



2024-2025 shawash-ili?i skul student - parent handbook



Table of Contents

Staff Directory	5
Office Staff	5
Language Nest.....	5
Shawash-ili?i Skul.....	5
Mission Statements	6
Shawash-ili?i Skul.....	6
Dissemination of Information.....	7
Program Information	8
Basic General Services:	8
Family Engagement Plan/Agreement:	9
Parent Communication:	11
Security:	12
Parent Complaint Policy:.....	12
Parent Code of Conduct	14
Field Trips.....	15
Eligibility.....	15
Water Related Field Trips.....	15
Appropriate Dress.....	16
Inclement Weather	18
Procedure:.....	18
Snow Routes for Language Nest	18
Delayed Opening for Language Nest and Kindergarten	18
Delayed Opening for Grades 1-6.....	19

Early Release	19
Food Substitutions	20
Procedure:.....	20
Child Abuse and Neglect.....	21
Health Attendance.....	22
Students Symptoms/Diagnosed Illness.....	22
Head Lice:.....	24
Disease Exclusion	25
Immunizations:	27
Medication Administration:.....	28
Special Needs	29
Language Nest	30
Program Specific Policies.....	30
Language Nest- Eligibility and Selection	31
Eligibility:.....	31
Selection:.....	31
Language Nest – Aftercare.....	32
Eligibility	32
Selection.....	32
Fees:	34
Language Nest- Collection Policy for Aftercare	35
Nest Daily Procedure	36
Arrival:.....	36
Departure:.....	36
Nest Attendance Policy.....	37

Tardy:	38
Late Pick-Up:	38
Nest Guests & Visitors	40
Nest Transportation	41
Morning Pick-Up:	41
Afternoon Drop-Off:.....	41
Transportation Changes:.....	42
Health Related Matters:.....	42
Hazardous Weather Conditions:.....	42
Corrective Actions:.....	43
Bus Safety.....	43
Corrective Action:	44
Nest Toileting	45
Nest Behavior and Individual Support	46
Individualized Behavior Support Plan:	46
Kindergarten – 6th Grade Immersion	47
Program Specific Policies	47
Grades K-6 Eligibility & Enrollment Policy	48
Eligibility	48
Priority & Open Enrollment	48
Late Enrollment.....	48
Attendance Policy	49
Pre-Arranged Absence	50
Excused Absences:	50
How to Excuse an Absence:	51

Unexcused Absences & Irregular Attendance: 51

Arriving Late or Leaving During the School Day:..... 52

Late Pick-Up 52

Transportation 54

Bus/Van Safety 55

Behavior 57

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Staff Directory

Office Staff

Shawash-ili?i skul Administrator: Justine Flynn	503-879-1857
Shawash-ili?i skul Administrative Assistant: Kayla Grijalva	503-879-1856
Chink Wawa Preservation Specialist: Dustin Ryan	503-879-2112
Chinuk Wawa Outreach Coordinator: Zoey Holsclaw	503-879-1443
Education Services Coordinator: Elaine Lane	503-879-1920

Language Nest

lilu classroom (3-4 year olds)

Lead Teacher: Jeff Mercier
Assistant Teacher: Brettia Vale

Classroom Telephone: 503-879-1633

q'alæs classroom (4-5 year olds)

Lead Teacher: Halona Butler
Assistant Teacher: Mary Lopez

Classroom Telephone: 503-879-1861

itsxut Aftercare Classroom

Head Teacher: Susan Sabey

Classroom Telephone: 503-879-1861

Classroom Aides

Kelsi Amouak
Julia Pedro

Shawash-ili?i Skul

k'witchati classroom (Kindergarten)

Lead Teacher: Kate Thomas
Assistant Teacher: Zach Bly

Classroom Telephone: 503-879-1858

t'is-q'awq'aw classroom (Grades 1-3)

Head Teacher: Jade Colton
Assistant Teacher: Washie Squetimkin

Classroom Telephone: 503-879-1859

q'awaq-xulxul classroom (Grades 4-6)

Head Teacher: Ali Holsclaw
Assistant Teacher:

Classroom Telephone: 503-879-1490

Math & Science Teacher: Aj Farmer

Mission Statements

Shawash-ili?i Skul

At Shawash-ili?i Skul, we strive to create a nurturing environment that acknowledges and addresses the historical trauma and intergenerational impacts of colonization on our community. We recognize that language is not just a tool for communication, but also a powerful symbol of cultural identity, resilience, and hope. Our goal is to empower students to reclaim their linguistic heritage and become confident, compassionate, and culturally knowledgeable citizens who are equipped to contribute to the revitalization of their community.

The mission of the Shawash-ili?i Skul is to create a decolonized classroom setting that honors the traditions and values of our ancestors. We are dedicated to providing an immersive chinuk wawa language learning experience for students - cultivating bilingual, biliterate, and bicultural individuals who are empowered to thrive in society. Our cultural and place-based academic curriculum, innovative teaching methods, and supportive community are designed to foster a love for learning and promote a sense of belonging among all students.

We believe that the voices and stories of our families and community members are essential to our language revitalization efforts. Therefore, we prioritize intentional inclusion of families in our school, recognizing that their knowledge, experiences, and perspectives are invaluable in shaping our educational approach. By centering family and community voices, we create a sense of ownership and agency among our students, allowing them to see themselves reflected in the curriculum and language.

CTGR Education Department

The CTGR Education Department will provide an educational opportunity for all members of the Confederated Tribes of Grand Ronde Community of Oregon as well as descendants and community members. Education Programs and services will be designed to promote the development of lifelong learners through the development and implementation of a comprehensive offering of educational opportunity from cradle to career and be structured to ensure quality, accessibility, equity and cultural relevancy.

The CTGR Education Department will strive to ensure that all available resources are explored and utilized in the most cost effective and efficient manner towards accomplishment of its mission. It will take every opportunity to develop partnerships with other Tribal divisions of government, the community, institutions of learning at all levels and other education related agencies as a means of expanding the level of educational opportunity for the members of the Tribe, its descendants and community members.

Dissemination of Information

It is the responsibility of the Shawash-ili?i Skul staff to see that members of the Confederated Tribes of Grand Ronde Community, school families, tribal staff, and other programs as necessary are kept consistently informed of the services provided by the School.

In addressing the area of communication, the staff will establish and maintain a network of communication in the following manner:

1. Written Communication:

Dissemination efforts will be provided by written correspondence to students and families through newsletters, social media, electronic forms of communication (Remind, Brightwheel, etc.), mailings, and flyers. Correspondence will be sent to all individual requests for shawash-ili?i skul application information on an ongoing basis. As need arises, posters will be prepared for public display at tribal offices and tribal gatherings.

2. Oral Communication:

Activities will be carried out via direct personal contacts, by telephone, through home and school visitations and at staff and parent meetings. Information will also be provided at scheduled staff and parent meetings, seminars, and training/conferences as they are presented by the shawash-ili?i skul and related programs on an on-going basis.

3. Educational Agencies:

The local school districts, other education related agencies, and community or tribal service providers will be contacted as need arises.

