

**2026-2027 BIE NAVAJO DISTRICT
STUDENT-PARENT HANDBOOK**



Cove Day School

P.O. Drawer 2000 Red Valley, AZ 86544

School Cell: (928) 228-8275

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UNITED STATES DEPARTMENT OF THE INTERIOR

BIE-Cove Day School

PO BOX 2000

Red Valley, AZ 86544

Telephone: 928.228-8275

July 6, 2026

Dear Parents and Guardians, Ya'at'eeh!!

I hope this letter finds you well. My name is Ms. Doreen Shorty, of the Manygoats clan, born of the Mexican clan, with maternal grandfathers from the Towering House clan and paternal grandfathers from Red Running into the Water people. I grew up in Red Valley, Arizona, raised by my paternal grandparents.

We are pleased to welcome all incoming students to Cove Day School for the 2026-2027 academic year. To our returning students, we express our appreciation and look forward to another successful year together at Cove Day School. Our staff are prepared and eager to begin the new school year, having dedicated their time to recovering from the long intensifying SY. As a member of the administration, our commitment remains steadfast in pursuing excellence and empowering our students to become accomplished citizens.

Cove Day School may face challenges throughout the year. We will implement strategies and prioritize student achievement.

Cove Day School will continue to operate at Red Rock Day School Campus for the upcoming school year. Working with the BIE district office and Shiprock Educational Resource Center, we aim to provide a safe learning environment while our main campus undergoes its final demolition phase in preparation for a new facility. We appreciate everyone's patience and look forward to returning to our local campus.

We will continue offering high-quality education from our current location. Our mission is to equip your child(ren) with the skills and knowledge needed for success in a global society. Cove Day School provides instruction in Math, ELA/Reading, Social Studies, Science, and Dine Studies, along with targeted interventions and extensions for students needing extra support or advanced lessons. We also plan to offer extracurricular activities like sports. The FACE program will soon fill positions and provide a PreK classroom and adult education services.

Effective communication, collaboration, and partnership are essential to fostering the achievement of every student. We are committed to maintaining constructive dialogue between families and the school community. We appreciate your decision to entrust Cove Day School with your child's educational development and look forward to a productive school year.

Ahee'heeh

Best,

Ms. Doreen Shorty, Administrative Head Teacher



UNITED STATES DEPARTMENT OF THE INTERIOR

Bureau of Indian Education

Cove Day School

PO Box 2000 Red Valley, Arizona 86544

928-228-8275

July 2, 2026

Greetings

As Northern Agency School Board member and the President of the of the board, I like to welcome back all the students, staff and teachers back for the 2026 & 2027 school year. Parents we would like to "Thank you" for enrolling your child back at Cove Day School.

One thing I support is recent research on brain development and early learning has increased interest in the development of children and in ways to help them reach their fullest potential. In this research and through my own personal experience as a parent I found that parental involvement is a key ingredient to a child's academic success, with these experience in mind, one of my personal goals as school Board will be the promotion of excellence in education through the involvement of parents, families and communities and recognize that parents are truly their child's first teacher.

It is my belief that any goals in area of childhood education cannot be achieved without the involvement and support of parents. To support the beliefs of excellence in education with the involvement of parents, the board is looking for another good year ahead – with this, let us all do our best, so students can meet their or exceed academic proficiency level in all areas.

Enjoy your work! The communities are looking up to you for another good school year.

School Board President,
Mr. Lee. B. Roy



UNITED STATES DEPARTMENT OF THE INTERIOR

Bureau of Indian Education

P.O. Box 1449

Window Rock, AZ 86515-0707

Telephone: 928-871-5932 Fax: 928-871-5945

Yá'át'ééh and Greetings to Students, Parents and Guardians,

On behalf of the Leadership Team, I extend a warm welcome to the new 2026-2027 school year. The Student Parent Handbook has been developed to serve as a comprehensive guide, detailing our collective expectations, procedures, and avenues for achievement.

The Bureau of Indian Education (BIE) maintains a clear and impactful mission: *"In partnership with tribal nations, the BIE promotes a culturally-based, comprehensive education that prepares and empowers students to be healthy and successful."*

Please take the time to review this handbook, as it provides essential details regarding our policies and outlines various opportunities for engagement within the school community. Your involvement—whether through attending events, participating in parent meetings, or maintaining communication—significantly contributes to your child's educational experience.

