear on his/her own behalf
- Produce witnesses and evidence on his/her behalf and to confront and examine all witnesses
- Confront and cross examine an opposing witness or for the student's legal counsel to do so
- To the record of the disciplinary action, including written findings of fact and conclusions
- Have an allegation of misconduct and related information expunged from the student's school record if the student is found not guilty of the charges
- Administrative review and appeal under school policy

The student may receive failing grades for failure to attend an alternative education program if offered. A student can, prior to, or at time of hearing, enter a plea of guilty at which time

the case will immediately be referred to the Principal for review and final decision. While on suspension a student cannot request makeup work.

#### *Appeal*

A student will have the right to appeal the decision of suspension/expulsion to the Education Program Administrator (EPA) within 10 days from the date of receipt of the initial decision in accordance with school policy. The EPA decision is final. If a student wins their appeal, the student will be allowed to make up any missed assignments within 3 days of his/her completion of the suspension.

## **V. Grievance Procedures**

#### *Student/Parent - Employee*

If a parent and/or a student has a conflict with school staff, the following process should be used. This section does not apply in the case of any physical or sexual abuse. Physical or sexual abuse (including verbal sexual harassment) should be immediately reported to the Principal, and/or local law enforcement. If the differences are not settled informally between student/parent and employee, it is the right of the parent/student and/or the employee to go to the employee's supervisor who will act as the mediator. Both sides of the dispute have the right to present a written or verbal statement and answer to the grievance.

#### *Student - Student*

If a conflict arises between students, the student should report the conflict to a staff member for advice on how the conflict can be resolved. If students' differences are not settled informally, it is the right of the student to go to a teacher/counselor, or the Principal. Both sides of the dispute have the right to present a written or verbal statement and answer to the grievance.

## **VI. Behavior Interventions**

**Dennehotso Boarding School implements the Positive Behavior Intervention Program to track and encourage positive behaviors. There are incentives where students earn tokens and redeem at the monthly PBIS Store for school supplies and materials.**

## **SPECIAL EDUCATION POLICY**

### **I. IDEA.**

The school will comply with the Individuals with Disabilities Education Act (“IDEA”) 20 U.S.C. §§ 1400 et seq., P.L. 108-446) and its implementing regulations (34 C.F.R. Part 300). Disciplinary actions taken against a student covered under IDEA will be done in accordance with BIE’s Notice of Procedural Safeguards, available at <http://www.bie.edu/cs/groups/xbie/documents/text/idc1-032083.pdf> and BIE Special Education Practices and Processes.

<http://www.bie.edu/cs/groups/xbie/documents/text/idc-020377.pdf>. These documents will be provided in accordance with 34 CFR § 300.504 and to any parent/guardian or student upon request. If there is a conflict between this Handbook and the Special Education Practices and Processes or Notice of Procedural Safeguards, the school will follow the Special Education Practices and Processes or Notice of Procedural Safeguards.

### **II. Section 504 of the Rehabilitation Act of 1973**

The school will comply with the requirements of the Rehabilitation Act of 1973, 29 U.S.C. §§ 794 (Section 504) and the U.S. Department of Interior implementing regulations (43 C.F.R. 17.501-17.570 (Subpart E). Section 504 of the Rehabilitation Act of 1973, commonly called “Section 504,” is a federal law that protects students from discrimination based on disability. Section 504 assures that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. To be eligible, a student must have a physical or mental impairment that substantially limits one or more major life activity.

Pursuant to Section 504, the school is responsible to identify, evaluate, and determine eligibility, as well as, providing accommodations and services to eligible students with disabilities. BIE has a National Policy Memorandum to provide guidance on its Section 504 responsibilities. To access this policy:

[https://www.bia.gov/sites/bia.gov/files/assets/public/raca/national\\_policy\\_memoranda/pdf/NPM-EDUC-33\\_Section-504\\_FINAL\\_Signed\\_IssueDate\\_508.pdf](https://www.bia.gov/sites/bia.gov/files/assets/public/raca/national_policy_memoranda/pdf/NPM-EDUC-33_Section-504_FINAL_Signed_IssueDate_508.pdf) or contact the school Section 504 Coordinator.

