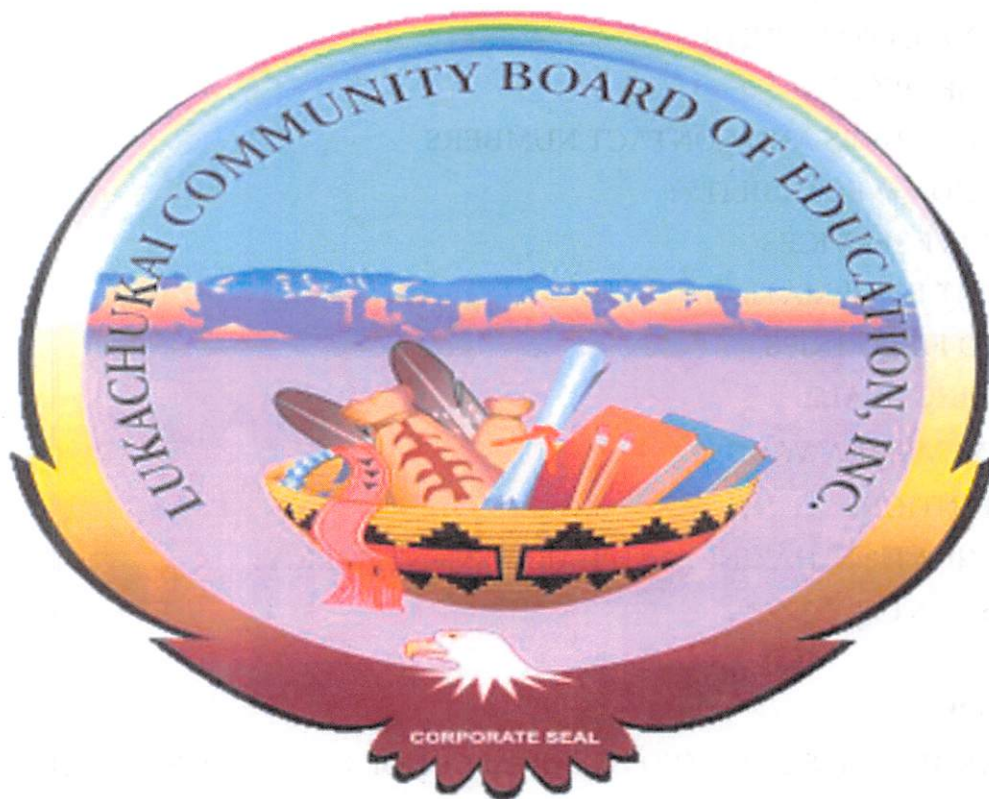


Lukachukai Community School



**Academic Student Parent Handbook
SY2022-2023**

**Approved By Governing Board on July 19, 2022
"Commitment to Children, Commitment to Progress"**

Lukachukai Community Board of Education, Inc.

Post Office Box 230

Lukachukai, Arizona, 86507

Phone: (928) 787-4400

www.lukaschool.org

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Lukachukai Community Board of Education, Inc.
“Commitment to Children, Commitment to Progress”

Navajo Route 13
P. O. Box 230
Lukachukai, Arizona 86507

Phone: (928) 787-4418 Fax: (928) 787-4419



From the Principal

Dear Students:

We welcome every parent/guardian and student to read the Lukachukai Community Board of Education, Inc. parent/student handbook.

The handbook explains the rights of students and the responsibilities of the parents who send their child/ren to this school. All parents are required to read this handbook with their children. At the end of reading the handbook, the school is directing all parents/guardians to sign the last page which is the compact agreement. Return the acknowledgement form on page 31 back to the enrollment office for verification and proper filing. If there are any questions about the handbook, you may call the enrollment office for further assistance at (928)787-4400/4406.

Sincerely,

School Principal

'Olta yádasidahi bits'âadoo

Yá'átééh 'Oáta'í, 'amá dóó 'azhé'é dóó niha' ááchíní díí naaltsoos bee haz'ánii éi niha 'ályaa.

Niha' ááchíní bibee haz'ánii éi baa 'ahééh danidzin, éi bininaa díí naaltsoos bee haz'ánii hazho'ó deiídootáah dóó bik'idadidootñá. 'Aátso deiyínoolta'go éi 'akeedêê' naaltsoos Ló'k'ajígai 'oátadi niidííátsoos. Nizhi' éi bika'adíliiá aádo'.

Ááchíní Báhada'dine'ídi éi naaltsoos niidííátsoos dóó na'adíkid nee hólôögo éi díí éi béédh beehane'gíí éi
(928) 787-4400/4406.
'Ahéhee',

Olta' yádasindáhígíí



Lukachukai Community Board of Education, Inc.
“Commitment to Children, Commitment to Progress”

Navajo Route 13

P. O. Box 230

Lukachukai, Arizona 86507

Phone: (928) 787-4405/4406 Fax: (928) 787-4419



Educational Philosophy

We, Lukachukai Community Board of Education, Inc., (LCBE, Inc.) believe all students are unique and capable individuals who can achieve high academic standards. All students can become confident, self-directed, lifelong learners beyond the classroom.

Vision Statement

Our goal is to help children grow in harmony within the dominant and global societies.

Mission Statement

Lukachukai Community Board of Education, Inc. provides a strong comprehensive curriculum that enhances and strengthens individuality and independence in our global society.

System Goals

Lukachukai Community Board of Education, Inc.’s philosophy is to provide a quality program to meet the educational needs of each student through strong partnership with parents and guardians, businesses, and the communities with a focus on:

- A strong comprehensive curriculum
- A high percentage of daily attendance
- A safe and drug free environment
- Exceptional Student Services, English Limited Proficiency, Gifted and Talented.
- Positive teamwork to support Every Student Succeeds Act (ESSA) and COGNIA.



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CERTIFICATE OF THE GOVERNING BOARD PRESIDENT

I, the Governing Board President, on behalf of, the Governing Board of the Corporation, do hereby certify the foregoing Academic Student – Parent Handbook for School Year 2022-2023 of Lukachukai Community Board of Education, Inc. has been amended and approved by the Governing Board at a duly called meeting at Marker 219, Flagstaff, Arizona, at which a quorum was present and that the same was passed by a vote of 3 in favor, 0 opposed, 0 abstained, this 19th day of July, 2022.

Mrs. Priscilla Chee, Governing Board President

Motion: Vincent Vicente

Motion: Lucinda Campbell

COVID-19 (Coronavirus) and Lukachukai Community School

The following procedures have been adopted by LCBE, Inc, in response to the COVID-19 pandemic. These policies and procedures will, in some cases, supersede others that address similar issues, including attendance. We will announce when these specific guidelines are no longer needed, and we will return to our normal operating procedures.

School-Wide and Bus Procedures for Responding to COVID-19

As we start the 2022-2023 School Year, the School recognizes that we are still facing a pandemic related to the outbreak of the 2019 novel coronavirus (COVID-19). Consistent with federal, state, and tribal efforts to protect public health and slow the spread of COVID-19, the School is implementing the policies and procedures set forth below in an effort to protect the School community, including students, parents, employees, volunteers, and visitors. Due to the significance of the health risks resulting from COVID-19, the School will enforce strictly these policies and procedures. Failure to comply with these procedures will result in consequences up to and including suspension and expulsion and exclusion from School property and activities.

While no set of protective measures is absolute protection against contracting COVID-19, the School will strive to do what it can to reduce the risks. We ask for your cooperation in doing the same. LCBE, Inc. strongly encourages for students to be vaccinated and attend school in person.

For purposes of this policy, “symptoms” include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and/or diarrhea.

Criteria for Attending School, Riding the Bus, and Participating in School Activities

INTRODUCTION:

The Navajo Nation COVID-19 Safe Schools Framework has been developed to guide the reopening of all schools and Head Start across the Navajo Nation. This framework offers in-person learning recommendations with core and conditional prevention strategies, based on Centers for Disease Control and Prevention (CDC) guidelines.

The CDC School Operational Strategy document (updated 5/15/21) states that schools should be the highest priority in-person essential service (i.e. last to close, first to open). This is because the benefits of in-person school are critically important to promote child development, education, and physical and mental health. This is especially true among communities such as the Navajo Nation that have been severely impacted by the COVID-19 pandemic.

GENERAL GUIDELINES FOR COVID-19:

Continual Best Practices to Prevent Spread of COVID-19 The general guidelines are for everyone living on or visiting the Navajo Nation for the duration of the COVID-19 pandemic.

1. Get fully vaccinated for COVID-19 for best protection for yourself and for unvaccinated children or high-risk family and co-workers.
2. Wear a well-fitting face-mask when in public.
3. Socially (physically) distance yourselves. Keep at least six-feet apart from others in public.
4. Avoid crowded indoor spaces with poor ventilation where COVID germs can more easily spread through the air and physical distancing is not possible.

5. Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing, or having been in a public place. If soap and water are not available, use a hand sanitizer that contains at least 60% alcohol.
6. Avoid touching your face, nose, eyes, and mouth.
7. Avoid close contact with people who are sick or have been exposed to someone with COVID-19.
8. If you feel sick, get tested for COVID, then stay home and do not go to work or school. Contact your medical provider for advice.
9. Continue to follow the local health department, state, and Centers for Disease Control and Prevention (“CDC”) guidelines.

THE FRAMEWORK:

The Safe Schools Framework includes core and conditional prevention strategies that will allow the Navajo Nation to safely resume critical essential services for children and families. These guidelines apply to Head Start and Pre-K through 12th Grade.

1. “Core prevention” refers to the basic core set of COVID-19 prevention practices that should be always in place. See Table 1.
2. “Conditional prevention” refers to additional strict prevention strategies that will be implemented in phases with higher transmission according to Navajo Nation Gating Criteria.
3. Guidance for schools to implement COVID-19 prevention strategies can be found at [DODE Website](#)
4. All schools must develop, implement and submit a School Reopening Plan and a completed Reopening Readiness Assessment Attestation form to the Department of Diné Education prior to reopening for in-person learning. Reopening plans and completed forms can be emailed to: schoolreopening@nndode.org.

These guidelines establish that schools should be open for in-person learning across all phases, with core prevention strategies including washing hands, masking, physical distancing, and contact tracing

The decision to move between the phases will be dependent upon the rate of new COVID-19 cases, availability of testing, and hospital capacity. Before advancing to a less-restrictive status, the Navajo Health Command and Operations Center (NHCOC) will determine whether or not certain “gating criteria” have been satisfied. The gating criteria are based on the “Guidelines for Opening up America Again” issued by the White House and CDC.

If there is high transmission, schools should enhance the frequency and implementation of the prevention strategies set forth in this document.

<https://www.navajoreopening.navajo-nsn.gov/COVID-19-Safe-Schools-Framework>

Criteria for Attending School, Riding the Bus, and Participating in School Activities.

- a) Students and others who have symptoms and are awaiting results from COVID-19 testing will not be allowed to attend school, ride the bus, or participate in school activities. Once test results are received, the individual must comply with the following:
- b) If test results are negative, the individual will not be allowed to attend school, ride the bus, or participate in school activities until the individual meets all of the following criteria:
 1. No fever for at least 72 hours without the use of medicine that reduces fevers and
 2. Other symptoms have improved.
 3. Additionally, it is strongly recommended that the individual stay home and away from other individuals or

under isolation until the above criteria are met.

- c) If test results are positive, the individual will not be allowed to attend school, ride the bus, or participate in school activities until the individual meets all of the following criteria:
 - 1. No fever for at least 72 hours without the use of medicine that reduces fevers and
 - 2. Other symptoms have improved AND
 - 3. At least ten days have passed since symptoms first appeared OR the individual has two negative tests in row at least 24 hours apart.
 - 4. Additionally, it is strongly recommended that the individual stay home and away from other individuals or under isolation until the above criteria are met.
- d) Students and others who have symptoms and have not been tested for COVID-19 will not be allowed to attend school, ride the bus, or participate in school activities until the individual meets all of the following criteria:
 - 1. No fever for at least 72 hours without the use of medicine that reduces fevers and
 - 2. Other symptoms have improved AND
 - 3. At least ten days have passed since symptoms first appeared.
 - 4. Additionally, it is strongly recommended that the individual stay home and away from other individuals or under isolation until the above criteria are met.
- e) Students and others who do not have symptoms and are awaiting COVID-19 test results will not be allowed to attend school, ride the bus, or participate in school activities. Once test results are received, the individual must comply with the following:
 - 1. If test results are negative, the individual may resume attending school, riding the bus, and participating in school activities.
 - 2. If test results are positive, the individual will not be allowed to attend School, ride the bus, or participate in school activities until the individual meets all of the following criteria
 - a. Ten days have passed since the test days without the development of any symptoms. If symptoms develop, the individual must follow the above instructions for individuals with symptoms OR
 - b. The individual has two negative tests in row at least 24 hours apart.
- f) Students and others who have been in close contact with someone showing symptoms of COVID- 19 or who has tested positive for COVID-19 should stay home for 14 days and monitor for the development of symptoms. If no symptoms develop, they may attend school, ride the bus, or participate in school activities. If symptoms develop, they must follow the above instructions for individuals with symptoms.
- g) Students who ride a bus to school will be temperature checked before boarding the bus. Students who walk or are dropped off at school will be temperature tested in the front office, cafeteria entrance, or other location before being allowed to enter school. Students that have a temperature of 100 degrees or higher and/or are exhibiting symptoms will not be allowed on the bus and will not be allowed to attend school or participate in school activities until the criteria set forth above are met.
- h) An adult must be available in the house to receive a student (under age 12) who was refused boarding a bus or attending school for failure to meet the above criteria.

Criteria for Attending School, Riding the Bus, and Participating in School Activities.

Students who fail to meet any of the above criteria or requirements, or fail to follow the instructions of school personnel regarding these or similar matters, will be subject to discipline including without limitation suspension, expulsion, and removal from school premises. If a student is sent home, a parent or guardian may be required to pick up the student from school.

The school may modify this policy or implement different or additional measures at any time, including modification of the school schedule, modifying the school calendar, implementing full-time or part-time online schooling, and altering attendance schedules.

PERSONNEL AND POSITION LISTING:

Please refer to the School's website.

CONFIDENTIALITY AND PRIVACY:

The school policy states the duty of all employees, agents, representatives and students of the School to respect and protect the privacy of all students and student records. to the fullest extended possible. Within the law and to the degree possible given the informational needs in performing the educational mission of the School.

Lukachukai Community Board of Education (LCBE), Inc. will abide by the Family, Educational Rights and Privacy Act of 1974 as amended (FERPA) and disclosure of student education records will be made in accordance with FERPA.

EQUAL RIGHTS AND OPPORTUNITIES

This Student Handbook Policy and Procedures will not be enforced in a manner which discriminates against any student on the basis of race, religion, color, national origin, ancestry, sex or handicap. This statement will not be construed as requiring identical treatment of students for violation of the same rule; it shall be read as prohibiting differential treatment.