Thank you for trusting us with your child's education. Together, we can make this school year a time filled with progress, success, and valuable opportunities.

Warm regards,

Emily K. Arviso

Emily K. Arviso
Associate Deputy Director
BIE Navajo Schools

Vision Statement

Our students will develop social-emotional skills to become academically and culturally successful.

Ní'háá' ałchiiní bił hózhó dóó ada' ntsíkeesígoo
náás'go í'hwool'a' go yéé á'tee'gò doółeeł dóó yee dínoó'yéł.

Mission Statement

Building a positive school culture through collaboration for each child's social/emotional and academic well-being within a safe learning environment.

Cove Day School Philosophy

The philosophy of Cove Day School is to empower students through the principles of Nitsáhákees, Nahat'á, Iná, and doo Siihasin to become analytical, critical thinkers and the leaders of tomorrow.

Cove Day School Program Goals

Cove Day School recognizes that the global communities of the 21st century must care, respect, and share the resources of Mother Earth. Our vision is to create a family school so the community of learners can:

- understand computers, as well as the technology of today and tomorrow.
- work cooperatively with global communities.
- communicate effectively with other cultures and share the democratic principles of life, independence, and generosity.
- acquire life skills and attitudes that lead to better quality lives.
- prepare themselves for the jobs of the future; and
- solve problems in flexible, adaptable ways through a variety of talents.

Message on School Boards

The school boards and BIE 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](#).

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

Message on Wellness

Cove Day 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. Cove Day School provides students with nutritious food and structured physical activities to the greatest extent possible.

Message on Child Abuse and Neglect

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

COVE DAY SCHOOL STAFF

Faculty & Staff

Name	Position
Doreen Shorty	<i>Head Teacher/Admin</i>
Cynthia Johnson	Elementary Teacher
Vacant	Elementary Teacher
Joanne Smith	FACE Educational Technician
Vacant	1 FACE Early Childhood Teacher
Vacant	Special Ed Teacher
Darlene Pete	Educational Technician SPED
Support Staff	
Charlotte Yazzie	Business Technician
Blanche Shorty	Kitchen Staff
Clarence Chavez	Facility Maintenance/ Custodian
John Walters Jr.	Transportation

School Board Members

Name	Position
Lee B. Roy	President
Ella Frazier	Vice-President
Vacant	Secretary
Isabelle Zhonnie	School Board Member

Parent Advisory Committee Members

Name	Position
Vacant	President
Vacant	Vice-President
Vacant	Secretary
Vacant	Treasurer
Vacant	Member

Members are reelected at the beginning of each SY

Cove Day School Daily Operation Schedule

The school/office hours are 7:30 AM to 3:30 PM on all scheduled school days. The office will be closed during Federal School Holidays, and approved closures. You may leave a voice message anytime the school is closed. On Friday's the staff will be attending required professional development training from 1:15 to 3:30 or developing lesson plans for the upcoming week.

Classes will begin promptly at 8:00 am. and dismiss at 3:00 pm Monday through Thursday. School will be dismissed at 1:00 pm every Friday for Staff Professional Development. There will be no early student check out Friday to protect the limited instructional time on Friday half-day of instruction or core instruction/Tier I.

Please **do not** drop your child(ren) off before 7:30 AM, for there is no one on campus to supervise your child(ren). In the event a child is dropped off and left unattended. If students remain at school past 4:00 PM, the Navajo Nation Department of Child Protective Services and the Navajo/Shiprock Police Department will be notified.

Patterns of consistency with early drop off or late pickups will be noted and may be rendered a SCAN Report, or notification to Navajo Nation Department of Child Protective Services and Shiprock Police Department.

Parents Drop off & Pick up Daily in personal vehicle:

1. Alternatively, parents can provide their own transportation of their immediate family members. Families will be held to entry policy (sign in at the front office) for parents, students, and visitors.
- Parents unload and load students on the north side of Cove portables during the school day. Personal vehicles should not be mixed in with the school bus or bus school loading zone. Parents will walk students into the administrative portable building when drop-off and pick up students-for check in and check out time.
- Parents cannot leave students on the school campus unattended, without supervision by a school staff employee.