## 504 and Discipline

Students with disabilities are not exempt from school discipline codes. However, the student's disability will be taken into account when considering the appropriate disciplinary response for a 504 student. Special considerations apply to the long-term suspension of students with disabilities under Section 504. If a behavior is not related to a student's disability, then the disciplinary consequences are the same as for any other student without a disability. The vehicle for assessing the link between a behavior and a disability is a manifestation determination meeting, in accordance with the BIE's Section 504 National Policy Memorandum ("NPM").

Short-term removals (suspensions or expulsions for either 10 consecutive days or 10 days in aggregate) do not require more than normal due process. However cumulative short-term removals totaling more than 10 school days may be considered a "change in placement" and trigger certain procedural safeguards, including a manifestation determination. Eligible students have the right to appropriate educational placement and services, the right to notice, and the right to review relevant education records.

### **504 Rights and Procedural Safeguards As a student or parent/guardian, you have the right to:**

#### EDUCATION

- Participate in and benefit from the school's educational programs without discrimination based on disability.
- If eligible, have your student receive accommodations under Section 504 of the Rehabilitation Act of 1973.
- Be provided an equal opportunity to participate in the school's nonacademic and extracurricular activities.
- Be educated in facilities and receive services that are comparable to those provided to students without disabilities.
- Receive accommodations and/or auxiliary aids and services to allow your child an equal opportunity to participate in school activities.
- Receive auxiliary aids and services without cost to allow your child an equal opportunity to participate in school activities. This does not include educational aids unrelated to your child's disability for which fees are imposed on parents of all children.
- Receive special education services if needed.

### EDUCATIONAL RECORDS

- Examine all relevant records relating to decisions regarding your student's identification, evaluation, educational program, and placement.
- Obtain copies of educational records at a reasonable cost, if the fee would not effectively deny you access to the records. You will not be charged if the cost would keep you from reviewing the records.
- Request amendment of your student's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your student. If the school refuses this request, it shall notify you within a reasonable time and advise you of the right to a hearing.
- A response to your reasonable requests for explanations and interpretations of your child's education records.

If you believe that BIE has discriminated against you or your child based on disability, you may file a complaint of discrimination with the U.S. Department of the Interior's Office for Civil Rights, Diversity, and Inclusion ("OCR"), or to file a complaint in federal court. Generally, an OCR complaint may be filed within 180 calendar days of the act that you believe was discriminatory. Director, Office of Civil Rights U.S. Department of the Interior 1849 C. Street, NW, MS# 4353 Washington, D.C. 20240 Telephone Number for the General Public: (202) 208-3235 Facsimile: (202) 208-6112 FedRelay: (800) 877-8339 TTY / ASCII

The person at this school who is responsible for

Section 504 compliance is Section 504

Coordinator: Norma Harrison

Telephone Number: (928) 658-3201

## **SCHOOL SERVICES**

### **I. Meal Cost**

Schools are reimbursed for meals provided to all the students. However, parents, staff, and all other visitors are required to pay for their meals because these meals are non-reimbursable by USDA.

### **II. Cafeteria Rules (insert school cafeteria rules add/delete as needed)**

- Students are to follow all school rules while in the cafeteria.
- Students are expected to model good behavior at all times.
- No tea, sodas, sports drinks, or energy drinks are allowed in the cafeteria (only bottled water, milk, and when served from the line, juice).
- All electronic devices must be out of sight in the cafeteria.
- Remove all head gear before entering the cafeteria.
- Students are to enter the cafeteria from the designated entrance.
- No cutting into the food line.
- Horseplay (e.g., shoving, running, shouting, fighting, throwing food) is not allowed.
- Each student is expected to clean the area he/she used.
- Each student must remove all trash (e.g., gum, paper) from his/her tray, disposing of it in the designated trash can.
- A student who wants a second helping must wait until everyone has been served once, and must use the same tray. Note: At times there will not be enough of some food items for seconds.
- Sponsors of after-school clubs, classes, tutoring, or sports must supervise their students during dinner at the cafeteria (if applicable).

### **III. Transportation**

Please remember that **riding the bus is a privilege** maintained by good behavior. Students are required to follow all school rules and procedures to ensure the safety of all on the bus. Unacceptable behavior and violation of the bus rules while on the bus may result in restrictions or suspension of bus privileges. If bus privileges are suspended for more than 5 days, students can appeal the suspension in accordance with the appeal process outlined above. The school provides daily bus service for day students and will only stop at designated locations.

