



# 2025-2026 STUDENT HANDBOOK



Kayenta Boarding School



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UNITED STATES DEPARTMENT OF THE INTERIOR  
Kayenta Boarding School  
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August 29, 2025

Dear Parents/Guardians,

Welcome to SY2025-2026 and we are very pleased that your child(ren) is back and that you have entrusted us with your child(ren) for another year. As some of you know, we have students who have been at Kayenta Boarding School since they were young and this is what we are proud of, so thank you.

This school year has a few new changes, like one Kindergarten class, one eighth grade class and a new approach to learning with computers called blended learning. With these new changes, our students will now be taking a 'real' computer class taught by a certified computer teacher.

Also, we have made changes with our late start day and our PLC late start day to better meet the needs of our students—academically, with attendance and with their academic performance. As we continue to work towards improving our student achievement goals, these changes help support us in doing so.

In addition, we will continue to invite our parents/guardians to our school to help us build a partnership with the families we serve. We'd appreciate your participation in our monthly Parent & Family Engagement Committee with each meeting held every 3<sup>rd</sup> Thursday of each month at 5:30 and you're welcome to attend.

As we enter the new school year, we appreciate your interest and the time you've given us to help us support our young Eagle student members. We look forward to working with them, teaching them and providing them opportunities to grow academically, socially, physically and mentally.

Again, thank you and don't hesitate to ask us questions or to visit my office.

Respectfully,

Deborah  
Holgate  
Dr. Deborah Holgate, Principal

Digitally signed by  
Deborah Holgate  
Date: 2025.09.01 23:19:06  
-0600

## **Kayenta Boarding School's Vision and Mission**

### **About KBS**

#### **Our Mission Statement**

**It is our mission to ensure that every individual that enters our Professional Learning Community (PLC) succeeds academically and culturally. Our PLC includes all stakeholders to guide our children through a high quality and culturally relevant educational journey.**

#### **Our Vision Statement**

**Our vision at Kayenta Boarding School is to integrate Dine' culture with highly rigorous academic curriculum. Kayenta Boarding School challenges every student to master life skills and to develop a good character. Students will be motivated, have self-awareness and develop a global perspective in a comfortable, safe, well-structured and professional environment.**

## **Message on School Boards**

The School Boards and Navajo District schools strive to ensure that every student graduates fully prepared for college or a career. Each School Board acts to effectively support students, families, and community in accordance with the policies outlined in the [25 CFR](#) and [62 IAM](#).

## **Message on Wellness**

Kayenta Boarding School encourages students and their families to practice the traditional concept of Hózhó to address their physical, mental, and spiritual wellbeing. We encourage students and their families to eat healthy, exercise, and maintain their mental health so that students can reach their full academic potential. Kayenta Boarding School provides students with nutritious food and structured physical activities to the greatest possible.

## **Message on Child Abuse and Neglect**

Kayenta Boarding School reports all suspected cases of child abuse and neglect in accordance with the BIE's [Suspected Child Abuse/Neglect Reporting Protocols](#).

## Faculty and Staff

### **ADMINISTRATION**

#### ***Holgate, Deborah (Principal)***

Biakaddy, Larry (IT Technician)  
Cly-Bedoni, Roberta (School Registrar)  
Holiday, Alberta (Business Technician)  
Jackson, Lora (Secretary)  
Tree Featherhat, Harriet (Clerk)

### **ACADEMIC**

Atene, Wyona (Adult Ed Teacher)  
Clauschee, Jefferson (Bilingual Teacher)  
Cly, Doris (Elementary Teacher)  
DeLaRosa, Andee (Elementary Teacher)  
Denetsosie, Cynthia (Elementary Teacher)  
Harvey, Irene (Recreation Assistant)  
Holiday, Gloria (Education Technician)  
Keith, Stephanie (Education Technician)  
Lee, Dorothy (Education Technician)  
Moreno, Yolanda (Elementary Teacher)  
Perry, Melinda (Education Technician)  
Seaton, Fern (Gifted & Talented Teacher)  
Sells, Lucy (Elementary Teacher)  
Tallsalt, Janeice (Counselor)  
Vandever, Lorraine (Education Technician)  
Walters, Renae (Elementary Teacher)  
White, Garrett (Social Studies Teacher)  
Young, Jeanette (Elementary Teacher)

### **EXCEPTIONAL EDUCATION**

Holiday, Chalsea (Education Technician)  
Jennings, Pamela (Special Ed Teacher)  
Kinlacheeny, Susie (Special Ed Teacher)  
McCabe-Begay, Annette (Education Technician)  
Young, Marilyn (Education Technician)

### **FACE**

Dickson, Camille (Education Technician)  
Holiday, Lucretia (Elementary Teacher)  
Jackson, Roessel (Education Technician)

### **FACILITY MAINTENANCE**

#### ***Yazzie, Kelly (Facility Manager)***

Atene, Audrey (Office Automation Clerk)  
Atene, Frank (Security)  
Bedonie, Jason (Janitor)  
Benally, Tara (Janitor)  
Gray, Travis (Security)  
James, Jerry (Maintenance Worker)  
Lee, Harrison (Maintenance Worker)  
Redhouse, Ambrose (Janitor)  
Williams, Kenneth (Security)  
Yazzie, Darrell (Supply Coordinator)  
Yazzie, Kenneth (Maintenance Worker)

### **FOODSERVICE**

#### ***Begay, Evelyn (Foodservice Manager)***

Bigman, James (School Cook)  
Dixon, Julie (School Cook)  
Gray, Stephen (Kitchen Helper)  
Harold, Delphina (School Cook)

### **RESIDENTIAL**

#### ***Begay, Mae (Home Living Specialist)***

Addison, Judy (Home Living Assistant)  
Cly-Stryker, Sharon (Counselor)  
Keahey, Mary (Home Living Assistant)  
Parrish, Mabel (Home Living Assistant)  
Parrish, Mary (Recreation Assistant)  
Tartsah, Doraphina (Home Living Assistant)  
Tartsah, Douglas (Home Living Assistant)

### **TRANSPORTATION**

#### ***Clark, Jennifer (Transportation Supervisor)***

Holiday, Roselyn (School Bus Driver)  
Stanley, Mary Ann (School Bus Driver)  
Sullivan, Eloise (School Bus Driver)  
Sullivan Jr., Richard (School Bus Driver)

## **School Board Members**

At the time of printing there was not a full School Board membership.

## **Kayenta Boarding School Food Services**

### **Meal Cost**

The USDA reimburses schools only for meals they provide to students. Parents/guardians, staff, and visitors must pay for their meals.

### **Cafeteria Rules**

The following are Kayenta Boarding School's cafeteria rules:

- Students will follow all school rules.
- Students will always model good behavior.
- Tea, sodas, sports drinks, or energy drinks are prohibited. Only bottled water, milk, and juice that the school serves from the cafeteria line are allowed.
- All electronic devices must be out of sight.
- Remove all headgear before entering.
- Students must enter from the designated entrance.
- Cutting into the food line is prohibited.
- Horseplay (for example, shoving, running, shouting, fighting, throwing food) is prohibited.
- Students will clean their eating areas after use.
- Students will remove all trash (for example, gum, paper) from their trays and dispose of it in designated trash cans.
- Students who want second helpings must wait until everyone has been served once and must use the same trays. At times, there may not be enough food available for seconds.
- Sponsors of after-school clubs, classes, tutoring, or sports must supervise their students during dinner (if applicable).

# Kayenta Boarding School Transportation Services

## Bus Routes

# TRANSPORTATION

Bus Route	Stops and Times
<b>Dolphin 335</b>	Oljato Chapter 5:50 AM/ 4:40 PM Holiday Road 5:55 AM/ 4:35 PM VCA Turn off 6:00 AM/ 4:33 PM Train Rock 6:05 AM/ 4:30 PM Oljato Rd/Atene 6:10 AM/ 4:28 AM Oljato Rd/ Perry 6:15 AM/ 4:25 PM Goulding's Gas Station 6:20 AM/ 4:20 PM Promise Rock 6:35 AM/ 4:00 PM Mystery Valley 6:40 AM/ 3:50 PM HWY 163 MP407.6 6:50 AM/ 3:45 PM Hwy163 MP404 6:55 AM/ 3:40 PM El Cap 7:00 AM/ 3:35 PM HWY 163 MP402 7:05 AM/ 3:30 PM
<b>Eagle 186</b>	Skeleton Mesa 5:50 AM/ 4:35 PM Harvest Time 6:10 AM/ 4:08 PM Enter New Trailer Court 6:21 AM Exit Old Trailer Court 3:44 PM Kayenta Estate Enter 6:40 AM/ Afternoon Exit at 4:05 PM Laguna Road 7:04 AM/ 3:30 PM NTUA 7:08 AM/ 3:25 PM MVHS Housing 7:10 aM/ 3:20 PM
<b>Rabbit 356</b>	Old Black Mesa Store 5:55 AM/ 4:25 PM Long House Valley Mile Post 377.5 6:00 AM/ 4:20 PM Mile Post 378 6:05 AM/ 4:15 PM Mile Post 385.2 6:15 AM/ 4:07 PM Mile Post 390.5 6:28 AM/ 3:57 PM Kayenta IHS Housing 6:40 AM/ 3:38 PM Wetherill Heights Hill Enter 6:45 AM Exit 3:18 PM
<b>Lizard 465</b>	Chilchinbeto Estate 5:30 AM/ 4:45 PM Chilchinbeto NHA 5:40 AM/ 4:30 PM HWY59 MP 42.5 6:10 AM/ 4:15 PM Baby Rocks 6:25 AM/ 4:00 PM HWY160 MP 402.3 6:35 AM/ 3:50 PM NHA Housing 6:45 AM Exit NHA Housing 7:05 AM Old PHS Trailer Court 7:10 AM

## **Riding the School Bus**

Riding the school bus is a privilege for students who model good behavior.

Kayenta Boarding School provides daily bus service for Day students. The bus stops at designated locations only. Students must follow all school bus rules and procedures to ensure the safety of all riders. Unacceptable behavior and violation of the bus rules may result in restrictions or suspension of bus privileges. If bus privileges are suspended for more than five days, students can appeal the suspension in accordance with the appeal process (see Right to Appeal).

Residential students should be at designated bus

## **Bus Change Requests**

A student must have a temporary bus pass to ride a different bus from the one assigned. To receive a temporary bus pass, a parent/guardian must provide written notice or call Kayenta Boarding School by 11:00 a.m. on the same day.

## **Transportation Cancellation Due to Inclement Weather**

In the event of a school delay or cancellation, One Call automated messaging and/or announcements on KTNN will be used to inform all students, parents and staff. It is important that all contact information is kept current with the school.

## **Bus Rules and Procedures**

To retain bus riding privileges, students will observe the following rules:

- Be on time. Have respect for others and for the Driver.
- Passengers will observe classroom conduct; ordinary conversation is permitted. Horseplay, unruly behavior, abusive and obscene language or gestures are unacceptable.
- Attempting to get off or move about while the bus is in motion is unacceptable. Always remain in your seat.
- For safety, always keep the aisle and exits clear. Use handrails when exiting the bus.
- Be courteous. Never use foul language or obscene gestures.
- Never extend any portion of your body out of the bus window.
- The use of tobacco, vapes, food, alcohol, drugs and drinks on the bus is prohibited. Animals and oversized objects, as well as glass containers, are not permitted
- No food or drinks on the bus.
- Do not damage any part of the bus; you and your parents/guardian are responsible for repairs.
- For your own safety, do not distract the Driver.
- To ensure safety, the Driver is in charge. Passengers must respond promptly to instructions given; always listen to the Bus Driver.
- Emergency exits are to only be opened during emergency situations.

Lizard Bus

Rabbit Bus

Eagle Bus

Dolphin Bus

Turtle Bus

## Kayenta Boarding School

### Student Transportation Pass

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

Grade/ Teacher: \_\_\_\_\_

Requested Stop Location: \_\_\_\_\_

Duration of Pass: \_\_\_\_\_

Parent/ Guardian Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Parent/ Guardian Signature: \_\_\_\_\_ (if available)

#### Administrator Granting Permission:

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

Signature: \_\_\_\_\_

## **Kayenta Boarding School Library Services**

The library welcomes all faculty, staff, and students who wish to read, learn, and/or study.

### **Checkouts**

Staff and students may check out library books at the discretion of Kayenta Boarding School.

### **Overdue Books**

The library prevents staff and students with overdue items from borrowing additional books until they return or renew the books. At the end of the school year, the library treats all overdue books as lost or missing.

### **Requests for Books**

The library welcomes and makes all attempts to fill book requests from staff and students.

### **Hall Passes**

During class hours, all students must have a pass from a staff member. The librarian does not distribute hall passes.

### **Library Rules**

Students must observe the following rules when using the library:

- Bring all materials you need before you enter.
- Do not bring food or drinks.
- Do not leave the library during class hours without permission from the librarian or the librarian's designee.
- Keep voices down.
- No running or horseplay.
- Keep the premises clean.
- Return books to designated areas for proper reshelving.
- Do not remove reference materials, magazines, or newspapers.

## **Kayenta Boarding School Health Services**

The Kayenta Boarding School does not have an established nurse position, however, collaboration with the local Kayenta Health Service promotes a safe and healthy environment.