Program Information

Our School will provide the following services:

Basic General Services:

1. Language Nest (Ages 3-5)
 - a. Full-day, 7:45-2:00, chinuk wawa immersion programming
 - b. Culturally and developmentally appropriate curriculum
2. Language Nest Aftercare (Ages 3-5)
 - a. Tuesday-Friday, 2:00-5:00
 - b. Open for eligible Language Nest students
3. Kindergarten
 - a. Full-day, 7:45-2:45, chinuk wawa immersion instruction
 - b. Culture and Place based curriculum covers applicable Common Core Standards.
4. First Grade through Sixth Grade Instruction
 - a. Half-day, 7:45-11:00, chinuk wawa immersion instruction
 - b. Culture and Place based curriculum covers applicable Common Core Literacy Standards.
 - c. Ongoing contact with Willamina Elementary School & Falconer-Chapman School to discuss student progress and benchmarks.
5. Family Engagement Opportunities
 - a. Annual Family Chinuk Workshops, Weekly Language Classes, Quarterly Chinuk Family Nights
6. Community Wawa Workshops
 - a. Weekly Language Classes, Online language material via program social media platforms.
7. Middle/High School Chinuk Wawa Classes
 - a. Fulfills high school language requirement
 - b. College credit through Lane Community College offered for successful completion of HS Chinuk Wawa courses

Family Engagement Plan/Agreement:

All families that enroll a student in either the Language Nest or the Chinuk Wawa Kindergarten-Sixth Grade will be required to sign a Family Engagement Plan that will outline ways in which the family of the student will engage in language learning. By signing the Family Engagement Plan, families agree to:

- 1. Attend Shawash-ili?i Skul Orientation for their child's particular classroom.**
- 2. Provide public support for the Shawash-ili?i Skul, its philosophies and decisions.** Your family will be looked to as role models for language use within the community.
- 3. Attend at least two in-person or online chinuk wawa language classes a month.** For class opportunities please see the School newsletter.

*Any classes attended during each month beyond the required two, can be credited towards volunteer hours. For example, if you attend three language classes offered during the month, you are only obligated to one hour of tracked and reported volunteer activities. Classes can be substituted for volunteer hours; however, volunteer hours cannot be substituted for class attendance.
- 4. Commit to fifteen minutes of conversation per day/night with your child.** This is important time for your child to share what they are learning and for them to teach you! This time reinforces not only language skills, but equally important, brings language into the home where it can live and grow. It reinforces your family's value of the language with your student. A logbook will be kept.
- 5. Volunteer for a minimum of 2 hours per month (see volunteer policy).** A tracking sheet will be used. This can be in any combination of classroom volunteer time and any of the following:
 - a. Attending our Chinuk Wawa focused Family Nights. We aim to provide quarterly Chinuk Wawa Family Nights
 - b. Attend Chinuk Wawa culturally focused field trips
 - c. Attend Chinuk Wawa Family Retreat
 - d. Serve on Parent Language Board
 - e. Work on classroom or event material prep

- f. Translate books
- g. Do class demonstrations of a cultural/traditional skill
- h. Attend program parent meetings/events.
- i. Using home Chinuk resources such as Chinuk Wawa books or app
- j. Additional volunteer options can be discussed and decided on with the Teacher.

Any person authorized by the school for volunteer service shall be required to undergo an Oregon criminal records check. Dependent upon the findings of the Oregon criminal records check, the school will make appropriate efforts to find volunteer opportunities appropriate for all individuals.

Any person wishing to volunteer in the school on a regular basis must enroll in the Oregon Department of Early Learning Central Background Registry.

In the event that the requirements listed above are not met for the month, the following process will be followed:

1. A meeting will be held with the parents/ guardians and classroom staff to discuss the reason for not meeting the requirements and how the family can be supported.
2. Should the above not be resolved in the following month, a second meeting will be held that will include parents/ guardians, classroom staff, and the School Administrator. An improvement plan will be developed and signed by both parents/ guardians and school staff. At this time, the student and family will be put on probation. If improvements are made in the following month, the student will be removed from probation and the improvement plan will no longer be needed.
3. If improvements are not seen, a final meeting will occur to also include school and/or division managers. Exclusion from the School is possible and will be reviewed on a case-by-case basis.

Parent Communication:

The Shawash-ili?i Skul will make timely written contact via incident report form, email, electronic forms of communication (Remind, Brightwheel, etc.), or text, and attempts at verbal communication, to parents of children when any of the following occurs:

- Upcoming program events
- In-class trainers or other outside resources that will be working directly with individual students
- School closures or schedule changes
- Policy changes
- New staff
- Health notices

In addition to the above listed instances, the school will provide parent information and make contact, written and/or verbal, pertaining to:

- Aggressive behavior, or the threat of it, towards others, self, or property such as hitting, biting, kicking, punching, spitting, scratching, throwing objects, swearing, threatening/bullying, or other disruptive behavior that may cause harm to self, others, or property.
- Bathroom accidents
- Physical containment by staff
- Injury (anything causing blood, severe discomfort, or involving the head will always be reported to the parent immediately via phone call)
- Continuous refusal to participate or follow instructions
- Inappropriate behaviors including sexual in nature, bodily functions, etc.
- Health related illness or issues

Parent communication for child specific incidents will happen the same day as the incident; unless some urgent matter or situation arises that prevents same day notification. In that case, notice will be sent on

the next school day. All incidents will be documented, signed by staff, dated, filed and a copy will be sent home. For this to happen phone numbers and contact information, need to be kept current and up to date.

Divorce, Custody, and other Legal Agreements: If there are any **legal restrictions** on the ability of a parent/guardian to pick up a student or to be involved in his/her school activities, please inform the school staff and provide copies of the legal documents, which enforce these restrictions.

Security:

If any individual authorized to pick up a child from the school appears to pose an imminent danger to the health or well-being of the child, staff are authorized to contact local law enforcement officers and refuse to release the child pending investigation, and to follow the instructions of local law enforcement.

Parent Complaint Policy:

In the event that a parent or family member has an issue, disagreement, or complaint with any of our School staff or programs, below is the appropriate and expected process to follow:

Step 1: Parents/guardians need to directly contact their student's Head Teacher via email or phone call to set up a meeting (outside of the classroom hours) to discuss the complaint or issue. Parents/guardians should not try to discuss and/or resolve problems/issues with staff during classroom hours as this would disrupt educational services for students.

If you are not able to get in contact with the Head Teacher within three days, you may submit a written complaint to the Shawash-ili?i Skul Administrator.

Step 2: A meeting will be scheduled within three calendar days of receipt of the written complaint. The Shawash-ili?i Skul Administrator will attend this meeting along with the parent/guardian and appropriate staff person(s).

Step 3: If a resolution cannot be agreed upon, the parent/guardian will have the option to meet with the Education Department Manager.

Parents always have the option to remove their child from the school if they are unhappy or if a resolution cannot be reached.

When met with an issue or complaint staff will remain professional and do our best to work towards a solution. In doing so there is an expectation of the same for the person bringing forward the issue. This is to ensure safety for students, staff and families. Please see tribal Public Safety Ordinance for Harassment of Tribal Representatives.

Slander of the staff or programs via social media or any other verbal or written communication, is not respectful or acceptable. Such actions can jeopardize your child's current enrollment in the School as well as any future attempts to enroll or re-enroll them in our language programs.

Attempts to bypass this process set out in this Handbook will result in redirection to follow this policy.

Parent Code of Conduct

This code applies to classroom visitation as well as School events and classroom field trips.

1. Smoking is not allowed in or near the Education Buildings.
2. Anyone attending a Shawash-ili?i Skul function that is under the influence of alcohol or drugs or disregarding the tribe's gang-related policy will be asked to leave.
3. Inappropriate language at any Shawash-ili?i Skul function is not allowed.
4. Parents/Guardians are responsible for their children and are expected to manage and support them in following the rules and expectations. Attending parents/family members will not leave their children with staff or students during events to be supervised.
5. Parents/Guardians will address misbehaviors of their own children, or children in their care attending a program function, only. Only appropriate disciplinary measures will be permitted during any Shawash-ili?i Skul function. No verbally abusive or physical punishment is allowed. Concerns regarding other children can be respectfully brought to the attention of School staff.
6. Parents/Guardians and family members will maintain a respectful attitude towards staff, children, other parents, etc. and will act as positive and safe role models while at any school event or classroom.
7. Parents/Guardians and family members are expected to participate in classroom and event activities along with their children as well as encourage their children to participate with a positive attitude. Through this, parents will limit any disruption of the classroom routine or event schedule.

