

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



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

Parent/Student Handbook
SY 2024-2025
3652 E. Blackwater School Road
Coolidge AZ. 85128-6609

Revision Approved by Board of Trustees on June 22, 2024

Parent & Student Handbook
2024-2025
"Quality Education Begins Here"
www.bwcs.k12.az.us

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

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*Red requires an initial or signature on Handbook Policy Form

**WELCOME TO
BLACKWATER COMMUNITY SCHOOL
AKIMEL O'OTHAM PEE POSH CHARTER SCHOOL INC.**

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

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

Blackwater Community School is accredited through the COGNIA Worldwide for K-5 grade levels and through National Association for the Education of Young Children (NAEYC) for our Preschool programs. Now we have our Quality First Preschool a 5-Star rated program in the Arizona state. Accreditation assures parents and community members that the school meets all national standards necessary to provide quality educational programs and is dedicated to continued school improvement.

-----Administration

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

Dear Parents, Guardians and Students,

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

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

- All students will enter kindergarten academically, socially, and emotionally prepared to succeed in school;
- All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment;
- All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities;
- All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination; and
- All students will benefit from an education system that is effective, efficient, transparent, and accountable.

All academic Instructions are driven by the AZCCRS (Arizona College and Career Ready Standards) at our school. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn and be

able to do, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

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

Sincerely,

David Anderson
President
Blackwater Community School Board of Trustees
Akimel O'Otham Pee Posh Charter School Inc.

Board of Trustees

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

1. David Anderson-GRIC District 2(Board President)-Term expires on December 31, 2024
2. Deanna Jackson-GRIC District 1 (Board Vice-President)- Term expires on December 31, 2026
3. Gwendolyn Paul-GRIC District 1 (Board President)- Term expires on December 31, 2024
4. Claydene Miguel-GRIC District 1(Board Member)- Term expires on December 31, 2026
5. Adriana Osife-Lewis-GRIC District 2 (Board Member)- Term expires on December 31, 2026

Board Clerk—Vacancy

School's Vision/Mission

Mission Statement: "Quality Education Begins Here"

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

Philosophy

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

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

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

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

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

Community Support

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

Non-Discrimination Code

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

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

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

David Anderson, President
Blackwater Community School Board of Trustees
Akimel O'Otham Pee Posh Charter Schools Inc.
3652 E. Blackwater School Road
Coolidge, AZ 85128
(520) 215-5859

School Calendar: 2024-25:

OPTION A



Blackwater Community School

Akimel O'Otham Pee Posh Charter School
 "Quality Education Begins Here"

2024-25



JULY 2024				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
AUGUST 2024				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
SEPTEMBER 2024				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
OCTOBER 2024				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
NOVEMBER 2024				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
DECEMBER 2024				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

SPECIAL DATES	
All Teacher In-Service	July 10-July 17
All Staff Return	July 16
First Day of School	July 18
GRIC In-service (No Sch)	August 9
40th Day of School	September 12
Community Luncheon	November 27
100th Day of School	January 10
Promotion Day	May 21
Last Day of School	May 22
Summer School	May 27-June 20

SCHOOL BREAKS	
Fall Break	October 7-18
Winter Break	Dec 23-Jan 3
Spring Break	March 10-21

ACADEMIC QUARTERS	
1st Quarter (50 days)	July 18-September 30
2nd Quarter (45 days)	Oct 1-Dec 20
3rd Quarter (43 days)	January 6-March 7
4th Quarter (42 days)	March 24-May 22

PARENT-TEACHER CONFERENCES	
September 26-27	EARLY RELEASE @
December 18-19	1:00 PM
March 6-7	Reports Cards Issued

EARLY RELEASE: 1:00 PM
EARLY RELEASE: 12:00 PM

HOLIDAYS	
Independence Day	July 4
Labor Day	September 2
Native American Day	September 13
Veterans Day	November 11
Thanksgiving Day	November 28-29
GRIC Water Rights Day	December 10
Christmas Day	December 25
New Year's Day	January 1
Martin Luther King Day	January 20
Presidents Day	February 17
Easter Break	April 18-21
Memorial Day	May 26
Juneteenth	June 19
Intersession Weeks	Oct. 7th & March 10th

Total Instructional Days: 180

JANUARY 2025				
Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
FEBRUARY 2025				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
MARCH 2025				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
APRIL 2025				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
MAY 2025				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
JUNE 2025				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

BOT Approved: 02/13/2024

Blackwater Community School
Akimel O’Otham Pee Posh Charter School Inc.
Schedule 2024/2025

Monday- Friday

7:30	---	Office Opens
7:30	---	Teachers Arrive on Campus
7:30 – 8:00	---	Breakfast
8:05-8:10	---	Morning Announcements
8:10	---	Instruction Begins
3:15 pm	---	<u>Student Dismissal</u>
4:30	---	Office Closes

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

Please contact the office if you require additional information.

Enrollment

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

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

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

Enrollment Procedures

Eligible students who submit a timely and complete application will be enrolled, unless the number of

applications exceeds the capacity of a program, class, grade level or building. The residence of the person having legal custody of the student is considered the residence of the student. The School may refuse to admit any student who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

Guardianship, Custody and Power of Attorney

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

Special Education Students

Child Find:

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

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

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

Compulsory Attendance Ages

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

Age of Entrance Requirement

Requirements of age of entrance are as follows:

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

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

Pre-School:	3 Years Old and potty-trained by date of enrollment
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Kindergarten:	5 Years Old by December 31
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Attendance

We emphasize daily attendance for all grades. Students must attend school every day unless excused by the parent or guardian. Students will be withdrawn after 10 consecutive absences, unless an approved.