INSTRUCTIONAL SERVICES:

Academic Operational Hours: 7:30am – 4:00 pm

Instructional Hours: 8:00am – 3:00 pm

Parents, if you drop your child/children off before 7:30 am; have them go directly to the cafeteria.

Please follow the COVID 19 screening protocol, refer to reopening plan.

EMERGENCY PROCEDURES AND CONTACT NUMBERS

Fire Alarms:

When the fire alarm goes off, buildings will be evacuated immediately. Students must follow the directions of staff. The fire alarm box will be checked to determine the source of the alarm. Designated people will go to the source indicated to assess the risk. The staff will report the situation to the supervisor and the security guard, and call for emergency response if appropriate.

Fire Drill:

Fire drills shall be scheduled and conducted once each month during the school year. The purpose of the fire drill is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside.

The following rules and procedures will be complied with:

1. Evacuation routes are posted in each room. These routes will indicate the primary and alternate exits and the evacuation area to which the students should proceed upon leaving the building. Rules for emergency evacuation will be discussed with each class using the room, during the first week of the school year.
2. No person is to remain in the building during an emergency drill.
3. All persons should exit according to their posted evacuation routes and proceed to assigned locations a safe distance away from the building.
4. It is each student's responsibility to move quickly, quietly, and in an orderly manner through the assigned exit to the assigned evacuation area.
5. Evacuation Procedure:
 - Seeing that doors and windows are closed and unlocked.

- Assuring that electrical equipment, lights are turned off.
- Maintaining order during the evacuation.
- Teachers will take the grade book, first aid kit and check roll when the class is in the assigned evacuation area. The name of any student not accounted for will be reported immediately to the Principal or designee.
- Walk quietly, quickly, and don't run to the area designated on the plan for your room.
- Students shall STAY with their teacher at all times.
- Wait for further instruction.
- A clear signal will be given as to when to return to the building.

Each fire drill shall be documented on the School's Fire Exit and Fire Alarm Test Record Form.

Tampering with any smoke detectors, fire extinguishers pull stations and FIRE ALARMS are prohibited and will result in disciplinary action.

Lockdown Drills:

Lockdown drills shall be conducted at least once each semester of the school year. The purpose of the lockdown drill is to train students and staff to move safely, quickly and quietly to the nearest classroom or other interior room to avoid a perceived threat located outside of the classroom.

As circumstances allow, schools shall comply with the following procedures:

1. An announcement will be given over the school's public address system.
2. If outside, move students quickly and quietly to the nearest classroom.
3. Perform a visual inspection of hallways or areas immediately outside the classroom for students and secure them in your classroom.
4. Lock classroom doors, close blinds or cover windows and keep all persons away from windows and doors.
5. Keep everyone quiet so that no noise comes from the classroom.
6. Take the class roster and account for, in writing, all students. Indicate students who are absent, out of the room and any additional students from the hall sweep.
7. Check phone messages and email at the time of the lockdown and periodically thereafter.
8. Wait for further information from the office. Do not open/unlock your door until the "All Clear" is given.
9. Be ready to make quick decisions and act on them.

Other Drills:

Shelter-in-place and off-site evacuation plans shall be reviewed and updated each school year. The review process should include the Principal as well as all other staff members.

Emergency Management and Continuity of Operations Plan (COOP):

LCS has developed a plan to prevent, detect, and respond to any emergency situation that may occur at the school. During the first month of school the staff will review safety protocols with students including evacuation protocols, lock down protocols, and shelter in place protocols. In case of an emergency, students, parents, and visitors will be given instructions and guidance by school personnel in accordance with the Emergency Management/COOP Plan.

Emergency Phone Numbers:

Principal: (928) 787-4418

Nurse: (928) 787-4416

Support Service Director: (928) 787-4407

Homeliving: (928) 787-4413

Chinle BIA: (928) 674-5130

Tsaile Health Center: (928) 724-3600

STUDENT ADMISSION & ELIGIBILITY

Admission:

LCBE Inc. enrolls students in grades K-8 based on eligible age requirements. LCBE, Inc., honors the Navajo Nation and Arizona State laws in accordance with the BIE's recommendation that all federally funded schools follow their state guidelines.

According to the Navajo Nation Code, children enrolled with federally funded schools within their respective attendance boundary are required to meet the following:

Enrollment Requirements:

- ✓ Child must be or become age 5 by December 31 of the current school year to enter Kindergarten
- ✓ Birth Certificate (BC)
- ✓ Certificate of Indian Blood (CIB)
- ✓ Current Immunization Record
- ✓ Application
- ✓ Provide legal guardianship documents (if necessary)
 - Power of Attorney
 - Court document for legal guardianship
- ✓ Transferring students **MUST** provide transcripts from last school attended
- ✓ Review of student records for grade placement.
- ✓ Student background and behavioral questionnaire, including review of student records for behavioral concerns
 - for new and/or transfer students This review requires a wait of five (5) business days for review
 - and final approval by the /Principal
- ✓ Updated physical location of residence
- ✓ Student Health packet forms
- ✓ Language Development Forms
- ✓ Home Living Enrollment Packet

Attendance:

Attendance will be enforced for both in person and virtual to maintain high student achievement.

Perfect and Good Attendance: Awards will be presented at each quarter awards day and the end of the school year for perfect and good attendance. Good attendance constitutes up to one (1) excused absence per quarter. At the end of the year perfect attendance will be awarded to the student with no absences, tardies or early checkouts for the entire school year.

- **Excused absences** are when a student:
 - Is ill, hospitalized, or absent due to doctor's or medicine man's orders.
 - Has a doctor/dental appointment.
 - Is a patient in a traditional ceremony.
 - Has family emergencies (e. g. death in the family).
- **Unexcused absences** are when a student:
 - Is away from school for unexplained reason/cause.
 - Accumulates three (3) unexcused tardies.
 - Is checked out prior to 1:30 pm.
 - Becomes AWOL from school.

Documentation of excused absences will be required. Please notify the Principal immediately if there are medical circumstances that require your child to be out of school for an extended period, a home-study status may be considered. It is the parent(s)/guardian(s) responsibility to notify the Principal. A medical statement is required.

- Consequences:
 - Excessive absences: Excessive total absences may result in the following procedures:
 - One (1) unexcused absences – Parent notified. Home-visit by Parent Liaison/Administrator.
 - Two (2) unexcused absences – Parent notified. Home-visit by Parent Liaison, Administrator, Parent Conference. Attendance improvement plan will be initiated by the school counselor.
 - Three (3) unexcused absences - Parent notified. Home-visit by Parent Liaison/ Administrator, conference with School Counselor. If the pattern continues Social services will be contacted by the school counselor and the principal.
 - Ten (10) consecutive unexcused absences -- Parent notified. This will constitute an automatic drop. See Drop Policy.
- Absence Without Leave (AWOL): Any student who is missing from the school premises of 15 minutes or more without excuse or outside the classroom without a pass. The following will be initiated:
 - Report AWOL to the Principal verbally and on a School-wide/Incident Form
 - A campus search is made
 - Report to the Security/Facility Manager
 - Parents will be notified
 - A Search and Rescue Team search is sent out
 - Local Law Enforcement will be informed
 - Consequences will be adhered to pending the reason for AWOL

Drop, Transfer & Withdrawal: If a student is absent for ten (10) consecutive days unexcused, an automatic drop will take effect on the 11th day.

Parents or legal guardians must follow all withdrawal procedures, sign all final check out documents and have final approval by the Principal/Designee.

Student and Parents/Guardian must go before the Principal and Child Study Team for a review to re-enroll their child/ren with a stipulation of agreement (behavior and attendance) to keep their child/ren in school for the remainder of the school year.

Promotion into Ninth Grade (High School)

To attend and participate in the Eighth Grade promotional exercise, a student must have:

1. Met all required core courses with a minimum GPA of 2.0 by the end of 4th Quarter to be recommended for promotion.
2. NOTE: Parents are encouraged to review their child/children's quarterly report cards upon receipt. Upon promotion to the Ninth Grade, students will not be eligible for trips, training, or other educational activities due to liability issues.

ACADEMIC SUPPORT SERVICES:

Textbooks and School Property: LCBE, Inc. provides textbooks to students from Kindergarten through eighth grade. Teachers and students are responsible for the care of the books assigned to them. Loss or destruction of these textbooks or school property will result in payment for damages by the student for replacement. Student records, including promoting students, will not be released until all fines are paid. Students will not be allowed to register for the next school year until

all fines are paid.

Library Services: The library provides an environment to encourage learning and to enhance reading skills. The library is open Monday through Friday, during school hours. The library serves students, teachers, and staff. Students in all grades are scheduled for library instruction every week.

Students losing library books may have to pay the replacement cost for a new book. Individuals checking out books must have their book scanned with their student ID number. It is the individual student's responsibility to return library books when due. Eighth grade students must complete check-out procedures for library books in May before a promotion diploma is issued to them.

Counseling Services: The Counseling Office is located in the Academic Building. Individual, group, and walk-in counseling services are available to all students. Students wanting to see the counselor must obtain a pass from the teacher. Information on drug/alcohol-free school is available for students and parents. The counselor also provides counseling services at Home living programs.

Food Service and Cafeteria: The cafeteria provides hot, nutritious breakfast and lunch to all students. The Home living students receive a hot cooked dinner. Trays, forks, spoons, and food are not to be taken out of the cafeteria. All foods are to be eaten in the cafeteria. Schedule below may be subject to change.

Cafeteria Breakfast Schedule:

Homeliving	7:00 am - 7:30 am
Academic	7:15 am - 7:45 am

Cafeteria Lunch Schedule:

K-2 nd Grade:	11:30 am – 12:00 pm
3 rd – 5 th Grade:	12:00 pm – 12:30 pm
6 th – 8 th Grade:	12:30 pm – 1:00 pm

Cafeteria Dinner Schedule:

Homeliving:	5:00 pm – 5:30 pm
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GENERAL STUDENT INFORMATION

School Premises: School premises is defined as the school, school grounds, school buses, or any premises, grounds or vehicles used for school purposes and includes premises where school-sponsored events (i.e. athletic games, and competitions, music competitions, etc.) are held away from school property.

Student Telephone Use: Office telephones are for emergency purposes and not for student personal use. In case of emergency, an office staff member will assist students in placing the necessary call. Students' personal cell phones are only to be used for assignments at the teacher's discretion.

Electronic Items: Definition of Electronic Items: Cell phones, Tablets, Personal Laptops, and other music devices or communication devices: Unless approved by teacher.

- ✓ ALL Electronic Items must be turned in with the Classroom Teacher at the beginning of each day.
- ✓ If students are caught using these items during prohibited times:
 - **First Offense:** Warning given to students, all electronic devices will be confiscated and then be returned to the student at the end of the day.
 - **Second Offense:** Item(s) will be confiscated and will only be released to the parent/guardian after a parent conference occurs with the Teacher or Principal.

Lost and Found: Articles found in and around the school should be turned in at the academic/registrar office. Owners may claim missing property by identifying it through description.

Hall Passes: Students must have a hall pass if they are out of their classroom. The pass should be presented to any staff member who wishes to verify a student being out of class.

Restrooms: Restrooms should be used only for the purpose for which they are intended. All seventh and eighth grade students are encouraged to use the restrooms at times other than when class is in session. Students are not to loiter in or near the restrooms.

Assemblies: Students are expected to conduct themselves appropriately at all activities. Once students are seated at an event, they should not be up wandering about disrupting the event. Students who are not able to do so may be excluded or excused from taking part in additional school activities. Teachers will sit with their students at all times.

Athletic Department: Two competitive sports leagues are offered: The 5th & 6th grade students participate in the Canyon De Chelly Athletic Association (CDCAA) and the 7th-8th grade students participate in the Northeastern Arizona Athletic Association (NEAAA) league. Each league offers cross-country, volleyball, basketball, softball, and baseball. Cheerleading is also offered through the athletic department. A yearly physical exam is required before participating in the athletic program. Students must follow eligibility criteria designed for extracurricular activities, which includes passing weekly grades in core content areas. Teachers must abide by the athletic policy. Students who have Ds or Fs are ineligible to participate. Eligibility evaluation is conducted bi-weekly. Participation in extracurricular activity is a privilege and not a right. Students must earn that privilege. Students who are subject to disciplinary action may lose privileges to participate in competitive sports. All safety protocols and procedures will be in effect during activities and travel.

School Clubs:

Student Council Government (SCG): The SCG will govern the student body by assisting in student activities and providing opportunities for all students in the management of the school, developing high ideals of personal conduct. The SCG will represent you to help make LCBE, Inc. a sound learning place. The SCA will also approve all fund raising activities.

Election for Student Body Officers will be held in the fall for the school year. Classroom representatives will be elected by their classes in September. Council meetings will be held regularly. All members are expected to attend all meetings. Any student representative of the LCBE, Inc. may attend any council meeting to present their suggestions and recommendations for consideration. A certified staff will sponsor the SCG.

The process for establishing new clubs will be:

- Submit a Plan of Operation to the Student Council which states and explains the following:
 1. Purpose and Goals
 2. By Laws (Offices, duties, quorum, meeting, etc.)
 3. Responsible parties
- The school principal will make the ultimate decision in recognizing proposed new school clubs.

National Junior Honor Society (NJHS): In accordance with the constitution of the NJHS, Students are chosen for membership in the LCBE, Inc. NJHS from those eligible candidates by a majority vote of the Faculty Council. Criteria for eligibility are:

- Must be enrolled in the seventh or eighth grade;
- Must first qualify by obtaining an unweighted Grade Point Average (GPA) of 3.0 or above for two consecutive quarters (18 weeks) of the current year and an overall GPA of 3.0 or greater from the previous year.
- Cannot have any D's or F's for any nine-week period (by quarters).

- Must have evidence of leadership in elected and/or appointed positions in school and/or community organizations, i.e. local Senior Center and Chapter House.
- Must give evidence of service by active membership in at least one school club or active participation in at least one school project, such as Flag Ceremony.
- May have no suspensions of any kind for the current school year.

Royalty/Culture Club: All students are welcome to participate in the Royalty/Culture club each year at the LCBE, Inc. To learn more about the responsibilities and tasks, see the Royalty/Culture club sponsor who also oversees the selected LCS Ambassador Royalties throughout the School Year. See Royalty/Culture sponsor regarding the Royalty Pageant Competition application.

LCBE, Inc. will recognize and know there are two representing Ambassador Royalties for the LCBE, Inc. The two Ambassador Royalty will be selected from grades 3rd to 7th.

Please refer to the application and Navajo Culture teacher for responsibilities and duties.

Gifted and Talented (GATE): Students can be referred by their teachers, peers, parents, community members, themselves, or through an annual screening of test scores. The HOPE Scale is an instrument, created at Purdue University, designed to aid in the identification of gifted students. The Scale itself is a rating instrument for students who are referred and is data driven to show evidence of high achievement capability in areas such as social, intellectual, creative, artistic, strong leadership skills, or in specific academic fields, and who need services or activities to fully develop these capabilities. Gifted and talented services are provided under the supervision of the Coordinator.