Any violation of the above may result in an inability to attend future Shawash-ili?i Skul functions.

Field Trips

Our School attempts to provide hands-on experience in our community and environment in order to connect our students with the material we teach. This is often attained through local and semi-local trips. These trips are treated as privileges, not entitlements. As such, there are eligibility requirements in place to ensure safety and a meaningful experience for our students.

Eligibility

- Students must have a current emergency medical consent form and emergency contact form turned in to the program administration. It must be completed and signed by the parent/guardian.
- Students that have shown concerning behaviors that pose a safety risk will need to be accompanied by a parent/guardian or will be not be allowed to attend depending on the severity and frequency of behaviors.
- Staff will determine eligibility on a case-by-case basis if there are absences and/or behavior issues.

Water Related Field Trips

If the trip involves water activities, adult to child ratio shall be revised to ensure closer supervision of elementary grade or younger students, appropriate to their ages. The ratio of adults to students on field trips and excursions shall be reasonable under the circumstances. On water-related field trips, parents may be required to accompany their children.

Safety requirements will also be in place: (e.g.: current First aid/CPR training of at least one chaperone, first aid kits, emergency contact and health info, staff and chaperones have cell phones which are charged and available for communication.

If a parent attends a field trip with their child, they are then assuming responsibility for their child during the trip.

Appropriate Dress

Appropriate dress will be required for all students, staff, and volunteers visiting the School. Please dress to show respect for the School, our Tribe and others.

Staff, Parents/Guardians, Students, & Volunteers will avoid wearing:

- Shirts with revealing necklines that expose cleavage, midriffs or navels.
- Garments that are see-through.
- Clothing that reveals undergarments.
- Shorts, skirts or dresses that are excessively short (6"+ above knee).
- Open back tops with skin exposed below the shoulder blade.
- Clothing with wording that is gang, alcohol, tobacco or drug-related, obscene or suggestive.
- Pants with holes or see through material that exposes skin 6"+ above the knees

Student Policy:

- Children need to be dressed appropriately for the weather.
- Children engage in physical activity (ex. P.E., recess, nature walks, gym activities, etc.) on a daily basis, please send appropriate shoes.
- Children should bring a backpack to school on a daily basis.
 - Language Nest students should have an extra set of clothes in their backpacks at all times in the case of an accident, spill, or mess.
 - K-6 students- an extra pair of clothes is optional but encouraged in case of an accident, spill, or mess. If clothing becomes soiled with bodily fluids and extra clothing is not available, the student must be picked up immediately.

Plan of Action:

If your child is dressed inappropriately and it is, causing discomfort or disruption during daily activities the following actions will be taken:

Action 1: Parent will be contacted and will need to provide appropriate clothing.

Action 2: The child will be excluded from activities for which appropriate dress is required.
School staff are not responsible for lost or stolen items.

If the School has spare clothes on-hand to offer, we will have students change clothes, although it is not guaranteed that we will have what is needed.

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Inclement Weather

The staff will notify all parents and staff in the event that inclement weather or a catastrophic event forces closure, late start or early shut down. These events include, but are not limited to snow, ice, flooding, high winds, earthquake, fire, etc. The Shawash-ili?i Skul is part of the Confederated Tribes of Grand Ronde organization and thus follows all campus closures and delays.

Procedure:

In the event of snowy/icy weather, the General Manager will consult with Tribal Security and Tribal Police to determine if it is necessary to delay opening or close the campus. This determination is typically made by 6:00am.

The teacher will do his/her best to notify parents via mass alert notification system and post a notice on Facebook by 6:00 am, or as early as possible. Please note that occasionally the decision to close comes later than 6:00am so please continue to check Facebook and watch for notification from the teacher if there is a chance of a weather-related closure.

Parents and staff that do not receive the notification for any reason can call the Tribe's main switchboard at 503-879-5211 to hear a recorded message regarding tribal office closure.

Snow Routes for Language Nest

Snow Routes may be used as a standalone option or in conjunction with late start/early dismissal. Snow routes will consist mainly of group stops to expedite the route and eliminate unsafe areas, including higher elevations, winding roads and hills. The bus driver or bus monitor will notify parents if their stop is not on the snow route and inform them of the nearest pick up/drop off location.

Delayed Opening for Language Nest and Kindergarten

If the Tribal Campus opens at 10:00 am, our school will also open at 10:00 am. Our teachers will attempt to arrive a few minutes early, but they may not be available to receive your children until 10:00 am. Bus drivers will start their route at 9:00 am and will therefore be on a 3-hour delay.

In the event that the CTGR organization opens later than 10:00 am, only the Aftercare Program will open. Only students signed up for the Aftercare Program will be allowed to utilize the service at this time.

Delayed Opening for Grades 1-6

If the Tribal campus is on delayed start or closed for the day, there will be no school for Chinuk Grades 1-6. Students should attend Willamina/Sheridan Elementary School for the day if it is open.

If Willamina/Sheridan elementary schools are on a delayed start or closed, there will be no school for Chinuk Grades 1-6 and students should attend Willamina/Sheridan Elementary Schools.

Early Release

In the event school lets out early, School staff will send notification to all parents when the determination is made (typically an hour or more before closing). If this happens, the Aftercare Program for the Language Nest students will be canceled.

Children that do not ride the bus should be picked up within 15 minutes of the campus closure. If a parent is not able to pick his/her child up, he/she should arrange for one of his/her emergency contacts to pick up his/her child.

If there is no one available to receive a child from the bus stop, the bus monitor will attempt to call all of the child's emergency contacts. If no one can be reached, the child will return to the School. At that point, it is the parent's responsibility to arrange immediate pick up at the School.

If road conditions become unsafe while transporting children, the bus driver or monitor will notify parents of their location and ask that someone on the emergency contact list pick up the child.

Food Substitutions

The CTGR Education Department, Office of Food Services provides daily meals for our classrooms. See below procedures for meal substitutions.

Procedure:

1. Food substitutions will be made to accommodate the needs of children who are unable to eat or drink food or beverage required by the meal pattern for medical concerns and/or religious purposes.
2. Substitutions are gathered at the beginning of the school year during screenings and accepted at any time throughout the year.
3. Substitutions are made under the following circumstances:
 - a. Licensed physician submits a completed Medical Statement that identifies restricted foods and foods that may be used as substitutions.
 - b. Parent or guardian submits a Milk Substitution Form if they want their child to be served soymilk only. The child's health care provider must document all other milk substitutions on a Medical Statement.
 - c. Parent requests a substitution in writing due to religious beliefs.
4. A parent's verbal request for a medical substitution will be honored for the child's first two weeks of enrollment. If the parent does not provide a medical statement in this period of time, we will not continue modifying meals. Verbal requests are not granted for parent's statements; they must be completed at the time the request is made.
5. All substitutions must be nutritionally equivalent to the restricted item, ensuring that each meal meets the meal pattern requirements.
6. Original Medical Statements and Milk Substitution Forms will be placed in the child's file and photocopies will be posted in the kitchen.
7. The Education Services Coordinator will maintain a list of all substitutions. The list will be posted in each classroom's Prep Room and in the Kitchen.
8. The Cook will prepare prescribed substitutions, place on the corresponding classroom's meal cart and note the working menu.
9. Teachers are responsible to ensure that no child on the list consumes restricted foods.
10. The Cook will document all meal substitutions on the monthly "working" menus by classroom, including the item that was served in place of the restricted food. Cook will evaluate and then mark each substitution with an "R" for Reimbursable or "NR" for Not Reimbursable.
11. Only substitutions substantiated by a Medical Statement or a Milk Substitution Form will be submitted for reimbursement under the CACFP program.