Illness:

Parents and students exhibiting COVID-19 symptoms of a cold or flu symptoms should stay home.

Attendance Database System:

2. Absent for 3 or more consecutive days requires a written note from a doctor.
3. All notes address attendance should go to the front office for review and encoded to NASIS
4. The school will adhere to all sports requirements & guidelines for every student athlete.

Cove Day School Food Services

Meal Cost

Parents/guardians, staff, and visitors must pay for their meals:

- Price per meal for breakfast is \$3.10
- Price per meal for lunch is \$4.85

Cafeteria Rules

Following are Cove Day 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.
- Students must enter from the designated entrance.
- Horseplay (for example, shoving, running, shouting, fighting, throwing food) is prohibited.
- 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.
- Sponsors of after-school clubs, classes, tutoring, or sports must supervise their students during snacks or mealtimes (if applicable). Using line of sight supervision.

Cove Day School Transportation Services

Riding the School Bus

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

Cove Day 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).

Bus Change Requests

A parent must provide a written note for their child to be dropped off at a different location or call Cove Day School transportation department (928-551-8209)

Transportation Cancellation Due to Inclement Weather In the event of a school delay or cancellation, transportation department will communicate with parents via phone call or text message. Contact the school community through:

Radio Stations: KNDN (960) & KTNN (660 AM)

Television Stations: KOBTV & KOATV

School Web Site: <https://cov.bie.edu/>

Bus Rules

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

- Be on time.
- Have respect for others and for the driver.
- Remain in your seat.
- For safety, keep the aisle and exits clear.
- Be courteous. Never use foul language or obscene gestures.
- Use of tobacco, alcohol, and drugs is prohibited.
- No food or drinks on the bus.
- Students who damage any part of the school bus will have consequences; you and your parents/guardians are responsible for repairs.
- For your own safety, do not distract the driver while the bus is in motion.
- Abide by all bus rules daily.

Cove Day School Health Services

The Cove Day School staff will collaborate with each other as well as parents/guardians, students and stakeholders to promote a healthy well-being.

Student Illness Procedures

Students are to remain home if they are ill or have flu symptoms. If a student becomes ill and cannot remain in class, the teacher will send the student to the admin office and notify by radio that a student is coming to the office to be seen. The office staff or administrator will contact the student's parent/guardian to pick up at the school. Students will wait for parent in the admin building where the student can be monitored.

Dispensing Medication (prescription and over the counter)

CDS does not have a school nurse who administers medications in accordance with the BIE's Medication Administration Policy (See BIE Medication Administration Policy). Therefore, no school staff can give students medication prescription or over the counter including cough drops.

Medical Emergency

In the event of a medical emergency, Cove Day School staff member will transport the student immediately to the local health facility/hospital (Shiprock, NM Indian Health Services). Cove Day School staff will notify the parents/guardian as soon as possible, and a school staff member will remain with the student until the parent/guardian arrives on site and sees/speaks to the doctor.

Cove Day School Behavior Interventions

Positive Behavioral Interventions and Supports (PBIS)