### **Student Illness Procedures**

Students are to remain home if they are ill. If a student becomes ill and cannot remain in class, the teacher sends the student to the front office. The school administrator contacts the student's parent/guardian to pick up the student at the school.

## **Dispensing Medication (prescription and over-the-counter)**

There is a designated staff member who administers medications in accordance with the BIE's Medication Administration Policy ([See BIE Medication Administration Policy](#) or [see the Front Office to get further information](#)).

## **Medical Emergency**

In the event of a medical emergency, Kayenta Boarding School transports the student immediately to the local health facility/hospital. Kayenta Boarding School notifies the parent/guardian as soon as possible, and staff remains with the student until the parent/guardian arrives.

## **Kayenta Boarding School Behavior Interventions**

### **Positive Behavioral Interventions and Supports (PBIS)**

Kayenta Boarding School holds quarterly celebrations to reward students who have demonstrated academic success, good behavior, and regular attendance.

### **Kayenta Boarding School Continuity of Learning and Covid-19 Response Plan**

Kayenta Boarding School works with families on a case-by-case basis, as COVID-19 had placed many schools, including ours, in unpredictable circumstances. Communication between families and schools is very important. The school follows the guidance of the CDC, Navajo Nation, and state education departments.

Following is a guide titled *Steps for Determining Close Contact and Quarantine in K-12 Schools* from the Centers for Disease Control:

## Steps for Determining Close Contact and Quarantine in K-12 Schools



### Students in **INDOOR CLASSROOMS** and **STRUCTURED OUTDOOR SETTINGS**

If yes to **all of the below**, the student is a close contact, **regardless of proper mask use**. If no to any, move to the next column.

#### **LESS THAN 3 FEET**

Was the student within 3 feet of another student diagnosed with COVID-19?

Has the student been in the presence of a student with confirmed or suspected COVID-19 for a cumulative total of 15 minutes or more over a 24-hour period?

If the answers to the questions above are both yes, the student is a close contact, regardless of proper mask use.

If yes to **all of the below**, the student is a close contact. If no to any, then the student is not a close contact.

#### **WITHIN 3-6 FEET**

Was the student within 3 to 6 feet of another student diagnosed with COVID-19?

Has the student been in the presence of a student with confirmed or suspected COVID-19 for a cumulative total of 15 minutes or more over a 24-hour period?

Were either of the two students wearing **masks inconsistently, incorrectly, or not at all**?  
Use **masks** to slow the spread of COVID-19.



### Students in **NON-CLASSROOM SETTINGS** and adults in **ALL SCHOOL SETTINGS**

If yes to **all of the below**, the person is a close contact, **regardless of proper mask use**. If no to any, the person is not a close contact.

#### **LESS THAN 6 FEET**

Was the student or adult within 6 feet of someone diagnosed with COVID-19?

Has the person been in the presence of a person with confirmed or suspected COVID-19 for a cumulative total of 15 minutes or more over a 24-hour period?

If the answers to the questions above are both yes, the person is a close contact, regardless of proper mask use.



## Does the close contact need to quarantine?

### If they are **NOT FULLY VACCINATED**

The close contact needs to **quarantine**.

The close contact should monitor for symptoms and **get tested** immediately and again 5-7 days after the exposure. The close contact should **wear a mask** if they must be around others.

A school or public health official will determine the length of the quarantine. CDC recommends a total of 14 days from the date of the exposure.

Regardless of vaccination status, if a close contact develops **symptoms**, they should **isolate** and **get tested** immediately.

### If they are **FULLY VACCINATED**

The close contact does not need to **quarantine**.

The close contact should monitor for **symptoms**, **get tested** 5-7 days after the exposure, and **wear a mask** indoors in public for 14 days or until they receive a negative test result.

Regardless of vaccination status, if a close contact develops **symptoms**, they should **isolate** and **get tested** immediately.

### If they have had COVID-19 **WITHIN THE PAST 90 DAYS, COMPLETED ISOLATION, and RECOVERED**

The close contact does not need to **quarantine**.

The close contact should monitor for **symptoms**, **wear a mask** indoors in public for 14 days, and speak with a healthcare professional about testing recommendations.

Close contacts who had a prior infection in the past 90 days and who develop new **symptoms** should **isolate** immediately and consult a healthcare professional for testing recommendations.



U.S. Department of Health and Human Services  
Centers for Disease Control and Prevention



# KAYENTA BOARDING SCHOOL

1000 Main Street \* P.O. Box 188 \* Kayenta, AZ 86033 \* Ph#: (928)697-3439 \* FX#: (928)697-3490

**"All moments are teachable."**

**Purpose Statement: "As a collaborative team, we commit to success for every learner at their highest ability, creating students knowledgeable in Dine' language and culture, who will become productive, critically thinking, problem solving citizens."**

2025							Instructional Days - 0			
<b>JULY</b>							<b>Instructional Days - 0</b>			
S	M	T	W	TH	F	S	4	Independence Day		
		1	2	3	4	5	28-31	Professional Development (Staff)		
6	7	8	9	10	11	12	28	SY Contract Start		
13	14	15	16	17	18	19				
20	21	22	23	24	25	26				
27	28	29	30	31						
<b>AUGUST</b>							<b>Instructional Days - 20</b>			
S	M	T	W	TH	F	S	1	Professional Development (Staff)	22	Progress Report 1-1
					1	2	4	First Day of School	26	PLC (1 hr. Delay)
3	4	5	6	7	8	9	4	Residential Opens @ 6:00am	28	Parental Meeting @5:30pm
10	11	12	13	14	15	16	5	Classroom Management Procedures		
17	18	19	20	21	22	23	8	BOY SEL Assessment		
24	25	26	27	28	29	30	12	PLC (1 hr. Delay)		
31							14	OPEN HOUSE 2:00pm-4:15pm		
<b>SEPTEMBER</b>							<b>Instructional Days - 21</b>			
S	M	T	W	TH	F	S	1	Labor Day (No School)		
	1	2	3	4	5	6	8	BOY AIMSWeb plus Assessment begins	23	PLC (1 hr. Delay)
7	8	9	10	11	12	13	9	PLC (1 hr. Delay)	25	Parental Meeting @5:30pm
14	15	16	17	18	19	20	15	Progress Report 1-2	26	National Teacher Assistant Day
21	22	23	24	25	26	27				
28	29	30								
<b>OCTOBER</b>							<b>Instructional Days - 22</b>			
S	M	T	W	TH	F	S	2	Fall Picture Day	28	Progress Report 2-1
			1	2	3	4	6	End of 1st Qtr. (45 Days)	21	PLC (1 hr. Delay)
5	6	7	8	9	10	11	7	PLC (1 hr. Delay)	24	Math Interim 1 Ends
12	13	14	15	16	17	18	7	Math Interim 1 Begins	28	ELA Interim 1 Begins
19	20	21	22	23	24	25	13	Indigenous Day (No School)		
26	27	28	29	30	31		16	Parent/Teacher Conference 4:00-7:00pm		
							20-24	National School Bus Safety Week		
<b>NOVEMBER</b>							<b>Instructional Days - 16</b>			
S	M	T	W	TH	F	S	4	PLC (1 hr. Delay)		
						1	2	Daylight Savings Time (Fall Clock back hour)	25	School Program/Fall Parent Summit
2	3	4	5	6	7	8	7	ELA Interim 1 Ends	26-28	Fall Break
9	10	11	12	13	14	15	11	Veterans Day (No School)	27	Thanksgiving Day (No School)
16	17	18	19	20	21	22	18	PLC (1 hr. Delay)		
23	24	25	26	27	28	29	19	Progress Report 2-2		
30							20	Parental Meeting @5:30pm		
<b>DECEMBER</b>							<b>Instructional Days - 15</b>			
S	M	T	W	TH	F	S	1	Math Interim 2 Begins	22-31	Winter Break
	1	2	3	4	5	6	2	PLC (1 hr. Delay)	25	Christmas Day
7	8	9	10	11	12	13	12	Math Interim 2 Ends		
14	15	16	17	18	19	20	15	End of 2nd Qtr. (45 Days)		
21	22	23	24	25	26	27	16	PLC (1 hr. Delay)		
28	29	30	31				19	Christmas Program/Winter Parent Summit		
Holiday							Professional Development		In-Service Days	
School Vacation							Half a day of School			

2026														
<b>JANUARY</b>							<b>Instructional Day - 19</b>							
S	M	T	W	TH	F	S	1	<b>New Year's Day (No School)</b>					20	Progress Report 3-1
				1	2	3	5	<b>Professional Development (Staff)</b>					22	Parental Meeting @5:30pm
4	5	6	7	8	9	10	6	PLC (1 hr. Delay)					26	ELA Interim 2 Begins
11	12	13	14	15	16	17	8	Parent/Teacher Conference 4:00-7:00pm						
18	19	20	21	22	23	24	12	MOY AIMSWeb Plus Assessment Begins						
25	26	27	28	29	30	31	19	<b>Martin Luther King Day (No School)</b>						
							20	PLC (1 hr. Delay)						
<b>FEBRUARY</b>							<b>Instructional Day - 19</b>							
S	M	T	W	TH	F	S	3	PLC (1 hr. Delay)					17	PLC (1 hr. Delay)
1	2	3	4	5	6	7	2-6	National School Counselor/Food Service Week					23	Math Interim 3 Begins
8	9	10	11	12	13	14	6	ELA Interim 2 Ends					26	Parental Meeting @5:30pm
15	16	17	18	19	20	21	9-13	WIDA Assessment (K-8th grade)						
22	23	24	25	26	27	28	10	Progress Report 3-2						
							16	<b>Presidents' Day (No School)</b>						
<b>MARCH</b>							<b>Instructional Day - 17</b>							
S	M	T	W	TH	F	S	3	PLC (1 hr. Delay)					24	PLC (1 hr. Delay)
1	2	3	4	5	6	7	4	<b>End of 3rd Qtr. (45 Days)</b>					26	Parental Summit @10:00am
8	9	10	11	12	13	14	6	Math Interim 3 Ends						
15	16	17	18	19	20	21	8	Daylight Savings Ends (Spring Forward 1hr)						
22	23	24	25	26	27	28	9-13	BIE Science Assessment						
29	30	31					12	Parent/Teacher Conference 4:00-7:00pm						
							16-20	<b>Spring Break (No School)</b>						
<b>APRIL</b>							<b>Instructional Day - 20</b>							
S	M	T	W	TH	F	S	1-30	BIE ELA/Math Summative Assessment					24	<b>Good Friday (No School)</b>
			1	2	3	4	1	Progress Report 4-1					27	<b>Navajo Nation Sovereignty Day (No School)</b>
5	6	7	8	9	10	11	7	PLC (1 hr. Delay)					28	School Bus Driver Appreciation Day
12	13	14	15	16	17	18	16	Parent Meeting @5:30pm						
19	20	21	22	23	24	25	21	PLC (1 hr. Delay)						
26	27	28	29	30			22	Progress Report 4-2						
							22	National Administration Professional Day						
<b>MAY</b>							<b>Instructional Day - 11</b>							
S	M	T	W	TH	F	S	4-8	EOY AIMSWeb Plus Assessment					15	<b>Last Day of School (Full Day)</b>
					1	2	4-8	National Teacher Appreciation Week					15	<b>End of 4th Qtr. (45 Days)</b>
3	4	5	6	7	8	9	5	PLC (1 hr. Delay)						
10	11	12	13	14	15	16	8	National Provider Appreciation Day						
17	18	19	20	21	22	23	12	EOY SEL Assessment						
24	25	26	27	28	29	30	13	K-7th grade Academic Achievement 9-11:00am						
31							13	8th Grade Academic Banquet 2:00-4:00pm						
							13	World Facility Management Day						
							15	8th Grade Promotion @ 10:00am					22	<b>End of SY Contracts</b>
<b>June</b>							<b>Instructional Days - 0</b>							
S	M	T	W	TH	F	S								
	1	2	3	4	5	6								
7	8	9	10	11	12	13								
14	15	16	17	18	19	20								
21	22	23	24	25	26	27								
28	29	30												
<b>Holiday</b>							<b>Professional Development</b>			<b>1 hour Delay</b>				
<b>School Vacation</b>							<b>Half a day of School</b>							

Date: 07/31/2025

Dr. Deborah Holgate, School Principal

*Dr. Holgate*

## **Bureau Of Indian Education (BIE)**

### **Vision**

Uniting to promote healthy communities through lifelong learning.

### **Mission**

The mission of the BIE is to provide students at BIE-funded schools with a culturally relevant, high-quality education that prepares students with the knowledge, skills, and behaviors needed to flourish in the opportunities of tomorrow, become healthy and successful individuals, and lead their communities and sovereign nations to a thriving future that preserves their unique cultural identities.

### **Program Goals**

The following are the goals of the BIE:

- All students meet or exceed academic proficiency levels in reading and/or English Language Arts (ELA), science, and mathematics.
- All schools provide a safe and secure environment by decreasing incidents of violence and substance abuse by a minimum of 2% annually.
- Student attendance meets or exceeds the United States rural attendance rate.
- All schools enhance the professionalism of staff to improve education programs for student success through:
  - requirements for staff to have appropriate certification;
  - comprehensive systemic and ongoing professional development;
  - recruitment and retention of highly qualified educators; and
  - development of leadership using best practices.
- Achieve a high school graduation rate of 95% or higher.
- Each school provides curriculum and instruction in tribal languages and/or cultures, as approved by the local school boards.

