

Blackwater Community School
Akimel O’Otham Pee Posh Charter School Inc.
Our Mission: “Quality Education Begins Here”



Web site: <https://www.bwcs.k12.az.us>

Parent/Student Handbook
SY 2020-2021
3652 E. Blackwater School Road
Coolidge AZ. 85128-6609

Approved by Board of Trustees on July 7, 2020 (revised & approved on February 2021) {Web Copy}

Parent & Student Handbook
2020-2021

“Quality Education Begins Here”

www.bwcs.k12.az.us

**Approved by the School Board of Trustees
Blackwater Community School
Akimel O’Otham Pee Posh Charter School**

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*Red requires an initial or signature on Handbook Policy Form

**Welcome
to
Blackwater Community School
Akimel O'Otham Pee Posh Charter School**

This Parent & Student Handbook provides general information that will make your child/ren's education at Blackwater Community School/Akimel O'Otham Pee Posh Charter School positive and enjoyable. Please read this Handbook thoroughly and refer to it often. Answers to frequently asked questions about school policy, procedures and programs are offered.

The Blackwater Community School Board of Trustees applied for and received a charter with Arizona Department of Education. Akimel O'Otham Pee Posh Charter Schools is the official charter school name. The goals of Blackwater Community School and the quality of educational programs that you have come to expect are greatly enhanced through this opportunity. We are able to provide programs that are more culturally relevant and help us assure that your child/ren is successful in public schools when they successfully complete fifth grade.

Blackwater Community School is accredited through the ADVANC ED/COGNIA Worldwide for K-5 grade levels and thru National Association for the Education of Young Children (NAEYC) for our Preschool programs. Accreditation assures parents and community members that the school meets all national standards necessary to provide quality educational programs and is dedicated to continued school improvement.

...Administration

**Message from the President
Blackwater Community School
Board of Trustees**

Dear Parents, Guardians and Students,

On behalf of the Board of Trustees, I would like to welcome you and your child to Blackwater Community School/Akimel O’Otham Pee Posh Charter School Inc. The school has traditionally offered superior opportunities for students to excel. The Board is committed to providing quality educational opportunities to all students enrolled at our school. The Board takes great pride in hiring quality teachers and support staff, to ensure the execution and implementation of a high-quality delivery of instructions and extra-curricular programs to all students.

Blackwater Community School will follow the goals of the Bureau of Indian Education as recently revised in the BIE Strategic Redirection document. Following is the summary of these goals:

- All students will enter kindergarten academically, socially, and emotionally prepared to succeed in school;
- 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;
- 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;
- All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination; and
- All students will benefit from an education system that is effective, efficient, transparent, and accountable.

All academic Instructions are driven by the AZCCRS (Arizona College and Career Ready Standards) at our school. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

Your children are very special and we appreciate the trust that you have extended to the school by choosing Blackwater Community School. Thank you for supporting the school and helping to make it one of the best educational organization serving the Gila River Indian Community.

Sincerely,

Anne Garcia, President

Blackwater Community School Board of Trustee

Board of Trustees

The five-member Board is elected from District 1 and District 2 of the Gila River Indian Community and currently governs Blackwater Community School/Akimel O'Otham Pee Posh Charter School Inc. Present members, their offices and terms are listed below:

1. Anne Garcia-District 2 (Board President)- Term expires on December 31, 2021
2. Deanna Jackson-District 1 (Board Vice-President)- Term expires on December 31, 2023
3. Yolanda Duran-District 1(Board Member)-Term expires on December 31, 2021
4. Claydene Miguel-District 1(Board Member)- Term expires on December 31, 2023
5. Nina White-District 2 (Board Member)- Term expires on December 31, 2023
6. Board Clerk--Vacancy

School's Vision/Mission

Mission Statement: "Quality Education Begins Here"

School Leadership Mission Statement: "The Blackwater Community School Leadership Team is committed to serving our school's faculty, staff, children, and families with integrity, fairness, trust, and inspirational leadership. We strive to build a school culture that is consistently honest, supportive and respectful to each other and to all who grace our school with their presence. In active partnership with our colleagues and families, we will create and pursue a vision for educational excellence that is based on abiding belief that each adult in our school will exercise sound judgement and the honest regard for individual differences."

Philosophy

The education program at Blackwater Community School is designed to reflect an educational philosophy that recognizes the following core values:

- ✓ Creating child-centered, activity-based learning environments;
- ✓ Incorporating individual learning styles in the delivery of instruction;
- ✓ Implementing developmentally appropriate curriculum for all children;
- ✓ Encouraging adults to actively support their children's education;
- ✓ Demonstrating respect for others and self; and
- ✓ Valuing culture and language as a cornerstone for learning.

In order to support these values four goals have been identified:

An academic program which promotes achievement through the alignment with the Bureau of Indian Affairs' National Goals:

1. All students will meet or exceed academic proficiency levels in reading and/or language arts and mathematics.
2. All schools and residential programs will provide a safe and secure environment by decreasing violence and substance abuse by a minimum of 2% annually
3. Students' attendance rate will meet or exceed the United States rural attendance rate.
4. All schools will enhance the professionalism of all staff to improve educational programs for student success through:
 - ✓ Certification in their respective areas.
 - ✓ Comprehensive, systematic, and on-going professional development.
 - ✓ Recruitment and retention of highly qualified educators.
 - ✓ Development of leadership using the Effective Schools Correlates
 - ✓ All schools will provide curriculum, instruction, and assessment in tribal languages and/or cultures as approved by the local school boards (Doesn't apply as written. The school has a language and culture program).

Community Support

The success of Blackwater Community School depends on the involvement of the Community. Community members are encouraged to participate in school activities, attend school functions, provide input and ideas for school improvement and to select, vote and support your School Board of Trustees.

Non-Discrimination Code

Blackwater Community School does not discriminate on the basis of race, color, national origin, sex, or handicap in its educational programs or activities, which it operates or in its employment practices as specified by Federal and State Law.

In compliance with provisions of Title IX of the Educational Amendments of 1972, (Nondiscrimination on basis of sex) and Section 504 of the Rehabilitation Act of 1973 (Nondiscrimination on the basis of handicap) notice is hereby given that any parent(s), individual(s), or organization(s), may file a written complaint relating to the alleged violation of statutory or regulatory provisions and requirements of Title IX and Section 504.

In the event that informal complaints have not or cannot be resolved between the aggrieved and the administrator, then a formal written complaint shall be filed with the Board of Trustees.

Anne Garcia, President
Blackwater Community School
Board of Trustees
3652 E. Blackwater School Road
Coolidge, AZ 85128
(520) 215-5859

School Calendar: 2020-21:


Blackwater Community School
 Akimel O'Otham Pee Posh Charter School
 
A

July 2020						
Sun	Mo	Tue	We	Thu	Fri	Sa
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September 2020						
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November 2020						
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December 2020						
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27	28	29	30	31		

2020



2021

"Quality Education Begins Here"

SPECIAL DATES

All Teacher In-Service All Staff Return First Day of School GRIC In-service (No School) 40th Day of School Community Luncheon All Staff In-service 100th Day of School Last Day of School Summer School	July 16-21 July 20 July 22 August 14 September 17 November 25 January 4 January 15 May 28 June 1-June 24
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January 2021						
Sun	Mo	Tu	We	Th	Fri	Sat
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31						

February 2021						
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28						

March 2021						
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April 2021						
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May 2021						
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30	31					

June 2021						
Sun	Mo	Tue	We	Th	Fri	Sat
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HOLIDAYS (observed)

Independence Day Labor Day Native American Day Veterans Day Thanksgiving GRIC Water Rights Day Christmas Day New Year's Day Martin Luther King Day Presidents Day Easter Break Memorial Day	July 4 (School Out on July 3) September 7 September 21 November 11 November 26-27 December 10 December 25 December 31 January 18 February 15 April 2-5 May 31
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Parent-Teacher Conferences
 October 1-2
 December 16-17
 March 4-5

 Early Release 1:00 pm & Reports Cards Issued

SCHOOL BREAKS

Fall Break Winter Break Spring Break	October 5-October 16 December 21-January 4 March 8-March 19
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ACADEMIC QUARTERS

1st Quarter (50 days) 2nd Quarter (41 days) 3rd Quarter (42 days) 4th Quarter (48 days)	July 22-October 2 October 19-December 18 January 5-March 5 March 22-May 28
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[^] EARLY RELEASE AT 1:00 pm
 Every Wednesday/P&T Conferences/Last Day of School
 Green boxes indicate students return
 + EARLY RELEASE AT 12:00 pm

[Governing Board Approved on: Feb. 25, 2020]

**Blackwater Community School
Akimel O’Otham Pee Posh Charter School Inc.
Schedule 2020/2021**

Monday- Friday

7:30	---	Office Opens
7:30	---	Teachers Arrive on Campus
7:30 – 8:00	---	Breakfast Served in Classrooms (until further notice)
8:00-8:05	---	Morning Announcements (intercom)
8:05	---	Instruction Begins
3:15 pm	---	<u>Student Dismissal</u>
4:30	---	Office Closes

Friday --- No School for F.A.C.E. & Pre-Schools

** Students are considered **TARDY** at **8:00 am**. After **8:00 am** they **MUST** be signed in at the office and receive a tardy slip to go to class.

Please contact the office if you require additional information.

Enrollment

The parent(s) or guardian(s) of each new student must provide the following documents or information:

- Birth Certificate or any other reliable document to show proof of age (such as a passport, a baptismal certificate)
- Two (2) current phone numbers where the parent(s) or guardian(s) can be reached
- Blackwater Community School Enrollment Form
- Immunization Records (NO STUDENT WILL BE ADMITTED WITHOUT THIS DOCUMENT)
- A letter from the authorized representative of an agency having custody of the student certifying that the student has been placed in the custody of the agency as prescribed by law (if applicable)
- Certificate of Indian Blood/Tribal Enrollment Certificate (for BIE Funded Programs only)
- Emergency Contacts
- Medical Release
- Consent for Emergency Care forms

Nothing contained in this policy shall authorize the School to disclose to any person a student's educational record without prior parental consent unless the school; makes a determination that disclosure of such records is necessary to protect the health and safety of the student.

