



T'iis Nazbas Community School **STUDENT-PARENT HANDBOOK**



2025-2026



T'iis Nazbas Community School
PO Box 2002
TeecNosPos, Arizona 86514
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UNITED STATES DEPARTMENT OF THE INTERIOR

Bureau of Indian Education

P.O. Box 1449

Window Rock, AZ 86515-0707

Telephone: 928-871-5932 Fax: 928-871-5945

Yá'at'ééh and Greetings Students, Parents and Guardians.

It is with great pleasure, I welcome our students to a new school year, we are proud to partner with you in the education of your children. You are an essential part of your child's education, and we are all vested in the learning and guidance of our students as they begin their journey of adventure, discovery, and learning along with experiencing cultural opportunities to enhance their growth and development this academic year. We firmly believe it is important that we build a strong and rich relationship between students, their school and the home to best serve their educational needs.

As partners in educating your child(ren), it is important that you are well informed of some very important information about some our policies, procedures, expectations, and requirements which you will find outlined in this year's Student/Parent Handbook.

Our goal is to develop skills in all academic areas, while establishing a safe learning environment for all students attending our schools. Please take time to become familiar with the information and keep this handbook available for your use; it is a valuable reference to refer to during this 2025-2026 school year.

If you have any questions regarding or concerning any portion of this handbook, please contact the school principal or leader. Let's all continue to work together to make this a great and successful year for the students of BIE Navajo!

Respectfully,

Emily K. Arviso

Emily K. Arviso
Associated Deputy Director
BIE Navajo Schools



T'iis Nazbas Community School
Bureau of Indian Education
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<https://sites.google.com/view/tncs-bie>

Dear Students, Parents and Guardians of T'iis Nazbas Community School,

We welcome you to the 2025-2026 School Year. It is with great pleasure that we as support staff, certified teachers and principal invite you into the school with a set of priority goals and with a challenge to for you to accomplish the SMART goals that we have set for you in our ONE Plan for this school year.

Of course our number one priority is to address our **chronic absenteeism**. We continue to struggle with student absenteeism in our school on a daily, weekly and monthly basis. We want to improve this, but we are needing the commitment from students, as well as your parents and guardians to make this happen. Remember, progress and achievement build on each other when attending school consistently. Our priority is to send each and every student to the next grade level with a vast amount of knowledge from the previous grade level. We cannot accomplish this if YOU, are not in school.

Next is our SMART goal for ELA/Reading. Our teachers set this goal for students in 3rd grade to 8th grade:

Based on EOY 2025 BIE Interim ELA for T'iis Nazbas Community School, 3rd grade to 8th grade, the average status proficiency was 24%, the EOY average status proficiency goal for Spring 2026 is to achieve a 6% increase.

Last is our SMART goal for Math. The teachers also worked on setting this goal for this school year for 3rd to 8th grade:

Based on EOY 2025 BIE Interim Math for T'iis Nazbas Community School, 3rd grade to 8th grade, the average status proficiency was 18%, the EOY average status proficiency goal for Spring 2026 is to achieve a 7% increase.

This means that our Kindergarten to 2nd grade students will have to accomplish their grade level performance standards before they are promoted to 3rd grade. These goals are not difficult. Each and every student can achieve these goals, but we need your child in school to make this happen!

Our school expectations will be reviewed from the very start of school. ALL students can be successful! We need the parents and guardians assistance with this. Thank you! I am looking forward to seeing you all again and to meet the new students who enroll. Know that I am here to support you all.

Sincerely,

KARINA ROESSEL

Digitally signed by KARINA
ROESSEL
Date: 2025.07.08 13:02:32 -06'00'

Dr. Karina A. Roessel, Principal

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 IAM 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 A.

T'iis Nazbas Community School Staff

ADMINISTRATION	RESIDENTIAL	FACILITY
Roessel, Karina, School Principal	Hogue, Nita, Manager	Morris, Garrison
Lansing, Ursula, Acting Bus.Tech.	Redhouse, Sarah, HL Assistant	
Nakai, Tulley, IT	Reid, Gwedolyn, HL Assistant	CUSTODIANS
Sells, Earlisa, Registrar	Robinson, Larry, HL Assistant	John, Gilbert
	Tsosie, Minnie, HL Assistant	Fulton, Ronald
TEACHERS	CAFETERIA	SECURITY
Chee, Terri, 7 th /8 th Grade	Long, Marie, Cook	Morris, Linda
Elkriver, Bertha, Navajo Culture	Blackwater, Marie, Cook Helper	
John, Evelyn, 5 th /6 th Grades		TRANSPORTATION
Kady, LaPrincess, KG	FACE	Silas, Richelle
King, Philafena, Computer	Bitah, Kerlissa, Coordinator	Navaho, Sarah
Lansing, Melvina, 3 rd /4 th Grades	Cleveland, Yolonda, EC Teacher/Ed.T	
Sells, Earlinda, Ed Tech	Bennett, Eva, Home Base	
Tuni, Rena, SPED Teacher	Johnson, Michelle, Home Base	
Yazzie, Victoria, 1 st /2 nd Grades		

SCHOOL BOARD MEMBERS

Janice Filfred, President
 Maxine Elkriver, Vice President
 Elsie Dee, Secretary

Submission Deadline

04/15/25

Org Code

D32N10-Tihs Nazbas Community School

(USE DRG CODE FROM FPMR NOT FPMG)

Duty Station

Tees Nos Pos, AZ

Eds Prog Admin (NTE 17)

Dr. RENA YAZZIE

No major school calendar available for this location

Federal Holidays - not to exceed 2

Admin Days (NTE 18)

KEY

N

SV

N

AD

X

Federal Holidays

School Vacation Leave

Instructional Day

Semi-Official Admin Days

Teacher/Parent Conference

half day instructional/half admin day

Su	Mo	Tu	We	Th	Fr	Sa
		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	AD	AD	AD	AD		

Federal Holiday	0
Employee Return	07/28/25
First Day of School	08/04/25
Full Admin Days	4
Instructional Days	0
School Vac. Days	0
Potential total (22)	4

Su	Mo	Tu	We	Th	Fr	Sa
					AD	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						

Federal Holiday	0
Employee Return	07/28/25
First Day of School	08/04/25
Full Admin Days	1
Instructional Days	20
School Vac. Days	0
Potential total (22)	21

Su	Mo	Tu	We	Th	Fr	Sa
	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				

Federal Holiday	1
Full Admin Days	0
Instructional Days	21
School Vac. Days	0
Potential total (22)	22

Su	Mo	Tu	We	Th	Fr	Sa
		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		

Federal Holiday	1
Full Admin Days	0
Instructional Days	22
School Vac. Days	0
Potential total (22)	23

Su	Mo	Tu	We	Th	Fr	Sa
					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						

Federal Holiday	2
Full Admin Days	0
Instructional Days	14
School Vac. Days	6
Potential total (22)	20

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	SV	SV	SV	25	SV	27
28	SV	SV	SV			

Federal Holiday	1
Full Admin Days	1
Instructional Days	15
School Vac. Days	7
Potential total (22)	23