### **BIE Navajo District Description**

BIE Navajo operates under one Associate Deputy Director. The five Education Resource Centers (Crownpoint, Shiprock, Window Rock, Chinle, and Tuba City) provide support for the 66 BIE-operated and grant schools in the Navajo Nation within the states of Arizona, New Mexico, and Utah. These schools provide primary, as well as secondary, education. Nineteen of the BIE schools in the Navajo District have residential programs.

### **Navajo Plan and the BIE Strategic Direction**

Initially, the Navajo District developed a plan to support all 66 BIE-funded schools prior to the development of the BIE's [Strategic Direction](#). Nevertheless, the BIE Navajo Plan, which originated in 2012, lent itself to the *Commitment to the Navajo Learner* within the BIE's Strategic Direction planning.

## **Pillars of the Navajo Plan**

The following are the pillars of the Navajo Plan:

### **Pillar I: Continuous Improvement Using Data**

Use data from standards-based assessments and benchmarks to improve effective instruction, student learning, and achievement.

### **Pillar II: Leadership and Decision Making for Change**

Build leadership's capacity to implement innovative changes to foster student achievement.

### **Pillar III: Curriculum and Instruction**

Develop a strong curriculum using College and Career Readiness Standards, and build teacher capacity to deliver effective instruction resulting in increased student achievement.

### **Pillar IV: School, Parent, and Community**

Implement innovative strategies developed through the collaborative efforts of the school, parents/guardians, and community to support each child's educational experience.

## **Goals of the Navajo Plan**

### **Goal 1: High Quality, Early Childhood Education**

All students enter kindergarten academically, socially, and emotionally prepared to succeed in school.

### **Goal 2: Wellness, Behavioral Health, and Safety**

All students develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment.

### **Goal 3: K-12 Instruction and High Academic Standards**

All students develop the knowledge, skills, and behaviors necessary to progress successfully through school and are prepared for postsecondary education and/or career opportunities.

### **Goal 4: Postsecondary and Career Readiness**

All students graduate from high school ready to think globally and succeed in postsecondary study and careers.

### **Goal 5: Self-Determination**

All students develop the knowledge, skills, and behaviors they need to lead their sovereign nations to thriving futures through self-determination.

### **Goal 6: Performance Management**

All students benefit from an education system that is effective, efficient, transparent, and accountable.

## **District Priorities**

The Navajo District has identified five priorities for all Navajo District BIE-funded and operated schools, as follow:

- College and Career Readiness Standards
- Professional Learning Communities

- Navajo Language and Culture
- Increased Stakeholder Engagement
- Fiscal Efficacy

## **Performance Standards for Quality Schools**

[Cognia](#) is a non-profit, non-partisan accreditation organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. Cognia provides tools and resources to schools and school systems to support ongoing comprehensive analyses to drive continuous improvement now and into the future.

## **Academic Information**

### **BIE College and Career Readiness Standards**

The BIE has adopted the College and Career Readiness Standards (CCRS) for English Language Arts (ELA), mathematics, Next Generation Science Standards, and English Language Proficiency Development. The BIE-BOS Navajo schools, the Dine' Language/Culture and Government/History standards are also part of the curriculum.

Following reference the BIE's academic standards:

- BIE College and Career Ready Standards in Math, K-12 (Alternate aligned to CCRS)
- BIE College and Career Ready Standards in English Language Arts, K-12 (Alternate aligned to CCRS)
- Next Generation Science Standards/BIE College and Career Ready Standards (Alternate aligned to CCRS)
- English Language Proficiency Development Standards

The White House Initiative on American Indian and Alaska Native Education leads the President's [Executive Order 13592](#), signed December 2, 2011, Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities: [Executive Order on the White House Initiative on Advancing Educational Equity](#).

### **FACE Program at Kayenta Boarding School**

- Family and Child Education (FACE) program

This program is a partnership between the Bureau of Indian Education, the National Center for Families Learning, and Parents as Teachers National Center. It's an early childhood education and parental involvement program for American Indian families with children up to age 5. The program's goals include:

- Increasing parent participation in their child's learning
- Supporting parents as their child's first teacher
- Strengthening family-school-community connections

- Promoting lifelong learning
- Celebrating the cultural and linguistic diversity of American Indian communities
- Increasing high school graduation rates among Native American parents

## K-8 Programs

The BIE schools include instruction in the following content areas: English Language Arts (ELA), writing, math, science, and social studies. The schools also provide special education, as well as gifted and talented services. Schools may offer the following extracurricular activities/programs:

- FACE\*
- Summer Enrichment
- Science Fair
- STEM\*\*
- Athletic/PE Programs
- Computers
- Navajo Language/Culture
- Student Clubs
- Response to Intervention (RTI)

\*In 1990, the Bureau of Indian Education (BIE) initiated the Family and Child Education (FACE) program, an integrated model for an American Indian early childhood education/parent/guardian involvement program. The FACE program primarily serves families with children prenatal to five years of age by providing early childhood, parenting and adult education services.

\*\*STEM is an acronym that stands for science, technology, engineering, and mathematics.

## BIE Unified Assessments

Kayenta Boarding School uses several assessments to measure the progress and achievement of all K-8 students. All schools use two basic types of assessments: formative and summative. Formative assessments help teachers identify where students need to improve. Summative assessments help teachers measure what a student knows or can do.

	<b>Formative Assessment</b>	<b>Summative Assessment</b>
<b>When</b>	Throughout the course	At the end of an instructional period
<b>Why</b>	Provides teachers with feedback from students to guide their instruction	Provides evidence of a student's knowledge, skill, or proficiency
<b>Example</b>	Taking polls, exit tickets, student self-assessments, informal interview with student	Midterm exam, final paper, research project, presentation

Schools administer the BIE's unified assessments to all third to eleventh grade students to measure proficiency in English Language Arts (ELA) and mathematics.

### **Grade Level Promotion**

As stated in 25 C.F.R. § 36.31, a student advances to the next grade level based on measurable mastery of instructional objectives for the current grade. A student repeats his or her grade level if he or she fails to participate in at least 160 instructional days per academic term or 80 days per semester.

A student may only advance and have participated in fewer than the specified number of instructional days if he or she has excused absences and/or has participated in an approved alternative instructional method or program. If a student has a compelling reason or extenuating circumstances that sufficiently explain absences, then a school committee may review a promotion decision. The school committee reviews promotion decisions on a case-by-case basis.

### **K-12 Academic Support Services**

Kayenta Boarding School has developed many support programs to help students succeed academically. We strongly encourage all students to take advantage of the opportunities the schools offer to stay on track with their educational plans and for high school students to graduate with their cohorts.

Support services may include the following:

#### **After School Homework Support/Tutoring**

A student may stay after school to get homework support with his or her classes after having made prior arrangements with a specific teacher or staff member. Tutoring is available for all students who are failing a class at any given time.

#### **Summer School**

The school may offer summer school classes to provide students with the opportunity to retake classes they failed during the school year. Students who attend daily can earn up to one (1) credit.

#### **Summer Programs**

The school may offer summer programs that include camps, college campus visits, workshops, academies, and other forms of enrichment.

#### **Support Services**

The school makes support services available for students with special learning and/or behavioral needs. Support services may include an extended school year.

## **Maintenance and Control of Student Records in Bureau Schools**

### **Definitions**

*educational institution*

Any institution operated under the jurisdiction of the BIE, either directly or by contract, including, but not limited to, schools or dormitories from which Indian students attend public schools.

*eligible student*

A student who is 18 years of age or is attending an institution of postsecondary education. When a student becomes eligible, the permission required of and the rights given to the parents/guardians of the student shall thereafter only be required of and given to the student.

*parent*

A natural parent, an adoptive parent, the legal guardian, or a legal custodian of a student. (Where the natural parents are unavailable, a required written parent consent may be obtained from the person who has assumed custody of the student.) For purposes of the [Education of All Handicapped Children Act](#), the term parent also includes a surrogate as referred to in 20 U.S.C. 1415(b)(1)(B).

*student records*

Records, files, documents, and other materials that contain information directly related to a student and which are maintained by an educational institution or by a person acting for that institution. The term does **not** include records:

- Of any educational personnel which are in the sole possession of the maker, and which are not accessible or revealed to any other person except a substitute.
- Made and maintained in the normal course of business which relate exclusively to persons who are employed in an educational institution but do not attend that institution.

*directory information*

Records on a student who is 18 years of age or older or is attending an institution of postsecondary education, which are

- made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his professional or paraprofessional capacity, or assisting in that capacity;
- made, maintained, or used only in connection with the provision of treatment to the student; or
- not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

## **Annual Notification of Rights**

This manual serves as the school's annual notification of rights, as it relates to student records. The school maintains the following education records directly related to students:

- Attendance
- Grades
- Test scores,
- Referrals
- Incident reports

## **Access to Records**

Parents/guardians and eligible students have the right to access their own or their child's records (for example, attendance, grades, test scores, referrals, incident reports, etc.).

Parents/guardians and eligible students also have the right to

- obtain a list of the types of student records the school maintains;
- inspect and review the content of those records;
- obtain copies of those records;

Note: If there is an associated cost, it may not exceed the actual cost to the school in making the copies.

- obtain a response from the school regarding reasonable requests for explanations and interpretations of those records; and
- inspect and review only the portion of such material or document that relates to the student or to be informed of the specific information contained in such part of such materials.

### **Limitations on Access**

The school is not required to make available to students: (a) financial records of the parents/guardians of the student or any information contained in those records; (b) confidential letters and statements of recommendations, which were placed in any student's record prior to January 1, 1975, and which are not used for purposes other than those for which they were specifically intended; (c) records exempt from the definition of student records.

### **Procedures for Granting Access**

Parent(s), legal guardian(s), or eligible student(s) should submit a written request to access their child(ren)'s record. The school grants access within forty-five (45) days after the parent(s), legal guardian(s), or eligible student made the request.

### **Right to Challenge**

Parents/guardians of students, as well as eligible students who are attending or have attended the school, may challenge the content of the student's records to

- ensure that the records are not inaccurate, misleading, or otherwise violating the privacy or other rights of students;
- provide an opportunity for correcting or deleting any inaccurate, misleading, or otherwise inappropriate data in the record; and
- insert into such records a written comment by the parents/guardians or eligible students pertaining to the content of such records.

### *Informal Proceedings*

The school may attempt to resolve differences with the parent/guardian of a student or the eligible student regarding the content of the student's records through informal meetings and discussions with the parent/guardian or eligible student.

### *Right to Hearing*

Upon the request of the educational institution, the parent/guardian, or eligible student, a hearing shall be conducted under the following procedures:

- The hearing shall be conducted and decided within a reasonable period following the request for the hearing.

- The hearing shall be informal, and a verbatim record of proceedings will not be required. Interpreters will be utilized when necessary.
- The hearing shall be conducted by an institutional official or other party who does not have a direct interest in the outcome of the hearing.
- The parents/guardians or eligible students shall be given a full and fair opportunity to present evidence relevant to the issues regarding challenging the content of the student's record.
- Within a reasonable period after the hearing ends, the hearing official shall make his or her recommendation in writing to the head of the educational institution. Within 20 days after receipt of the recommendation, the head of the institution shall issue their decision in writing to the parent/guardian or eligible student.

### *Right to Appeal*

If any parent/guardian or eligible student is adversely affected by the decision of the head of the institution, that party shall have appeal rights as given in [25 C.F.R. Part 2](#). The adverse decision shall include a statement that the decision may be appealed pursuant to 25 C.F.R. Part 2, identify the official to whom it may be appealed, and indicate the appeal procedures. However, each official decision shall be issued within 30 days from receipt of the appeal.

### **Consent**

Educational institutions shall not permit access to or the release of student records or personally identifiable information contained in them, other than directory information of students, without the written consent of the parent(s)/guardian(s) or of an eligible student, to any party other than the following:

- Local school officials, including teachers within the educational institution, who have been determined by the institution to have legitimate educational interests in the records.
- Officials of other schools or school systems at which a student is interested in enrolling. The student or parent/guardian must be notified of such release except in cases involving Bureau of Indian Education (BIE) schools. All BIE schools are components of one school system, whether operated under contract or otherwise.
- Persons having official involvement with a student's application for or grant of financial aid.
- Parents/guardians of a dependent student as defined in section 152 of the [Internal Revenue Code of 1954](#), as amended.
- Accreditation agencies, to carry out their accrediting functions.
- U.S. Office of Education officials and other governmental education officials when deemed necessary by the institution to carry out their official functions.
- An education testing center or similar institution as a part of its validation research which has been authorized by the school.
- In an emergency, any person to whom the information is necessary at the discretion of the school's administration to protect the student's health and safety, subject to [25 C.F.R. §43.17](#). The factors to be used in determining whether records may be released under this section include the following:

- The seriousness of the threat to the health or safety of the student or other persons
- The need for those records to meet the emergency
- Whether the person to whom the records are released are in a position to deal with the emergency
- The extent to which time is of the essence in dealing with the emergency
- Indian groups, contractors, grantees, professional social service organizations and personnel performing professional services, when necessary to carry out an official function authorized by the Bureau of Indian Affairs.
- Pursuant to the order of a court of competent jurisdiction; however, the parent/guardian or eligible student must be notified of such an order in advance of compliance therewith by the educational institution.

#### *Content of Consent*

The consent of a parent/guardian or eligible student requested under this part for the release of student records shall be in writing, signed and dated by the person giving the consent.

The consent shall include

- a specification of the records to be released;
- the reasons for release; and
- the names of the parties to whom the records will be released.

#### *Copy to be provided to parents/guardians or eligible students*

Where the consent of a parent/guardian or eligible student is required for the release of student records, a copy of the records to be released shall be provided on request to the

- student's parents/guardians or the eligible student; and
- student who is not an eligible student, if desired by the parents/guardians.

#### **Directory Information**

The Maintenance and Control of Student Records rules found in 25 C.F.R. Part 43, as well as the Privacy Act of 1974 ("Privacy Act"), 5 U.S.C. § 552(a), the Department of Interior's (DOI) implementing regulations at 43 C.F.R. Part 2, and DOI's System of Records Notice for BIE records permit the release of directory information. The primary purpose of directory information is to allow BIE to include information from your child's education records in certain school publications. Examples include:

- A school play, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing the weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's/guardian's prior

written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Per 25 C.F.R. § 43.20 directory information may include the following:

- Student name
- Address
- Telephone listing
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student
- Tribe
- Agency
- Area
- Name of parent/guardian
- Sex
- Classification (grade)

The school may release student directory information without prior parent/guardian consent unless the parent/guardian informs the principal within 10 days of receipt of this manual that any or all student information may not be released.

## **Admission/Registration**

All prospective students are subject to an administrative records review prior to admission, as applicable. Students who wish to enroll must have a parent/guardian present at the time of enrollment and must meet the following conditions and requirements:

- Each student must provide an up-to-date immunization record. All children shall be immunized in accordance with the regulations and requirements of the standards of the Indian Health Service or the state in which they attend school.
- Students who apply for admission must demonstrate membership in a federally recognized tribe.
- If a student cannot demonstrate membership, he or she must demonstrate that he or she is a direct descendent of an enrolled member of a federally recognized tribe and be at least one-fourth total degree Indian blood. The student must also provide a Certificate of Indian Blood (CIB).

- Each student must provide a birth certificate or other documentation establishing guardianship or parentage.
- Prior to enrollment, students who have been under suspension or in disciplinary proceedings at another school are required to participate in documented counseling sessions. Sessions serve as opportunities to review the school's expectations and rules to address any concerns students may have.
- Students must participate in the sessions if they are or have been
  - currently under suspension;
  - currently involved in disciplinary proceedings;
  - expelled for criminal offenses;
  - expelled for violent behavior; or
  - previously violated the school's substance abuse policy and is seeking re-enrollment.
- The school denies admission to adult students (18 years and older) with no possible chance of graduating by their 21<sup>st</sup> birthdays.
- To enroll, each student must have all current transcripts (grades, credits, and attendance) and test data (state and EL).
- Students who reside outside the attendance boundaries of a school must have out-of-boundary waivers approved by the school board.
- Transfer students must enroll within the first 10 days of the fall or spring semester. All transfers are subject to administrative approval.
- The school accepts transfer students only if there is space available within their proposed schedules/grades.
- Upon admission, students must inform the principal or registrar if they have any known medical issues, including food allergies. School officials disclose this information to the appropriate staff and make referrals to the school's Section 504 Coordinator.
  - The school may deny students enrollment if they pose direct threats to the health, safety, or welfare of staff, faculty, students, or themselves. Students denied enrollment may appeal in accordance with the appeal process.

## **Attendance**

Students can succeed only if they regularly attend school. They need continuity of instruction and frequent engagement with the material to grow and make academic progress. The school expects students to be at school, on time, every school day.

A school day is defined as normal class hours that begin the moment students step onto school property (for example, campus, school bus, government vehicle) and end the moment they would normally step off school property. Students and their families must ensure students arrive on time and miss school only when necessary. Academic progress and growth are largely dependent upon engagement and continuity of instruction.

The [Code of Federal Regulations at 25 CFR § 36.31](#) mandates: “A student who has not participated in a minimum of 80 instructional days per semester without a written excused absence shall not be promoted. A school board or a school committee may review a promotion decision and, if warranted due to compelling and/or extenuating circumstances, rescind in writing such action on a case-by-case basis.”

- Absences may impact student performance and final grades.
- The school automatically unenrolls students from the school register when they have missed 10 consecutive days.
- Prior to removing students with disabilities from enrollment pursuant to the 10-day policy of consecutive absence, it is essential that prior written notice is provided to parents/guardians. [34 C.F.R. § 300.503](#). The prior written notice should detail the outreach efforts that were made as well as indicating that the student can be re-enrolled at any time. Re-enrollment procedures should be made available with the prior written notice.

The school considers re-enrollment on a case-by-case basis.

If a parent/guardian or student believes that a student’s attendance has been incorrectly documented, they can contact the school administrator within 10 days of the end of the quarter in which the attendance was incorrectly documented to discuss the issue.

## **Types of Absences (NASIS Attendance Codes)**

### **Unexcused Absences**

#### *Unexcused with permission absences (AU)*

An unexcused absence with permission occurs when the student is absent with the permission/knowledge of his or her parent/guardian, and the reason does not justify an “Excused absence (AE).” Unexcused absences with permission include, but are not limited to: family vacation, babysitting, helping at home, missing the bus, trip to town, no one home. Teachers should allow students to make up work missed due to unexcused absences with permission for full credit.

#### *Truancy (A)*

A student is truant when he or she is absent without permission or knowledge of the parent/guardian. If a student does not submit an excuse note from a parent/guardian within three days of his or her return to school, the teacher marks the student truant.

The student is responsible for making up the assignments he or she misses. The individual teacher determines how much credit to give the student for the work he or she makes up. However, regardless of the credit the teacher gives the student, the student should make up missed assignments to help ensure mastery of the subject matter.

#### *Class Cutting (AC)*

A student cuts class if he or she is present at school but misses one or more classes during the school day without a valid excuse. The teacher may determine how much credit he or she gives the student, but regardless of the credit, the student should make every effort to make up the assignments he or she missed to help ensure mastery of the subject matter.

## **Excused Absences**

### *Excused Absences (AE)*

An excused absence is an absence for which the student provides *written documentation* within three days following his or her return to school. Written documentation should indicate the reason for the absence, as follows: illness, medical/dental appointment, death of a close family member (parent/guardian, sibling, grandparent, aunts/uncle, or as otherwise determined by the school), religious ceremony, court appointment or compliance with a court order.

The school requires a medical doctor's statement for any absence over three days due to illness. Teachers must allow students to make up work they miss for full credit due to excused absences.

### *School Activity (SA)*

The school codes classes students miss because of school activities (field trips, extracurricular activities, testing, etc.) as SA. These missed classes do not count toward the total absences. SAs are excused, and students may make up any work missed. When possible, students should check with their teachers and get the makeup work prior to the absence.

## **Other Types of Attendance Markings**

### **In-School Suspension (ISS)**

The school expects students to report to school at normal hours without participating in their normal classes or school schedules. Instead, must independently complete classwork and may not interact with peers.

Students should pick up their classwork on the day prior to their ISS assignments. ISS students should complete and submit make up work for each of their classes. The school does not treat ISS as an absence but instead denotes it as ISS.

### **Out-of-School Suspension (TA)**

The school marks students who serve out of school suspension as TA. TA students may not make up missed work.

### **Homebound (HB)**

The school marks Homebound students as HB and may put students who are out of school for extended periods on HB status. HB status may be appropriate for circumstances such as hospitalization, doctor-verified disability, pregnancy, participation in ceremony, death of a close family member (parent/guardian, sibling, grandparent, aunt/uncle, or as otherwise determined by the school), or court ordered confinement, or in situations where the student poses a direct threat to health, safety, or welfare of the school, staff, or students. HB status requires the approval of the principal or designee.

The school has an obligation to provide students on HB status with academic services. HB students should complete and submit make-up work for their classes. The school makes reasonable efforts to provide students with information about missed classwork.

The terms of the HB Agreement defined in writing. The school may revoke the HB Agreement for any student who does not abide by or fulfill its requirements. The school maintains documentation of services it provides to HB students.

## **Attendance Procedures and Policies**

Any student who arrives after the start of the school day must check in at the front/security office to receive a pass to class. The school counts attendance from the first day through the last day of the academic year.

Each student who misses a day of school will report directly to the attendance clerk/front office upon his or her return to school before reporting to class: (1) to turn in a parent/guardian note that explains the reason for the absence and (2) to receive a pass to class. No teacher may admit a previously absent student to class without a pass from the attendance clerk/front office. If a student who has been absent the previous school day arrives at class without such a pass, the teacher must send him or her directly to the attendance clerk.

The school asks parents/guardians to contact the attendance clerk/front office by telephone on the day of an absence to provide an excuse for their child's absence. However, the student is still expected to provide written documentation when he or she returns to school from an absence.

If a student returns to school without a note or phone call from the parent/guardian explaining the reason(s) for the student's absence, the school codes him or her as truant. The attendance clerk/front office attempts to contact the student's parent/guardian for an explanation. *If the school cannot make contact, the student and his or her family have only three school days following the absence to provide a written explanation for the absence.*

The school requires an Attendance Contract and a parent/guardian conference with an administrator for five or more unexcused absences, or upon the student's fifth instance of truancy.

## **Tardiness**

Students are tardy if they are more than 10 minutes late for the first class of the day or exceed the time allotted for transition between classes. Students are subject to discipline (See Discipline Ladder).

## **Class Cuts/Ditching**

The school prohibits class cutting. Students who cut classes are subject to discipline (See Discipline Ladder).

## **Early Checkout**

Parents/guardians may check out students out of school. In addition, a person older than 25 years of age may check out a student if the parent/guardian has authorized the person on the checkout form. Students, even if they are 18 years of age or older, may not check themselves out of school.

The administration recommends checkout during class time in emergencies only. The school administrator approves early checkout for sick students, without the approval of a doctor or a doctor's note. The school codes any resulting absence as an excused absence (AE). The school handles absences due to early checkouts like any other absence.

## **Attendance Incentives**

The administration offers incentives to individual students and groups of students for attending school regularly.

## **Attendance Contract**

A student will have a conference with an administrator and at least one parent/guardian if he or she accumulates five or more unexcused absences or after he or she is truant for the fifth time. During the

conference, the parent/guardian, student, and administrator agree upon and sign an Attendance Contract, an agreement that ensures the student does not fall further behind in classes. The counselor or designee schedules this conference.

As a part of the Attendance Contract, the student may be subject to one or more of the following:

- Assigned peer or adult mentor
- Required after school homework help
- Suspension from athletics/school activities
- Revocation of non-emergency early checkout
- Parent/guardian escort of child to school
- Required residential program enrollment

## **School-Wide Rules and Procedures**

### **Expectations**

Students will learn and always follow all school rules and procedures while on campus or school property (including school vehicles/buses) and during school-sponsored activities, regardless of location.

- Students will follow the directions of school staff.
- Students will clean up after themselves.
- Students will use Clear or Mesh bags only during school hours on school property.
- Students will report any safety hazards (for example, faulty electrical outlets or appliances, unsafe equipment, broken windows, exposed wires, unsafe playground equipment, etc.) to a staff member.
- In case of a school-wide emergency (for example, electrical outage, bomb threats, gas leaks, lock-down), the staff and students will follow the Crisis Management Guide and the instructions of the school staff.
- Students will follow the schools drug policy while on school grounds, campus, school buildings, surrounding grounds, dormitories, school vehicles, and at school sponsored activities.

Students may never have alcohol, drugs, cigarettes, chewing tobacco, rolling tobacco, or any other federally controlled substances in their possession. They also may not have any related paraphernalia, including, but not limited to, rolling papers and pipes of any kind. The school deals with violation of this policy in accordance with the disciplinary process.

- Students will report all unauthorized persons/stranger(s) on campus to school personnel.
- Students will report any person on campus suspected of behaving unsafely and/or carrying alcohol, drugs, drug paraphernalia, and/or weapons to school personnel.
- Students will not endanger themselves or anyone else while on school property or while participating in any school-sponsored activity.

- The following bell system is in effect: A bell rings three minutes before the beginning of class. A second tardy bell signifies the beginning of the class period, and students should be in their assigned classrooms ready to learn when this bell rings. (High School only).
- The school prohibits any sexually explicit material on campus, at school events, on school electronic devices, or at school-sponsored activities.
- The school prohibits skateboards, hover board, and Heelys Shoes due to safety concerns.
- Students will return all school property in good condition. School property includes any equipment, supplies, textbooks, and equipment (including athletic equipment) that the school issues to students.

If a student returns school property in poor condition, the school bills the student and/or parent/guardian for its replacement. The school may withhold diplomas and certificates of completion until a student clears any pending financial obligations with the school. The school is not responsible for loss or damage to personal property students bring onto the school campus.

### **Closed Campus**

Each school places a very high priority on the safety and security of students and staff. Therefore, the administration requires all visitors (individuals not currently enrolled at or employed by each school) to sign in at the front office upon arrival to receive an official visitor's pass. Visitors may not go beyond the front office without an escort or proper clearance. Students and staff are expected to inform the office of the presence of any unregistered visitor on campus.

Only currently enrolled students, approved guests, faculty, and staff may attend school sponsored closed events (such as the prom or other dances.) The school allows visitors at such events if they have prior approval in accordance with the rules and guidelines included with the Visitor Guest Registration Form. The school has unapproved visitors escorted from the premises, either by school personnel or by local law enforcement.

Students will remain on campus, as designated by the school administrator, for the entire school day. Students may leave campus only with an official Off-Campus Pass or if they have been officially checked out of school. To receive an Off-Campus Pass, students must have the approval of the administration and prior written parent/guardian permission on file in the Security Office. Students with Off-Campus Passes must carry the passes with them when they leave campus and be prepared to present it to any school employee upon request. The school may revoke off-campus privileges for students who do not abide by this policy. Students who violate this policy are subject to the disciplinary process (See Discipline Ladder).

### **Dress Code**

Students will follow the school's dress code from the time they arrive on school property (including the school bus) until they depart.

- Logos or graphics on clothing and accessories (backpacks, purses, bags, belts, shoes, wristbands, shoelaces, coats, head gear, gloves) must not contain foul language, skulls, sexual innuendo, references to sex, drugs, alcohol, violence, and/or death.
- Bottoms/lower body clothing (pants, shorts, and skirts) must fit at the waistline and may not be more than three inches above the knee.
- Tank/muscle tops and tube/halter tops are not allowed.

- Clothing must cover cleavage, bellies, shoulders, and backsides; undergarments should not be visible.
- Students can wear leggings/jeggings under tunics, skirts, or dresses, but not alone.
- Students should wear proper footwear.
- Gang-related attire, accessories, insignia, and colors are prohibited.
- Chains, spikes, brads, adornment, or any other accessories that may be used as a weapon or damage school property are not allowed.
- Face painting, masks, and excessive makeup that hide one's face are not allowed.
- The use of non-prescription decorative contact lenses (for example, cat eyes, vampire eyes) that causes distraction to the educational process are prohibited. Head gear (hat, hoodie, beanie, and visor) is not to be worn in any building on campus during school hours.
- Personal headphones/ear buds are to be kept out of sight while in any building on campus.

The school asks students who violate the dress code to correct the violation without delay. If a student refuses to conform to the dress code, the school may confiscate the offending object or article of clothing, and/or the student may be subject to disciplinary action as deemed appropriate by the administrator.

If a student repeatedly violates the dress code, the school may instruct the student to return home to change and return with a parent/guardian for an administrative conference. Students who do not comply with the dress code may be subject to discipline (See Discipline Ladder). The school's administration is the final authority in determining appropriate school attire and appearance. The school's dress code is subject to change at any time.

### **Gang Activity**

In response to a desire to keep our schools free from threats or harmful influence of any groups or gangs, the Board has adopted a gang behavior policy that is in accordance with State statutes and Tribal Criminal Code.

The policy states that students who participate or assist in criminal street gang behavior will be subject to the disciplinary policies of the school. Students who violate this policy are subject to referral to Tribal Law Enforcement for follow-up.

Criminal street gang membership is defined as an individual to whom at least two of the following seven criteria apply.

- Self-proclamation
- Witness testimony or official statement

- Written or electronic correspondence
- Paraphernalia or photographs
- Tattoos
- Clothing or colors and bandannas
- Any other indication of street gang membership

### **Prohibited Items**

In the interest of the education, health and safety of all students, the following items may not be brought to school:

- All personal toys and games are to be left at home as they disrupt the classroom learning environment.
- Drugs, drug paraphernalia, alcoholic beverages, narcotics, cigarettes, cigarette lighters,
- E-cigarettes, vapors, matches and look-alikes.
- Explosive devices, firecrackers, fireballs, cherry bombs, sparklers, incense, etc.
- Weapons, guns, knives, cake cutters, screw drivers, razors and/or other dangerous items.
- Toys which are realistic look-alikes for guns and knives.
- Skateboards, roller blades, etc. are not allowed.
- Energy drinks.

Prohibited items brought to school will be confiscated. Illegal or dangerous items will not be returned. Local law enforcement will be contacted, and disciplinary action will result. Inappropriate electronic devices or cell phone usage during school hours is not allowed. The consequences of inappropriate usage of electronic devices at school during school hours is confiscation of the device until picked up by a parent/guardian.

The school and its staff are not responsible for the loss or damage of confiscated items. Backpacks for school must be mesh or transparent.

### **School Activities and Trips**

The administration reserves the right to limit field trip participation to students with favorable behavior records (no write-ups for major infractions), provided a student's disability is not the cause of any such behavioral records.

- Athletic participation requires passing grades in all classes, as determined by bi-monthly/weekly grade checks per Interscholastic guidelines.
- All field trips require written parent/guardian permission. The school notifies parents/guardians about culturally sensitive field trips/projects. If a student does not receive parent/guardian permission, the school may assign the student another activity
- All day and overnight field trips require a BIE Navajo District Field Trip Request Form which is subject to approval from the BIE-Associate Deputy Director.
- Because of testing and school holidays, the school restricts student travel during the months of December, April, and May.

- **Student Activity Waivers (High School only):** Coaches and sponsors of school-related activities will obtain signed waivers for students who miss classes because of their participation in sports or school-related activities. The school marks such students as present.

## **Fundraising and Student Council**

The school does not allow individuals to sell items on campus to raise money for personal gain.

- By law ([25 CFR § 31.7](#)), any funds raised should benefit recognized student organizations and must be deposited in the School Activity Fund/bank.
- Fundraisers must submit an updated Plan of Operation to the Student Council each school year, prior to any fundraising activity. The Student Council and the principal or designee must approve the fundraising activity.
- Sponsors and organization/club officers are required to be familiar with the policies and procedures of both the Student Council and the School Activity Fund. Students must deposit all funds they collect via organizations or clubs into the school activity fund/bank immediately.

## **Computer/Internet Usage Policy**

The primary purpose of the Internet is for educational pursuits. The school recognizes that students have a constitutional right to freedom of speech. However, that right is not unlimited, and the school encourages students to be thoughtful about their words and actions.

Inappropriate use includes, but is not limited to, the following activities:

- Sending or displaying offensive/pornographic/threatening/subversive images and messages;
- Accessing, viewing, or transmitting material related to drugs, alcohol, gangs, sexual activity, or hate groups;
- Tampering with or damaging school computer equipment and/or system;
- Violating copyright laws;
- Allowing others access to username and password;
- Using another user's username and password. Trespassing in another user's account, folders, and/or files;
- Intentionally wasting limited resources, such as forwarding chain letters; streaming internet radio or video; downloading music, video, or software;
- Using a proxy server to bypass system network filters and controls;
- Using the school's BIE Internet system for commercial activities or making personal purchases;
- Participating in chat rooms or other live communication;

- Cyberbullying and/or harassment which may include mean text messages or emails, rumors sent by email or posted on social networking sites, sexual content or innuendos, and embarrassing pictures, videos, websites, or fake profiles.

Violations of the Computer/Internet Usage Policy may result in loss of access, confiscation of equipment, and/or further disciplinary or legal action, and:

- Any cost/expense incurred by the user becomes the liability of the user.
- The school bills the user for loss/damage to the computer system and/or equipment as a result of inappropriate use.

All computer network usage is subject to BIE/federal filtering and monitoring. Therefore, be reminded *there is no expectation of privacy*.

Students must have a current signed Student Computer/Internet Usage Policy and Agreement on file before they can use the Internet on any of the school computers. The school's Wi-Fi network is limited to school-purchased devices.

### **Electronic Device Policy**

Electronic devices include, but are not limited to, the following:

- Cell phone
- Digital camera
- Electronic game devices (for example, Gameboy, PSP)
- Handheld video camera
- Personal iPad/tablet
- Laser pointer (For safety reasons, the school prohibits laser lights on campus.)
- Personal music player/iPod/speakers
- Portable DVD player
- Personal laptop
- Smartphones

Students will keep electronic devices and accessories turned off and out of sight during instructional hours, during fire drills, other organized school activities, and for the duration of the school day.

Students may use electronic devices in the classroom with teacher permission, only if the devices are part of an organized classroom activity. If a student violates these rules, the school may revoke his or her electronic device, turn it into the front office/school, security, or designated school administrator. The school returns the device to the student or parent/guardian at a designated time, as determined by the school administrator.

A student may also face disciplinary action, as determined by the school administrator. The school is not responsible for loss or damage to students' personal-property brought onto the school campus.

### **School Search and Seizure Policy**

[The Fourth Amendment to the U.S. Constitution](#) protects students from unreasonable searches and seizures by school officials and teachers. However, school official may search students or their personal

property, including personal electronics and vehicles on school property, as well as equipment assigned to students, such as lockers, desks, and technology devices, pursuant to the following procedures.

- If there is reasonable suspicion that students may be in possession of drugs, weapons, alcohol, and other materials (contraband) in violation of school policy or state/federal/tribal law, school authorities may search any student, student locker, or student automobile in accordance with the policy outlined herein, and may seize illegal, unauthorized, or contraband material discovered in the search. A student's failure to cooperate with searches as provided in this policy will be considered grounds for disciplinary action. School authorities may utilize canines and metal detectors to assist in searches.
- To meet the standard of reasonable suspicion, the school official must have specific and articulable facts or inferences, obtained from either personal observation or a reliable informant, that leads them to conclude – based on their experience and in the totality of the circumstances – that the search will lead to a discovery of contraband or evidence of contraband.
  - Examples of reasonable suspicion may include, but are not limited to, smelling marijuana or alcohol odors, observing students with drug paraphernalia or alcohol containers, observing behavior consistent with intoxication, or hearing from a credible source that a student possesses contraband on his or her person or elsewhere on school property.

### **Searches of Individuals**

The school may search a student and/or student's personal effects (for example, purse, book bag, etc.) whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized material.

The scope of any inspection conducted under this policy shall be reasonably related to the objectives of the inspection and shall not be unreasonable considering the age and sex of the student and the nature of the infraction. If a pat down search of a student is conducted, it will be conducted in private by a school official of the same sex, and with an adult witness present, when feasible, and will be no more intrusive than necessary to uncover the suspected illegal or unauthorized material.

### **Searches of School Property**

The school exercises exclusive control over school property, and students should have no expectation of privacy regarding items placed in school property because such property is subject to search at any time by school officials. The students are responsible for whatever is contained in desks and lockers the school issues them. School authorities may conduct a general inspection of lockers for any reason at any time without notice, without student consent, and without a search warrant.

### **Seizure of Illegal Materials**

Illegal or unauthorized material which has been found in a properly conducted search will be turned over to the proper law enforcement authorities for ultimate disposition.

### **Use of Drug and Alcohol Testing**

When the school has reasonable suspicion that a student is under the influence of alcohol or drugs, the school may subject the student to testing to determine whether the student is under the influence of drugs or alcohol.

## **Law Enforcement**

The school may contact law enforcement, if needed, for incidents of illegal activity.

## **Use of Dogs**

The school administration is authorized to use trained canines (accompanied by a trainer) for sniffing out contraband on school-owned property and in automobiles that are parked on the school property. An indication by the dog that contraband is present on school property or in an automobile is reasonable cause for a further search of the student by the school officials.

## **Use of Metal Detectors**

School policy and federal law prohibit weapons of any nature on school property or at school functions. The school defines a weapon to be anything designed or used for inflicting bodily harm or physical damage. The presence of weapons is inherently dangerous to all in a school setting. School officials are authorized to use metal detectors when there is reasonable cause to believe that an identified student is in possession of a weapon.

## **Infectious Disease Control Policy**

Kayenta Boarding School, in collaboration with Indian Health Service, has developed the following guidelines to reduce the spread of communicable diseases in school. The school follows these guidelines in any communicable/infectious disease situation.

If a student is believed to have a communicable or infectious disease, the staff immediately notifies the principal or designee. The principal or designee in charge then:

- 1) takes the student to the nearest hospital (Indian Health Service or private) for an evaluation;
- 2) contacts the student's parent/guardian;
- 3) works with Indian Health Service (IHS) or other appropriate medical personnel to determine whether isolation or separation of the student is necessary;
- 4) if necessary, places the student in a designated isolation room in the dormitory, if the school has a residential program, or in a designated room with a staff and ensure the student is checked every 10 minutes;
- 5) controls transmission of the communicable disease via quarantine in the school building and dormitory, if the school has a residential program; and
- 6) if appropriate, notifies the parent/guardian in writing of
  - i. the disease to which the child was exposed, and whether this is one case or part of an outbreak;
  - ii. signs and symptoms of the disease that the parent/guardian should watch for in the child;
  - iii. how the disease is spread;
  - iv. the incubation period of the disease (when they might see symptoms appear);
  - v. how many days or weeks the disease can spread from person to person (period of communicability);
  - vi. disease prevention measures recommended by a public health nurse or sanitarian; and

- vii. the control measures the school has implemented as well as the dormitory of the infected student if the school has a residential program.

### **Re-admittance**

If a student has been taken out of school with a communicable or infectious disease, the student must provide a doctor's statement stating the student is medically cleared before he or she can return to school. In addition, the school may require a meeting with the student's parent/guardian.

### **Executive Order 13160**

The school will comply with the requirements of Executive Order 13160. No individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in, a federally conducted education or training program or activity. ([Executive Order 13160](#)).

### **Student Behavior Policies**

#### **Harassment/Intimidation/Threats/Bullying**

The following behavior is not permitted and is subject to discipline (See Discipline Ladder). Furthermore, violation of these policies results in parent/guardian notification and may result in additional enforcement action, including contacting law enforcement.

#### **Physical Abuse**

Includes, but is not limited to, any physical contact the recipient does not invite, including hitting/kicking/pinching, spitting on someone, tripping/pushing, and taking or breaking someone's things.

#### **Sexual Harassment**

Includes, but is not limited to, any physical or verbal act of a sexual nature that the recipient does not want or invite. Sexual harassment can also include body gestures, innuendos, creating a sexually hostile environment through use of sexually explicit materials, such as calendars, magazines, or other graphic materials.

#### **Verbal Abuse**

Includes, but is not limited to, any derogatory speech directed at an individual or spoken in a public setting. Derogatory speech includes vulgarity, cursing, and sexual innuendo (for example, calling someone a 'b-word' or using the "f" word is considered harassment). Verbal abuse also includes teasing, name-calling, taunting and threatening to cause harm.

#### **Nonverbal Abuse**

Includes, but is not limited to, rallying other children not to be friends with someone, spreading rumors, and causing someone else to be subject to public ridicule.

#### **Public Display of Affection (PDA)**

The school prohibits anything beyond hand holding on school grounds and during school events. Students who violate this policy are subject to discipline (See Discipline Ladder).

## **Hazing**

The school does not tolerate hazing activities, such as initiations, harassment, humiliation, and ridicule. Hazing includes any intentional or reckless act committed by a student, whether individually or with others, in person, or in writing, against another student with a substantial risk of potential physical injury, mental harm, or degradation.

## **Bullying**

Bullying, including cyberbullying, is the repeated use by one or more students of a written, verbal, or electronic communication, or a physical act or gesture or any combination thereof, directed at a target.

Bullying results in the outcomes that

- cause physical or emotional harm to the target or damage to their property;
- place the target in reasonable fear of harm or damages their property;
- create a hostile environment at school for the target;
- infringe on the rights of the target at school; or
- materially and substantially disrupt the education process or the orderly operation of a school.

The school prohibits bullying on school property, property immediately adjacent to school grounds, at school-sponsored or school-related events whether on or off school property, at school bus stops, on school buses or other vehicles owned, leased or used by the school, or through the use of technology or an electronic device owned, leased, or used by the school.

The school also prohibits bullying at a location or activity that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for the target student, infringe on the rights of that student at school, or substantially disrupt the education process or the orderly operation of the school.

Students or parents/guardians of bullied students should immediately report their concerns to the school administrator.

## **Bullying Prevention and Intervention Procedures**

### **Reporting Obligations**

#### *Reporting by Staff*

If faculty, staff, independent contractor, or school volunteers learn of any instance of bullying/retaliation or suspect bullying/retaliation, they shall report the incident immediately. They may report any incident to the principal or designee, either orally or in writing.

The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

#### *Reporting by Students, Parents/Guardians, and Others*

The school strongly encourages any student, parent/guardian, or others who become aware of or have a reasonable belief that bullying or retaliation has occurred or may have occurred to other members of the school community to promptly report the incident(s) to the principal/designee.

### *Reporting to Local Law Enforcement*

In the event of substantiated bullying or retaliation, the principal or designee notifies law enforcement in writing, if he or she suspects that criminal charges may be pursued against the aggressor.

### **Investigation**

The school principal or designee shall promptly investigate a report of bullying or retaliation, considering all circumstances at hand, including the nature of allegations, ages of the students involved, and whether any behaviors are related to an individual's disability, age, sex, race, color, gender, national origin, religion, pregnancy status, and/or sexual orientation.

The school follows the guidelines (see Discipline Ladder) for responding to a report of bullying or retaliation. The school adapts the guidelines as necessary to respond appropriately to the complaint. Upon receiving a complaint, the principal or designee notifies the parents/guardians of all parties (both the target and the aggressor) involved of any incident in a timely fashion, preferably on the same day as the report.

Even before a formal investigation, the principal or designee considers whether they will take immediate steps to support and/or protect the alleged target from further potential incidents. The school considers the rights and safety of the alleged target, alleged aggressor, and any bystanders.

If the principal or designee determines that a bullying or harassment incident placed the target in reasonable fear or harm, or adversely affected their educational environment, they initiate a formal investigation.

### **Discipline**

Pursuant to 25 C.F.R. § 42.3, BIE schools must consider, to the extent appropriate, the reintegration of a student into the school community, after they engage in conduct that warrants disciplinary actions. The school may address misbehavior or a student violation using an alternative dispute resolution (ADR) process or the formal disciplinary hearing process.

When appropriate, a school should first attempt to use the ADR process, which is described in 25 C.F.R. § 42.4, that may allow for resolution of the alleged violation without recourse to punitive action. The ADR processes may include peer adjudication, mediation, and conciliation and involve appropriate customs and practices of the Indian Tribe or Alaska Native Villages, to the extent there are applicable practices that are readily accessible and identifiable.

When ADR processes do not resolve issues or cannot be used, the school must address the alleged violation through a formal disciplinary hearing in accordance with the hearing requirements and student due process rights found in 25 C.F.R. § 42.7.

### **Discipline Responsibilities for Administrators**

If the staff member cannot resolve the problem, they should consult with the Administrator, or designee. The Administrator then follows some or all these steps:

- Ensure that ADR processes have been used or are not applicable for the situation in accordance with 25 C.F.R. § 42.4.
- Provide additional intervention, as needed, to correct the problem or resolve conflicts.

- Ensure the safety of all students or bystanders.
- Determines any appropriate consequences for an offender (for example, lunch detention, restriction).
- Determines whether suspension is appropriate.
- Prepares the suspension letter, sets the hearing date, notifies the parent/guardian, reviews hearing rights with the student.

## **Progressive Discipline**

Kayenta Boarding School uses a system of progressive discipline. Schools discipline students based on the severity of offenses, as well as on their frequency or repeated nature. The District classifies offenses as severe (Group I), major (Group II), and minor (Group III).

- 1) The school establishes behavior and counseling contracts for all severe (Group I) offenses.
- 2) The school may notify law enforcement of offenses.
- 3) The administrator makes the final decision.
- 4) The school may suspend a student from school for violations of the Student Handbook or other school rules and regulations.

## **Severe (Group I) Offenses**

Severe (Group I) offenses are offenses that are serious in nature and, without exception, break Navajo Nation law, and/or state law, and/or federal law. Examples of severe (Group I) offenses include, but are not limited to, the following:

- Drug/alcohol use or possession
- Arson
- Physical assault
- Sale or distribution of a controlled substance
- Inciting a riot
- Possession of a weapon
- Fighting involving a weapon
- Bomb threat
- Gang activity

### *Consequences for Severe (Group I) Offenses*

Following are the consequences for committing severe (Group I) offenses:

- **Short suspension:** Three or fewer days out of school with mandatory counseling
- **Long suspension:** Four to eight days out of school with mandatory counseling
- **Long-term suspension:** Nine or more days out of school with due process hearing
- **Expulsion:** Recommendation to the Governing Board for expulsion

Type of Offense	First Offense	Second Offense	Third Offense
Selling or distribution of drugs or alcohol	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract.	Long or long-term suspension District notifies law enforcement.	Long-term suspension or expulsion
Use or possession of drugs or alcohol	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long or long-term suspension District notifies law enforcement.	Long-term suspension or expulsion
Fighting, inciting a riot/ fight, possession of a weapon, fighting with a weapon	Short or long suspension District notifies law enforcement. Mandatory parent/guardian - student conference; establish a behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion
Gang-related activities (Including, but not limited to, recruitment, initiation, threatening or equivalent behavior)	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion
Arson, bomb threat, false fire, alarm, fireworks	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion

	behavioral and counseling contract		
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Type of Offense	First Offense	Second Offense	Third Offense
Sexual misconduct, any inappropriate contact	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion
Physical assault	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion
Other serious or threatening behaviors that involve or cause harm to others, including severe bullying (e.g., encouraging someone to engage in self-harm, threatening someone, taking someone's property with threat of force, spreading rumors that are intended to damage someone else's reputation)	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion

## Major (Group II) Offenses

Major (Group II) offenses are offenses that may be serious in nature and may break tribal law, state law, and/or federal law.

Examples of major (Group II) offenses include, but are not limited to, the following:

- Theft
- Vandalism
- Misuse of computers
- Use or possession of tobacco products
- Drug or alcohol paraphernalia
- Disorderly conduct

### *Consequences for Major (Group II) Offenses*

The following are the consequences<sup>1</sup> for committing major (Group II) offenses:

- **Short suspension:** Three or fewer days out of school with mandatory counseling
- **Long suspension:** Four to eight days out of school with mandatory counseling
- **Long-term suspension:** Nine or more days out of school with due process hearing
- **Expulsion:** Recommendation to the Governing Board for expulsion

Type of Offense	First Offense	Second Offense	Third Offense
Possession of drugs or alcohol paraphernalia	Short suspension Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension
Possession or use of tobacco products, including e-cigarettes	Short suspension Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension

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<sup>1</sup> For eligible students with a disability, school personnel must consider all student specific needs and IDEA disciplinary requirements as set forth in 34 C.F.R. 300.530, prior to changing a student’s placement. Additionally, BIE schools must offer disciplinary protections to qualified students with disabilities, as per the Indian Affairs Manual- Part 30, Chapter 15- Section 504 of the Rehabilitation Act of 1973.

Type of Offense	First Offense	Second Offense	Third Offense
Extortion	Short suspension Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension
Intimidation, harassment, or bullying (including, but not limited to, name calling, repeated incidents of minor bullying, rallying other students to bully someone)	Short suspension Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension
Hazing	Short suspension Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension
Vandalism and/or theft	Short suspension Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension
Sexual harassment	Short suspension Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension
Verbal abuse of an individual	Short suspension Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension

Type of Offense	First Offense	Second Offense	Third Offense
Gang-related activity (Displaying gang affiliation, including showing colors, flashing signs, marking territory, displaying gang tattoos)	Short suspension  Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension
Similar offenses	Short suspension  Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension

### Minor (Group III) Offenses

Major (Group III) offenses are offenses that may be disruptive in nature.

Examples of major (Group III) offenses include, but are not limited to, the following:

- Insubordination
- Dress code violation
- Truancy
- Skipping or cutting class
- Leaving class or campus without permission
- Profanity
- Public display of affection
- Violation of reasonable standard of right or wrong
- Failure to produce school identification badge
- General misconduct
- Failure to follow directions
- Failure to serve detention

Determination of minor offenses is the responsibility of the school administrator or the assigned personnel of student discipline.

#### *Consequences for Minor (Group III) Offenses*

The following are the consequences for committing minor (Group III) offenses:

- **Verbal warning with counseling referral**

- **Written reprimand with counseling referral**
- **In-school suspension (ISS):** One to four days with mandatory counseling
- **Short suspension:** Three or fewer days with mandatory counseling
- **Long suspension:** Four to eight days with mandatory counseling

Type of Offense	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Public display of affection	Verbal warning and counseling	Written reprimand District notifies parent/guardian by certified mail. Establish a behavioral and counseling short-term contract	ISS/IDS 1-4 days Mandatory parent/guardian-student conference Establish a behavioral and counseling long-term contract.	Short suspension	Long suspension
Profanity	Verbal warning and counseling	Written reprimand District notifies parent/guardian by certified mail. Establish a behavioral and counseling short-term contract	ISS/IDS 1-4 days Mandatory parent/guardian-student conference Establish a behavioral and counseling long-term contract.	Short suspension	Long suspension
Insubordination	Verbal or written reprimand	ISS/IDS 1-4 days District notifies parent/guardian by certified mail. Establish a behavioral and counseling short-term contract	Short suspension Mandatory parent/guardian-student conference Establish a behavioral and counseling long-term contract	Long suspension	Long-term suspension
Dress Code Violation	Verbal or written reprimand	Verbal reprimand District notifies parent/guardian by certified mail. Establish a behavioral and counseling short-term contract	ISS/IDS 1-4 days Mandatory parent/guardian-student conference Establish a behavioral and counseling long-term contract	Short suspension	Long suspension

Type of Offense	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Ditching classes	Verbal or written reprimand	ISS/IDS 1-4 days District notifies parent/guardian by certified mail. Establish a behavioral and counseling short-term contract	ISS/IDS 1-4 days Mandatory parent/guardian-student conference Establish a behavioral and counseling long-term contract	Short suspension	Long suspension
Truancy	Verbal or written reprimand Parent/guardian is notified	ISS/IDS 1-4 days District notifies parent/guardian by certified mail. Establish a behavioral and counseling short-term contract	Short suspension Mandatory parent/guardian-student conference Establish a behavioral and counseling long-term contract	Long suspension	Long-term suspension
Leaving class or campus without permission	Verbal or written warning Parent/guardian and/or law enforcement is notified	ISS/IDS 1-4 days District notifies parent/guardian by certified mail. Establish a behavioral and counseling short-term contract	Short suspension Mandatory parent/guardian-student conference Establish a behavioral and counseling long-term contract	Long suspension	Long-term suspension
Failure to serve detention	ISS/IDS 1-4 days Parent/guardian is notified	Short suspension District notifies parent/guardian by certified mail Establish a behavioral and counseling long-term contract	Long suspension Mandatory parent/guardian-student conference Establish a behavioral and counseling long-term contract	Long-term suspension	Expulsion

Type of Offense	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Tardiness	Verbal reprimand	Written reprimand	ISS/IDS 1-2 days Mandatory parent/guardian-student conference Establish a behavioral and counseling long-term contract	Short suspension	
Violation of reasonable standards of right and wrong, bullying (including, but not limited to, name calling, excluding someone, deliberately disregarding someone else's feelings)	Verbal reprimand	Written reprimand District notifies parent/guardian by certified mail Establish a behavioral and counseling long-term contract	ISS/IDS 1-4 days Mandatory parent/guardian-student conference Establish a behavioral and counseling long-term contract	Short suspension	Long suspension

**Definitions of Disciplinary Terms**

**Zero Tolerance**

Is defined as a philosophy that the school will not allow, permit, condone, support, withstand, or endure any behavior that is detrimental to the safety, security, and welfare of all students and staff. Thus, the School will do everything within its legal power to impose the strictest sanction.

**Suspension**

The school has defined suspension as exclusion from school privileges and transportation for a period.

**Expulsion**

An expulsion is defined as a permanent exclusion from the school privileges and services

**Student Conference**

A staff member meets one-on-one with the student to reduce or eliminate minor misbehavior.

**Parent/Guardian Contact**

A staff member contacts the student's parent/guardian via phone, email, mail, or in person for support and reinforcement of positive behavior.

### **In-School Suspension (ISS)**

Prior to an in-school suspension, the school notifies each student and the student's parent/guardian of the offense(s) that led to the ISS, as well as the duration of the ISS. Students serving an ISS must report to school at the usual start time and are assigned to supervised rooms for the entire school day.

Before a student begins serving an ISS, he or she must inform his or her teachers of the ISS. The student will let his or her teachers know that he or she will collect classwork that he or she will miss because of the ISS.

On each day of an ISS, the student should arrive prepared for school and on time. (The student should bring all assigned classwork, incomplete assignments, and reading materials to the ISS). Failure to do so may result in additional ISS. During ISS, students are not allowed to interact with their peers and must eat lunch in the ISS room.

### **Parent/Guardian Conference with Behavior Contract**

The student, as well as his or her parent/guardian, meets with an administrator to write and agree upon a behavior contract. The behavior contract includes any of the previously mentioned interventions. The contract may also include any combination of the following interventions:

- Community service
- Peer or staff mentor with required contact
- Counseling
- Suspension from extracurricular activities (including sports, after school activities, field trips)
- After school homework
- Family member to attend classes with student
- All-day academic support

### **Formal Disciplinary Hearing (Procedural Due Process)**

Information in the Student Handbook informs students of their rights and responsibilities, school rules and regulations governing behavior, and consequences for infractions. Every student, as well as parents/guardians, should know the school rules and regulations, as well as their due process rights and responsibilities. In addition, other requirements and rights apply for the disciplinary process, when it is applied to students with disabilities. These requirements will be described in subsequent sections of the handbook. Special Education due process rights are also described in the BIE's IDEA Procedural Safeguards notice and in the Indian Affairs Manual, Part 30, Chapter 15- Section 504 of the Rehabilitation Act of 1973.

This section applies to disciplinary suspensions of 10 days or more, denial of enrollment, expulsion, or suspension from the general bus service.

The school works with students involved in infractions as discussed earlier in the Handbook. However, in cases of severe and major infractions of school rules or repeated violations, the school may suspend students for more than 10 days or expel students. In cases where the suspension exceeds 10 days, or the school expels the student, the student is entitled to the due process hearing and rights that are outlined in this section.

The school must hold a fair and impartial hearing before imposing a suspension of more than 10 days or an expulsion, except under the following circumstances, which may be used for emergency disciplinary removals:

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

In an emergency disciplinary removal situation, a school may temporarily remove a student, without first holding a disciplinary hearing. The school must immediately document the facts giving rise to the emergency disciplinary removal and afford the student a hearing that follows the due process requirements of 25 C.F.R. § 42.7, within 10 days.

### **Due Process Hearing**

Due process must include written notice of the charge(s) and a fair and impartial hearing as required by 25 C.F.R. § 42.7. The Hearing will be held by the principal or the principal's designee. The principal may suspend or expel a student immediately when there is evidence that the student poses a serious and immediate danger to the health or safety of himself/herself or others. However, if a student is suspended or expelled prior to a hearing, a hearing must be held within 10 days. If a student is not expelled or suspended prior to a hearing, the hearing will be held at the most reasonable time and as close as possible to the alleged infraction. All hearings will be closed, unless otherwise requested by the student/parents/guardians. It is essential that each student be given an opportunity to present their defense against the charges made against them, and that the proceeding be fair and impartial.

### **Notification**

Written notice for a disciplinary due process hearing must comply with the requirements set forth in 25 C.F.R. § 42.7 (a). Parents/guardians and students will be notified of charges, in writing, within a reasonable time frame prior to the hearing. The notice must include: a copy of the school policy that was violated, the facts as related to the allegation, information about any statements that the school has received about the charge and how to access the statements, and information about the part(s) of the student's record that will be considered when making the disciplinary decision.

### **Specific Student Hearing Rights and Procedures**

The student has specific rights in a disciplinary hearing, which are found in 25 C.F.R. § 42.8. These rights include the right to:

- not to be compelled to testify against himself or herself;
- view documents and related records including written findings of fact and conclusions;

- request deferral (delay) of hearing: The request must be in writing. The request must clearly state the reason for deferral. The request must be submitted to the principal two days prior to the hearing;
- representation by legal counsel (at student/parent's/guardian's expense);
- Presence of a student, parent/guardian or their designee;
- translator, if requested;
- appear on his/her own behalf;
- produce witnesses and evidence on his/her behalf and to confront and examine all witnesses;
- confront and cross examine an opposing witness or for the student's legal counsel to do so;
- the record of the disciplinary action, including written findings of fact and conclusions;
- have an allegation of misconduct and related information expunged from the student's school record, if the student is found not guilty of the charges; and
- administrative review and appeal rights under school policy.

The student may receive failing grades for failure to attend an alternative education program, if offered. Prior to or at the time of the hearing, a student can enter a plea of guilty, at which time the case is immediately referred to the principal for review and final decision.

Additionally, student victims have legal rights during student disciplinary hearings, as detailed in 25 C.F.R. § 42.9. These rights may include: the right to participate in a disciplinary hearing either in writing or in person, the right to provide a statement about the impact of the offense on the victim, and the right to have the outcome explained to the victim and to their parent or guardian by a school official, consistent with all student privacy laws and confidentiality requirements.

## **Appeal**

A student will have the right to appeal the decision of suspension/expulsion to the Education Program Administrator (EPA) within 10 days from the date of receipt of the initial decision in accordance with school policy. The EPA decision is final. If a student wins their appeal, the student will be allowed to make up any missed assignments within 3 days of his/her completion of the suspension.

## **Grievance Procedures**

### **Student/Parent/Guardian – Employee**

*Note:* This section does not apply in the case of any physical or sexual abuse. Immediately report physical or sexual abuse, including verbal sexual harassment, to the principal and/or local law enforcement.

If differences between a parent/guardian/student and a school staff member are not settled informally, it is the right of the parent/guardian/student and/or the school staff member to go to the employee's supervisor, who acts as the mediator. Each side of the dispute has the right to present a written or verbal statement and answer to the grievance.

## **Student – Student**

If a conflict arises between students, the students should report the conflict to a staff member for advice on how to resolve the conflict. If the students' differences are not settled informally, it is the right of the students to go to a teacher, counselor, or the principal. Each side of the dispute has the right to present a written or verbal statement and answer to the grievance.

## **Child Study Team**

After a 45-day screening, Kayenta Boarding School will establish a proxy to sort through the details of the 45-day screeners. The completed 45-day screening material will be submitted from the homeroom teacher to the appointed Child Study Team members to establish a baseline of performance, looking into the interventions of the homeroom teacher and arrange meetings with parents, administrators, teacher and counselor. More information being released to the parents from the teachers who will make this judgement call to submit the documentation to the Child Study Team.

## **Special Education Policy**

### **Individuals with Disabilities Education Act (IDEA)**

The school complies with the [Individuals with Disabilities Education Act \(“IDEA”\)](#) 20 U.S.C. §§ 1400 et seq., P.L. 108-446) and its implementing regulations (34 C.F.R. Part 300). Disciplinary actions taken against a student covered under IDEA will be done in accordance with BIE’s Notice of Procedural Safeguards, available at <http://www.bie.edu/cs/groups/xbie/documents/text/idc1-032083.pdf> and BIE Special Education Practices and Processes. <http://www.bie.edu/cs/groups/xbie/documents/text/idc-020377.pdf>.

These documents will be provided in accordance with 34 CFR § 300.504 and to any parent/guardian or student upon request. If there is a conflict between this Handbook and the Special Education Practices and Processes or Notice of Procedural Safeguards, the school will follow the Special Education Practices and Processes or Notice of Procedural Safeguards.

### **Section 504 of the Rehabilitation Act of 1973**

The school will comply with the requirements of the [Rehabilitation Act of 1973, 29 U.S.C. §§ 794 \(Section 504\)](#) and the U.S. Department of Interior implementing regulations (43 C.F.R. 17.501-17.570 (Subpart E). Section 504 of the Rehabilitation Act of 1973, commonly called “Section 504,” is a federal law that protects students from discrimination based on disability. Section 504 assures that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. To be eligible, a student must have a physical or mental impairment that substantially limits one or more major life activity.

Pursuant to Section 504, the school is responsible to identify, evaluate, and determine eligibility, as well as, providing accommodations and services to eligible students with disabilities. BIE has adopted requirements for Section 504 in the Indian Affairs Manual (IAM). To access this policy online: <https://www.bia.gov/policy-forms/manual> or contact the school Section 504 Coordinator.

### **504 and Discipline**

Students with disabilities are not exempt from school discipline codes. However, the student’s disability is considered when determining the appropriate disciplinary response for a 504 student. Special considerations apply to the long-term suspension of students with disabilities under Section 504. If a behavior is not related to a student’s disability, then the disciplinary consequences are the same as for

any other student without a disability. The vehicle for assessing the link between a behavior and a disability is a manifestation determination meeting, in accordance with the BIE's Section 504 Chapter of the IAM, Chapter 15, Section H- Section 504 and Discipline.

Short-term removals (suspensions or expulsions for either 10 consecutive days or 10 days in aggregate) do not require more than normal due process. However cumulative short-term removals totaling more than 10 school days may be considered a "change in placement" and trigger certain procedural safeguards under Section 504, including an evaluation to determine if the conduct was caused by or related to the student's disability. This evaluation should take place no longer than 10 school days after the decision to take disciplinary action is made. Prior to the meeting, the school shall:

- Give notice of the disciplinary decision and of the Section 504 procedural safeguards to the parent or guardian, no later than the date on which the decision to take disciplinary action is made;
- Notify the parent or guardian in writing, immediately, if possible, but no later than 10 days after a decision to conduct the evaluation;
- Notification should include identification of time, date, and participants who will be in attendance;
- Parents or guardian should participate in the meeting; however, if they refuse to attend, they should be given a copy of the final report.

The following steps must be followed during the evaluation meeting:

- The name of each participant who is present must be recorded.
- The student's Section 504 team must make the determination of whether the misconduct is related to the student's disability.
- Attendees must consider all relevant information in the student's file, including: the student's Section 504 Plan, any teacher observations, and any relevant information that is provided by the parents.
- A review of the incident at issue, including: the who, what, when, where, why, and how of the specific incident under review.
- The team must determine, after reviewing relevant information in the student's file and the incident review:
  1. Whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or,
  2. If the conduct in question was the direct result of the school's failure to implement the student's Section 504 Plan.

If the Section 504 team determines that the conduct was a manifestation of the student's disability or that the conduct in question was the direct result of the school's failure to implement the student's Section 504 Plan, then the school must take immediate steps to remedy those deficiencies.

If the Section 504 team determines that the behavior was a manifestation of the disability, then the school cannot carry out any discipline that would exclude the student on the basis of their disability. Instead, the IAM requires that the Section 504 team must conduct a functional behavior assessment (FBA) and create a behavior intervention plan (BIP) for the student. If the student already has a BIP, the team must review the plan and modify it as necessary to address the behavior that is at issue.

If the Section 504 team determines that the behavior is not a manifestation of the student's disability, then the relevant disciplinary procedures may be applied to the student with the disability in the same manner and for the same duration that they would be applied to a student without a disability.

For offenses related to drugs and alcohol, schools may take the same disciplinary actions against students with and without disabilities, and such offenses are excepted from the Section 504 disciplinary procedures that are set forth in the IAM.

A school is not required to permit a student with a disability to participate in or benefit from services, programs, or activities when that student poses a direct threat to the health or safety of others. A direct threat means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. In determining whether a student poses a direct threat to the health or safety of others, the student's Section 504 team must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury.

Section 504 Eligible students also have the right to an appropriate educational placement and any needed services, the right to notice, and the right to review relevant education records during the disciplinary process.

## **504 Rights and Procedural Safeguards**

### **Education**

As an eligible student with a disability, you have the right to:

- participate in and benefit from the school's educational programs without discrimination based on disability;
- receive needed accommodations under Section 504 of the rehabilitation act of 1973;
- participate in the school's nonacademic and extracurricular activities;
- receive services that are comparable to those provided to students without disabilities;
- receive accommodation and/or auxiliary aids and services to allow for participation in school activities;
- receive auxiliary aids and services without cost to allow for participation in school activities. This does not include educational aids unrelated to your child's disability for which fees are imposed on parents/guardians of all children; and
- receive special education services, if needed.

### **Educational Records**

As a parent/guardian or student, you have the right to:

- examine all relevant records relating to decisions regarding the identification, evaluation, educational program, and placement of the student;
- obtain copies of educational records, at a reasonable cost, if the fee does not effectively deny access to the records (there is no charge for records if the cost prevents the student or parent/guardian from reviewing the records.);

- request amendment of the student’s educational records, if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of the student. (if the school refuses this request, it must notify the student or parent/guardian within a reasonable time and advise the student or parent/guardian of the right to a hearing); and
- request explanations and interpretations of the student's education records.

If you believe that BIE has discriminated against you or your child based on disability, you may file a complaint of discrimination with the U.S. Department of the Interior’s Office for Civil Rights, Diversity, and Inclusion (“OCR”) to file a complaint in federal court. Generally, you may file an OCR complaint within 180 calendar days of the act that you believe was discriminatory.

Director, Office of Civil Rights  
U.S. Department of the Interior  
1849 C. Street, NW, MS# 4353  
Washington, D.C. 20240

**Telephone Numbers:**

General Public: (202) 208-3235

Facsimile: (202) 208-6112

FedRelay: (800) 877-8339 TTY / ASCII

Following is the Section 504 compliance contact information at Kayenta Boarding School, 928-697-3439.

## **Parent/Guardian Involvement Policy**

The Navajo District strives to educate teachers, support staff, administrators, and school board members, with the assistance of parents/guardians, about the value of parent/guardian contribution and the necessity of reaching out to, communicating with, and working with parents/guardians as equal partners.

Specifically, the school strives to

- build ties between parents/guardians and the school;
- research, adopt and implement model approaches to improving parent/guardian involvement;
- develop appropriate roles for community-based organizations and local businesses in parent/guardian involvement activities and provide other reasonable support for involvement activities as parents/guardians may request.

The Navajo District believes that all parents/guardians and families want the best for their children. Educational research demonstrates that children do their best when parents/guardians play the following roles in their children's learning:

- Parent/guardians as teachers (helping children at home)
- Supporters (contributing their skills to the school)
- Advocates (helping children receive fair treatment)
- Decision makers (participating in joint problem solving with the school at every level)

Kayenta Boarding School recognizes that parents/guardians are full partners with educators, administrators, school board members, and support staff working towards the best possible learning experience for each child. The school encourages a strong program of two-way communication with parents/guardians to promote a strong, meaningful, and productive connection between itself and the community.

To institute and maintain active two-way communication with parents/guardians, our schools

- continue to involve parents/guardians in the joint development of the school's improvement plan. (If the school's improvement plan is not satisfactory to the parents/guardians of participating children, the school submits any parent/guardian comments with the improvement plan when the school resubmits it to the BIE);
- plan, implement, assess, and, as necessary, revise effective parent/guardian involvement activities to improve student academic achievement and the school's overall climate and performance;
- build the school's and the parents'/guardians' capacities for strong parent/guardian involvement through collaborative school planning, ongoing two-way parent/guardian school communication, and integration of parents/guardians into professional development and other school activities; and
- coordinate and integrate parent/guardian involvement strategies and activities, such as workshops which encourage and support parents/guardians to further the education of their children and assist them in avoiding pitfalls (for example, gangs, violence, drugs,

teen pregnancy). With the parent/guardian involvement, conduct an annual evaluation of the content and effectiveness of the school's Parent/Guardian Involvement Policy.

The school publishes the findings of the annual evaluation and makes it available for parent/guardian review to design strategies for more effective involvement and, if necessary, to revise the school's existing Parent/Guardian Involvement Policy.

### **Student Handbook and Parent/Guardian Involvement Policy**

The school distributes the Student Parent Handbook and Parent/Guardian Involvement Policy to parents/guardians of all enrolled students. The school's administration develops a *School Plan for Parent/Guardian Involvement* that explains how the school implements and maintains the above bulleted items.

### **Parent Advisory Committee (PAC)**

All schools have a Parent Advisory Committee (PAC) composed of parents/guardians and school personnel. The PAC convenes to develop the School Plan for Parent/Guardian Involvement. The school notifies parents/guardians of the policy and the subsequent plan via easily understandable written correspondence.

The school holds monthly PAC meetings on the **first Wednesday of every month**, unless otherwise informed. The school encourages organized, ongoing, and timely parent/guardian involvement in the planning, review, and improvements of the school's Parent/Guardian Involvement Policy and the joint development of any other plans, policies, and procedures. Upon request, the school provides a language interpreter. The school also makes the PAC policy and the subsequent plan available to the local community. The school updates the PAC policy and subsequent plan periodically to meet the changing needs of parents and the school.

### **Parent/Guardian-School Compact**

Both the school and the parents/guardians of children served by programs that the school improvement plan describes developed the Compact. The Parent/Guardian-School Compact outlines how parents/guardians, the school staff, and students share the responsibility to build and develop a partnership for student achievement.

Some of the main functions of the Compact are as follows:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, which enables the children to meet academic achievement standards of the Navajo Nation, the Bureau of Indian Education (BIE), and their designated state.
- Clarify parents'/guardians' responsibility for supporting their child's education through monitoring attendance and homework completion, and participation, as appropriate, in decisions relating to their child's education and positive use of extracurricular time.
- Emphasize the importance of two-way communication between instructional staff and parents/guardians on an ongoing basis through
  - Quarterly parent/guardian-teacher conferences;
  - Frequent communication to parents/guardians about their child's progress; and
  - Volunteer opportunities.

The Parent Advisory Committee reviews and updates the Parent/Guardian-School Compact annually.

## **Student Responsibilities**

The school expects students to

- be in school every day and all day;
- provide supporting written documentation (e.g., an appointment slip) for any absences;
- follow the school's checkout policy as stated above;
- inform teacher(s) of impending absences;
- advocate for themselves and to stay informed about their academic progress; and
- know their obligations as set forth in this handbook and the resulting consequences for violating school policy.

## **Annual Meeting**

As required by policy, the District requires all schools to hold annual parent meetings to do the following:

- Inform parents/guardians of the school's intended School-wide Program Plan.
- Explain the requirements of programs.
- Answer questions about parent/guardian rights.
- Present annual assessment data.
- Summarize the content of the school's improvement plan and planned parent/guardian involvement activities, to include the following:
  - Monthly Parent Advisory Committee meetings throughout the year, to which all parents/guardians are invited. The meetings promote two-way parent/guardian school communication and increased parent/guardian involvement in each student's education
  - Monthly or quarterly parent/guardian newsletter and principal's letter to parents
  - Three-week progress reports and semester report cards
  - Parent/guardian-teacher conferences and other meetings with teachers and staff as appropriate and/or as requested by parents/guardian to formulate suggestions and to participate in decision relating to the education of their children, with the school responding to any such suggestion as soon as practicably possible
  - Possible in-depth parent/guardian training throughout the school year
    - NASIS Parent Portal Access to Relevant Student Information
    - Understanding Your Child's Assessment Data
    - Cyberbullying
    - Health and Safety
    - Social Emotional Learning and Student Well-Being
    - Dine' Content Standards

- College and Career Readiness Standards (English Language Arts and Mathematics)
- Next Generation Science Standards
- School Improvement Model
- Outside Resource Support Programs
- Other topics as recommended

## **ATTACHMENTS**

**(The following attachments will need Parent/Guardian signatures and submit to your child's teacher.)**

## CULTURE. KNOWLEDGE. LEADERSHIP.



UNITED STATES DEPARTMENT OF THE INTERIOR

Kayenta Boarding School

P.O. Box 188

Kayenta, AZ 86033

Telephone: 928-697-3439 Fax: 928-697-3490



### **Parents Right to Know**

#### **Section 1112(e)(1)(A-B)**

*Qualifications:* At the beginning of each school year, a Local Educational Agency (LEA) that receives Title I funds must notify parents of each student attending any Title I school that the parent may request, and the agency will provide the parents upon request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum the following:

- ❖ Whether the teacher has met state qualifications for grade levels and subject areas in which the teacher provides instruction;
- ❖ Whether the teacher is teaching under emergency or other professional status that the State has waived;
- ❖ Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- ❖ Whether the child is provided services by paraprofessionals and if so their qualifications.

*Additional Information:* A school that receives Title I funds must provide to each individual parent:

- ❖ Information on the level of achievement and academic growth the child, if applicable and available, has made on each of the State academic assessments required under this part; and
- ❖ Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet the applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

#### **Section 1112(e)(2)(A-B)**

*Testing Transparency:* At the beginning of each year, a Local Educational Agency (LEA) that receives Title I funds shall notify parents of each student attending any school receiving funds may request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

*Additional Information:* Each LEA that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, of each school served) for each grade served by the LEA, information on each assessment required by the State, and where the information is viable and feasible to report, and assessments required districtwide by the LEA including:

- ❖ The subject matter assessed.
- ❖ The purpose for which the assessment is designed and used.
- ❖ The source of the requirement for the assessment.
- ❖ Where such information is available-
  - The amount of time students will spend taking the assessment, and the schedule for the assessment; and
  - The time and format for disseminating results.

*Format:* The notice and information provided to parents under this section shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parent can understand.



**School Activities and Trips**

- I understand that for my/our child to be eligible for any overnight field trips, I will be required to attend meetings before the field trip. If I do not attend the meeting(s), my child will not be eligible to participate.
- The administration reserves the right to limit field trip participation to students with favorable behavior records (i.e., no write-ups for major infractions). Athletic participation requires passing grades in all subjects as determined by bi-monthly/weekly grade checks per Interscholastic guidelines.

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

**\*PLEASE RETURN THE POLICY STATEMENT TO THE STUDENT'S CLASSROOM TEACHER.**

**ACKNOWLEDGEMENT**  
**SY 2025-2026**

The Kayenta Boarding School Board officially adopted the Student Handbook in order to provide parents, students, and families with important information regarding attendance and the rules and expectations of the school.

We urge you to read this publication thoroughly and to discuss it among your family. If you have any questions, we encourage you to ask for an explanation from the student's teacher or the school administrator.

Please read and sign the following form. The forms must be returned to the student's teacher so that the school knows parents/guardians have officially received. Return the completed form to your child's teacher or to the main office as soon as possible.

Thank you for your cooperation.

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**We acknowledge that we have received the Kayenta Boarding School Student Handbook for the 2025-2026 school year. We are responsible for reading and Understanding the rules and other information contained in this handbook.**

(Please Print)

Student's Name: \_\_\_\_\_

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

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

Parent's name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NOTE:** Please sign this page and return it to your child's teacher.

**Kayenta Boarding School  
ATTENDANCE CONTRACT  
SY 2025-2026**

The State of Arizona requires that students attend 80 instructional school days per/semester and any absence without an excused written approval will be counted as unexcused. A student that misses 10 or more days of school consecutively, the school will automatically unenroll the student. It is important for students to be in school every day. When a student misses school, he/she misses information, practice and activities that are important for his/her learning. It is difficult for a child to meet grade level expectations as outlined by the state of Arizona when he/she is not in class. Students who do not meet the attendance criteria may not be permitted to participate in field trips or other school activities.

25 CFR 36.31 Standard XI— Student promotion requirements.

(c) A student who has not participated, either directly or through approved alternative instructional methods or programs, in a minimum of 160 instructional days per academic term or 80 instructional days per semester without a written excused absence shall not be promoted. A school board or a school committee may review a promotion decision and, if warranted due to compelling and/or extenuating circumstances, rescind in writing such action on a case-by-case basis. Alternative instructional methods shall be submitted in writing for approval by the Agency Superintendent for Education or Area Education Programs Administrator, as appropriate.

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I understand the Attendance Contract. I understand that excellent attendance in school is important for student achievement. I understand the consequences for excessive the absences.

**(Please Print)**

Student's Name: \_\_\_\_\_

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

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**(Please Print)**

Parent's name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ACKNOWLEDGEMENT**  
**SY 2025-2026**

The Kayenta Boarding School Board officially adopted the **Student Code of Conduct** in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it among your family. If you have any questions about the rules and consequences, we encourage you to ask for an explanation from the student's teacher or the school administrator.

The student and parent should each sign this page on the space provided below, then return the page to the student's teacher. Thank you.

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We acknowledge that we have read and understand the Kayenta Boarding School Student Code of Conduct for the 2025-2026 school year.

**(Please Print)**

Student's Name: \_\_\_\_\_

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

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**(Please Print)**

Parent's name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: Please sign this page and return it to your child's teacher.