Child Abuse and Neglect

The Shawash-ili?i Skul will recognize and abide by Oregon State Statues which states that childcare staff is required to report suspected child abuse and neglect.

Our staff are Mandatory Reporters and our first priority is to protect the child. If there is “reasonable cause” (more than slight suspicion with apparent factual basis) to believe that abuse and/or neglect has occurred, the Shawash-ili?i Skul staff will:

1. Report suspected cases in compliance with state law.
2. Maintain confidentiality of records.
3. Work with Tribal Community Resources Services and Children & Families (CFS), who deal with abuse and neglect, and not become a treatment program on our own.

If our staff suspects abuse and/or reports it, we are not obligated to divulge this information to parents/families. If approached and asked for information on any suspected abuse or reporting, we will maintain confidentiality and not discuss it. Please see the full school policy for “Reporting Suspected Abuse of a Child” for more information.

Health Attendance

Upon arrival at the Shawash-ili?i Skul:

- Staff will conduct a daily health screening on all students
- Once health screening is complete and the student is cleared to stay, students will be sent to wash their hands or use hand sanitizer.

Participation in the activities at school

- If a child is not feeling well or showing signs or symptoms of illness; or so uncomfortable, sleepy, or otherwise distracted that he/she would not benefit from being at school, they must be kept at home.
- Under the conditions listed below, we ask that students be kept at home to rest and not be sent to school and risk exposing others to a potential communicable disease/illness.

Students Symptoms/Diagnosed Illness	Student May Return to School When...
Fever greater than 100 degrees	Temperature below 100 degrees for minimum of 24 hours without the use of fever-reducing medicine
Rash or rash with fever	Rash disappears. Written consent from doctor.
Yellow or brown drainage from eyes or unusual drainage from other parts of the body, such as draining sore	Discharge must be gone or the student must have written consent from a doctor.
Vomiting	Symptom-free for 24 hours.
Diarrhea	Symptom-free for 24 hours.

Cough: Deep, barking, congested or productive of colored mucous	Symptom-free or student must have been on antibiotics for 24 hours or have a written consent from doctor. Antibiotics are not effective for viral illnesses.
White, clay colored or bloody stool	Written consent from doctor.
Yellow color of skin or eyes	Written consent from doctor.
Brown or bloody urine	Written consent from doctor.
Stiff neck or headache with fever	Symptom-free or written consent from doctor.
Unusually sleepy, lethargic or grumpy	Symptom-free or written consent from doctor.
Strep-throat diagnosed by Health Care Provider	Must have been on antibiotics for 24 hours and have written consent from doctor.

If a child becomes ill or too sleepy to participate at school, the teacher will call to have the student picked up for the day. Ill students will need to be picked up immediately. If school staff are unable to contact a parent, they will start contacting people on the emergency contact list. If a parent is not able to pick up your sick/sleepy child, it is the parent/guardian’s responsibility to arrange for the child to be picked up and to then let the teacher know what the arrangement is.

Children who have had a fever or contagious condition within the past 24 hours may not attend school.

When a child is sick and does not attend school, they will not be allowed to attend program functions that day including evening events. Help us keep people healthy by staying home when ill.

Head Lice:

Students will be checked regularly for head lice (monthly at the minimum).

1. If a child is found to have head lice, staff will call his/her family to pick their child up from school (children cannot ride the buses until lice & nit free). If parents cannot be reached, emergency contacts will be called. Children must be picked up within 30 minutes of contact.
2. Housekeeping will be notified.
3. Upon request, the family can be given information about head lice and how to get rid of it and a referral to the Community Health Program for support can be made.
4. The child can come back to school after he/she has been treated and all nits have removed, however, not the same day he/she was sent home. When the student is nit-free, the parent/guardian will need to contact the classroom teacher to arrange to have a staff member check the child's hair (it is the parent's responsibility to remove all nits prior to this check).
5. The child must be brought to the school; he/she cannot ride the bus until a staff member has cleared him/her. A child may not be brought in to be checked more than once per school day.
6. The child may not participate in any school activity until a staff member clears him/her to return to school.

In the case that fleas are found on a child, we will follow the same exclusion policy and process.

Disease Exclusion

Disease	Control Measures	Child Allowed to Return
Bacterial Meningitis (also called Spinal Meningitis)	Temporarily exclude the sick child from the center. Consider prophylactic antibiotics for contacts (school kids).	When the Health Department or doctor informs you that it is safe.
Chicken Pox	Exclude the sick child from the center	One week after the rash begins, or when all the chicken pox are scabbed over.
Diarrhea Disease	Temporarily exclude the sick child from the center.	Symptom free for 24 hours
Two recurrent diarrheal diseases within ten days	Diagnosis from doctor	Treatment for diagnosed disease.
Diphtheria	Temporarily exclude the sick child from the center	When the Health Department informs you that it is safe.
Shigella, Campylobacter Salmonella, Giardia	Contact the Health Department or their doctor for advice on testing other ill and well children and staff.	When the Health Department or doctor informs you that it is safe.
Hepatitis A	Temporarily exclude the sick child from the center	2 weeks after illness begins
Measles	Temporarily exclude the sick child from the center	5 days after rash appears
Mumps	Temporarily exclude the sick child from the center	After swelling subsides (or 9 days after swelling begins)
Pertussis (whooping cough)	Temporarily exclude the sick child from the center	4 weeks after intense coughing begins, or 5 days after antibiotic treatment has begun.

Pneumonia	Temporarily exclude the sick child from the center	When the doctor informs you that it is safe.
Rubella	Temporarily exclude the sick child from the center	5 days after rash appears and when fever is gone.
Scabies	Temporarily exclude the sick child from the center	The day after treatment has begun.
Streptococcal Sore Throat (Strep Throat)	Temporarily exclude the sick child from the center	24 hours after antibiotic treatment has begun, and fever is gone and child is no longer feeling ill.
Ring Worm	Cover lesion and use antifungal treatment	May come to school with lesion covered and treated
Herpes Simplex	Exclude until scabbed over. Wash hands often.	When dry and scabbed over
Impetigo	Exclude until oral or topical antibiotics have been given for 48 hours. Wash hands often.	After 48 hours on antibiotic, and sores are covered and/or dried (not oozing).
Pinkeye	Exclude until on antibiotics 36-48 hours. Use appropriate oral medication or eye ointment. Wash hands frequently.	After 36-48 hours on oral medication and eye ointment. Note from physician
Pinworm	One pill (prescription) taken for treatment. Wash hands frequently.	Can return after pill is taken.
Respiratory Disease	Exclude if temperature over 100 degrees, and wash hands after contact.	When temperature subsides.
Staphylococcus aureus (MRSA Staph)	Temporarily exclude sick child from center.	May return with written consent from doctor. Wound must be covered.

Head Lice/Fleas	Temporarily exclude child from school.	Child can return when checked in by staff and determined to be nit and louse free, and/or flea free.
RSV	Temporarily exclude child from school.	Child may return with written consent from a medical provider or 7 days after diagnosis
COVID-19	Temporarily exclude child from school.	Student may return after 5 days if fever-free for 24 hours without the use of fever reducing medication, symptoms are improving, AND the child tests negative. Masking recommended for 5 additional days.

If a child is diagnosed with any of the above listed diseases or other communicable illness, the parent/guardian must bring written consent from a Health Care Provider when required in accordance with this policy.

If a child has been given any medication that may affect him/her during the school day, parents/guardians need to let teachers know before leaving the child at school. Any medication causing drowsiness or diarrhea may result in a child being excluded for the day.