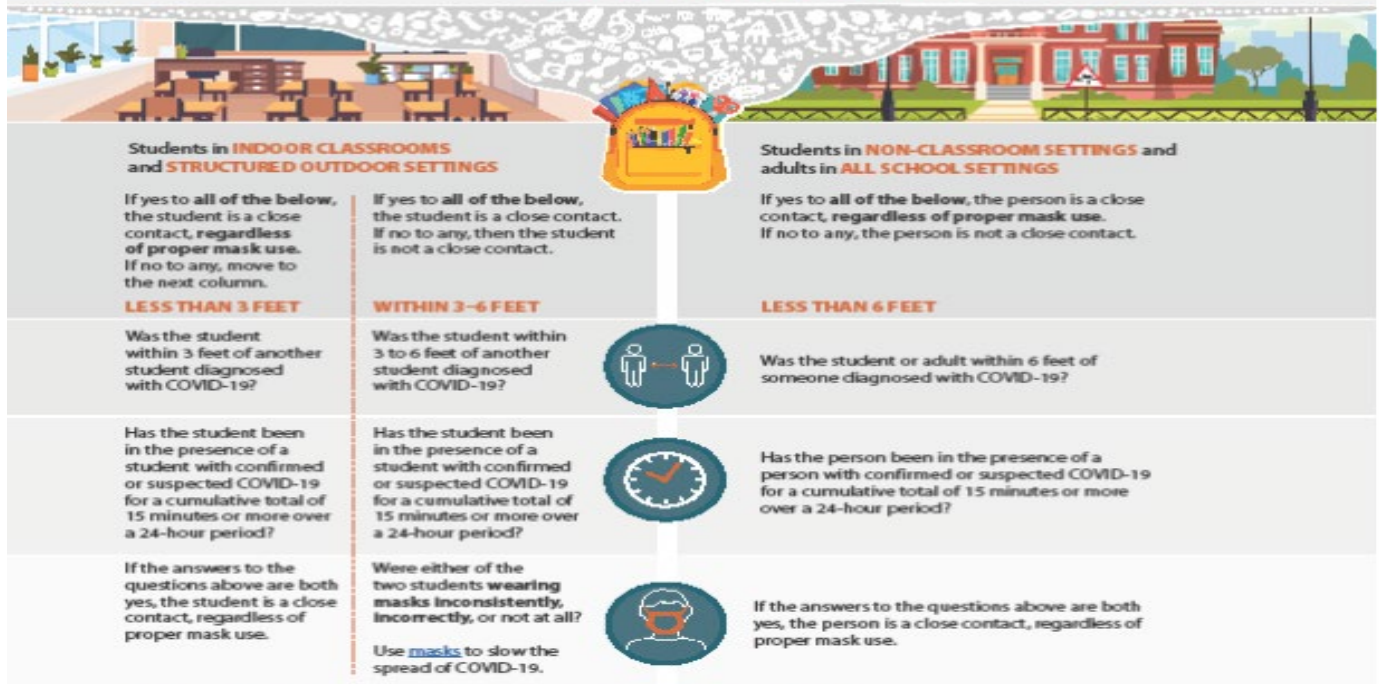
Cove Day School holds quarterly or monthly celebrations to reward students who have demonstrated academic success, good behavior, **or** regular attendance.

Cove Day School Continuity of Learning and COVID-19 Response Plan

Cove Day School works with families on a case-by-case basis, as COVID-19 has placed many schools, including ours, in unpredictable circumstances. Learning materials and supplies are available for students. 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



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.
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WJZ 10



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

Cove Day School | 2026-2027 CALENDAR

AUGUST '26

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	31					

03 First Day of Instruction.
17-28 Beginning of year assessments
 19 PAC 4-5:30
 27 Family Literacy 3-5
 Every Fridays are Early Release Days.

21 Instructional School Days

FEBRUARY '27

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						

15 Presidents' Day/ No School
 17 PAC 4-5:30
 25 Family Writing Night 3-5
 26 No School-Full Day PD

18 Instructional Days

SEPTEMBER '26

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			

07 Labor Day/ No School
 16 PAC 4-5:30
 24 Family Math

21 Instructional School Days

MARCH '27

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	31			

12 Parent/ Teacher Conference 1-3pm.
 15-19 Spring Break-No School
 25 Family Science Night 3-5
 26 Good Friday-Regular School Day
 28 Easter Sunday
 31 PAC 4-5:30

18 Instructional Days

OCTOBER '26

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	31

9 Parent/ Teacher Conference 1-3pm.
 12 **Indigenous** Day-No school
 19 No School-Full Day PD
 21 PAC 4-5:30
 29 Family Culture Night 3-5

20 Instructional School Days

APRIL '27

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	

21 PAC 4-5:30
 26-30 End of Year Assessments
 29 Family Science Night 3-5

22 Instructional Days

NOVEMBER '26

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					

11 Veterans Day/ No School
 16-20 Native American Week
 18 PAC 4-5:30
 23-27 Fall Break
 26 Thanksgiving Day-Federal Holiday

15 Instructional Days

MAY '27

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	31					

14 End of year Awards Ceremony 11:30-1
 18 Promotional Day (Time TBA)
 19 Field Day/ Last Day of Instruction
 31 Memorial's Day