Referral Process:

- Referral to GATE: Referral is received by the G & T Teacher.
- Screening: assessment instruments for each of the five criteria as appropriate
- CST Team reviews the assessment results to determine eligibility for gifted and talented services.
- Data related to the student's nomination is collected and reviewed by the CST Team.
 - This data may include, but is not limited to: local, state and national test scores; NWEA assessment scores; NNAT3 scores; artwork; outside affiliations; transferred GT students; community work; interviews or observation; school grades; writing samples; and mathematics samples.
- School psychologists will evaluate in the area of giftedness as needed.
- GATE Placement: An individualized educational plan will be provided for gifted and talented services.
- Re-evaluation: For each student receiving gifted and talented services, the GATE program conducts a yearly evaluation of progress and updates individualized educational plan.

SCHOOL RELATED FIELD TRIPS:

K-8 Field Trip Policy

Purpose: The main purpose of educational field trips is to explore beyond the classroom. All approvals of field trips must be made by Transportation, and the School Principal/Designee. The approval is contingent upon the availability of funds, transportation, personnel, status of pandemic, and weather.

Sponsors/Chaperones shall have no preferential treatment to students, parents/guardians, and employees. Students must stay with their chaperones.

Parents will receive notification of field trips at least 2 weeks in advance. Parental Consent Form **MUST** be completed and signed prior to the trip. Parents will receive copies of the itinerary with information of destinations and emergency phone number.

Overnight Field Trips must require the following limitations:

- ✓ No Swimming at motels/hotels.
- ✓ Balconies are off limits.
- ✓ No ordering of movies or games.

- ✓ No overnight field trips for KG - 5th grade students
- ✓ Overnight trips may be considered for 6-8th students. Overnight trips may be considered for 8th grade-students, ESS Dept, Residential Dept. and Athletic Dept.

Organizations that plan to fundraise for student activities must submit a written plan of operation and request for approval by the Student Council. Fundraising activities will be limited to after school, evenings and weekends. All funds raised will be turned in daily to the Business Office, so it can be deposited into the student account at the bank. There will be no fundraising during instructional time. Organizations will promote healthy consumable goods during fundraising activities. Fundraising is only for student activities that are school sponsored events, ex. Halloween, and games, and not for external requests.

Field Trip Schedule:

Class Field Trips

Grades	Schedule	Responsible Persons	Funding Source	Limitations
KG – 2 nd	August - March	Classroom Teacher Chaperones	ISEP	<ul style="list-style-type: none"> ● No Overnight ● 100 Miles Radius
3 rd – 5 th	August- March	Classroom Teacher Chaperones	ISEP	<ul style="list-style-type: none"> ● 250 Miles Radius
6 th - 7 th	August- March	Classroom Teacher Chaperones	ISEP	<ul style="list-style-type: none"> ● Two Overnights ● 400 Miles Radius
8 th	Annual May	Chaperones Sponsors	ISEP	<ul style="list-style-type: none"> ● 4 day limit

*Trips will be within the school year due to safety and liability reasons.

NOTE: All Field Trips must have a certified staff member as a chaperone. All chaperones must have a current background clearance.

Employees of LCBE, Inc. who request or volunteer to chaperone student trips will be required to take accrued vacation/personal leave time or be placed on leave without pay upon proper approval from his or her Immediate Supervisor. Unless an employee is assigned to chaperone student trips by their Immediate Supervisor with proper documentation and approval, shall receive their regular pay during such assignments (Transferred from Personnel)

ACADEMIC GRADING SCALE:

Lukachukai Community Board of Education, Inc. recognizes its students for school attendance, good behavior and academic excellence. Periodic feedback to the students and parents is important in recognizing outstanding students. K-8th will utilize the Standard Based Curriculum. Standard Based Curriculum and Academic Grading Scale will be utilized for grades 6-8th.

Academic Grading Scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Grade Point Average (GPA):

A	4.0
B	3.0
C	2.0
D	1.0

STUDENT ACHIEVEMENT AWARDS:

Academic Achievement: The criteria for students who perform at proficient and advance level in meeting all standards are as follows: At the end of each 9 week grading period, students will be awarded with an appropriate certificate of achievement.

- ✓ **School Board Honor Roll - 4.0 GPA**
- ✓ **Principal Honor Roll - 3.5-3.9 GPA**
- ✓ **Honor Roll – 3.0 -3.499 GPA**
- ✓ **Perfect Attendance:** No Absences, Tardies, No Early Check Out
- ✓ **Good Attendance:** Less than 3 absences
- ✓ **Special Areas:** Teachers will award students based on criteria established by the teachers at the beginning of the year in the following categories:
 - **Content Area:** Math, Language Arts, Science, Social Studies and Reading.
 - **Specialties:** Art, Computer, Physical Education, Library, and Navajo Culture/Language, Music, Special Education, and Gifted and Talented.
 - **Student of the Month:** Based on attendance, behavior, grades and character. Nominated by the classroom teacher.
 - **Other Categories:** Good Effort, Most Improved, Citizenship and Black and Gold.

PROMOTION/RETENTION:

The decision to promote a student to the next grade or retain a student shall be made by the combined efforts of the student’s teacher(s), the Principal and the parent/guardian. The Principal will make the final decision to promote or retain a student. Students will be promoted based on successful completion of the measurable mastery of instructional objectives set for their grade level as measured by criterion-referenced tests that evaluate student skills as stated in 25 CFR § 36.31.

- At the end of the first grading period, teachers will discuss with parents/guardians the area(s) the child is experiencing problems. The teacher will document strategies and interventions to be implemented with the student.
- At the end of the 2nd grading period students who are still achieving below expectations will meet with the teacher, parent/guardian, and Principal. Additional actions will be discussed to assist the student. This will be considered the second notice. The teacher shall turn in documentation of the meeting to the office to be filed.
- By the end of the 3rd grading period, each student who is not achieving at expected levels and their parent/guardian will receive written notification of possible retention. No student shall be retained if prior actions have not involved the parent/guardian or documented justifiable reasons for the lack of parent/guardian involvement.

In case of a student enrolled in special education, the decision to promote or retain will be on a case-by-case basis, consistent with the individualized education plan and in accordance with applicable regulations.

A student who has not participated, either directly, or through approved alternative instructional methods or programs, in a minimum of 160 instructional days per academic term (80 instructional days per semester) without a written excused absence shall not be promoted.

The decision of whether to promote a student to the next grade or retain them in the same grade shall be made by the combined efforts of the student’s teacher(s), the school counselor, the Principal and the parent/guardian. Efforts will be made to ensure the appropriate grade placement for each individual student. The parties shall attempt to reach a consensual decision on promotion or retention; however, the Principal shall make the decision to promote or retain the student. The Governing Board may review this decision on a case-by-case basis and rescind the decision if warranted due to compelling or extenuating circumstances.

BULLYING, INTIMIDATION, HAZING, AND HARASSMENT POLICY:

Bullying, intimidation, hazing, and/or harassment behavior by any student at LCBE, Inc, is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school.

Bullying, intimidation, hazing, and/or harassment can include many different behaviors. Examples of conduct that could

constitute prohibited behaviors include, but are not limited to:

1. physical, violence and/or attacks;
2. threats, taunts and intimidation through words and/or gestures;
3. extortion, damage or stealing of money and/or possessions;
4. exclusion from the peer group or spreading rumors;
5. cyberbullying through the use of any school owned or operated communications tool such as the following:
 - A. sending abusive or threatening emails, web site postings or comment and instant messages;
 - B. using camera phones to take embarrassing photographs or videos of students and/or distributing or posting the photos or videos online.

School Personnel Responsibilities:

Students, parents or guardians and school personnel may make complaints of conduct that they consider to be hazing, harassment, intimidation and/or bullying by a written statement to a teacher, school administrator or other school personnel. Such complaints must be reasonably specific as to the actions giving rise to the suspicion of hazing, harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s) and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal complaint promptly documents the complaint on an incident report form in writing, including the above information. The complaint along with the written report by the school regarding hazing, harassment, intimidation and/or bullying matters, including the identity of both the charging party and the accused, shall be kept confidential to the extent possible. Discipline may be imposed against the accused upon a finding of guilt. Retaliation is prohibited.

Administrator Responsibilities: The Principal/designee's report shall include findings of fact, a determination of whether acts of hazing, harassment, and/or bullying were verified, and a recommendation for intervention, including the recommended disciplinary action. Written witness statements may be attached to the report.

Law Enforcement and Child Protective Services:

In addition to, or instead of, filing a complaint through this policy a complainant may choose to exercise other options including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of the Navajo Nation Code or common law that may apply.

LCBE, Inc. must also investigate incidents of hazing, harassment, intimidation and/or bullying for the purpose of determining whether there has been a violation of LCBE, Inc. Policies or regulations, even if law enforcement and/or the public children's services are also investigating. All LCBE, Inc. personnel must cooperate with investigations by outside agencies.

SEXUAL HARASSMENT:

Lukachukai Community School is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student or other person at school or at any school-related activity.

The Principal or designee shall ensure that students receive age-appropriate information related to sexual harassment. The Principal is the School's Title IX Officer and Sexual Harassment Officer. Students shall be assured that they need not endure any form of sexual behavior or communication. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school.

Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K through 3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 8, the disciplinary action may include suspension and/or expulsion.

Students are informed that they should immediately report any incidents to either dorm staff, their teacher, the Principal or their designee if they feel they are being harassed. Any student, or parent on behalf of the student, who feels that he/she is

being sexually harassed may pursue the complaint in an informal process or may file a formal complaint with the School. Within 24 hours, staff shall report complaints of sexual harassment to the Principal or his/her designee who will immediately log the complaint. Staff shall immediately report any such incidents they may observe even if the harassed student has not complained.

The Principal, or designee, shall immediately investigate any report of the sexual harassment of a student. If a more extensive investigation is necessary, the School may utilize an outside investigator who shall serve as a fact-finder. Upon verifying that sexual harassment occurred, the Principal shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of harassment. Depending on the severity of the harassment, a SCAN protocol will be followed.

The School prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be kept confidential to the extent possible, within legal constraints, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

Definition.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the School.

Types of conduct which are prohibited in the School and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual flirtations or propositions.
2. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, notes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects in the educational environment.
9. Any act of retaliation against an individual who reports a violation of the School's sexual harassment policy

or who participates in the investigation of a sexual harassment complaint.

Each school staff person has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the School's sexual harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading or exploitative treatment or any other form of sexual harassment.

Responsibility.

1. Any employee having knowledge of conduct by another employee, volunteer, student or individual in the School community which may constitute sexual harassment of students is required to immediately report such conduct to any of the individuals specified in this policy.
2. Employees who are involved are hereby placed on notice that if any employee engages in acts which the school determines to be acts of sexual harassment, such acts are outside of the course and scope of the employee's employment. Such conduct may result in the employee having to obtain his or her own legal counsel, and sexual harassment or unlawful discrimination may result in a money judgment against the employee personally.
3. All employees shall cooperate with any investigation of any alleged act of sexual discrimination/harassment conducted by the School or by an appropriate Navajo or federal agency. No employee of the school shall take any action to discourage a victim of harassment from reporting such an incident.

Confidentiality.

For the report of sexual harassment or intimidation, the investigations are to be kept in confidentiality, permitted by law in the school's policy for the protection of all parties involved.

Remediation.

A plan will be developed and implemented to provide all parties involved with counseling and other support services to help them cope with the effects of harassment or intimidation.

WEAPONS:

No student will carry or possess a weapon or simulated weapon on school premises. No student shall use or threaten to use a weapon or simulated weapon to disrupt any activity of the school. Any Police Officer who comes on campus for official or unofficial business must show their badges and wear a school's visitor's pass.

For purposes of this policy weapon means any of the following: a firearm, knife or dangerous instrument (i.e. anything other than a firearm or knife 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). Simulated weapon means an instrument displayed or represented as a weapon. Examples: sling shots, razor blades, guns, toy guns, and explosives, etc.

Any employee who observes an individual in possession of a weapon or simulated weapon on school premises will immediately report the matter to the Principal or designee.

A student who violates this policy by any means shall be subject to disciplinary action, including but not limited to expulsion. Disciplinary action against a student with disabilities shall be applied on a case-by-case basis in accordance with School Policies and Federal Special Education Laws, the Gun Free Schools Act of 1994, and the Gun- Free School-Zones Act of 1990.

SUBSTANCE ABUSE:

The LCBE, Inc. prohibits students from using, abusing, possessing, selling/dealing, and/or soliciting alcohol, controlled

substances, tobacco (chewing and cigarettes), solvents/inhalants used for intoxication, and/or drug paraphernalia while on school campus, in school vehicles, or at a school sponsored activity.

Protocol: A school employee who witnesses or suspects a student of using possession/selling/dealing alcohol, controlled substance, solvents/inhalants used for intoxication, and/or drug paraphernalia must inform the principal or designee immediately.

REPORTING OF KNOWN OR SUSPECTED USE OF ALCOHOL OR DRUGS BY STUDENTS:

Duty to Report: All school employees have a mandatory, non-discretionary duty to report known or suspected alcohol or drug use by any student of LCBE, Inc.

Reporting Process: All reports made hereunder shall be on a uniform student Incident reporting form, available from the Academic Office. The completed form will be given to the Principal or designee for further action. Upon receiving the report, the Principal will investigate the matter and follow the Due Process Procedure if applicable.

Timely Reporting: Report required hereunder will be made immediately after the employee first learns or suspects the use of drugs or alcohol by a student.

Duty to Investigate: It is not the duty of the school employee making the required report to conduct an investigation or determine whether the student identified has in fact used or abused drugs or alcohol but will cooperate with the Principal or designee during the course of the investigation. Parents/Guardians will be notified to transport their child to the nearest healthcare facility for drug/alcohol testing.

Failure to Report: Any school employee who fails to report knowledge or suspicion of drug use by a student will be subject to disciplinary action.

SEARCH AND SEIZURE:

School officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to health, safety, and welfare of the student(s) exists.

The LCBE, Inc. Governing Board recognizes the necessity of conducting reasonable search and seizures for probable cause and therefore adopts the following:

- ✓ In accordance with the U.S. Fourth Amendment, the school reserves the right to reasonable searches of students and their personal effects.
- ✓ A search of a student suspected of carrying contraband will be conducted by School Security, Counselor, Principal or designee and a witness. School Security, Principal or designee and Counselor will have the authority to temporarily detain the student until a law enforcement officer arrives.
- ✓ Items provided by the School for storage (e.g., lockers, desks) or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable ownership of lockers, desks, storage areas, etc., may be inspected at any time with or without reason, or with or without notice, by school personnel.
- ✓ Periodic general inspections of lockers, desks, home-living rooms and similar facilities may be conducted by school officials to ensure the safety and health of students and school personnel.
- ✓ Any violation of the Navajo Nation codes or Federal laws will be referred to the appropriate law enforcement agency. The student will be subject to disciplinary actions accordingly. Parents will be informed.

DESTRUCTION OR THEFT OF ANY PROPERTY:

Destruction or theft of any LCBE, Inc. property is prohibited and may constitute an expulsion of student(s) dismissal according to the severity of the actions. Students and their parents will be responsible for payment of any property that is damaged or stolen.

STUDENT CODE OF CONDUCT:

The LCBE, Inc. implements the Student Code of Conduct to help students, parents and school personnel understand the guidelines for maintaining a safe and supportive learning environment.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

- To attend school in a positive learning environment
- To have school personnel who are receptive to student needs and concerns
- To feel safe from crime, violence, intimidation, bullying, harassment, racism, and other discrimination in the school
- To be informed of School Board Policies and school rules about absenteeism and tardiness
- To make up class work in a reasonable amount of time after an excused absence
- To be informed about school guidance services
- To have access to individual and group counseling
- To request counseling
- To have equal educational opportunities in academic and extracurricular programs, within reasonable limits
- To learn from competent teachers in an atmosphere free from bias and prejudice
- To take part in basic skills programs
- To express views through speaking and writing, but without being obscene, disruptive, slanderous or libelous
- To participate in patriotic observances
- To have one's religious beliefs respected
- To assemble peaceably on school grounds while following federal, state, and local Navajo Nation laws
- To help develop and distribute publications as part of the educational process
- To be protected from sexual harassment
- To receive a teacher's grading standards at the beginning of the year or semester
- To be notified of failure/potential failure

Student Responsibilities

- To maintain a decorum that enhances a positive learning environment
- To express needs and concerns in an appropriate manner
- To know and obey school behavioral expectations and to report unsafe situations to school or law enforcement personnel
- To attend classes daily and be on time
- To explain or document the reason of an absence
- To use guidance services for educational and personal improvement
- To schedule guidance appointments ahead of time, and to keep appointments, except in emergencies
- To work cooperatively with all school personnel
- To request academic and extracurricular programs that are in line with ability
- To cooperate with teachers and contribute to an atmosphere free from bias and prejudice
- To make every effort to master the basic skills
- To respect the right of others to express their views
- To behave respectfully during patriotic observances
- To respect others religious beliefs
- To plan, get approval for and conduct activities that are in line with the school's goals
- To follow the rules of responsible journalism under the guidance of an advisor, including seeking complete information about topics and obscene materials
- To refrain from sexual harassment
- To learn about your teacher(s) grading standards
- To meet academic standards in line to improve unsatisfactory work

- To have privacy of personal possessions unless school personnel have reason to believe a student is in possession of materials prohibited by law or School Board Policy
- To have personal property respected

Students/Parents/Guardians Rights

- To inspect and challenge information in a student's record
- To be protected by laws that prohibit releasing personally identifiable information to third parties (other than directory information), without consent of the parent, guardian or eligible student, to anyone who is not legally authorized to receive such information.

- To keep materials prohibited by law or School Board Policy away from school or school activities
- To respect other's personal property

Students/Parents/Guardians Responsibilities

- To give the school information that could help in making educational decisions within the confines of the School Board Policy.
- To release information to people or the student within the confines of the law.

STUDENT DRESS CODE:

The dress and grooming of LCBE, Inc. students will contribute to the health and safety of the individual; promote a positive educational environment and not disrupt the educational activities and processes of the school, because inappropriate clothing worn by a student is detrimental to the school program. The wearing of the garments suitable for school will be encouraged. All staff will be on the alert to make sure students abide by this dress code.

These rules on personal appearance of students are to be implemented as a set of guidelines—to enable the students of LCBE, Inc. to dress casually and reasonably. Nothing in these rules will be construed to preempt the authority of the principal. Principal may take action in specific cases when a student(s) is dressed inappropriately, attempting to disrupt the educational process.

All Students:

- ✓ Clothing and accessories will not be worn if they display profanity; violence; discriminatory messages or sexually suggestive phrases; and advertisements, phrases or symbols of alcohol, tobacco, or drugs.
- ✓ Personal/Seasonal attire may reflect the current style and trends, but wearing inappropriate display of messages will not be allowed.
- ✓ Head covering; including but not limited to caps, hats, bandannas and/or sunglasses, will not be worn inside school campus, unless required by a physician or authorized by school administration.
- ✓ Hair shall be clean, and well combed or brushed. Extreme hairstyles (including, but not limited to long spikes, Mohawks, etc.) and hair color (including, but not limited to red, orange, green, yellow, blue, pink and purple) will not be accepted, which shall be determined by the Principal in his or her sole discretion. Hair styles will be free from facial area.

Acceptable Dress

- ✓ Slacks including jeans, with a belt at the waist
- ✓ Loose T-shirts and Shirts can be worn outside the trouser at wrist length
- ✓ Shorts must be knee length with a hem and loose fitting
- ✓ Jerseys may be worn over t-shirts
- ✓ Sweat-shirts with or without hoods (hood may not be worn in the building)
- ✓ Dresses or skirts must not be higher than two (2) inches above the top of the knee
- ✓ Shirts and ties

- ✓ Overalls must be worn appropriately
- ✓ Jogging suits must be worn appropriately.

Unacceptable Dress

- ✓ tank tops
- ✓ sagging of pants-underwear may not show
- ✓ extremely large T-shirts (over 2 sizes or larger)
- ✓ bandanas
- ✓ satanic, skulls, hatchet man, violence, morbid, alcohol, tobacco or drugs symbolism on clothing or body
- ✓ sunglasses, caps or hats not allowed in the classroom or buildings
- ✓ house slippers or flip flops
- ✓ torn clothing exposing parts of the body (for example, bare midriffs)
- ✓ large shirt with visible under clothing
- ✓ large jewelry
- ✓ tattoos (permanent or temporary/washable)
- ✓ painting of fingernails or hands with markers
- ✓ long belts hanging with or without caps attached, belts must fit the belt line
- ✓ see through clothing
- ✓ extreme colored lipstick and heavy makeup
- ✓ excessive amounts of cologne and/or perfume
- ✓ With the exception of the ears - No body piercing and no spacers/expanders in the ear lobes.
- ✓ low necklines or spaghetti strap
- ✓ clothing signifying gang-related personalization including gang signs, gang colors, gang tattoos, gang membership on ones' clothing. No bags with gang symbols will be carried. Gang graffiti will not be drawn on backpacks, note: books, folders, papers, clothing or any other object; or on the body of any student or person on school property.

Students who are in violation of this policy are to be referred immediately to the Principal or Designee by teachers and staff. Dress Code Policy will be considered a minor offense and corrective measures under the Student Code will be applied. Parents will be informed through a letter from the Principal/Designee and the student will be sent to the office to change into appropriate attire.

STUDENT DISCIPLINE:

Student disciplinary infractions and the responses to them are divided into three levels. Each level represents progressively more serious infractions, and responses to them become progressively more severe. Both infractions and responses are outlined later in this section.

Progressive Discipline: The Principal or Designee will consider the student's age, exceptionality, and previous conduct, probability of a recurring violation, intent, attitude, and severity of the offense and, whenever possible, and will impose disciplinary action in a progressive manner if appropriate. For all levels, any incident that is hate-related and/or gang-related should be coded in the appropriate "related" category AND should be grounds to increase disciplinary actions.

DEFINITIONS:

In-School Suspension: A punishment given to students which involves temporary removal from the regular classroom for disciplinary purposes to a designated area for restriction from all school activities for a minimum of ½ day to 3 days maximum to a designated area for restriction from all school activities. The student remains under the direct supervision of, and in the same physical location as, school personnel. In-school suspension may occur in a separate classroom or a separate building. Typically, the student is required to complete coursework during this time. The student may receive academic instruction, behavioral intervention services, counseling or therapeutic services.

Out-of-School Suspension: When a student is suspended from school, he/she is not allowed on any school premises during that time of suspension. Violation of this rule may result in a trespassing citation.

Out-of-School Suspension, also referred to as external suspension, is the temporary removal of a student from all classes of instruction on school grounds and all other school-sponsored activities, except when authorized by the Principal/Designee, and remanding of the student to the custody of the student’s parent with specific homework assignments for the student to complete.

- ✓ Course work assigned can earn up to 70% credit
- ✓ Course work assigned is the responsibility of the student to complete and the responsibility of the parent to submit to the appropriate teacher within the allotted time frame.
- ✓ The student has a day for making up course work/tests for each day suspended (e.g. 3 days suspension the student has 3 days to turn in the assignment or complete a test).

Expulsion: An expulsion is the most serious consequence of inappropriate behavior and requires governing board action. Expulsion is a governing board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled. An expelled student is not permitted to be on school premises, school buses, school functions, activities, or trips.

LEVELS OF DISCIPLINE FOR K-8TH GRADE:

The LCBE, Inc. employee involved will intervene in the misconduct. The employee will document and refer the student to the school Principal or Designee for further action. The Principal or Designee will hear the student’s explanation, consult with referring staff, and conduct necessary investigation for disciplinary action.

The Levels of Discipline and corresponding consequences as set forth are only guidelines for the determinations of each case. As it is the desire of the Governing Board, all relevant factors are to be taken into consideration in determining an appropriate consequence or penalty. Thus, the Principal, when supported by relevant facts and appropriate circumstances, reserves the right to impose a more severe penalty based upon the severity of the incident.

Level I	<p>Level I offenses are minor acts of misconduct that interfere with the orderly operation of the classroom, a school function, extracurricular/co-curricular program or approved transportation.</p> <p>Infractions:</p> <ul style="list-style-type: none"> ● Cheating: Using another person's work and calling it your own. Using notes or other methods, including electronic devices, without the teacher's knowledge, to complete a test or assignment. ● Classroom Disruption: Saying or doing something that keeps the teacher from teaching or other students from learning. ● Disorderly Conduct: Saying or doing something that upsets the normal school day or any school activities, this includes but not limited to note writing. ● Disrespect: Saying or doing something that puts down, annoys, insults or embarrasses a person or a group of people (including racial slurs). ● Dress Code: Wearing anything that does not follow the dress code for your school. ● Failure to Report for in school suspension: Not showing up for ISS ● False and/or Misleading Information: Telling lies, or refusing to tell the truth about important matters, to members of the school. ● Insubordination: refusing to follow or not following the directions of any of the school staff. ● Breaking school rules, classroom rules, or behavior contracts. ● Misconduct on School Bus or School approved Transportation: Saying or doing something that
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	<p>upsets the order/procedures to be followed on the bus or interferes with the safety of others.</p> <ul style="list-style-type: none"> ● Profane, Obscene or Abusive Language/Materials: Using words, gestures, pictures, or objects including racial slurs that are not acceptable at school and/or upset the normal school day or any school activity. ● Repeated Misconduct: Continual disruption of the normal school day or school activity. ● Tardiness: Being late for school or class too often (more than once a week). ● Physical contact after misconduct (K-3rd Grade): Refusing to settle down after being told to stop misbehavior, or pushing, shoving or striking out at another child or adult. ● False Fire Alarm: Pulling a fire alarm falsely or reporting a fire when there is no fire. ● Others: (e.g. chewing gum, seeds, inappropriate handshakes, etc.)
<p>Level I – Resolution:</p>	<p>First Offense may result in:</p> <ul style="list-style-type: none"> ● Verbal reprimand by reporter (documented on incident report) ● Possible Parent Contact of Special work assignment and loss of privileges, which may include extracurricular activities. <p>Second Offense may result in:</p> <ul style="list-style-type: none"> ● Referral to Counselor and contact Principal (attach 18 offense Verbal Incident report) ● Parent Contact ● Behavioral Plan (Parent Shadowing) ● In-school suspension ● Special work assignments and loss of privileges, which may include extracurricular activities.
<p>Three of the Level I incidents may equal to One Level II incident.</p>	
<p>Level II</p>	<p>Level II offenses are acts of misconduct that are more serious or disruptive than offenses in Level I. Level II also includes repeated acts of misconduct from Level I and acts directed against students/staff or property that seriously endanger the health or safety of others.</p> <p>Infractions:</p> <ul style="list-style-type: none"> ● Absence Without Leave (AWOL) (more than 15 minutes): Being absent from school or class without a written excuse from a teacher or school staff. ● Drugs/Alcohol/Paraphernalia and Smoking and Other use of Tobacco Products: Possession and oral usage of such substance(s) at school or at a school activity. Possession of Paraphernalia will be confiscated. ● Insubordination/Open defiance: Strongly and/or repeated refusing to follow written or verbal school rules or directions from school staff. ● Destruction of Property/Vandalism: Breaking or destroying things that belong to the school or to another person. ● Poppers: Having or using poppers at school or at a school activity. ● Fighting: Minor physical contact between two or more students, which is harmful or disruptive. ● Forgery: Writing a note with the intent of misleading a staff member. Signing or allowing others to sign your parent's name to a school paper. ● Gambling: Betting on games or activities for money or other valuables. ● Gang Related Signs and Symbols: Use of gang related signs or symbols, or language intended or

	<p>reasonably calculated to insult and/or incite another person.</p> <ul style="list-style-type: none"> ● Intimidation/Threats: Making threats to hurt others or their property. This includes bullying and hazing. ● Stealing: Taking the property of others without their permission. ● Unauthorized Assembly and/or Publication: Holding meetings or passing out materials to other students, without permission, that disrupts the normal school day or any school activity. ● Verbal Confrontation: Being argumentative and verbally rude to an adult or another student. ● Possession of Contraband Materials: Having, using, or giving to others things not allowed at school such as: CD player, matches, lighters, ammunition, beepers, laser beams, iPod or stolen property. Items will be taken from you and returned to your parent/guardian at the end of each quarter. ● Repeated Misconduct of Level I Offenses: Saying or doing something that disrupts the normal school day or school-sponsored activity or repeating a Level I infraction.
<p>Level II - Resolution:</p>	<p>First Offense may result in:</p> <ul style="list-style-type: none"> ● Referral to Counselor & contact Principal ● Parents/Guardians contact ● Student & Parent Behavior Contract ● Confiscation of unauthorized materials/objects/contraband ● Withdrawal of privileges, which includes participation in extracurricular activities. ● Return of property, payment for same or restitution for damages ● Referral to outside resources ● In-school suspension ● Loss of privileges to participate in competitive sports for that season
<p>Two of the Level II incidents will equal One Level III incident.</p>	
<p>Level III</p>	<p>Infractions:</p> <ul style="list-style-type: none"> ● Battery/Assault: An actual or intentional touching or striking of a school employee, volunteer, or student against his or her will or intentionally causing bodily harm to an individual. In severe cases, the battery of a student may be the basis for expulsion. Any threat, direct or indirect, by word or act, to do violence or harm to a school employee or volunteer which creates a fear that violence is imminent. ● Bomb Threats/Explosions: Threatening an explosion on school property or at a school function. Having, preparing, or setting off explosives (including fireworks) on school property, or at a school function. ● Arson: (mandatory referral to an appropriate agency): Setting a fire or trying to set fire to school property or the property of others. ● Breaking & Entering/Trespassing: Unlawfully and forcefully entering or trying to enter school, school personnel property or student property. Entering or staying on school property or at a school activity after being told to leave by the school staff. ● Robbery/Extortion: The taking or attempting to take anything of value under confrontational circumstances from the control, custody or care of another person by force or threat of force or violence and/or putting the victim in fear of larceny.