Immunizations: Proof of immunization must be presented at the time of initial enrollment in school or within 30 days of transfer to the school. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.

- **Parent/Guardian Responsibilities:** Parents/Guardians must keep their children’s immunizations up to date. This is a state law aimed at keeping children protected from serious diseases. The School should be notified of any immunizations received during the School year. Be sure to include which immunizations were received and the date.
- **Exclusion:** Children who are not up to date in their immunizations by exclusion date (same as public schools) will be excluded from the School. Parents/guardians will receive written notifications of impending exclusions.

Any parent/guardian wishing their child to be exempted from any immunizations will have to complete the online training from the state.

Medication Administration:

When a child needs medication during the school day, we strongly encourage the parents/guardians to keep and administer the medication. However, this might not always be possible in which case staff will comply with the following process.

1. Prescription Medications:

- a. Obtain physician's instruction for the medication and a written parents/guardians authorization for all medications administered by staff. Prescription label will suffice if student name, date of birth, and instructions are clearly visible.
- b. The physician's instructions/prescription label must include patient's name, date of birth, name of the medication, dose (amount), route of administration, and the time of frequency the medication is to be given.
- c. All medication will be clearly labeled with the patient's name and the medication name.
- d. All medication will be stored out of reach of the children, and if necessary will be stored under lock and key, and/or refrigerated – including those for staff or volunteers.
- e. All medication administered by staff must be recorded on a Medication Administration Record Form, which has been completed by a parents/guardians and will be copied and sent home daily.

2. Over-The-Counter Medications:

- a. The parents/guardians must sign a Medication Administration Form that states the name of the student, name of the medication, the dose and times the medication is to be given. If it is to be given "as needed", then the instructions must state under what conditions the medication is to be given. These instructions must not exceed the dosage information on the container, or the medication will not be given.
- b. The medication must be labeled with the child's name.
- c. All prescription and over-the-counter medications must be checked in and kept with staff in a safe and appropriate place.

For more information on Medication administration, please see the Medications policy.

Special Needs

Our goal and focus is to grow and develop fluent Chinuk Wawa speakers. With that in mind, we will do our best to reasonably accommodate the unique and individual needs of our students while maintaining a safe and healthy language immersion environment for our youth and staff.

If a student has special and unique needs, a parent/guardian needs to meet with the classroom staff prior to the student enrolling to discuss the specific needs and fill out an Accommodations Form if necessary. Following this meeting, with consideration to staffing, School goals, risks, etc., staff and the program manager will work to determine if the School can meet the individual needs. If the School is unable to reasonably accommodate the youth's needs, the School can work with parents/guardians and local school districts to find a suitable alternative School where special education and related services can be received.

Once a child is enrolled, staff will work to determine if the School is the best fit for the student considering progress in the areas of language learning, academics, a student's personal comfort and well-being related not only to self but to peers, and being an active and participating learner in the School.

It is vital that our teachers and parents/guardians work together to ensure that our students have the best opportunity to be successful in our Chinuk Wawa Immersion Programs. We highly encourage ours to advocate for their children's needs and we as teachers, will do the same. It is required that parents/guardians will follow through with any agreed upon supports or services that might benefit their child's learning experience in our School, and be open to conversations with teachers regarding such supports or services. If parents/guardians choose not to work with teachers and follow through with needed supports, placement in the School will be reconsidered.

For more specific information about Special Education Services, please see the Special Education Policy.

Language Nest

Program Specific Policies



Language Nest- Eligibility and Selection

Eligibility:

In order to be eligible to start in the Language Nest, the following criteria must be met:

- Child must be 2 years and 11 months old by the first day of school
- Child must be fully toilet trained (doesn't require pull-ups/diapers, can regularly use the toilet with little assistance, and follow hygiene practices)
- Must have application and all paperwork complete and on file with staff
- Must have completed full enrollment process.

Selection:

The Language Nest program will consist of 24 spots available. Of these 24 spots, 16 will be designated with Tribal Member preference, 4 spots will be designated as CTGR Descendent preference, 2 spots will be designated as preference for enrolled members and descendants of other Tribes, and 2 spots will be designated as community member preference. Students who are already enrolled in the Program for their first year will not need to reenroll for their second year. At the conclusion of each school year, Language Nest staff will determine the number of spots open in each of the three categories listed above. The classroom selection process will then be conducted as follows:

- Beginning as early as February of the previous school year, parents/guardians of eligible students will be required to attend one mandatory Meet and Greet session with staff.
- Program will open up and start accepting applications for a period of 30 days. Applications received after the 30 days will be assessed for the wait list. All applications received will be reviewed for completeness and eligibility.

Once selection is complete, acceptance and denial letters will be mailed to families in June. All applicants are encouraged to simultaneously inquire with the Grand Ronde Head Start program about their program enrollment in the event that their child is not selected for the Language Nest.

Please note that it is your responsibility to remember dates and enrollment function details. Failure to attend any of the events will result in your child being taken out of the selection pool. At each enrollment function, you will be given information about the next step in the process. If you need to reschedule, you need to let us know in advance. We will do our best to accommodate a reschedule within the dates and times already established based on availability but it is not guaranteed.

Language Nest – Aftercare

The itsxut Aftercare classroom operates from 2:00-5:00pm Tuesday-Friday and is available for students of parents/guardians whom are actively working, engaging in training, or attending classes during the hours of programming. There are 12 spots for students coming from both the lilu and q'alas language nest classrooms. Of these 12 spots, students returning from the year prior and already enrolled in the class will remain enrolled the following year pending the resubmission and verification of required paperwork. On the language nest applications submitted, there will be a spot for families to indicate the desire for enrollment into the itsxut aftercare class. When applications are submitted, all necessary paperwork should be included. If paperwork is missing, it may result in not being considered for the class.

Eligibility

For students to be eligible for the itsxut aftercare classroom, parents/ guardians must be are actively working, engaging in training, or attending classes during the hours of programming. This is required for both parents/ guardians in the home or in the case of 50/50 custody. Paperwork will need to be submitted with the application and following the transition into the New Year to the Administrative Assistant. If there is a change in circumstance, notification must be given within 30 days of the change. Not doing so may result in disenrollment from the classroom. The program reserves the right to request updated paperwork at any time. For definitions and the paperwork required for verification, please see below.

To also be eligible for enrollment in the itsxut aftercare classroom, the child must be:

- Age 2 years and 11 months through 5 years old
- Currently enrolled in the Language Nest
- Enrolled in a federally recognized tribe or is the descendant of a person enrolled in a federally recognized tribe

Selection

Once verification of returning students is complete, open spots will be filled in the following priority tiers:

- Enrolled Grand Ronde Tribal Members
- Grand Ronde Tribal Descendants
- Enrolled in another federally recognized tribe

If there are more students than available spots, students will be selected by lottery beginning with Enrolled Grand Ronde Tribal Members and moving through each respective tier until spots are filled. Students not enrolled will be added to a wait list for the classroom. Once selection is complete, the itsxut aftercare classroom roster will be finalized along with the q'alas and lilu classroom rosters and parents and families will be notified.

DEFINITIONS

HOUSEHOLD: The residence in which the child lives with a parent, guardian or individual acting in loco parentis for the majority number of nights per year. In the case of 50/50 custody arrangements, each parents/guardian's household income and family size will be averaged to determine eligibility.

EMPLOYED: Engaged in legal employment for a minimum of 25 hours per week verified through a statement from the employer that includes a daily schedule and contact information for verification. Must be "on-the-clock" or in transit to access services after 2:00 pm. Self-employment must be documented through tax forms, bank statements and written document of hours worked. Parents that become unemployed while enrolled in the program will remain enrolled for up to month. If at that time, verification of employment cannot be submitted the student will no longer be considered eligible.