- **Bus Change Requests** - A student must have a temporary bus pass in order to ride a different bus from the one assigned. To be eligible to receive a temporary bus pass, a parent must give written notice or call by 11:00 a.m. on the same day.
- **Activity Bus Run** - 21<sup>st</sup> Century CCLC
- **Transportation Cancellation due to Inclement Weather** (Refer to school website)
- **Bus Rules** - "Don't Lose Your Riding Privilege"
  - Be on time
  - Have respect for others and for the driver
  - Remain in your seat

- For safety, keep the aisle and exits clear
- Be courteous. Never use foul language or obscene gestures.
- Keep all body parts inside the bus
- Use of tobacco, alcohol, & drugs is prohibited
- No food or drinks on the bus
- Do not damage any part of the bus; you and your parents will be responsible for repairs
- For your own safety, do not distract the driver
- Listen to the bus driver

#### IV. School Library

The Library welcomes all faculty and students who wish to read, learn, and/or study.

- **Checkouts** - Library books may be checked out at the discretion of the school.
- **Overdue Books** – Students who have overdue items will be limited to a single book until the overdue books are returned or renewed. At the end of the school year, all overdue books will be treated as lost or missing.
- **Requests for books** – Book requests from the staff and students are welcomed. All attempts will be made to obtain requested books for the library.
- **During class hours, all students must possess a pass from a teacher/staff member** - No hall passes will be given by the Librarian.
- **Library Rules** –
  - Bring all materials needed before entering the library
  - Do not bring food or drinks into the library
  - Do not leave the library during class hours without permission from the Librarian or their designee
  - Keep voices down
  - No running or horseplay allowed
  - Keep the library clean
  - Return books to designated areas for proper re-shelving
  - Reference materials, magazines, and newspapers are not to be removed from the library

#### V. School Health Services

The School Nurse/assistant, if available, will collaborate with staff members, parents, and students to promote a safe and healthy environment.

- **Student Illness Procedures** – Students are to remain home if they are ill or have a contagious illness. If a student becomes ill and cannot remain in class, the student will be sent to the school nurse/front office. The school nurse/administrator will contact the parent/guardian to pick up their child at the school.
- **Dispensing Medication (Prescription and Over the Counter)** – Medications will be administered in accordance with the BIE's Medication Administration Policy which is attached as Appendix: A.

## VI. Medical Emergency

In case of an emergency (i.e., the need for urgent medical attention), the student will be immediately transported to the local health facility/hospital. The parent/guardian will be notified as soon as possible, and staff will remain with student until parent(s) or guardian(s) arrive.

## VII. Athletics for High School (For K-8 school refer to local athletic handbook)

- **Eligibility** A student is privileged with athletic eligibility for **only 4 seasons in each sport and no more than 8 semesters of eligibility** after he/she enrolls in the ninth grade. Fifth year students are not eligible to participate as athletes or as managers. Students who turn 19 years-old prior to September 1<sup>st</sup> are not eligible to participate. Students who turn 19 years old on or after September 1<sup>st</sup> will be eligible to participate for that school year only. Students, including incoming freshmen and transfer students, must have on file a **physical examination** and, when appropriate, medical clearance to participate. Forms are available from the registrar. To participate in sports, each student must have a physical exam within the last month preceding the sport. He/she must also have a **Concussion Test certificate** on file. Transfer students must complete relevant paperwork with the Athletic Director to apply for eligibility.
- **Grade Check** Student Athletes and Managers **must be passing all of their classes** to play, per state athletic association rules. The Athletic Director/Coaches/Staff will conduct a weekly grade check. If a student is failing any class, he/she will be placed on the ineligible list for the following week. If the student is failing any class the next grade check, he/she will be ineligible again for the following week. During ineligibility, the student may practice with the team, but he/she will not be allowed to dress out, sit with the team, travel, or take part in any scrimmage or athletic competition.
- **Additional Ineligibility** Any unexcused absence makes the athlete or manager ineligible to participate in practice or competition on the same day. Any student who accumulates more than 9 days of unexcused absences will be declared ineligible for the remainder of the semester. Per state athletic association rules, any student participating in athletics is prohibited from participating in non-school sports for his/her given sport during the season. Discipline infractions may result in the student being declared ineligible at the discretion of the coach, Athletic Director, and/or Principal. Any student caught using/possessing drugs, alcohol, paraphernalia, or tobacco will be suspended from athletics for the remainder of that sports season.
- **Assigned Areas** Student Athletes and Managers will follow coaches' instructions and not leave assigned areas, such as gym, sports fields, hotel rooms, etc., without coaches' permission. Failure to follow this rule may result in immediate dismissal from the team, and other school disciplinary consequences.