Enrollment Procedures

Eligible students who submit a timely and complete application will be enrolled, unless the number of applications exceeds the capacity of a program, class, grade level or building. The residence of the person having legal custody of the student is considered the residence of the student.

The School may refuse to admit any student who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

Special Education Students

Child Find

If you have concerns about your child's development in the areas of:

- Hearing
- Vision
- Speech
- Language
- Motor Skills
- Thinking Skills
- Social Emotional Skills

Child Find provides developmental screening and comprehensive evaluation for children from birth to kindergarten. Please call (520) 215-5859 for children K-5th grade and (520) 562-3662 for children 0-4 years old.

Consent for Emergency Care Forms

Consent for Emergency Care forms must be signed each year by parent(s) or guardian(s) before any health services can be given at the School.

Compulsory Attendance Ages

It is unlawful for any child who is at least five (5) but not yet eighteen (18) years of age to fail to attend school during the hours that school is in session, unless such child is excused pursuant to ARS 15.803

Age of Entrance Requirement

Requirements of age of entrance are as follows:

F.A.C.E. Home Base: Infant to 5 Years Old (Adult required)
F.A.C.E. Center Base: 3 Years to 5 Years Old (Adult required)

F.A.C.E. program participants must include an adult and child as an educational team.

Pre-School: 3 Years Old and potty-trained by date of enrollment

Kindergarten: 5 Years Old by December 31

Attendance

Under normal circumstances we always emphasize daily attendance for all grades. However, under the current circumstances, school administration will be flexible to work with each family. For additional details, please review our **Re-Entry plan for BWCS**.

Tardiness

Students, who arrive late to school, after 8:00 a.m., are considered tardy and must report to the office. Parents or guardians must sign in their children when students arrive to school late.

Early Release of Students

If a student is to be released earlier than normal dismissal time, a note should be sent to the office requesting dismissal at a specific time. The parent/guardian must report to the school office to sign out their child. Children will only be released to those authorized in the student record. **Photo I.D. will be required and the adult must be eighteen (18) years or older.**

School may be dismissed early in rare instances. One instance may be if continual rain causes bus routes to be unsafe for student transportation. Every attempt to contact parents/ guardians will be made however, if an adult is not home students will be brought back to the school.

*** Please initial the Handbook Policy form and the office will keep on file.**

Release of Students

If a parent requests that their child be permitted to leave with someone other than the parent, then the request must be made in person, in writing or a telephone call by 10:00 am. The note should state the name of the person, eighteen (18) years or older, that the child is permitted to leave with. The person picking up the child is required to show photo identification and must be a person already listed on the School's Emergency Information form.

Truant

"Truant" means a child, who is absent from school for five (5) or more days during any school semester and/or not formally enrolled, who does not have a valid excuse. Habitually truant students may be referred to appropriate Tribal and/or State authorities for adjudication following formal notification from the School to the parent(s) or guardian(s).

EXCUSED ABSENCES: (Limited to **15** excused absences per semester)

- Parent Call In before **9:00 a.m.** for the following excused reasons.
- The child is ill, as documented by a medical professional for an absence longer than five consecutive days.
- Absences, confirmed by a parent(s) or guardian(s), for medical treatment appointments, and hospitalizations of a duration not longer than five consecutive days.

- The child suffers from a physical or mental condition that the school determines makes it impractical for the child to attend school, left out even with reasonable accommodations.
- Death of a family member for a period of up to five consecutive days.
- Attendance at religious or cultural events.
- Participation in a school-sponsored or authorized activity.
- Required court attendance, as evidenced by a notice of appearance, subpoena, or other order of the court.
- Family event for which prior notice is given such that the child will be able to continue coursework while away from school and maintain the level of progress customary prior to absences.

TRUANCY LETTERS:

Letters are sent out after every 3rd, 5th & 9th unexcused absences whether consecutive or not. Student will be placed on an attendance contract after the 5th unexcused absence. If a student violates the attendance contract, further action will be taken with the GRIC Truancy Court.

*** Please initial the Handbook Policy Form, admin office will it keep on file.**

Grading Policy

The instructional program is designed to provide educational experiences your child needs to succeed in future school settings. Each child is allowed to progress at his/her own rate, and some children need more time and experiences to master basic academic and social skills. We have adopted the Arizona College and Career Readiness Standards (AZCCRS) that all children must meet in order to assure success at the next levels. We believe that all students can be successful given the time and resources.

Students must meet (AZCCRS) in all academic core curriculum areas to achieve the criteria necessary for promotion to the next grade level. The student’s teacher will notify the parents/guardians of students who may be retained for the next school year during the third parent teacher conference or before.

A school committee will review retention related decisions on a case-by-case basis. The school Principal will make a final decision by the end of the fourth quarter and the parents/guardians will be notified.

Parents/guardians disagreeing with a retention decision can review that decision with the school Principal. If they do not find resolution with the Principal, Parents have the right to appeal directly to the School Board of Trustees.

PROMOTION, RETENTION, AND PLACEMENT INDICATORS

Standards for promotion to each grade level shall be primarily based upon mastery of the AZCCRS in core subject areas. The following indicators may be used (as appropriate) to verify that the student has mastered the necessary AZCCRS in core areas:

I. STATE

- Arizona State Assessment: AzM2
- A 3rd grade student may not be promoted to 4th grade if the student does not perform at “Approaches” or “Meets” level as indicated on the AzM2, Reading Assessment

II. LOCAL

- North West Evaluation Association “NWEA” data
- DIBELS Next Benchmark data
- Adopted Core Textbook Assessments

If State Standard Assessment does not take place for any unknown reasons school will consider the local school assessment data.

III. ATTENDANCE - A student shall be given credit for a class only if the student has made an attempt to be in attendance OR complete the virtual assignments.

EXPLANATION OF MARKS

Grades K-5 Academics / Subjects

Defining progress as movement toward mastery of the AZCCRS as required by the laws of the State of Arizona, the following grading scale applies:

90 - 100 Exceeds Standards

70 - 89 Meets Standards

60 - 69 Approaches the Standards

0 - 59 Fall Far Below the Standards

Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into units, benchmarks or may be administered separately. **Mastery of at least 70%** of the objectives shall be required.

O, S, and N will be used for Physical Education Technology, and Culture.

O = 90 - 100 Outstanding Progress

S = 70 - 89 Satisfactory Progress

N = 0 - 69 Needs Improvement

REPORT CARDS

Parents may access current student data, including grades, by visiting the parent portal under NASIS on the BWCS website. Therefore, grades must be posted on a weekly basis. Exclusive login/password information shall be obtained in the school office.

GUIDELINES FOR GRADING

Grades should reflect the student's academic achievement. Each teacher's grade book should contain a minimum of two (2) numerical class work grades per week in Mathematics and English Language Arts. There must be at least 4 test grades per nine-week quarter. A minimum of Four (4) Science and Four (4) Social Studies class work grades per quarter and one (1) test grade per subject per quarter must be recorded in the grade book for third through fifth grades. At least one (1) letter grade per week for Physical Education Technology, and Culture.

Teachers must post grades on a weekly basis. All students shall be given an opportunity to be retested after re-teaching if he/she received a grade below 70 in any assessment or major class assignments. In this case, the highest grade a student can earn will be a 70.

Makeup Work and Late Projects

Students are expected to make up assignments, projects, and tests after absences. Students shall receive a zero for any assignment, project, or test not made up within an allotted time. A student will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. A reasonable amount of time for completion of an assignment will be established by the teacher.

Special Education Students

Students in Special Education will follow the BWCS grading/retention procedures. Any necessary deviations will be determined by the Multidisciplinary Education Team (MET) Team and will be documented in the student's Individual Education Plan (IEP). The student's Individual Education Plan may include accommodations/modifications that enable the student to successfully meet the schools grading procedures. All students in Special Education will receive a standardized school report card. Students in Special Education will receive an IEP Progress Report every nine weeks reporting on academics, behavior and/or instructional/ related services as determined by the student's goals and objectives. It is the expectation that all students will be taught grade level standards regardless of their instructional setting.

Section §504

The Section 504 Committee determines, on an individual basis, the need for instructional accommodations. Section 504 guidelines for accommodations will be followed. The implementation and monitoring of these accommodations is the responsibility of the general education teacher. Students who receive accommodations under Section 504 must follow the BWCS grading/retention guidelines. Any necessary accommodations will be determined by the Section 504 committee and will be documented in the Student Services Plan.

HOMEWORK GUIDELINES

Homework is highly encouraged to provide enough time for students to master subject matter and complete long-term projects. Homework should be purposeful, adjusted to the level of the individual child, and related to specific objectives. Assignments should provide practice of skills already taught or prepare students to begin a new topic or review an objective.

1. Sufficient explanation must be given so that students know WHAT they are to do, understand HOW to do it, realize WHY they are doing it, and are MOTIVATED to complete the assignment.
2. The homework assignment must pertain to previously taught skills.
3. Homework assignments may be adapted to individual needs.
4. Homework assignments must be properly evaluated and feedback must be provided to the student. Homework MAY ONLY count for 5% of the overall grade.

In summary, if homework is carefully examined and constructed as a meaningful part of learning, it can be another step in the direction of bringing the school, the student, and the community closer together in a common interest for quality education.

Recommended homework time for Pre-K, K-2 is 20 minutes per night and 40 minutes per night for grades 3-5.

Student Academic Incentive Plans:

Principal's Honor Roll	Honor Roll
All A's	A's + B's
All these students who are on the list will be recognized at the Quarterly Awards Assembly and will be invited along with the parent/guardian to a special luncheon.	These students will be recognized at the Quarterly Awards Assembly and will be invited along with the parent/guardian to a to a special luncheon.

Character Awards:

Each quarter two students from each class will be recognized for their outstanding character based on the following traits: trustworthiness, respect, responsibility, fairness, caring, and citizenship. These students will be recognized quarterly at our Awards Assembly and be invited along with a parent/guardian to a special luncheon.

Student Records

Parents/guardians of students have the right to inspect all material directly relating to the student and to obtain copies of those records. If the parents/guardians believe that the record should be changed, a hearing may be requested to challenge the content of the student records.