JOB TRAINING: Parents engaged in Adult Vocational Training, NEW Program or other training at a community college or a private training institute for at least 25 hours per week. Registration and verification of attendance required. Must be on the clock or in transit to access services after 2:00pm.

IN SCHOOL: Enrolled in 12 or more credits per term and complete a minimum of 36 credits per year in any accredited community college or university. Services to full time students will be limited to 5 calendar years. Part-time students are eligible if they work at least 20 hours per week. In the case of GED/High School completion, total class time and travel time must be at least 25 hours per week or a combination of work and class time that is at least 25 hours per week. Students must maintain good standing with the college or university and provide verification of attendance via class registration and unofficial transcripts or statement from the provider verifying regular participation. New class schedules must be submitted every term **or semester for verification. Must be attending class or in transit to access services after 2:00pm.**

PROTECTIVE SERVICES: Any age-eligible child who is in the custody of State or Tribal Foster Care by court order or engaged in protective services through the Tribal Child and Family Services Division. Children born to teen parents and children of participants living in the Tribe's Post Treatment Services Halfway Houses are also eligible under protective services.

AT RISK: Children considered at-risk are given a higher priority when it is necessary to establish a waiting list for services. At-risk is defined as those that are living in a foster home, or with in loco parentis, born to teen parents, have parents who are incarcerated or in addictions treatment or mental health rehabilitation centers and families who are homeless.

INCOME: The parents or guardians total monthly gross cash receipts plus unearned income.

*Unearned income does not include Tribal per capita, Tribal timber distribution, Tribal Elders pension, foster care payments, scholarships or child support.

Fees: This program is fee-based on a sliding scale. You will be required to pay for these services unless your income is below the federal poverty level.

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Language Nest- Collection Policy for Aftercare

Section 1: PURPOSE

Tuition is based upon each family's income as a percentage of the Federal Poverty Level. Parents/guardians are expected to make their payments in full and on time every month. The Education Department will work in cooperation with the Tribe's Finance Department in enforcing this Collection Policy.

Section 2: DUE DATES FOR PAYMENTS

All monthly tuition payments are due and payable in full on the fifteenth (15th) day of each month.

Section 3: NON-PAYMENT VIOLATIONS

Families with unpaid accounts at the end of the month will receive a letter by mail. A copy will also be placed in the student's mailbox.

If the monthly tuition remains unpaid following the 15th of the second month, the account will be deemed delinquent. The Education Department, will send a second letter by mail, and place a copy in the student's mailbox or give it to the teacher.

Section 5: ACTION TO COLLECT DEBTS

After the second notice is mailed, at the end of the month, if there is no response or payment, Education staff will establish the account balance as a debt and forward it to the Tribe's Finance Officer for processing.

Section 6: COSTS OF COLLECTION

Families may be responsible for any costs incurred by the Education Department in collecting delinquent account balances.

Nest Daily Procedure

Arrival:

An adult or youth 16 or older shall escort each child into the building, unless prior notification from parent has been given. The student must be checked-in at the front desk using Brightwheel. The transportation staff will check-in children riding the bus to school.

Upon arrival, all students will undergo a daily health screening and wash their hands or use hand sanitizer.

- When dropping off in class, the adult shall: Sign his/her name along with the time in the appropriate student spot
- Indicate on the departure board where the student will go after school
- Seek acknowledgment of the students' arrival from a teacher before leaving.

Departure:

Bus Riders - Transportation staff will use the board in the classroom to indicate which children are scheduled to ride the bus home each day. They will sign those children out for the day using Brightwheel and take them to the bus.

Nest Aftercare - Students will remain in the classroom and be signed into Brightwheel by Aftercare staff.

Pick-Up - Teachers will wait in the classroom for an authorized adult to pick up the "picker-upper" children. This should be no later than 2:00 pm. Upon pick-up, the adult shall sign the child out using the Brightwheel system.

If the staff do not know the person, signing the child out, the staff will check the child has authorized pick-up list and the identification of the person picking up the child. If he/she is not listed on the authorized pick-up list, the child will not be allowed to leave with him/her until verbal or written consent via text, email, etc. has been given to the teacher by the child's parent. Verbal consent needs to be followed up with written consent.

Inform staff of changes to your child's departure plan by 1:00pm the day of. Bus changes need to be communicated an hour in advance.

Nest Attendance Policy

1. Children arriving after 8:45am will be considered tardy. In the event that you are running late, please call your child's classroom and excuse the tardy. Morning healthcare appointments will be excused if the parent notifies the classroom teacher no later than 8:45am. Students arriving later than 8:45, unless on a late bus route or at a health-related appointment, may not be accepted into the classroom for the day.
2. Parents/guardians are asked to notify the bus driver (if your child is a bus rider) and your child's classroom if your child will be absent. Teachers will note the reason for known absences on the Daily Attendance Form.
3. If your child is absent and we have not heard from you, a teacher may contact you by phone.
4. If a child becomes ill at school or comes to school too ill to participate, the parent will be contacted to come pick up the child, and the child could be isolated from the rest of the children to prevent the spread of disease.
5. If a child misses three consecutive class days without contact from a parent, a teacher will contact you to assist your family with a plan to address barriers to good attendance.
6. If a child misses more than half the school days in a four-week period, parents and teachers will meet to develop a written agreement and plan to improve attendance.
7. If a child continues to miss more than half of the school days, a meeting will be scheduled with the Shawash-ili?i Skul Administrator and teacher to determine if enrollment should be continued.
8. If a child is dropped from the Nest program he/she may be re-enrolled if space is available, and the parents/guardians have a written agreement plan that will ensure their child's regular attendance.

Tardy:

To ensure children get the full benefit from the school day it is important to arrive by 8:45 am. At this time, we hold a morning circle to help children prepare for a successful day and we serve breakfast at 9:00 am. By this time, we have checked-in with each child and made plans for the day based on the moods and dynamics of the group.

Late arrivals not only affect your child’s learning, but they also disrupt the classroom routine for all children.

Students arriving later than 8:45, unless on a late bus route or at a health-related appointment, may not be accepted into the classroom for the day.

Late Pick-Up:

Language Nest 7:45 a.m. to 2:00 p.m.

Language Nest Aftercare 2:00 p.m. to 5:15 p.m.

Your child must be picked up by the end time stated above.

We begin loading children on the bus at 1:45, and we encourage you to pick your child up at that time also. You are also considered late if you do not pick your child up within 30 minutes of being notified of the need for early pick up.

Reasons that you may be called or notified to pick up your child early from school may include:

- Illness
- Injury
- Head Lice
- Unexpected School closure
- Behavior
- Lethargy or sleeping during instruction times

If a parent/guardian cannot be reached on the first attempt, emergency contacts listed on the Emergency Contact Form will be called. If parents/guardians and/or emergency contacts cannot be reached or are unable to pick up the child within ½ hour, Child and Family Services may be notified.

Classroom procedure for late pick up:

- First Tardy- reminder
- Second Tardy- verbal warning
- Third Tardy- parents/guardians will be required to meet with teacher to develop a written plan to address solutions for a timely pick up. Classroom service will also be implemented on the third tardy and for any additional late pick-ups.
- If late pick up continues, a meeting with teacher and Shawash-ili?i Skul Administrator will be required to discuss continued enrollment.

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Nest Guests & Visitors

The Language Nest vision promotes and encourages a sense of family, community, and connection through our day-to-day interactions. We encourage parents/guardians to be involved and learn along with their children. In doing so, we do welcome parents/guardians and/or family members to visit the classroom throughout the year.