13 Instructional Days

DECEMBER '26

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	31		

7-11 Middle of Year Assessment
 17 In-Class Student Recognition Day
 18 Christmas Program @ 10
 21-31 Winter Break/ No School
 25 Christmas Day
 14 Instructional Days

JUNE '27

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			

18 Juneteenth Holiday
 19 Juneteenth

JANUARY '27

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
31						

1 New Year's Day/ No School
 4 No School-Full Day PD
 8 Parent/ Teacher Conference 1-3pm.
 18 M.L. King Day-No School
 28 Family Literacy 3-5

18 Instructional Days

JULY '27

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	31

04 Independence Day
 05 Independence Day Holiday

Early Release Every Friday @ 1 pm.

Calendar is subject to change.

Bureau of Indian Education (BIE)

Vision

Excellence in Student-Centered, Native Education.

Mission

In partnership with Tribal Nations, the BIE promotes a culturally based, holistic education that prepares and empowers students to be healthy and successful.

Program Goals

Following are the goals of the BIE:

- All students meet or exceed academic proficiency levels in reading and/or English Language Arts (ELA) which includes writing skills, 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

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 potentials. Cognia provides tools and resources to schools and school systems to support ongoing comprehensive analyses to drive continuous improvement now and into the future.

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](#).

K-6 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:

- | | |
|-----------------------------------|---|
| • Digital Citizenship (Computers) | • Athletic/PE Programs |
| • Science Fair | • Math/Literacy/Science/Dine' Culture/Family Nights |
| • Spelling Bee | • Dine Language & Culture |
| | • Response to Intervention (RtI) |

BIE Unified Assessments

Cove Day School uses several assessments to measure the progress and achievement of all K-12 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.

	Formative Assessment	Summative Assessment
When	Throughout the course, BOY, MOY, EOY	At the end of an instructional period
Why	Provides teachers feedback from students to guide their instruction	Provides evidence of a student's knowledge, skill, or proficiency
Example	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 6th grade students to measure proficiency in English Language Arts (ELA) and mathematics.

5. Partnership for Assessment of Readiness for College & Careers (PARCC) – 3rd - 12th to measure proficiency in ELA, and Mathematics. (BIE Summative)
6. Arizona Instrument to Measure the Standard (Cognia) Science for 5th, 8th, and 10th grades
7. Arizona English Language Learner Assessment (WIDA) for identified K-12th grade students
 - Dine' Language Proficiency Assessment (DLPA) for Kindergarten, 4th grade, 8th grade, and those students identified by their family as fluent in Dine' Language

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 or 45.

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

Cove Day 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:

Summer Programs

The school may offer summer programs that include core 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.

Gifted & Talented (GATE) Program

Students identified by school staff using benchmark assessment data, the main approaches to gifted education are enrichment and acceleration. An enrichment program teaches additional, deeper material, but keeps the student progressing through the curriculum at the same rate as other students.

Navajo Language & Culture

The vision is to revitalize the Dine Language among ALL children on the Navajo Nation. The test has six levels of proficiency to determine students overall oral language ability: beginning, emerging, approaching, developing, competent, and proficient.

Tier II & III

Tier II & III are levels of instructions or intervention in education that vary in intensity and specificity. Tier II & III are supplemental or intensive instruction that target the need of individual student who require more support or challenge in academic, emotional, and behavioral dimensions of learning.

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 students 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 should 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.
- People who have 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 people to whom the records are released are able 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 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 playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor Roll, Student of the Month, or other recognition lists;
- Graduation programs or Grade Level Promotion; 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 the 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.

- 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 (documented) excused absence shall not be promoted. A school academic 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.
8. 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 the following: Family vacation, babysitting, helping at home, missing the bus, trip to town, or 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.

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.

An excused absent does not mean a student is fully excused from the absence due to the student not being **physically present**.

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

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, 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 designate.

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 are 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 sign in at the admin building to receive a pass to class. The school counts attendance from the first day through the last day of the academic year.

The school asks parents/guardians to contact the attendance clerk/front office by telephone on the day of 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.