Tardiness

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

Early Release of Students

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

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

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

Release of Students

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

Truant

"Truant" means a child, who is absent from school for five (5) or more days during any school semester and/or not formally enrolled, who does not have a valid excuse. This means that all students, without regard to domicile, are subject to the truancy ordinance outlined in the GRIC Title 7 Children's Code. Habitually truant students may be referred to appropriate Tribal and/or State authorities for adjudication following formal notification from the School to the parent(s) or guardian(s).

EXCUSED ABSENCES: (Limited to 5 excused absences per semester)

- Parent call-in before **9:00 a.m.** for the following excused reasons.
- The child is ill, as documented by a medical professional for an absence longer than five consecutive days.
- Absences, confirmed by a parent(s) or guardian(s), for medical treatment appointments, and hospitalizations of a duration not longer than five consecutive days.
- The child suffers from a physical or mental condition that the school determines makes it impractical for the child to attend school, left out even with reasonable accommodations.
- Death of a family member for a period of up to five consecutive days.
- Attendance at religious or cultural events.
- Participation in a school-sponsored or authorized activity.
- Required court attendance, as evidenced by a notice of appearance, subpoena, or other order of the court.
- Family event for which prior notice is given such that the child will be able to continue coursework while away from school and maintain the level of progress customary prior to absences.

TRUANCY LETTERS:

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

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

Student Records

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

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

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

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

Student Directory

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

1. Student's name
2. Parent/guardians name/s
3. Address
4. Telephone listing
5. Date and place of birth
6. Weight and height records
7. Dates of Attendance
8. Grade
9. Awards and honors received
10. Most recent previous educational agency or institution attended by student.

Consent for Emergency Care Forms

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

General Health Services

Health Services:

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

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

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

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

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

Immunizations

As described in more detail in Appendix A, immunizations against diphtheria, tetanus, pertussis, poliomyelitis, rubella (measles), mumps, rubella (German measles), hepatitis- B, and Hemophilus influenza- b (Hib). A student's immunization record must be submitted prior to attendance, although a student may be conditionally enrolled provided that necessary immunizations have been initiated and a schedule has been established for completion of the required immunizations or the student has met the exemption from immunization.

Screening for Hearing, Vision and Dental

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

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

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

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

MEDICATION

Prescription Medications

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

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

Over the Counter Medications

- Students are not permitted to bring over the counter medications to school.

Student Accidents/Illness

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

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

Student Conduct

Students' Responsibilities

Students are expected to:

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

Teachers have the right to:

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

Tobacco Use by Students

The possession or use of tobacco products of any kind/form (including vaping and e-cigarettes) is strictly prohibited in the following locations:

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

Student Drug and Alcohol Use

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

Students in violation of the provisions of the above paragraph will be subject to removal from School property and will be subject to prosecution in accordance with the provisions of the law. Students who violates the above **(or any combination of tobacco/drugs/alcohol/nonprescription/OTC)** shall be subject to disciplinary action, including, but not limited to, warning, reprimand, probation, suspension, or expulsion, in addition to other civil and criminal prosecution. School will provide information to parents/guardians about resources available in the community in case school takes a disciplinary action such as suspension for not following the school rules. See the consequences listed below:

	1st Offense	2nd Offense	3rd Offense
Consequence	5 days Suspension	10 days Suspension	Expulsion

Drug Free Zone

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

Student Dress Code

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

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

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

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

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

For Boys:

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

For Girls:

1. A solid color light blue, navy, or teal collared polo shirt.

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

For All Students:

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

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

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

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

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

Students not dressed in accordance with the BWCS dress code may be offered use of standard school clothing for the day, or their parents will be contacted to bring correct clothing. Students who repeatedly fail to dress in accordance with this dress code may be subject to disciplinary actions as set forth in the Student Handbook and the BWCS policy manual. No student shall be subject to discipline for failure to comply with this dress code if the reason is economic hardship. Under extreme circumstances, BWCS will work with families to locate assistance for the student to be furnished with standard school clothing. New students who enter BWCS will have one (1) week to purchase standard school clothing. During this time period, the school will provide one (1) standard school clothing set per child. On occasion, the Principal may allow a "dress up" day when students may wear clothing other than the standard school clothing. This will be on special occasions only. The students and parents will be notified prior to the "dress up" day. Clothing must still be school appropriate.

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

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

Cell Phones & Personal Electronic Devices

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

damage to such devices.

Photograph/Videography

Students, parents, guardians and or/visitors are NOT permitted to photograph/video or post to social media students other than their own on school campus, school buses, or during school sponsored events.

Weapons in School

No student is permitted to carry or possess a weapon or simulated weapon on school premises. No student will use or threaten to use a weapon or simulated weapon to disrupt any activity of the School.

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

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

For the purposes of this policy:

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

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

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

- Any loaded or unloaded gun that will, that is designed to, or that may readily be converted to expel a projectile by the action of an explosive
 - The frame or receiver of any such firearm
 - Any firearm muffler or silencer
 - Any explosive, incendiary, poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive charge of more than one-fourth ounce, mine, or similar device
 - Any combination of parts that could be readily assembled to form a firearm
 - Destructive device means: (Includes play or toy)
 - Any device other than a firearm that will, or is designed to, or may be readily converted to expel a projectile by any means of propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow
 - Any collection of parts that could be readily assembled to form a destructive device
- ❖ Dangerous instrument means anything other than a firearm, knife, or destructive device that is carried or possessed by a student for the purpose of being used or being available for use to cause death or inflict serious physical injury.
 - ❖ School premises means the School, School grounds, School buses, or any premises, grounds, or vehicles used for School purposes and includes premises where School-sponsored events (for example, athletic games and competitions, music competitions, etc.) are held away from School property.
 - ❖ Deadly weapon means any weapon designed for lethal use, including a firearm.

Emergency Evacuations, Lockdowns, & Fire Drills

A crisis situation could result in a campus wide evacuation. For short-term evacuations we will follow our fire drill procedures and evacuate to the appropriate area. We practice fire drills on a monthly basis. Lockdowns are practiced once every quarter. In the event that the campus should experience a lengthy evacuation or lockdown, students and staff will be evacuated to a secure location. Parents/guardian will be notified by automated text message, robocall, and email. We request all parents/guardians provide the updated information to improve communication.

Please note, at any time while the school is in lockdown, no student will be allowed to be checked out. Parents may not enter campus until lockdown is cleared.

Student Discipline

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

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

- ❖ Disrupts the learning environment
- ❖ Engages in conduct that is disorderly, i.e., intentionally causing public inconvenience, annoyance, or alarm, or recklessly creating a risk thereof, by:
 - ❖ Fighting or engaging in violent behavior
 - ❖ Making unreasonable noise
 - ❖ Obstructing vehicular or pedestrian traffic
 - ❖ Creating a hazardous or physically offensive condition by any act that serves no legitimate purpose
- ❖ Engages in conduct that is insubordinate, i.e., failing to comply with the lawful directions of a teacher, school administrator, or other school employee in charge of the student.
- ❖ Endangers the safety, morals, health, or welfare of others by any act, including, but not limited to:
 - ❖ Selling, using, or possessing alcohol, drugs, or other controlled substances or drug paraphernalia
 - ❖ Selling, using, or possessing weapons, fireworks, or other dangerous instruments or contraband
 - ❖ Selling, using, or possessing obscene materials
 - ❖ Using profane, vulgar, abusive language (including ethnic slurs), or gestures
 - ❖ Gambling
 - ❖ Hazing
 - ❖ Engaging in lewd behavior

Engages in any of the following forms of academic misconduct:

- ❖ Missing, or leaving school or class without permission or excuse
- ❖ Cheating (including, but not limited to, copying, using unauthorized help sheets and the like, illegally obtaining tests in advance, substituting for a test-taker, and other forms of unauthorized collusion)
- ❖ Plagiarism
 - Engages in conduct that violates the Board's rules and regulations for the maintenance of public order on school property.
 - Is believed to have or actually has committed a crime.
 - Public display of affection.

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

Anti-Bullying Policy

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

Definition: Bullying is a deliberate or knowing act, behavior or threat (including intimidation and/or harassment), manifested through written, verbal, physical or emotional means to exert real or perceived power by a student, whether individually or in concert with other persons, against another student or group of students, which is unwelcome and unprovoked, and that is sufficiently severe, persistent, pervasive, or repeated over time so as to cause reasonable fear or substantial risk of or actual physical harm or injury, damage to or theft of student property, mental harm, personal degradation, or social exclusion or ostracism.

Bullying behaviors include the following:

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

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

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

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

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

Cyberbullying

Cyberbullying is any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking, and other internet communications, on school computers, networks, forums, and mailing lists, or other Community or school-owned property, and by means of an individual's personal electronic media and equipment.

Harassment

Harassment is the constant or repeated, direct or indirect, unconsented and intentional act, behavior or threat by a student or group of students that is disturbing, threatening, or humiliating to another student or group of students. Harassment can include, but is not limited to, stalking, hazing, social exclusion, name-calling, unwanted physical contact and unwelcome verbal or written comments, photographs, graphics, and use of social media. Harassment may be related, but not limited to, race, ethnicity, culture, national origin, color, gender, religion, physical or behavioral characteristics, sexual orientation/preference, economic status, and/or disability.

Intimidation

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

Consequences for Violation of the Anti-Bullying Policy

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

Intervention, Warning, and Redirection

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

Notification of Parents

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

Resolution with the Target of the Bullying

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

Referral to Professional School Support Staff

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

Consequences

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

Suspension/Expulsion

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

ANTI-BULLYING PLEDGE-PARENTS

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

We the Parents/Guardians agree to:

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

(Parent/Guardian Signature)

(Date)