## **Parent Involvement Policy**

Navajo District strives to educate teachers, support staff, administrators, and school board members, with the assistance of parents, about the value of parental contribution and the necessity of reaching out to, communicating with, and working with parents as equal partners. Specifically, the School strives to

- build ties between parents and the School;
- research, adopt, and implement model approaches to improving parental involvement;
- develop appropriate roles for community-based organizations and local businesses in parental involvement activities, and provide other reasonable support for parental involvement activities as parents may request.

Navajo District believes that all parents and families want the best for their children. Educational research shows that children do their best when parents are enabled to play four key roles in their children's learning:

- Parents as teachers (helping children at home)
- Supporters (contributing their skills to the school)
- Advocates (helping children receive fair treatment)
- Decision-makers (participating in joint problem solving with the school at every level)

Navajo District recognizes that parents/guardians are full partners with educators, administrators, school board members, and support staff, in achieving the best possible learning experience for each child. A strong program of two-way communication between home and school must be encouraged, continually evaluated, and maintained so that the school and community are connected in meaningful and productive ways.

In order to institute and maintain two-way communication with parents and to facilitate and maintain active parental involvement, our schools will:

- Continue to involve parents in the joint development of the school's improvement plan. If the school's improvement plan is not satisfactory to the parents of participating children, the school will submit any parent comments with such improvement plan when the school resubmits the improvement plan to the Bureau of Indian Education (BIE).
- Plan, implement, assess, and, as necessary, revise effective parent involvement activities to improve student academic achievement and the school's overall climate and performance

- Build the school's and the parents' capacities for strong parental involvement through collaborative school planning, ongoing two-way parent/school communication, and integration of parents into professional development and other school activities.
- Coordinate and integrate parental involvement strategies and activities such as parenting workshops which encourage and support parents in furthering the education of their children and which assist them in understanding and thereby avoiding the pitfalls (e.g., gangs, violence, drugs, teen pregnancy) faced by today's youth. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the school's Parent Involvement Policy in improving the academic quality of the school, including identifying barriers to greater participation by parents in authorized activities. The findings of such evaluation will be published, made available for review by parents, and used to design strategies for more effective parental involvement, and if necessary to revise the school's existing Parent Involvement Policy.

### **I. Student-Parent Handbook and Parent Involvement Policy**

The schools will distribute the Student-Parent Handbook and Parent Involvement Policy to parents of all enrolled students. The School's administration will develop a School Plan for Parental Involvement that will explain the means by which the bulleted items above will be implemented and maintained.

### **II. Parent Advisory Committee**

All schools have a Parent Advisory Committee (PAC) comprised of parents and school personnel. The PAC will convene for the purpose of developing the School Plan for Parental Involvement. Parents will be notified of the policy and the subsequent plan via easily understandable written correspondence. Monthly PAC meetings will be held **the 3<sup>rd</sup> Thursday of each month via Zoom**. Parents are encouraged to be involved in an organized, on-going, and timely way, in the planning, review, and improvements of the school's Parent Involvement Policy and the joint development of any other plans, policies, and procedures. Upon request, a language interpreter will be provided for translations. The PAC policy and the subsequent plan will also be made available to the local community, and updated periodically to meet the changing needs of parents and the school.

### **III. Parent-School Compact**

The compact has been developed with parents of children served by programs described in the school improvement plan. The Parent-School Compact outlines how parents, the school staff, and students share the responsibility to build and develop a partnership for student achievement. Some of the main functions of the Compact are:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, which enables the children to meet academic achievement standards of the Navajo Nation, the Bureau of Indian Education, and their designated state
- Clarify parents' responsibility for supporting their child's education through monitoring attendance and homework completion, and participation, as appropriate, in decisions relating to their child's education and positive use of extracurricular time
- Emphasize the importance of two-way communication between instructional staff and

parents on an on-going basis through:

- Quarterly parent-teacher conferences
  - Frequent communication to parents about their child's progress
  - Volunteer opportunities
- The Parent-School Compact will be reviewed and updated annually by the Parent Advisory Committee.