Information from a student's file may not be seen by third person/s without specific written consent from the parents/guardians. Exceptions are made for information:

1. given to local school officials who have a legitimate interest;
2. given to other schools upon receipt of request for student records if the child will be enrolled there;
3. given to comply with a lawful subpoena or court order;
4. given to certain officials concerning federal programs when the names have been deleted.

Parents have the right to review educational records; however, verification of parental status is required in order for the access to be granted. The school staff will review the file to determine if both parents' names appear on the birth certificate or if there is a legal document granting access. If neither one of these documents is available for confirmation, the school staff will contact the legal guardian to request in writing that the requesting parent may review the file or check the child out for the day.

Student Directory

Student directory information may be released without prior consent unless the parent informs the principal within 30 days of enrollment that any or all of the student information may not be released. Directory information includes:

1. Student's name
2. Parent/guardians name/s
3. Address
4. Telephone listing
5. Date and place of birth
6. Weight and height records
7. Dates of Attendance

8. Grade
9. Awards and honors received
10. Most recent previous educational agency or institution attended by student.

Guardianship, Custody and Power of Attorney

A copy of legal guardianship papers is to be on file in the school office.

Where shared custody is granted in cases of divorces or separated families, a copy of the court order must be provided to the school. Unless a court order is on file with the school, equal rights to both parents will be provided.

STUDENT CONDUCT

Students' Responsibilities

Students are expected to:

- ❖ Obey School rules
- ❖ Obey Federal laws, Gila River Indian Community and applicable State laws
- ❖ Respect the rights of fellow students and School personnel
- ❖ Refrain from using abusive language, verbal or written
- ❖ Dress appropriately on dress free days and not wear clothing and/or materials that promote tobacco, drugs and other inappropriate textual or graphical content (i.e. on backpacks, caps, shirts, key chains, etc.)
- ❖ Practice habits of personal cleanliness
- ❖ Be punctual and attend School regularly
- ❖ Do Not disrupt the education process
- ❖ Attain the best possible level of academic achievement
- ❖ Respect authority both in School and at School-sponsored activities
- ❖ Respect School and community property
- ❖ Be responsible for their own actions
- ❖ Respect the ways of the Akimel O'Otham culture and language.

Teachers have the right to:

- ❖ Establish a classroom structure and routine that provides the optimal learning environment for students;
- ❖ Determine and request appropriate behavior from students; and
- ❖ Ask for help from parents and the Principal when assistance with a child is needed.

Tobacco Use by Students

The possession or use of tobacco products is strictly prohibited in the following locations:

- School grounds
- School buildings
- School parking lots
- School playing fields
- School buses and other School vehicles
- Off-campus school sponsored event

Students' Drug and Alcohol Use

The non-medical use, possession, or sale of drugs on School property or at School events is prohibited. Non-medical is defined as "a purpose other than the prevention, treatment, or cure of an illness or disabling condition" consistent with accepted practices of the medical profession.

Students in violation of the provisions of the above paragraph will be subject to removal from School property and will be subject to prosecution in accordance with the provisions of the law.

Any student who violates the above may be subject to disciplinary action, including, but not limited to, warning, reprimand, probation, suspension, or expulsion, in addition to other civil and criminal prosecution.

Drug Free Zone

The purpose of the Drug Free School Zone is to guarantee a safe environment on and around the school campus. This will be accomplished through enhanced enforcement and prosecution of drug, weapon, and other criminal laws as well as through the use of drug and gang awareness programs. In cooperation with local law enforcement, prosecutors, parents/guardians and the community-at large, our children and their teachers will be afforded the fundamental right to a safe and drug free educational environment. Arizona law A.R.S§ 13-3411 provides for stiffer penalties for those caught selling, using, or possessing drugs within 1000 feet of a school campus. Law enforcement authorities will be notified in any situation where a person is suspected of violating A.R.S §13-3411.

Student Dress Code

Blackwater Community School ("BWCS") recognizes the critical importance of its educational mission to promote academic achievement and a safe and secure environment. To assist in creating a positive educational environment, a standardized dress code that includes uniform styles and colors has been adopted for BWCS students. BWCS believes the dress code is in the best interests of the BWCS's students for at least the following reasons:

1. **Climate for learning.** Standardized dress helps students focus on learning. They help set the tone of the proper work attitude in the classroom, reducing behavior problems and improving performance.
2. **Campus safety and security.** Standardized dress will help make the campus safer and more secure by eliminating the wearing of gang clothing, which can also be used to intimidate or to conceal contraband. Moreover, outsiders or non-students can be easily recognized on campus. Students will be identifiable on field trips and other off-campus activities.
3. **School unity and pride.** Attractive student dress promotes school spirit, good self-image, and school unity. Just as an athletic team's uniforms promote unity and spirit, so will school standardized dress.
4. **Label competition.** Standardized dress eliminates "label competition" and the peer pressure to wear expensive clothing. They allow the students' attention to be directed to learning.
5. **Economy and simplicity.** Standardized dress styles and colors are economical. Comparisons show that Standardized dress styles and colors cost significantly less than what most parents pay for unregulated school clothing. Durability, reusability, and the year-to-year consistency cut costs. Student dress options are simplified, thus reducing the tug-of-war between students and parents over what to wear.
6. **Upholding of modesty standards.** Uniform clothing meets widely accepted standards of modesty, thus eliminating the conflicting interpretations of dress codes and the embarrassment that often is associated with "violations" of dress codes.

No student will be denied an education for inability to afford standardized clothes. In situations of economic need, the School will work with parents and students to resolve any family's financial inability to purchase standardized clothes.

For parents/guardians, students who wish to opt out of the dress code, the student may attend another school. Parents/guardians are responsible to provide transportation.

All BWCS students are expected to dress in the proper standard school attire. It is the parents' responsibility to ensure compliance with the dress code. All students who attend BWCS must dress in accordance with this dress code. Each student will wear the standard school clothing as authorized by BWCS. The clothing may not be altered in a manner that includes, but is not limited to, slits and shredded hems. The standard school clothing shall be:

For Boys:

1. A solid color light blue, navy, or teal collared polo shirt.
2. Khaki, navy blue, black or denim (blue) shorts/slacks. Shorts/slacks will fit at the waist. No tight fitting or baggy, oversized shorts/slacks. No designer stitching, decorations. Pockets should be flat; no extended pockets. No corduroy pants, cargo pants, or sweat pants.

For Girls:

1. A solid color light blue, navy, or teal collared polo shirt.
2. Khaki, navy blue, black or denim (blue) shorts/slacks/skirts/jumpers/capris/skorts. Clothing will fit at the waist. No tight fitting or baggy, oversized attire. No designer stitching, decorations. Pockets should be flat; no extended pockets. No corduroy pants, cargo pants, or sweat pants.

For All Students:

Outer wear is designed to be worn outside as the weather dictates. It should be removed in the classroom. At the discretion of the teacher, if the classroom is cold, students may keep their outer wear on. Students may wear windbreakers, jackets, sweaters or sweatshirts as outer wear. Jackets of different colors, patterns, and emblems are acceptable as long as they do not contain vulgar, lewd, obscene, or plainly offensive messages, advocate the use of alcohol or drugs, or make reference to or identify with gangs. Expensive jackets are discouraged, as BWCS is not liable for damaged, lost, or stolen outer wear. Outer wear may not be more than one (1) size too large for the student. Students may not wear hats inside the building.

Baggy or oversized clothing is not acceptable, and is prohibited. Clothing may not be more than one (1) size too large, to allow for one (1) year's growth. No sagging of clothing is allowed. Slacks must fit at the waist, and not drag on the ground. Shorts must not be shorter than the middle of the thigh or longer than the bottom of the knee. Skirts must not be shorter than two inches (2") above the knee. No short shorts or short skirts are allowed.

No undergarments may show. T-shirts worn under polo shirts must be white.

Any buttons, jewelry or other accessories that contain vulgar, lewd, obscene, or plainly offensive messages, including accessories that advocate the use of alcohol or drugs and accessories that make reference to or identify gangs are not allowed.

For student safety, buttons shall be no larger than three inches (3") across. Any pin used to attach a button must have a latching closure and the pin may not be longer than one inch (1"). Jewelry and other accessories may not be of such a nature that would endanger the health or safety of the student or others. Items such as spiked collars and belts, chains, or other similar items are strictly prohibited. Students may be asked to remove buttons or other jewelry for specific activities when, in the opinion of the instructor, the wearing of a button may pose a safety hazard or interfere with the instructional activity.

For safety reasons, students are encouraged to wear closed-toed shoes. Students participating in physical education activities must have a pair of closed toed, flat shoes such as tennis shoes at school in order to participate in the programs safely. "Heelies" or any other footwear with wheels attached are prohibited.

Students not dressed in accordance with the BWCS dress code may be offered use of standard school clothing for the day, or their parents will be contacted to bring correct clothing. Students who repeatedly fail to dress in accordance with this dress code may be subject to disciplinary actions as set forth in the Student Handbook and the BWCS policy manual.

No student shall be subject to discipline for failure to comply with this dress code if the reason is economic hardship. Under extreme circumstances, BWCS will work with families to locate assistance for the student to be furnished with standard school clothing. New students who enter BWCS will have one (1) week to purchase standard school clothing. During this time period, the school may donate the use of one (1) standard school clothing set per child.

On occasion, the Principal may allow a "dress up" day when students may wear clothing other than the standard school clothing. This will be on special occasions only. The students and parents will be notified prior to the "dress up" day. Clothing must still be school appropriate.

Backpacks for ALL students must be clear or mesh. School appropriate designs are allowed but the contents of the backpacks must be visible.

*** Please initial the Handbook Policy form, admin office will keep it on file.**

Cell Phones & Personal Electronic Devices

Cell Phones, personal electronic devices (such as iPods, iPads, and electronic games) and similar types of devices may not be brought to school. The Principal may authorize limited exceptions to this rule, on a case-by-case basis, upon the request of a teacher who would like to permit a student to bring such a device to school to be used as part of a report or other instructional activity. If a student is found with a prohibited electronic device at school, the teacher or staff member will take the device to the school office, and the parent/guardian of the student will be notified to come to the school to pick up the device. The School is not responsible for a loss of or damage to such devices.