Due to limited space and keeping a regular and stable routine for our students, we have a process to follow when planning to visit the classroom:

- One day's advanced notice is required
- No more than two visits per family, per week
- Visitor is expected to follow classroom rules and to support and encourage the child they are visiting to follow the rules and participate in the classroom routine.
- Visitors are expected to follow the Parent and Child Functions policy for classroom visitation.

Generally, visitation hours will be daily between 8:30-9:30am and 11:00am-12:30pm. These times are subject to change and will be determined by the Lead Teacher. As such, all visitation needs to be prearranged at least one day in advance and is subject to approval from the lead or assistant teacher.

Any person authorized by the school for volunteer service shall be required to undergo an Oregon criminal records check. Dependent upon the findings of the Oregon criminal records check, the school will make appropriate efforts to find volunteer opportunities appropriate for all individuals.

Any person wishing to volunteer in the school on a regular basis must enroll in the Oregon Department of Early Learning Central Background Registry.

Throughout the year, there are scheduled classroom events such as parties, special guests, or activities that we encourage families to attend. These specific events will be advertised as open to families and considered separate from this regular classroom visitation process. If there is a special occasion that you would like to celebrate with your child during class, please prearrange and get approval from the lead or assistant teacher.

Nest Transportation

All children and parents/guardians are required to participate in transportation safety training at the beginning of each year or upon enrollment for those students starting mid-year. Even if a student will not be riding the bus regularly during the school year, they will still be riding the bus for field trips and special events.

Bus routes are determined at the beginning of the school year and may not exceed 60 minutes. If you move or change, child care during the year we cannot guarantee transportation will be provided to your new location.

Not all bus stops meet at your residence, in some locations we have group pick up sites in order to keep routes under the required 60-minute limit.

Your Bus Driver will arrive at your stop at about the same time every day. This may vary by ten (10) minutes before or after due to road conditions, weather hazards and/or traffic. We fasten each child into a harness, which makes our stops longer than your typical school bus stops.

Morning Pick-Up:

The Bus Driver will honk twice and wait for 30 seconds (unless your stop requires “loading lights”, see below). Please walk your child to the bus. The bus monitor will secure your child into a harness. If the child does not appear, the bus driver will continue on the route.

If the driver cannot completely pull the bus off the road at your stop, he/she will have to use “loading lights”. Your driver will let you know if this applies to you. Because we cannot stop traffic and wait for your child, your child must be immediately prepared to board the bus.

Afternoon Drop-Off:

Buses prepare to leave the school at 1:45pm.

Drivers will not let the child off the bus unless the parent or authorized childcare provider comes to the bus and receives the child. Please let your childcare providers know this.

We cannot leave your child without seeing an adult that you have listed on the Authorized Pick up List. If we are not familiar with the people on your authorized pick-up list, we will ask them for identification.

We cannot leave your child with anyone under the age of eleven (11). In the event that older siblings will receive your child from the bus, please include them on your authorized pick up list.

Transportation Changes:

All bus changes or cancellations need to be called in to your child's bus driver at least one hour prior to scheduled pick-up/drop-off. This includes changes to who will receive your child, alternate drop-off point, or cancelling bus service for the day.

If there is a permanent change in pick-up/drop-off location, parents/guardians must complete the "Transportation Information Change" form at least one week in advance. Drivers will notify parents/guardians if the new pick-up or drop-off will work within the established routes.

If your child does not ride the bus for three consecutive days without advance notice, your stop will be removed from the bus route and you will need to meet with the bus driver and/or teacher to determine if your stop can be re-established.

Health Related Matters:

In the event that your child becomes sick at school or has been diagnosed with lice, he/she cannot ride the bus home. The child must be picked up and cannot ride the bus again until cleared by the teacher.

In addition, if your child has soiled his/her clothes with blood, urine or feces and has no extra clothes to change into, you must pick him/her up.

For your child's safety, medications cannot be transported on the bus. All medications must be hand-delivered to and from the school along with a completed Medication Administration Form.

Hazardous Weather Conditions:

Should any hazardous weather events cause our bus routes to become unsafe, the school bus will be cancelled that day.

If a hazardous weather event should occur during a bus run, the bus driver and monitor will follow basic emergency and/or evacuation procedures. If road conditions become unsafe while transporting children, bus drivers will safely stop the bus, notify you of their location, and arrange for you to pick up your child.

Bus drivers or teachers will notify all families by phone if the bus run will be cancelled due to road conditions.

All emergency contact information must be current and in working order.

Cancellation of the bus run will not always result in the cancellation of school. Bus drivers will determine cancellation of the bus. Closures and/or delays will be communicated to parents/guardians via mass alert notification, text or email from a teacher.

Corrective Actions:

Please see “School Bus Rules” for expectations and consequences

Bus Contact Information:

Bus phone numbers will be distributed at the beginning of each school year. Please program these numbers into your phone for future reference.

Bus Safety

In order to make your child’s bus ride safe and pleasant, we would like to enlist your cooperation in observing the following rules.

1. Parents/guardians need to accompany children to the bus. If requested, parents/guardians need to assist the bus monitor to buckle their child in the seat belt provided.
2. Children to be transported are under the authority of the bus driver.
3. Loud voices, active play, abusive language, and disruptive actions (i.e. spitting, hitting, etc.) are not allowed.
4. Harnesses are to be worn throughout the trip and children are to remain seated at all times.
5. Hands, arms, head, or objects may not be extended through bus windows.
6. Windows will be opened or closed by adults only.
7. Children will help keep the bus clean and free from damage.
8. Personal belongings (backpacks) will only be stored in the tote behind the driver’s seat.
9. Children may not consume food or beverages while on the bus.
10. Adults and children must wait at least 6 feet from the area where the bus is stopping for loading or unloading.
11. The center aisle will be kept clear and free from all obstructions.

Corrective Action:

If no one is home to receive your child, he/she will be brought back to the center and you will be responsible for his/her transportation home.

First Instance: A written warning

Second Instance: Bus privileges will be suspended until a parent meets with the bus driver and teacher to develop a plan

Third Instance: The child's transportation privileges are forfeited

In the event that your child's behavior is disruptive, the bus drivers and bus monitor will assist your child by using positive directions and actions to help your child become a responsible rider. Continued disruptive behavior will result in the following actions:

First Instance: An Incident Report will be sent to the parent/guardian concerning the specific behavior.

Second Instance: An Incident Report will be sent to the parent/guardian requiring their signature, which needs to be returned to the teacher.

Third Instance: Bus privileges will be suspended until a parent meets with the bus driver and teacher to develop a safety plan.

Nest Toileting

All children are allowed to use the bathroom when needed. Teachers will encourage children to use the bathroom regularly.

For the protection of children and staff, staff members are not allowed in a bathroom alone with a child. When assistance is needed or the restroom is anywhere other than the classroom, two staff will attend to the child; one to help and one to monitor from the restroom doorway. Children will be encouraged to do as much for themselves as possible. Staff will assist if necessary.

When a child has an occasional toileting accident, staff members will: contact the parent(s), help the child clean up and change into clean clothes (providing they have been provided by the parent) if necessary, and place soiled clothing items into a plastic bag to return home. In this situation as well, a second staff will monitor.

Being toilet trained is a requirement for eligibility in the Language Nest classrooms. If a student's toileting accidents become a documented pattern (i.e., daily, more than once weekly; weekly for multiple weeks, etc.), administration shall be informed of the existence of a documented pattern. At such time, verbal and written notice shall be provided to the parent. From that point forward, the parent will be contacted and will be expected to come and change the child or pick the child up from school in the event of a toileting accident.

Nest Behavior and Individual Support

The Language Nest staff has the primary responsibility to ensure the safety of all individuals (children and adults) in the center. Staff will model positive behavior and set the physical environment to promote social competence. When conflict arises, staff will guide the children through positive techniques to handle behaviors.