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 15 minutes late. Classes begin at 8:00 am. Students are subject to discipline (See Discipline Ladder).

Early Checkout

Parents/guardians may check out students out of school. In addition, a person older than 20 years of age may check out a student if the parent/guardian has authorized the person on the checkout form.

The school recommends checkout during class time in an emergency only. This is due to safety reasons, and all parties can be notified of the change in student schedule. The 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.

NO check out on Friday due to the shorten schedule, on Friday's teachers give end of lesson/chapter /unit assessment and only core content (reading, writing, and math) is taught during the instructional day (Tier I).

Attendance Incentives

Cove Day School will offer 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 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

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 directions of school staff.
- Students will clean up after themselves.
- In case of a school-wide emergency (for example, electrical outage, bomb threats, gas leaks, lock-down), the staff and students will follow the Emergency Operation Procedures SY 2026-2027 or Safe Schools Planning: Continuity of Operations Plan (COOP) 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 are not allowed to 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 school prohibits any sexually explicit material on campus, at school events, on school or personal electronic devices, drawn by hand, or hard copy, 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 (laptop, hotspot, headphones, calculator, etc.), 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, report cards, 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 family events). 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.

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 (blood or weapons), 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, not allowed (Exception Halloween Event).
- The use of non-prescription decorative contact lenses (for example, cat eyes, vampire eyes) that cause 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.

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.
9. Drugs, drug paraphernalia, alcoholic beverages, narcotics, cigarettes, cigarette lighters,
- E-cigarettes, vapors, matches and look-alikes.
 - Explosive devices (even fake items), 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, Soda Pop, Gatorade, Power Ade, Kool Aid, any Sugary drinks, or candy.

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. 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 high 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

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

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.

Personal technologies are prohibited, for example headphones, earbuds, tablets. Keep personal cell phones hidden on campus buildings and on government transport, including school buses. Misuse will result in the headteacher confiscating the phone and notifying parents.

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.

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.

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 officials may search students or their personal property, including personal electronics, 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 for a student's person and/or 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's person 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 and 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 Tests

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 people in the 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

Cove Day 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, place 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 ensures 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 up 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, based on 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

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

Report 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 adopts 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 warrant's 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, conciliation, 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 members cannot resolve the problem, they should consult with the administration. The administration then follows some or all these steps:

- Ensure that ADR (Alternative dispute resolution) processes have been used or are not applicable for the situation in accordance with 25C.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

Cove Day 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

Type of Offense	First Offense	Second Offense	Third Offense
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 behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion
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

Type of Offense	First Offense	Second Offense	Third Offense
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

Following are the consequences¹ 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

¹ 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

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

Type of Offense	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
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
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

Type of Offense	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
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
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. Should it warrant, the school may require a doctor's statement from a psychologist stating that the student is not a "Danger to self or others" and is safe to return to the school environment (classroom).

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 students
- 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 will work 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 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 grievance. (See Appendix for Parent Complaint Form)

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 grievance.

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 for identifying, evaluate, and determine eligibility, as well as providing accommodation 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 behavior and 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 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 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 guardians 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: 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:
 - a. Whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or,

- b. 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 based on 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 Section 504 compliance contact information at Cove Day School and school 504 Coordinator's contact information: Dr. Jeannie Kee-Parsons, Principal Red Rock Day School

Eligibility (For grades K-6, refer to the local athletic handbook.)

Athletic eligibility is a student privilege for **only four seasons in each sport**.

Students, including incoming and transfer students, must have physical **examinations** on file and, when appropriate, medical clearances to participate. Forms are available from the registrar.

To participate in sports, each student must have a physical exam within the last year. The student must also have a **Concussion Test certificate** on file. Transfer students must complete relevant paperwork with the Athletic Director to apply for eligibility.

Grade Check

Student athletes and managers must pass all their classes to play, according to state athletic association rules. The athletic director, coaches, and staff conduct weekly grade checks.

If a student is failing any class, the school places the student on the ineligible list for the following week. If the student fails any class at the next grade check, the student is ineligible again for the following

week. During ineligibility, the student may practice with the team, but they are not allowed to dress out, sit with the team, travel, or take part in scrimmages or athletic competitions.

