

CHITIMACHA TRIBAL SCHOOL STUDENT / PARENT HANDBOOK 2021-2022

S SHOW RESPONSIBILITY

O ON TIME / ON TASK

A ATTITUDE

R RESPECT



APPROVED

SB

CHITIMACHA TRIBAL SCHOOL

RECEIPT OF STUDENT/PARENT HANDBOOK

2021-2022

Student's Name_____

Grade_____

Teacher_____

I HAVE *READ THE MATERIAL* CONTAINED IN THE CHITIMACHA TRIBAL SCHOOL'S STUDENT/PARENT HANDBOOK. I HAVE ALSO *REVIEWED THE MATERIAL WITH MY CHILD/CHILDREN.*

SIGNATURE BELOW INDICATES RECEIPT OF HARDCOPY OR REVIEW OF HANDBOOK ONLINE, NOT AGREEMENT OR DISAGREEMENT. ALL SUGGESTIONS FOR IMPROVEMENT ARE WELCOME.

PARENT'S SIGNATURE

DATE

CHITIMACHA TRIBAL SCHOOL

Grades K-8 **Accountability Agreement** with Students & Parents 2021-2022

As the **STUDENT** in the Chitimacha Tribal School, I agree to

- Build a partnership with my teachers and parent(s) to help myself achieve the state's high standards
- Meet the required promotion standards in order to be promoted to the next grade level, which includes having homework/projects completed and turned in on time
- Respect myself, all school personnel, and the rights of others, and follow all rules
- Attend school regularly and always work to the best of my ability
- Come to school dressed appropriately, with the necessary materials, and prepared to work

***Student Signature**_____ **Date**_____

As the **PARENT/GUARDIAN** of _____ I agree to

- Build a partnership with the school to help my child achieve the state's high standards
- Support my child's efforts to meet the required promotion standards
- Make sure my child is well rested, punctual, and attends school regularly
- Support the school staff in efforts to maintain discipline
- Support my child's efforts to reach his/her goals
- Communicate at least once per grading period with my child's teacher
- Monitor my child's homework
- Read, sign, and return my child's progress reports and weekly papers
- Attend parent/teacher conferences as requested

***Parent Signature**_____ **Date**_____

As a **CLASSROOM TEACHER & STAFF MEMBER** in the Chitimacha Tribal School, I agree to

- Build a partnership with the student and parent to help the student achieve the state's high standards
- Provide Bureau of Indian Affairs goals for improving schools academically and culturally
- Provide a climate in my classroom that is conducive to learning
- Communicate with parents through conferences, progress reports, report cards, and/or by telephone
- Provide alternative teaching strategies and enrichment/remediation opportunities for students
- Respect all students

***Teacher/STAFF Signature**_____ **Date**_____

SCHOOL VOLUNTEER INTEREST SURVEY 2021-2022

Name: _____

Address: _____

Phone Number: _____

Grade: _____

Child's Name: _____

Homeroom: _____

_____ Regular Volunteer
_____ Drop-In Volunteer
_____ Home Volunteer

Day/Time Available: _____

_____ Parent/Legal Guardian
_____ Grandparent
_____ Neighborhood Resident

We would really appreciate your help! Please check your preferences:

CLASSROOM ACTIVITIES

_____ Field Trips
_____ Class Parties: Easter, Christmas, etc.
_____ Field Day (end of school)
_____ Bake Sales
_____ Other

SCHOOLWIDE ACTIVITIES

_____ Halloween Carnival
_____ Dances - chaperone
_____ Christmas Program
_____ Mardi Gras Ball
_____ Mardi Gras Float Preparation
_____ Mardi Gras Parade
_____ Graduation Program
_____ Prom Program (5-8)
_____ Renaissance Program – Pep Rally for Awards
_____ Guest Speaker – Storyteller
_____ DARE Parade
_____ Teacher Appreciation Activities
_____ Other

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***Bold print indicates new information**

**CHITIMACHA TRIBAL SCHOOL
3613 CHITIMACHA TRAIL
JEANERETTE, LOUISIANA 70544
(337) 923-9960**

Dear Parents and Students:

This handbook provides you with very important details of the school's policies and procedures that can assist you and your child with any questions you may have.

Several things addressed in this book were derived from feedback that the parents have offered. The School Improvement Team, school staff, Board of Education, and the Tribal Council have reviewed and provided input where necessary.

Some of the information provided is mandated by the State of Louisiana's Department of Education from whom we receive our state approval and some funding. Other sources of information are directed by the Bureau of Indian Education from whom we receive federal funding.

This handbook is designed for you to be aware of various policies before an issue may arise. Information on CTS' attendance policy and school uniforms was sent to you at the end of the **20-21** school year. We hope that helped you to prepare for the **2021-2022** school year. For many reasons one of the most important aspects of academic success is **ATTENDANCE!** Let's work to raise our attendance rate this year!

Thank you for your support, encouragement, and cooperation.

Sincerely,

Tanya Rosamond, Principal

CHITIMACHA TRIBAL SCHOOL MISSION AND PHILOSOPHY
MISSION STATEMENT

Joining Together To Shape Our Future Through Education

PHILOSOPHY

Chitimacha Tribal School's basic purpose is the development of Chitimacha students who are capable of effectively participating in tribal, local, state and world affairs. It is the intention of the Chitimacha Tribal School to prepare students who can meet the challenges and assume responsible roles within the family and community to promote tribal self-determination and make positive contributions to the society in which they live. The development of such individuals begins with teaching good citizenship, preservation of cultural heritage, and above all, the essentials of superior education.

We, the Chitimacha Board of Education, administration, faculty, staff, students, and parents of the Chitimacha Tribal School, attest the following beliefs:

We believe that the school has a responsibility to maintain and to strengthen the principles of American democracy through instruction and practice. We believe that it is the school's responsibility to provide a teaching and learning climate essential for the physical, intellectual, emotional, moral, cultural and social development of the students.

We believe that all the students can learn if their individual needs and unique characteristics are recognized. We believe that the purpose of the school is to educate all students to their maximum potential, taking into consideration their strengths and weaknesses and especially their unique individual learning styles.

We believe that an instructional curriculum should be flexible enough to allow teachers freedom in selecting content presentations to benefit the students more effectively through various techniques and strategies. A variety of learning experiences, both curricular and extra-curricular, designed to develop students' cognitive, affective, and psychomotor abilities, should be available to all students.

We believe the students will be given the opportunity to learn leadership including problem solving, discipline, communication, and organization through a well-rounded educational program so that they are prepared for leadership roles in life.

We believe the students will learn how to be achievers by learning daily planning and goal-setting, responsibility and self-evaluation so that they can become successful in their personal and professional lives.

The school is responsible for meeting the educational needs of all Chitimacha students and thus remains accountable for its practices.

STAFF

Principal
Office Manager
Administrative Secretary
Pre-K Teacher
Kindergarten Teacher
First Grade Teacher
Second Grade Teacher
Third Grade Teacher
Fourth Grade Teacher
Fifth Grade Teacher
Sixth – Eighth Math & Science Teacher
Sixth – Eighth Language Arts Teacher
Sixth – Eighth Social Studies/Program Coordinator
Physical Education Teacher
Exceptional Education Teacher/Coordinator
Special Education Teacher
Interventionist Teacher
Media Specialist
Nurse
Chitimacha Language & Cultural Aide
Chitimacha Language & Cultural Instructor
Paraprofessional
Paraprofessional
Paraprofessional
Paraprofessional
Paraprofessional
Food Service Manager
Food Service Technician
Food Service Technician (Part-Time)
Speech Therapist (Part-Time)
Social Worker (Part-Time)
Occupational Therapist
Physical Therapist
Custodian
Custodian
Custodian
Bus Driver

Tanya Rosamond
Tracie Leger
Nikki Polito
Natalie Strubb
Jamie Baudoin
Brooke Burgess
Susan Lorenzo

Jennifer Love
Natalie Duval
Troy Henry
Nannette Millet
Amanda LeJeune
Steven Guillory
Margo Weber
Allison Burgess
Kathleen Landry
Virginia Thibodeaux
Patricia Goutirez
Magdeline Darden
Erin Daniels
Michelle Caro
Sheila Gaddy
Stacey Landry
Elizabeth Jackson
Carla Newman
Josette Sonnier
Christina Vilcan
Elnora Burgess
Stephanie Burke
Joy Naquin
Jennifer Veillon
Erica Brunson
Beulah Hill
Tammy Martin
Althea Thomas
Billy Mora

Chitimacha Board of Education Members

Bruce Burgess
Steven Burgess
Erin Daniels
Adriana Hebert
Schuyler Hebert

**CHITIMACHA TRIBAL SCHOOL
2021-2022 SCHOOL CALENDAR
180 DAYS**

1st Grading Period

AUG	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30
31	SEPT	1	2	3	7	8	9	10	13	14	15	16	17	20	21	22
23	24	28	29	30	OCT	1	4	5	6	7	8					

2nd Grading Period

OCT	11	12	13	14	19	20	21	22	25	26	27	28	29	NOV	1	2	3
4	5	8	9	10	11	12	15	16	17	18	19	29	30	DEC	1	2	
3	6	7	8	9	10	13	14	15	16	17							

3rd Grading Period

JAN	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24
25	26	27	28	31	FEB	1	2	3	4	7	8	9	10	11	14	15
16	17	18	21	22	23	24	25									

4th Grading Period

MAR	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28
29	30	31	APR	1	4	5	6	7	8	11	12	13	14	25	26	27
28	29	MAY	2	3	4	5	6	9	10	11	12	13	16	17	18	19
20	23	24	25	26	27											

Teachers & Paraprofessionals: Report on August 5, 2021

Dismiss on May 27, 2022

1st - 8th Students' First Day
Kindergarten's First Day
Pre-K Students' First Day
Pre-K Vision/Hearing Screening
Labor Day
Native American Day

August 9, 2021
August 16, 2021
August 16, 2021
Week of Sept. 7, 2021
September 6, 2021
September 27, 2021

Fall Break
Thanksgiving
Christmas
Mardi Gras
Easter Break
Last Day of School

Oct. 15 - Oct. 18, 2021
Nov. 22 - Nov. 26, 2021
Dec. 20, 2021 - Dec. 31, 2021
Feb. 28, 2022 - Mar. 4, 2022
Apr. 15 - Apr. 22, 2022
May 27, 2022

The **Consolidated School Reform Plan** can be reviewed and/or input can be given at any time. Please call or come by the office.

Major Provisions of the Elementary & Secondary Education Act
(as amended by the No Child Left Behind Act of 2001)

<u>Title</u>	<u>Name</u>	<u>Purpose</u>
Title I	Part A – Improving the Academic Achievement of the Disadvantaged	Aid for pupils in high-poverty schools
	Part B – Student Reading Skills Improvement (Reading First, Early Reading First, Even Start)	Reading programs, with a focus on younger children
	Part C – Migrant Education Program	Education for migratory children
	Part D – Neglected and Delinquent	Education for children in institutions for neglected and delinquent children
	Part F – Comprehensive School Reform Demonstration	Grants to foster whole-school reform
Title II	Part A – Preparing Training and Recruiting High Quality Teachers and Principals	Teacher and principal training and recruitment programs
	Part D – Enhancing Education Through Technology	Training teachers how to use technology in the classroom
Title VI	Indian Native Hawaiian and Alaska Native Education	Special programs for Native Americans

According to Public Law 107-110, under the No Child Left Behind – federal titles programs – a parent has the right to request from the principal to see if their child's teacher and para-professional are certified under the Louisiana State Department of Education requirements.

WHO OWNS THIS SCHOOL?

You do! The Bureau of Indian Affairs distributes funds based upon a weighted factor times the number of Indian students attending during the school year. The money allocated from this formula plus the funds contributed by the Chitimacha Tribe of Louisiana through the Tribal Council support this school. Take good care of your school and be proud of the buildings, grounds, and your membership. This is a beautiful campus and one that instills pride in all of the community.

EMERGENCY FORM

Students must turn in an emergency form that contains accurate information regarding how to contact parents or other responsible adults in case of an accident, illness or emergency. This form must be kept up-to-date and will remain in a confidential file in the secretary's office. Parents are responsible for informing the school of changes in phone numbers or addresses as they occur. It is important that students are instructed about the information on the emergency form so that they can be dismissed safely and immediately in case of an emergency.

CERTIFICATION OF INDIAN BLOOD & STUDENT ENROLLMENT APPLICATION

All students attending Chitimacha Tribal School must have a certified copy of their Certificate of Degree of Indian Blood and a Student Enrollment Application on file. These documents are required for funding purposes. Forms are available to all new enrollees and will be given at registration. *The only exception to the enrollment requirement that students must possess a Certificate of Degree of Indian Blood is non-Native American children who are legal dependents of Native American households, located within the boundaries of the Chitimacha Reservation, State of Louisiana.* As used herein for the purposes of this statement only, the term Native American household shall be defined as an enrolled member of a federally recognized Native American Tribe legally married to the parent or permanent guardian of a non-Native American child all of whom are residing in the same household.

Student Enrollment Process

After the completion and submission of the certification of Indian blood and student enrollment application, school administration reviews the enrollment materials to assure that all required information is complete. If completed appropriately and the student's enrollment application is accepted, the first day of attendance is determined by the school and family.

The Chitimacha Tribal School administration and the Board of Education reserves the right to deny enrollment based on a current discipline action or law enforcement situation involving the student in their previous school or community. Such discipline situations may include, but are not limited to expulsion, suspension, drug and/or alcohol use, weapon violations and issues involving law enforcement.

EARLY DISMISSAL OR EMERGENCY CLOSE OF SCHOOL

Parents should provide the telephone numbers of two responsible adults on the emergency form. The adults who are listed are people who can take care of the student in the event of illness or an emergency, but only in the event that parents cannot be contacted. These are the only people besides the students' parents who can check students out of school.

ARRIVAL TIME OF STUDENTS

Students are to arrive at school no earlier than 7:20 a.m. Breakfast duty begins at 7:20 a.m. Breakfast will be served from 7:20 a.m. until 7:50 a.m. Students arriving *no later than 7:50 a.m.* can be served. The duty teacher remains with students finishing their breakfast until the 7:55 a.m. bell. The first bell rings at 7:55 a.m. for students to report to the gym for announcements. The second bell rings at 8:00 a.m. for all students to report to their classroom.

REPORT CARD DATES AND MID-GRADING PERIOD REPORTS

<u>REPORT</u>	<u>PERIOD ENDS</u>	<u>HAND OUT DATES</u>
1. 1 st Progress Report	September 3, 2021	September 7, 2021
2. Report Card	October 8, 2021	October 14, 2021
3. 2 nd Progress Report	November 5, 2021	November 9, 2021
4. Report Card	December 17, 2021	January 7, 2022
5. 3 rd Progress Report	January 28, 2022	February 1, 2022
6. Report Card	February 25, 2022	March 11, 2022
7. 4 th Progress Report	April 1, 2022	April 5, 2022
8. Report Card	May 27, 2022	May 27, 2022

***Open House - Thursday, August 19, 2021**

EARLY DISMISSAL/TEACHER IN-SERVICE

Teachers and staff will be working on the Consolidated School Reform Plan throughout the year. This five-year plan is comprehensive and requires many hours of time and much hard work. To accomplish this, the Chitimacha Board of Education has agreed to early dismissals periodically at 1:00 or 2:00 p.m. for professional development in-services. A note informing parents will be sent the day before any early dismissal and the bus will run its usual route.

ABSENCE POLICY

When a student is absent, parents are expected to notify the school by calling the office at 923-9960 before 8:30 a.m. If the parent does not call the office to report the student's absence, the secretary will call to determine why the child is not at school for record keeping purposes.

A student will be sent home from school if they have a fever/temperature of 100.4 degrees F or greater taken under the armpit, in the mouth or ear and/or exhibit signs/symptoms of an illness. The student cannot return to school until he/she is free of fever for 24 hours without fever reducing medication. The student, upon returning to school, must have a note from a doctor after missing three consecutive days. If the child has seen a doctor or dentist, their excuse form will be accepted. The student will then receive a valid excuse for the absence, and the student is to make up all missed work. Parent is to pick up homework each day that the student is out, and student must complete work by the assigned deadline. However, if the parent fails to send a doctor/dental excuse, the student will receive an unexcused absence. A student with a contagious illness (i.e., chicken pox, pink eye, lice, ringworm, etc.) cannot return to school without a doctor's excuse or doctor's release.

If your child becomes ill during school hours, we will refer to the child's emergency form; therefore, the information should be kept current. All phone numbers listed must be in working order. Please inform the school should your phone number change. Anyone listed on the card should have transportation to pick up the student if the need arises.

Student absences due to funeral attendance: Students will be granted excused absences for one day up to a maximum of 3 consecutive days if an obituary is submitted for the death of a parent, step-parent, grandparent, **great-grandparent**, step-grandparent, sibling, step-sibling, or any other person living in the same household. From ½ day to a maximum of one day will be granted in the event of the death of an aunt, uncle or a first cousin upon submission of the obituary.