Weapons in School

No student is permitted to carry or possess a weapon or simulated weapon on School premises without authorization by the Principal. No student will use or threaten to use a weapon or simulated weapon to disrupt any activity of the School.

A student who violates this policy by carrying or possessing a firearm may be placed in an alternative education program for a period of not less than one (1) year, suspended for a period of not less than one (1) year, or expelled and not be readmitted within a one (1) year period, if ever. The Board, in its sole discretion, may modify the one (1) year duration of such disciplinary action on a case-by-case basis.

A student who violates this policy by any means other than carrying or possessing a firearm shall be subject to disciplinary action, including but not limited to expulsion.

For the purposes of this policy:

Weapon means any of the following: (Includes play or toy)

- A firearm
- A knife
- A destructive device
- A dangerous instrument
- Simulated weapon means an instrument displayed or represented as a weapon

Firearm means any of the following: (Includes play or toy)

- Any loaded or unloaded gun that will, that is designed to, or that may readily be converted to expel a projectile by the action of an explosive
- The frame or receiver of any such firearm
- Any firearm muffler or silencer
- Any explosive, incendiary, poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive charge of more than one-fourth ounce, mine, or similar device
- Any combination of parts that could be readily assembled to form a firearm

Destructive device means: (Includes play or toy)

- Any device other than a firearm that will, or is designed to, or may be readily converted to expel a projectile by any means of propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow
- Any collection of parts that could be readily assembled to form a destructive device
- ❖ *Dangerous instrument* means anything other than a firearm, knife, or destructive device that is carried or possessed by a student for the purpose of being used or being available for use to cause death or inflict serious physical injury.
- ❖ *School premises* means the School, School grounds, School buses, or any premises, grounds, or vehicles used for School purposes and includes premises where School-sponsored events (for example, athletic games and competitions, music competitions, etc.) are held away from School property.
- ❖ *Deadly weapon* means any weapon designed for lethal use, including a firearm.

Emergency Evacuations, Lockdowns, & Fire Drills

A crisis situation could result in a campus wide evacuation. For short-term evacuations we will follow our fire drill procedures and evacuate to the appropriate area. We practice fire drills on a monthly basis. Lockdowns are practiced once every quarter during the school year. In the event that a campus should experience a lengthy evacuation or lockdown, students and staff will be evacuated to a secure location. Parent/guardian will be notified by automated text

message. We request all parents/guardians provide us the updated information to improve communication. Please make a note at any time while our school is going through a lockdown situation, no student will be allowed to be checked out. Parents are being requested not to show up at the front office until lockdown is cleared.

Student Discipline

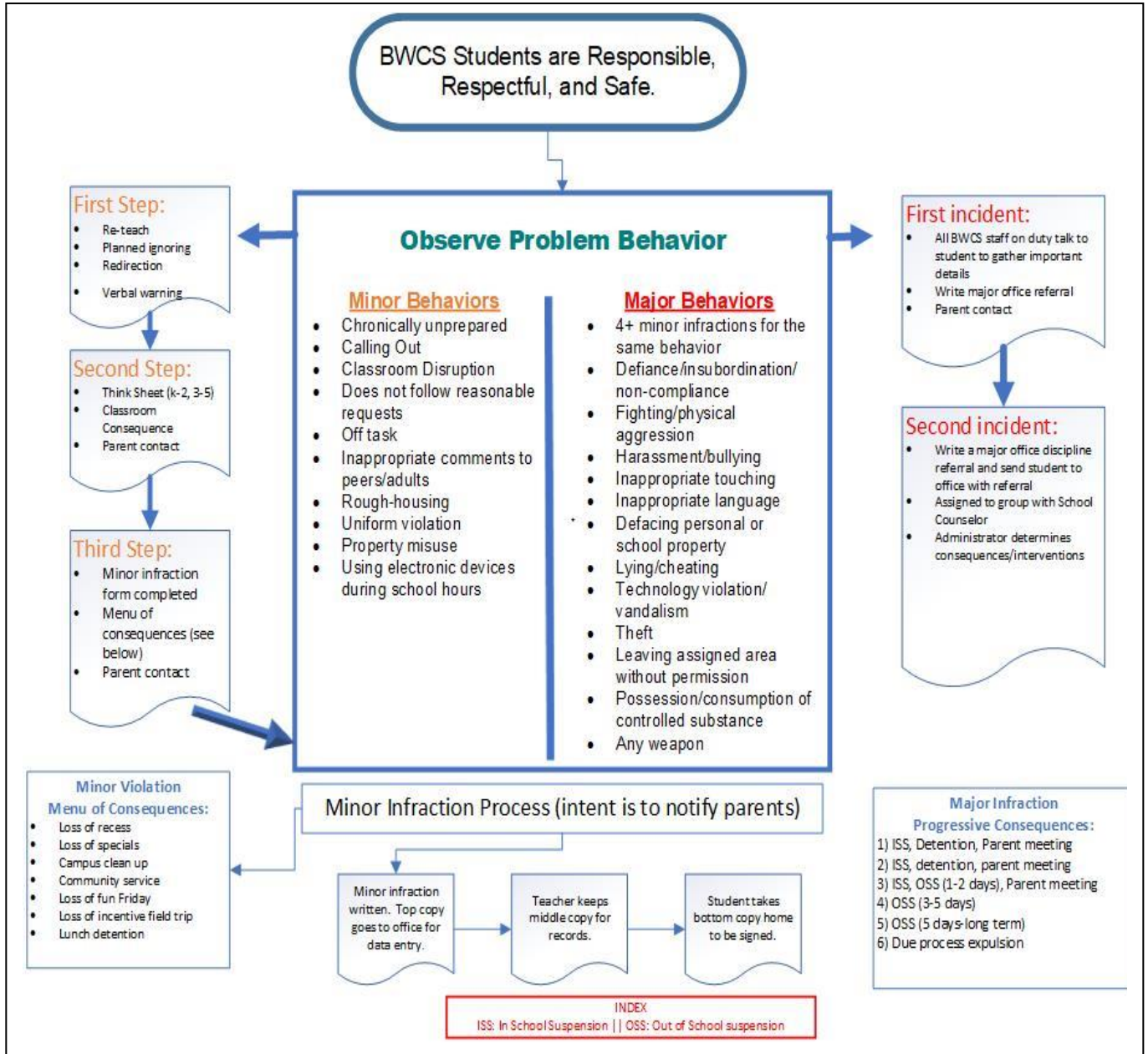
Disruption of the learning environment by students is defined as action or behavior of students, which negatively affects the learning environment or violates the rights of other persons.

A student may be subject to disciplinary action when the student:

- ❖ Disrupts the learning environment
- ❖ Engages in conduct that is disorderly, i.e., intentionally causing public inconvenience, annoyance, or alarm, or recklessly creating a risk thereof, by:
 - ❖ Fighting or engaging in violent behavior
 - ❖ Making unreasonable noise
 - ❖ Using abusive or obscene language or gestures
 - ❖ Obstructing vehicular or pedestrian traffic
 - ❖ Creating a hazardous or physically offensive condition by any act that serves no legitimate purpose
 - ❖ Engages in conduct that is insubordinate, i.e., failing to comply with the lawful directions of a teacher, School administrator, or other School employee in charge of the student.
 - ❖ Endangers the safety, morals, health, or welfare of others by any act, including, but not limited to:
 - ❖ Selling, using, or possessing alcohol, drugs, or other controlled substances or drug paraphernalia
 - ❖ Selling, using, or possessing weapons, fireworks, or other dangerous instruments or contraband
 - ❖ Selling, using, or possessing obscene materials
 - ❖ Using profane, vulgar, or abusive language (including ethnic slurs)
 - ❖ Gambling
 - ❖ Hazing
 - ❖ Engaging in lewd behavior
- Engages in any of the following forms of academic misconduct:
 - ❖ Lateness for, missing, or leaving School or class without permission or excuse
 - ❖ Cheating (including, but not limited to, copying, using unauthorized help sheets and the like, illegally obtaining tests in advance, substituting for a test-taker, and other forms of unauthorized collusion)
 - ❖ Plagiarism
- Engages in conduct that violates the Board's rules and regulations for the maintenance of public order on School property.
- Is believed to have or actually has committed a crime.
- Public Display of affection.

Reasonableness of use of physical force in self-defense, defense of others, and defense of property will be considered as a mitigating factor in determining penalties for misconduct.

Permissible Penalties



Depending upon the nature of the violation, student discipline shall be progressive, i.e.; generally, a student's first violation should merit a lighter penalty than subsequent violations. School staff takes into account all other relevant factors in determining an appropriate penalty. The above penalties may be imposed either alone or in combination.

Due Process Rights

The authority to suspend a student rests with the Principal. When a **suspension for five (5) days or more** occurs, the Principal must report it to the Board President **within ten (10) working days**.

Suspension for ten-days (10) or less. Short-term suspension, ten (10) days or less, may be used for special education students for disciplinary reasons on the same basis as for a regular education student. (It is not considered a change of placement.)

If a special education student is suspended for an accumulation of more than ten (10) days during the school year, a

manifestation determination conference may be held depending upon the proximity of the removals to one another.

In all cases, except summary suspension, where a clear and present danger is evident, the student must remain in School until applicable due process procedures are instituted. In no instance will students be released early from School unless parents have been notified.

School Transportation

Safely transporting our students to and from school is a crucial priority. Children will be picked up and dropped off at the same location unless WRITTEN arrangements are made with the school office and the bus driver. In case of emergencies, telephone requests will be accepted. The office will only keep the child in the office thirty minutes after his/her designated dismissed time. If no responsible adult comes for the child, the school will notify the tribal authorities.

REQUESTS FOR BUS NOTES must be received by 10:00 a.m. every day. Changes will not be made after the designated time. The school will not make any changes to the original bus schedule on file.

Bus route pick up and drop off times are scheduled as accurately as possible, and drivers are instructed to arrive safely at each stop at the designated time. Due to possible variances between individual clocks, students/parents/guardians are asked to arrive at the bus stop 10 minutes prior to the scheduled arrival time and may need to stay 10 minutes after the scheduled arrival time. In order to maintain the schedule and arrive at school/home on time, drivers cannot wait for late students/parents/guardians.