Su	Mo	Tu	We	Th	Fr	Sa
			1	SV	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	

Federal Holiday	2
Full Admin Days	0
Instructional Days	19
School Vac. Days	1
Potential total (22)	22

Su	Mo	Tu	We	Th	Fr	Sa
		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		

Federal Holiday	1
Full Admin Days	0
Instructional Days	19
School Vac. Days	0
Potential total (22)	20

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	SV	SV	SV	SV	SV	21
22	23	24	25	26	27	28
29	30	31				

Full Admin Days	0
Instructional Days	17
School Vac. Days	5
Potential total (22)	22

Su	Mo	Tu	We	Th	Fr	Sa
		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			

Federal Holiday	0
Full Admin Days	0
Instructional Days	22
School Vac. Days	0
Potential total (22)	22

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	AD	AD	AD	AD	AD	22
23	24	25	26	27	28	29
30						

Federal Holiday	0
Last Day-Students	05/15/25
Last Day-Employees	05/21/25
Full Admin Days	6
Instructional Days	11
School Vac. Days	0
Potential total (22)	16

Su	Mo	Tu	We	Th	Fr	Sa
	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				

Federal Holiday	0
Last Day-Students	
Last Day-Employees	
Full Admin Days	0
Instructional Days	0
School Vac. Days	0
Potential total (22)	0

School Instructional Days (Normally 180)

Admin	10
Holiday	6

July	8
Aug	30
Sept	21

Oct	22
Nov	14
Dec	15

Jan	19
Feb	18
Mar	17

TOTAL

180

School Vacation Days (NTE 17)

July	0
Aug	0
Sept	0

Oct	0
Nov	4
Dec	7

Jan	1
Feb	0
Mar	5

TOTAL

17

Principal

Dr. RENA YAZZIE

Signature

RENA YAZZIE

Digitally signed by RENA YAZZIE

Date: 2025.04.04 12:38:27 -0600

Eds Prog Administrator

School Board

Union Representative

Signature

JAMES

Signature

GERTNER

Digitally signed by

JAMES GERTNER

Date: 2025.04.03

11:42:17 -0600

03/31/2025

Date

Date

Date

Date

Date

Date

BUREAU OF INDIAN EDUCATION

I. Vision Statement

The Bureau of Indian Education is the preeminent provider of culturally relevant educational services and supports provided by highly effective educators to students at BIE-funded schools to foster lifelong learning.

II. BIE Mission Statement

As stated in Title 25 CFR Part 32.3, BIE's mission is to provide quality education opportunities from early childhood through life in accordance with a tribe's needs for cultural and economic well-being, in keeping with the vast diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities. Further, the BIE is to manifest consideration of the whole person by taking into account the spiritual, mental, physical, and cultural aspects of the individual within his or her family and tribal or village context.

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 the Navajo Learner" within the BIE's Strategic Direction planning.

1. **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

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

T'iis Nazbas Community School's Vision Statement

With an ever-changing technological work, T'iis Nazbas Community School will embrace and upgrade the school's use of technology to prepare students to function as productive, successful citizens.

Mission Statement

T'iis Nazbas Community School will prepare students to become confident and productive, capable citizens while developing and maintaining a respectful understanding for their Navajo language and culture. Every child will be empowered to be life-long learners and critical thinkers with compassion.

Education Philosophy Statement

T'iis Nazbas Community School Board believes: We have dedicated highly qualified staff whose number one interest is to provide quality education of our children. All children who are students at our school are unique and capable individuals. All Children can achieve high academic standards through the support and parent participation.

ACADEMIC INFORMATION

I. Title IX and Executive Order 13160

The school will comply with the requirements of Title IX of United States Education Amendments of 1972, 20 U.S.C. §§ 1681–1688, Pub L. No. 92-318, and its implementing regulations (34 C.F.R. part 106). Further, 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. (Executive Order 13160).

II. Common Core Curriculum

The BIE Navajo Schools developed and currently implements a K-8 curriculum utilizing the Common Core Standards (CCS) in English Language Arts, Science, and Mathematics to guide instruction in the classroom. The Curriculum identifies skills that are to be taught. The Dine' Language/Culture and Government/History Standards are also embedded throughout the curriculum.

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 st Century Program
Enrichment Programs	Science Fair	After-School Tutoring
Spelling Bee	STEM	Athletic/PE Programs
Math/Literacy/Science Nights	Music	Art
Computers	Navajo Language/Culture	Student Clubs
Response to Intervention (RtI)		

VI. PARCC Assessments

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

The assessment includes:

Arizona	New Mexico	Utah
▪ BIE Interim ▪ BIE Summative ▪ Partnership for Assessment of Readiness for College & Careers (PARCC) – 3rd - 12th to measure proficiency in ELA, and Mathematics ▪ Arizona Instrument to Measure the Standard	▪ Partnership for Assessment of Readiness for College & Careers (PARCC) – 3rd-12th to measure proficiency in ELA, and Mathematics ▪ New Mexico State Benchmark Assessment (NMSBA) Science for 4th, 7th, and 11th grades ▪ Assessing Comprehension and Communication in	▪ Partnership for Assessment of Readiness for College & Careers (PARCC) – 3rd-12th to measure proficiency in ELA, and Mathematics ▪ Student Assessment of Growth and Excellence (SAGE) Science for 3rd -12th grades ▪ Assessing Comprehension and Communication in

(AIMS) Science for 4 th , 8 th , and 10 th grades ▪ World-Class Instructional Design & Assessment (WIDA) for identified K-12th grade students ▪ Civic Test – state graduation requirement (a passing score of 60% + for graduates in cohort 2017)	English State to State (ACCESS) for identified K-12th grade students ▪ Northwest Evaluation Association (NWEA)	English State to State (ACCESS) for identified K-12 th grade students ▪ Northwest Evaluation Association (NWEA)
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V. 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.

VI. Promotion & Retention

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 CFR§ 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.

VII. K-8 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.
- 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.

RESPONSIBILITIES AND RIGHTS OF PARENTS

I. Responsibilities

- You have the responsibility to read and understand the rules.
- You have the responsibility to ask school officials to help you understand these rules if necessary.
- You have the responsibility to ensure that your child stays for classes from the start of school to the end of the school day, Monday through Friday.

II. Rights

- You have the right to see and read your child's record (e.g., attendance, grades, test scores, referrals, incident reports, etc.). If you have questions, ask a counselor, teacher, or administrator, to help you understand the information and the use of these records. Keep the information in these records confidential because it is not for general information, but only for you, your child, school officials, or others designated by you.
- You have the right to be told what the school rules are.
- You have the right to be informed of what the consequences (punishments) are for your child for breaking the rules.
- You have the right to appeal disciplinary action as provided for by this document and applicable law.

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.
- Each Native American student or Alaska Native must provide a Certificate of Indian Blood (CIB) or other proof of Indian status.
- 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 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 may have.
- 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 ten 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.
- Students may be denied enrollment if the school determines the student poses a threat to the health, safety, or welfare of staff, faculty, students or the school. 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 he/she would normally step off school property. It is the responsibility of each student and his/her family to ensure that the student is absent only when absolutely necessary, as his/her academic progress and growth are largely dependent upon his/her engagement and the continuity of instruction.

The Code of Federal Regulations in 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 dropped when they have missed 10 consecutive days**

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 is absent without permission, or knowledge of the parent. If a student does not submit a parental excuse note within three 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 three (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 three 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. 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 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 8:00 a.m.,** must sign in at the Front/Security Office to receive a pass to class.

- Attendance is counted from the first day (August 4, 2025), through the last day (May 15, 2026), of the 2025-2026 academic year.
- Each student who has missed a day of school will report directly to the Attendance Clerk/front office at the Front/Security 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 three (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 card. 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 registrar/administrator will approve early check-out for sick students; without the approval or a Doctor's statement, any resulting absence will be coded as 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 (at the end of the quarter) to students who attend school regularly on a class by class basis.

VII. Attendance Contract

After a student accumulates five or more 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 Homework Help
- Suspension from Athletics/School Activities
- Revocation of 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, 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 on school property or while participating in any school-sponsored activity.
- Sexually explicit material is not allowed on campus, or at school events or 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/Security Office upon arrival to receive an official **Visitor's Pass**. Visitors are not allowed beyond the front or security office without an escort or proper clearance. Students and staff are expected to inform the Front/Security Office of the presence of any unregistered visitor on campus.

During the school year, 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 & approval from administrator**. Unapproved Visitors will be escorted off the premises either by school personnel or by local authority.

Students are required to remain on the school campus as designated by the School Administrator for the entirety of the school day or if they have been officially checked out of school. No Off-Campus Passes are issued to KG-8th grade students.

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, short cuts, and skirts) must fit at the waist line 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, backsides, and 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.
- Hair styles or body modifications that cause distraction to the education process are not permitted.
- The use of non-prescription decorative contact lenses (e.g., cat eyes, vampire eyes) that causes distraction to the educational process is prohibited.
- Head gear (hat/caps, 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 and are prohibited in classrooms and during instructional time.

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 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). 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.
- Students need to be present a day prior to ANY field trip or class outing.
- 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.

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 school 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 schools BIE Internet system for commercial activities, or making personal purchases;
 - j) Participating in chat rooms or other live communication;
 - k) Cyberbullying which may include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.
- 2) Violations will 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 from 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/learning. 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. 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.

VIII. School Search and Seizure Policy

Students are entitled to the guarantees of the Fourth Amendment, and in accordance with the Fourth Amendment **when 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 below, 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 him or her to conclude – based on his or her 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.

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 state 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.

IX. 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.

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 notification of local 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. 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.

III. Bullying

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 a school.

Individual students who are being bullied should report their concerns to the school administrator/counselor immediately. Parents are also welcome to report any acts of bullying that are occurring to their child, to the administrator/counselor immediately.

IV. Public Display of Affection (PDA)

Any public displays of affection (PDA) are prohibited and will be subject to discipline in accordance with the policy below.

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 school rules and regulations.

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 st Offense with a Contract	2 nd Offense	3 rd Offense
Selling/Distribution of Drugs/Alcohol	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or
	<i>1st & 2nd Offense - Law enforcement will be notified</i> 1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract		Expulsion
Use, Possession of Drugs/Alcohol	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or
	<i>1st & 2nd Offense - Law enforcement will be notified</i> 1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract		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>1st & 2nd Offense - Law enforcement will be notified</i> 1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract		
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>1st & 2nd Offense - Law enforcement will be notified</i> 1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract		Expulsion
Arson – Bomb Threat, False Fire Alarm, Fire Works	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or
	<i>1st & 2nd Offense - Law enforcement will be notified</i> 1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract		Expulsion

Sexual Misconduct, Any Inappropriate Contact	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or
	<i>1st & 2nd Offense - Law enforcement will be notified</i> 1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract		Expulsion
Physical Assault	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or
	<i>1st & 2nd Offense - Law enforcement will be notified</i> 1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract		Expulsion
Other Serious or Threatening 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)	Short or Long Suspension	Long or Long-Term Suspension	Long-Term Suspension or
	<i>1st & 2nd Offense - Law enforcement will be notified</i> 1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract		Expulsion

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 state law, 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 st Offense with a Contract	2 nd Offense	3 rd Offense
Possession of Drugs/Alcohol Paraphernalia	Short Suspension	Long Suspension	Long-Term Suspension
	1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral & Counseling Contract for Student		
Possession or Use of Tobacco and/or products including E-Cigarettes	Short Suspension	Long Suspension	Long-Term Suspension
	1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral & Counseling Contract for Student		
Extortion	Short Suspension	Long Suspension	Long-Term Suspension
	1 st 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 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral & Counseling Contract for Student		
Hazing	Short Suspension	Long Suspension	Long-Term Suspension
	1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral & Counseling Contract for Student		
Vandalism and/or Theft	Short Suspension	Long Suspension	Long-Term Suspension
	1 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral & Counseling Contract for Student		
Sexual Harassment	Short Suspension	Long Suspension	Long-Term Suspension

	1 st 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 st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral & Counseling Contract for Student		
Gang Related Activity (Displaying gang affiliation, including showing colors, flashing signs, marking territory, displaying gang tattoos)	Short Suspension	Long Suspension	Long-Term Suspension
Other Similar Offenses	Short Suspension	Long Suspension	
	1 st 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.

Consequences for Minor Offenses (Group III)

Verbal Warning with counseling referral

Written Reprimand with counseling referral

In-School Suspension – 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 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
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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 Counseling Short-Term Contract	Mandatory Parent/Student Conference – Establish a Behavioral and 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 &/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	Short Suspension	

			Mandatory Parent/Student Conference – Establish a Behavioral and Counseling Long-Term Contract.		
Violation of reasonable standards of right/wrong/ Bullying (including but not limited to name calling, excluding someone, deliberately disregarding someone else's feelings)	Verbal Reprimand	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.		

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 Extra-Curricular Activities (including sports, after school activities, field trips)
- After School Homework
- Family Member to Attend Classes with Student
- All-Day Academic Support

IV. Discipline Appeals - 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 does not apply to any discipline EXCEPT 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 CFR § 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 ten 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 the 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 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 ten days from the date of receipt of the initial decision in accordance with school policy. If a student should win 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 have 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

T'is Nazbas Community School teaches and believes all children can exhibit appropriate behavior. So, it is our responsibility to identify and provide positive environmental conditions that enable our students to exhibit appropriate behavior by providing the means and systems conducive to effective learning. The school's best practice is to intervene before targeted behaviors occur by offering formal parental consensual individual counseling and group therapy for habitual offenders i.e. bullying behaviors. The group sessions duration is 6 weeks, sessions being held 30 minutes weekly. After group therapy concludes, students are monitored for progress. Staff and teachers implement positive classroom management skills consists of rules and routines that

are taught and emphasized at all times. This school year T'iis Nazbas Community School hopes to implement observing and praising appropriate behavioral actions with student of the month for each class, students that demonstrate both academic and positive behavior with incentives on a monthly basis.

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. §§ 701 et seq., Pub. L. No. 93-112 and its implementing regulation (34 C.F.R. Part 104). Disciplinary actions of a student covered under Section 504 of the Rehabilitation Act (Section 504) will be done in accordance with the BIE's Guidance Document for Section 504 available at Tiis Nazbas Community School. This document will be provided to parents and guardians during all meetings pertaining to a student's assessment, eligibility, services and discipline under Section 504 and to any parent or student upon request.

SCHOOL SERVICES

I. Meal Cost

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

II. Cafeteria Rules

- 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 and milk and 100% juice when served from the line).
- 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).
- Any student responsible for damaging tables, benches, trays, cutlery, and restroom facilities will be disciplined accordingly and parents/guardians will be held responsible for replacement/cost of these items.

III. Transportation –contact school for bus schedule and/or designated stops.

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.
- **Transportation Cancellation due to Inclement Weather**
During implement weather, tune into the following radio and television stations for any school delays, early release and school closures; KNDN, KTNN, Red Mesa KRMH and KRTZ radio stations; KOBF television station. Please do not drop off your student/s off at school there will be no staff available to provide supervision to the students. Should there be early release please ensure there is someone home to receive your child.
- **Bus Rules - "Don't Lose Your Riding Privilege"**
 - Be on Time, students wait 5 minutes prior to pick up both morning and evening. **The school bus will wait no longer than 2 minutes, should your child miss the bus it is the parent's responsibility to bring the child to school.**
 - Have Respect for others and for the driver
 - Remain in your seat, DO NOT walk or stand while the bus is in motion.
 - 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. Diplomas or certificate of completion may be withheld until a student clears any pending financial obligations with the school.

- **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 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
 - Students and parents are responsible for any lost, stolen and damaged library books, textbooks, supplementary books and instructional computer software by revoking library privileges or reimbursing the school.

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 p.51

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 T'iis Nazbas Community School (For K-8 school refer to local athletic handbook)

- **Grade Check Student Athletes and Managers must be passing all of their classes** to play. 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 (3) three days of unexcused absences will be declared ineligible for the remainder of the semester. 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 schools' 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 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 literacy nights will be held in lieu of PAC meetings. 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 legal responsibilities and your liabilities as a student and to abide by all local, state, tribal, and federal laws and regulations

V. Annual Meeting

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

- Inform parent of the school's status

- 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 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
 - NWEA Des Carte Reports
 - Cyber Bullying
 - Health and Wellness
 - Curriculum of the Home
 - Volunteering at the School (including Background Check process)
 - Diné Content Standards
 - Common Core State Standards (English/Language Arts and Mathematics)
 - Next Generation Science Standards
 - School Improvement Model
 - Outside Resource Support Programs
 - Other topics as recommended by the PAC
 -

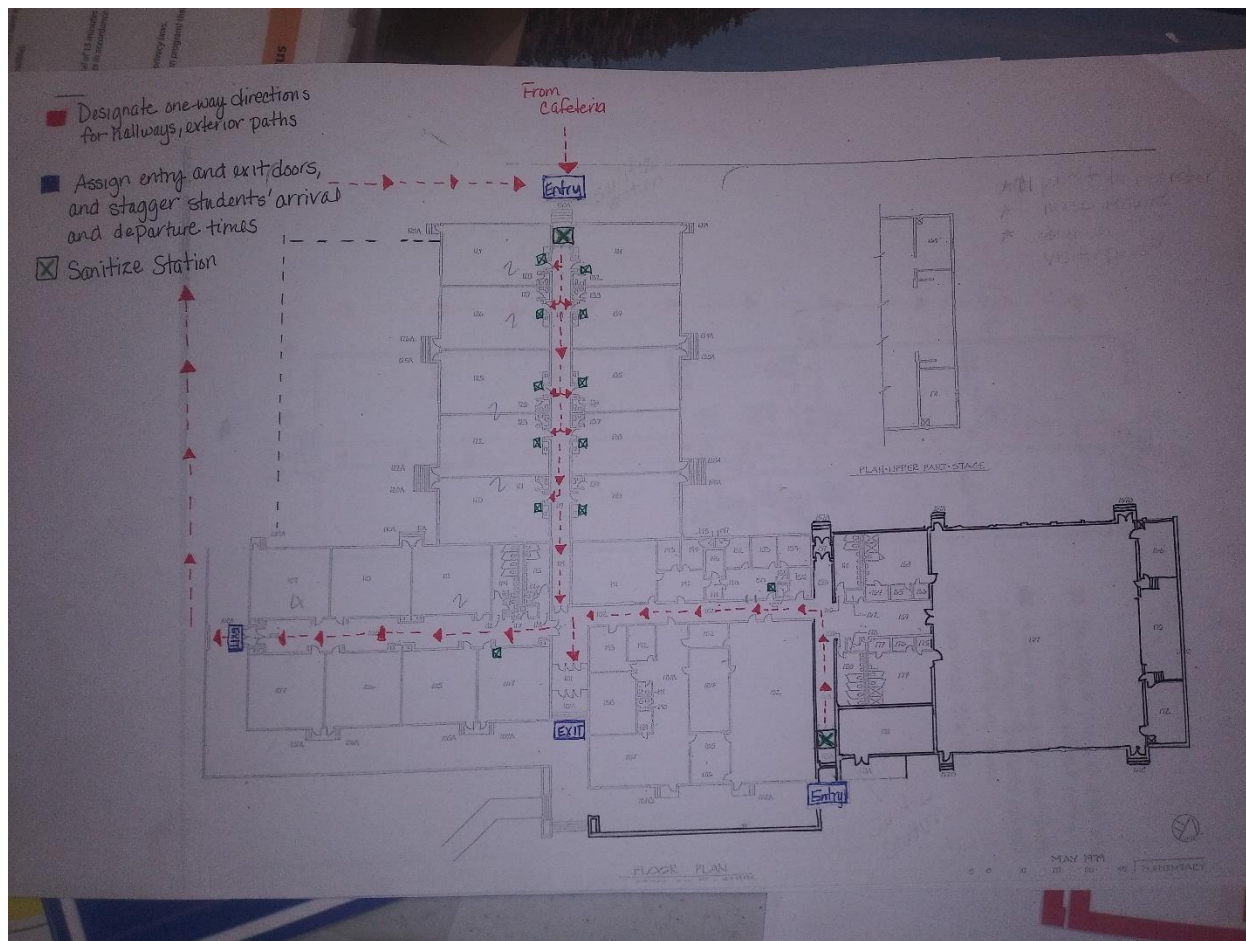
VI. Continuity of Learn: Due to our funding TNCS has determined to utilize the NASIS Campus Learning system to assist in organizing our Hybrid learning program. We are also going to implement Google Workspace to assist in delivering lessons to students during this pandemic during the two days that the students will be on virtual learning. For the students who do not have internet connectivity they will be allowed to attend school for face-to-face instruction to be delivered on Monday through Friday. As teachers make their student/parent conferencing calls they will ask students what successes or difficulties they have with the learning content.

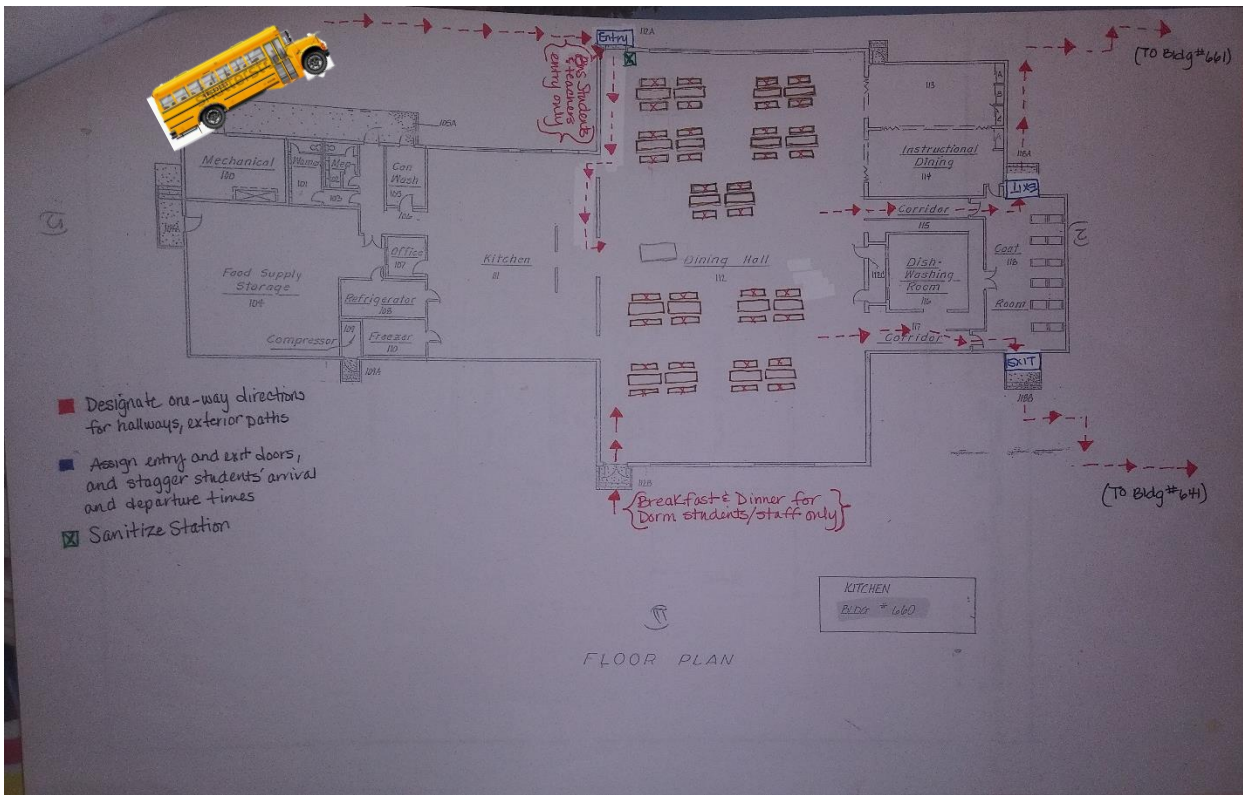
VII. Covid-19 Response Plan:

All staff and visitors will fill out the Covid-19 Symptoms Daily Checklist and return to the front office. Any parent or visitors will need to call and make appointment before coming into the school building. Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible- especially with people who are not from the local area (for example, not from the same community, town, city, county). Require all visitors to wear masks and physically distance from others.

Due to safety of all staff and students, follow the map system:

Building #661 (main school bldg.)





Bldg #660 (Cafeteria Entrance/Exit)

MASK

School guides for masks should consider and/or include:

- Clean masks should be worn each day (reusable cloth masks should be washed when dirty or at least daily). Throw away disposable masks after wearing once.
- Masks are the preferred and recommended simple barrier to prevent source control.
- The use of clear masks for instruction for students who need to visually see the instructor's mouth.
- Ensure there are no breathing difficulties or over heating problems for the wearer.
- Clear masks are not face shields: face shields are not recommended.

Physical Distancing

at least 3-6 feet between students in classroom

- All staff should consistently communicate, explain, model, and reinforce appropriate physical distancing practices in ways that are developmentally appropriate for students, teachers, staff, and parents.
- Transportation plans that follow physical distancing and ventilation practices.
- Markings and physical guides on floors/walls to communicate where students and staff should stand and or stay in order for all parties to stay 3-6 feet apart.
- Set up workspaces and classroom to allow for at least 3-6 feet of separation between individuals.

Hygiene, Cleaning and Ventilation

Teach and reinforce handwashing with soap and water for at least 20 seconds:

- Ensure access to essential hygiene supplies including consistent running and cold water, soap, paper towels, tissue, hand towels.
- Ensure handwashing stations are accessible.
- Post visible signs as reminders and behavior change support.
- Increase monitoring to ensure adherence among students and staff.
- Provide hand sanitizer containing at least 60% alcohol if soap and water are not readily available.
- HVAC air filters have been installed in all classrooms.
- Teachers will leave their doors open so ventilation will occur.

Ensure cleaning and disinfectant supply inventories are:

- Readily available and safely stored (locked and/or out of reach) according to the Safety Data Sheets (SDS) that are provided by the vendors used to follow schedules of increased routine cleaning and disinfection of frequently touched surfaces per CDC and EPA.

Determine what needs to be cleaned, and how areas will be disinfected.

Cleaning and disinfecting schedule that includes:

- Surfaces and objects in public or shared areas will be disinfected consistently throughout the days.
- High touch surfaces include: Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks.

- Post visible cleaning sheets in restrooms, kitchens, classrooms, and high traffic areas will required for the custodians to fill out after each cleaning.

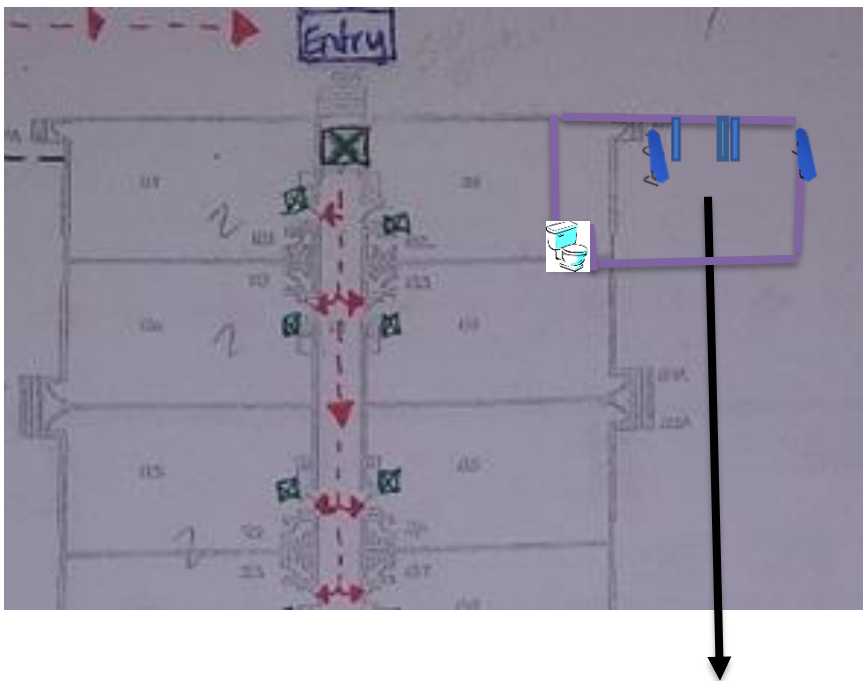
Minimize shared Objects

- Discourage sharing objects that are difficult to clean or disinfect. For example, sharing of soft toys, stuffed animals, crayons and art supplies, sponge, clay, etc.
- Ensure adequate supplies (e.g., assign each students art supplies or equipment).
- Avoid sharing electronic devices.

In building and classrooms, increase indoor air ventilation when possible:

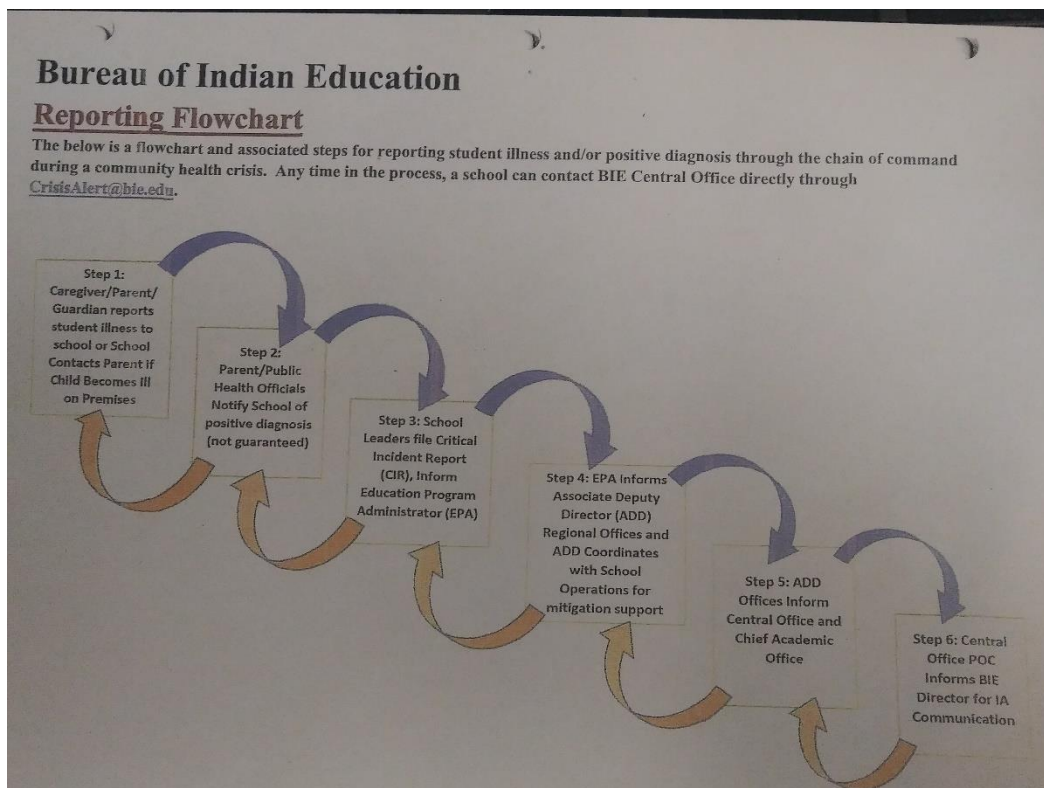
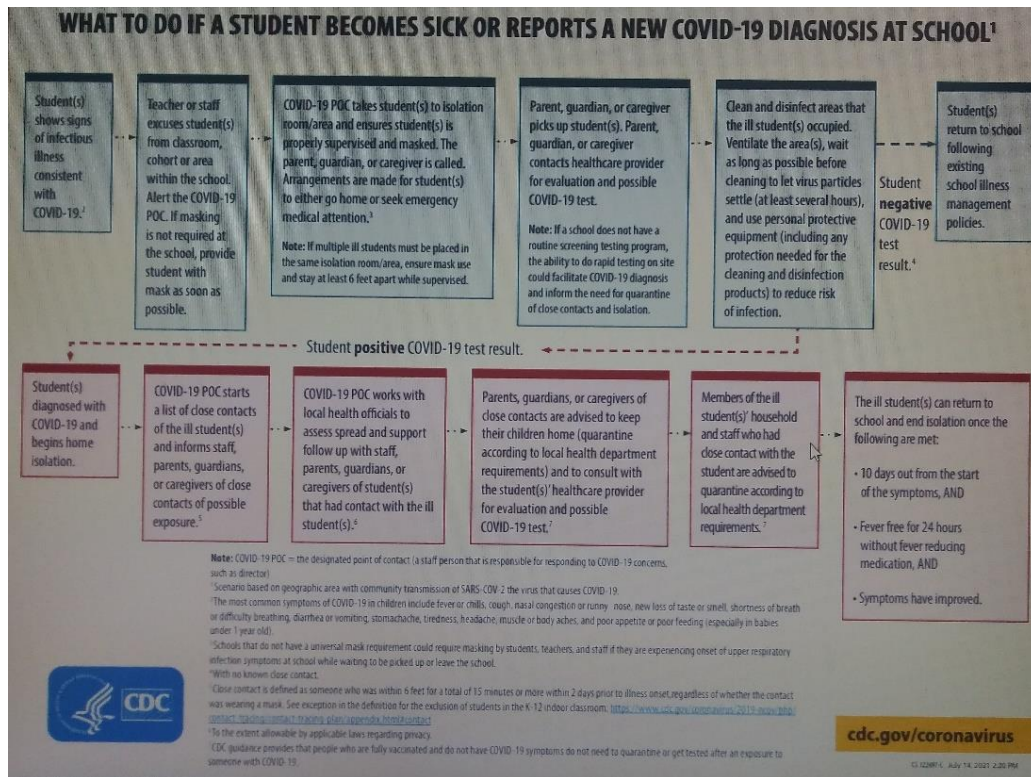
- Open windows and doors (assess safety to children first).
- Use child-safe fans to increase effectiveness of open windows.
- Decrease occupancy in areas where outdoor ventilation cannot be increased.
- Increase use of outdoor spaces when safe and possible (audience should be upwind of speaker)

Isolation Room



If a student or staff is sick, they will be place in the Isolation in bldg. #661, room #114.

Guidelines from the CDC and BIE flow chart steps:



APPENDIX A

BIE's Suspected Child Abuse/Neglect (SCAN) Protocol Summary

4.0 Introduction

It is mandated that all knowledge of or suspected child abuse be reported to the local law enforcement agency or to child protection services. However, the report must meet the definitions of child abuse contained within Public Law 101-630 and Public Law 101-647 to be considered "abuse". Since 1998, when the Child Protection Handbook was released, numerous reports of suspected occurrences of child abuse have been documented. The seriousness of these reports of alleged child abuse varied greatly. There were reports as serious as sexual molestation to as minimal as an employee engaging in discourteous verbal conduct involving a student.