ATTENDANCE REQUIREMENTS

A. Students are expected to attend school one hundred seventy-five (175) days per year as required by state regulations. CTS's calendar is for 180 days, which permits the school to have five emergency days (bad weather, staff in-service – professional development, etc.) According to the guidelines from the State of Louisiana Bulletin 741 for Non-Public Schools students must be in attendance a minimum of 160 days per school year. Therefore students can miss no more than 15 days in the school year. Exception to the attendance policy can be made only in the event of extended illness for which the parent is required to submit documentation from a physician. Excused absences, including doctor and dentist appointments, are considered absent time. Please make every effort to schedule these appointments after school when possible

An accumulation in excess of fifteen absences may result in the student repeating the present grade. Therefore, the procedures below will be followed:

1. When a student reaches six (6) absences between August and January an attendance meeting will be requested involving the student, parent(s)/legal guardian, teacher(s), principal and one Board of Education member.
2. After January, attendance meetings will not be requested until a student reaches ten (10) absences. A student will be referred to the FEATHERS Program when he/she has accumulated ten (10) unexcused absences within the school year.
3. When a student reaches twelve (12) absences within the school year an attendance meeting will be requested involving the student, parent/legal guardian, teacher(s), principal and one Board of Education member. Other tribal departments such as the Chitimacha Police Department, Chitimacha Human Services, and/or the courts may become involved in the meeting of students who have twelve absences.
4. Any student missing more than fifteen (15) days of school will be required to appear with his/her parent(s)/legal guardian before the Chitimacha Promotion Board (consisting of the teacher(s), principal, one Board of Education member and the Director of Social Services) who will make the final determination regarding placement.

- B. To be considered present for a full day a student must be present for six (6) hours of that day.
To be considered present for a half-day a student must be present for at least two (2) hours of that day.

TARDY POLICY

A student will be considered tardy if not in the gym when the 8:00 a.m. bell rings. Students arriving between 8:00 a.m. and 9:00 a.m. will be considered tardy. A tardy student must get an admit slip from the secretary before being admitted to class. Parents must accompany the student to the office to sign in. Excessive tardies (6 to 11 tardies including both excused and unexcused tardies) will result in the student serving thirty minutes of after-school detention for the 6th through the 11th tardies. Once a student reaches twelve (12) tardies (including both excused and unexcused tardies), he/she will serve one hour of detention for that tardy and for every tardy thereafter. A parent's refusal to have student serve the assigned detention will result in a referral to the FEATHERS Program.

EARLY CHECK OUT POLICY

Excessive check outs (ten or more including both excused and unexcused early check outs) between 2 p.m. and 3 p.m. will result in the student serving thirty minutes of detention for the tenth (10) early check out and for every early check out thereafter. A parent's refusal to have student serve the assigned detention will result in a referral to the FEATHERS Program.

CHECKING OUT OF SCHOOL

There are occasions when a student must be checked out of school. When this is necessary parents are asked to come to the office to sign the student out and sign him back in upon return. Under no circumstances will a student be released from school with a telephone call. The welfare of students is our prime concern, and only a parent or designated adult can check a student out. At no time will students be allowed to call a parent or designated adult to ask if another student's parent can check them out.

TRANSPORTATION

School bus transportation will be provided for students residing on the reservation. (See Appendix M) On occasions when the school bus is used for lengthy field trips, parents/guardians must provide for their children's transportation. Students may also walk or ride bikes to school, but may not drive any motor driven vehicle (e.g., motorized, battery operated, or gas powered scooters) to or from school. Any motor driven vehicle on the school grounds after hours must remain on the paved areas. Anyone picking up a student after school on a golf cart or any type of recreational vehicle must be 16 years of age or older. Any change in a student's method of returning home after school must be submitted in writing to CTS (email, fax, etc.).

UNIFORM/DRESS CODE

All students attending the Chitimacha Tribal School are obligated to wear the school uniform daily, beginning the first day and until the closing day of school. The only exceptions will be announced by the principal and a note will be sent home by the teacher, i.e. Jeans Day, Field Day, etc. Uniforms must be clean and free of stains, with no holes in either the shirt or pants.

NOTE: Anything *not listed* in the handbook is *not* acceptable. Please do not buy it.

BASIC INFORMATION

A. Girls

1. Skirt or skort - Navy Blue (solid color). Length is not to exceed 3" above the floor when kneeling. NO SHORT SKIRTS OR SHORT SKORTS. Girls must wear shorts/bloomers under skirt (all grades).
2. Shorts - Navy Blue. Walking shorts. Shorts should not be above mid-thigh. NO SHORT SHORTS. Sewed cuffs are allowed. Rolled up shorts are not allowed. (NO KNIT SHORTS)
3. Shirt – White or Red. Long or short sleeve knit polo. Scalloped edges on shirts are acceptable.
4. Navy blue jumpers with long or short sleeve white or red knit polo. Red or Navy Blue knit polo dress. Girls must wear shorts/bloomers under jumper (all grades).
5. Pants - Navy blue uniform style pants or capris. MUST have working button, clasp, or snap with a zipper. (Excludes Pre-K and Kindergarten) No knit pants and no pockets on pants leg. Pants must fit appropriately and are not to interrupt learning or learning of others. (Stores may put "uniform approved" on the tags but that doesn't mean they are acceptable.)
6. Stockings - Nude color stockings are acceptable.
7. Leotards – Plain white, navy blue, or red

B. Boys

1. Pants - Navy Blue uniform style pants, no knit pants. (No pockets on pants leg)
2. Shorts – Walking shorts. Shorts should not be above mid-thigh. Same style and color as long pants.
3. Shirts – White or red. Long or short sleeve knit polo.

All Students:

- C. Belts – Belts are not required unless pants/shorts are sagging. In this case belts of any color may be worn. Appropriate designs are acceptable. No writing on belt.
 1. Hip packs - Acceptable on school outings only. Must be small.
- D. Socks – Must be worn at all times.
- E. Shoes – Any color/type shoe may be worn. Tennis shoes may be worn. High tops may be worn. **Crocs, Clogs, Sandals** and Heelys (shoes with wheels) may not be worn. Heels of all shoes are to be no higher than two inches. All shoes must have a complete front and back. Shoes requiring laces must have the laces and be kept tied at all times during the day.
- F. Appropriate sweatshirts, sweaters, winter coats, light jackets, and windbreakers may be worn in the building and in the classroom. These items cannot have suggestive writing, symbols, signs, etc. (this policy also applies to tee shirts worn under uniform shirts). Hoods may not cover the head once inside the building. The decision as to what is appropriate will ultimately be left to the principal's discretion.
- G. Hairdos –NO display of heavy styling products such as colored sprays, and if hair is colored, the color must be a normal hair's color (i.e. no green, purple, blue, etc., hair).

- (Students will have 3 days to remove.)
- H. Monogramming is not acceptable on any part of the uniform.
- I. Appearance/Grooming
1. Hair should not hang in such a way as to hide the eyes.
 2. Stud earrings only - NO LOOPS. Earrings may be worn only on the ears.
(No tongue rings, etc., allowed.)
 3. Appearance and grooming should be neat and presentable at all times.
 4. No fake/press-on nails. (Students will have 3 days to remove.)

PHYSICAL EDUCATION CLOTHING

Every student will participate in the Physical Education program with the exception of a student having a note signed by his/her parent stating why they cannot participate. This will only be good for 2 days; then a doctor's note will be required for the remainder of the days that are needed, specifying the date the child can resume normal activities.

Shoes-Tennis shoes are required. NO CLEATS, SPIKES, OR GOLF SHOES WILL BE ALLOWED IN GYM!

Remember on *Free Dress* days students must wear or bring tennis shoes for P. E.

FREE DRESS DAY

Prohibited:

1. Short shorts/skirts (hem must touch the child's middle finger when hands are placed by their side)
2. Shirts with spaghetti straps
3. **Crocs**, Flip flops, slide-on shoes, or any other shoe without a back (shoes must have a strap of some sort on the back)
4. Shoes with heels more than two inches
5. Leggings or any type of spandex bottoms

FRIDAY SPIRIT SHIRT DAY

Spirit shirt or any Tribal shirt may be worn on this day with UNIFORM BOTTOMS ONLY.

Closing Statement

The Dress Code of the Chitimacha Tribal School has been developed by the Chitimacha Board of Education in an effort to produce high self-esteem.

This policy should be regarded by students as a second identity. The uniforms should be worn and treated with pride and dignity.

This Dress Code will enhance a teaching and learning climate which is essential for the physical, intellectual, emotional, moral, cultural and social development of the students.

DISCIPLINE - POLICY AND PROCEDURES

PHILOSOPHY

The faculty and staff at Chitimacha Tribal School believe that all pupils can behave appropriately in the classroom. It is further believed that every teacher has the right and responsibility to teach and that every child has the responsibility to behave. We also believe that a behavior modification program in conjunction with rules and consequences can affect children in a positive way.

Disruptive student behavior can make teaching and learning a difficult process. Therefore, various effective discipline strategies have been reviewed, discussed, and evaluated to result in a unique discipline plan that best meets the needs of the Chitimacha Tribal School, its staff, and its students.

Webster defines discipline as "training that develops self-control, character or efficiency". It is with this definition in mind that the discipline plan was developed; realizing that the most worthy goal is self-discipline within each student so that he/she may function at his/her fullest potential.

It should be noted that referral of a student to the principal is used only after teachers have exhausted all other appropriate, preventive, and corrective measures. Once a student reaches the principal's office, the nature and frequency of the offense will determine the discipline measures taken. Each individual infraction will be dealt with as rapidly, firmly, and fairly as possible. Parents/guardians will be notified of each occurrence involving their child with the expectation that support will be forthcoming. This discipline policy applies to bus riding and all CTS sports activities on and off campus. A parent's refusal to have student serve assigned detention will result in a referral to the FEATHERS Program (Family Educational Assessment Team Helping to Empower and Restore Our Strength). FEATHERS provides screening, assessment and judicial referral services if needed to children and their parent(s) or legal guardian(s) for cases involving truancy, excessive tardiness, suspensions, criminal activities, and related behavioral problems.

Violation of school rules may be divided into three categories, depending on the severity of the offense:

The principal and Discipline Leadership Team recognize that two situations are rarely the same in every respect, and that it is important to take into account individual circumstances to determine the appropriate disciplinary action in the most effective manner. Factors to be considered include, but are not limited to:

- Seriousness of the offense
- Student's age
- Frequency of misconduct
- The effect or potential effect of the misconduct on the school environment
- The requirements of the student's Individual Education Plan/504 plan/Behavior plan.

We believe that making the rules clear and explaining the consequences for not following the rules are important steps in ensuring that the process will be as fair as possible to all students.

When necessary, the principal or teacher will:

1. Involve the parent/guardian

AND

2. Choose a discipline option which is aimed at improving behavior and enhancing academic achievement while maintaining a safe and secure learning environment.

Campus misbehavior is divided into three categories according to severity. The following offenses may result in a combination of possible consequences. If the student has multiple offenses, the more serious offense will take precedence.

Level 1 Offenses/Consequences will be handled by the classroom/resource teacher following his or her classroom rules. Each classroom will have a classroom plan including rewards and consequences. Level 2 and 3 Offenses/Consequences will be handled by the principal. Consequences may vary by grade level but may include a phone call to parents.

Level 1 Offenses

Examples include but not subject to all:

- Not following directions
- Misbehavior and excessive noise in hallways
- Talking without permission
- Not completing classwork when told
- Not paying attention
- Not staying on task
- Horseplaying
- Deceitful behavior (lying, cheating)
- Not following bus rules
- Inappropriate technology use
- Uniform infraction

Possible Level 1 Consequences

1. Verbal Warning
2. Move Conduct
3. Teacher/Student Conference
4. Recess and/or PE taken
5. Parent contact
6. Teacher/Parent Conference
7. Lunch Detention

Level 2 Offenses:

Examples include but not limited to all:

- On the third Level 1 Offense of the same behavior in a 9 week period, a referral will be given
- Raising voice in a disturbed manner
- Verbal insults
- Defiant or disrespectful behavior to teacher or peers
- Obscene language, materials, gestures, or behaviors
- Throwing objects that could harm others
- Bullying others: when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can be verbal, written or physical.
- Forgery
- Intentional pushing, slapping, kicking, cursing a student or staff member
- Threat to harm
- Stealing
- Vandalism
- Failure to comply with Uniform/Dress Code Policy A - 1 (pages 15-16)
- Repeated dress code violation: uniform or Free Dress days

Possible Level 2 Consequences

- Referral
- Lunch detention
- After-school detention
- Weekly conduct average lowered to a D or below
- Parent/teacher conference
- Referral to school counselor
- Parent/teacher/principal conference
- Extracurricular activities suspension – student may be suspended from attendance or participation in extracurricular activities that week. These activities are seen as a privilege for students.
- Behavior plan put into place
- Upon the 4th referral the student will be suspended for one (1) day.

Level 3 offenses:

Examples include but not limited to all:

- Repeated Level 2 offenses
- Fighting
- Chronic bullying
- **Sexual harassment**
- Threat to harm

- Chronic disrespect to authority or peers
- Chronic bus violations
- Possession of drugs, alcohol, or weapons on school property (A weapon is any item that can potentially cause harm)
- Possession of any tobacco or related paraphernalia (See APPENDIX P)
- Solicitation to hazing

Possible Level 3 Consequences:

If a student displays severe behavioral issues, the principal can automatically suspend a student.

- In school or out of school suspension
- Referral to school counselor
- Extracurricular activities suspension – student will be suspended from attendance or participation in extracurricular activities that week. These activities are seen as a privilege for student.
- After suspension, if the student receives one (1) more level 3 offense; the following may happen:
 - Two (2) or three (3) day suspension
 - Parents attend meeting with social worker and/or other departments that may help with the concern
 - Student and Parents will appear before the Board of Education when deemed necessary after all resources have been exhausted and proven ineffective.
 - Possible Expulsion

NOTE: If a child misses the maximum number of school days due to suspensions, the child will be required to repeat the grade.

The following policy is in accordance with the No Child Left Behind Act - Safe and Drug Free Schools:

Zero Tolerance Policy

In an effort to ensure the safety and security of all students and staff CTS has adopted and enforces a Zero Tolerance Policy. The Zero Tolerance Policy is defined as a philosophy that the Chitimacha Board of Education 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 Chitimacha Board of Education will do everything within its legal power to impose the strictest sanction.

The infractions listed below constitute offenses of this Zero Tolerance Policy and will result in suspension and/or expulsion and charges being filed with the local law enforcement agency.

1. Drugs – unauthorized possession, transfer, use, or sale of drugs. (Recommend expulsion)

2. Drug paraphernalia – unauthorized possession, transfer, or sale of paraphernalia used in drug use. (Recommend expulsion)
3. Arson – the willful and malicious burning of any part of a building or its contents. (Recommend expulsion)
4. Battery upon a CTS employee – the actual unlawful and intentional touching or striking of a Chitimacha Board of Education employee against his or her will, or the intentional causing of bodily harm to a CTS employee. (Recommend expulsion)
5. Stealing/Larceny/Grand Theft – the intentional unlawful taking and/or carrying away of property valued at \$100 or more belonging to or in the lawful possession or custody of another. (Recommend suspension or expulsion)
6. Burglary of school property – breaking, entering, or remaining in a structure or conveyance without justification or excuse during the hours the premises are closed to the public. (Recommend suspension or expulsion)
7. Criminal mischief – willful and malicious injury or damages more than \$200 to public property, or to real or personal property belonging to another. (Recommend suspension or expulsion)
8. Possession of firearm(s) – any firearm which will, or is designed to, or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any such weapon, any firearm muffler or firearm silencer; any similar destructive device. (Recommend expulsion)
9. Possession of weapons – possession of a knife, including but not limited to a switchblade knife; metallic knuckles; tear gas gun; chemical weapon or device; or any other weapon, instrument, or object that may be used as a weapon. (Recommend expulsion)
10. Bomb threat – any such communication directed at a CTS employee or building that has the effect of interrupting the educational environment. (Recommend expulsion)
11. Explosive – preparing, possessing, or igniting on CTS property explosives likely to cause serious bodily or property damage. (Recommend expulsion)
12. Sexual acts – acts of sexual nature including, but not limited to, battery, intercourse, attempted rape, or rape. (Recommend expulsion)
13. Aggravated battery – intentionally causing great bodily harm, disability, or permanent disfigurement; use of a deadly weapon. (Recommend expulsion)
14. Inciting or participating in major student disorder – leading, encouraging, or assisting in major disruptions that place students, staff, and the educational process at risk or which result in destruction or damage of private or public property or personal injury to participants or others. (Recommend suspension or expulsion)
15. Convicted felon – any student who has committed an act which had it been committed by an adult, would have constituted a felony. (Recommend expulsion)
16. Fights – any junior high student guilty of battery (Recommend suspension or expulsion)
17. Third party fights – where multiple students (three or more) are involved. (Recommend expulsion)
18. Any Class I or Class II offense that has been continued. (Recommend suspension or expulsion)
19. Any other offense that the principal/designee may reasonably deem to fall

within this category or that state law or parish policy places within this violation category. (Recommend expulsion)

Weapon Policy

CTS has a zero tolerance for weapons. The principal shall immediately suspend a student pending a hearing who is found carrying or possessing a firearm or knife or other dangerous instrumentalities. The student shall be suspended/expelled from school according to the following procedures:

- (1) All students who are found guilty of possession of a firearm on CTS property, or on a school bus, or in actual possession at a school-sponsored event, shall be expelled for the maximum period of time allowable under state and federal law for a minimum period of one (1) year (12 calendar months).
- (2) Possession of a knife or other dangerous instrumentalities, shall be suspended/expelled according to the following procedures:
 - (a) If the student is in grade six through eighth, the student shall be expelled from CTS for the maximum period of time allowable under state and federal law for a minimum of one (1) year (12 calendar months).
 - (b) If the student is in Pre-K through grade five (5), the principal shall suspend the child pending a hearing with the Chitimacha Board of Education and principal, who will decide on disciplinary action.
 - (c) No student expelled under item 1 or item 2 will be allowed to return to CTS without expressed approval of the Chitimacha Board of Education through an administrative hearing.