Additional Ineligibility

Any unexcused absence makes the athlete or student manager ineligible to participate in practice or competition on the day of the absence. Any student who accumulates more than nine days of unexcused absences is ineligible to participate in practice or competition for the remainder of the semester.

The state athletic association rules prohibit student athletes from participating in non-school sports for their given sport during the season. Infractions may result in student ineligibility at the discretion of the coach, athletic director, and/or principal. Any student caught using/possessing drugs, alcohol, paraphernalia, or tobacco will be suspended from athletics for the remainder of that sports season.

Assigned Areas

Student athletes and managers will follow coaches' instructions and remain in assigned areas, such as the gym, sports fields, hotel rooms, etc., unless the coach indicates otherwise. Failure to follow this rule may result in immediate dismissal from the team, as well as additional forms of discipline.

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)

Cove Day 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 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 bullet 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 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 with 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 support for 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 possible topics to include 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

- Weekly progress reports (alternating: ELA & Math then, Science & Social Studies) 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
 - [Navajo only] 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 by Parents or Teachers – in order to improve academic needs or support for students

Should you have any questions regarding any part of this Student/Parent Handbook please contact the school at 928-228-8275

APPENDIX

COVE DAY SCHOOL COMPACT 2026-2027

As a student, I agree to do the following:

- I will attend school every day, be ready to learn and instill the Cove Mission Statement.
- I will be respectful of people and property-especially myself.
- I will help to create a safe bus, cafeteria, hallway, restroom, and playground environment.
- I will communicate with school staff and my family about my needs and my behavior.
- I will read or read with someone everyday (at least 30 minutes).
- I will uphold my highest positive self-esteem towards academic excellence.
- I will follow the policies and procedures in the student and parent handbook.

As a parent/legal guardian, I agree to do the following:

- I will send my child to school every day ready to learn.
- I will teach and model for my child how to be respectful of people, property and themselves.
- I will teach my child to maintain a safe school environment.
- I will communicate with school staff and my child about our needs and my child's behavior.
- I will follow the policies and procedures in the student and parent handbook.
- I will attend all three Parent Teacher Conferences and read to/with my child every day.
- I will help instill the Cove Mission Statement to my child.
- I will attend to my child's health, emotional, spiritual and educational needs.

As a teacher, I agree to do the following:

- I will be prepared every day to provide quality instruction aligned to OIEP/BIA goals, Arizona State Curriculum, and Cove Mission Statement.
- I will endeavor to be in the classroom everyday utilizing innovative and creative techniques.
- I will collaborate with my colleagues to ensure student growth, needs, and accomplishments are met on a consistent basis.
- I will be respectful of people and property.
- I will abide by all local, state, tribal and federal policies and procedures.
- I will help to create and promote a safe school environment.
- I will read to and with my students every day.
- I will ensure being "Highly Qualified" by taking college credit courses in my professional field.

As an Education Technician, I agree to do the following:

- I will be prepared every day to provide quality instruction aligned to OIEP/BIA goals, Arizona State Curriculum, and Cove Mission Statement.
- I will collaborate with the classroom teacher to provide the appropriate goals and objectives to student needs in meeting Adequate Yearly Progress.
- I will be respectful of people and property.

I will abide by all local, state, tribal and federal policies and procedures.
I will help to create and promote a safe school environment.
I will read to and with my students every day.
I will ensure being “Highly Qualified” by taking college credit courses in my professional field.
As the principal, (Administration) I agree to do the following:
I will be respectful of people and property.
I will abide by all local, state, tribal and federal policies and procedures.
I will ensure that my staff is qualified, certified and professional.
I will help to create and promote a safe school environment.
I will encourage parents and staff to read to and with students every day.
I will encourage students and staff to come to school every day ready to learn.
I will support and ensure all staff that they meet their goals and objectives.
I will communicate with staff, school board members, parents and students.

As a school board member and parent advisory committee, I agree to do the following:
I will be respectful of people and property.
I will abide by all local, state, tribal and federal policies and procedures.
I will help to promote a safe and pleasant school environment.
I will encourage parents and staff to read and talk with the students every day.
I will work proactively and positively as a partner in education towards meeting AYP.
I will support the OIEP/BIA goals, Cove Day School goals/objectives in education, by participating every trimester with the academic staff.