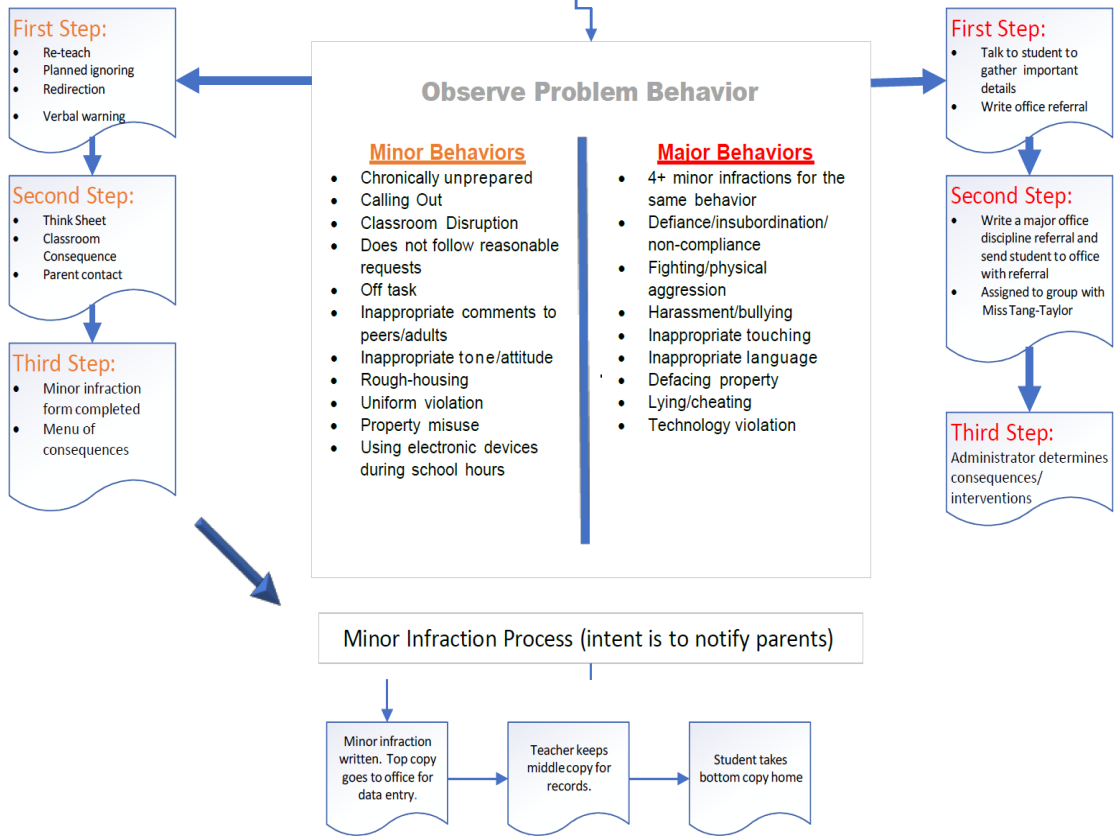
ANTI-BULLYING PLEDGE-STUDENTS

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

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



**BWCS Students are Responsible,
Respectful, and Safe.**



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

Due Process Rights

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

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

If a special education student is suspended for an accumulation of more than ten (10) days during the school year, a manifestation determination conference may be held depending upon the proximity of the removals to one another.

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

School Transportation

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

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

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

Mechanical problems or road conditions may delay bus schedules. Parents/guardians are encouraged to contact the school to confirm if the bus is late.

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

Discipline on the Bus

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

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

Use of Video Cameras on School Buses:

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

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

Field Trip Information

Field trips are an important learning experience for the children and offer enrichment activities to support the curriculum. To ensure that the children benefit from the field trip, the staff encourages parents/guardians to volunteer as chaperones.

The following guidelines have been written to help the teachers and chaperones work together during the field trip.

1. Please remember that when children are on a field trip this is an official school day and they should stay with their class.
2. All children must ride on the bus in order to participate in the field trip because of attendance and liability issues.

If a child has a doctor's appointment on the day of the trip, please make arrangements with the teacher ahead of time.

3. Parents/guardians who are volunteering as a chaperone must stay with their group as directed by the teacher.
(a) Teachers are available to help the chaperones with any child (ren) not following school rules.
4. Parents/guardians who arrive on their own to the field trip location must sign in with the teacher. Also, if parents/guardians need to leave early with their child, parent/guardian MUST let the teacher know in advance and be sure to sign out with the teacher before leaving. This request is to ensure the safety of all the children on the trip.
5. Parents/guardians who will be driving on their own must arrive at school when the buses are leaving or meet the buses at the location of the field trip at the scheduled time. The teachers will provide you with this information.
6. If you do volunteer to be a chaperone, please let the teacher know if your plans change and you cannot help. This will give the teachers time to find another chaperone. You can call the school at (520) 215-5859 even if it is the morning of the trip.
7. All chaperones must be at least 18 years old and have a finger print clearance card on file. If you are interested in receiving your fingerprint clearance card, please contact the front office staff for information.
8. No other children who are not enrolled in Blackwater Community School can ride the school bus. Chaperones may not bring other children on the field trip.
9. Teachers are available to answer any questions you may have about the field trip.

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

Student Fines and Charges

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

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

Library/Media Center Book Rules

- ❖ Books are due one week after they are checked out.
- ❖ Books should be kept in backpacks when they are not being read.
- ❖ Students who have an overdue book may not check out any other books until their account is clear.
- ❖ Kindergarten-2nd will be limited to one (1) in school check out and 3rd – 5th grade will be allowed to check out two (2) books for home use.

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

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

Food Services

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

Grading Policy

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

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

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

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

PROMOTION, RETENTION, AND PLACEMENT INDICATORS

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

I. STATE

- Arizona State Assessment: AASA and Bureau of Indian Education Summative Assessment
- A 3rd grade student may not be promoted to 4th grade if the student does not perform at "Approaches" or "Meets" level as indicated on the AASA, Reading Assessment

II. LOCAL

- North West Evaluation Association "NWEA" data
- DIBELS 8 Benchmark data
- Adopted Core Textbook Assessments

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

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

EXPLANATION OF MARKS

Grades K-5 Academics / Subjects

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

A=	90% - 100%	Exceeds Standards
B=	80% - 89%	Meets Standards
C=	70% - 79%	Meets Standards
D=	60% - 69%	Approaches the Standards
F=	0 - 59%	Falls Far Below the Standards

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

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

O = 90 - 100 Outstanding Progress

S = 70 - 89 Satisfactory Progress

N = 0 - 69 Needs Improvement

REPORT CARDS

Parents will receive report cards quarterly. Current student grades or student progress may be requested at any time by contacting your child's teacher.

GUIDELINES FOR GRADING

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

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

Makeup Work and Late Projects

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

Special Education Students

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

Section §504

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

HOMEWORK GUIDELINES

Homework is highly encouraged to provide additional time for students to master objectives and complete long-term projects. Homework should be purposeful, adjusted to the level of the individual child, and related to specific objectives. Assignments should provide practice of skills already taught or review objectives.

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

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

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

Student Academic Incentive Plans:

Principal's Honor Roll (1st-5th Grade)	Honor Roll (1st-5th Grade)
All A's	A's + B's
All students who are on the list will be recognized at the Quarterly Awards Assembly.	All students who are on this list will be recognized at the Quarterly Awards Assembly.

Character Awards:

Each quarter two students from each class will be recognized for their outstanding character based on the following traits: trustworthiness, respect, responsibility, fairness, caring, and citizenship. These students will be recognized quarterly at

our Awards Assembly.

Internet Guidelines for User Accounts

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

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

Student Computers/Devices

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

Guidelines and Responsibilities

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

- Users will not disclose, use, or disseminate personally identifiable information without permission to do so as part of a class activity or assignment.
- Users will not attempt to gain unauthorized access (i.e., hacking) into any network, system, program, account, etc.
- Students must receive permission from the Network Administrator before connecting any personal devices such

as (but not limited to) laptops, notebook computer, desktop computer, or any personal mobile device(s) to School's network. Each device must be thoroughly checked and tested by the network administrator to ensure it is virus/worm free, clean and safe to connect. The School does not assume any responsibility for the loss of data or any other files on personal devices during testing the device(s).

Student's Agreement:

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

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

Parent's Agreement:

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

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

TITLE I Program

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

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

Goals of our Title I Program:

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

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

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

Requirements of a Title I School

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

School Programs

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

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

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

Gifted & Talented Education Program:

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

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

Definition of Gifted Areas:

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

21st Century Community Learning Centers Program:

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

Homeless Student Education Policy (McKinney-Vento program)

The purpose of the BIE/Akimel's Title I Homeless Education and McKinney Vento Program is to provide educational opportunities and support to its homeless youth and children. Homelessness exists within the reservations which the BIE serves and impacts enrollment, attendance, and academic success of children and youth in this situation. All schools within the BIE must provide services to homeless youth and children and the BIE receives McKinney Vento Homeless Education Grant funds to support this effort. As a result, homeless students will receive comparable educational services received by non-homeless students. Please contact our Homeless Liaison (as provided below) should you need additional information.

Designated Homeless Education Liaison:

Blackwater Community School/Akimel O’Otham Pee Posh Charter Schools, Inc., have designated a Liaison for this program. For assistance with the information on criteria for homeless eligibility status, contact the following McKinney-Vento Homeless Education Liaisons:

Name: Ms. Angie Guerrero

Title: Special Education Coordinator/ MCV Liaison Phone: (520) 215-5859

Email address: Angie.Guerrero@bwcs.k12.az.us

Family and Child education (FACE) Program:

FACE program at our school began serving GRIC community members in 1990, we were one of the first BIE schools where it was implemented. This program is based on “dual generation” model whereby it provides educational services from early childhood to adults in the community. FACE program has done an excellent job in addressing the achievement gaps for American Indian children primarily located on rural reservations, and in better preparing them for school.

The goals of the FACE program are to support parents/guardians/primary caregivers in their role as their child’s first and most influential teacher, to increase family literacy, to strengthen family-school-community connections, to promote the early identification and services to children with special needs, to increase parent/guardian participation in their child’s learning, to support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program, and to promote lifelong learning. Program services integrate language and culture in two settings: home and school. For more information, please visit the school website, or contact FACE coordinator.

EARLY CHILDHOOD EDUCATION PROGRAMS:

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

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

EXTRA-CURRICULAR PROGRAMS:

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

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

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

BIE- ISEP Language Development Program:

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

Family Involvement Action Team (FIAT) and Parent Advisory Committee (PAC)

The FIAT and PAC teams hold meetings during the school year. These committees are responsible for the planning, implementation and evaluation of special projects at the school. Family events are planned throughout the year to provide engagement opportunities for students and parents/guardians.

Parent Involvement

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

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

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

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

Family Nights- Events to promote family involvement.

BWCS School Parental/Family Engagement Policy

PART I.GENERAL EXPECTATIONS

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

- Consistent with section 1116 of ‘2015 Every Student Succeeds (ESSA) Act and 1118 (Parental Involvement), of the Elementary Secondary Education Act (ESEA) the School will work to ensure that the required school level parental involvement policies meet the requirements of section 1118and each include, as a component, a school-parent compact consistent with section 1118(d) (Shared Responsibilities of High Student Academic Achievement) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the School.
- In carrying out the Title I, Part A, (Improving Basic Programs Operated by Local Educational Agencies) parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111(State Plans) of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b)(School wide Plans) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The School will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will make every effort to encourage strong parent/family engagement in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The School will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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

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

FERPA (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act affords parents and students over 18 years of age certain rights with

respect to the student's education records. They are:

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

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

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

VIDEO SURVEILLANCE FOR STUDENTS AND STAFF SAFETY:

The School may install, maintain, and use video surveillance and monitoring systems ("VSMS") on, in, or about any School-owned property, except areas where employees or students have a reasonable expectation of privacy. A VSMS may capture and record both audio and video data within a monitored area. As such, VSMS may be installed and used in areas such as hallways, lobbies, classrooms, equipment rooms, student discipline/suspension rooms, faculty lounges, playgrounds, gymnasiums, cafeterias, parking lots, sidewalks, school buses, and other common and public areas. VSMS may not be installed or used in areas such as bathroom stalls, nurse offices, private offices, showers, and dressing rooms and or at other places where there is a reasonable expectation of privacy. VSMS may be used to monitor School property and activity. VSMS may also be used to conduct focused surveillance of an individual or individuals where there is reasonable suspicion that such surveillance will lead to the discovery of evidence that the individual(s) in question have violated the law or School policy. The School shall post signs in conspicuous areas where VSMS are being used. The signs will state, in clear and understandable language that VSMS are in use and that individuals entering School property may be video recorded. These signs shall constitute notice to all individuals who enter School property and shall be deemed consent to the School's use of VSMS. The information collected and recorded by the VSMS shall be used by the School to achieve the purposes set forth above and may be used for law enforcement purposes, student and employee disciplinary proceedings, worker's compensation, tort claims, and/or insurance claims or any other legal purpose. The information ("the Information") collected and recorded by the VSMS shall be maintained in a locked, secure location, accessible only to the Principal and the Director of IT ("Authorized Personnel") or their designee(s). Authorized Personnel may view and disclose the Information only for purposes set forth above. Requests by other individuals (including parents, guardians, students, employees, Board members, and news media) to access, view, or receive the information must be made in writing and will only be approved by express written consent of the School Principal. The information may also be disclosed in accordance with search warrants, proper subpoenas, and court orders, or as otherwise required by law. To the extent permitted by law, the information may be deemed to not be an educational record under the Family Educational Rights and Privacy Act ("FERPA"). If determined otherwise, proper requests under FERPA for the information will be honored. Any disclosure of information will be limited in scope to the time and area reasonably related to the issue in

question. All information will be saved up to seven (7) calendar days from the time it was recorded on the built-in hard drive(s) of the Recording (DVR) unit, after which the recording unit of the VSMS system will start re-writing the new video footage on its hard drive(s). A proper log will be maintained by each accessing authorized employee or designee and such log will include date and time of viewing, purpose of viewing and the name and signature of person(s) to whom the Information is disclosed. The Authorized Personnel shall be responsible to maintain their own access log. If the accessed video footage is needed for any evidentiary purpose, only that section of the footage will be saved on a separate media device, such as CDs, a USB drive, or on any other external storage device.

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

PARENTS VISITATIONS TO SCHOOL

Parents of Enrolled Students:

In accordance with Arizona law, parents of students enrolled at the school may request to visit, tour, or observe their child's classroom (a "campus visit"), subject to the following parameters:

- All campus visit requests must be received by the school at least 24 hours in advance of the proposed visit, provided that the school, in its sole discretion, may waive the 24-hour advance notice requirement on a case-by-case basis.
- Campus visit requests will be promptly reviewed by school administration, with input from the classroom teacher.
- Campus visit requests will be approved unless they threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff.

During any approved campus visit, parents will be subject to all policies applicable to campus visitors generally, including safety requirements for providing identification, signing in and out of the campus, and if applicable, being accompanied by school staff.

Parents of Potential Students:

In accordance with Arizona law, parents who wish to enroll their child in the school may request a campus visit, subject to the same parameters set forth above for parents of enrolled students. In addition, parents of potential students will be required to be accompanied at all times during any campus visit by a current staff member.

Scheduling:

Approved campus visits will be scheduled at a mutually convenient time for the school and the parents, and may be limited to a specific time frame, at the school's discretion.

Health and Safety Parameters:

For purposes of this policy, the following requests threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff, and are therefore not allowed:

- Requests for campus visits during state testing, other testing periods, or at other times that would clearly interfere with educational instruction or disrupt the educational environment.
- Requests for campus visits by parents who have demonstrated failure to abide by Parent Behavioral Expectations (set forth below), or who have otherwise failed to abide by campus visitation policies of the school.
- Requests that, for other reasons, threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff.
- School will abide by all Executive Orders' guidelines and restrictions as issued by the Gila River Indian Community government and by Bureau of Indian Education (BIE) pertaining to the health and safety of students and school employees.

Parent Behavioral Expectations:

During any campus visit, parents are expected and required to comply with all campus visitor procedures and to conduct themselves at all times with appropriate decorum and in a manner that is respectful and conducive to an environment in which the educational objectives of the school can be effectively administered. Consistent with this expectation, any parental behavior that constitutes harassment, bullying, or verbal or physical abuse of staff or students, or that otherwise disrupts the educational environment is expressly prohibited.

In addition, parents may not interfere with instruction or distract from the instructional environment, nor may parents help their child with their schoolwork during a campus visit, unless specifically allowed by the classroom teacher.

Parents who disregard these behavioral expectations while on school grounds may be escorted off campus; may be prohibited from future campus visits or subject to other limitations on future campus visits; and may be subject to other consequences under applicable law or policy. *(Approved at a public Board meeting: January 3, 2023)*

INDIAN POLICIES AND PROCEDURES

SY 2024-2025

ATTESTATIONS

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

BWCS attests that it has established IPPs as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2024-25 Impact Aid application.

BWCS attests that it has provided a copy of written responses to comments, concerns, and recommendations received from tribal leaders and parents of Native children through the IPPs consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2024-25 Impact Aid application.

INDIAN POLICIES AND PROCEDURES

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

The Gila River Indian Community (“GRIC’s) preferred method of communication is via email and U.S. mail.

The following Indian policies and procedures become effective upon the Board’s approval.

Policy 1: The School will disseminate relevant applications, evaluations, program plans, and information related to the School’s education program and activities with sufficient advance notice to allow tribes and parents of Native children the opportunity to review and make recommendations. (34 CFR §222.94(a)(1))

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

Procedure 1:

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

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

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

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

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

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

Procedure 2:

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

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

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

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

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

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

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

Procedure 3:

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

3.1 The School will monitor Indian student participation in all academic and co-curricular activities such as access to Native Language based programs, traditional gardening farming, access to core programs in Reading, Math and Science classes.

3.2 School officials will review School data to assess the extent of Indian children's participation in the School's educational programs on an equal basis.

3.3 The School will share its assessment of School funding, Indian student participation, related academic achievements, and other related data will be shared with the parents of Indian children and tribal officials by flyer taken home by student and email, respectively at least three (3) business days in advance of any meeting to discuss the extent to which Indian children participate with non-Indian children.

3.4 Parents of Indian children, tribal officials, and other interested parties may express their views on participation at any time through direct communication with the School, at any Board meeting, or to the Parent Advisory Committee.

3.5 Copies of all annual reports will be emailed to tribal officials at least three (3) business days in advance of any meeting to discuss the assessment and any related modifications to the educational programs or activities to improve Indian participation. Summaries of assessments will be sent home to the parents of Indian children with their student at least three (3) business days in advance of any meeting to discuss the assessment and any related modifications to the educational program or activities to improve Indian participation. Full copies of the assessments will be provided to parents upon their request to the School.

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

Procedure 4:

4.1 There are Parent Advisory Committee meetings scheduled in August and March to discuss the contents of the IPPs and educational program and activities. Parents of Indian children and tribal officials are notified by a flyer taken home by the student or email, respectively, regarding these meetings and their ability to comment. In addition, parents of Indian children and tribal officials may make recommend changes to the IPPs or the educational program at any regularly scheduled Parent Advisory Committee meeting, Board meeting, or in direct communications with the School itself.

4.2 The Board will evaluate all recommendations for changes to these IPPs.

4.3 The Board will decide on all recommended revisions to these IPPs.

4.4 Any changes will become effective upon their adoption by the Board.

4.5 BWCS will notify tribal officials by email of any changes to these IPPs within thirty (30) days of adoption, via submission of a copy of the revised IPPs to the Tribe. A summary of any changes will be sent home with students to the parents of Indian children within thirty (30) days of any changes being adopted. And, the Board will send a revised copy of the IPPs to the Impact Aid Program at the US Department of Education within thirty (30) days of adoption by the Board.

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

Procedure 5:

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

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

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

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

Procedure 6:

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

(revised & Approved at a Publicly held Board of Trustees Meeting on 01/09/2024)

Final Thoughts...

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

Jagdish Sharma, Principal

BLACKWATER COMMUNITY SCHOOL AKIMEL O'OTHAM PEE POSH CHARTER SCHOOL INC.

COMPACT AGREEMENT

PARENT GUARDIAN AGREEMENT:

I will do my personal best to

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

(Parents/guardian signature) _____ Date: _____

STUDENT AGREEMENT:

I will do my personal best to

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

(Student signature) _____ Date: _____

TEACHERS AGREEMENT:

I will do my personal best to

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

(Teacher signature) _____ Date: _____

PRINCIPAL AGREEMENT:

I will do my personal best to

- ❖ Provide an environment that allows for positive communication between the teacher, parent and students
- ❖ Encourage teachers to regularly provide homework assignment that will reinforce classroom instruction

Support the teaching of Arizona College & Career Readiness Standards

(Principal's signature) _____ Date: _____

APPENDIX A

Student Immunizations

Subject to the exemptions as provided by Gila River Indian Community and Arizona law, immunization against diphtheria, tetanus, pertussis, poliomyelitis, rubeola (measles), mumps, rubella (German measles), hepatitis B, Hemophilus influenzae (Hib). A student's immunization record must be submitted prior to attendance, although a student may be conditionally enrolled provided that necessary immunizations have been initiated and a schedule has been established for completion of the required immunizations or the student has met the exemption from immunization.

Any child is in compliance with the required immunizations if the child has met the criteria of the appropriate immunization schedule as recommended by the Department of Health Services or is actively in the process of meeting such criteria as evidenced by having received one dose of each of the required immunizations and has established a schedule for completion of the required immunizations.

Upon enrollment, the School shall forbid attendance of any student who fails to comply with the immunization schedule or exemption from immunization and shall suspend such student in accordance with this Policy Manual, except that a homeless student shall not be suspended from attendance until the fifth calendar day after enrollment.

Any student with serologic confirmation of the presence of specific antibodies against a vaccine-preventable disease shall not be subject to immunization against that disease as a condition for attending school.

The School will cooperate with Tribal, county and State health departments in programs of immunization. Parents' permission must be secured before a student may participate in such immunization projects.

Students may be given immunizations at School, however, before immunizations are given, a parent or guardian shall read and sign a consent form.

The admitting official shall deem the student to be in compliance with the required immunizations if:

- The student's immunization record complies with the documentary proof required pursuant to A.A.C. R9-6-703, and the student has received or is in the process of receiving all required age-specific vaccine doses; or
- An exemption from immunization is submitted in accordance with the procedures set forth in A.A.C. R9-6-705. When the student's immunization records are not available at the time of enrollment, the School shall provide the responsible person with the following:
 - Notification of the lack of compliance with the immunization requirements;
 - A written notice that specifies when the required doses shall be completed, the availability of exemptions to immunization, and refers the student to a physician, Tribal or local health department, for review of the student's immunization history and provision of immunizations as needed; and
 - Notification that the student is suspended until an acceptable immunization record that meets the standards of documentary proof is presented to the School. If the record is not provided within ten (10) days, a hearing will be scheduled to determine the extent of the suspension.

When immunization records are presented that do not comply with the standards for documentary proof, the School shall:

- Notify the responsible person of the lack of compliance with the immunization requirements; and
- Obtain a review and verification of the student's immunization record by or in consultation with a certificated School nurse, a public health nurse, a licensed physician, or an authorized representative of a local or Tribal health department.
- If the admitting official is unable to verify the accuracy of the student's immunization record pursuant to the preceding paragraph, the School shall provide to the responsible person:
 - A written referral to a physician, Tribal or local health department for further review of the student's immunization history and provision of immunizations as needed; and
 - Notification that the student is suspended until an immunization record that meets the standards of documentary proof is presented to the School. If the record is not provided within ten (10) days, a hearing will be scheduled to determine the extent of the suspension.

The School shall maintain a current list of students without evidence of immunization or immunity to the diseases, which shall include the names of all students with incomplete immunization histories or exemptions for personal or medical reasons where evidence of immunity has not been provided.

The School shall forbid attendance by any student lacking proof of immunization or immunity against any of the immunization-preventable diseases as determined by the State or Federal Department of Health Services, Tribal or local health department during periods of outbreaks of the diseases for which immunity is lacking. The announcement of an outbreak of disease and the length of the period of communicability shall be as declared by the Federal, State, Tribal or local health department.

Standards for Documentary Proof

Proof of immunity to the diseases listed in A.A.C. R9-6-701 shall be documented by the following:

- An immunization record, which includes:
 - Name of the student;
 - Birth date;
 - Type of vaccine administered;
 - Month and year of each immunization, except for MMR, for which the month, day, and year is required; and
 - Name of the physician or health agency administering the vaccine; or
 - Laboratory evidence of immunity.

Immunization records or statements of immunity shall be signed by a physician or authorized representative of a health agency.

Exemptions to Immunizations

- ✓ Students who have reached their fifth birthday shall be exempt from the Hib immunization requirement.
- ✓ Students who have reached their seventh birthday shall be exempt from the pertussis immunization requirement.

Any student with laboratory evidence of immunity shall not be subject to immunization against that disease as a condition for attending school, provided that such evidence is submitted to the School.

Documentary proof is not required for a student to be admitted to School if one of the following occurs:

- The parent or guardian of the student submits a signed statement to the School Principal stating that the parent or guardian has received information about immunizations provided by the Department of Health Services, understands the risks and benefits of immunizations and the potential risks of non-immunization, and that, due to personal beliefs, the parent or guardian does not consent to the immunization of the student.
- The School Principal receives written certification, signed by the parent or guardian and by a physician, that states that one or more of the required immunizations may be detrimental to the student's health and indicates the specific nature and probable duration of the medical condition or circumstance that precludes immunization.

An exemption pursuant to the preceding subparagraph is valid only during the duration of the circumstance or condition that precludes immunization.

If a medical exemption is granted, it shall be defined by the grantor as either permanent or temporary.

- A permanent medical exemption may be provided for one or more vaccines.
- A temporary medical exemption shall specify the date of its termination. A student with a temporary medical exemption shall be allowed to attend School on the condition that the required immunizations are obtained at the termination of the exemption. The responsible person shall be notified of the date by which the student shall complete all required immunizations.
- Any exemption granted shall be recorded on the School immunization record in the student's permanent file.

Students who lack documentary proof of immunization shall not attend School during outbreak periods of communicable immunization-preventable diseases as determined by the Department of Health Services or local health department. The Department of Health Services or local health department shall transmit notice of this determination to the School Principal for the exclusion of the students.