CTS Substance Abuse Policy

Policy and Procedures

The possession, use, delivery, transfer, or sale of alcoholic beverages, controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, or any mood-altering chemicals by students, while on school premises, while on school buses, or while under school supervision, is expressly forbidden.

1. Manufacture, distribution, possession, and possession with intent to distribute illegal drugs, controlled dangerous substances governed by the uniform controlled dangerous substances law, or any mood-altering chemicals—

When the principal/designee after an investigation has reasonable cause to believe that a student has manufactured, distributed, possessed, or possessed with intent to distribute illegal narcotic drugs, controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, or any mood-altering chemicals, the student's parents and the Chitimacha Police Department will be contacted immediately. The school system shall request charges be brought against the student. The student shall be suspended (in-school or out-of-school suspension) from school according to the following procedures:

- (a) If the student is age 16 or older, the student shall be expelled from CTS for the maximum period of time allowable under state and federal law for a minimum period of two (2) years (24 calendar months).
- (b) Any case involving a student less than 16 years old, the student shall

be expelled from CTS for the maximum period of time allowable under state and federal law for a minimum period of one (1) year (12 calendar months).

(c) Any case involving a student in Pre-K through Grade 5, the student shall be suspended, and pending a hearing with the Chitimacha Board of Education and the principal, who will decide disciplinary action.

(d) No student expelled under item (a) or (b) shall be allowed to return to CTS without the expressed approval of the Chitimacha Board of Education through an administrative hearing.

2. Possession of alcohol, or any mood-altering chemical, or a student's being under the influence of alcohol, controlled dangerous substances, or any mood-altering chemicals, or possession of drug paraphernalia, or possession of, distribution or intent to distribute counterfeit (look-a-like) drugs/alcohol and/or counterfeit controlled dangerous substances. Counterfeit will refer to any items used to simulate drugs.

(First Offense)

When the principal/designee has reasonable cause to believe that a student has violated any of the above, an initial screening will be completed at the site by personnel who detained the student to determine if 911 or the local emergency contact number should be called. Documentation of the intervention MUST start at the time of the initial contact with the student. If the student is found in possession of alcohol, drugs, or inhalants, the Chitimacha Police Department will be contacted to assist in seizing and storing these items. Initial assessment includes: A student screening form must be completed and signed (Appendix G); completed referral form (Appendix H); parent notification.

In the event that 911 must be called and the student is transported to the hospital, before the student can return to the custody of the school, a signed medical release form must be completed by the emergency room or other medical clinic providing care to that student.

Upon return to campus, the student will be placed under the supervision of the principal or a staff member who is part of the Safe and Drug-Free School Committee and has current First Aid certification. During this time the Observation Form (Appendix I) will be used to document staff monitoring of physical condition.

Students that are combative or threatening physical violence to self or others will NOT remain at school. Law enforcement and the student's parents will be called to handle the situation.

The student shall be suspended (in-school/out-of-school) from school pending:

- (a) A hearing at the school or designated place, with parent(s)/guardian, Principal, and Board of Education shall be held before the student may be readmitted to school and
- (b) An appropriate educational intervention including counseling/treatment may be assigned for the student and parent(s)/guardian(s). A meeting will be scheduled with the student to discuss the policy violation and to review

the “zero tolerance” policy with the student. With the assistance of Chitimacha Social Services an aftercare plan for the student will be developed, implemented, and monitored. Failure to comply with these procedures shall result in immediate referral to the juvenile court system.

(Second Offense)

When the principal/designee has reasonable cause to believe that a student has for the second time in a school year, violated the above, the student will be expelled from CTS for a period of time to be determined by the Chitimacha Board of Education and the principal at a hearing with the student and parent(s)/guardian.

Smoking/Tobacco Policy

Students shall not be permitted to have tobacco and/or tobacco paraphernalia in their possession nor are they allowed to use or possess tobacco products on the school grounds, or in school buildings after hours, or when riding school buses. Parental permission to use tobacco or have tobacco paraphernalia does not exempt a student from this policy.

Upon violation of this policy, students will be assigned an in-school suspension. In addition, the student and a parent must attend a one (1) hour health educational session. The session will be presented by a nurse and a Safe and Drug-Free Schools Coordinator.

Failure to complete either the in-school suspension assignment or the educational session may result in a hearing with the principal and the Chitimacha Board of Education.

A second violation of this policy in one calendar school year could result in out-of-school suspension.

Procedure:

1. Confiscate the tobacco/paraphernalia
2. Call the parent/legal guardian of the student to come to the school for a conference on the day of the infraction.
3. Assign the student to the in-school suspension center.
4. Assign and explain the health educational session, which is mandatory for both the student and parent to attend.
5. Have the parent sign the appropriate documentation.
6. Make a copy of the signed documentation.
7. Check for student certificate of completion.

Contraband: cigarettes, cigars, lighters, matches, pipes, chewing/smokeless tobacco, rolling papers.

The Chitimacha Tribal School staff reviews the Alcohol, Tobacco, Other Drugs and Inhalants Policy and Procedures with students annually. In addition, the school disseminates alcohol and other drug abuse information to the students through the D.A.R.E. program, Red Ribbon Week, the Harvey Rabbit Program, and various other sources throughout the school year.

Student Searches

The Chitimacha Tribe is the exclusive owner of all school buildings, all desks or lockers within the building assigned to any student, and any other area of the school buildings or grounds set

aside specifically for the personal use of the students. Therefore, the Chitimacha Board of Education authorizes any staff member or designee or the Chitimacha Police Department, with permission of the principal, to search any school building, desk, locker, area or grounds for evidence that the law, a school rule, or Board of Education policy has been violated.

The acceptance and use of locker facilities by students constitutes implied consent by the student to the search of such locker facilities or vehicles by authorized school personnel, if there exists an articulable reasonable suspicion that a law, a school rule, or a Board of Education policy has been violated.

The Board of Education authorizes any staff member or designee or the Chitimacha Police Department, with permission of the principal, to search a student or his or her personal property when, based on the attendant circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule, or a Board of Education policy (i.e., weapons, illegal drugs, alcoholic beverages, nitrate-based inhalants, stolen goods, etc.). Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and the nature of the suspected offense.

When requested by school officials, the Chitimacha Board of Education authorizes any staff member or designee or the Chitimacha Police Department, with permission of the principal, to conduct general or random searches by drug detection devices or drug dog, hand-held or stationary metal detectors, of any student or non-student, of any bag, parcel, purse, vehicle, book sack, container, etc., that may be brought onto Board of Education property, the school bus, and/or to any school-sponsored activity when there is reasonable suspicion that such person has any weapons, illegal drugs, alcoholic beverages, nitrate-based inhalants, stolen goods, or other materials or objects the possession of which is a violation of the law, a school rule, or a Board of Education policy. Each year the principal shall notify students, non-students, patrons, etc., of the possible use of detection devices. Their attendance at the gymnasium, buildings, grounds, school property, to attend school-sponsored activities constitutes acceptance of this policy.

Upon the seizure of any firearm, bomb, knife, or other implement which can be used as a weapon and the careless use of which might inflict harm or injury or any controlled dangerous substance as defined in R.S. 40:961(7), the principal or her designated administrator shall report the confiscation of such implements or material to the Chitimacha Police Department, and said confiscated item(s) shall be retained and secured by the principal in an evidence bag to prevent the destruction, alteration or disappearance of said items. The confiscated item(s) shall immediately be turned over to the appropriate law enforcement authority and a receipt for the items shall be obtained from the law enforcement authorities.

Even when the law enforcement authorities notify the principal that the implements and materials confiscated need not be retained, said item(s) shall still be retained in the evidence bag and turned over to the law enforcement authorities to dispose of as they see fit.

All items seized may be used in school disciplinary actions if deemed appropriate by the principal. It should be noted that a student under the influence of alcoholic beverages or drugs shall be deemed in possession of the respective contraband and hence subject to the appropriate school/legal penalties. A written report of all searches and seizures shall be prepared and filed by the principal.

Part of the discipline plan is to also recognize and reward students who exhibit appropriate behaviors. Therefore, teachers and staff recognize these students using a variety of rewards.

Rewards (varies from teacher to teacher)

Fun Days/Field Trips/Free Dress Days/+5
Treasure Chests
Special Treats (ex: ice cream or pizza parties)
Great Conduct Grades/Eagle Bucks (ex. treats, dress down, store)
Special Certificates
Extra Recess
I Got Caught
Pre-honor roll party

GENERAL RULES OF CONDUCT

1. Demonstrate respect and consideration for others, including students and staff, by behaving in a quiet and orderly manner within the building; reasonable, controlled physical activity is permitted outside the building on the playground only. Any fighting, real or feigned, will result in automatic detention/suspension for all participants. (See Discipline - Policy & Procedure on pages 17-25.)
2. Contribute to a positive school environment conducive to learning by bringing required materials to class, participating in teacher-directed classroom activities, completing homework assignments, and preparing for tests and exams. Teachers may teach, but learning takes place only when students are willing to make the effort to reach their potential.
3. Develop pride in yourself and your school. Help to maintain the physical integrity of CTS by keeping your locker and your desk area neat, by not eating or drinking in the classrooms, by not bringing gum to school, and by removing mud or other debris from your shoes before entering the building. You have much to be proud of, including this beautiful school. Take good care of it!
4. Conduct Grade/Mark Explanation: Teachers display conduct charts in classrooms for students to reference so that students can keep track of where they are on the chart for that week. The number of marks that correlate with the designated grade are also posted in each classroom.

1. Parent Notification -----C
2. Office Referral/After school detention -----D
(Friday from 3:00 – 4:00 PM or 7 AM)
3. Office Referral or suspension -----F
(Number of detentions are assigned at this time)

TUITION PAYMENT SCHEDULE

The Tuition Policy for the Chitimacha Tribal School for non-Native American students who are legally adopted dependents of an enrolled member of a federally recognized Native American Tribe or dependents of a Native American household, located within the boundaries of the Chitimacha Reservation, State of Louisiana has been set by the Chitimacha Board of Education and the Tribal Council, in conjunction with the Statement of Policy as set forth in the Chitimacha Tribal School Personnel Policies Manual. The term "Native American household" shall be defined as an enrolled member of a federally recognized Native American Tribe legally married to the parent or permanent guardian of a non-Native American child all of whom are residing in the same household.

Parent, permanent guardianship or adoption documentation and a copy of the marriage license (if applicable) must be provided prior to enrollment of a non-Native American child. The education of Native American children is the priority, with the privilege of entrance to non-Native American children dictated by physical restraints and limitations of the facility. Therefore, Native American students will be admitted first, and thereafter qualified non-Native American students will be admitted. The Chitimacha Board of Education reserves the right to approve or deny enrollment on a case by case basis.

1. The cost of tuition for non-Native American students is established by the Chitimacha Tribal Council and is subject to change whenever the need arises through Tribal Council approval.

ANNUAL TUITION RATES

1 ST Child	\$990.00 per School Year
2 nd Child	15% off Full Tuition Rate (\$841.50)
3 rd Child	25% off Full Tuition Rate (\$742.50)
4 th Child	40% off Full Tuition Rate (\$594.00)

*Any additional children admitted beyond the 4th child will receive the 40% discount per child.

2. Tuition may be paid on a monthly basis (9 months) or in full at the beginning of the school year.
3. An invoice will be mailed to the parent/guardian at the beginning of each month for payment of tuition.
4. If paid by the month, tuition is due by the 15th of the month. If not received by the due date, the student will be sent home until the amount due is paid.
5. If tuition is not paid in full by the end of the school year, the student will not be readmitted to the Chitimacha Tribal School. If the student is transferring to another elementary or middle school or being promoted to high school, the student's records will not be transferred until the outstanding amount of tuition owed is paid in full.

6. Upon separation of the Native American household, the non-Native American student will have a transfer period of three months before enrollment is terminated from the Chitimacha Tribal School.
7. Tuition reimbursement will be reviewed on a case by case basis by the Board of Education.

INCLEMENT WEATHER

There are days when weather conditions will not permit school to open. There are also days when weather conditions change for the worse after students are at school. In either case the Tribal Chairman, the Tribal Administrator, the principal, and the Chitimacha Board of Education President or Vice President will make the decision regarding school closure. The media will be advised of any weather-related closure; and, if necessary, parents/guardians will be notified to pick up their children.

SCHOOL ENROLLMENT

A. Documents

The following documents are required and must be on file in the principal's office. If these documents are not provided prior to the beginning of school, they must be completed within two weeks after the first day of school.

Form 506 (Title VI)

Birth Certificate and Social Security Card (copy only)

Certificate of Indian Blood

Transfer of Records Form

Emergency / Enrollment Information Form

Immunization Records

Signed Receipt of Student/Parent Handbook Form

Accountability Agreement signed by Students, Parents, and Teachers

Transportation Form

Internet Permission Form

Student Photograph Permission Form

B. Transfer

A student who transfers from the Chitimacha Tribal School to another school should:

1. Have parents fill out official withdrawal form in the office
2. Turn in all textbooks and library books
3. Pay any fines or damages owed
4. Be up-to-date on tuition payments (non-Indian students)

A student who transfers to the Chitimacha Tribal School from a school with block scheduling beyond the 20th day of CTS' current school year will be responsible for work missed and acquiring the necessary skills in order to achieve at that grade level and grading period. If a student/parent/guardian has any legal obligation with another school/parish/DA Office, they will be required to fulfill these obligations upon entering and while attending CTS until all obligations are fulfilled.

A student transferring to Chitimacha Tribal School from an accredited homeschool program must provide grades to verify grade promotion and will be tested to determine what grade level is indicated.

REPORT CARDS

Progress Reports are sent home the fifth week of each nine-week period. Grades are reported by official Chitimacha Tribal School report cards every nine weeks. At the end of each nine-week period, report cards will be sent home to the parent/guardian of each child. If a conference with the teacher is requested or desired, one can be scheduled by contacting the office. All conferences should be scheduled during the teacher's professional period; if, however, a parent cannot meet with the teacher during the professional period, a conference will be scheduled before or after school.

GRADING POLICY

Grades for third through eighth grade will be indicative of each student's academic achievement and will be reported each grading period as both a percentage and the letter-grade equivalent. Issues such as behavior or attitude will not be considered in deriving academic grades. Grades may include daily work, daily tests, weekly and unit tests, assigned reports and papers, recitation and homework. Kindergarten -5th grade students will have a minimum of nine grades per subject each nine-week grading period. Sixth through eighth grade students will have a minimum of 600 points per subject each nine-week period. The semester grade for each course will be a numerical average of the two nine week grades. The yearly grade will be a numerical average of the two semester grades.

Teachers and other personnel involved in pupil evaluation will employ professional, meaningful practices compatible with current authentic techniques. Student's papers and tests results are to be shared with parents and filed for future reference. Extra tutoring will be provided by the classroom paraprofessional when a student's work reflects the need. Copies of student papers will be sent home on a weekly basis unless a written notice is sent home. The values assigned to the letter grades used on all graded work and report cards are as follows:

Grade	Percentage
A	100 - 93
B	92 - 85
C	84 - 75
D	74 - 67
F	66 - 0

HONORS/AWARDS

Principal's List

Any student who maintains straight A's on his/her report card (including conduct) will be recognized at the end of each grading period.

Honor Roll

Any student who maintains A's and B's on his/her report card (including conduct) will be recognized at the end of each grading period. After the first nine-week period, students demonstrating substantial academic improvement will be recognized.

Conduct

K – 5th grade – final grade per grading period is an average. If an A average is computed then Good Conduct is received.

6th – 8th grade – Students are required to make an A in each teacher's class to receive Good Conduct.

Recognition is given to students who have distinguished themselves in certain areas of the curriculum at our annual awards programs and graduation ceremony.

Valedictorian and Salutatorian

To be recognized at eighth grade graduation as "valedictorian" or "salutatorian", the students must have attended CTS for his/her entire eighth grade year. The student with the highest GPA shall be designated as valedictorian and the student with the second highest GPA shall be designated as salutatorian. If the difference is less than $\frac{1}{2}$ of a percentage point (.4% or less), co-valedictorians will be recognized without a salutatorian. GPA will be determined from sixth, seventh, and eighth grade averages **from any state or Tribal licensed school completing at least the seventh and eighth grade year at CTS.**

Eighth Grade Luncheon /Eighth Grade Class Trip

Eighth grade students meeting all requirements for promotion to the ninth grade are allowed to participate in the eighth grade luncheon and the class trip after graduation.

IT IS THE PARENTS' RESPONSIBILITY TO ORGANIZE AND CHAPERONE THIS TRIP. Assistance will be provided by the eighth grade home room teacher in letting parents know who is interested in going and the number of chaperones needed. From there the parents can make the arrangements with the Finance Department. One chaperone per room will be paid for. *This trip must take place by the third week of June following graduation.* A specific amount of money is allocated in the school's budget to cover the cost of this trip.

PUPIL PROGRESSION PLAN

PLACEMENT POLICIES

A. Regular Placement

Students entering Pre-K must be four years of age by September 30, **2021**, and students entering kindergarten must be five years of age by September 30, **2021**. He/she must be six years old on or before September 30, **2021**, in order to enter the first grade. Students entering first grade must have completed a full year of kindergarten.

B. Promotion/Retention

The promotion of a student will be based upon the student's mastery of basic and essential skills for the grade level. The Chitimacha Tribal School Curriculum Guide in each subject area provides the framework for learning the basic skills. A student will be promoted upon the satisfactory completion of the work for his/her grade level according to standards, benchmarks, and grade level requirements. Careful consideration is given to age-appropriate, developmentally appropriate criteria for instruction of our students. CTS will also administer **BIE** Assessment. CTS will keep parents updated regarding the mandated requirements.

The Chitimacha Board of Education has determined that the Chitimacha Tribal School will adhere to the most current guidelines set forth by the state Board of Elementary and Secondary Education (BESE). The Bureau of Indian Affairs requires CTS to follow the requirements of the Louisiana State Department of Education.

Kindergarten promotion shall be based upon the Louisiana Common Core Standards, assessment guidelines, and teacher and/or parent discretion.

Kindergarten promotion or retention shall be based upon proficiency of basic skills in language arts and mathematics. Failure to show proficiency of basic skills in either of these areas will result in retention.

In grades 1 to 2 a student must pass math, reading, language arts, spelling, science, and social studies. Failure to pass four subjects will result in retention (excluding spelling).

In grades 3 to 8 a student must pass math, reading/language arts (combined grade), science, and social studies. Failure to pass these four subjects will result in retention.

A student can get enough quality points to pass the first semester and then will put forth no effort (F) the remainder of the school year. Therefore, a student must earn two quality points the second semester to pass for the year and must pass the fourth nine-weeks with at least one point. If a student fails the second semester because he/she does not earn two (2) quality points or greater, he/she fails for the year in that course. Students must earn a total of four (4) quality points throughout the school year to be promoted to the next grade.

Quality Points Explanation:	A = 4 quality points
	B = 3 quality points
	C = 2 quality points
	D = 1 quality point
	F = 0 quality points

Retention decisions will be made by the teacher within the framework of the Board of Education policy. Only in unusual circumstances, determined by the principal, will retention decisions be made jointly by the classroom teacher, the principal and the parent/guardian. If no agreement can be reached, the case is recommended to the School Building Level Committee to include the principal, the present teacher, and the teacher of the next higher grade.

The School Building Level Committee will consider the following when making a decision to promote or retain a student:

- Academic achievement in relation to potential including appropriate reading level.
- Chronological age of student
- Student's attendance record
- Student's work habits
- Social behavior of the student
- Recommendation of the classroom teacher, support and administrative staff.
- Recommendation of the parent(s) or guardian

ACHIEVEMENT TESTS

CTS addresses the importance of standardized testing with parents and students throughout the school year, usually beginning at Open House, parent workshops, and through various memos during the school year. Students (1st – 8th grades) also participate in MAP testing (computer based – Common Core driven).

The Chitimacha Board of Education has determined that the Chitimacha Tribal School will adhere to the most current guidelines set forth by **Bureau of Indian Education**. Notifications of the updated testing information and policies will be discussed and sent home with each student.

BUREAU OF INDIAN EDUCATION ASSESSMENT

In the spring of the 2020-2021 school year, students participated in the Bureau of Indian Education testing in ELA, math and science. Social studies testing required for the 2020-2021 school year. For the 2021-2022 school year student testing will continue to be guided by the BIE requirements.

Exceptional Students

The Chitimacha Tribal School believes that every child should be given an opportunity to reach his/her full potential. Every student has the right to an education, which will heighten his/her strengths and will also help recognize, accept and compensate for his/her limitations. According to federal guidelines a student is entitled to special services if there is an evaluation on the student stating a need for special services. Instruction for this student may take place in the regular classroom, resource room, special education self-contained, or a combination of these settings. The school will attempt to educate those exceptional children in the least restrictive environment.

The decision for placement in this program is decided at the IEP/Placement Committee meeting. The specially designed regular instructional program shall aid students in the eventual attainment of a regular high school diploma as set forth by Federal, State, and Local board policies.

Students in this program must demonstrate reasonable and continuous progress and achieve a minimum of seventy percent (70%) of all short-term objectives. Attainment of criteria (criteria are determined on an individual basis) will be measured annually at the revision of the students' Individualized Educational Program. This meeting will consist of the following members:

- Special Education Teacher(s)
- Parent(s)
- Regular Classroom Teacher(s)
- School Principal
- Guidance Counselor (where applicable)
- Student (where applicable)
- Psychologist/Education Diagnostician
- Paraprofessional (where applicable)

In subject areas that a student does not qualify for special education services the IEP team will meet to determine whether or not the student's disability is affecting this subject area. If it is determined that the disability is not involved, criteria for regular education promotion will apply for that subject area.

Gifted

At this time CTS does not have a Gifted Program. However, if a student has a current evaluation, CTS can provide enrichment for this student in the area for which he/she is identified. CTS does offer gifted testing following the State of Louisiana guidelines; however, upon identification CTS can only offer enrichment within the classroom at this time.

HOMEWORK

Homework, an essential element in the total school program, will always be purposeful. It can strengthen newly acquired skills, reinforce previously learned skills, prompt good study habits, and develop a sense of responsibility. Except for unusual circumstances, homework will not be assigned on weekends or holidays. However, pupils may choose to spend some weekend and vacation time on long-range assignments or to make up work missed due to absence. When a student is absent, parent is to pick up homework each day that the student is out, and the student must complete work by the assigned deadline. Homework can be viewed through the use of Parent Portal.

HEALTH RECORDS

Chitimacha Tribal School is required to have an updated immunization record on each child. The immunization record consists of all proper immunizations needed to attend school. If you do not provide one, you will have two weeks from the first day of school or two weeks from the date of enrolling to provide one. After two weeks, the child will not be allowed to attend school until the school receives the updated immunization record or the parent/guardian submits a written statement from a physician stating that the procedure is contraindicated for medical reasons.

In the event of an outbreak of a vaccine-preventable disease at CTS, the administrators of CTS are empowered, upon the recommendation of the office of public health, to exclude from attendance unimmunized students until the appropriate disease incubation period has expired or the unimmunized student presents evidence of immunization.

TRANSFER OF RECORDS

The school to which a student transfers will send a letter to the school from which the child transferred requesting the student's permanent folder. If no library fines or other fees are outstanding, if all textbooks and library books have been accounted for, and if student has formally withdrawn from school, all records will be sent, including special education records when applicable.

CHITIMACHA TRIBAL SCHOOL SUSPECTED CHILD ABUSE & NEGLECT POLICY

The Chitimacha Tribal School has the responsibility of assuring the safety and well-being of its students and reporting any suspicion of child abuse and/or neglect, whether physical, sexual, or psychological, to the Chitimacha Tribe of Louisiana's Human Services Department. The following policy is implemented to protect the children of the Chitimacha Tribe of Louisiana:

The Human Services Department is responsible for providing annual (and as needed) in-service training to the Chitimacha Tribal School's personnel regarding suspected child abuse and neglect.

The in-service training will include, but is not limited to, topics addressing the various forms of abuse and/or neglect, physical and behavioral indicators of abuse and/or neglect, how to report suspected abuse and/or neglect, the agency's investigation practices, tribal laws, mandated reporting, and services available through the Human Services Department.

The Louisiana Children's Code provides the following definitions of abuse and neglect:

"Abuse" means any of the following acts which seriously endanger the physical, mental, or emotional health and safety of the child:

- The infliction, attempted infliction, or as a result of inadequate supervision, the allowance of the infliction or attempted infliction of physical or mental injury upon the child by a parent or any other person.
- The exploitation or overwork of a child by a parent or any other person.
- The involvement of the child in any sexual act with a parent or any other person, or the aiding or toleration by the parent or the caretaker of the child's sexual involvement with any

other person or of the child's involvement in pornographic displays, or any other involvement of a child in sexual activity constituting a crime under the laws of this state.

"Neglect" means the unreasonable refusal or failure of a parent or caretaker to supply the child with necessary food, clothing, shelter, care, treatment, or counseling for injury, illness, or condition of the child, as a result of which the child's physical, mental, or emotional health and safety is substantially threatened or impaired.

Any Chitimacha Tribal School's personnel with reasonable cause to suspect abuse and/or neglect will immediately advise the principal of his or her concern for consideration of making a formal report to the Human Services Department. In the absence of the principal, his or her designee has the responsibility to immediately contact the Human Services Department to make the report. Within two days of contacting the Human Services Department, the school employee is to submit a written *Report of Suspected Child Abuse/Neglect* regarding the suspected abuse or neglect.

The Human Services Department will then make the determination as to whether an investigation is conducted. The school shall provide the Human Services Department reasonable access to the suspected victim of child abuse or neglect for the purpose of conducting an interview. The school is not required to notify the child's parents or guardian of a report of suspected abuse or neglect. School employees shall not make contact with the child's family or other persons (relatives, friends, neighbors, etc.) for the purpose of determining the cause of the injury and/or apparent neglect.

The Chitimacha Tribal School's personnel will cooperate with the child protection investigation by participating as collaterals, testifying in court proceedings, and providing written documentation as requested (the report, the child's attendance record, grades, etc.). All reports of suspected child abuse/neglect are to be treated with extreme confidentiality. Any documents relating to a case of suspected abuse are to be strictly confidential. The privacy of the child and their family are to be protected. Discussing such cases with individuals who do not have a "need to know" will be considered a breach of professional ethics and will be dealt with accordingly.

The Human Services Department will provide the Chitimacha Tribal School with follow-up information regarding the disposition of the report and any recommendations involving the school's monitoring of the victim's progress.

School employees are immune from any civil and/or criminal liability when reporting in good faith suspected child abuse or neglect. The identity of individuals reporting child abuse or neglect shall not be disclosed except to those persons with whom the school personnel are required to cooperate by law. This immunity shall not be extended to any person who makes a report known to be false or with reckless disregard for the truth of the report.

Any school employee who willfully fails to report a case of suspected child abuse or neglect may face legal and/or disciplinary action.

The Human Services Department will be available for consultation with the school's personnel as needed.

Allegation Against A School Employee

In a situation where a school staff member is suspected of abusing a student or students, the principal will immediately contact the Chitimacha Human Services Department. If the principal is implicated as being responsible for the abuse, the staff member who identified the concern shall immediately contact the principal's supervisor, who in turn will contact the Human Services Department. The person making the oral report to the Human Services Department is also responsible for submitting a written report on the *Report of Suspected Child Abuse/Neglect* form within two days.

Upon initiating an investigation the Human Services Department will request that the principal notify the employee immediately. The employee will have the right to include or exclude the principal from all interviews. In the event that the principal is the subject of the complaint, contacts should be initiated through the principal's supervisor.

The Human Services worker will interview the alleged victim in all such complaints. The interview may take place in the presence of the child's parent/guardian. The school principal may also be present for this interview if the alleged abuser agrees and the Human Services worker determines that it appears to pose no detriment to the child. The alleged abuser or neglecter will not participate in this interview.

Employees who are reported for child abuse will be placed on administrative leave as needed until the Human Services Department has completed their investigation. Such investigations can be completed in a few hours or it could take up to five days.

After the investigation of the alleged abuse is completed, the principal and the principal's supervisor, along with the concurrence of the Chitimacha Board of Education, will make a determination as to what appropriate action is to be taken.

HOMELESS STUDENTS POLICY

Federal Law: McKinney-Vento Act

The Chitimacha Board of Education shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same appropriate education opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applies to all services, programs, and activities provided or are made available to other children and youth.

A student may be considered eligible for services as a "Homeless Child or Youth" under the McKinney-Vento Homeless Act if he or she is presently living:

- In temporary shared housing or emergency or transitional shelter.
- In a hotel/motel, campground or similar situation due to lack of alternatives.
- In cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
- In temporary or transitional foster care placement.
- Migratory children who meet one of the above-described circumstances are also recognized under this definition.

According to the McKinney-Vento Homeless Act eligible students have rights to:

- Select from the school of origin or school of residency.
- Remain enrolled in his/her selected school for the duration of the homelessness, or for the remainder of the academic year during which they are permanently housed.
- Have immediate access to enrollment without documentation and immunization records. (Homeless child or youth must meet the Chitimacha Tribal School's enrollment criteria.)
- Participate in programs for which they are eligible, including Title I, National School Lunch Program, preschool programs, etc.
- Transportation services to and from the school of origin.
- File a complaint with the school district about enrollment, transportation, or fair treatment of a homeless child or youth.

PRIVACY ACT

According to the Family Education Rights and Privacy Act of 1974 (PL93-380) and the Privacy Act (PL93-579), adult-age students, parents and guardians of minor-age children have the right of access to their confidential school records. In compliance with the Public Laws, the parents or guardians of students under eighteen and student should be aware that:

1. You are entitled to have access to your child's school records upon request. This request should be directed to the school principal.
2. You are entitled to inspect and review the contents of your child's school records and to challenge the contents if you feel they are inaccurate, misleading, in violation of the privacy act or other rights of the student, or if they contain inappropriate information.
3. Before any school records will be released to third parties (colleges, potential employers, etc.) who have requested copies of your child's school records, the school must have written consent of the student parent or legal guardian.
4. Upon receipt of a subpoena or judicial order requiring the principal to relinquish control of your child's records, you will be notified of the subpoena or judicial order before the principal relinquishes control of the records.
5. When your child seeks to enroll in another school, you will be notified of the transfer of your child's records. Records will not be transferred until the student enrolls in another school and the records are requested by the receiving school.
6. The law allows "directory information" about students to be made public without specific permission from parents. You are entitled to request the deletion of certain information about your child from school directories.
7. The school will maintain a list containing the signature, date and the reason for all persons receiving access to your child's records. The law however, allows school officials, including the child's teacher, to have access to school records without signature. You are entitled to have access to this list.
8. When your child becomes 18 years of age, the rights formally accorded you, as parents will become the sole rights of the student with regards to records.

9. All cumulative folder-records and special education records are included in the privacy act.

TELEPHONE/ELECTRONIC DEVICES

THE TELEPHONE IS FOR OFFICIAL BUSINESS USE ONLY. Personal calls are to be made only in emergencies. A student must get permission from the person in charge to use the phone. Frivolous calls will not be allowed! Students are not allowed to bring electronic devices to school (i.e., iPods, iPads, smart watches, etc.) Students will be allowed to bring cell phones to school for safety reasons. The cell phone must be turned into the office upon arrival and must be accompanied with a note from the parent with justification. Students participating in after school sports activities will have their cell phones given to the Coach at the end of the school day for disbursement after practice or the game. If the cell phone is found on the student or in a locker 2 or more times, an automatic detention will be served.

LOCKERS

Student lockers are assigned to students and are located next to the students' classroom. Lockers are to be kept neat and clean. Food is not to be stored in the locker. Locker checks will be conducted on a regular basis by a staff member or designee.

ANIMAL POLICY

Students must have the principal's permission to bring live snakes, spiders, cats, dogs, or any other animals to school.

TOYS FROM HOME POLICY

At CTS we understand that it is natural that children wish to carry familiar toys with them and to show their friends items they consider precious. It has been our experience, however, that bringing toys from home to school can create difficult situations to manage. Hence we request children do NOT bring toys from home into the school.

Exceptions to the policy that children not bring toys into the school will be made to accommodate students in Pre-K and Kindergarten during show and tell days. On these days the staff will not be responsible for lost, broken, or stolen toys.

SCHOOL TRIPS

Class trips and field trips are excellent learning experiences. To make the trip pleasant for everyone, the following guidelines must be adhered to:

1. Permission from parents/guardians is necessary before the student can attend.
2. The teacher(s) have the same authority on the trip as they have in school.
3. Students must remember that they are representing CTS and must behave in an appropriate manner. Misbehavior on any school trip will result in disciplinary action and keep the student from attending future trips.
4. A student must maintain at least a 76.5% or better average in each class in conduct to participate in school trips. Any student on probation is ineligible to participate in a field trip. In the event that a student falls into either of these categories at the time of a field trip, the principal will review the case.
5. If a student attending a field trip does not plan to travel by the transportation provided by the school, written permission from his/her parent must be on file in the school office before the field trip. All students are encouraged to travel via the transportation provided by the school.

TEXTBOOKS AND LIBRARY BOOKS

Students are responsible for damage to all books they receive, either textbooks or library books. Students are responsible for knowing where their books are at all times. Lost or damaged books must be paid for before another is issued. All fines must be paid before report cards are released or student records are transferred to another school.

MEDICATION

STUDENT MEDICATION CANNOT BE ADMINISTERED by CTS staff or the School Nurse.

When a student needs medication during school hours, the parent/guardian will have to come to school to administer the medication. The school nurse is not allowed to administer any medication without a written physician's orders.

NOTE: For certain prescription medication that is allowed to be administered at school daily on an on-going basis, both the parent and the prescribing doctor must complete paperwork and meet with the school nurse before medication can be administered at school. If you are not the parent or legal guardian, Appendix O will need to be completed and signed.

HEAD LICE (PEDICULOSIS) POLICY

1. The Chitimacha Tribal School Nurse will provide head checks for lice on a routine basis.
2. Children found to have ANY signs of infestation will be sent home with information pertaining to the treatment and prevention of head lice.

The Health Department will provide medicated shampoo (depending on availability of funds) and will provide de-lousing instructions to the parents.

3. The school nurse will check these children prior to their returning to the classroom.
4. A parent or guardian must accompany child to school to be rechecked by the school nurse. The child may not ride the bus until they have been cleared to return to class.
5. If a child has been treated and no more than 2 nits are found upon their recheck by the school nurse, then the parents will be allowed to remove the nits and the child will be cleared for school. Should 3 or more nits be found or any evidence of re-infestation is found, then the child will be sent home for further treatment.
6. Parents are advised to keep their children who have been identified as having head lice isolated from all other children until they are clear.
7. NO child will be allowed to return to school until they have been cleared through the school nurse as being free of head lice/nits.

FIRST AID

All accidents, no matter how slight, must be reported immediately! An accident report will be completed, and the parents will be notified.

If a student becomes ill, he/she should tell the teacher, principal, school nurse, and secretary or duty teacher immediately.

FIRE DRILLS, EMERGENCY & SAFETY PROCEDURES

A. Fire Drills - Five (5) conducted

Signal: *Fire Alarm*

Instructions: When the fire alarm sounds pupils and teachers immediately move quietly and calmly to the nearest exit as shown on the evacuation chart posted in the classroom.

Pupils are to stay with their teacher. Roll will be called by the teacher within two (2) minutes after exiting building. Remember, fire can kill you in less than three (3) minutes.

Pupils must stay away from building until an "All Clear" intermittent beep signal (regular class bell) is heard.

There will be a minimum of one (1) fire drill every other month. The time and date will be logged.

B. Tornado Drills – Five (5) conducted

Signal: *Announcement will be made over intercom*

Instructions: Teachers are to give the students instructions as to how to proceed. Students should walk in an orderly fashion to their designated area. The teacher is to take her roll book and shut the door after everyone has exited. Do not waste time opening windows in the classroom—time is better spent taking shelter.

If students are on the playground, the teacher on duty should direct students to their designated shelter area (in main school building).

Students in portable building (pre-k) should be evacuated to the main school building and enter the conference room near the cafeteria.

Students in the gym, library, and cafeteria should be evacuated to their designated area.

Cafeteria personnel should seek shelter in the cafeteria office.

When students have reached the designated tornado shelter area (i.e, interior hallways, conference room, etc.), the teacher is to instruct the students to line up against the wall and get in the “duck and cover” position: get on their knees, make sure their heads face interior walls, and place their hands over their heads. Teachers need to account for all students.

Students and staff should wait quietly in this “duck and cover” position while the tornado drill is conducted. When the “all clear” signal is given, they may return to class.

There will be a minimum of five (5) tornado drills per year (one every other month). The time and date will be logged.

C. Hurricanes

When there is a hurricane off the Louisiana coast, your local radio station, KFRA; KFMV FM will issue bulletins continuously. Tune in to one of these stations for hurricane forecasts and school updates.

D. Intruder Drills (Code Red) - Two to three conducted each school year

Signal: Announcement will be made over the intercom

Instructions: Member of administrative staff will call the Chitimacha Police Department. Teachers are to instruct students as to how they are to proceed. Students in classrooms should quietly crouch down in area out of sight from windows and doors. Teachers are to make sure that everyone is accounted for. Students in hallways are to be instructed to seek shelter in the nearest classroom. Teachers are to turn lights off, close windows and window treatments, and lock all doors.

If students are on any of the playgrounds, teachers are to bring students into the nearest safe building available. Classes that are outside of the building SHOULD NOT enter the building. If students are in the cafeteria, they should be led to the conference room adjacent to the cafeteria. All cafeteria workers should lock themselves in their office. Janitorial staff should lock themselves in the nearest area possible. Office staff should lock themselves in their offices.

Students and staff should wait quietly in their predetermined locations until the all clear "code word" is given on the intercom. Classroom doors should not be opened for anyone unless the all clear "code word" has been issued. Any further instructions will then be given as needed.

A minimum of three (3) drills will be conducted each school year. A log will be maintained in the office regarding the time and date of these drills. In the event that a staff member leaves the employment of CTS, the code word will be changed immediately.

CHITIMACHA TRIBAL SCHOOL CODE SYSTEM

CTS' code system, which lists procedures to follow in the event of various incidents/emergencies, is outlined as follows:

CODE RED: *"Stay in Room"* Procedures

- I. Hostile Situation:
 - A. Armed Individual, Hostage Situation, Hostile Intruder
 - B. Gang Fight
- II. Death of a Student/Staff on Campus
- III. Staff Down/Incapacitated
- IV. Rape/Sexual Assault

CODE GREEN: *"Evacuation"* Procedures

- I. Fire
- II. Bomb Threat/Bomb Found

CODE YELLOW: *"Caution"* Procedures

- I. Drug Overdose on Campus
- II. Vandalism
- III. Crisis Situations Discovered on Arrival
- IV. Rumors of Drugs/Gang Fight on Campus
- V. Class Disruption/Irrational Individual
- VI. Campus Accident/Life-Threatening Illness
- VII. Natural Disasters
- VIII. Hazardous Materials
- IX. Suicide Threat At School

Note: Code Yellow could possibly become a Code Red or a Code Green
Depending on the nature of the crisis.

CODE BLUE: *"Situational"* Procedures

- I. Bus Accident/Breakdown on the Bus Route
- II. Bus Accident/Breakdown on Field Trips
- III. Catastrophe of National/State/Local Proportions
- IV. Medical Situation/Death of Family Member
- V. Child Abuse
- VI. Suicide Threat Off Campus
- VII Student Walkout

HAND HYGIENE AND HAND WASHING POLICY

Staff and students must be aware of the importance of maintaining good hand hygiene. Hand hygiene refers to the practice of washing hands or using alcohol-based hand rubs in order to stop germs from spreading, which helps stop the outbreak of communicable diseases.

Gloves can be a helpful and important *supplement* to good hygiene. Although gloves can protect the hands against contamination, they do not always prevent hand contamination. For this reason, gloves do not eliminate the need for hand hygiene. Hand hygiene should always occur before eating or touching food in any way, after using the bathroom, after blowing your nose or coughing, after touching any pets or animals, after playing outside, or after visiting a sick relative or friend.

How to wash hands with soap and water:

Soap and running water remove dirt and grease from hands. It is the method of hand hygiene that should always be used when the hands are visibly soiled with dirt.

- Turn on water tap and let the water run until it becomes warm. Warm water is better at killing germs.
- You may use bar or liquid soap.
- Moisten hands and apply soap. Rub hands together in order to work up a lather on both sides of your hands, your wrists, and between your fingers, and around your nails. You should wash for about 10 to 15 seconds. Rinse hands thoroughly.
- Dry hands with a clean paper towel or air dryer. Dispose of towel in a waste receptacle.

How to use alcohol-based hand rubs:

Alcohol-based hand sanitizers significantly reduce the number of germs on the skin, are fast acting and cause less skin irritation than with frequent soap and water hand washing. They do not work as well when there is visible dirt on the skin because they do not release and rinse away dirt as occurs with soap and water washing.

- Apply the product to the palm of one hand and rub the hands together, covering all surfaces of the hands and fingers, until hands are dry.
- For the highest level of effectiveness, look for products that contain at least 60% ethyl alcohol.

Long fingernails or artificial nails make hand hygiene difficult to achieve. For these persons extra attention to scrubbing underneath fingernails is required to remove dirt and germs.

SCHOOL VISITORS

Parents, grandparents and other visitors are encouraged to visit the school. They are always welcome; however, each visitor must sign in at the office upon arrival. Parents and visitors are welcome to visit classrooms to help or simply to observe, but only after making prior arrangements with the teacher. If a parent or guardian is checking a student out of school, the child must be signed out on the form in the office. All blanks must be completed so that the school officials will know when and why the child left school. Whenever a child arrives at school late, the parent or guardian must come to the office to sign the child in.

Parking is not allowed at any time in the drop-off zone (under the breezeway). This area should remain clear in case of an emergency.

STUDENT PHOTOS

Pictures of students cannot be posted on the school's website or any other computer-generated media without parental permission.

ARMED FORCES ACCESS TO STUDENT INFORMATION

The No Child Left Behind Act gives the Armed Forces the right to get student information from the school including student addresses. If parents do not want this information disclosed, they must sign a statement stating that they do not want their child's name or other information concerning their child released to the Armed Forces.

SCHOOL VOLUNTEER PROGRAM

Our school volunteers will be solicited to perform some of the non-teaching tasks that would otherwise be neglected or revert to the hard-pressed classroom teachers. Volunteers will be guided by school policy at all times, including background checks when necessary. Volunteers will perform only such services to supplement those of paid staff members, never substituting for them. The School Volunteer Interest Survey is included in this handbook.

Family and Community Involvement

Parents and community members were involved in the planning and review of the CSRP. A public meeting will be held for parents annually to overview the "No Child Left Behind" legislation, plan components, the rights of parents in the development of the CSRP, the timeline of the CSRP development, and to gather input regarding the contents of the plan. Chitimacha Tribal School also organized a school-community advisory committee, which met on a regular basis to provide input and to respond to the drafts of the CSRP.

Chitimacha Tribal School has developed its parent/community partnership endeavors around four major themes. These themes are policy and procedures, communication, training and support, and governance/decision making.

This section will include a description of the CTS family and community involvement initiatives within a context of these four themes. All of the requirements set forth in "No Child Left Behind" are included within these theme areas.

Parent Involvement Policy and Procedures

Parent Involvement Policy

CTS has involved community and parents in the development of its mission, vision, parent policy and compact. This policy was developed in 2001 and exists in the Consolidated School Reform Plan for **2019-2024**. The policy is reviewed every year for updates and/or changes along with the parent-student-school compact, the overall family and community involvement and support program. A process will be put into place where input will be solicited every year from parents and community.

Chitimacha Tribal School Parent Involvement Policy

- Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
- Provide parents with the knowledge of techniques designed to assist children in learning at home.
- Provide access to and coordinate community and support services for children and families.
- Promote clear two-way communication between the school and the family as to school programs and children's progress.
- Involve parents, after appropriate training, in instructional and support roles at the school.
- Support parents as decision-makers and develop their leadership in governance, and advocacy roles.
- Hold parent informational sessions and trainings on the following topics: standards and assessment, monitoring children's progress at home, working with educators, and the consolidated school improvement plan.

Parent Conferences

Teacher teams will work on developing a conference prototype, obtain necessary training and technical assistance prior to hold the conferences, provide ideas and support to parents regarding their participation in the conferences, and prepare and involve students as appropriate in the conferences. An evaluation of the conference activities will also be conducted. If conditions permit, there will be two conferences per year.

Opportunities to Volunteer, Participate and Observe

The opportunities for parents to be volunteers and to participate in the classroom will be explained to parents in a variety of ways. The revised Chitimacha Tribal School Student-Parent Handbook will contain information regarding these opportunities. Staff will promote these opportunities in conferences and in other communications with parents.

Parent Participation in Decision-Making Related to their Child

Chitimacha Tribal School parents are afforded this right as a regular course of action. Some of the ways that parents will be made aware of and assisted in understanding this right include:

- Parent conferences.
- Open communication with staff.
- Training about rights and responsibilities, communication skills.
- Involvement in child study team if requested.
- Student-Parent Handbook.
- Written communication to families.
- Parents of students with disabilities are regularly informed of their due process rights; training and support is also provided to them regarding their participation in designing, implementing, monitoring and evaluating their child's IEP.

- Parent Portal is a tool that allows parents and guardians to stay informed and engaged in their child's education by giving them access to view a student's grades, transcript, schedule, and attendance. Requests for Parent Portal setup forms should be made to the main office.

Chitimacha Tribal School promotes the belief of a strong parent-school partnership. A variety of strategies are used to ensure parent participation in the development and implementation of the IEP. Strategies include: home visits, conferences, phone calls to remind parents of upcoming IEP meetings and to discuss student progress, transportation, etc. Parents of children with disabilities were also represented on the school-community CSRP Committee and will be represented on the Parent Advisory Committee that will be organized to assist with CSRP activities.

Compact

Chitimacha Tribal School utilizes a parent-student-school compact as a means to clarify roles and responsibilities and to assist in communication. The compact is reviewed each fall, changes are made after input is received from all stakeholders, and then it is finalized. Parents and pertinent staff receive a copy and another is kept in the student's personal school file for reference as needed. The Chitimacha Tribal School-Parent-Student Compact can be seen on page 2 of this handbook.

Integration of all Parent Involvement Initiatives

Chitimacha Tribal School administration and staff strive to integrate parent involvement initiatives and activities whenever and wherever possible. The school administrator meets with other tribal department heads on a regular basis. The purpose of this meeting is for improved communication. This meeting provides an avenue for sharing upcoming activities. Regular communication exchanges between the tribe's Chitimacha Child Development Center director and Chitimacha Tribal School staff also allows for linkages in meetings, trainings, etc., involving parents.

Communication

Chitimacha Tribal School has established school improvement teams who are responsible for developing, and facilitating the implementation, monitoring and evaluation of the CSRP action plan. The parent involvement team will be responsible for facilitating the activities to assure that all communication to families is pertinent, frequent, timely and family friendly. The assurance process will involve a review of best practice literature related to communication with families such as Partnership for Family Involvement. The Parent Advisory Committee will also provide input into communication beliefs and guidelines.

The parent involvement committee along with the school administration will also assure that parents are made aware of their right to acquire information regarding the qualifications of their child's teacher. Information regarding this right will be put into the student-parent handbook.

Information regarding school technology initiatives and activities will be communicated in timely and family-friendly ways to parents. The parent involvement committee will facilitate the sharing of this information in coordination with the school administrator and the tribe's computer technicians. Grade level teams will also develop information relating to technology and their specific curriculum to share with parents.

Training and Support

Chitimacha Tribal School will offer a menu of parent training and support activities throughout the next several years. Input from the parent advisory committee, Board of Education, families, and staff will be

used in the development of a calendar of trainings and informational meetings. This input will also provide ideas for supports and information afforded to parents via newsletters, booklets, informational flyers, school sign, etc. Efforts to involve parents, as appropriate, in the training and support of other parents will be made. The CTS computer lab will be open after school for adult and student use until 4:00 p.m. Monday through Thursday.

Upcoming training topics include:

- Parenting
- Technology – The focus will be on current technology initiatives and strategies used with their children in school and possible ways to reinforce this instruction at home. Trainings in this area will be linked with related tribal programs, i.e. scholarship department, as appropriate. The school administrator will facilitate this linkage.
- State Standards/Grade Level Expectations/and State Assessment – what are they? And ways you can monitor your child's progress.
- Family Literacy
- Tips for working with educators
- Safe & Drug Free Schools
- Special Education – what is IDEA, parent rights and responsibilities, participation in IEPs
- Information, supports, and training related to specific disabilities
- Transition
- Curriculum
- School Programs
- Common Core Standards
- Standardized Testing

Governance and Decision Making

Chitimacha Tribal School has the following beliefs and practices regarding parent involvement related to school governance and decision-making:

- **Parents will be routinely involved in the writing and evaluating of the CSRP.**

The school established a school-community advisory committee for the purposes of assisting with the completion of the CSRP. This committee meets several times a year to review possible target areas and strategy ideas. Input will continue as the plan is implemented, monitored and evaluated.

- **Input into the development of the compact.**

The current compact was developed in the fall of 2001 and will be revised each year to reflect current student, parent and student input. All stakeholders are provided opportunities to input into the final compact.

- **Input into funding decisions regarding parent involvement activities.**

The parent advisory committee will be appraised and afforded an opportunity to provide input into the design and funding of all parent involvement activities. The information obtained from various surveys is also considered. The Chitimacha Board of Education will also review and approve such funding decisions.

- **Establishment of Parent Advisory Committee.**

Membership on the Parent Advisory Committee is on a voluntary basis. Members include parents, tribal community partners, CTS staff representatives and school administration. Any parent or community member can make a request to participate. Members are encouraged to

participate for the full school year. The committee meets 2-3 times per year and typically limits its' membership to 12 -15 members.

Parent input into funding decisions currently happens via the Board of Education. However, the establishment of a Parent Advisory Committee will provide more opportunity for funding decision input. This committee will be established in year one of the CSRP.

Complaints and Grievances

The following procedures have been developed in order to clarify the steps that must be followed when a student or a parent/legal guardian has a complaint or grievance.

Constructive criticism is welcome, but complaints and grievance procedures must follow lines of authority. The following adopted policies and procedures of the Chitimacha Board of Education shall provide guidelines for the rights of due process that are applicable to students and parents/legal guardians:

1. A student or parent/legal guardian may request a conference with the teacher and/or principal of the school regarding a problem that relates to the student's welfare.
2. If, as a result of the informal discussion, the matter is not resolved, the individual may request a meeting with the Chitimacha Board of Education. The individual must submit full details of the complaint/grievance in writing prior to personally appearing before the Chitimacha Board of Education to fully explain the details of the complaint/grievance. The Chitimacha Board of Education will make a final decision on the issue and shall notify the individual verbally or in writing.

Realizing that not every situation can be covered in a handbook such as this, the CTS Staff, Principal, Administration and Chitimacha Board of Education reserve the right to interpret any rule in the handbook or make a judgment on any situation that might occur not covered in this handbook. Thank you.

REFERRAL PROCEDURES FOR SPECIAL EDUCATION AND SECTION 504

(All BIE funded educational programs are guided by two major legislative Acts: one is the *No Child Left Behind Act of 2001 (NCLB)*, P.L. 1-7-110, which states that there is "shared responsibilities for high student academic achievement" (Sec.1118). Second, the *Individuals with Disabilities Education Act (IDEA)* of 1997, P.L. 105-17, (recently amended) also mandates the participation and involvement of parents in all phases of the special education process. With these legislative mandates, all schools must provide guidance to parents as they become partners in their child's education.)

The Chitimacha Tribal School/BIE/OIEP Policy and Procedure Handbook, in correlation with the laws stated above, is in the Special Education Office at Chitimacha Tribal School and is available to anyone who wishes to review it.

APPENDIX B

Electronic Code of Federal Regulations

e-CFR data is current as of January 16, 2020

Title 25 → Chapter 1 → Subchapter F → Part 63

Title 25: Indians

PART 63—INDIAN CHILD PROTECTION AND FAMILY VIOLENCE PREVENTION

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AUTHORITY: 5 U.S.C. 301; 25 U.S.C. 2, 9, 13, 200, 3201 *et seq.*; 42 U.S.C. 13041.

SOURCE: 61 FR 32274, June 21, 1996, unless otherwise noted.

Subpart A—Purpose, Policy, and Definitions

§63.1 Purpose.

The purpose of these regulations is to prescribe minimum standards of character and suitability for employment for individuals whose duties and responsibilities allow them regular contact with or control over Indian children, and to establish the method for distribution of funds to support tribally operated programs to protect Indian children and reduce the incidents of family violence in Indian country as authorized by the Indian Child Protection and Family Violence Prevention Act of 1990, Pub. L. 101-630, 104 Stat. 4544, 25 U.S.C. 3201 3211.

§63.2 Policy.

In enacting the Indian Child Protection and Family Violence Prevention Act, the Congress recognized there is no resource more vital to the continued existence and integrity of Indian tribes than their children and that the United States has a direct interest, as trustee, in protecting Indian children who are members of, or are eligible for membership in, an Indian tribe. The minimum standards of character and suitability of employment for individuals ensure that Indian children are protected, and the Indian child protection and family violence prevention programs will emphasize the unique values of Indian culture and community involvement in the prevention and treatment of child abuse, child neglect and family violence.

§63.3 Definitions.

Bureau means the Bureau of Indian Affairs of the Department of the Interior;

Child means an individual who is not married, and has not attained 18 years of age.

Child abuse includes but is not limited to any case in which a child is dead, or exhibits evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, or soft tissue swelling, and this condition is not justifiably explained or may not be the product of an accidental occurrence; and any case in which a child is subjected to sexual assault, sexual molestation, sexual exploitation, sexual contact, or prostitution.

Child neglect includes but is not limited to, negligent treatment or maltreatment of a child by a person, including a person responsible for the child's welfare, under circumstances which indicate that the child's health or welfare is harmed or threatened.

Crimes against persons are defined by local law. Adjudicating officers must contact local law enforcement agencies to determine if the crime for which an applicant or employee was found guilty (or entered a plea of *nolo contendere* or guilty) is defined as a crime against persons.

Family violence means any act, or threatened act, of violence, including any forceful detention of an individual, which results, or threatens to result, in physical or mental injury, and is committed by an individual against another individual to whom such person is, or was, related by blood or marriage or otherwise legally

related, or with whom such person is, or was, residing, or with whom such person has, or had, intimate or continuous social contact and household access.

Indian means any individual who is a member of an Indian tribe.

Indian child means any unmarried person who is under age eighteen and is either a member of an Indian tribe or eligible for membership in an Indian tribe and is the biological child of a member of an Indian tribe.

Indian country means:

(1) All land within the limits of any Indian reservation under the jurisdiction of the United States Government, notwithstanding the issuance of any patent, and, including rights-of-way running through the reservation;

(2) All dependent Indian communities within the borders of the United States whether within the original or subsequently acquired territory thereof; and,

(3) All Indian allotments, the Indian titles to which have not been extinguished, including rights-of-way running through the same. Unless otherwise indicated, the term "Indian country" is used instead of "Indian reservation" for consistency.

Indian reservation means any Indian reservation, public domain Indian allotment, former Indian reservation in Oklahoma, or lands held by incorporated Native groups, regional corporations, or village corporations under the provisions of the Alaska Native Claims Settlement Act (43 U.S.C. 1601 *et seq.*).

Indian tribe means any Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (43 U.S.C. 1601 *et seq.*) which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

Inter-tribal consortium means a partnership between an Indian tribe or tribal organization of an Indian tribe, and one or more Indian tribes or tribal organizations of one or more Indian tribes.

Local child protective services agency is an agency of the Federal Government, state, or Indian tribe that has the primary responsibility for child protection on any Indian reservation, or within any community in Indian country.

Local law enforcement agency is that Federal, tribal, or state law enforcement agency that has primary responsibility for the investigation of an instance of alleged child abuse within the involved Indian jurisdiction.

Must is used in place of shall and indicates a mandatory or imperative act or requirement.

Person responsible for a child's welfare is any person who has legal or other recognized duty for the care and safety of a child, and may include any employee or volunteer of a children's residential facility, and any person providing out-of-home care, education, or services to children.

Related assistance means the counseling and self-help services for abusers, victims, and dependents in family violence situations; referrals for appropriate health-care services (including alcohol and drug abuse treatment); and may include food, clothing, child care, transportation, and emergency services for victims of family violence and their dependents.

Secretary means the Secretary of the Interior.

Service means the Indian Health Service of the Department of Health and Human Services.

Shelter means the temporary refuge and related assistance in compliance with applicable Federal and tribal laws and regulations governing the provision, on a regular basis, of shelter, safe homes, meals, and related assistance to victims of family violence or their dependents.

Tribal organization means the recognized governing body of any Indian tribe; any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by such organization and which includes the maximum participation of Indians in all phases of its activities: *Provided*, That in any case where a contract is let, a grant is awarded, or funding agreement is made to an organization to perform services benefitting more than one Indian tribe, the approval of each such Indian tribe must be a prerequisite to the letting or making of such contract, grant, or funding agreement.

§63.4 Information collection.

The information collection requirement contained in §63.15, §63.33 and §63.34 will be approved by the Office of Management and Budget under the Paperwork Reduction Act of 1995, 44 U.S.C. 3507(d), and assigned clearance number _____.

§§63.5-63.9 [Reserved]

Subpart B—Minimum Standards of Character and Suitability for Employment

§63.10 Purpose.

The purpose of this part is to establish:

- (a) Procedures for determining suitability for employment and efficiency of service as mandated by the Indian Child Protection and Family Violence Prevention Act; and
- (b) *Minimum standards of character* to ensure that individuals having regular contact with or control over Indian children have not been convicted of certain types of crimes or acted in a manner that placed others at risk or raised questions about their trustworthiness.

§63.11 What is a determination of suitability for employment and efficiency of service?

- (a) *Determinations of suitability measure the fitness or eligibility* of an applicant, volunteer, or employee for a particular position. Suitability for employment does not evaluate an applicant's education, skills, knowledge, experience, etc. Rather, it requires that the employer investigate the background of each applicant, volunteer, and employee to:
 - (1) Determine the degree of risk the applicant, volunteer, or employee brings to the position; and
 - (2) Certify that the applicant's, volunteer's, or employee's past conduct would not interfere with his/her performance of duties, nor would it create an immediate or long-term risk for any Indian child.

(b) *Efficiency of service* is the employer's verification that the applicant or employee is able to perform the duties and responsibilities of the position, and his/her presence on the job will not inhibit other employees or the agency from performing their functions.

§63.12 What are minimum standards of character?

Minimum standards of character are established by an employer and refer to identifiable character traits and past conduct. An employer may use character traits and past conduct to determine whether an applicant, volunteer, or employee can effectively perform the duties of a particular position without risk of harm to others. Minimum standards of character ensure that no applicant, volunteer, or employee will be placed in a position with regular contact with or control over Indian children if he/she has been found guilty of or entered a plea of nolo contendere or guilty to any offense under Federal, state, or tribal law involving crimes of violence, sexual assault, sexual molestation, sexual exploitation, sexual contact or prostitution, or crimes against persons.

§63.13 What does the Indian Child Protection and Family Violence Prevention Act require of the Bureau of Indian Affairs and Indian tribes or tribal organizations receiving funds under the Indian Self-Determination and Education Assistance Act or the Tribally Controlled Schools Act?

(a) The *Bureau of Indian Affairs* must compile a list of all authorized positions which involve regular contact with or control over Indian children; investigate the character of each individual who is employed, or is being considered for employment; and, prescribe minimum standards of character which each individual must meet to be appointed to such positions.

(b) All *Indian tribes or tribal organizations* receiving funds under the authority of the Indian Self-Determination and Education Assistance Act or the Tribally Controlled Schools Act of 1988 must conduct a background investigation for individuals whose duties and responsibilities would allow them regular contact with or control over Indian children, and employ only individuals who meet standards of character that are no less stringent than those prescribed for the Bureau of Indian Affairs.

§63.14 What positions require a background investigation and determination of suitability for employment or retention?

All positions that allow an applicant, employee, or volunteer regular contact with or control over Indian children are subject to a background investigation and determination of suitability for employment.

§63.15 What questions should an employer ask?

Employment applications must:

(a) Ask whether the applicant, volunteer, or employee has been arrested or convicted of a crime involving a child, violence, sexual assault, sexual molestation, sexual exploitation, sexual contact or prostitution, or crimes against persons;

(b) Ask the disposition of the arrest or charge;

(c) Require that an applicant, volunteer or employee sign, under penalty of perjury, a statement verifying the truth of all information provided in the employment application; and

(d) Inform the applicant, volunteer or employee that a criminal history record check is a condition of employment and require the applicant, volunteer or employee to consent, in writing, to a record check.

§63.16 Who conducts the background investigation and prepares the determination of suitability for employment?

(a) The *Bureau of Indian Affairs* must use the United States Office of Personnel Management (OPM) to conduct background investigations for Federal employees. The BIA must designate qualified security personnel to adjudicate the results of background investigations.

(b) *Indian tribes and tribal organizations* may conduct their own background investigations, contract with private firms, or request the OPM to conduct an investigation. The investigation should cover the past five years of the individual's employment, education, etc.

§63.17 How does an employer determine suitability for employment and efficiency of service?

(a) *Adjudication* is the process employers use to determine suitability for employment and efficiency of service. The adjudication process protects the interests of the employer and the rights of applicants and employees. Adjudication requires uniform evaluation to ensure fair and consistent judgment.

(b) Each case is judged on its own merits. All available information, both favorable and unfavorable, must be considered and assessed in terms of accuracy, completeness, relevance, seriousness, overall significance, and how similar cases have been handled in the past.

(c) An *adjudicating official* conducts the adjudication. Each Federal agency, Indian tribe, or tribal organization must appoint an adjudicating official, who must first have been the subject of a favorable background investigation.

(1) Indian tribes and tribal organizations must ensure that persons charged with the responsibility for adjudicating employee background investigations are well-qualified and trained.

(2) Indian tribes and tribal organizations should also ensure that individuals who are not trained to adjudicate these types of investigations are supervised by someone who is experienced and receive the training necessary to perform the task.

(d) Each adjudicating official must be thoroughly familiar with all laws, regulations, and criteria involved in making a determination for suitability.

(e) The adjudicating official must review the background investigation to determine the character, reputation, and trustworthiness of the individual. At a minimum, the adjudicating official must:

(1) Review each security investigation form and employment application and compare the information provided;

(2) Review the results of written record searches requested from local law enforcement agencies, former employers, former supervisors, employment references, and schools; and

(3) Review the results of the fingerprint charts maintained by the Federal Bureau of Investigation or other law enforcement information maintained by other agencies.

(f) Relevancy is a key objective in evaluating investigative data. The adjudicating official must consider prior conduct in light of:

- (1) The nature and seriousness of the conduct in question;
- (2) The recency and circumstances surrounding the conduct in question;
- (3) The age of the individual at the time of the incident;
- (4) Societal conditions that may have contributed to the nature of the conduct;
- (5) The probability that the individual will continue the type of behavior in question; and,
- (6) The individual's commitment to rehabilitation and a change in the behavior in question.

§63.18 Are the requirements for Bureau of Indian Affairs adjudication different from the requirements for Indian tribes and tribal organizations?

Yes.

(a) In addition to the minimum requirements for background investigations found in §63.12, *Bureau of Indian Affairs'* adjudicating officials must review the OPM National Agency Check and Inquiries which includes a search of the OPM Security/Suitability Investigations Index (SII) and the Defense Clearance and Investigations Index (DCII), and any additional standards which may be established by the BIA.

(b) *All* Bureau of Indian Affairs employees who have regular contact with or control over Indian children must be reinvestigated every five years during their employment in that or any other position which allows regular contact with or control over Indian children.

(c) *Indian tribes and tribal organizations* may adopt these additional requirements but are not mandated to do so by law.

§63.19 When should an employer deny employment or dismiss an employee?

(a) An employer must deny employment or dismiss an employee when an individual has been found guilty of or entered a plea of guilty or nolo contendere to any Federal, state or tribal offense involving a crime of violence, sexual assault, sexual molestation, child exploitation, sexual contact, prostitution, or crimes against persons.

(b) An employer may deny employment or dismiss an employee when an individual has been convicted of an offense involving a child victim, a sex crime, or a drug felony.

[61 FR 32274, June 21, 1996, as amended at 64 FR 66771, Nov. 30, 1999]

§63.20 What should an employer do if an individual has been charged with an offense but the charge is pending or no disposition has been made by a court?

(a) The employer may deny the applicant employment until the charge has been resolved.

- (b) The employer may deny the employee any on-the-job contact with children until the charge is resolved.
- (c) The employer may detail or reassign the employee to other duties that do not involve contact with children.
- (d) The employer may place the employee on administrative leave until the court has disposed of the charge.

§63.21 Are there other factors that may disqualify an applicant, volunteer or employee from placement in a position which involves regular contact with or control over Indian children?

Yes.

- (a) An applicant, volunteer, or employee may be disqualified from consideration or continuing employment if it is found that:
 - (1) The individual's misconduct or negligence interfered with or affected a current or prior employer's performance of duties and responsibilities.
 - (2) The individual's criminal or dishonest conduct affected the individual's performance or the performance of others.
 - (3) The individual made an intentional false statement, deception or fraud on an examination or in obtaining employment.
 - (4) The individual has refused to furnish testimony or cooperate with an investigation.
 - (5) The individual's alcohol or substance abuse is of a nature and duration that suggests the individual could not perform the duties of the position or would directly threaten the property or safety of others.
 - (6) The individual has illegally used narcotics, drugs, or other controlled substances without evidence of substantial rehabilitation.
 - (7) The individual knowingly and willfully engaged in an act or activities designed to disrupt government programs.
- (b) An individual must be disqualified for Federal employment if any statutory or regulatory provision would prevent his/her lawful employment.

§63.22 Can an employer certify an individual with a prior conviction or substantiated misconduct as suitable for employment?

- (a) The *Bureau of Indian Affairs* must use Federal adjudicative standards which allow the BIA to certify that an individual is suitable for employment in a position that does not involve regular contact with or control over Indian children. The adjudicating officer must determine that the individual's prior conduct will not interfere with the performance of duties and will not create a potential for risk to the safety and well-being of Indian children.
- (b) *Indian tribes and tribal organizations* must identify those positions which permit contact with or control over Indian children and establish standards to determine suitability for employment. Those standards

should then be used to determine whether an individual is suitable for employment in a position that permits contact with or control over Indian children. If not, the individual may only be placed in a position that does not permit contact with or control over Indian children.

§63.23 What rights does an applicant, volunteer or employee have during this process?

(a) The applicant, volunteer, or employee must be provided an opportunity to explain, deny, or refute unfavorable and incorrect information gathered in an investigation, before the adjudication is final. The applicant, volunteer, or employee should receive a written summary of all derogatory information and be informed of the process for explaining, denying, or refuting unfavorable information.

(b) Employers and adjudicating officials must not release the actual background investigative report to an applicant, volunteer, or employee. However, they may issue a written summary of the derogatory information.

(c) The applicant, volunteer, or employee who is the subject of a background investigation may obtain a copy of the reports from the originating (Federal, state, or other tribal) agency and challenge the accuracy and completeness of any information maintained by that agency.

(d) The results of an investigation cannot be used for any purpose other than to determine suitability for employment in a position that involves regular contact with or control over Indian children.

(e) Investigative reports contain information of a highly personal nature and should be maintained confidentially and secured in locked files. Investigative reports should be seen only by those officials who in performing their official duties need to know the information contained in the report.

§63.24 What protections must employers provide to applicants, volunteers and employees?

(a) Indian tribes and tribal organizations must comply with the privacy requirements of any Federal, state, or other tribal agency providing background investigations. Indian tribes and tribal organizations must establish and comply with personnel policies that safeguard information derived from background investigations.

(b) The Bureau of Indian Affairs must comply with all policies, procedures, criteria, and guidance contained in the Bureau of Indian Affairs Manual or other appropriate guidelines.

(c) Federal agencies exercising authority under this part by delegation from OPM must comply with OPM policies, procedures, criteria, and guidance.

§§63.25-63.29 [Reserved]

Subpart C—Indian Child Protection and Family Violence Prevention Program

§63.30 What is the purpose of the Indian child protection and family violence prevention program?

The purpose of this program is to develop tribally-operated programs to protect Indian children and reduce the incidence of family violence on Indian reservations.

§63.31 Can both the Bureau of Indian Affairs and tribes operate Indian child protection and family violence prevention programs?

Yes. However, tribes are encouraged to develop and operate programs to protect Indian children and reduce the incidence of family violence in Indian country.

§63.32 Under what authority are Indian child protection and family violence prevention program funds awarded?

The Secretary is authorized to enter into contracts with Indian tribes, tribal organizations, or tribal consortia pursuant to the Indian Self-Determination and Education Assistance Act, as amended, 25 U.S.C. 450 *et seq.*, for the development and establishment of Indian child protection and family violence prevention programs. This includes compacting with tribes under the Self-Governance program procedures.

§63.33 What must an application for Indian child protection and family violence prevention program funds include?

In addition to the Indian Self-Determination and Education Assistance Act, as amended, 25 U.S.C. 450 *et seq.*, contracting requirements, each application must provide the following information:

- (a) The name and address of the agency or official to be responsible for the investigation of reported cases of child abuse and child neglect, the treatment and prevention of incidents of family violence, and the provision of immediate shelter and related assistance for victims of family violence and their dependents;
- (b) Projected service population of the program;
- (c) Projected service area of the program; and
- (d) Projected number of cases per month.

§63.34 How are Indian child protection and family violence prevention program funds distributed?

(a) Funds will be distributed, subject to the availability of appropriations, and:

(1) In any fiscal year that the appropriation exceeds 50 percent of the level of funding authorized for this purpose by the Act, 49 percent must be distributed equally to all tribes and tribal organizations and 49 percent must be distributed on a per capita basis according to the population of children residing in the service area. Two percent of the annual appropriation will be set aside for distribution to tribes demonstrating special circumstances.

(2) In any fiscal year that the appropriation does not exceed 50 percent of the level of funding authorized for this purpose by the Act, funding must be distributed in equal amounts to all tribes. Two percent of the annual appropriation will be set aside for distribution to tribes demonstrating special circumstances.

(3) Special circumstances include but are not limited to a high incidence of child sexual abuse, a high incidence of violent crimes, a high incidence of violent crimes against women, or the existence of a significant victim population within the community.

(i) This 2 percent will be subject to discretionary distribution by the Assistant Secretary—Indian Affairs, or his or her designee. Tribes may request these funds through their respective area offices. All requests must demonstrate a high incidence of child sexual abuse, a high incidence of violent crimes, a high incidence of violent crimes against women, or the existence of a significant victim population within the community.

(ii) Special circumstances funds will remain available through the third quarter of each fiscal year. In the fourth quarter, unallocated special circumstances funds will be redistributed as set forth in paragraphs (a)(1) and (a)(2) of this section, except that there will be no additional set aside for special circumstances.

(b) Any tribe not wishing to receive Indian child protection and family violence prevention funds must inform its respective area office in writing within 90 days after receiving notice of the allocation from the area office. Each area office may reallocate unused Indian child protection and family violence prevention program funds as provided in this section.

(c) Funds may be used as matching shares for other federally funded programs which contribute to and promote prevention of child abuse, child neglect, and family violence on Indian reservations, but may not be used to supplant funds available for the same general purposes.

(d) Any income resulting from the operation of Indian child protection and family violence prevention programs may be retained and used to promote prevention of child abuse, child neglect, and family violence on Indian reservations.

§63.35 How may Indian child protection and family violence prevention program funds be used?

Indian child protection and family violence prevention program funds may be used to:

- (a) Establish child protective services programs.
- (b) Establish family violence prevention and treatment programs.
- (c) Develop and implement multidisciplinary child abuse investigation and prosecution programs.
- (d) Provide immediate shelter and related assistance to victims of family violence and their dependents, including construction or renovation of facilities to establish family violence shelters.
- (e) Purchase equipment to assist in the investigation of cases of child abuse and child neglect.
- (f) Develop protocols and intergovernmental or interagency agreements among tribal, Federal, state law enforcement, courts of competent jurisdiction, and related agencies to ensure investigations of child abuse cases to minimize the trauma to the child victim, to define and specify each party's responsibilities, and to provide for the coordination of services to victims and their families.
- (g) Develop child protection codes and regulations that provide for the care and protection of children and families on Indian reservations.
- (h) Establish community education programs for tribal members and school children on issues of family violence, child abuse, and child neglect.
- (i) Establish training programs for child protective services, law enforcement, judicial, medical, education, and related services personnel in the investigation, prevention, protection, and treatment of child abuse, child neglect, and family violence.
- (j) Establish other innovative and culturally relevant programs and projects that show promise of successfully preventing and treating family violence, child abuse, and child neglect.

§63.36 What are the special requirements for Indian child protection and family violence prevention programs?

(a) Each tribe must develop appropriate standards of service, including caseload standards and staffing requirements. The following caseload standards and staffing requirements are comparable to those recommended by the Child Welfare League of America, and are included to assist tribes in developing standards for Indian child protection and family violence prevention programs:

- (1) Caseworkers providing services to abused and neglected children and their families have a caseload of 20 active ongoing cases and five active investigations per caseworker.
- (2) Caseworkers providing services to strengthen and preserve families with children have a caseload of 20 families. If intensive family-centered crisis services are provided, a caseload of 10 families per caseworker is recommended.

(3) It is recommended that there be one supervisor for every six caseworkers.

(b) The negotiation and award of contracts, grants, or funding agreements under these regulations must include the following requirements:

(1) Performance of background investigations to ensure that only those individuals who meet the standards of character contained in §63.12 are employed in positions which involve regular contact with or control over Indian children.

(2) Submission of an annual report to the contracting officer's representative which details program activities, number of children and families served, and the number of child abuse, child neglect, and family violence reports received.

(3) Assurance that the identity of any person making a report of child abuse or child neglect will not be disclosed without the consent of the individual and that all reports and records collected under these regulations are confidential and to be disclosed only as provided by Federal or tribal law.

(4) Assurance that persons who, in good faith, report child abuse or child neglect will not suffer retaliation from their employers.

§§63.37-63.50 [Reserved]

APPENDIX C

REFERRAL PROCEDURES FOR SPECIAL EDUCATION AND SECTION 504

(All BIE funded educational programs are guided by two major legislative Acts: one is the *No Child Left Behind Act of 2001 (NCLB)*, P.L. 1-7-110, which states that there is "shared responsibilities for high student academic achievement" (Sec.1118). Second, the *Individuals with Disabilities Education Act (IDEA)* of 1997, P.L. 105-17, (recently amended) also mandates the participation and involvement of parents in all phases of the special education process. With these legislative mandates, all schools must provide guidance to parents as they become partners in their child's education.)

The Chitimacha Tribal School/BIE/OIEP Policy and Procedure Handbook, in correlation with the laws stated above, is in the Special Education Office at Chitimacha Tribal School and is available to anyone who wishes to review it.

THIS APPLIES TO ANY CHILD EXPERIENCING DIFFICULTY ACADEMICALLY, BEHAVIORALLY, OR EMOTIONALLY. A CHILD WHO MAY EXHIBIT GIFTED QUALITIES WILL ALSO FOLLOW THE SAME PROCEDURES. IT IS AN INCLUSIVE PROGRAM THAT INCLUDES 0-21 YEAR OLDS THROUGHOUT THE COMMUNITY. THIS PROCEDURE IS ALSO USED AT YAAMAHANA CHILD DEVELOPMENT CENTER.

(The process is to try everything possible before referring to 504 and then SPED)

1. Child Find is the first step in identifying a child who may exhibit a physical, mental, learning disability, or gifted qualities. Child Find is a program funded through Special Education to locate children in need of services.
2. Child Find notices are published in the Chitimacha Newsletter once every year and are posted at all departments.
3. Child Find notices are sent out twice a year in students' report cards and at Yaamahana.
4. When the Special Education Department is notified of a child who is suspected of having one of the above disabilities, the staff will contact the parent(s) and begin a screening process.
5. 0-3 year screening is offered yearly at the Chitimacha Health Fair.
6. For 0-3 year olds the parent will be referred to the appropriate service provider for screening and services, if it is determined that a child qualifies.
7. 3-21 year olds not enrolled in Yaamahana Child Development Center or the Chitimacha Tribal School will be referred to the appropriate service provider.
8. Procedures 8 through 33 apply only to students enrolled in pre-kindergarten through 8th grade at Yaamahana Child Development Center or the Chitimacha Tribal School.
9. A child study team has been established at both Yaamahana and the Chitimacha Tribal School. This team will develop intervention strategies for the teacher to use.
10. Before referring a student to the child study team, a teacher will try to document strategies used consistently in the classroom for this student (paraprofessionals can help look up information on strategies to use). Remember teachers have a binder that was given to them with interventions and accommodations.
11. If using strategies consistently and improvement is still not seen, refer student to child study team. On forms provided by child study team include student concerns and documentation of strategies attempted (when began and how often) and if they were

successful or not. Also include work samples, recent progress reports and/or report cards.

CHILD STUDY TEAM CONTACT

Yaamahana	Kathleen Flanagan
K-4	Teacher
5-8	Teacher

12. Team will meet and develop new interventions, accommodations, and/or modifications.
13. The teacher will be given forms to document the strategies being tried for 3 weeks (documenting when, how often, and if successful).
14. After 3 weeks the child study team will check with the teacher on the student's progress.
15. Each week the CST chairman, SPED coordinator, and principal will review the progress of the student and initial documentation indicating review.
16. If the student has not made progress within 3 weeks, the team will either make further recommendations or refer the student to the 504 Coordinator.
17. The coordinator will review existing data and give teachers 504 forms to fill out.
18. The coordinator will set up a meeting with parent(s) and teacher(s).
19. The 504 team, consisting of the 504 coordinator, parent(s), and teacher(s), will develop new interventions, modifications, and/or accommodations for classroom teachers to implement for another 3 weeks. The coordinator will monitor progress throughout the three weeks.
20. If strategies are still unsuccessful the student will be referred to the Special Education Coordinator (SPED), Margo Weber.
21. The Coordinator will give teachers SPED forms to fill out.
22. After all data has been collected, an appropriate evaluation will be scheduled for the student. The evaluation will be conducted by a contracted pupil appraisal team, and medical information will be completed by the Chitimacha Health Clinic staff. When the results of the evaluation are in, a meeting will be called with the parent(s), the student, if he is 14 years of age or older, teachers, school administrator, and SPED coordinator/teacher. This will be the IEP team.
23. At this meeting the parent(s) will be given a copy of their parental rights. The team will review the evaluation data and determine if the student qualifies for special education services.
24. If all members agree that the student qualifies, they will sign the meeting notes and the parent(s) will sign a placement consent form.
25. At this point an Individual Education Plan (IEP) will be developed by all team members, which consists of parent(s), school administrator, general education teacher, sped coordinator/teacher, related service provider and any person the parent would like to bring. The IEP will include general demographic information and appropriate goals and objectives for this student based on evaluation findings. SPED services will begin as of the date recorded on the IEP.
26. Parents will receive a mid-nine week progress report and a nine-week progress report indicating the progress the student is making toward the goals and objectives on the IEP. A copy of these reports will be placed in the student's IEP folder.
27. If at any time a change is needed in the students IEP, the team, which the parent is a member of, will either reconvene and an amendment will be made to the IEP or if all team members are in agreement an amendment will be made without a meeting being

held. All members will receive a copy of the amendment; if any are not in agreement a meeting will be held.

28. The student's IEP will indicate whether or not a child will take the standardized test the rest of the class will take or if he/she will take an alternative test. Test modifications and/or accommodations will also be included in the document.
29. The student's IEP will be reviewed and updated every year, unless there is an indication for an earlier review.
30. The student will be re-evaluated every 3 years, unless student performance requires another evaluation sooner.
31. When a student completes 8th grade or transfers to another school, contact is made with the new school's counselor and/or SPED department to ensure that the child is considered for services at the school he/she is entering.
32. The SPED coordinator is in contact with the St. Mary Parish School Board SPED Dept., Bureau of Indian Education SPED coordinator, and the State Dept. to keep abreast of updates of the law, procedures, and assistance when needed.
33. If, after the evaluation is completed, the student does not qualify, he/she will be placed back in 504, and the 504 coordinator, along with the child study team and the SPED coordinator, will work with the teacher to accommodate the student.

IEP TEAM MEMBER ATTENDANCE

An effort is made by the CTS SPED staff to accommodate all members of the IEP team to ensure everyone is in attendance. If an IEP team member is unable to attend all or part of a meeting, then input from that person will be obtained prior to the IEP meeting. After the meeting has been held, the SPED teacher will meet with the person absent from the meeting to review the minutes and the development of the IEP. If there are any questions or concerns about the development of the IEP, another meeting will be scheduled with the team to discuss possible amendments. If there are no questions, the team member will sign the IEP as having reviewed it. In making a change to a student's IEP after the annual meeting for the school year, the child's parent and the school may agree not to convene an IEP meeting for the purpose of making such changes. A written document may be developed to amend or modify the current IEP.

TEACHER: PLEASE TRY ALL OF YOUR PROFESSIONAL RESOURCES BEFORE REFERRING A STUDENT TO THE CHILD STUDY TEAM. REMEMBER, YOU WILL HAVE TO INDICATE WHAT PRACTICES YOU HAVE TRIED!

INCLUSION POLICY

Chitimacha Tribal School's inclusion program is based on the school vision statement: "Joining together to effectively determine our future through comprehensive quality education." Our teachers and students join together to work toward the future of all students by providing quality education. The placement of students with disabilities in the general education setting is the preferred educational option of CTS. Students with disabilities are educated with their non-disabled peers to the fullest extent possible. Inclusion is provided for all students within the educational program of the general education setting. Emphasis is on the staff accommodating and/or modifying instruction to meet the needs of students with disabilities. *Response To Intervention (RTI)* is the key to working with students both in and out of the classroom. *RTI* has three tiers that are used according to the level of intervention needed by any CTS student. Probes are done on a weekly basis to determine if the interventions are working; if no progress is shown, new interventions are tried until the student shows progress.

Special education services at CTS are based on the curriculum and support the needs of the student rather than a categorical description of their disability. SPED teacher/aide assist students in the general education classroom. Assistance is based on the accommodation/modification needs of each individual student with a disability and is determined at the student's IEP/504 meeting. Some accommodations /modifications include: assistance with note taking, shortened assignments, oral testing, test read aloud, curriculum modification, organizational assistance, study guides, extended time to complete tests and assignments, and small group testing.

Each paraprofessional working with SPED students keeps a daily log on the accommodations/modifications implemented for the student and performs weekly probes to monitor a student's progress. The log and probes are turned in to the SPED teacher for weekly review. Both the paraprofessional and SPED teacher sign the log each week.

Appendix D

School Bus Emergency and Evacuation Procedures

The safety of students is a primary concern of the School Board. This policy is intended to address safety issues and emergency procedures relating to the transportation of students.

A. Medical Emergency Procedures

In the event of an emergency requiring medical attention to a student that might result in the need for EMS services on a school bus the following procedure shall be used:

1. Stop the bus in a safe area and turn on the hazard lights.
2. Contact 911 then call the Chitimacha Tribal School Administration and state the nature of the emergency. Principal will notify parents.
Follow these procedures:
 - a) Student's age, bus location, and the nature of the emergency needs to be relayed to 911.
 - b) Attend to the needs of the student. Do not move the student unless an emergency evacuation is warranted. (according to your ability).
 - c) Wait for EMS, police and/or an administrator's directive before moving the bus.
 - d) Monitor the student's medical condition.

B. Accident Procedures:

In the event that a bus is involved in an accident, the following procedures shall be followed:

1. The bus should not be moved unless directed to do so by the Chitimacha Police Department or other law enforcement authority if off the reservation.
2. The bus driver must make a decision as to whether an emergency evacuation must be done and what type to implement.
 - a. If no dangerous situation is present, students should remain on the bus and be assured that everything will be all right.
 - b. Evacuate students immediately if a dangerous situation is present (fire, smoke, etc.).
 - c. No student shall be released to anyone without proper authorization by school, law and fire officials.
3. The bus driver should check for any injuries.
 - a. Apply first aid procedures, if applicable.
 - b. Obtain assistance from by-standers.
4. The appropriate school officials, parents, law and fire officials shall be notified.

5. The scene of the accident should be protected from further accident or injury by employing safety devices (traffic reflectors).
6. The bus driver and /or law enforcement shall collect and record data essential to the preparation of required reports.
 - a) The following must include but is not limited to the following:
 - (1) Have student emergency forms ready if necessary (School Administration)
 - (2) Date, time, and place of accident
 - (3) Bus vehicle information
 - (4) Other vehicle's information (driver's name, license number, and name of insurance company)
 - (5) Injured persons
 - (6) Damage to property
 - (7) Description of accident
 - (8) Witness
 - (9) List of all students on bus
 - (10) Weather conditions
 - (11) Visibility
 - (12) Road conditions
 - b) All accident information shall only be shared with school, fire and law officials.
7. Upon returning the bus to school or other location, the driver shall complete the following report(s);
 - a. School Bus Accident Form.
 - b. Phone accident information to insurance carrier.

C. Disability of driver:

In the event of injury or disability of the bus driver, these procedures will be followed:

Designated student(s) shall be trained to perform certain tasks to notify emergency personnel. (School bus emergency evacuation drills are practiced three times a year with regular bus riders.)

D. School Bus Failure:

In the event of a mechanical breakdown of a school bus, the driver shall follow these procedures:

1. Make a decision whether students need to be evacuated. Assure them that everything will be all right.
2. Law enforcement and school officials shall be notified; also fire department is to be notified if evacuation is needed.

3. Secure the bus from accidents by the use of warning devices, hazard lights, etc.

E. Inclement Weather Conditions:

In the event of school closings, delayed starts and/or early dismissals, the driver(s) will be notified.

F. Tornado:

In the event of tornado sightings and/or warnings the following shall be used:

1. If a tornado warning is received, school buses shall not be loaded or put in transit until "all clear" is announced.
2. All students and driver shall seek shelter inside the school building in designated areas. (School Tornado Plan).
3. Protection of pupils on buses in transit to or from school is the primary responsibility of the bus driver. As soon as the driver becomes aware of a warning or visually observes a tornado, the driver shall take the following actions:
 - a. Find the nearest public building, such as a fire station, police station, etc., or a ravine or ditch.
 - b. Evacuate the bus taking the first aid kit.
 - c. After danger has passed, the driver shall check for shock or injury.
 - d. Administer first aid and assistance as needed.
 - e. If assistance is not needed, board the students on the bus and take them to their destinations.
 - f. Contact the school administration and report the nature of the situation.

G. Evacuation:

The bus driver shall organize and conduct three emergency exit drills for all students who ride the school bus.

1. All of the following emergency procedures shall be conducted twice annually:
 - a. Everyone exits through front door.
 - b. Everyone exits through rear emergency door.
 - c. Front half exits through front and rear half exits through rear door.
2. All drills shall be arranged and scheduled by the School's Administration in cooperation with the fire department. The bus driver shall assist in conducting the sessions.
3. Drills shall be held on school property, or other designated areas if indicated.

4. The driver shall stay in the bus during evacuation drills. The parking brake must be set, the ignition turned off, the key removed, and the transmission set in gear or park.
5. Students shall not take lunch boxes, books, etc., when leaving the bus.
6. Students shall assemble at a distance of at least one hundred (100) feet from bus in an "emergency drill" and remain there until given further directions.
7. Procedure for emergency evacuation of disabled students:

Explain what you are doing using simple, concise directions.
Use all exits if possible.

Procedure to evacuate student by carrying student:

- a. Clear the path to the exit
- b. Tell the student exactly what you are going to do before you do it
- c. If necessary, cut the seat belt and other positioning straps
- d. Stand balanced with your feet shoulder-width apart facing the student; get a good grip on the student or the student's clothing; use your palms, not just your fingers
- e. Squat down, keeping your heels on the floor, getting as close to the student as possible
- f. Lift gradually using your leg, abdominal, and buttock muscles
- g. Once you are standing, change directions by pointing your feet in the direction you want to go and turning your whole body
- h. Take small steps, keeping the student close to your body and exit the bus
- i. *If the student is in a wheelchair*, move the wheelchair as close to the exit as possible and slide the student on to a seat next to the aisle.
- j. Pass the student's near arm over your shoulder, and place one of your arms behind the student's shoulders with your hand under the student's other arm. Place your other arm under the student's knees.
- k. Squat down with feet shoulder width apart.
- l. Lift the student with the load equally divided between both arms, holding the student close to you.
- m. Exit the bus.

Procedure to evacuate student using the "blanket drag":

- a. Follow the general lifting guidelines
 - b. Fold a blanket in half and place it on the floor next to the student
 - c. Lower the student's legs onto the blanket first, then the head (Place the student with his head toward the exit.)
 - d. Wrap the blanket around the student to prevent arms and legs from being caught on obstacles
 - e. Grasp the blanket near the student's head and drag the student to the exit
 - f. Remove/lift student out of the bus
8. The bus driver shall demonstrate and explain all other emergency exits: i.e., windows, roof hatches, side doors, emergency air release

on doors, not used during the three prior emergency exits described in this policy.

H. **Communication:**

1. Parents

In the event of a medical emergency, bus accident, disability of driver, or tornado, parents will be contacted as soon as possible by the School Administration or designated personnel.

I. **Pupil Transportation Rules and Regulations**

1. Students must be on time at designated stop.
2. Students must obey the driver promptly and cheerfully.
3. Obey and respect the orders from the bus driver.
4. Help to keep bus clean and sanitary. Anyone purposely damaging, cutting or breaking school property will be disciplined and required to pay for damages.
5. Avoid causing trouble by teasing, pulling hair, fighting, or using unfit language. These are causes for suspension from riding the bus. In the case of uncontrollable violence, the bus driver will contact local law enforcement if needed. All other cases will be referred to the principal.
6. Arms and heads must be kept inside the bus windows at all times. Nothing is to be thrown out of the windows.
7. There should be no moving around or changing seats while the bus is in motion. Move to another seat while the bus is stopped *only if given permission by the driver*. If assigned to a seat by the driver or the principal, stay in that seat.
8. Loud talking will not be tolerated. Conversation in normal tones is permissible.
9. Obtain permission from the driver before opening windows when it is cold or raining.
10. No student should expect special privileges.
11. Students occupying the seat next to the aisle should not block the middle aisle.

Note: Any violation of any of the above rules and regulations may be reason for disciplinary action, suspension, or expulsion. Your cooperation will help to make your transportation safe and comfortable.

Appendix E
ASBESTOS CERTIFICATION

Dear Parents, Faculty and Staff:

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

The Asbestos Hazard Emergency Response Act (AHERA) requires schools to be inspected to identify any asbestos containing building materials, and re-inspected every three years. This same statute also requires initial and annual notifications of the availability of a management plan which outlines the steps to be taken to eliminate the hazard. The *Chitimacha Tribal School* conducted its last re-inspection on *November 24, 2004*, all materials listed in the Asbestos Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected *and no asbestos containing materials were found in any of the school's buildings*; therefore, no operations and maintenance programs or future inspections are required.

It is the intention of *Chitimacha Tribal School* to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the Asbestos Management Plan in the Administrative office of the school, located at 3613 Chitimacha Trail Charenton, LA 70523, during regular business hours. The Public Works Director is our designated Asbestos Program Coordinator, and all inquiries regarding the Asbestos Management Plan and asbestos-related issues should be directed to him at: The Multi-Purpose Center located at 155 Chitimacha Loop Charenton, LA 70523, his phone # is: 337-923-9126.

APPENDIX F

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U. S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
 1. Political affiliations;
 2. Mental and psychological problems potentially embarrassing to the student and his/her family;
 3. Sex behavior and attitudes;
 4. Illegal, anti-social, self-incriminating and demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
 7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

Appendix G

CHITIMACHA TRIBAL SCHOOL SUSPECTED ALCOHOL/DRUG INTOXICATION *STUDENT SCREENING FORM*

Student's Name: _____ Date: _____

General medical information is available on the student's Emergency Information form. This screening form is to be filled out by the staff making initial contact with a student that appears intoxicated.

Answer the following question and record breathalyzer results:

1. Does the student appear to be under the influence of alcohol or drugs? Yes _____ No _____
2. Is the student carrying any medication? Yes _____ No _____
3. Did you ask the student if he/she is on any medication? Yes _____ No _____
If yes, what medication did the student indicate he/she was taking?

4. Does the student have any signs of physical injury? Yes _____ No _____
5. Is the student out of control or physically violent to self and/or others? Yes _____ No _____

If you detect/observe any other health problems, please explain:

Check result of student screening assessment:

1. _____ student was transported to the emergency room
2. _____ student was accompanied by staff member to principal's office
3. _____ other, explain _____
4. _____ Referral form completed and forwarded

Staff Signature: _____

Date: _____ Time: _____

Appendix H

CHITIMACHA TRIBAL SCHOOL
SUSPECTED ALCOHOL/DRUG INTOXICATION
REFERRAL CHECKLIST

Student's Name: _____ Date: _____

- ____ 1. Student has possession of alcohol or drugs.
- ____ 2. Student displays visible signs of alcohol or drug use.
- ____ 3. Student "sleeping off" alcohol or drugs.
- ____ 4. Student self-referred for alcohol or drug use.

Describe in a short written narrative what symptoms the student demonstrated or what activities lead to this student's referral:

If other students were involved in this activity, please list them:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Signature of staff or student making referral: _____

Date: _____

THE SAFE & DRUG FREE SCHOOLS COMMITTEE WILL RECEIVE A COPY OF THIS COMPLETED AND SIGNED REFERRAL CHECKLIST BY TOMORROW.

CHITIMACHA TRIBAL SCHOOL
SUSPECTED ALCOHOL/DRUG INTOXICATION
OBSERVATION FORM

IF THE STUDENT IS NOT INTOXICATED, RECORD OBSERVATIONS EVERY THIRTY MINUTES. Use additional forms as needed.

[illegible]

Staff on duty: _____ Time in: _____ Time out: _____

Appendix J

CHITIMACHA TRIBAL SCHOOL REPORT OF SUSPECTED CHILD ABUSE/NEGLECT

Within forty-eight hours of making an oral report, a written report must be submitted to the Chitimacha Human Services Department.

Please print or type

CHILD'S NAME	<input type="checkbox"/> Male <input type="checkbox"/> Female	AGE OR BIRTH DATE
CHILD'S ADDRESS		
NAME OF PARENTS OR OTHER PERSON RESPONSIBLE FOR CHILD'S CARE	ADDRESS	PHONE NUMBER
WHERE IS THE CHILD STAYING PRESENTLY IF NOT AT HOME?	PHONE NUMBER	DATE PROBLEM(S) NOTED
NAME OF HUMAN SERVICES DEPT. WORKER TO WHOM ORAL REPORT WAS MADE	DATE OF ORAL REPORT	DATE AND TIME OF SUSPECTED ABUSE/NEGLECT, IF KNOWN
NAME OF SUSPECTED PERPETRATOR, IF KNOWN	ADDRESS AND/OR PHONE NUMBER, IF KNOWN	RELATIONSHIP TO CHILD

NATURE AND EXTENT OF THE CHILD'S INJURY(IES), MALTREATMENT OR NEGLECT.

INFORMATION CONCERNING ANY PREVIOUS INJURY(IES), MALTREATMENT OR NEGLECT OF THE CHILD OR HIS/HER SIBLINGS.

LIST NAME AND AGES OF SIBLINGS, IF KNOWN.

DESCRIBE THE CIRCUMSTANCES IN WHICH THE INJURY(IES), MALTREATMENT OR NEGLECT CAME TO BE KNOWN TO THE REPORTER.

IF YOU HAVE TAKEN ANY ACTIONS RELATED TO THIS SITUATION OTHER THAN THIS REFERRAL, PLEASE DESCRIBE THE ACTIONS YOU HAVE TAKEN. INDICATE WHO ELSE MAY HAVE INFORMATION ABOUT THIS SITUATION, EITHER INDEPENDENTLY OR FROM YOU.

REPORTER'S NAME	ADDRESS	PHONE NUMBER
REPORTER'S SIGNATURE	POSITION	DATE

Appendix K

CHITIMACHA TRIBAL SCHOOL

CHILD PROTECTION CHECKLIST

- _____ A staff member is identified to coordinate child protection issues.
- _____ Background checks for all employees and substitutes have been completed.
- _____ Student and staff handbooks and the COO Plan include the school's policy for child protection which explains the process for mandated reporting of suspected child abuse and/or neglect.
- _____ The school has on file the following information: Public Law 101-630, 25 CFR Part 63, current copies of the Child Protection Handbook, reporting guidelines for Suspected Child Abuse and Neglect, a current list of local child protection resources and service providers, and the current BIA National Child Abuse Prevention Hotline number.
- _____ Annually and as needed, mandatory child protection training sessions conducted for all school employees, substitutes, board of education members, and students.
- _____ The *Report of Suspected Child Abuse/Neglect* form for reporting purposes. If this form changes, a copy will be sent to SESA within thirty days of the beginning of the school year.

Appendix L

CTS ACADEMIC, CULTURAL, AND SOCIAL GOALS

ACADEMIC

GOAL:

Improve achievement in math, reading, and other academic areas as measured by classroom achievement and state assessment.

OBJECTIVES:

Plan engaging activities/lessons according to state grade-level expectations.

Create lessons incorporating hands-on activities to reach all learning modalities.

Develop and integrate technology lessons within subject areas to address all learning modalities.

Create teaching activities that promote authentic learning, higher order of thinking, and problem-solving.

Utilize information from the state assessment to provide individualized remediation in order for students to achieve basic or above on state assessment.

CULTURAL

GOAL:

The Chitimacha Tribal School's cultural target is to preserve, educate, and perpetuate an appreciation for their tribal heritage, language, and vision of all Native Americans.

OBJECTIVES:

1. CTS will provide visual displays depicting Native Americans.
2. CTS will incorporate units of Native American study into the core curriculum.
3. CTS will provide tribal language instruction to resurrect the sleeping Chitimacha language.

SOCIAL

GOAL:

Skills and strategies will be taught to students so that positive contributions will be made toward their family, school, and community.

OBJECTIVES:

Demonstrate effective problem-solving strategies in social situations.

Exhibit self-discipline by using the six pillars of good character.

Develop communication skills through elocution, role playing, and presentations.

APPENDIX M

Transportation Safety Policy

POLICY: CTS will provide safe transportation of children to and from school each day and during other school outings.

The transportation vehicle for CTS is a 2013 65-passenger Blue Bird bus that is owned and operated by the Chitimacha Tribe. This vehicle is not equipped with seat belts.

a. The Bus Driver is responsible for:

- (1) the safe operation of the vehicle
- (2) picking up and dropping off children in safe locations
- (3) ensuring it is safe for the children to exit the bus
- (4) ensuring that all rules of conduct are followed on the bus
- (5) not listening to loud music or using ear phones while operating the bus

b. Transporting children:

- (2) CTS has established rules for riding on the bus. These rules include the following:
 - (a) Students are to remain seated at all times. NO STANDING at any time when bus is in motion.
 - (b) No horse playing on the bus.
 - (c) No fighting on the bus.
 - (d) No eating or drinking on the bus.
- (3) The rules for riding the bus are reviewed with all students on the first day of class attendance and throughout the year. Consequences for behavior problems on the bus will be determined by the principal.

APPENDIX N

COMPLAINT AND GRIEVANCE FORM

To file a formal complaint, please fill out this form and submit it to the appropriate administrator.

1. Student/Participant Name _____ Room/Grade (if applicable) _____

2. Lead/Teacher (if applicable) _____

3. Parent/Legal Guardian Name (if applicable) _____

4. Phone No. _____ Date of Incident _____

5. Please write a brief description of the decision or circumstances causing your complaint.

6. Please describe any efforts you have made to resolve your complaint and the responses to your efforts.

7. With whom did you communicate complaint/grievance? _____

Name & Title

8. What remedy do you seek to this complaint?

Parent/Legal Guardian Signature _____ Date _____

(Type or Print Name of complainant and state verbally if applicable.)

Received by _____ Date _____

(Type Name and Date if filled in electronically.)

APPENDIX O

FOR COMPLETION BY PARENT/GUARDIAN AND ANY AUTHORIZED CARE-GIVERS

PLEASE READ THE FOLLOWING INFORMATION REGARDING MEDICAL CARE AND INFORMATION REGARDING YOUR CHILD IN THE SCHOOL. PLEASE COMPLETE AND SIGN TO ACKNOWLEDGE THAT YOU HAVE READ AND UNDERSTOOD THIS INFORMATION.

***MY CHILD IS NOW LIVING WITH ANOTHER FAMILY, I HEREBY
DESIGNATE THAT FAMILY AS AUTHORIZED TO RECEIVE MEDICAL
INFORMATION AND TO GIVE CONSENT FOR MEDICAL
CARE/MEDICATION ADMINISTRATION TO MY CHILD IN ACCORDANCE
WITH THE CONDITIONS DESCRIBED BELOW***

- A. The persons with whom my child now lives as their authorized care-giver and who are authorized by me to receive medical information and to give consent for medical care and medication administration to my child are _____ . They reside at _____ .
Their phone number is _____ By our signatures below, I
_____ hereby consent to the delegation of
responsibility described here.

Parent/Guardian Date

Authorized Care-Giver Date

BEFORE ANY MEDICATION CAN BE GIVEN AT SCHOOL WE AGREE TO:

1. Provide a signed, fully completed administration of medication form.
2. Medication must be brought by a parent and must be in a container from the pharmacy, properly labeled with the following: name, address, and phone number of pharmacy; the prescription number; date dispensed; name of student; clear directions for use; drug name and strength; name of pharmacist; and physician's name. This is for any medication ordered whether a prescription drug or over-the-counter medication.
3. Medication must be counted when delivered to the responsible person at school and the parent must sign agreement with the count.
4. The initial dose of the medication must be administered at home by the parent or guardian with sufficient time to observe for adverse reactions.
5. No more than a 35-school day supply of medication shall be kept at school.
6. A new medication form and medication supply must be provided each school year.
7. At the end of the school year or if medication is discontinued, parent must pick up any remaining medication within one week. One week following the last day of the school year, any medication left at school will be disposed of.
8. Please list all medications that student is currently receiving at home and school:

1. _____

2. _____

3. _____

Parent/Guardian

Authorized Care-Giver

APPENDIX P

Patricia Goutirez-Nurse 1A

Chitimacha Tribal School

Student: _____ Date of Infraction: _____

Grade: _____

Because your child has violated the school tobacco policy rule, you and your child are required to attend an educational program sponsored by the Chitimacha Tribal School. You, as a parent or guardian, are responsible for completing the program with your child.

Failure to attend will result in further consequences.

Your scheduled session is on _____. The program begins promptly at _____ and concludes at _____ at the school.

The following rules are strictly enforced:

- No additional children may accompany you to the program.
- Only parents/guardians are allowed. Students are not allowed to participate alone, with older siblings, or with other relatives.
- Late participants are not allowed to enter.

My child and I agree to the terms indicated above.

Parent or Guardian's Signature

School Principal

School Board Representative

FAILURE TO ADHERE TO THE RULES WILL RESULT IN SUSPENSION(S):
UNEXCUSED ABSENCE(S)