As a bus driver and cook/helper, I agree to do the following:
I will be respectful of people and property.
I will communicate with colleagues, parents, students and principal about student needs, problems and transportation issues.
I will abide by all driving regulations/laws and upholding a current food handlers’ permit.
I will abide by all local, state, tribal and federal policies and procedures.
I will encourage students to read every day and support Cove mission towards AYP.
I will provide safe and pleasant transportation to, from school, and on all school-sponsored outings. I will provide health, nutrition and abide by the basic menus.

As a custodian and facility maintenance, I agree to do the following:
I will be respectful of people, property and follow the Parent/Student handbook.
I will communicate with colleagues, parents, students and principal about student needs, problems, any school environmental issues and or security issues immediately.
I will abide by all local, state, tribal and federal policies and procedures.
I will encourage students to read every day and support Cove mission statement.
I will provide a safe, clean, secured school environment around campus and on all school-sport programs.

I will acknowledge the schools need towards meeting AYP.

I will act at my highest professional standard to meet all staff, parents, students and visitors' needs according to my profession. I will represent Cove with dignity.

As a volunteer, foster grandparent, chaperone, I agree to do the following:

I will be respectful of people, property and follow the Parent/Student handbook.

I will communicate with colleagues, parents, students and principal about student needs, problems, any school environmental issues and or security issues immediately.

I will abide by all local, state, tribal and federal policies and procedures.

I will encourage students to read every day and support Cove Mission Statement.

I will act at my highest professional standard to meet all staff, parents, students and visitors' needs according to my profession.

I will represent Cove with dignity.

Student

Date

Parent

Date

Classroom Teacher

Date

Cove Day School

Parent Concern Form

Pursuant to Section: Cove Day School *Student Handbook* is consistent with 34 CFR § 299.11 *et al*: Parent Complaint Procedure (School Board established procedure to address parent concerns.)

1. Parents or guardians should make every attempt to resolve the concern at the school level with the Administrator.
2. If the problem cannot be resolved at the school level, the parent/guardian should contact the school District in writing to request a meeting with the Education Program Administrator (Line Officer).
3. Pending the School decision, the Education Program Administrator (Line Officer) may be notified.
4. Note: a parent or guardian will need to present the concern to the principal. Relatives or friends of parents or guardians are not to serve as advocates in place of concerned parents or guardians as this presents a conflict of interest.

Your Name:

Contact Information with Phone Numbers:

Date:

School of Concern:

Explain the nature of your concern as clearly as possible below. Attach additional sheets if necessary.

[Are you attaching additional sheets? If YES, then please sign here:
_____].

What have you done to resolve the matter?

Your

Signature: _____ Date: _____

Received

By: _____ Date: _____

Cove Day School

OFFICE DISCIPLINE REFERRAL FORM

Student(s) _____ Referring Staff: _____

Date _____ Time _____ Grade: PreK K 1 2 3 4 5 6

Location:

Classroom Playground Hallway Restroom Cafeteria Gym Bus Parking
 Lot
 Assembly Field Trip Other _____

Problem Behavior: Please include detailed description on the back of this form. Attach additional paper if needed. Be specific and report only the facts.

MINOR:

Inappropriate Language Physical Contact Defiance Disrespect Non-
 Compliance
 Dress Code Violation Property Misuse Disruption
 Other _____

MAJOR:

Bullying/Harrassing Property Damage Fighting AWOL Vulgar
 Language
 Alcohol Possession/Use Vandalism Theft Disruption Threatening
 Drug Possession/Use Cheating Fire Alarm Gang Related Activities
 Weapons Possession Possession of Lighter/Matches Internet Policy Violation

Possible Motivation:

Peer Attention Adult Attention Avoid Task/Activity Unknown
 Avoid Peers Avoid Adults Obtain Items
 Other _____

Others Involved

Actions Taken by Classroom Teacher/Referring Staff Member Prior to This Referral:

Administrative Action:

Contacted Parents	Time In Office w/School Work	Conference with Student	
Detention			
Loss of Privileges	In-School Suspension (ISS)	Out of School Suspension (OSS)	Other

Comments:
