

# *Blackwater Community School*

Akimel O'Otham Pee Posh Charter School



Parent & Student Handbook  
2017-2018

***"Quality Education Begins Here"***

[www.bwcs.k12.az.us](http://www.bwcs.k12.az.us)

*"Quality Education Begins Here"*

Approved by the School Board of Trustees

❖ Support the teaching of Arizona College & Career Readiness Standards.

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

### **Policies that ADE Utilized for the Three-Question Home Language Survey**

Arizona Administrative Code, R7-2-306(B) (1),(2)(a-c)

Identification of students to be assessed.

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

### **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 is now three generations of non-Native speakers. This had occurred over time because of the impact on language shift on the community.

### **Final Thoughts...**

Blackwater Community School is where children, parents, community members and school staff work together to create the best possible early childhood educational environment and programs. We invite you to become an active partner in all our school activities.

If you have any questions about Blackwater Community School or the contents of the Handbook, please contact:

Jagdish Sharma, Principal  
Blackwater Community School  
3652 E. Blackwater School Rd  
Coolidge, Arizona 85128  
Phone: (520) 215-5859  
Fax: (502) 215-5862

# COMPACT AGREEMENTS

## PARENT GUARDIAN AGREEMENT:

I will do my personal best to...

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

## 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 students conduct.
- ❖ Learn to apply classrooms lessons to daily life.

## TEACHER 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 involve parents/guardians in the school program.
- ❖ Demonstrate professional behavior and a positive attitude.

## PRINCIPAL AGREEMENT:

I will do my personal best to...

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

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**\*Red requires an initial or signature on Handbook Policy Form**

# Welcome to Blackwater Community School Akimel O’Otham Pee Posh Charter School

This Parent & Student Handbook has been written to provide information that we hope will make your child/ren’s experience at Blackwater Community School a pleasant and constructive one. Please thoroughly read the Handbook and refer to it often. Answers to common questions frequently asked about school policy, procedures and programs are offered.

The Blackwater Community School Board of Trustees applied for and received a charter with the Arizona Department of Education under the umbrella of the Akimel O’Otham Pee Posh Charter School. 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 complete fifth grade.

The Blackwater Community School is accredited through the ADVANCE/ED Worldwide, National Association for the Education of Young Children (NAEYC) and North Central Association of Colleges and Schools. 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.

## **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.

1. We the Parents/Guardians agree to:
2. Keep out children and ourselves informed and aware of school bullying policies.
3. Work in partnership with the school to encourage positive behavior, valuing difference and promoting sensitivity to others.
4. Discuss regularly with our children their feelings about schoolwork, friendship and relationships.
5. Inform faculty of changes in their children behaviors or circumstances at home that may change a child’s behavior at school.
6. ALERT school faculty if any bullying has occurred.

## **ANTI-BULLYING PLEDGE-STUDENTS**

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

1. We the Students agree to:
2. Value student differences and treat others with respect.
3. Not become involved in bullying incidents or be a bully.
4. Be aware of the school’s policies and support system with regards to bullying.
5. Report honestly and immediately all incidents of bullying to a faculty member.
6. Be alert in places around the school where there is less adult supervision such as restrooms, corridors and stairwells.
7. Support students who have been or are subjected to bullying.
8. Talk to teachers and parents about concerns and issues regarding bullying.
9. Work with other students and faculty, to help the school deal with bullying effectively.
10. Encourage teachers to discuss bullying issues in the classrooms.
11. Provide a good role model for younger students and support them if bullying occurs.
12. Participate fully and contribute to assemblies dealing with bullying.

**\* Please initial the Handbook Policy form and the office will keep on file. Student and Parent Signatures are required on Handbook Policy Form.**

## **Harassment**

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

## **Intimidation**

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

### **Consequences for Violation of the Anti-Bullying Policy**

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

#### **Intervention, Warning, and Redirection**

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

#### **Notification of Parents**

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

#### **Resolution with the Target of the Bullying**

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

#### **Referral to Professional School Support Staff**

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

#### **Consequences**

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

#### **Suspension/Expulsion**

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

## **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 to Blackwater Community School. The school has traditionally offered superior opportunities for students to excel. The Board is committed to providing quality educational opportunities. The Board takes great pride in hiring quality teachers and support staff, to provide the high quality of education that is expected for your children.

The Blackwater Community School will follow the goals of the Bureau of Indian Education.

These goals are: All students will meet or exceed academic proficiency levels in reading and/or language arts and mathematics. All schools and residential programs will provide a safe and secure environment by decreasing incidents of violence and substance abuse by a minimum of 2% annually. Students' attendance rate will meet or exceed the United States rural attendance rate. All schools will enhance the professionalism of all staff to improve educational programs for student success. These truly are ambitious goals; however, the children at Blackwater Community School are well on their way to achieving these goals.

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

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

Sincerely,

*Henry Pino, President*

Blackwater Community School  
Board of Trustees

## 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. Each member serves a three-year term. Present members, their offices and terms are listed below:

<u>Name/Office</u>	<u>Office</u>	<u>District</u>
Henry Pino	President	#1
Anne Garcia	Vice President	#2
Suzanne Acuna	Member	#1
Alberta Joyce McAfee	Member	#1
Jeanne Gomez	Member	#2

## 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, and children, and families with integrity, fairness, trust, and inspirational leadership. We will strive to build a school culture that is consistently honest, supportive and respectful to each other and to all who grace our school with their presence. In active partnership with our colleagues and families, we will create and pursue a vision for educational excellence that is based on abiding belief that each adult in our school will exercise sound judgement and the honest regard for individual differences."

## Philosophy

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

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

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

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

## 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 unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Bullying behaviors include the following:

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

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

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

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

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

## Cyberbullying

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

## **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.

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 President of the Board of Trustees. The President of the Blackwater Community School is:

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



# Attendance is Important!!

Pursuant to the Gila River Indian Community Children's Code  
Section 7.603.A & Section 7.603A.10

meetings are held after work hours, so that parents can attend. In short, the School takes communication and parental involvement very seriously.

11. Blackwater Community School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

On campus, there are three preschool programs – one funded by FACE, one funded by a GRIC awarded NYCP Grant, and the other by Quality First. There is also a strong partnership with the Community's Early Ed Program and we coordinate Child Find along with the Early Ed Program. In addition, the School has a 21st Century Grant through which the School provides extended day, remedial, and enrichment programs. The School also provides a G&T program, in which parents participate via identification.

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

Information is conveyed to parents through a variety of measures, including the previously mentioned newsletter, annual meeting, and parental meetings with teachers. In the event parents need help with translation due to language, the School maintains a strong language and culture program that can assist in this.

### PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

In addition to the foregoing, Blackwater Community School will, in consultation with its parents, chooses to undertake the following additional discretionary steps to build parents' capacity for involvement in the school and school system to support their children's academic achievement, as outlined in section 1118(e) of the ESEA:

- Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education.

### PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs

This policy was adopted by Blackwater Community School and will be in effect for the period of SY 2017-18. The School will distribute this policy to all parents of participating Title I, Part A children on or before August 15th, 2017.



7. Blackwater Community School will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

The School sends out the 4-week notice letter, along with an action plan as to how the students will be taught by a HQT teacher.

8. Blackwater Community School will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

First, the School has a parent compact that addresses the student, parent, and the School's responsibility to support the student's academic responsibilities. Weekly, teachers send out a newsletter to the parents outlining curriculum, homework, and other types of class related activities relating to the academic progress. Each month, the School hosts a family involvement night focusing on curriculum, literacy, Olweus bullying program, health, culture, community outreach, book fairs, and other educationally related activities.

9. Blackwater Community School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

Again, frequently hosted family events have a strong focus on literacy and parent involvement. These events include book giveaways, to promote in-home literacy and in-home libraries. During these events, the School also addresses parental involvement via reading to children, technology application in the classroom (with parents participating in use of technology), and discussion of how to use the School's portal to access student test results.

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

The School ensures that there are weekly newsletters communicating what is going on to parents, there are the monthly meetings between parents and staff, there are opportunities to volunteer in the classroom, fieldtrips, and at large events. Teachers are also required to keep communication logs detailing their interactions with parents. There are also the aforementioned parent/teacher conferences. Regular Board

# Blackwater Community School



2017 2018

"Quality Education Begins Here"

JULY				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST				
M	T	W	TH	F
	1	2	3	4
7	8	9 <sup>A</sup>	10	11
14	15	16 <sup>A</sup>	17	18
21	22	23 <sup>A</sup>	24	25
28	29	30 <sup>A</sup>	31	

SEPTEMBER				
M	T	W	TH	F
				1
4	5	6	7	8 <sup>A</sup>
11	12	13 <sup>A</sup>	14	15
18	19	20 <sup>A</sup>	21	22
25	26	27 <sup>A</sup>	28	29

OCTOBER				
M	T	W	TH	F
2	3	4 <sup>A</sup>	5	6
9	10	11 <sup>A</sup>	12	13
16	17	18 <sup>A</sup>	19 <sup>A</sup>	20
23	24	25	26	27
30	31			

NOVEMBER				
M	T	W	TH	F
		1 <sup>A</sup>	2	3
6	7	8 <sup>A</sup>	9	10
13	14	15 <sup>A</sup>	16	17
20	21	22 <sup>A</sup>	23	24
27	28	29 <sup>A</sup>	30	

DECEMBER				
M	T	W	TH	F
				1
4	5	6 <sup>A</sup>	7	8
11	12	13	14	15 <sup>A</sup>
18	19	20 <sup>A</sup>	21	22 <sup>A</sup>
25	26	27	28	29

**SPECIAL DATES**

<p>New Teachers In-Service July 21            All Teachers In-Service July 24-26            All Staff Return July 27            First Day of School July 31            Teacher In-Service (No School) August 11            40th Day of School September 27            Teacher In-Service (No School) November 3            Community Luncheon November 22            Teacher In-Service (No School) January 8            100th Day of School January 19            Teacher In-Service (No School) March 26            Last Day of School May 25            Summer School June 4-28</p>	<p>July 21            July 24-26            July 27            July 31            August 11            September 27            November 3            November 22            January 8            January 19            March 26            May 25            June 4-28</p>
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**HOLIDAYS**

<p>Fourth of July July 4            Labor Day September 4            GRIC Indian Day September 15            Veteran's Day (observed) November 10            Thanksgiving Break November 23-24            GRIC Water Rights Day (observed) December 11            Christmas Day December 25            New Year's Day January 1            Martin Luther King Jr. Day January 15            President's Day February 19            Easter Break March 30-April 2            Memorial Day May 28</p>	<p>July 4            September 4            September 15            November 10            November 23-24            December 11            December 25            January 1            January 15            February 19            March 30-April 2            May 28</p>
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**Parent/Teacher Conferences**

October 18 & 19  
 January 10 & 11  
 March 14 & 15

Early Release 1:00 pm & Reports Cards Issued

**SCHOOL BREAKS**

Fall Break October 23-27  
 Winter Break December 25-January 5  
 Spring Break March 19-23

**ACADEMIC QUARTERS**

1st Quarter July 31-October 6 (47 days)  
 2nd Quarter October 7-Dec. 22 (45 days)  
 3rd Quarter Dec. 23-March 9 (42 days)  
 4th Quarter March 10-May 25 (47 days)

**EARLY RELEASE AT 1:00 pm**  
 Wednesday/P&T Conferences

**EARLY RELEASE AT 12:00 pm**

JANUARY				
M	T	W	TH	F
1	2	3	4	5
8	9	10 <sup>A</sup>	11 <sup>A</sup>	12
15	16	17 <sup>A</sup>	18	19
22	23	24 <sup>A</sup>	25	26
29	30	31 <sup>A</sup>		

FEBRUARY				
M	T	W	TH	F
			1	2
5	6	7 <sup>A</sup>	8	9
12	13	14 <sup>A</sup>	15	16
19	20	21 <sup>A</sup>	22	23
26	27	28 <sup>A</sup>		

MARCH				
M	T	W	TH	F
			1	2
5	6	7	8	9 <sup>A</sup>
12	13	14 <sup>A</sup>	15 <sup>A</sup>	16
19	20	21	22	23
26	27	28 <sup>A</sup>	29	30

APRIL				
M	T	W	TH	F
2	3	4 <sup>A</sup>	5	6
9	10	11 <sup>A</sup>	12	13
16	17	18 <sup>A</sup>	19	20
23	24	25 <sup>A</sup>	26	27
30				

MAY				
M	T	W	TH	F
	1	2 <sup>A</sup>	3	4
7	8	9	10	11 <sup>A</sup>
14	15	16 <sup>A</sup>	17	18
21	22	23	24	25 <sup>A</sup>
28	29	30	31	

JUNE				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

# Blackwater Community School

## Schedule 2017/2018

### Monday- Friday

- 7:30 → Office Opens
- 7:30 → Teachers Arrive on Campus
- 7:00 – 7:40 → Breakfast/Recess
- 7:50 → General Assembly at Flagpole
- 8:00 → Instruction Begins
- 8:15 → Preschool-Breakfast Served
- 3:15 pm** → **Student Dismissal**
- 4:30 → Office Closes
  
- Friday** → No School for F.A.C.E. & **Pre-School B**

\*\* 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.

\*\* In order for the students to be eligible for perfect attendance incentives they must not arrive after 8:00 am and not leave before dismissal times indicated above.

**Please contact the office if you require additional information.**

2. Blackwater Community School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

During the annual open house, the School presents information on school review and improvement, so that the parents are informed on changes related to school improvement initiatives, changes in the curriculum, and the like. Parents are further advised that these issues will be discussed at later planning meetings and are advised to provide their contact information if interested in attending those meetings.

Additionally, the School issues an annual survey to parents seeking input and evaluation of the School's instructional program, including parent involvement. The School uses this to guide it on decisions related to annual Title I plan.

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

The annual meeting is held in August of each school year, as further detailed above. Agendas and sign-in sheets from these meetings demonstrating parent/guardian participation are available.

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

See above – these issues are addressed in detail at the annual meeting.

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

During the annual meeting, parents are advised if they desire additional information, they can request it or a meeting with administration for clarification of the plan, or about any other information related to Title I. Should the school receive any such requests, they would provide the requested information or hold a meeting. (No requests have been received).

6. Blackwater Community School will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

Twice a year, the School conducts parent/teacher conferences during which information regarding student performance on core academic content areas, formative and summative assessment, behavior, attendance, and extracurricular activities are provided to parents.

### **Are there restrictions on using funds to hire staff?**

The intent of the law is to use funds to acquire “highly qualified staff” (professionals, i.e. teachers, psychologists, social workers, paraprofessionals, etc). Although the final draft of the law permits the use of funds for other staff, the primary focus remains on “highly qualified staff”. Schools intending on hiring a non- professional staff with Title I funds should request clearance from the district Title I office. The state further prohibits the expenditure of Title I funds in school level clerical, administrative or school safety personnel.

### **Do Title I Funds follow the child if he moves to another school?**

As indicated in the Act, the intended purpose of these funds is to improve the school. This is why funds are allocated to schools not to children. As a result, if a child leaves a Title I school and transfers to another school, there is no transfer of Title I to the receiving school.

### **Do Private Schools also receive Title I Assistance?**

Federal regulations required that districts provide access to academic support serving in private schools that qualify to receive Title I funds. Assistance is limited to remedial reading and/or mathematics tutorial services that support the regular instructional program for certain students in qualifying private schools. As required by federal law, these students must (1) be experiencing significant difficulty in reading and/or mathematics in their regular classes and (2) live in a neighborhood that is served by a public school that is an identified Title I school.

### **Title I – Program Purposes**

Title I Programs provide funds to districts in order to assist schools with the highest level of economically disadvantaged youngsters to :

- Improve in student achievement for all participating children;
- Improve staff development; and
- Improve parental and community involvement.

In accordance with the federal law, funds are allocated directly to schools to work towards these three goals. Funds are allocated on a per qualifying child (child with free or reduced price meal status) basis. Federal law requires that a district not use Title funds to offset expenses to a Title I school that would normally be paid by other sources if Title I funds were not available.

### **PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. Blackwater Community School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

At the School’s annual open house, the School discusses the requirements of Title I, including related to parent involvement and advises them of their right to participate in development of the parental plan. The School asks parents to submit their names if interested in working on the plan. Several existing staff members are parents, guardians, and Community members, so there is a good deal of representation and cross-participation in the process.

### **Enrollment**

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

- ❖ Birth 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
- ❖ Social Security Number
- ❖ Emergency Contacts
- ❖ Medical Release
- ❖ Consent for Emergency Care forms

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

### **Enrollment Procedures**

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

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

### **Special Education Students**

Child Find

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

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

Child Find provides developmental screening and comprehensive evaluation for children from birth to kindergarten. Please call (520)215-5859 for children K-5th grade and (520) 562-3882 for children 0-4 years old.

### **Consent For Emergency Care Forms**

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

### **Compulsory Attendance Ages**

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

### **Age of Entrance Requirement**

Requirements of age of entrance are as follows:

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

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

**Pre-School A: 3 Years Old by December 31**  
**Pre-School B: 4 Years Old by December 31**  
**BIE Kindergarten: 5 Years Old by December 31**  
**Kindergarten: 5 Years Old by August 31**  
**First Grade: 6 Years Old by August 31**

### **Attendance**

Students are required to be in school on time every day; school begins at 7:50 a.m. Students who attend three-fourths (3/4) of an academic school day will be deemed to have attended a full school day. A written excuse is required each time a student is tardy or absent from school.

Excused absences include: illness, injury, family emergency, major religious holidays, death in immediate family or an educational trip. A written excuse is required for each excused absence from school.

Unexcused absences include: missing the bus, truancy and absences that are not excused. Referrals to appropriate law officials and/or Tribal social services will be made according to applicable State law and/or Tribal law.

homes, or are neglected or delinquent, or who live in families receiving temporary assistance from state governments.

### **How do schools qualify for Title I Funds?**

Schools qualify based on demonstrating that the K-12, ages 5 -17, membership has a sufficiently high percentage of economically disadvantaged students. Title I regulations require school districts to provide services to all school where at least 75% of students qualify for free and reduced price meals.

### **Why are Title I funds allocated exclusively to high poverty schools?**

Research studies done over the past 30 years show conclusively that schools with high concentrations of economically disadvantaged students generally demonstrate lower levels of achievement than do schools with lower concentrations of economically disadvantaged students. As a result, Congress, in the reauthorization of Title I under the No Child Left Behind Act of 2001, now requires districts to allocate Title I funds to those schools with the highest concentration of such students, particularly to those schools falling above 75%. Districts may extend Title I benefits to schools lower than 75%, yet not below the district average percentage of free/reduced price meals.

### **Which children are Title I children?**

There is a common misconception that a Title I child is a child eligible for free or reduced price meals, but this is false. Because the Title I program in a district operates at the school level in the form of Schoolwide Programs, there are technically no Title I children in the district/school; only Title I schools. The children within each Title I school have no designation related to Title I. A Schoolwide Program is a school that consolidates funds with other Federal, State and local funds in order to upgrade the entire educational program of a school that services eligible Title I students.

### **How are schools allocated Title I funds?**

Once a school qualifies, funds are then allocated to the schools from the Arizona Department of Education and the Bureau of Indian Affairs that projects the number of qualifying children at the school for the following year. Occasionally, a further adjustment is made after the first month of school the year funds are allocated, to ensure that schools receive funds commensurate with the number of qualifying children actually enrolled.

### **How can Title I funds be used at the school site?**

Title I funds must be used to promote:

1. High academic achievement for all children;
2. A greater focus on teaching and learning;
3. Flexibility to stimulate local initiatives coupled with responsibility for student performance; and
4. Improved linkages among schools, parents and communities.

In general, funds cannot be used to purchase/lease/rent or improve facilities or provide routine transportation costs for the transport of students to and from school or support funds the school is already entitled to from other sources.

- 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) (Schoolwide 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 build its own and the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The School will provide other reasonable support for parental involvement activities under section 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—*

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

*Reference: Hillsborough County Schools, Florida overview*

## What is Title I?

"Title I" is the federal program that provides funding to local school districts 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 the Every Student Succeeds Act (ESSA).

"Disadvantaged" students are those who come from low-income families, are in foster

## Tardiness

Students, who arrive late to school, after 8:00 am or after flag, must report to the office. Parents or guardians must sign in their children when students arrive to school late. A written excuse is required each time a student is tardy from school.

## Early Release of Students

If a student is to be excused earlier than normal dismissal time, a note should be sent to the child's teacher requesting dismissal at a specific time and 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 will be made to contact parents/guardians. When the buses leave early to take the students home, if no one is at home, students will be brought back to the school.

## 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 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 and Habitually Truant

"Truant" means an unexcused absence for at least one class period during the day. "Habitually Truant" means a student is truant for at least five (5) school days within a school year. 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 **10** excused absences per year.)

- Parent Call In before **9:00 a.m.** for the following excused reasons.
- Illness, Injury, Family Emergency, Religious Holidays, Death in Family, Educational/ Religious Trips
- Doctor's Appointments - Require Doctor's Note
- Illness, hospitalization or is chronically ill as documented by a medical professional for an absence longer than three (3) days. Doctor's Note is then required.

**UNEXCUSED ABSENCES:** (Limited to **5** unexcused absences per semester.

- Missing the bus
- Truancy

## **TARDY:**

- Arriving to school after **8:00 a.m. or after flag**
- Three (**3**) Tardies = One (**1**) Day Absence

## **TRUANCY LETTERS:**

Letters are sent out after every 3<sup>rd</sup>, 5<sup>th</sup> & 9<sup>th</sup> unexcused absence. Student will placed on an attendance contract after the 9<sup>th</sup> 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 and the office will keep on file.**

## **Promotion/Retention**

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 Common Core Standards and have identified other academic standards that children must meet in order to assure success at the next levels. We believe that all students can be successful given the time and resources.

Students must meet Common Core Standards in all academic 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.

A school committee will review promotion decisions on a case-by-case basis. The 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 promotion decision can review that decision with the school principal. If they do not find resolution with the principal, they are to contact the School Board of Trustees President and it will be discussed at the next Board meeting.

## **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:

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

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

## **Student Directory**

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

1. Student's name

## **Student's Agreement:**

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

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

## **Parent's Agreement:**

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

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

## **Family Involvement Action Team (FIAT)**

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

## **Parent Involvement**

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

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

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

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

## **BWCS School Parental Involvement Policy**

### **PART I. GENERAL EXPECTATIONS**

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

- Consistent with section 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 1118 and each include, as a component, a school-parent compact consistent with section 1118(d) (Shared Responsibilities of High Student Academic Achievement) of the ESEA.

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

### **Guidelines and Responsibilities**

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

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

### **Guardianship, Custody and Power of Attorney**

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

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

### **STUDENT CONDUCT**

#### **Students' Responsibilities**

Students are expected to:

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

Teachers have the right to:

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

#### **Tobacco Use By Students**

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

- ❖ School grounds

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

### **Students' Drug And Alcohol Use**

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

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

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

### **Student Dress Code**

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

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

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

### **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.

The Principal will establish procedure through which students may be held responsible and accountable for loss of or damage to School property, including textbooks and library books.

### **Library/Media Center Book Rules**

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

Parent/ Guardian of student will be responsible for lost, stolen, or damaged library or textbooks.

If a book is not returned, a responsible adult will pay full price of book.

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

### **Extra Curricular Activities Fees**

The Board may assess reasonable fees for optional extracurricular activities and other kinds of program offered when School is not in session. Such fee assessment for each optional extracurricular activity shall be made at the beginning of each school year by resolution. Optional extracurricular activities are non-credit, educational or recreational activities that supplements the education program of the School, whether offered before, during or after regular hours. No fees shall be charged for student's access to or use of computer or related materials. Fees shall not exceed the actual costs of the activity, program, services, equipment or materials. The principal may waive all or part of a fee if it creates an economic hardship for a student. Qualifications for economic hardship include, but are not necessarily limited to, standards that apply to eligibility for the free and reduced price lunch program.

### **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.



## **Screening for Hearing, Vision and Dental**

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

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

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

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

## **MEDICATION**

### **Prescription Medications**

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

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

### **Student Accidents/Illness**

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

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

Any special health concern will be reported to the nurse.

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/capri/skorts. Clothing will fit at the waist. No tight fitting or baggy, oversized attire. No designer stitching, decorations. Pockets should be flat; no extended pockets. No corduroy pants, cargo pants, or sweat pants.

#### **For All Students:**

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

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

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

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

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

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

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

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

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

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

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

### **Cell Phones & Personal Electronic Devices**

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

### **Weapons In School**

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

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

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

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, please 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. If you are interested in receiving your fingerprint clearance card please contact the front office staff for support.
8. No other children who are not enrolled in Blackwater Community School can ride the school bus. Chaperones are encouraged not to bring other children on the field trip so that they can focus on their assigned group.
9. Teachers are available to answer any questions you may have about the field trip.
10. There are routine assemblies that are performed throughout the school year that reside off campus. The assemblies will be held at the new District 1 service center or the old annex building next door. By signing the understanding of the field trip guidelines you are also giving permission for your child to be transported to and from the buildings throughout the current school year.

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

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

### **General Health Services**

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

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

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

### **Immunizations**

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

uled 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 that the bus is late. The bus drivers have radios on board and can be in immediate contact with the school office.

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

### Discipline on the Bus

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

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

### Use of Video Cameras on School Buses:

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

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

### Field Trip Information

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

1. Please remember that when children are on a field trip this is an official school day and they should stay with their class.
2. All children must ride on the bus in order to participate in the field trip because of attendance and liability issues. If a child has a doctor's appointment on the day of the trip, please make arrangements with the teacher ahead of time.
3. Parents/guardians who are volunteering as a chaperone must stay with their group as directed by the teacher.
  - a. Teachers are available to help the chaperones with any children not following school rules.

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.

### 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
- Disrupts the Responsible Thinking Classroom
- Engages in conduct that is disorderly, i.e., intentionally causing public inconvenience, annoyance, or alarm, or recklessly creating a risk thereof, by:

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

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

### Permissible Penalties

The range of penalties that may be imposed for violations of student discipline rules include, but are not limited to, the following:

- ✓ Verbal warning
- ✓ Written warning
- ✓ Written notification to parents
- ✓ Assembly of an intervention team
- ✓ Attend the In-School Suspension Program
- ✓ Probation

- ✓ Detention
- ✓ Suspension from transportation
- ✓ Suspension from athletic participation
- ✓ Suspension from social or extracurricular activities
- ✓ Suspension of other privileges
- ✓ Exclusion from a particular class
- ✓ In-school suspension
- ✓ Involuntary transfer
- ✓ Suspension
- ✓ Expulsion

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

### Due Process Rights

The authority to suspend a student rests with the Principal. When a suspension for three (3) days or more occurs, the Principal must report it to the Board President within five (5) 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 is a crucial priority. Children will be picked up and dropped off at the same location unless **WRITTEN** arrangements are made with the school office and the bus driver. In case of emergencies, telephone requests will be accepted. The office will only keep the child in the office thirty minutes after his/her designated dismissed time. If no responsible adult comes for the child, the school will notify the tribal authorities.

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

Bus route pick up and drop off times are scheduled as accurately as possible, and drivers are instructed to arrive safely at each stop at the designated time. Due to possible variances between individual clocks, students/parents/guardians are asked to arrive at the bus stop 10 minutes prior to the scheduled arrival time and may need to stay 10 minutes after the sched-

**Blackwater Community School**  
**Akimel O’Otham Pee Posh Charter Schools, Inc.**  
“Quality Education Begins Here”

***Permission to Release Child/Emergency Contact***  
**2017/2018**

**Besides the parent/guardian, the following person(s) can be called in case of an emergency. I give Blackwater Community School permission to release my child to the following person(s) on my behalf. Contact and check out person(s) must be 18 years or older.**

<b>Name</b>	<b>Phone Number</b>	<b>Relationship</b>

**I fully understand when my child is released to the above person(s), Blackwater Community School is relieved of all responsibilities for the care and safety of my child. MY CHILD WILL NOT BE RELEASED TO ANYONE WHOSE NAME IS NOT ENTERED ON THIS SHEET. I ALSO UNDERSTAND THAT CHANGES MUST BE IN WRITING TO THE SCHOOL. PICTURE I.D. WILL BE REQUIRED BY THE OFFICE STAFF.**

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

**Blackwater Community School  
Akimel O'Otham Pee Posh Charter School  
"Quality Education Begins Here"  
3652 E. Blackwater School Rd., Coolidge AZ, 85128  
Phone: (520) 215-5859 Fax: (520) 215-5862**



## **Request for Student Records SY2017/2018**

**Students Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Arizona SAIS#:** \_\_\_\_\_

**Enrolled in Grade:** \_\_\_\_\_

**Last School Attended:** \_\_\_\_\_

**School Address:** \_\_\_\_\_

**Parent/ Guardian Signature:** \_\_\_\_\_

**Please Include:**

- 1. Date of Withdrawal**
- 2. Medical and Immunization Records**
- 3. All Assessment Results**
- 4. Psychological Reports**
- 5. Academic Progress Reports**
- 6. Any Discipline/Behavioral Documentation**
- 7. Other pertinent information regarding the health, welfare and educational progress of the student.**

\_\_\_\_\_  
Student Records  
Blackwater Community School

\_\_\_\_\_  
1<sup>st</sup> Request

\_\_\_\_\_  
2<sup>nd</sup> Request



State of Arizona  
Department of Education  
Office of English Language Acquisition Services

**Primary Home Language Other Than English (PHLOTE)  
Home Language Survey**  
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? \_\_\_\_\_
2. What is the language most often spoken by the student? \_\_\_\_\_
3. What is the language that the student first acquired? \_\_\_\_\_

Student Name \_\_\_\_\_ Student ID \_\_\_\_\_

Date of Birth \_\_\_\_\_ SAIS ID \_\_\_\_\_

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

District or Charter \_\_\_\_\_

School \_\_\_\_\_

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.  
In SAIS, please indicate the student's home or primary language.

**U.S. Department of Education  
Office of Indian Education  
Washington, DC 20202  
TITLE VI ED 506 INDIAN STUDENT ELIGIBILITY CERTIFICATION FORM**

**Parent/Guardian:** This form serves as the official record of the eligibility determination for each individual child included in the student count. You are not required to complete or submit this form. However, if you choose not to submit a form, your child cannot be counted for funding under the program. **This form should be kept on file and will not need to be completed every year.** Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

**STUDENT INFORMATION**

Name of the Child \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_  
(As shown on school enrollment records)  
Name of School \_\_\_\_\_

**TRIBAL ENROLLMENT**

Name of the individual with tribal enrollment: \_\_\_\_\_  
(Individual named must be a descendent in the first or second generation)

The individual with tribal membership is the: \_\_\_\_\_ Child \_\_\_\_\_ Child's Parent \_\_\_\_\_ Child's Grandparent

Name of tribe or band for which individual above claims membership: \_\_\_\_\_

The Tribe or Band is (select only one):

- \_\_\_\_\_ Federally Recognized
- \_\_\_\_\_ State Recognized
- \_\_\_\_\_ Terminated Tribe (Documentation required. Must attach to form)
- \_\_\_\_\_ Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994. (Documentation required. Must attach to form)

Proof of enrollment in tribe or band listed above, as defined by tribe or band is:

- A. Membership or enrollment number (if readily available) \_\_\_\_\_ OR
- B. Other Evidence of Membership in the tribe listed above (describe and attach) \_\_\_\_\_

Name and address of tribe or band maintaining enrollment data for the individual listed above:

Name \_\_\_\_\_ Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

**ATTESTATION STATEMENT**

I verify that the information provided above is accurate.

Name Parent/Guardian \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Email Address \_\_\_\_\_ Date \_\_\_\_\_



## INSTRUCTIONS FOR THE ED 506 FORM

### FOR APPLICANTS:

**PURPOSE:** To comply with the requirements in 20 USC 7427(a), which provides that: "The Secretary shall require that, as part of an application for a grant under this subpart, each applicant shall maintain a file, with respect to each Indian child for whom the local educational agency provides a free public education, that contains a form that sets forth information establishing the status of the child as an Indian child eligible for assistance under this subpart, and that otherwise meets the requirements of subsection (b)".

**MAINTENANCE:** A separate ED 506 form is required for each Indian child that was enrolled during the count period. A new ED 506 form does **NOT** have to be completed each year. All documentation must be maintained in a manner that allows the LEA to be able to discern, for any given year, which students were enrolled in the LEA's school(s) and counted during the count period indicated in the application.

### FOR PARENTS/GUARDIANS:

**DEFINITION:** Indian means an individual who is (1) A member of an Indian tribe or band, as membership is defined by the Indian tribe or band, including any tribe or band terminated since 1940, and any tribe or band recognized by the State in which the tribe or band resides; (2) A descendant of a parent or grandparent who meets the requirements described in paragraph (1) of this definition; (3) Considered by the Secretary of the Interior to be an Indian for any purpose; (4) An Eskimo, Aleut, or other Alaska Native; or (5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

**STUDENT INFORMATION:** Write the name of the child, date of birth and school name and grade level.

**TRIBAL ENROLLMENT INFORMATION:** Write the name of the individual with the tribal membership. Only one name is needed for this section, even though multiple persons may have tribal membership. Select only one name: either the child, child's parent or grandparent, for whom you can provide membership information.

Write the name of the tribe or band of Indians to which the child claims membership. The name does not need to be the official name as it appears exactly on the Department of Interior's list of federally-recognized tribes, but the name must be recognizable and be of sufficient detail to permit verification of the eligibility of the tribe. Check only one box indicated whether it is a Federally Recognized, State Recognized, Terminated Tribe or Organized Indian Group. If Terminated Tribe or Organized Indian Group is elected, additional documentation is required and must be attached to this form.

- **Federally Recognized-** an American Indian or Alaska Native tribal entity limited to those indigenous to the U.S. The Department of Interior maintains a list of federally-recognized tribes, which OIE can provide you upon request.
- **State Recognized-** an American Indian or Alaska Native tribal entity that has recognized status by a State. The U.S. Department of Education does not maintain a master list. It is recommended that you use official state websites only.
- **Terminated Tribe-** a tribal entity that once had a federally recognized status from the United States Department of Interior and had that designation terminated.
- **Organized Indian Group-** Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

Write the enrollment number establishing the membership of the child, if readily available, or other evidence of membership. If the child is not a member of the tribe and the child's eligibility is through a parent or grandparent, either write the enrollment number of the parent or grandparent, or provide other proof of membership. Some examples of other proof of membership may include: affidavit from tribe, CDIB card or birth certificate. Write the name and address of the organization that maintains updated and accurate membership data for such tribe or band of Indians.

**ATTESTATION STATEMENT:** Provide the name, address and email of the parent or guardian of the child. The signature of the parent or guardian of the child verifies the accuracy of the information supplied.

The Department of Education will safeguard personal privacy in its collection, maintenance, use and dissemination of information about individuals and make such information available to the individual in accordance with the requirements of the Privacy Act.

**PAPERWORK BURDEN STATEMENT** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. The time required to complete this portion of the information collection per type of respondent is estimated to average: 15 minutes per Indian student certification (ED 506) form; including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ/Room 3W203, Washington, D.C. 20202-6335. OMB Number: 1810-0021 Expiration Date: 07/31/2019.



**Arizona Department of Education**  
**Arizona Residency Guidelines**  
9/22/11

**INTRODUCTION**

Generally, under Arizona law, only Arizona residents are entitled to a free public education. The Arizona Department of Education ("Department") is a designated steward of state education tax dollars and is responsible for providing state aid to school districts and charter schools for students who reside in Arizona. Pursuant to A.R.S. § 15-823(J), a school district or charter school may not include non-resident pupils in their student count and may not obtain state aid for those pupils. The residency of a student is determined by the residency of the parent or guardian with whom the student lives. Accordingly, it is the responsibility of the school districts and charter schools that receive state aid to ensure that their student/parent residency information is accurate and verifiable. The Department may audit schools to ensure that only Arizona resident students are reported for state aid. Any school district or charter school that cannot demonstrate the accuracy of any student's residency status may be required to repay the state aid received for that student.

**VERIFIABLE DOCUMENTATION**

A.R.S. § 15-802(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school. This document is designed to assist school districts and charter schools in meeting the legal requirements of the statute.

**The documentation required by A.R.S. § 15-802 must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule.**

In general, students will fall into one of two groups: (1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and (2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

**1. Parent(s) or legal guardian(s) that maintains his or her own residence:** The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide **one** of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- Valid Arizona driver's license, Arizona identification card
- Valid Arizona motor vehicle registration
- Valid United States passport
- Property deed

- Mortgage documents
- Property tax bill
- Rental agreement or lease (including Section 8 agreement)
- Utility bill (water, electric, gas, cable, phone)
- Bank or credit card statement
- W-2 wage statement
- Payroll stub
- Certificate of tribal enrollment or other identification issued by a recognized Indian tribe
- Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)

**2. Parent(s) or legal guardian(s) that does not maintain his or her own residence:** The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence. A model affidavit is available for schools at: <http://www.azed.gov/finance/files/2011/10/arizona-residency-guidelines.pdf>.

#### **USE OF AND RETENTION OF DOCUMENTS BY SCHOOLS**

School officials must **retain a copy** of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Department. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.



**Arizona Department of Education  
Arizona Residency Documentation Form**

Student \_\_\_\_\_

School Blackwater Community School

School District or Charter Holder: Akimel O'Otham Pee Posh Charter School

Parent/Legal Guardian \_\_\_\_\_

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

- Valid Arizona driver's license, Arizona identification card or motor vehicle registration
- Valid U.S. passport
- Real estate deed or mortgage documents
- Property tax bill
- Residential lease or rental agreement
- Water, electric, gas, cable, or phone bill
- Bank or credit card statement
- W-2 wage statement
- Payroll stub
- Certificate of tribal enrollment or other identification issued by a recognized Indian tribe that contains an Arizona address
- Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)
- I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit.

\_\_\_\_\_  
Signature of Parent/Legal Guardian

\_\_\_\_\_  
Date



**State of Arizona  
Affidavit of Shared Residence**

I swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me:

\_\_\_\_\_  
\_\_\_\_\_

Location of my residence:

\_\_\_\_\_

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

- Valid Arizona driver's license, Arizona identification card or motor vehicle registration
- Valid U.S. passport
- Real estate deed or mortgage documents
- Property tax bill
- Residential lease or rental agreement
- Water, electric, gas, cable, or phone bill
- Bank or credit card statement
- W-2 wage statement
- Payroll stub
- Certificate of tribal enrollment or other identification issued by a recognized Indian tribe.
- Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

Printed Name of Affiant: \_\_\_\_\_

Signature of Affiant: \_\_\_\_\_

**Acknowledgement**

State of Arizona  
County of \_\_\_\_\_

The foregoing was acknowledged before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_,  
By \_\_\_\_\_

\_\_\_\_\_  
Notary Public

My Commission Expires:  
\_\_\_\_\_

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



**Language Development: Restoration & Enhancement Program  
Parental Notification and Consent Form  
SY2017/2018**

As defined and regulated under the Indian School Equalization Program (ISEP), Blackwater Community School's Language Development Program supports the reintroduction of the Akimel O'odam language and culture throughout the school. All students in grades preschool through fifth grade are eligible for services. The Culture Language Program is integrated into all classes as a weekly special.

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I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_,  
grant Blackwater Community School permission to include my child in the  
Language Development Program.

---

Parent/Guardian Signature

Date

---

Teacher's Signature

Date

# Blackwater Community School

"Quality Education Begins Here"

## STUDENT SERVICES QUESTIONNAIRE

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

### 1. Did your child receive any special help at his/her last school?

- |   |   |
|---|---|
| <input type="checkbox"/> Special Education        | <input type="checkbox"/> Help to improve attendance |
| <input type="checkbox"/> Help to improve behavior | <input type="checkbox"/> 504 Accommodations         |
| <input type="checkbox"/> ELL Services             | <input type="checkbox"/> Homeless Services          |
| <input type="checkbox"/> Counseling               | <input type="checkbox"/> Tutoring                   |
| <input type="checkbox"/> Other: _____             |   |

### 2. Has your child ever been retained (held back)?

- Yes  No If yes, what grade? \_\_\_\_\_

### 3. Has your child ever been expelled?

- Yes  No If yes, for what reason? \_\_\_\_\_

What School? \_\_\_\_\_

Is the expulsion cleared?  Yes  No

### 4. Do you and your student live in a fixed, regular, adequate nighttime residence?

- Yes  No

**(If you circled "Yes", stop here. If you circled "NO", please continue with this form.)**

### 5. Where is your child/family currently living? (Check one box only.)

This information will be used to determine if your child qualifies for any additional assistance under the McKinney-Vento Act.

- In a single family residence
- With more than one family in a house or apartment due to economic hardship
- In a shelter or transitional housing program
- In a motel, car or campsite
- In a foster care placement
- Other: \_\_\_\_\_

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

\_\_\_\_\_  
Date

**Thank you for taking the time to fill out this form. We look forward to working with you to help your child be successful in school!**

# Blackwater Community School

SY 2017- 2018

## INSTRUCTIONAL COMPUTING SERVICES EQUIPMENT CHECK-OUT AGREEMENT

Blackwater Community School's Instructional Computing Services Equipment (Laptop, iPad & other mobile computing devices) Loaner program is designed to provide access to technology tools for educational purposes only. The loaner laptop (or any other such computing device) is to be used for school related purposes only and will be returned by the end of the agreed-upon check-out period. The duration of such check-out may vary from an hour to a full instructional day. Students

1. The attached form must be signed by the student and parent/guardian of minor students before a laptop will be issued.
2. The recipient shall immediately report theft or damage of any kind to the loaner laptop to his/her teacher.
3. The computer and its settings are not to be changed or altered. The borrower shall be responsible for damage determined by the school to have been caused by abnormal wear and tear of the equipment caused by the borrower through overt action and/or negligence. Charges will be made to the borrower for repair and restoration of the equipment at the prevailing rates for such damage. Maintenance is not to be performed by the Borrower at any time.
4. Borrower agrees that the loaned equipment will remain with the borrower and will not be loaned, assigned, transferred, sold, or otherwise disposed of during the period of this agreement.
5. The usage of this device is strictly for educational purposes only and the equipment must stay within the assigned classroom of the student.

Student Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

By signing the form below, the student and/or the parent/guardian agree to:

- (a) Having read and understood the conditions of the Student Laptop Checkout Agreement
- (b) Receive, authorize, and take full responsibility for the use of the laptop by the student
- (c) Verify the Serial/Barcode Number on the equipment provided (Student/parent/guardian will receive a copy of this form when the laptop is issued to the student)
- (d) Pay the cost to repair and restoration of the equipment in case it is damaged/altered.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
(Parent/Guardian Printed Name)

\_\_\_\_\_  
Date

.....  
Device Brand & Model #: \_\_\_\_\_ Asset Tag#: \_\_\_\_\_ Serial #: \_\_\_\_\_

Issue Date: \_\_\_\_\_ Return Date: \_\_\_\_\_ : Received by: \_\_\_\_\_



# Blackwater Community School

SY 2017- 2018

## Uniform Agreement

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

### COMPLIANCE PROCEDURES:

**First Offense:** There will be a teacher/student conference as to why the student is not in uniform. A letter of notification on non-compliance will be sent home. The letter must be signed and returned to the classroom teacher.

**Second Offense:** A mandatory parent meeting will be scheduled to develop a written plan to resolve the non-compliance to the uniform policy.

**Third Offense:** The issue will be handled according to the school discipline policy.

By signing this you are stating that you have read the Dress Code in the Handbook (Pages 16-18) and are agreeing to the Dress Code Policy and Consequences. If you have any questions please feel free to contact the school.

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

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

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

### Office Use:

First Offense      Date: \_\_\_\_\_

Second Offense      Date: \_\_\_\_\_

Third Offense      Date: \_\_\_\_\_

## Handbook Policy Form

Student Name: \_\_\_\_\_

I have received and read the Parent Handbook and agree to abide by its provisions. I understand that this handbook supersedes all previous handbooks. I understand that this handbook is presented as a matter of information only and is a summary of the official policy manual adopted by the School Board of Trustees. I understand that the School Board of Trustees may adopt changes to the policies at any time. If any changes are made, updates to this handbook will follow.

**Initial the following:**

- \_\_\_\_\_ I have read the Policy for Truancy (Page 13)
- \_\_\_\_\_ I have read the Dress Code Policy (Pages 16-18)
- \_\_\_\_\_ **I have read the Pick Up/ Drop Off Policy and I understand that I must follow the guidelines set for Bus Note Requests (Page 21-22)**
- \_\_\_\_\_ I have read the Field Trip Policy (Page 22-23)
- \_\_\_\_\_ I have read the Head Lice Policy (Page 23)
- \_\_\_\_\_ I have read the Library Policy (Page 25)
- \_\_\_\_\_ I have read the Internet Guidelines for User Accounts (Page 25-27)
- \_\_\_\_\_ I have read the Anti-bullying Pledge (Page 35-36)
- \_\_\_\_\_ I have read the School Compact Agreement (Page 37)

**I give permission for my child to: (Check all that apply)**

- \_\_\_\_\_ Attend all school wide events held at the District One Multi-Purpose building and Ballpark during school hours.
- \_\_\_\_\_ To be photographed for the Big News
- \_\_\_\_\_ To be photographed and or video recorded on fieldtrips
- \_\_\_\_\_ To be photographed for yearbook purposes
- \_\_\_\_\_ To be photographed and or video recorded for our school website

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

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

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

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