The BIE developed a tool for Management to ensure all incidents that may negatively impact children continue to be documented, but at the same time, ensure that only the incidents that meet the definitions of child abuse are reported to law enforcement or child protection authorities. BIE also began using Administrative Inquiry Teams (AIT, to be discussed in Chapter 5) to assist management to ensure SCAN Reports are accurate and complete. AITs provide needed information and recommendations to assist management in making prompt decisions regarding whether an individual may be a threat to Indian children.

4.1 Reporting Format – SCAN Report

The Suspected Child Abuse/Neglect Report, *Revised in 2009*, is used for documenting incidents of suspected child abuse within the BIE. The report will be referred to as the "SCAN Report" along with supporting documents; electronic forms are available at the BIE website. A report of suspected abuse is the equivalent of a request to an investigation by local law enforcement and/or child protection authorities. The actual investigation is the lawful assessment by an authorized individual to determine if a harmful condition exists involving a minor and what emergency action should be undertaken for the safety of the child. The BIE's role is to ensure the suspected child abuse is reported in a manner that is clear and as accurately as possible so an investigation is initiated by proper authorities.

When a SCAN Report is filed, it is critical that the report be completed accurately and all appropriate notifications made accordingly. Of equal importance is the action taken after the SCAN Report has been completed. Depending on the seriousness, some action must be taken almost simultaneously to completing the SCAN Report.

A SCAN Report will be completed when a Mandated Reporter, while engaged in a professional capacity or activity, learns of facts that give reason to suspect that a child has suffered an incident of child abuse. The Mandated Reporter does not have to prove the suspected child abuse has occurred but they must describe the behavior or physical signs that led them to suspect a child has been abused. Persons who make a report of child abuse based upon their reasonable belief and in good faith are immune from civil and criminal liability.

The Mandated Reporter will contact their immediate supervisor and work with their supervisor to complete the report. If the alleged offender is the Mandated Reporter's immediate supervisor or if the Mandated Reporter has concerns about reporting directly to their immediate supervisor, they may submit the SCAN Report directly to the BIE Program Specialist (SCAN) Office. The report must be completed within the Mandated Reporter's regularly scheduled workday and the SCAN Report must be submitted to the BIE Program Specialist (SCAN) Office within the established timeframes. This includes those reports that are non-staff related. The timeframes for reporting are identified in Chapter 6 and specific instructions on how to complete the SCAN Report.

APPENDIX B

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: _____	Stop Medication: _____
Date	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: _____	
(Type or Print)	
Phone _____	
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

APPENDIX C

CULTURE. KNOWLEDGE. LEADERSHIP.



T'iis Nazbas Community School
Bureau of Indian Education
P.O. Box 2001 Hwy 160 BIA Rd. N. 5114
Teec Nos Pos, AZ 86514

Telephone: 928-656-3252 Fax: 928-656-3486

<https://tns.bie.edu>

POLICY STATEMENT:

Student/Parent/School Compact This compact is a pledge for all parties to work together. This agreement can be fulfilled through our team effort. We can improve teaching and learning to help _____ reach the high standards that T'iis Nazbas Community School



_____ has adopted for its students.

As a student, I promise to:

- be at school on time and in class every day
- be informed of and comply with all the school rules
- work hard and complete all my assignments
- ask for help when I do not understand something
- talk with my parents about what I am learning
- read/study 30 minutes each day at home
- be respectful of others' property, feelings, and safety

Student's signature

Date

As a teacher, I promise to:

- be at school each day, well prepared, and with a positive attitude
- encourage my students to do their best in school
- set high expectations and help my students meet those expectations
- provide learning in a variety of ways to meet the needs of my students
- communicate clearly and frequently with students and parents
- provide monthly progress reports with information on attendance, behavior, and academics
- speak well of the strengths of my students to other teachers and staff members and to respect the confidentiality and feelings of all my students
- never hurt a child's self-esteem through example, isolation, ridicule, or with anger in voice, expression or language as promised and signed by me in the: |

www.bie.edu



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 Bureau of Indian Education
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As a parent, I promise to:

- have my child ready and on time to catch the bus
- not chase the bus if my child misses the bus
- keep my child in the car and drive to the next pick-up
- drive safely to the next bus pick-up or drive my child to school
- have my child in school every day, on time, rested and ready to work
- monitor my child's progress by reviewing progress reports, attending conferences and questioning my child about his/her schoolwork and behavior
- encourage and help my child to complete all assignments and homework
- support the school attendance/discipline policies
- be informed about my child's education and participate in decisions relating to his/her education
- encourage my child to obtain good/excellent grades to be able to participate in extra-curricular activities
- take total responsibility for my child's health, injuries,
- illnesses that occur at home and to maintain their personal hygiene
- I understand that there is a dress code at T'iis Nazbas Community School and my child will abide by it. Baggy clothes are not allowed. Clothing/jewelry reflecting gangs, drugs, and

Schedule of Disciplinary Offenses and Penalties in 44 BIAM 735 Corporal Punishment.

Teacher's signature

Date

As an administrator, I promise to:

- provide a safe and supportive environment in which learning is emphasized
- lead the staff in providing high-quality curriculum and instruction that will enable each student to reach high academic and social standards
- communicate to students and parents the school's mission and goals
- reinforce the partnership between parents, students, and staff
- provide extra-curricular opportunities for learning and growth
- enforce the school discipline/attendance policies in an appropriate and fair manner
- foster a respect for all cultures and promote strong values
- ensure that all students receive the same support and care I would expect for my own child

Administrator's signature

Date



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inappropriate gestures of any kind is forbidden.

- I understand that as a parent/guardian, I will abide by the T'iis Nazbas Community School Parent Involvement Policy and I will review the Parent/Student Handbook with my child(ren).

School Activities and Trips

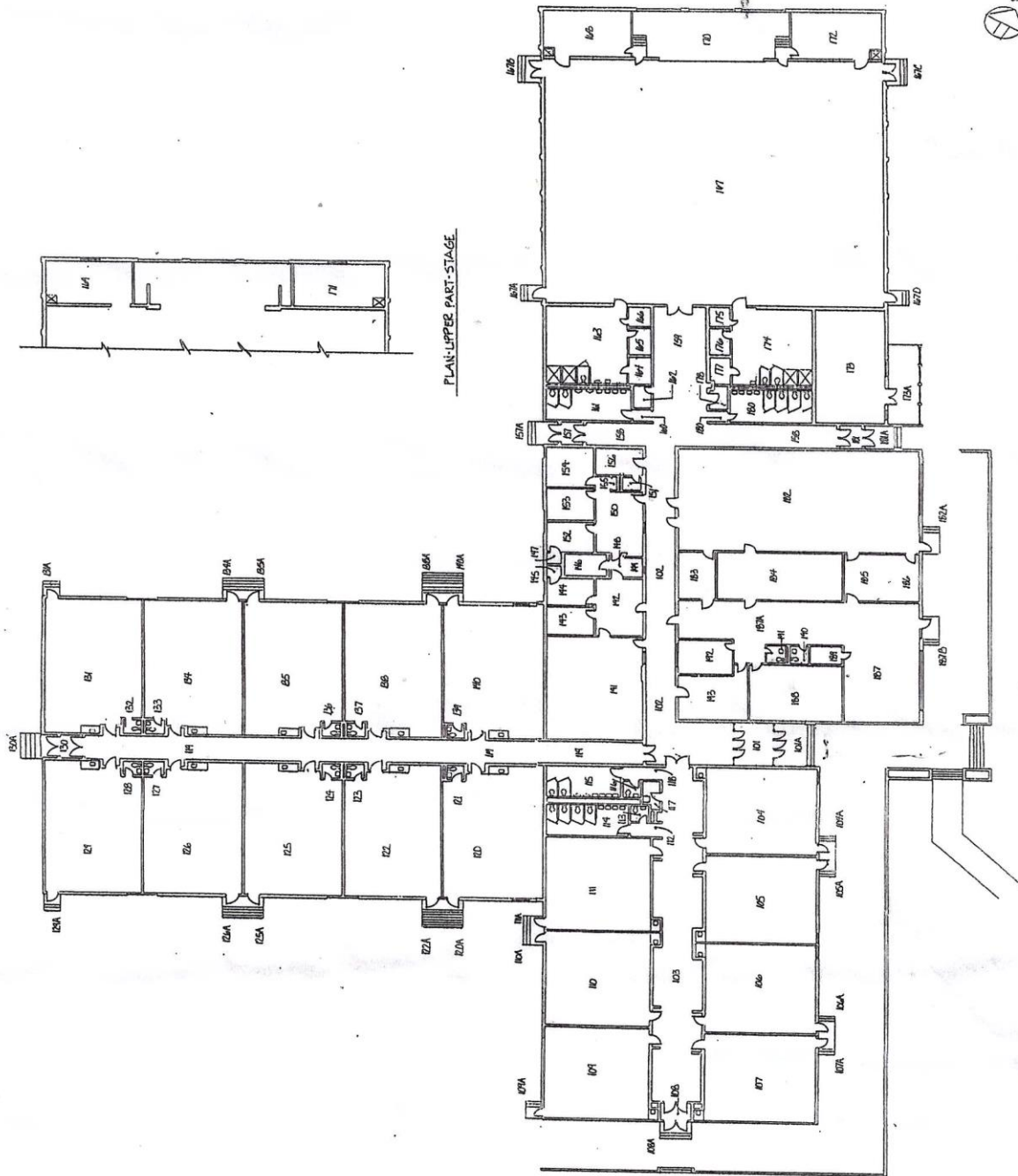
- I understand that for my/our child to be eligible for any field trips, I will be required to attend meetings before the field trip. If I do not attend the meeting(s), my child will not be eligible to participate.

- The administration reserves the right to limit field trip participation to students with favorable behavior records (i.e., no write-ups for major infractions). Athletic participation requires passing grades in all subjects as determined by bi-monthly/weekly grade checks per Interscholastic guidelines.

Parent's signature

Date

APPENDIX D



5 0 10 20 30 40
feet
Scale
MAY 1979

FLOOR PLAN
GROSS SQ. FT. - 91895

ELEMENTARY SCHOOL BUILDING
TEEL NOS 805 SCHOOL
TEEL NOS 805, ARIZONA
TN 661

Appendix E

T'IIIS NAZBAS COMMUNITY SCHOOL TECHNOLOGY ACCEPTABLE USE AGREEMENT

Technology tools and the Internet are available to students and staff to enhance the curriculum and promote educational excellence. Use of school technology materials and Internet access will be provided to those who agree to act in a considerate and responsible manner. Information sent or received by e-mail, the Internet or other means over the computers available to students and staff is the property of the Bureau of Indian Education and may be accessed at any time by the Bureau for its review. ~~In the event that~~ a review reveals that this policy has been violated in any way or that the privilege of using the technology tools and the Internet is being abused in any way, appropriate action will be taken against the individual or individuals involved.

The nature of the internet makes it impossible for the school to block users from accessing all potentially inappropriate sites. Students who intentionally access inappropriate internet sites will have their computer/internet rights revoked according to the student handbook.

When using T'iiis ~~Nazbas~~ Community School internet, the following are not permitted:

- Accessing Individual email, Facebook, Twitter, YouTube, Instagram, Snapchat or other internet social networking sites.
- Sending or displaying offensive messages and/or pictures.
- Harassing or insulting others.
- Accessing other's passwords, folders, work or files. Students should use flash drives to store their documents rather than saving them to the computer hard drive or to the server.
- Printing documents or pictures without specific permission.
- Downloading music, pictures, movies, or videos.
- Downloading to a disc or hard drive without permission.

1. PRIVILEGES

The use of the Bureau network services is a PRIVILEGE, not a right, and inappropriate use may result in a cancellation of those privileges. The school administrator and teachers will deem what is inappropriate use and may deny, revoke, or suspend access to specific users.

2. SECURITY

Security on any computer system is a high priority. If you identify a security problem within the network, you must notify the teacher or principal. Do not demonstrate the problem to other users. Do not use another individual's account, forge messages or post anonymous messages. Attempts to login to any system as any other user may result in cancellation of user privileges. Attempts to login to the Bureau networks as a system administrator or any other form of unauthorized access will result in immediate cancellation of user privileges. Any user identified as a security risk or having a history of problems in using other computer systems may be denied access to Bureau network services.

3. NON-COMPLIANCE

Violations will be referred to the school administrator for disciplinary or legal action. Consequences will be based on policies disciplinary or legal action. Consequences will be based on school discipline

policies. In addition, failure to comply with this policy or directives may result, dependent on the severity of the breach, in withdrawal of your access privileges, exclusion from courses of study, placement in an alternative education program, or criminal prosecution. Faculty members will be notified of the student's loss of privileges.

All files stored on school computers, including email, are subject to routine monitoring by school and agency personnel. **Users should have no expectation of privacy regarding these files.**

All users must sign and return this form before using the T'iis Nazbas Community School computers and network.

I have read and understand the T'iis Nazbas Community School policy relating to acceptable use of the school technology and network system. I agree to abide by this policy. I understand that any violation of this policy will result in loss of computer and internet use which in turn may affect my ability to complete assignments and may affect my grade. I understand that all internet activity can be tracked by T'iis Nazbas Community School and the Bureau of Indian Education.

Student Name: _____ Grade: _____ Date: _____

Student Signature: _____

As the parent/guardian, I have read and understand the policies relating to acceptable internet usage. I understand that it is impossible for the school to restrict access to all controversial materials. I will not hold the school or its employees responsible for material acquired on the internet. I understand that my child is responsible for his/her appropriate use of the internet. I hereby give my permission for my child to use the technology available at T'iis Nazbas Community School. I understand that all internet activity can be tracked by T'iis Nazbas Community School and the Bureau of Indian Education.

Parent/Guardian Signature: _____ Date: _____

NOTE: Please sign this page and return it to your child's teacher. We will make two copies of the page; one to return to parent/guardian, one for the teacher, and the original will remain in the office.