#### **IV. Student Responsibilities**

- To be in school every day and all day
- To provide supporting written documentation (e.g., an appointment slip) for any absences.
- To follow the school's checkout policy as stated above
- To inform your teacher(s) of an impending absence
- To advocate for yourself and to stay informed about your academic progress.
- To know your obligations set forth in this Handbook and the resulting consequences for violating school policy.

#### **V. Annual Meeting**

As required by policy all schools are required to hold an annual parent meeting to:

- Inform parent of the school's intended School-wide Program Plan
- Explain the requirements of programs
- Answer questions about parental rights
- Present annual assessment data
- Summarize the content of the school's improvement plan and planned parental involvement activities, to include:
  - Monthly Parent Advisory Committee meetings throughout the year, to which all parents will be invited. The meetings will promote two-way parent school communication and increased parent involvement in each student's education
  - Monthly or quarterly parent newsletter & Principal's letter to parents
  - Three-week progress reports and semester report cards
  - Parent teacher conferences and other meetings with teachers/staff as appropriate and/or as requested by parents to formulate suggestions and to participate in decision relating to the education of their children, with the school responding to any such suggestion as soon as practically possible
  - Possible in-depth parent training throughout the school year
    - NASIS Parent Portal Access to Relevant Student Information
    - Understanding Your Child's Assessment Data
    - Cyber Bullying
    - Health and Safety
    - Social Emotional Learning & Student Well-Being
    - Diné Content Standards
    - College and Career Readiness Standards (English/Language Arts and Mathematics)
    - Next Generation Science Standards
    - School Improvement Model
    - Outside Resource Support Programs

- Other topics as recommended

**VI. CONTINUITY OF LEARN AND COVID-19 RESPONSE PLAN**

**Dennehotso Boarding School will respond to local COVID-19 levels and will refer to our School Reopening Plan to coordinate any changes to our learning model.**

# APPENDIX

**A. Medical Forms**

**ATTACHMENT A**  
**BUREAU OF INDIAN EDUCATION**  
**AUTHORIZATION TO ADMINISTER PRESCRIBED/OVER-THE-COUNTER MEDICATION**

**PART I—TO BE COMPLETED BY THE PARENT/GUARDIAN**

I hereby request and authorize designated and properly instructed school personnel to administer prescribed medication as directed by the prescribing physician or other duly licensed provider (PART II below). I certify that I have legal authority to consent to the administration of prescribed medication following the provider's order. I understand additional prescriber/parent authorizations will be necessary for each medication to be administered, and if the dosage of the medication is changed. If necessary, I authorize the designated school health care official to communicate with the prescriber or the student's health care provider as allowed by HIPAA.

**STUDENT INFORMATION**

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Gender M \_\_\_ F \_\_\_  
Last First MI

School \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_ Height (Inches) \_\_\_\_\_ Weight (lbs) \_\_\_\_\_

List all medication(s) student is taking, including over-the-counter medication(s):  
\_\_\_\_\_  
\_\_\_\_\_

List any known drug allergies/reactions: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Contact Number(s): \_\_\_\_\_ (Day) \_\_\_\_\_ (Evening)

**PART II—TO BE COMPLETED BY THE PRESCRIBER**

**PLEASE USE A SEPARATE FORM FOR EACH MEDICATION**

Name of Medication: \_\_\_\_\_ Diagnosis: \_\_\_\_\_

Dosage: \_\_\_\_\_ Time(s)/Frequency to be given: \_\_\_\_\_

Route of Administration: \_\_\_\_\_ PRN (as needed) \_\_\_Yes \_\_\_No If PRN, (signs/symptoms): \_\_\_\_\_

Side Effects: \_\_\_\_\_

Begin Medication: \_\_\_\_\_ Date Stop Medication: \_\_\_\_\_ Date

**Special Instructions:**

Refrigeration required? \_\_\_Yes \_\_\_No

Is medicine a controlled substance? \_\_\_Yes \_\_\_No

Is this an emergency self carry/self administration medication? \_\_\_Yes \_\_\_No

Has student been instructed in the proper self administration of medicine? \_\_\_Yes \_\_\_No

Prescriber's authorization for self carry/self-administration of emergency medication: \_\_\_\_\_  
Signature Date

Prescriber's Name/Title: \_\_\_\_\_ Phone \_\_\_\_\_  
(Type or Print)

Address: \_\_\_\_\_ Fax \_\_\_\_\_

Prescriber's signature: \_\_\_\_\_ Date \_\_\_\_\_

**PART III—TO BE COMPLETED BY School Nurse/Other Duly Licensed Health Care Provider**

- Parts I and II above are completed, including signatures.
- Prescription medication is properly labeled by a pharmacist and within the expiration date.
- Medication label and prescriber order are consistent.
- Over-the-counter medication is in an original container with manufacturer's dosage label intact.