	<ul style="list-style-type: none"> ● Extortion/Threats: Making threats to hurt others, their reputations, or their property, in order to obtain money, information, or help from them. ● Fighting: Major physical contact between two or more students, with the intent to severely harm, and to cause injury. ● Illegal Organizations: Belonging to or being a part of secret groups or clubs while at school. ● Drugs/Alcohol/Paraphernalia & Smoking and Other use of Tobacco products. ● Products: Possession with intent to sell or distribute to other student(s) such substance(s) at school or at a school activity. Possession of Paraphernalia will be confiscated. ● Weapons: See Weapons policy. Inciting, Leading or participating in any act which substantially disrupts the orderly conduct of school or a school ● Function: The willful act of inciting, leading or participating in any disruption (including gang related activities or incidents with multiple participants), disturbance or other act that interferes with the education process, which results in significant damage or destruction to public or private property (including electronic communication devices); causes personal injury to participants and others; or otherwise poses a threat to the health, safety, and/or welfare of students, staff and others. This may also include any false accusations made by a student that jeopardizes the professional reputation, employment or professional certification of any LCBE, Inc. employee. ● Larceny/Theft: The act or attempted act of taking, carrying, or riding away with property, from the possession, or constructive possession, of another person. Included are pocket picking, purse snatching, theft from a building, theft from a motor vehicle. theft of bicycles. ● Sexual Harassment/Battery & Offenses: See Sexual Harassment policy. ● Repeated Misconduct of Level II offenses: Repeated misconduct, which tends to substantially disrupt the orderly conduct of school, a school function or extracurricular/co-curricular activity.
<p>Level III-Resolution:</p>	<p>First Offense may result in:</p> <ul style="list-style-type: none"> ● Contact Principal ● Parents/Guardians contact ● Meeting with a member of the Governing Board ● Contact Law Enforcement ● Confiscation of unauthorized materials/objects/contraband turned over to Law Enforcement ● Loss of privileges to participate in competitive sports for the remainder of the school year ● Out of school suspension or expulsion (requires a due process hearing) ● Referral to appropriate prevention or treatment program

GENERAL DUE PROCESS RIGHTS:

Individual students at LCBE, Inc. have, and shall be accorded the following due process rights in accordance with 25 CFR § 42 *et seq*; a copy of which is attached as Appendix A to this policy. The School may also address an academic concern, behavioral concern or an alleged violation through the Alternative Dispute Resolution (“ADR”) process described in 25 CFR § 42.4. The school must not use ADR processes in any of the following circumstances:

1. Where the offense requires immediate expulsion;
2. For a special education disciplinary proceeding where use of ADR would not be compatible with the Individuals with Disabilities Education Act (Pub. L. 105-17); or

3. When all parties do not agree to using ADR processes.

A. Discipline Which Involves Out of School Short-Term Suspension of 10 Days or Less

1. No suspension will be made without giving the student an informal hearing by the Principal. This will include a review of the charges and an opportunity for the student to be heard.
2. After the student has had an informal opportunity to discuss the matter with the Principal, the Principal will decide whether the discipline will be imposed. The decision of the Principal or his/her designee is final.
3. The parent/guardians of the student are to be notified by mail of the suspension, with the notice being mailed within 24 hours of the suspension. The Principal will also attempt to notify the parent/guardian by telephone.
4. The discipline shall be recorded in the student's file.
5. The intention of this section is to allow the accused student an informal opportunity to be heard before discipline is actually imposed on the student. Where appropriate, necessary or due to urgent circumstances, discipline may be imposed prior to an informal opportunity to be heard or reviewed by the Principal. In such urgent situations, the student will, shortly after the imposition of the penalty, be given an opportunity for an informal hearing with the Principal and an opportunity to be heard.

B. Term Out of School Suspension/Expulsion

1. When the intended discipline involves a long-term suspension of more than ten (10) days from the School or expulsion of the student from the School, the student is entitled to a hearing, unless the student's parent or guardian chooses to waive entitlement to a hearing. The student must be provided with written notice of the charges within a reasonable time prior to a hearing. Said written notice shall consist of notice of the charges, including reference to the regulation allegedly violated, the facts alleged to constitute the violation, copies of the School policy or policies allegedly violated and copies of any and all pertinent documents or exhibits that the School intends to use at the long-term suspension/expulsion hearing.
2. A fair and impartial hearing will be granted to the student prior to the imposition of disciplinary action, absent the actual existence of an emergency situation seriously and immediately endangering the health or safety of the student or others. In an emergency situation, short-term suspension may be imposed, but the Principal shall immediately thereafter report in writing the facts (not conclusions) giving rise to the emergency and shall afford the student a hearing which fully comports with due process, as described herein, as soon as practicable thereafter.
3. The above hearing shall be conducted by an independent hearing officer. The staff member, or his/her designee, recommending the long-term suspension/expulsion shall represent the School in presenting the School's case against the student. The student has a right to be represented by his/her parents or legal guardians or, at the student's and student's parent's or guardian's sole expense, to be represented by legal counsel or a legal advocate. The School may also be assisted by legal counsel. At the student's or student's parent's or legal guardian's request, and at the sole discretion of the School, said hearing may be delayed. The student, at the School's discretion and without a hearing, may be removed from the School during any such delay.
4. The hearing shall be tape recorded and a copy of the tape shall be retained for three (3) years following the close of that current school year.
5. The School, through the staff member or designee recommending said expulsion, shall present all testimony

and evidence, including witnesses and documentary evidence against the student. The student and/or his/her representative shall have a right to cross-examine each witness introduced by the School staff member.

6. After the School has presented its case, the student through his/her parent and/or legal guardian and/or his/her legal representative shall have a right to present witnesses and testimony and documentary evidence on the student's behalf. The School through the staff member or designee shall have the right to cross-examine the student's witnesses.
7. The hearing will be confidential. All students' names and/or student witnesses that may testify at such a hearing shall be kept confidential. It is the intent of the School to maintain and protect the privacy of its students and student testimony will not be made public. Likewise, student's names and any public documents shall be referred to by a number or an alias so as to protect the confidentiality of the student.
8. After reviewing all the evidence and testimony, the Hearing Officer shall make its recommendation to impose discipline in writing and provide findings of fact and reasons for its recommendation.
9. The Hearing Officer's written recommendation must be submitted to the Principal within five (5) school days of the conclusion of the hearing. The Principal shall review the written recommendation and may do the following: (a) affirm the Hearing Officer's recommendation and refer to the Board; (b) reject the Hearing Officer's recommendation; (c) modify the Hearing Officer's recommendation and impose a lesser discipline on the student pursuant to the procedures for said lesser discipline. The Principal must make his/her determination within three (3) school days of receiving the Hearing Officer's decision.
10. If the Principal affirms the Hearing Officer's recommendation for long-term suspension/expulsion, then the Principal's recommendation and the written recommendation of the Hearing Officer shall be delivered to the Board for consideration at its next scheduled meeting and mailed to the student and his/her parents and/or legal guardians. The mailing to the student and his/her parents/legal guardians shall include a statement setting forth the student's right to appeal this decision. This notice shall be mailed to the student and parents/legal guardians' address of record at the School and within three (3) school days of the Hearing Officer's submission of the decision to the Principal.
11. If the student chooses to appeal the recommendation for long-term suspension/expulsion, the student may appeal the recommendation to the Board. Said appeal must be in writing and delivered to the Board at the School office within five (5) days of the mailing of the Hearing Officer's recommendation on the long-term suspension or expulsion. The letter shall describe in detail the reasons for the objections to the Hearing Officer's recommendation.
12. Once the Board has received the recommendation and/or request for an appeal, the Board shall review the recommendation based upon the record presented and written documents presented at the hearing.
13. After reviewing the record, the Board has a right to do the following:
 - a) The Board can affirm the recommendation and order the long-term suspension or expulsion.
 - b) The Board can reject the recommendation.
 - c) The Board can modify the recommendation and impose a lesser discipline on the student.
14. The decision of the Board is final.
15. Expungement

Allegations of misconduct and information pertaining to the allegations of misconduct shall be expunged from a student's

school record in the event it is found that the student did not commit the violations of laws, rules or policies as alleged.

Appendix A – 25 CFR § 42 *et seq.*

§ 42.1 - What general principles apply to this part?

(a) This part applies to every Bureau-funded school. The regulations in this part govern student rights and due process procedures in disciplinary proceedings in all Bureau-funded schools. To comply with this part, each school must:

- (1) Respect the constitutional, statutory, civil and human rights of individual students; and
- (2) Respect the role of Tribal judicial systems where appropriate.

(b) All student rights, due process procedures, and educational practices should, where appropriate or possible, afford students consideration of and rights equal to the student's traditional Native customs and practices.

§ 42.2 - What rights do individual students have?

Individual students at Bureau-funded schools have, and must be accorded, at least the following rights:

- (a) The right to an education that may take into consideration Native American or Alaska Native values;
- (b) The right to an education that incorporates applicable Federal and Tribal constitutional and statutory protections for individuals; and
- (c) The right to due process in instances of disciplinary actions.

§ 42.3 - How should a school address alleged violations of school policies?

(a) In addressing alleged violations of school policies, each school must consider, to the extent appropriate, the reintegration of the student into the school community.

(b) The school may address a student violation using alternative dispute resolution (ADR) processes or the formal disciplinary process.

- (1) When appropriate, the school should first attempt to use the ADR processes described in § 42.4 that may allow resolution of the alleged violation without recourse to punitive action.
- (2) Where ADR processes do not resolve matters or cannot be used, the school must address the alleged violation through a formal disciplinary proceeding under § 42.7 consistent with the due process rights described in § 42.7.

§ 42.4 - What are alternative dispute resolution processes?

Alternative dispute resolution (ADR) processes are formal or informal processes that may allow resolution of the violation without recourse to punitive action.

(a) ADR processes may:

- (1) Include peer adjudication, mediation, and conciliation; and
- (2) Involve appropriate customs and practices of the Indian Tribes or Alaska Native Villages to the extent that these

practices are readily identifiable.

(b) For further information on ADR processes and how to use them, contact the Office of Collaborative Action and Dispute Resolution by:

(1) Sending an email to: cadr@ios.doi.gov; or

(2) Writing to: Office of Collaborative Action and Dispute Resolution, Department of the Interior, 1849 C Street NW., MS 5258, Washington, DC 20240.

§ 42.5 - When can a school use ADR processes to address an alleged violation?

(a) The school may address an alleged violation through the ADR processes described in § 42.4, unless one of the conditions in paragraph (b) of this section applies.

(b) The school must not use ADR processes in any of the following circumstances:

(1) Where the Act requires immediate expulsion (“zero tolerance” laws);

(2) For a special education disciplinary proceeding where use of ADR would not be compatible with the Individuals with Disabilities Education Act (Pub. L. 105-17); or

(3) When all parties do not agree to using alternative dispute resolution processes.

(c) If ADR processes do not resolve matters or cannot be used, the school must address alleged violations through the formal disciplinary proceeding described in § 42.8.

§ 42.6 - When does due process require a formal disciplinary hearing?

Unless local school policies and procedures provide for less, a formal disciplinary hearing is required before a suspension in excess of 10 days or expulsion.

§ 42.7 - What does due process in a formal disciplinary proceeding include?

Due process must include written notice of the charges and a fair and impartial hearing as required by this section.

(a) The school must give the student written notice of charges within a reasonable time before the hearing required by paragraph (b) of this section. Notice of the charges includes:

(1) A copy of the school policy allegedly violated;

(2) The facts related to the alleged violation;

(3) Information about any statements that the school has received relating to the charge and instructions on how to obtain copies of those statements; and

(4) Information regarding those parts of the student's record that the school will consider in rendering a disciplinary decision.

(b) The school must hold a fair and impartial hearing before imposing disciplinary action, except under the following circumstances:

- (1) If the Act requires immediate removal (such as, if the student brought a firearm to school) or if there is some other statutory basis for removal;
- (2) In an emergency situation that seriously and immediately endangers the health or safety of the student or others; or
- (3) If the student (or the student's parent or guardian if the student is less than 18 years old) chooses to waive entitlement to a hearing.

(c) In an emergency situation under paragraph (b)(2) of this section, the school:

- (1) May temporarily remove the student;
- (2) Must immediately document for the record the facts giving rise to the emergency; and
- (3) Must afford the student a hearing that follows due process, as set forth in this part, within ten days.

§ 42.8 - What are a student's due process rights in a formal disciplinary proceeding?

A student has the following due process rights in a formal disciplinary proceeding:

- (a) The right to have present at the hearing the student's parents or guardians (or their designee);
- (b) The right to be represented by counsel (legal counsel will not be paid for by the Bureau-funded school or the Secretary);
- (c) The right to produce, and have produced, witnesses on the student's behalf and to confront and examine all witnesses;
- (d) The right to the record of the disciplinary action, including written findings of fact and conclusions;
- (e) The right to administrative review and appeal under school policy;
- (f) The right not to be compelled to testify against himself or herself; and
- (g) The right to have an allegation of misconduct and related information expunged from the student's school record if the student is found not guilty of the charges.

§ 42.9 - What are victims' rights in formal disciplinary proceedings?

In formal disciplinary proceedings, each school must consider victims' rights when appropriate.

(a) The victim's rights may include a right to:

- (1) Participate in disciplinary proceedings either in writing or in person;
- (2) Provide a statement concerning the impact of the incident on the victim; and
- (3) Have the outcome explained to the victim and to his or her parents or guardian by a school official, consistent with confidentiality.

(b) For the purposes of this part, the victim is the actual victim, not his or her parents or guardians.

§ 42.10 - How must the school communicate individual student rights to students, parents or guardians, and staff?

Each school must:

- (a) Develop a student handbook that includes local school policies, definitions of suspension, expulsion, zero tolerance, and other appropriate terms, and a copy of the regulations in this part;
- (b) Provide all school staff a current and updated copy of student rights and responsibilities before the first day of each school year;
- (c) Provide all students and their parents or guardians a current and updated copy of student rights and responsibilities every school year upon enrollment; and
- (d) Require students, school staff, and to the extent possible, parents and guardians, to confirm in writing that they have received a copy and understand the student rights and responsibilities.

§ 42.11 - Information collection.

Notwithstanding any other provision of law, no person is required to respond to, nor shall any person be subject to a penalty for failure to comply with a collection of information, subject to the requirements of the Paperwork Reduction Act of 1995 (44 U.S.C. 3501 et seq.) (PRA), unless that collection of information displays a currently valid Office of Management and Budget (OMB) Control Number. This part in §§ 42.6, 42.7, and 42.9 contains collections of information subject to the PRA. These collections have been approved by OMB under control number 1076-0163.

Expulsion:

Expulsion means the permanent withdrawal of the privilege of attending a school unless the Governing Board reinstated that privilege.

Procedures for Students with Disabilities Who Commit Serious Acts of Misconduct

All disciplinary action relative to special education students must be taken pursuant to 34 C.F.R. §§ 300.519 through 300.529, references therein and amendments thereto. Copies of the above CFRs shall be kept by the Director of Special Education and provided to the staff as needed. It shall be the duty of the Exceptional Student Services Coordinator of the School to review said CFRs in January of each year and to supplement and amend these attachments as necessary to maintain their currency.

It should be noted that in general, removal of a child with a disability from the child's current educational placement for more than ten (10) consecutive schooldays and/or a series of removals that constitute a pattern and cumulate to more than ten (10) school days in a school year constitute a change of placement. The procedures set forth in 34 C.F.R. §§ 300.519 through 300.529 must take place prior to the expiration of that time. It shall be the duty of the Exceptional Student Services Coordinator to ensure that the appropriate procedures take place in a timely manner.

Special procedures for cases involving guns, dangerous weapons and controlled substances are set forth in the above- noted CFR provisions.

HEALTH:

Health Services: Parents must sign a consent form in case of emergency situations and for dental sealant. Indian Health Services will not see day students unless their parents bring them to the clinic. The only exception to this is for emergency cases (severe injuries or illnesses). In case of illnesses, students will be transported home. Parents are responsible for taking their child to the clinic for common cold, flu, or other illnesses. All students who are scheduled for medical appointments are the responsibility of the parent/guardian. **Note: If your child is sick, please do not send him or her to school.**

Lice: Any student found with lice will be referred to the CNA. The CNA will complete a patient referral to IHS and the student will be transported home. Parents/guardians are responsible for transporting their child/ren to IHS. Upon return to the school/dorm, the parent/guardian must provide a doctor's statement for clearance and the CNA must inspect the child to make sure the child is clear of nits and lice.

Medication: Under certain circumstances, when it is necessary for a student to take medicine during school hours (or after, if the student is in the home-living program), the School will cooperate with the family physician and the parents if the following requirements are met:

- There must be a written order from the physician stating the name of the medicine, the dosage, and the time it is to be given.
- There must be written permission from the parent to allow the school to administer the medicine. Appropriate forms are available from the school office/nurse.
- The medicine must come to the school office/nurse in the prescription container or, if it is over-the-counter or natural medication, in the original container with all warnings and directions intact. Parents shall hand deliver medications to the school office/nurse.

Exceptions:

A. Students who have been diagnosed with anaphylaxis or a breathing disorder:

- May carry and self-administer emergency medications
- Auto-injectable epinephrine (epi-pen)/handheld inhaler device:
 - with the student's name on the prescription label
 - medication should be confined in a container or device
- An annual written document providing authorization of possession and self-administration
- Student shall notify a staff member if he/she uses the epi-pen/handheld inhaler device while on school campus

B. The School reserves the right, in accordance with procedures established by the Principal/Designee, to circumscribe or disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk of harm to a member or members of the student population.

Medical Isolation/Separation Policy: There are designated isolation rooms for girls and boys. If medical personnel determine that a student should not remain in a dormitory/school setting, the student's parent/guardian will be contacted to come get the student, or if necessary, a staff member will transport the student home. Students will remain in the isolation room until a parent/guardian can be contacted and arrangements made to transport the student. When a student is placed in the isolation/separation room he/she will be monitored closely. At the minimum, visual checks on the student will be made every ten minutes.

Mental Health: If a student becomes suicidal, the student will be immediately transported to the Chinle Comprehensive Health Care Facility - Mental Health or Emergency room for their own safety. Parents/guardians will be notified of the situation and must report immediately to CCHCF-MH for their child.

SCT: Student Crisis Team is defined as: A predefined group of LCBE, Inc. staff who will be familiar with LCS response guidelines for students in crisis. **They include:** Principal or Designee, School Counselor, Certified Nurse Assistant, ESS Coordinator, and Security.

Protocols

1. Upon observation of at-risk behaviors or suspicion of risk for self-injury/suicide, the school staff member will immediately contact a Student Crisis Team member verbally and document the incident in a written incident report.
 2. The identified child will be accompanied by an adult to the office of the school counselor. The child will then be interviewed by the school counselor and the child's level of risk will be assessed by the CNA.
- ✓ If the child is thought to be at imminent risk of self-injurious behavior, the SCT members shall follow protocol for a medical emergency, call an ambulance, and have the child evaluated at an emergency room. (Note: If an

ambulance isn't available immediately LCBE, Inc. staff will transport the student to the emergency room with a driver, and a member of the SCT.) A staff member shall accompany the child in the ambulance and remain with them in the E.R. until parents or guardians arrive.

- ✓ If the risk is not thought to be imminent, the child's parents/guardians will be contacted and they will be asked to immediately pick up the child and bring them to an appropriate professional (i.e. the child's pediatrician, psychotherapist, mental health counselor) for further evaluation and intervention.
- 3. A Student Safety Incident Report Form will be completed by an administrator and parents'/guardians' signature will be obtained.
- 4. A Critical Incident Reporting Form will be completed by the SCT, turned into the Principal, then Principal will fax to BIE and also send original.
- 5. The identified child's re-entry to LCBE, Inc. should follow the LCBE, Inc. Re-Entry Protocol for Students at Risk for Self-Injurious or Suicidal Behavior.

Lukachukai Re-Entry Protocol for Students at Risk for Self-Injurious or Suicidal Behavior

A student who is identified as exhibiting self-injurious/suicidal behavior is required to follow the re-entry protocol.

- ✓ Parents/Guardians must bring a completed form from the appropriate outside resource that provided services indicating the student was evaluated/assessed.
- ✓ The member of the SCT/CNA/Counselor will periodically monitor the student.

SUSPECTED CHILD ABUSE AND NEGLECT:

Lukachukai Community Board of Education, Inc., Navajo Nation, and federal laws require all schools to report all cases of suspected child abuse and neglect. All suspected cases, by law, have to be reported to proper authorities. The Bureau of Indian Education Suspected Child Abuse/Neglect ("SCAN") protocols and documents must be used and completed within the SCAN timelines. All SCAN cases will be reported to the Principal/Designee. The Principal/Designee will notify the appropriate parties as required by the SCAN protocol.

TRANSPORTATION:

Transportation Services: The Lukachukai Community School Transportation Department welcomes enrolled students from Tsaile, Wheatfields, Round Rock and Lukachukai communities to a safe and drug free school.

Transportation Operational Hours:

Morning Bus Run:	6:00 am – 9:00 am
Afternoon Bus Run:	3:00 pm – 5:00 pm
Half-Day Schedule	1:15 pm – 3:00 pm
Sunday Residential Bus Run:	2:00pm – 4:30pm

Before students board the bus they must obey the following guidelines:

- ✓ Please have your child at the bus stop at the scheduled time. The bus will resume its route after 3 minutes.
- ✓ If your child misses the bus, please bring your child to school by 7:30am.
- ✓ If your child has to change bus route, please provide a consent note or call the Academic Office (928) 787-4400, with information of the bus change before 2:00 pm. the same day.
- ✓ Students should refrain from bringing animals, food, drinks, large boxes, and other items which may distract the driver.
- ✓ If your child needs accommodations, please contact the school for more information.
- ✓ For more information on Away Games or Field trips, contact information for Athletic Director at www.lukaschool.org. After hours, you can contact the Security cell phone (928) 797-1076.
- ✓ Students who disobey the posted bus rules shall be subject to loss of bus riding privileges depending on the severity of the incident within the student handbook which is in accordance with the State and Navajo Nation Transportation

Laws. Bus Drivers will be responsible for reporting any incident that occurs on the school bus. Reports will be turned in immediately to the Support Service Director after the incident has happened. Immediate action will be taken concerning the student's behavior.

- ✓ If you have a concern you are welcome to fill out a student/parent concern form.
- ✓ During inclement weather, the school buses may run late or school may be cancelled, listen to KTNN @ 5:30 am for up to date news or call the transportation coordinator at (928)797-1054.
- ✓ During inclement weather, the buses will not be going off the highway.
- ✓ The school requests Parents/Guardians to meet the bus at the main road. If you are unable to pick up your child(ren) afterschool, students will wait for you at Mountain Hall.

In an effort to provide safe transportation for all students, whether for a field trip, athletic function, or to and from home, students are expected to adhere to the Bus Rules, which are posted in the school bus, in addition to the policies outlined in this Handbook:

- ✓ Be courteous, use no profane language.
- ✓ No food or beverages on the bus (No gum, sunflower seeds, and pinion seeds).
- ✓ Keep the bus clean.
- ✓ Cooperate with the driver.
- ✓ Do not be destructive.
- ✓ Stay in your seat.
- ✓ Keep head, hands and feet inside the bus.
- ✓ Bus drivers are authorized to assign seats.
- ✓ No animals are allowed on a school bus.

Federal, State and Navajo Nation Laws prohibit dangerous items to be brought on the bus:

- Weapons, sharp objects, animals, insects, tobacco, alcohol, drugs, or explosives.

Extra- Curricular activity, field trip and bus run information:

- Any activity which exceeds the 3:00 pm bus loading time, the parents will be responsible to pick up their child or children at the Academic Parking Lot.
- School Bus drivers will have a list of students participating in any after school activity, away games, and field trips.
- Parents can contact information available at www.lukaschool.org or call Security at (928) 797-1076 for information on their child's whereabouts after 3:00 pm or information on field trip arrivals.
- If a student is not picked up from any activity upon returning from an away game, sponsors will wait 15 minutes after arrival, the student will be sent Mountain Hall until the child is picked up. If the parents/guardians repeatedly fail to pick up their child(ren) after an extra-curricular activity, the student will be excluded from extra- curricular activities.
- If there is no one home after the afternoon bus run to receive a student, the student will be brought to Mountain Hall for the evening. If the parents/guardians repeatedly fail to properly receive their child(ren) at home after the afternoon bus run, a referral will be made to Social Services.
- LCBE, Inc. recommends that parents/guardians place their child(ren) in Mountain Hall for the sports season if the student is participating in-a LCBE, Inc. Sports Program.

Campus and Vehicle Safety: Automobiles, skateboards, roller blades and bicycles are to be left at home during school hours. Parking areas and streets are off limits to students. Students are required to travel to school functions in school vehicles. Parents may transport their own children only in special cases. Students are not to ride in vehicles driven by friends. Students are not to drive vehicles to school.

HOME LIVING:

Home Living Information: For students living in Mountain Hall on campus, this will be home away from home while

attending Lukachukai School. We hope students will enjoy their stay at Mountain Hall and that they will feel proud in keeping the dorm clean and neat. Students are encouraged to add creative and artistic decorations to their room to make it more personal.

The address for students living in Mountain Hall is:

(Student Name)
Lukachukai Community School
P.O. Box 230
Lukachukai, Arizona 86507

Operational Days and Hours: Mountain Hall will be open to home living students beginning at 2:00p.m. Sunday to Friday afternoon at 4:00 p.m. Students and parents will be informed of any changes during the year by the home living staff.

Temporary Boarding Students: A parent who requests to temporarily board their child must have approval from the Home Living Manager and the Principal/Designee. The Registrar will fill out approval forms for dissemination to all concerned. Temporary boarding is approved only in specific instances of home distance, weather conditions or other family hardships.

Temporary boarding is for a specified time, which is agreed upon by the parents, Home Living Manager and the Principal/Designee. The time period may be extended depending on need. Temporary boarding students will be checked out for the weekend, as are regular boarding students. If the parents wish to terminate temporary boarding, they need to inform the Registrar who will then notify all concerned.

Supervision and Attendance: Students will be escorted and supervised at all activities outside Mountain Hall (e. g. gym, library, cafeteria, field trips and other school related activities). Home living Assistants will take attendance (actual headcount) in the morning, after school, bedtime, and midnight. Home living Assistants on night duty will make hourly bed checks between 10:00 p.m. and 6:00 a.m.

Check-Out Procedures: Parents or legal guardians of students must designate those persons who are authorized to check out their children on the student check out forms. No phone calls or notes will be accepted for check out authorization. Students will not be checked out to a person who appears to be under the influence of alcohol or drugs. No other check-out restrictions will be enforced against parents/guardians, unless they are ordered by Social Services, law enforcement or court order.

NOTE: A person checking out a student should be prepared to show proper identification.

The School reserves the right to deny a check-out if, in the School's opinion, such check-out appears to compromise the personal safety or welfare of the student. If the check-out is to be denied, it will be the responsibility of the Home Living Manager to hold a meeting with the parent and the student to discuss the matter. The parents are to be advised in writing if the privilege is denied.

Study Hour: All home living students are required to participate in planned study hour each evening to do their homework assigned by their teachers.

Responsibility for Home Living Cleanliness: Every home living student has to participate in being responsible to help keep Mountain Hall clean and neat. Therefore, each student will be assigned to help with the cleaning chores. Students are encouraged to make Mountain Hall feel like home away from home.

Clothing: Each student is expected to take care of his or her clothing. Students should have at least three (3) extra sets of clothing while at the dorm. All of the clothes and personal items should be marked or tagged with the student's name. Lending and borrowing clothing is prohibited.

Clothing which has prints of topics including: alcoholic beverages, tobacco products, drugs, obscene languages, satanic symbols or questionable topics will not be permitted. Clothing items that violate this policy will be confiscated. (Refer to dress code policy)

Lost and Found:

- Check for missing item with their-fellow students close to them
- The student should ask a Home Living Assistant to help them
- Students are to mark all their personal items such radios and electronics with their name

Snack Bar: Snack Bar will be open after supper for home living students. Days and hours will be posted by Home Living Assistant (Refer to wellness policy).

Bank Account: Home Living Assistants will open bank accounts for students who bring money with them. The Home Living Assistant will teach and assist students with all banking procedures.

Home/School Liaison: To improve school and community relations at LCBE, Inc., a Home/School Liaison is available to follow up on students with excessive absenteeism, and to deliver information to the parents. Home/School Liaison will make home visits upon request from other LCBE, Inc. Staff.

PROHIBITED ITEMS:

Toys and gadgets can create conflict among students. These types of items should not be brought to school: **ALL electronic devices**, hobby collections, dice, cards, lasers, Legos, snack foods, etc. Bringing these types of items to school will result in confiscation and disciplinary action may be taken.

SCHOOL VISITORS:

Screening and clearance must be granted before entering school buildings.

Parents and community members are welcome and encouraged to visit our campus outside instructional time. All visitors need to report to the Academic office to obtain a visitor’s pass and to sign in. Teachers will also keep a sign in visitor’s log.

Student visitors are not allowed due to interruption and interference with the educational process of student learning.

PARENT CONCERN PROCEDURES:

Parents have the right to express their concerns to LCBE, Inc. about school improvement. Procedures for filing a concern are as follows:

- Parents must fill out a Parent Concern Form. If the parents need assistance, an employee will assist to fill out the concern form.
- Completed Parent Concern Forms must be given to the School Principal or Designee.
- Parents are not permitted to solve the problem by going directly to the student, Staff, or School Board Member.

VENDOR POLICY:

Vendors are prohibited on school campus due to the health and safety of students and staff. Any vendor violating this policy will be escorted off the school campus by Security. Delivery of food, arts and crafts is prohibited.

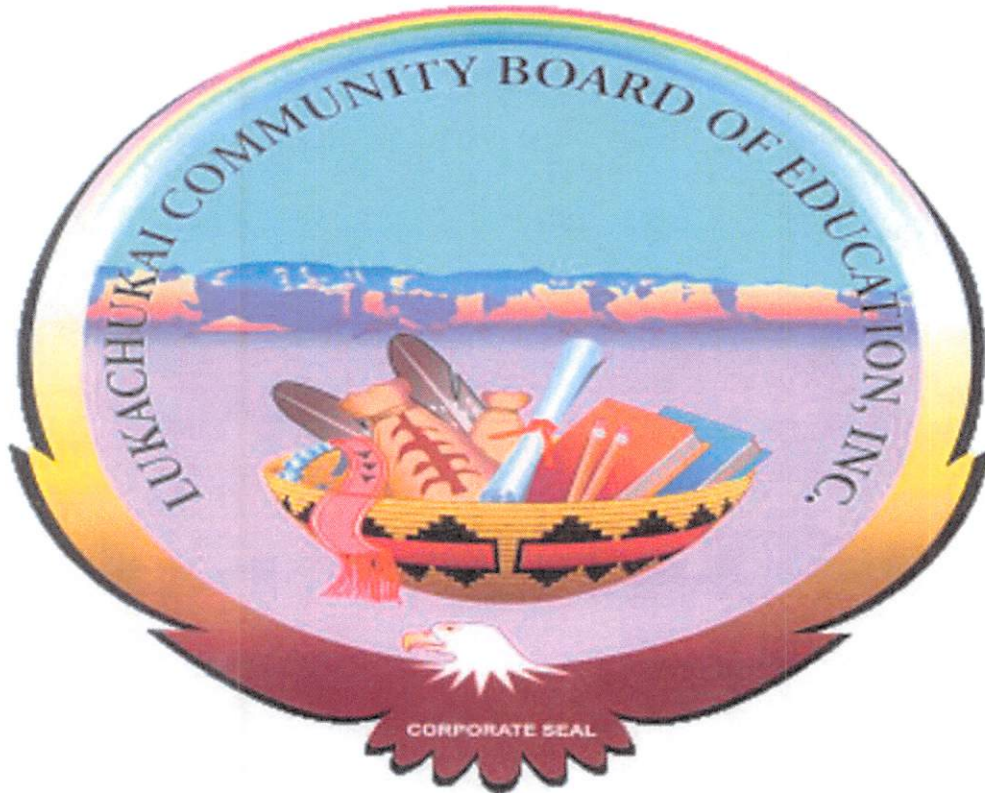
PARENT STAFF COMMUNITY ORGANIZATION (PSCO):

The Parent Staff Community Organization (PSCO) serves as an advisory group and is authorized by the LCBE, Inc. Governing Board. Membership is open to all parents, staff and community members. Officers are elected at the beginning of each school year and they serve for one year. Regular (PSCO) meetings are held on the 1st Thursday of the month at 4:30 p.m.

PARENT LIAISON:

Parent Liaison will be available for all parents, students and staff to carry out the parent engagement responsibilities under the “ESSA”. Parent Liaison will also work in partnership with the community and school in areas of parental engagement under the established guidelines of the Title I Program. The Parent Liaison is responsible for putting up displays at the three Chapters’ bulletin boards within District 11, and to *assist* each Parent Staff Community Organization meeting held periodically and hold Parent Trainings.

Lukachukai Community School



**Family Engagement Policy
SY2022-2023**

Approved By Governing Board on July 19, 2022

“Commitment to Children, Commitment to Progress”

Lukachukai Community Board of Education, Inc.

Post Office Box 230

Lukachukai, Arizona, 86507

Phone: (928)787-4400



Lukachukai Community Board of Education, Inc.
“Commitment to Children, Commitment to Progress”

Navajo Route 13
P. O. Box 230
Lukachukai, Arizona 86507
Phone: (928) 787-4405/06 Fax: (928) 787-4419



PARENT AND FAMILY ENGAGEMENT POLICY:

PART I. GENERAL EXPECTATIONS

The Lukachukai Community School agrees to implement the following statutory requirement:

- ✓ Consistent with section 1116, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1116 of the ESSA, and each include, as a component a school-parent compact consistent with section 1116(b) of the ESSA.
 - ✓ School will notify parents/family 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.
 - ✓ If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESSA, 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 (BIE School).
 - ✓ The school will build its own and the parent’s capacity for strong parental involvement, 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 1116 of the ESSA as the parents my request.
 - ✓ Demonstrate shared responsibilities for high student academic achievement.
- i) describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- ii) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum---
- a. parent-teacher conferences in elementary schools, at least annually, during which the compact shall discussed as the compact related to the individual child’s achievement;
 - b. frequent reports to parents on their children’s progress;
 - c. reasonable access to staff, opportunities to volunteer and participate in their child’s class - and observation of classroom activities; and
 - d. ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

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 parent(s) play an internal role in assisting their child's learning;*
- (B) that parent(s) are encouraged to be actively involved in their child's education at school;*
- (C) that parent(s) 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 1116 ESSA.*

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY POLICY COMPONENTS

1. **The Lukachukai Community School** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1116 of the ESSA: Also establish objectives and expectations for meaningful parent and family involvement.

- *To share with parent(s) the state assessment results of their child(ren)'s proficiency and growth using the PARCC and AIMS WEB.*
- *Partnership for Assessment of Readiness for College and Career (PARCC) is the state assessment that measures students are on track for college and career readiness.*
- *Parents are expected to be aware and learn, read, and understand the purpose of PARCC through parent involvement with the school.*

2. **The Lukachukai Community School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA.

- *Lukachukai Community School will host an annual Title I Parent Conference*
- *Conduct quarterly Parent Teacher Conferences*
- *Conduct Parent trainings, workshops, conferences (onsite or offsite)*
- *Share and disseminate Assessment results in a timely manner*
- *Distribute flyers, newsletters, monthly calendars, update website, and by radio broadcast about school events*
- *Conduct monthly PSCO meetings*

3. **The Lukachukai Community School** will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Parent A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental and family involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents and family of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

- *Distributing flyers, newsletters, monthly calendars, website, and by radio broadcast about the annual meeting*
- *Inviting presenters who are specialized to communicate with parents and using the appropriate language*
- *Providing refreshment and meals*

4. **The Lukachukai Community School** will provide parents and family of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- *Inviting parents to OPEN HOUSE beginning of the academic school year*
- *Informing parents of their child(ren)'s progress during 7-week check*
- *Quarterly inform parents of their academic progress in meeting state standards*

5. The **Lukachukai Community School** will at the request of parents and family, provide opportunities for regular meetings for parents and family to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as reasonably possible by:

- *Informing parents of the next scheduled meeting at an appropriate time.*
- *Informing or inviting parent(s)/guardian(s) to scheduled meetings with teachers and principal at an appropriate time.*

6. The **Lukachukai Community School** will provide each parent and family an individual student report about the performance of their child on the State assessment in core subjects:

- *Provide parent(s) an individual student report about the annual performance of their child using PARCC assessment*
- *Provide parent(s) an individual student report about the quarterly performance of their child using AIMS WEB, ARC, and teacher made assessment results*
- *Provide parent(s) whose child is assessed with WIDA to determine English Language Proficiency level*

7. The **Lukachukai Community School** will notify parents that they may request and the school will provide certain information regarding the professional qualifications of the student's teachers and paraprofessionals, as appropriate.

- *Inform parent(s) when their child(ren) has been assigned or taught for four (4) or more consecutive weeks by a teacher who is not highly qualified to teach.*

8. The **Lukachukai Community School** will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described listed below:

- *the state's academic content standards,*
- *the state's student academic achievement standards,*
- *the state and local academic assessments including alternate assessments,*
- *the requirements of Part A,*
- *how to monitor their child's progress and*
- *how to work with educators:*
- *send parents to the following conferences, workshops, and trainings:*
 - *Title I National Conferences*
 - *Every Student Succeeds Act Conference*
 - *Local School sponsored workshop and trainings*
 - *Annual Title I Parent Meeting*
 - *PSCO regular meetings*
 - *Navajo Nation sponsored workshops and trainings*
 - *Quarterly Parent Teacher Conferences*

9. The **Lukachukai Community School** will provide materials and training to help work with their children to improve their children's academic achievement, such as literacy training and use of technology, as appropriate, to foster parental involvement, by:

- *Inviting parents to visit, observe, and engage in their child(ren)'s learning in the classroom*
- *Providing opportunities to learn about technology using the computer on Microsoft Word, Excel, Spreadsheet, PowerPoint, and resumes.*
- *Hosting Book Fairs twice a year to promote literacy.*

10. The **Lukachukai Community School** will, with assistance of its parents, educate its teacher, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- *Annual Title I Parent Training*

- *Parent Teacher Conferences*
- *PSCO*
- *Bi-annual Parent Conference hosted by Exceptional Student Services*
- *Communication through newsletters, monthly calendars, radio broadcasts, and school websites.*
- *Through Sports Program*
- *Providing a Parent Center,*
- *and Parent Liaison*

11. The Lukachukai Community School will, to the extent feasible and appropriate, coordinate and integrate parental and family involvement programs and activities with Head Start Programs, FACE Programs, or other pre-school programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- *Inviting the Head Start Program in the area the school serves (Lukachukai, Round Rock, Tsaille/Wheatfields) to tour the school and Kindergarten classroom*

12. The Lukachukai Community School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in language that parents can understand:

- *Annual Title I Parent training*
- *Parent Teacher Conferences*
- *PSCO*
- *Bi-annual Parent Conference hosted by Exceptional Student Services*
- *Communication through newsletters, monthly calendars, radio broadcasts, and school websites.*
- *Through Sports program*
- *Providing a Parent Center, and Parent Liaison*

PART III. DISCRETIONARY SCHOOL PARENTAL AND FAMILY INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parent and Family Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents and family, chooses to undertake to build their capacity for involvement in the school and school system to support their children’s academic achievement.

- *involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;*
- *providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;*
- *paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;*
- *training parents to enhance the involvement of other parents;*
- *arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children’s education;*
- *adopting and implementing model approaches to improving parental involvement;*
- *establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;*
- *developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.*

* * * * *

PART IV. ADOPTION

**Lukachukai Community School
Elementary Compact (KG-5th)
2022-2023**

We, Lukachukai Community School, establish this compact to foster success for our students.

We believe this is accomplished through the planned partnerships of parents, families, students, teachers, and administrators. Goals that ensure academic achievement of the state standards; help every student develop a sense of responsibility and respect of self and others; and provide guidelines for meaningful two-way communication between home and school are guaranteed through the following responsibilities in this agreement.

Teachers will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables out students to meet the Arizona Academic State Standards.

Reading/Literacy

- Keep parents informed of the reading and math skills their children are learning, and how they can reinforce these skills at home.
- Guide students in selecting reading materials that match their interests and independent reading levels.

Study habits/Self-directed Learning

- Teach students how to study and encourage active listening skills.
- Provide homework assignments relevant to daily instruction in accordance with the school homework guidelines.

Respect/Responsibility

- Model and display responsible decision making and citizenship in all aspects of daily life.
- Maintain appropriate student behavior in the classroom so that all students can learn and be safe.

Community

- Communicate with parents about their children’s progress through quarterly report cards, and by notes, phone calls, and e-mails.
- Respond promptly to families’ concerns, message and requests for information.
- Hold parent-teacher-conferences, tri-annually, during which this compact will be discussed as it relates to the individual child’s achievement.
- Encourage families to participate in school community programs and events.

Teacher Signature: _____

Students benefit when adults in their school community are bonded by strong relationships. They recognize that they, too, are partners with their parents and teachers in their success. I will:

Reading/Literacy

- Read regularly for pleasure as well as to learn.
- Ask my family to read with me or read to me 15 minutes each day 5 days a week.

Study habits/Self-directed learning

- Listen to my family, teachers, and others who help me learn, and ask questions when I need help.
- Complete my homework on time and in a thorough and legible way.

Respect/Responsibility

- Come to school on time, and ready to learn.
- Attend virtual meeting with teachers.
- Always try my best.
- Respect myself and the rights of others.
- Abide by meeting norms.

Community

- Deliver messages from school to home and home to school to help inform my parents and teachers of events and activities that help support my learning experience.
- Encourage my family to participate in events and programs sponsored by my school community (e.g., Open House, Family Nights, Parent-Teacher-Student Conferences.)
- Follow Remote Learning Plan or Re-opening Plan provided by the school.

Student Signature: _____

Parents/Guardians understand that involvement in their child’s education is the number one determining factor in a child’s academic success. To make education a top priority in our home, I will:

Reading/Literacy

- Read to or with our child 15 minutes per day 5 days a week.
- Help to reinforce our child’s reading and math skills with the direction of the teacher.
- Know our child’s interests and encourage reading for pleasure.
- Discuss our child’s progress in reading and math in ways that show our high expectations.

Study habits/Self-directed learning

- Make sure our child has a routine for homework that works for our family and follows our school’s homework guidelines. If our child doesn’t have homework on any given day, we will encourage independent reading time, (or read together if in K or 1st grade), review reading or math skills, or prepare for projects, quizzes or tests.
- Review our child’s homework and sign student planners each night.
- Discuss our child’s effort and potential in ways that show high expectations.

Respect/Responsibility

- Make sure our child attends school regularly, is on time, and is prepared to learn.
- Stress the importance of school and classroom behavior expectations in family conversations.
- Encourage my child to demonstrate respect for school personnel, classmates, and school property.

Community

- Communicate promptly with my child’s teacher whenever a concern or question arises.
- Respond promptly to my child’s teacher or the school regarding requests or information.
- Attend/participate in open house, parent-teacher-student conferences, Family Nights, or other school events.
- With remote learning, I will check my child’s email, classwork, and updates from the school.

Parent/Guardian Signature: _____

Our school helps to strengthen the family-school partnership to enhance student learning through our School Community Council, Parent Teacher Organization (PSCO), Family Nights, Parent Workshops, Classroom visits by Parents, and communication about students’ progress toward learning standards and state assessments. Family activities are posted on the school’s website, the Parent bulletin board in the building 227 and distributed through student delivery.