Mechanical problems or road conditions may delay bus schedules. Parents/guardians are encouraged to contact the school to confirm if the bus is late. The bus drivers have radios on board and can be in immediate contact with the school office.

Bus drivers are only authorized to pick up and drop off children at designated bus stops.

Discipline on the Bus

In order to ensure that safety of students is the first priority; students are expected to follow established bus rules. Student behavior on the bus, which endangers the health or safety of other passengers on the bus, will not be tolerated.

If a student's disruptive behavior on the bus creates a health or safety hazard, then, depending on the severity of the student's behavior, he or she may be given a verbal warning. If after the verbal warning the student does not comply with the bus rules, then the student may be denied bus transportation. A student, who is denied bus transportation, will receive a written "Suspension from Bus Transportation Notice".

Use of Video Cameras on School Buses:

Blackwater Community School Board supports the use of video cameras on school buses as a means to monitor and maintain a safe environment for students and employees. The video cameras may be used on buses used for transporting students to and from school, field trips, curricular events, and extracurricular events.

*** Please initial the Handbook Policy Form, admin office will keep it on file.**

Field Trip Information

Field trips are an important learning experience for the children and offer enrichment activities to support the curriculum. In order to ensure that the children benefit from the field trip, the staff encourages parents/guardians to volunteer as chaperones. The following guidelines have been written to help the teachers and chaperones work together during the field trip.

1. Please remember that when children are on a field trip this is an official school day and they should stay with their class.
2. All children must ride on the bus in order to participate in the field trip because of attendance and liability issues. If a child has a doctor's appointment on the day of the trip, please make arrangements with the teacher ahead of time.
3. Parents/guardians who are volunteering as a chaperone must stay with their group as directed by the teacher.

- a) Teachers are available to help the chaperones with any child (ren) not following school rules.
4. Parents/guardians who arrive on their own to the field trip location must sign in with the teacher. Also, if parents/guardians need to leave early with their child, parent/guardian MUST let the teacher know in advance and be sure to sign out with the teacher before leaving. This request is to ensure the safety of all the children on the trip.
 5. Parents/guardians who will be driving on their own must arrive at school when the buses are leaving or meet the buses at the location of the field trip at the scheduled time. The teachers will provide you with this information.
 6. If you do volunteer to be a chaperone, please let the teacher know if your plans change and you cannot help. This will give the teachers time to find another chaperone. You can call the school at (520) 215-5859 even if it is the morning of the trip.
 7. All chaperones must be at least 18 years old and have a finger print clearance card on file. If you are interested in receiving your fingerprint clearance card, please contact the front office staff for support.
 8. No other children who are not enrolled in Blackwater Community School can ride the school bus. Chaperones are encouraged not to bring other children on the field trip so that they can focus on their own child or an assigned group.
 9. Teachers are available to answer any questions you may have about the field trip.
 10. There are routine assemblies that are performed throughout the school year that reside off campus. The assemblies will be held at the GRIC District 1 service center or the old Annex building next door. By signing the understanding of the field trip guidelines, you are also giving permission for your child to be transported to and from the buildings throughout the current school year.

The staff at Blackwater Community School encourages parents/guardians to participate with field trips. With your help the children have a great time and learn so much more.

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General Health Services

Health Services:

In partnership with Gila River Indian Community, our school has been provided a full-time school nurse to work with our students in all grades. The school nurse's responsibility is to maintain all health records; act as a liaison between physicians, families, and community health care services and agencies; assumes responsibilities for appropriate intervention, management, and referral of all students; and provides relevant health instruction, counseling, and guidance to students, parent/guardian, teachers, and others concerning acute and chronic healthcare problems, first aid, diseases, and other health related topics.

All students must have on file in the nurse's office, a 'Student Health Information Consent' form completed and signed by a parent/guardian/legal guardian each school year. Health consent forms are required to provide treatment and/or medications to students during illness or injuries. Please continue to provide updated contact information (i.e. working telephone numbers) throughout the school year.

Students who are found to be ill or who have communicable diseases will be sent home. Those students who are found to have conditions that need to be treated will either have a note sent home to parent(s) or guardian(s) or the nurse may visit the student's home to explain any home care that may be needed. Prior to returning to School, a physician must reassess any student absent from school as a result of a communicable disease.

If your child has any of the following symptoms, he/she should be kept home: Fever, diarrhea, severe headache, harsh cough, vomiting, persistent pain, chills, earache, severe stomach ache, skin rash, skin infection, sore throat, crusty eyelids, or severe head lice.

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Immunizations

Subject to the exemptions as provided by law, immunizations against diphtheria, tetanus, pertussis, poliomyelitis, rubella (measles), mumps, rubella (German measles), hepatitis- B, and haemophilus influenza- b (Hib) are required for attendance of any student in the School. A student's immunization record must be submitted prior to attendance, although a student may be conditionally enrolled provided that necessary immunizations have been initiated and a schedule has been established for completion of the required immunizations or the student has met the exemption from immunization.

Screening for Hearing, Vision and Dental

Hearing Screening: The School may provide a Hearing Testing Referral for one of the following reasons:

- A. Inaccurate testing. Buildup of wax in the ear canal can make testing inaccurate. A student may be referred to the hospital to have the ear "flushed out."
- B. Ear infections. A student who is found to have an ear infection may be referred to Sacaton Hospital for treatment.
- C. Hearing loss. A student who is found to have a hearing loss may be referred to the Ear Nose and Throat (E.N.T.) Clinic at P.I.M.C. for more specialized testing.

Vision Screening: The School may provide a Vision Testing or Treatment Referral if an "E" (Snellen) Eye Chart or an eye test machine (Titmus) indicates a need to refer a student to the Sacaton Eye Clinic for further testing or treatment.

Dental Care: Dental health is a very important part of a child's overall health care. The Sacaton Dental Clinic may provide a dental care trailer at the School to provide dental services to students.

MEDICATION

Prescription Medications

**Parents are to bring in the medication and see the nurse before it can be administered.

- The parent(s) or guardian(s) must provide written permission that allows the School to administer the medicine to the student.
- If your child needs to take prescriptions during school hours, you must bring the medication to the School office in the prescription container as prepared by the pharmacist and properly labeled. Written directions from the physician or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be given.
- The Principal may designate a School employee to administer the medication.
- Each administration of prescription medication will be documented, making a record of the student having received the medication.
- Medication will be kept in their original containers in a locked medicine cabinet.
- The parent(s) or guardian(s) is responsible for providing no more than a thirty (30) day supply of medication at a time and the parent(s) or guardian(s) will be responsible for picking-up the remaining medication at the end of the semester or it will be discarded.

Student Accidents/Illness

Reports will be filed on accidents that take place on School property or that involve School vehicles, students, or staff members on School-sponsored trips, including staff members on authorized School business trips.

A student who is ill will be sent to the nurse or the office. If a student is sent home (in accordance with the School's parent notification procedures) the teacher will be notified. Students are discharged to go home only from the office.

Any special health concern will be reported to the nurse.

Student Fines and Charges

Students will not be required to supply specific types of school supplies or equipment as a prerequisite to successful completion of a required course or project.

Students will, however, be responsible and accountable for loss of or damage to School property, including textbooks, library books, and school provided electronic devices.

Library/Media Center Book Rules

- ❖ Books are due one week after they are checked out.
- ❖ Books should be kept in backpacks when they are not being read.

- ❖ Students who have an overdue book may not check out any other books until their account is clear.
- ❖ Preschool, FACE & Kindergarten will be limited to in school check out and 3rd – 5th grade will be allowed to check out books for home use.

Parent/ Guardian of student will be responsible for lost, stolen, or damaged library or textbooks. If a book is not returned, a responsible adult will pay full price of book.

Student Computers/Devices

- ❖ Electronic devices are issued on a check out basis to all students in preschool-5th grade.
- ❖ Parents must sign and accept responsibility for any damage or loss to the device
- ❖ Parents must notify school if there is any technical issue with the device
- ❖ All repairs and updates must be performed by the school's authorized IT personnel

*** Please initial the Handbook Policy Form, admin office will keep it on file.**

Food Services

Blackwater Community School/Akimel O'Otham Pee Posh Charter School offers an excellent breakfast and lunch program to our students. The meals provided are nutritionally balanced, appetizing, visually appealing, and offer a variety of choices. The breakfast and lunch program receive federal reimbursement to assist families and students. Program regulations clearly intend that meals served under the Child Nutrition Programs are to be served and consumed on school or school-related premises.

School Programs

Blackwater Community School/Akimel Charter provides an all-rounded academic program with special emphasis on English language Arts (ELA), Science and Mathematics. Our school follows Arizona College and Career Ready state academic standards (AZCCRS). In addition to the core academic programs, we also offer a number of extracurricular programs to meet the goal of "meeting needs of a whole child". The list of these programs is as following:

- Core Academic Programs in the areas of English Language Arts (Reading), Math, Science, Social Studies, Physical Education (available for all students)
- O'Otham Language and Culture Program (Tribally funded)
- Students Color Guard Program (Tribally funded)
- Cheer Squad (Tribally funded)
- Student store to enhance attendance (Tribally funded)
- Agriculture and Farming (Tribally funded)
- Technology Lab (available for all students)
- Gifted and Talented Program (eligibility based only)
- Exceptional Services (eligibility based only)

All the above-mentioned programs are open to all eligible and qualified students.

Gifted & Talented Education Program:

The Gifted and Talented Program will provide challenging curriculum and an enrichment program to assist in the development of students who have an identified potential for performing at high levels of accomplishment when compared with others of their age, experience, or environment. These students require services or activities not ordinarily provided in our schools. Experiences will be provided in an atmosphere in which the student's special talents will be nurtured and new talents will be acquired and encouraged. Each student will be individually challenged to develop an awareness of his or her own unique goals, strengths, and talents.

For the purpose of these guidelines, gifted and talented means any student who demonstrates outstanding skills for his/her age level in one or more of the following areas: Creativity/Divergent thinking, Intellectual Ability, Academic Aptitude/Achievement, Leadership, or Visual and Performing Arts.

Definition of Gifted Areas:

1. Creativity/Divergent Thinking – The ability to discover new solutions to problems, see new relationships, find new modes of artistic expressions or new and better methods of achieving goals. Creativity Checklist (minimum 2 checklists) scoring a minimum of 3.5 average, or (Creative Assessment Packet)
2. Intellectual Ability – The ability to make successful and rapid adaptations to new situations, to learn from experience, to apply knowledge in new situations, and to determine underlying principles. Cognitive Assessments such as Wicshler Intelligence Scale for children (WIS 3) or Stanford Bonet Assessment. 95th Percentile.
3. Academic Aptitude/Achievement – The natural ability of an individual to acquire knowledge of develop skills in an education environment. Superior academic performance. AZ Merit, Galileo, Northwest Evaluation Association (NWEA) and/or report cards. Scoring in the top 15% locally and/or nationally. 85th percentile on local norms.
4. Leadership – Outstanding capacity or ability to lead, guide, or influence the actions of others to meet certain needs. Scoring an average score of 85% on the leadership checklist. Minimum of 3 Leadership checklists.
5. Visual and Performing Arts – Outstanding ability to excel in any imaginative art form including, but not limited to, drawing, printing, sculpting, jewelry making or pottery. Scoring a minimum of 3.5 on the Visual Rubric for Visual Arts scored by a professional in the field; scoring above 90% on the Performing Arts Checklist for dance, music, speech, debate, or drama.

21st Century Community Learning Centers Program:

All programs offered under this grant-based funding are subject to the availability of this grant funds. This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Title I Homeless Education and McKinney Vento program:

The purpose of the BIE Title I Homeless Education and McKinney Vento Programs is to provide educational opportunities and support to its homeless youth and children. Homelessness exists within the reservations which the BIE serves and impacts enrollment, attendance and academic success of children and youth in this situation. All schools within the BIE must provide services to homeless youth and children and the BIE receives McKinney Vento Homeless Education Grant to support this effort.

The BIE has utilized the McKinney-Vento Homeless Education Act to develop its process to ensure that the children and youth attending BIE schools have access to a free and appropriate education and that the barriers faced by these students have equal opportunity in receiving quality education. As a result, homeless students will receive comparable educational services received by non-homeless students. Please contact Our Special Education coordinator should you need additional information.

Family and Child education (FACE) Program:

FACE program at our school began serving our community members in 1990, we were one of the first few BIE schools where it was implemented. This program is based on “dual generation” model whereby it provides educational services from early childhood to adults in the community. FACE program has done an excellent job in addressing the achievement gaps for American Indian children primarily located on rural reservations, and in better preparing them for school. The goals of the FACE program are to support parents/guardians/primary caregivers in their role as their child’s first and most influential teacher, to increase family literacy, to strengthen family-school-community connections, to promote the early identification and services to children with special needs, to increase parent/guardian participation in their child’s learning, to support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program, and to promote lifelong learning. Program services integrate language and culture in two settings: home and school. For more information, please visit the school website, or contact FACE coordinator.

EARLY CHILDHOOD EDUCATION PROGRAMS:

NYCP: The Developing Readers: A Home, School and Community Partnership Model project is designed to meet the absolute priority of ensuring Native American children/students are college and career ready through a comprehensive, needs-based, three-tiered model focused on literacy/reading proficiency delivered in the home and school through community partnerships. The overarching goal of the proposed project is to ensure that all children on Gila River Indian Reservation become proficient readers by third grade.

Quality First: Our Quality First Preschool Program is committed to quality improvement, going beyond regulatory requirements to help toddlers and preschoolers in our care be ready for success in school and beyond. This preschool is supported with training and coaching to help improve the program in ways that nurture the emotional, social and academic development of every child.

EXTRA-CURRICULAR PROGRAMS:

Cheerleaders and Spirit Line: All students are eligible to try out to be a member of the BWCS Cheerleading and Spirit Line Squad. These students represent the school at school and community events, parades, and special celebrations. They learn cheers in both English and O’Otham as a way to celebrate their culture and traditions along with demonstrating BWCS school spirit.

Color Guard: Student in color guard are responsible for the daily raising and lower of the flags as well as learning all of the flag codes and regulations. They respect our school in all community parades and post colors for various events around the community. These students are also an integral part of the daily reciting of the Pledge of Allegiance in the O’Otham language.

Student Council: BWCS has established a student lead government to make decisions and give valuable input from the perspective of the students. Third through fifth grade students are eligible to run for office as part of the student council, or act as a representative of the study body. These students learn valuable leadership skills as well as the basics of government and the processes of elections. Fundraising, student engagement days, family nights, parades, and other community events are planned with the help of the BWCS Student Council.

Internet Guidelines for User Accounts

Blackwater Community School (BWCS) offers students access to the Internet via the district computer network. The Internet is an extremely valuable educational tool which allows students access to material from millions of databases and libraries from all corners of the world. At Blackwater Community School, our intent is to use this access to achieve educational objectives for your student. Parents, however, should be aware some sites may include illegal, defamatory, inaccurate, or potentially offensive material. In accordance with federal law, appropriate measures, including the use of Internet filters and the monitoring of students’ online activities, will be taken in an effort to block language and visual depictions that are obscene, offensive, lewd or pornographic.

BWCS believes that Internet access brings benefits to the educational program that exceed any disadvantage. Ultimately, parents and guardians are responsible for setting and conveying the standards that their children should follow when using any media and information sources, including the Internet. Blackwater Community School respects each family’s right to decide whether to permit a student to apply for Internet access. To gain Internet access, all users must sign an Acceptable Use Agreement indicating their understanding of, an agreement to, abide by Board policy. Students under the age of 18 must also obtain parental permission. Agreements shall be returned to the student’s teacher.

Guidelines and Responsibilities

- Internet access is available to BWCS students and staff for educational purposes only.
- Users are responsible for good behavior on school computer networks just as they are in any other school-sponsored activity. Use of these resources in violation of Board policy may result in loss of access, disciplinary action and/or criminal charges.
- Access to the Internet is a privilege – not a right. This privilege entails responsibility on the part of the users.
- Users accept the responsibility for all material received and/or stored in their user accounts.
- Users should not expect that files stored on school system servers and workstations will be private. The school system may monitor access to equipment, networking structures and systems, and all data stored or transmitted on school computers in order to ensure the security and performance of its equipment, systems, and networks and to enforce applicable laws and policies.
- Users will not download or copy copyrighted software, inappropriate text and graphic files, or files dangerous to the integrity of the network. Users will not copy or download any other software or files without permission.
- Users have the responsibility to report inappropriate use of the network and violations of privacy by others to the Network Administrator.
- Users will not publish information/student work to a server outside of the School’s Technology Resources.
- Users will not utilize the network for commercial or financial gain, political lobbying, or fraud.
- Users will not use a computer account, ID, or password other than their own.
- Users will not use electronic mail to harass, threaten, or attack others including, but not limited to, the use of vulgar or offensive language, images, and terms.
- Users will not send chain letters over the network or “broadcast” messages to lists or individuals which would cause congestion of the network or otherwise interfere with the work of others.
- Users will not intentionally access, produce, post, send, display, and/or retrieve sexually explicit, vulgar, obscene,

- offensive, or otherwise inappropriate materials.
- Users will not damage or alter computers, computer systems, or computing networks.
- Users will not access chat rooms, e-mail, list-servers or other electronic communication methods without permission to do so as part of a class activity or assignment.
- Users will not disclose, use, or disseminate personally identifiable information without permission to do so as part of a class activity or assignment.
- Users will not attempt to gain unauthorized access (i.e., hacking) into any network, system, program, account, etc.
- Students must receive permission from the Network Administrator before connecting any personal devices such as (but not limited to) laptops, notebook computer, desktop computer, or any personal mobile device(s) to School's network. Each device must be thoroughly checked and tested by the network administrator to ensure it is virus/worm free, clean and safe to connect. The School does not assume any responsibility for the loss of data or any other files on personal devices during testing the device(s).

Student's Agreement:

I agree to use the Internet at school for school work. I understand and agree that Internet use in Blackwater Community School is a privilege and if I break any of the guidelines and responsibilities on the following page, my Internet privileges will be taken away, and/or legal and/or school disciplinary action may be taken against me. I also understand everything I do and save on Blackwater Community School's computer and network may be seen at any time. I have read and understand the Blackwater Community School guidelines for use of the Internet and Electronic Mail, and I agree to abide by them.

***Please sign for this agreement on the Handbook Policy Form, admin office will keep it on file.**

Parent's Agreement:

I have read and understand the Blackwater Community School Internet Guidelines for User Accounts. I understand that Internet access is designed for educational purposes only. In addition, I have discussed appropriate and inappropriate use of the computer network with my son/daughter. I understand that there are text and graphic files available on the Internet which are inappropriate for minors and that the network administrators cannot monitor all use. While the schools will monitor students' usage of the network, my son/daughter is ultimately responsible for his/her actions, and the school will not be held responsible for materials which my son/daughter might access.

***Please initial and sign for this agreement on the Handbook Policy Form and the office will keep on file.**

Family Involvement Action Team (FIAT)

The FIAT holds meetings during the school year. This committee is responsible for the planning, implementation and evaluation of special projects at the school. Family literacy nights are planned throughout the year to provide fun literary activities for students and parents/guardians.

Parent Involvement

Classroom Involvement – Parents/guardians are always welcome and encouraged to visit their child's classroom to observe, assist and participate in planned in activities.

Newsletter – Classroom newsletters will be sent out weekly. School and community activities are published in the BIG News.

Parent Teacher Conferences – Conferences are scheduled at the end of the first and third quarters. Parent Conferences are designed to provide teachers with the opportunity to share each child's progress.

Open House – Designed to welcome students, parents and guardians to Blackwater Community School.

BWCS School Parental/Family Engagement Policy

PART I.GENERAL EXPECTATIONS

Blackwater Community School / Akimel O'Otham Pee Posh Charter School agrees to implement the following statutory requirements:

- Consistent with **section 1116 of '2015 Every Student Succeeds (ESSA) Act** and 1118 (Parental Involvement), of the Elementary Secondary Education Act (ESEA) the School will work to ensure that the required school level parental involvement policies meet the requirements of section 1118and each include, as a component, a school-parent compact consistent with section 1118(d) (Shared Responsibilities of High Student Academic Achievement)

of the ESEA.

- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the School.
- In carrying out the Title I, Part A, (Improving Basic Programs Operated by Local Educational Agencies) parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111(State Plans) of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b)(School wide Plans) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The School will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- **The School will make every effort to encourage strong parent/family Engagement** in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The School will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- A. That parents play an integral role in assisting their child's learning;*
- B. That parents are encouraged to be actively involved in their child's education at school;*
- C. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- D. The carrying out of other activities, such as those described in section 1118 of the ESEA.*
- E. Elementary and Secondary Education Act: Title I Part A – Improving Basic Programs Operated by Local Education Agencies.*

TITLE I Program

What is Title I Program?

"Title I" is the federal program that provides funding to our school to improve the academic achievement of disadvantaged students. It is part of the Elementary and Secondary Education Act (ESEA) first passed in 1965. That Act is reauthorized by Congress from time to time, and often given a new name. It is currently known as Every Student Succeeds Act of 2015(ESSA).

"Disadvantaged" students are those who come from low-income families, are in foster homes, or are neglected or delinquent, or who live in families receiving temporary assistance from state governments.

Goals of our Title I Program:

- Increase academic achievement for ALL students
- Provide Quality, timely and effective professional development to our staff
- Promote parental engagement

A Title I school means we receive funding to supplement the school's existing programs. These dollars are used for:

- Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards.
- Purchasing supplemental staff/programs/materials/supplies
- Conducting Parental Involvement Meetings/Trainings/Activities
- Recruiting/Hiring/Retaining Highly Qualified Teachers

Requirements of a Title I School

- At least 40% low income student population
- Conduct a Comprehensive Needs Assessment (Strengths and Priority Areas to Improve)
- Design and implement a Continuous School Improvement Plan
- Conduct an annual evaluation of the effectiveness of the Schoolwide Program

FERPA (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act affords parents and students over 18 years of age certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent believes is inaccurate or misleading. Parents may ask Blackwater Community School to amend a record that they believe is inaccurate or misleading. They should write the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If BWCS decides not to amend the record as requested by the parent, BWCS will notify the parent of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by BWCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school Board; a person or company with whom BWCS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, BWCS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the US Department of Education concerning alleged failures by BWCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, US Dept. of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.

Anti-Bullying Policy

Blackwater Community School is committed to making our school a safe and caring environment for all students. We will treat each other with respect and refuse to tolerate bullying of any kind.

Definition: Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying behaviors include the following:

- Hurting someone physically by hitting, kicking, tripping, or pushing
- Stealing or damaging another person's things

- Ganging up on someone
- Teasing someone in a hurtful way
- Using put-downs, such as insulting someone's race or making fun of someone for being a boy or a girl
- Touching or showing private body parts
- Spreading rumors or untruths about someone
- Leaving someone out on purpose, or trying to get other kids not to play with someone

Students at Blackwater Community School will do the following things to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Try to include everyone in play, especially those who are often left out
- Report bullying to an adult.

Teachers and staff at Blackwater Community School will do the following things to prevent bullying and help children feel safe at school:

- Provide Training to all school employees on the issue of 'bullying'.
- Closely supervise students in all areas of the school and playground
- Watch for signs of bullying and stop it when it happens
- Look into all reported bullying incidents.

Cyberbullying

Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment. Cyberbullying may include threats, hate speech, ridicule or posting false statements to humiliate a student.

Harassment

Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religion, color, national origin, sex, disability, gender identity or sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation

Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Consequences for Violation of the Anti-Bullying Policy

Depending on the severity and nature of the incident, Blackwater Community School will take one or more of the following steps when bullying occurs:

Intervention, Warning, and Redirection

A teacher, principal, or staff member will ensure that the immediate behavior stops and reinforce to the student that bullying will not be tolerated. During this meeting with the student, the staff member will redirect the student and come up with a plan for success, in case they find themselves in a similar situation in the future.

Notification of Parents

School staff will notify the parents of involved students. The parents might be asked to meet with the principal or other members of the school staff, including the student's teacher and/or the school counselor.

Resolution with the Target of the Bullying

The student may be required to write a letter of apology to the student who was bullied. Depending upon the nature of the incident, the students involved may meet to help resolve the problem and ensure it does not happen again.

Referral to Professional School Support Staff

The student may meet with the school counselor to help prevent future violations.

Consequences

The student may serve one or more days of detention during recess, or lose school privileges.

Suspension/Expulsion

In cases of severe or repeated bullying, the student may be suspended and/or expelled by following school board policies.

ANTI-BULLYING PLEDGE-PARENTS

We the parents/guardians of Blackwater Community School agree to join together to stomp out bullying at our school. We believe that everybody should enjoy our school equally, and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion and nationality. Bullying can be pushing, shoving, hitting and spitting, as well as name calling, picking on, making fun of, laughing at and excluding someone. Bullying, causes pain and stress to victims and is never justified or excusable as “kids being kids”, “just teasing”, or any other rationalization. The victim is never responsible for being a target of bullying.

We the Parents/Guardians agree to:

- Keep our children and ourselves informed and aware of school bullying policies
- Work in partnership with the school to encourage positive behavior, valuing difference and promoting sensitivity to others
- Discuss regularly with our children their feelings about schoolwork, friendship and relationships
- Inform faculty of changes in their children behaviors or circumstances at home that may change a child’s behavior at school
- ALERT school faculty if any bullying has occurred.

ANTI-BULLYING PLEDGE-STUDENTS

We the students of Blackwater Community School agree to join together to stomp out bullying at our school. We believe that everybody should enjoy our school equally, and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion and nationality. Bullying can be pushing, shoving, hitting and spitting, as well as name calling, picking on, making fun of, laughing at and excluding someone. Bullying, causes pain and stress to victims and is never justified or excusable as “kids being kids”, “just teasing”, or any other rationalization. The victim is never responsible for being a target of bullying.

***Please sign for this agreement on the Handbook Policy Form, admin office will keep it on file.**

VIDEO SURVEILLANCE FOR STUDENTS AND STAFF SAFETY:

The School may install, maintain, and use video surveillance and monitoring systems (“VSMS”) on, in, or about any School-owned property, except areas where employees or students have a reasonable expectation of privacy. A VSMS may capture and record both audio and video data within a monitored area. As such, VSMS may be installed and used in areas such as hallways, lobbies, classrooms, equipment rooms, student discipline/suspension rooms, faculty lounges, playgrounds, gymnasiums, cafeterias, parking lots, sidewalks, school buses, and other common and public areas. VSMS may not be installed or used in areas such as bathroom stalls, nurse offices, private offices, showers, and dressing rooms and or at other places where there is a reasonable expectation of privacy. VSMS may be used to monitor School property and activity. VSMS may also be used to conduct focused surveillance of an individual or individuals where there is reasonable suspicion that such surveillance will lead to the discovery of evidence that the individual(s) in question have violated the law or School policy. The School shall post signs in conspicuous areas where VSMS are being used. The signs will state, in clear and understandable language that VSMS are in use and that individuals entering School property

may be video recorded. These signs shall constitute notice to all individuals who enter School property and shall be deemed consent to the School's use of VSMS. The information collected and recorded by the VSMS shall be used by the School to achieve the purposes set forth above and may be used for law enforcement purposes, student and employee disciplinary proceedings, worker's compensation, tort claims, and/or insurance claims or any other legal purpose. The information ("the Information") collected and recorded by the VSMS shall be maintained in a locked, secure location, accessible only to the Principal and the Director of IT ("Authorized Personnel") or their designee(s). Authorized Personnel may view and disclose the Information only for purposes set forth above. Requests by other individuals (including parents, guardians, students, employees, Board members, and news media) to access, view, or receive the information must be made in writing and will only be approved by express written consent of the School Principal. The information may also be disclosed in accordance with search warrants, proper subpoenas, and court orders, or as otherwise required by law. The information may become a part of an employee's personnel file. To the extent permitted by law, the information may be deemed to not be an educational record under the Family Educational Rights and Privacy Act ("FERPA"). If determined otherwise, proper requests under FERPA for the information will be honored. Any disclosure of information will be limited in scope to the time and area reasonably related to the issue in question. All information will be saved up to seven (7) calendar days from the time it was recorded on the built-in hard drive(s) of the Recording (DVR) unit, after which the recording unit of the VSMS system will start re-writing the new video footage on its hard drive(s). A proper log will be maintained by each accessing authorized employee or designee and such log will include date and time of viewing, purpose of viewing and the name and signature of person(s) to whom the Information is disclosed. The Authorized Personnel shall be responsible to maintain their own access log. If the accessed video footage is needed for any evidentiary purpose, only that section of the footage will be saved on a separate media device, such as CDs, a USB drive, or on any other external storage device.

VSMS recordings of incidents or events that might lead to a law enforcement investigation, student or employee disciplinary proceeding, or worker's compensation, tort claim, and/or insurance claims and/or related investigations shall be copied and saved at the earliest practical time and stored in a safe and secure location, in anticipation that the information may be used as evidence and to avoid the automatic and periodic erasing/deleting that takes place with the system. The information in question shall be retained for at least twelve (12) months from the date of the incident or until the incident is resolved, whichever occurs later. Employees are subject to discipline, up to and including termination of employment, for violations of this policy, as well as unauthorized access to and use of VSMS or information. *(revised and approved by BOT on February 11, 2021).*

INDIAN POLICIES AND PROCEDURES **SY 2021-2022**

Akimel O'Otham Pee Posh Charter, Inc., which operates and does business as Blackwater Community School and which shall be referred to herein as "BWCS", intends that all Native American children of school age have equal access to all programs, services, and activities offered at BWCS, which is located in Blackwater, Arizona, within the Gila River Indian Community. To this end, BWCS will consult with local tribal officials and parents of Native children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and will be made within ninety days of the determination that requirements are not being adequately met.

ATTESTATIONS

BWCS attests that it has established IPPs as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2019 Impact Aid application.

BWCS attests that it has provided a copy of written responses to comments, concerns, and recommendations received from tribal leaders and parents of Native children through the IPPs consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2021 Impact Aid application.

INDIAN POLICIES AND PROCEDURES

The Gila River Indian Community ("GRIC's) preferred method of communication is via email and U.S. mail. The following Indian policies and procedures become effective upon the Board's approval.

Policy 1: The School will disseminate relevant applications, evaluations, program plans, and information related to the School's education program and activities with sufficient advance notice to allow tribes and parents of Native children the

opportunity to review and make recommendations. (34 CFR §222.94(a)(1))

Tribal officials and parents of Native American children shall be provided an opportunity to comment on the participation of Native American children on an equal basis in all programs and activities offered by the BWCS. (34 CFR §222.94(b)(1).

Procedure 1:

1.1 The completed applications, evaluations, and program planning will be disseminated to the parents of Indian children via email/regular mail, tribal officials, and the Native American Parent Advisory Committee via a packet sent home with the students and a summary will be prepared and disseminated at least five (5) business days in advance of any public hearings to be held twice a year in August and March to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meetings. These hearings will be publicly advertised by placing a flyer at all District Service Centers served by the School, by posting on the School's website, and via flyer being sent home with students to allow all interested parents to attend. In addition, representatives from the School and the Parent Advisory Committee will schedule other meetings as necessary to seek input.

1.2 In addition, information regarding these materials will be included in any School newsletter, as appropriate.

1.3 Parents of Indian children, tribal officials, and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations via posting at the District Services Centers, on the School's website, and to the Tribe via email.

1.4 Parents of Indian children, tribal officials, the Native American Parent Advisory and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

1.5 Minutes from the Indian Education meetings will be posted on the School's website for all patrons and tribal officials to review. This will allow for ongoing dissemination of information.

Policy 2: BWCS will provide an opportunity for the GRIC and parents of Indian children to provide their views on the School's educational program and activities, including recommendations on the needs of their children and on how the School may help those children realize the benefits of the educational programs and activities. (34 C.F.R. §222.94(a)(2).

Procedure 2:

2.1 The School surveys the parents of Indian children and tribal officials notice sent home with the student and email in the fall to allow them the opportunity to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the School's education program; and (3) the degree of parental participation allowed in the same. The BWCS Board will thereafter hold an annual Board meeting in which such commentary may be reviewed by Indian parents, tribal officials, and the Board.

2.2 The Parent Advisory Committee of BWCS will meet at least twice per year, once in each semester, for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas are posted and all meetings are open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration. School administration will notify twice a year to parents of Indian Children, tribal officials and the public via email/regular mail of any suggestions and changes (if any).

2.3 The School will, to the extent possible, take the Tribe's preferred method of communication into consideration for all correspondence with the Tribe and the parents of Indian children for consultation on these IPPs and the educational program and activities.

2.3 At each of the regular monthly BWCS Board meetings,, a section of time is set aside for communications from the public. This is a time to offer comments and suggestions regarding programming for Indian students. In addition, two public hearings are scheduled August and March, which are specifically devoted to addressing questions regarding federal programs. Based upon suggestions, preferred methods of communication as well as ways to maximize participation from tribal officials as well as parents of Indian children will be seriously considered.

Policy 3: BWCS will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the School's education program and activities. (34 C.F.R. §222.94(a)(3)

Share relevant information related to Indian children's participation in the School's education program and activities with tribes and parents of Indian children; and

- (i) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3:

The School will take the following measures annually to assess the extent to which Indian children participate on an equal basis with non-Indian children in the School's education program and activities:

- 3.1 The School will monitor Indian student participation in all academic and co-curricular activities such as access to Native Language based programs, traditional gardening farming, access to core programs in Reading, Math and Science classes.
- 3.2 School officials will review School data to assess the extent of Indian children's participation in the School's educational programs on an equal basis.
- 3.3 The School will share its assessment of School funding, Indian student participation, related academic achievements, and other related data will be shared with the parents of Indian children and tribal officials by flyer taken home by student and email, respectively at least three (3) business days in advance of any meeting to discuss the extent to which Indian children participate with non-Indian children.
- 3.4 Parents of Indian children, tribal officials, and other interested parties may express their views on participation at any time through direct communication with the School, at any Board meeting, or to the Parent Advisory Committee.
- 3.5 Copies of all annual reports will be emailed to tribal officials at least three (3) business days in advance of any meeting to discuss the assessment and any related modifications to the educational programs or activities to improve Indian participation. Summaries of assessments will be sent home to the parents of Indian children with their student at least three (3) business days in advance of any meeting to discuss the assessment and any related modifications to the educational program or activities to improve Indian participation. Full copies of the assessments will be provided to parents upon their request to the School.

Policy 4. BWCS will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. (34 C.F.R. §222.94(a)(4).

Procedure 4:

- 4.1 There are Parent Advisory Committee meetings scheduled in August and March to discuss the contents of the IPPs and educational program and activities. Parents of Indian children and tribal officials are notified by a flyer taken home by the student or email, respectively, regarding these meetings and their ability to comment. In addition, parents of Indian children and tribal officials may make recommend changes to the IPPs or the educational program at any regularly scheduled Parent Advisory Committee meeting, Board meeting, or in direct communications with the School itself.
- 4.2 The Board will evaluate all recommendations for changes to these IPPs.
- 4.3 The Board will decide on all recommended revisions to these IPPs.
- 4.4 Any changes will become effective upon their adoption by the Board.
- 4.5 BWCS will notify tribal officials by email of any changes to these IPPs within thirty (30) days of adoption, via submission of a copy of the revised IPPs to the Tribe. A summary of any changes will be sent home with students to the parents of Indian children within thirty (30) days of any changes being adopted. And, the Board will send a revised copy of the IPPs to the Impact Aid Program at the US Department of Education within thirty (30) days of adoption by the Board.

Policy 5: BWCS will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the School. (34 C.F.R. §222.94(a)(5)

Procedure 5:

- 5.1 The School will respond in writing to the comments, questions, and concerns received throughout the consultation process. In the event that the school district receives multiple comments on the same topic area, the Blackwater Community School will summarize these comments and respond to them as a group within 10 working days after

summary is completed.

5.2 The School will respond to comments, questions, and concerns received through the consultation process in writing no later than November of each year.

5.3 The responses to the comments, concerns, and recommendations through the consultation will be disseminated to the Tribe via email, regular mail and flyers. BWCS will disseminate a summary of the responses to the parents of Indian children via a memorandum sent home with the students.

Policy 6: BWCS will provide a copy of the IPPs annually to the affected tribe or tribes. (34 C.F.R. §222.94(a)(6)).

Procedure 6:

6.1 The School will provide a copy of the current IPPs annually to the Tribe via email and U.S. Mail.

(revised & Approved at a Publicly held Board of Trustees Special Meeting on February 11, 2021)

**BLACKWATER COMMUNITY SCHOOL
AKIMEL O’OTHAM PEE POSH CHARTER SCHOOL INC.**

COMPACT AGREEMENTS

PARENT GUARDIAN AGREEMENT:

I will do my personal best to

- ❖ See that my child is punctual and attends school regularly
- ❖ Support the school in its efforts to maintain proper discipline
- ❖ Establish a time for homework and review it regularly
- ❖ Encourage my child’s efforts and be available for questions
- ❖ Stay aware of what my child is learning
- ❖ Read with my child and let my child see me read
- ❖ Support the teaching of Arizona College & Career Readiness Standards.

(Parents/guardian signature) _____ Date: _____

STUDENT AGREEMENT:

I will do my personal best to

- ❖ Attend school regularly
- ❖ Come to school each day prepared to learn
- ❖ Complete and return homework assignments
- ❖ Observe regular study hours
- ❖ Conform to rules of student conduct
- ❖ Learn to apply classroom lessons to daily life.

(Student signature) _____ Date: _____

TEACHERS AGREEMENT:

I will do my personal best to

- ❖ Demonstrate your belief that all children can learn
- ❖ Show respect for each child and his/her family
- ❖ Arrive to class prepared to teach
- ❖ Provide an environment conducive to learning
- ❖ Help each child grow to his/her fullest potential
- ❖ Provide meaningful and appropriate homework activities
- ❖ Enforce school and classroom rules fairly and consistently
- ❖ Maintain open lines of communication with students and their parents/guardians
- ❖ Seek ways to engage parents/guardians in the school program
- ❖ Demonstrate professional behavior and a positive attitude

(Teacher signature) _____ Date: _____

PRINCIPAL AGREEMENT:

I will do my personal best to

- ❖ Provide an environment that allows for positive communication between the teacher, parent and students
- ❖ Encourage teachers to regularly provide homework assignment that will reinforce classroom instruction
- ❖ Support the teaching of Arizona College & Career Readiness Standards

(Principal's signature) _____ Date: _____

Home Language Survey

1. The primary or home language of all students shall be identified by the students' parent or legal guardian on the enrollment form and on the home language survey. These documents shall inform parents that the responses to these questions will determine whether their student will be assessed for English language proficiency.
 2. A student shall be considered as a PHLOTE student if the home language survey or enrollment form indicates that one or more of the following are true:
 - (a). The primary language used in the home is a language other than English, regardless of the language spoken by the student
 - (b). The language most often spoken by the student is a language other than English
 - (c). The student's first acquired language is a language other than English.
1. The primary or home language of all students shall be identified by the students' parent or legal guardian on the enrollment form and on the home language survey. These documents shall inform parents that the responses to these questions will determine whether their student will be assessed for English language proficiency.
2. A student shall be considered as a PHLOTE student if the home language survey or enrollment form indicates that one or more of the following are true:
 - a. The primary language used in the home is a language other than English, regardless of the language spoken by the student:
 - b. The language most often spoken by the student is a language other than English
 - c. The student's first acquired language is a language other than English.
- These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2) (a-c). Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? _____

2. What is the language most often spoken by the student? _____

3. What is the language that the student first acquired? _____

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

BIE- ISEP Language Development Program:

Blackwater Community School's Language Development Program has been implemented to retain and promote the O'Otham language in the school setting. This is the priority of the Gila River Indian Community's Tribal Council. The urgency of the culture and language initiative in the data; suggest that there are now three generations of non-Native speakers. This had occurred over time because of the impact on language shift in the community.

Final Thoughts...

Blackwater Community School is where children, parents, community members and school staff work together to create the best possible early childhood educational environment and programs. We invite you to become an active partner in all our school activities. If you have any questions about Blackwater Community School or the contents of the Handbook, please contact:

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