Principal/Authorized School Personnel Signature \_\_\_\_\_ Date \_\_\_\_\_

Release #16-4, Issued: 11/04/15

New

## SY 2021-2022 Dennehotso Boarding School-Parent-Student Compact

The Dennehotso Boarding School staffs, students and parents of the community, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

### School Responsibilities

1. Provide high-quality curriculum and instruction in a supportive learning environment that enables student learning.
2. Provide parents with reports on their children's academic and behavioral progress. We will initiate a parent contact if behavior that interferes with student learning is occurring.
3. Be available to parents and families.
4. Provide a safe and positive atmosphere for learning.
5. Be mindful of and advocate against bullying.
6. Explain assignments so that students have a clear understanding.

Teacher Signature: \_\_\_\_\_

### Parent Responsibilities

1. Establish routines to support my child's success in school:
  - appropriate bed-time
  - monitor attendance
  - help with homework & reading
2. Communicate the importance of success in school
3. Ensure that my child attends school on a regular basis and arrives at school on time.
4. Make sure that my child's homework is completed and returned to school on time.
5. Stay informed about my child's education and read all notices from the school.
6. Communicate with the school about things that could affect my child. (bullying, medical or emotional changes etc.)

Parent Signature: \_\_\_\_\_

### Student Responsibilities

1. Attend school regularly and arrive at school on time
2. Follow school rules and be respectful of others.
3. Report Bullying Behaviors. Get help right away.
4. Complete all daily homework and return it to school on time.
5. Be responsible for giving my family members all information sent home from school.
6. Read for at least 30 minutes per day

Student Signature: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

### C. BIE Medication Administration Policy

## Insert BIE Medication Administration Policy

### BUREAU OF INDIAN EDUCATION

### AUTHORIZATION TO ADMINISTER PRESCRIBED/OVER-THE-COUNTER MEDICATION

#### PART I—TO BE COMPLETED BY THE PARENT/GUARDIAN

I hereby request and authorize designated and properly instructed school personnel to administer prescribed medication as directed by the prescribing physician or other duly licensed provider (PART II below). I certify that I have legal authority to consent to the administration of prescribed medication following the provider's order. I understand additional prescriber/parent authorizations will be necessary for each medication to be administered, and if the dosage of the medication is changed. If necessary, I authorize the designated school health care official to communicate with the prescriber or the student's health care provider as allowed by HIPAA.

#### STUDENT INFORMATION

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Gender M \_\_\_ F \_\_\_  
Last First MI

School \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_ Height (inches) \_\_\_\_\_ Weight (lbs) \_\_\_\_\_

List all medication(s) student is taking, including over-the-counter medication(s):  
\_\_\_\_\_  
\_\_\_\_\_

List any known drug allergies/reactions: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Contact Number(s): \_\_\_\_\_ (Day) \_\_\_\_\_ (Evening)

#### PART II—TO BE COMPLETED BY THE PRESCRIBER

#### PLEASE USE A SEPARATE FORM FOR EACH MEDICATION

Name of Medication: \_\_\_\_\_ Diagnosis: \_\_\_\_\_

Dosage: \_\_\_\_\_ Time(s)/Frequency to be given: \_\_\_\_\_

Route of Administration: \_\_\_\_\_ PRN (as needed) \_\_\_ Yes \_\_\_ No If PRN, (signs/symptoms): \_\_\_\_\_

Side Effects: \_\_\_\_\_

Begin Medication: \_\_\_\_\_ Date Stop Medication: \_\_\_\_\_ Date

#### Special Instructions:

Refrigeration required? \_\_\_ Yes \_\_\_ No

Is medicine a controlled substance? \_\_\_ Yes \_\_\_ No

Is this an emergency self carry/self administration medication? \_\_\_ Yes \_\_\_ No

Has student been instructed in the proper self administration of medicine? \_\_\_ Yes \_\_\_ No

Prescriber's authorization for self carry/self-administration of emergency medication: \_\_\_\_\_  
Signature Date

Prescriber's Name/Title: \_\_\_\_\_ Phone \_\_\_\_\_  
(Type or Print)

Address: \_\_\_\_\_ Fax \_\_\_\_\_

Prescriber's signature: \_\_\_\_\_ Date \_\_\_\_\_

#### PART III—TO BE COMPLETED BY School Nurse/Other Duly Licensed Health Care Provider

- Parts I and II above are completed, including signatures.
- Prescription medication is properly labeled by a pharmacist and within the expiration date.
- Medication label and prescriber order are consistent.
- Over-the-counter medication is in an original container with manufacturer's dosage label intact.