If you are interested in volunteering for our school, please complete the survey available at Open House or on the website at www.lukaschool.org. There will be an orientation and training for all interested family and community members. Please read and sign this compact, then return it to your child's teacher. Please post your copy in a place that can serve as a reminder of each school community member's responsibility toward the success of each and every child in our school community. We will refer to this compact at parent teacher conferences and meetings that confirm our family-school partnership to enhance our student's learning.

Principal supports and encourages the efforts of all family-school partnerships in this school community.

Principal Signature: _____

I have read the goals and responsibilities for all school community members, and agree to do my part. I will gladly sign the pledge in commitment to this School Community Compact and our students.

Thank you,

Principal



Lukachukai Community Board of Education, Inc.
“Commitment to Children, Commitment to Progress”

Navajo Route 13

P. O. Box 230

Lukachukai, Arizona 86507

Phone: (928) 787-4405/4406 Fax: (928) 787-4419



Lukachukai Community School
Junior High Compact (6th - 8th)
2022-2023

We, Lukachukai Community School, encourage and reinforce the value and practice of high-quality curriculum and instruction provided in supportive and effective learning environments that enable our students to meet Arizona State Standards.

In addition, we establish this compact in the belief that early adolescence does not signal a time of autonomy of students, parents and teachers, but an opportunity to strengthen a mutual belief in fostering educational aspirations.

We believe this is accomplished through the planned partnerships, we will focus out mutual support toward responsibilities that encourage meaningful communication between home and school; educational opportunities that engage the school community members, school board members, teachers, parents, students; decision-making platforms that solicits voices from all; and collaborative community buildings activities that support the goals for students according to the state standards in these middle school years.

To accomplish these goals, Teachers to commit to the following:

Reading/Literacy

- Allow time for students to read and discuss their reading in ways that develop comprehension and critical thinking skills.
- Encourage students to use media and technology in ways that support literacy, reading comprehension and critical thinking.

Study habits/Self-directed Learning

- Encourage organizational and collaborative learning skills along with study and self-directed learning skills.
- Assign homework relevant to daily instruction.
- Assign weekly family interactive homework assignments, (in agreed upon rotation by institutional team members).

Respect/Responsibility

- Teach and maintain classroom expectation for behavior and responsible actions.
- Encourage students to demonstrate respect for school personnel, classmates, and school property.

Community

- Communicate with parents about their children’s progress through quarterly report cards, and by notes, phone calls, and e-mails.
- Encourage attendance at parent-teacher-student conferences that highlight student work and review this compact.
- Welcome volunteers in the classroom that highlight “real world” connections, and support basic academic needs of individuals.

- Promote family and student participation in programs and events sponsored by the school community.

Teacher Signature: _____

To accomplish these goals, Parents/Guardians will commit to the following:

Reading/Literacy

- Talk about what child is reading and learning about on a regular basis and encourage a variety of media.
- Discuss child’s progress in reading and other subjects in ways that show high expectations.

Study habits/Self-directed learning

- Support and monitor child’s use of media and technology; encourage that which supports educational and developmental goals; limit time allocated for other uses.
- Make education a top priority in the home—ensure regular school attendance, participation in extracurricular activities and providing educational materials (i.e., books, internet access, newspapers, magazines) and experiences (i.e., museums, libraries)
- Make sure child has a routine for homework, and that it is completed.
- Participate in child’s middle school education through interactive homework, assignments or projects and parent workshops regarding this developmental stage of life, and in preparation for success in high school and beyond.

Respect/Responsibility

- Model and teach responsible decision making and citizenship in all aspects of daily life.
- Expect child to demonstrate respect for school personnel, classmates, and school property.
- Listen to-child and look for signs and symptoms and show emotional support for the well-being of their child during this remote learning.

Community

- Stay informed about child’s education by reading all notices from the school or district, and respond appropriately.
- Communicate with teachers about child’s progress through quarterly report cards, and by notes, phone calls, and e-mails.
- Communicate with child’s homeroom teacher, the school guidance counselor, Junior High teachers, specialty teachers, and school personnel.
- Participate in parent-teacher-student conferences, programs and events sponsored by the school community.

Parent/Guardian Signature: _____

To accomplish these goals, Students will commit to the following:

Reading/Literacy

- Read daily for pleasure as well as to learn in a variety of media and genres.
- Talk about what I am reading and learning with family members and friends.

Study habits/Self-directed learning

- Complete lessons and homework activities at home.
- Keep a student planner to record assignments, due dates, work completed and grades.

Respect/Responsibility

- Attend school regularly, arrive on time, and be prepared to learn.
- Develop and keep a positive attitude about school and learning.
- Make responsible choices in school, at home and with my friends.
- Respect myself and the rights of others.
- Respect school personnel, classmates, community, and school property (laptop, WIFI, power cords)
- Responsible for the school property of laptop, macbooks, ipads, wifi hotspots, power cords, and flash/jump drives during remote learning.
- Abide by classroom meeting norms, wifi is used only for classroom learning, not for other personal usage or interests (e.g. games, music, you tube)

Student Signature: _____

Principal supports and encourages the efforts of all family-school partnerships in this school community.

Principal Signature: _____

In our school community---

Communication is provided through a variety of sources---school websites; newsletter; bulletin board at the entry of school and in the parent center; notices; memos; emails, phone calls, school calendar, PSCO meetings, report cards; student planners; and parent-teacher-student conferences.

Decision-making to support the academic and social growth of our students is offered through a variety of opportunities (i.e. Leadership Team, Parent, Student, Teacher Organization, (PSCO), School Improvement Team, Student Council, and National Junior Honor Society, ESS/GT, School Board. School Board and community members are invited to participate and share their voices.

Educational opportunities are encouraged and not only for our students but for teachers as professional development and parent/families through interactive homework and community activities such as Family Nights, parent/teacher/guardian workshop focused on supporting middle school students in the present, and in preparation of their continuous education.

Collaborative community team building activities that support home-school communication, shared decision-making, and educational opportunities. Contact information for all of these activities is are listed on the school’s website and main bulletin board at Bldg. 227.

I have read the goals and responsibilities for all school community members, and agree to do my part. I will sign this pledge in commitment to our students and this School Community Compact.

Thank you,

Principa



Lukachukai Community Board of Education, Inc.
“Commitment to Children, Commitment to Progress”

Navajo Route 13
P. O. Box 230 Lukachukai, Arizona 86507
Phone: (928) 787-4418/4406 Fax: (928) 787-4419



PARENT STAFF COMMUNITY ORGANIZATION:

Lukachukai Community Board of Education, Inc. is a Title-I school that must have a written Parent and Family Engagement Policy, as set forth in this handbook that establishes the school’s expectations and objectives for meaningful parent and family involvement.

Lukachukai Community Board of Education, Inc. has an established Parents, Staff, Community Organization, (PSCO) and remains in compliance with Title-I requirements, and Reauthorization requirements by Navajo Nation.

PSCO election of officers is conducted in the Fall of each Academic School year. Elected officers include: President, Vice-President, and Secretary/Treasurer who will oversee the responsibilities of:

- working closely with the Parent Liaison.
- conducting PSCO monthly meetings
- volunteering during school functions (Parent Teacher Conference, LCS School Royalty, Title I Annual Meeting, Fall, Winter and Spring Assemblies, and School activities; Book Fair, Spelling Bee, Carnivals, Christmas/Thanksgiving Programs, Seasonal Activities, and Sports Events)
- Reporting to the Principal and local Chapter Meetings.

Quality learning occurs when there is a combination of effort, interest, motivation, and collaboration. We are committed to Lukachukai Community School students’ high achievement and will facilitate their learning to the best of our ability.



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Lukachukai Community Board of Education, Inc.
Anti-Bullying Contract

Everyone has a right to feel physically and emotionally safe at school. Per the Lukachukai Community School Student Handbook, “School personnel, parents and students must prevent and protect against behavior which threatens the safety of individuals or property, and which disrupts learning.”

I will do everything I can personally, as a member of my school’s community, to create and preserve a physically and emotionally safe environment.

I agree that I will not bully/cyberbully my peers and LCS employees. This includes physical and verbal bullying, intimidation, teasing, harassment, and intentionally ignoring or excluding my peers.

When I witness bullying, I will ask the bully to stop or report it to LCS employees and my parents.

Student’s Signature

Date

I will support my child to be bully free.

Parent/Guardian’s Signature

Date

STUDENT INTERNET AND TECHNOLOGY ACCEPTABLE USE POLICY:

Lukachukai Community School's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources. Access requires the student to act responsibly.

Student must:

1. **Respect and protect privacy.**
 - ✓ Not distribute private information about others or themselves (such as credit card or social security numbers).
 - ✓ Not view, intentionally share, use, or copy passwords, data, or networks to which they are not authorized.
 - ✓ Use only assigned accounts.
2. **Respect and protect the integrity, availability, and security of all electronic resources.**
 - ✓ Observe all network security practices, as posted.
 - ✓ Report security risks or violations to a teacher or network administrator.
 - ✓ Refrain from seeking to gain unauthorized access to information resources or enabling unauthorized access.
 - ✓ Not engage in other activities that damage, vandalize or otherwise compromise the integrity of LCS information or information resources, or vandalize, damage, or disable the property of another individual or of LCS.
 - ✓ Conserve, protect, and share these resources with other students and Internet users.
3. **Respect and protect the intellectual property of others.**
 - ✓ Honor all copyrights and licenses and respect the rights of other users of information resources (no making illegal copies of music, games, or movies).
 - ✓ During remote learning, parents need to help their child care for their assigned electronic devices/school property and to prevent theft, damage, and misuse.
 - ✓ Not plagiarize.
4. **Respect and practice the principles of cooperation.**
 - ✓ Communicate only in ways that are kind and respectful.
 - ✓ Report any violations of this policy to the staff or person in charge.
 - ✓ Not intentionally access, transmit, copy or create material that violates the Student Code of Conduct. (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - ✓ Not intentionally access, copy, transmit, or create material that violates copyright laws.
 - ✓ Not access, upload, download, or distribute pornographic, obscene, or sexually explicit material.
 - ✓ Not send spam, chain letters, or other mass unsolicited mailings.
 - ✓ Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.
 - ✓ Exhibit appropriate online behaviors.
 - ✓ Not use technological resources to participate in cyberbullying. Cyberbullying is defined as intentional harm inflicted through electronic media and includes, but is not limited to, the sending or posting on the Internet, social networking sites, or other digital technologies harassing messages, direct threats, socially cruel, intimidating, terrorizing, or otherwise harmful text or images, as well as breaking into another person's account and assuming that person's identity for harmful purposes.
 - ✓ Not access social media for personal use from the School's network, but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Any personal technology tool including but not limited to: handheld computers, cell phones, smart phones, laptops, tablets, still image and video cameras, recorders, and other assistive technology, whether used on or off the School's network, which are brought into School facilities must be used in accordance with Sections 1 through 4 above and may only be used to support the educational process. These devices may only be used for work that directly corresponds to schoolwork during school hours. Games, Internet surfing, social networking, messaging, and recording are prohibited unless the activity is directly tied to the educational process. Any recordings or photographs capturing students, student work, or other school activity may be considered part of the student record, which is protected by The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and may not be published or shared outside of the educational context. Failure to abide by these guidelines could result in the student losing privileges and/or disciplinary action. Students are responsible for the condition and maintenance of their personal devices. The School does not assume responsibility for

personal electronic devices that are lost or damaged. These devices are the property of the student and will be treated as such.

Failure to follow policy

Violations of these rules may result in disciplinary action, including the loss of a student's privileges and/or retrieval of the device to be used in investigation.

If tribal, state or federal statutes are violated, law enforcement agencies may become involved. Refer to Behavior Incident Levels as it relates to the use of internet and technological devices inappropriate; all disciplinary actions and resolutions will be followed accordingly. Student's actions will be documented and filed in the student's school folder.

Privacy

Network and Internet access is provided as a tool for the user's education. Lukachukai Community School reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer, network, and Internet access and any and all information transmitted or received in connection with such usage. All information files shall be and remain the property of the school and no user shall have any expectation of privacy regarding such material.



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LUKACHUKAI COMMUNITY SCHOOL
INTERNET AND TECHNOLOGY ACCESS
CONDUCT AGREEMENT

This form is to be completed and one copy maintained at the local school site. Every STUDENT regardless of age, must read and sign below. Parent/Guardian, please discuss these rules with your student to ensure that they are understand.

I have read, understand and will abide by the school’s terms and conditions of the foregoing Acceptable Use Policy. Should I commit any violation or in any way misuse my access to the school’s computer network and the Internet, including using these technologies during remote learning, I understand and agree that my access privileges may be revoked and school disciplinary and/or appropriate legal action may be taken against me.

User’s Full Name (please print): _____

User’s Signature: _____

Date: _____

PARENT OR GUARDIAN: As the parent or legal guardian of the above student, I have read, understand and agree that my child shall comply with the terms of the school’s Acceptable Use Policy for the student’s access to the school’s computer network and the Internet.

I understand that access is being provided to the students for educational purposes only. However, I also understand that Lukachukai Community School will restrict access to all offensive and controversial materials and I understand my child’s responsibility for abiding by the policy. I am, therefore, signing this policy and agree to indemnify and hold harmless the school against all claims, damages, losses, and costs, of whatever kind that may result from my child’s use of his or her access to such networks or his or her violation of the foregoing policy. Further, I accept full responsibility for supervision of my child’s use of his or her access if and when such access is not in the school setting during remote learning. I hereby give my permission to grant access for my child to use the building-approved access to Lukachukai Community School’s computer network and the Internet. I certify that the information contained on the form is correct.

Lukachukai Community School utilizes the BIE’s internet filtering software for filtering online content.

Parent or Guardian (please print): _____

Signature: _____ Date: _____

NOTICE OF DIRECTORY INFORMATION

Lukachukai Community School Board of Education, Inc. may be publishing directory information on students. The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that the School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with School procedures. The primary purpose of directory information is to allow the School to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production, cultural festivities, song and dance, Pow-Wow, Royalty Pageants.
- The annual yearbook, newsletters, science fair, newspaper, sports.
- Honor roll or other recognition lists, etc.
- Promotion; and
- Sports activity sheets, name rosters, newspaper, sports
- NOTE: Photo Release Waiver Form is Required.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require Local Educational Agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want the School to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the School in writing by the end of the second week of school. The School has designated the following information as directory information:

- | | |
|-------------------------|---------------------------|
| ➤ Name | ➤ Address |
| ➤ Telephone listing | ➤ Date and place of birth |
| ➤ Photograph | ➤ Activities and sports |
| ➤ Date(s) of attendance | ➤ Awards received |
| ➤ Tribal affiliation | ➤ Area affiliation |
| ➤ Agency affiliation | ➤ Chapter affiliation |
| ➤ Name of parent(s) | ➤ Gender |
| ➤ Grade classification | ➤ Email |

If you have any questions, please give the Principal an opportunity to speak with you. You are welcome to call or visit at any time during regular business hours