Principal/Authorized School Personnel Signature \_\_\_\_\_ Date \_\_\_\_\_



ADMINISTRATIVELY RESTRICTED  
Suspected Child Abuse/Neglect Report (SCAN)



Effective 7/18/18

		<b>Report Date:</b>	<b>Report Time:</b>
<b>SCHOOL INFORMATION (Required)</b>			
1. Reporting School:		2. School Principal/Administrator or Designee:	
3. School Phone Number: (    )		4. School Principal/Administrator Phone Extension or Cell Phone Number:	

<b>PERSONAL INFORMATION OF VICTIM (Required)</b>				
5. Last Name:		First Name:		Middle Name:
7. SSN:	8. DOB:	9. Age:	10. Grade: <b>SELECT GRADE</b>	11. Sex: <b>SELECT GENDER</b>
12. Check Suspected Abuse: <input type="checkbox"/> Physical Abuse <input type="checkbox"/> Emotional Abuse <input type="checkbox"/> Sexual Abuse <input type="checkbox"/> Neglect (Basic needs – food, clothing, shelter) <input type="checkbox"/> Neglect (Medical) <input type="checkbox"/> Neglect (Educational)				
13. Describe the specific incident (do not leave blank):				
14. Name of Parent(s) , Guardian, Custodian (Required):			15. Relation to Victim:	
16. Contact Telephone Number of Parents, Guardian, or Custodian: (    ) -				
17. Complete Mailing Address (Required):		18. Physical Location of Residence (Required):  (attach map, if applicable)		

<b>ALLEGED OFFENDER INFORMATION (Required):</b>			
19. Full Name of Alleged Offender (If a minor/peer, then indicate age or grade in box 20):		20. Alleged Offender's Position/Status (Required)	
21. If Employee, Position Title:		<input type="checkbox"/> BIE Employee <input type="checkbox"/> BIE Contractor/Consultant <input type="checkbox"/> Volunteer * <input type="checkbox"/> Relative (specify): _____ <input type="checkbox"/> Other (specify): _____ <input type="checkbox"/> Student ** (age or grade)	
22. If Employee, Contact Information for Alleged Offender: Cell phone number:      Physical Location of Employee: (    ) -			
23. Location of alleged incident:	24. Date of alleged incident:		
	25. Time of alleged incident:		
26. Full Names and telephone numbers of potential witness(es):			

<b>MANDATORY REPORT INFORMATION (Required):</b>			
27. Full Name and Title of Mandatory Reporter Reporting Above Incident:		28. Signature (Required):	Date:
29. Full Name of School Principal/Administrator or Designee:		30. Signature (Required):	Date:
31. Has Mandatory Reporter Requested Protection of their Identity? <input type="checkbox"/> YES <input type="checkbox"/> NO		32. Initials of Mandatory Reporter:	

**INFORMATION REGARDING THE INCIDENT**

*(Please type or print clearly the following information.)*

33. Describe how you became aware of the incident:

34. Describe the specific incident (continuation of Box 13, Page 1):

*(NOTE: Mandated Reporters do not have to prove abuse when making a report, but must describe the behavior or physical sign that led the Mandated Reporter to believe the child was abused.)*

35. Did the alleged abuser physically touch the victim in any way?

NO       YES      If yes, describe specifically the physical contact:

36. Was Medical Treatment Required?

NO       YES      If yes, indicate action taken:     Victim was taken for medical care by school staff for an evaluation and/or medical treatment  
 Ambulance was contacted for immediate medical attention.  
 Other. Explain action taken:

**ATTACHMENTS**

- Continuation pages, if required
- Statement from victim, witness, alleged offender, etc.
- Other (must describe attachment): \_\_\_\_\_  
 \_\_\_\_\_

**Distribution (Required):**

Original to SCAN Case File  
Copies to Law Enforcement, Child Protective Services and BIE Program Specialist

**CONFIDENTIALITY AGREEMENT**

**To be read and signed by Mandated Reporter**

In accordance with the Indian Child Protection and Family Violence Prevention Act, the identity of any person making a report of suspected child abuse or neglect shall not be disclosed, without the consent of the individual, to any person other than a court of competent jurisdiction or any employee of an Indian tribe, a State or the Federal Government who need to know the information in the performance of such employee's duties.

**By signing this agreement, I understand that:**

1. Confidentiality means that I cannot discuss any matter pertaining to any child abuse or neglect case, except as allowed by law. Pursuant to section 552a of Title 5, United States Code, the Family Education Rights and Privacy Act of 1974 (20 USC 1232g), or any other provision of law, agencies of any Indian tribe, of any State, or of the Federal government that investigate and treat incidents of abuse of children may provide information and records to those agencies of any Indian Tribe, and State, or any Federal Government that need to know the information in performance of their duties. For purposes of this section, Indian tribal government shall be treated the same as other Federal Government entities.
2. The legal requirements of confidentiality mean that I cannot discuss any matter pertaining to the Suspected Child Abuse and/or Neglect Report I completed on this date with any member of my family, including parents, children, spouse, aunts, uncles, cousins, any school staff or with another person unless they are allowed access to such information by law.
3. If I do not keep substantiated and/or unsubstantiated child abuse and/or neglect cases confidential, I may be subject to disciplinary action up to and including termination of my job as allowed by tribal or federal law or BIE policies and procedures.

---

Signature of Mandated Reporter (Required)

Position/Title

Date

**Witnessed by:**

---

Signature of School Principal/Administrator or Designee (Required)

Date

**Tracking of Notifications**  
**Completed in its entirety**

Effective 7/18/18

**Note:** Contact to Law Enforcement and Child Protective Services should be made immediately.  
 All contact is to be made verbally and followed-up in writing by faxing pages 1-4 of the SCAN Report.  
 Contact does not have to be made to all agencies identified under law enforcement or social services/child protective services, only those required for your school.

**LAW ENFORCEMENT NOTIFICATION Only indicate actual law enforcement agency contacted (Required):**

AGENCY CONTACTED	PERSON CONTACTED, TITLE AND TELEPHONE NUMBER	DATE & TIME OF REPORT	
		Verbal Contact (Required)	Written Contact (Required)
Tribal:	<input type="checkbox"/> Fax <input type="checkbox"/> Hand-delivered	(date) (time)	(date) (time)
BIA Law Enforcement:	<input type="checkbox"/> Fax <input type="checkbox"/> Hand-delivered	(date) (time)	(date) (time)
Local/State/Other:	<input type="checkbox"/> Fax <input type="checkbox"/> Hand-delivered	(date) (time)	(date) (time)

IF APPLICABLE, indicate the Law Enforcement Report/Case Number: \_\_\_\_\_

**SOCIAL SERVICES/CHILD PROTECTIVE SERVICES NOTIFICATION Only indicate actual agency contacted (Required):**

AGENCY CONTACTED	PERSON CONTACTED, TITLE AND TELEPHONE NUMBER	DATE & TIME OF REPORT	
		Verbal Contact (Required)	Written Contact (Required)
Tribal:	<input type="checkbox"/> Fax <input type="checkbox"/> Hand-delivered	(date) (time)	(date) (time)
Local:	<input type="checkbox"/> Fax <input type="checkbox"/> Hand-delivered	(date) (time)	(date) (time)
State:	<input type="checkbox"/> Fax <input type="checkbox"/> Hand-delivered	(date) (time)	(date) (time)

**BIE NOTIFICATION (Required):**

	PERSON CONTACTED, TITLE AND TELEPHONE NUMBER	DATE & TIME OF REPORT	
		Verbal Contact (Required)	Written Contact (Required)
BIE Program Specialist	Michelle Begay phone: (505) 563-5290 fax: (505) 563-5292	(date) (time)	(date) (time)

**SCAN TRACKING NOTES**

**\*Please do NOT attach fax transmission/confirmation sheets\***

Completed by: Name, Title

**INFORMATION ON PERSON MAKING NOTIFICATIONS (Required):**

Full Name and Title of Individual completing this page:  Name, Title (e-mail address)	Date:
---	-------