Please be advised that disruptive, aggressive behavior that could cause harm to self, others or property is unacceptable and can result in the child being sent home for the day.

In cases where persistent unacceptable behaviors occur staff will keep a record of the behavior and how it is/was responded to before, during, and after the incident. Parents/guardians will be notified of unacceptable behaviors either verbally or through documentation via incident report, text, email, etc.

Sometimes problems or changes at home affect a child's behavior. Please inform teachers if you are aware of changes that may affect your child or if you see behavioral changes at home.

Individualized Behavior Support Plan:

1. Classroom observations, documentation of unacceptable behaviors, and what guidance techniques the teacher used to interact with the child (quiet area, discussion, etc.).
2. Each time there is an incident of unacceptable behavior; parent/guardian will be informed in writing by the staff who witnessed the incident.
3. After three occurrences, the teacher will contact the parent/guardian to discuss the child's behavior. At this time, a Permission to Refer form may be offered for specialized services.
4. If the unacceptable behavior continues after the formal contact, a team meeting will be planned to develop a behavior support plan. This meeting will include the parents/guardians, teachers, and other support staff as needed. An individualized Behavior Support Plan will be developed to lay out the expectations of the child, teacher and the parents/guardians. If a parent/guardian does not attend the meeting, the student cannot attend school until the meeting happens. If the meeting does not take place within ten business days and we have not heard from you, the child's slot will be given to the next child on the waiting list.
5. If deemed necessary, a specialist will be brought in to support the child, parent and staff through observation and guidance.

Suspension: Suspension is reserved for extreme cases in which disruptive or aggressive behaviors are persistent and pose a threat to the safety of others. If suspension occurs, a meeting with parents/guardians will be required before the child can return to school.

Kindergarten – 6th Grade Immersion

Program Specific Policies



Grades K-6 Eligibility & Enrollment Policy

Eligibility

All children participating in the program must meet the following eligibility guidelines for enrollment:

1. Student must be the age of five by September 1.
2. Parents/guardians must have attended a mandatory Shawash-ili?i Skul Meet & Greet session. The skul will offer a minimum of three and make-up opportunities will not be made available.

Priority & Open Enrollment

Applications will be made available to Language Nest students on the first Monday of May the previous school year. This is a priority enrollment period for graduates from the Shawash-ili?i Skul Language Nest and students already attending the Shawash-ili?i Skul.

Open enrollment for those not currently enrolled will begin on the third Monday of May and run for approximately two weeks. Once the open enrollment period has closed, student candidates will be entered into a lottery based on the priority preference described below. Names will be drawn at random for available spots, descending the priority criteria if no names are available.

Priority Preference for Open Enrollment

After Language Nest graduates are enrolled, candidates will be prioritized as follows for all remaining open slots:

1. Grand Ronde Tribal Members
2. Grand Ronde Descendants
3. Other Enrolled Natives
4. Community Members

Late Enrollment

If a student is interested in joining the shawash-ili?i skul Kindergarten classroom once the school year is in session, and space is available, he/she must attend a two week-long trial period. By the end of the trial week, a final decision on placement must be made. This trial week must take place prior to January. Parents/guardians and/or Guardians must attend a meeting and orientation with classroom teachers to determine if enrollment in the program will be a good fit. All student paperwork and forms must be completed prior to the student starting.

Attendance Policy

1. Because the success of the student's educational experience depends upon teacher-student relationships and peer interactions, being absent from class disrupts the individual's educational process. Therefore, a Shawash-ili?i Skul K-6 student is expected to attend every school day.
2. Children arriving after 8:15 a.m. will be considered tardy. In the event that a student is running late, please call the student's classroom and excuse the tardy. Morning healthcare appointments will be excused if the parent/guardian notifies the classroom teacher no later than 8:15 a.m. Students arriving later than 8:15, unless on a late bus route or at a health-related appointment, will be marked tardy.
3. Parents/guardians are asked to notify the classroom staff if a student will be absent. Teachers will note the reason for known absences on the Daily Attendance Form.
4. If a student is absent and staff have not heard from a parent/guardian, a teacher may contact the parent/guardian by phone.
5. If a student becomes ill at school or comes to school too ill to participate, the parent/guardian will be contacted to come pick up the student, and the student could be isolated from the rest of the students to prevent the spread of disease.
6. If a child misses three consecutive class days or has received five tardy notes without contact from a parent/guardian, a teacher will contact the parent/guardian to assist the family with a plan to address barriers to good attendance.
7. If a child misses more than half the school days in a four-week period or has received 10 tardy notes, parents/guardians and teachers will meet to develop a written agreement and plan to improve attendance.
8. If a child continues to miss more than half of the school days or is consistently receiving tardy notes, a meeting will be scheduled with the Shawash-ili?i Skul Administrator and teacher to determine if enrollment should be continued.
9. If a child is dropped from the Shawash-ili?i Skul, they may be re-enrolled if space is available, and the parents/guardians have a written agreement plan that will ensure their child's regular attendance.

Pre-Arranged Absence

Students can pre-arrange an absence with an email/note from their parent/guardian or phone call to the school front desk.

Excused Absences:

The following are approved reasons for an absence to be excused:

- Student illness.
- Illness of an immediate family member when the student's presence at home is necessary.
- An emergency, such as death, accident, medical or injury.
- Dentist, doctor, or court appointment. (Please try to schedule these outside school hours.)
- Other reasons where satisfactory arrangements have been made in advance (See Pre-Arranged Absence section).
- Teacher/Administrator Arrangements, Field Trips, and school-approved activities.
- A student may be excused on a limited basis from a preplanned classroom activity or from selected portions of the established curriculum based on a disability or from a personal, religious, or ethnic consideration.

It is the parent/guardian's responsibility to clear unexcused absences within two school days or 48 hours of the absence or the absence(s) will remain unexcused.

How to Excuse an Absence:

It is the parent/guardian's responsibility to notify the Administrative Assistant of an excused absence prior to the absence or within two consecutive days following the student's return to school. Notice may be in writing or by telephone.

A parent/ guardian can excuse the absence in the following ways:

- Written note to the Administrative Assistant. Notes may be written in the parent/guardian's chosen language. All written notes must include student name, reason for absence, dates to be excused, and parent/guardian signature
- Phone call to the Administrative Assistant at (503) 879-1856. Please indicate the student's first and last name with all notes or messages. Spelling the last name is helpful as well.

Unexcused Absences & Irregular Attendance:

1. If a child is absent and the school staff have not heard from a parent/guardian, a teacher may contact by phone.
2. If a child becomes ill at school or comes to school too ill to participate, the parent will be contacted to come pick up the child, and the child could be isolated from the rest of the children to prevent the spread of disease.
3. If a child misses three consecutive class days without contact from a parent, a teacher will contact you to assist your family with a plan to address barriers to good attendance.
4. If a child misses more than half the school days in a four-week period, parents/guardians and teachers will meet to develop a written agreement and plan to improve attendance.
5. If a child continues to miss more than half of the school days, a meeting will be scheduled with the Shawash-ili?i Skul Administrator and teacher to determine if enrollment should be continued.
6. If a child is dropped from the Shawash-ili?i Skul, they may be re-enrolled if space is available, and the parents/guardians have a written agreement plan that will ensure their child's regular attendance.

Arriving Late or Leaving During the School Day:

- Students must check-in at the Front Desk if they have arrived more than 10 minutes into a school day.
- Upon arrival parents/guardians or guardians need to sign the child in. This will include the parent/guardian's name, date, and time that the child is being dropped off.
- Students should not be sent into the classroom without an adult to accompany them.
- Any time a student is picked up from school the student needs to be signed out by a parent/guardian or other adult that is listed on the student's Authorized Pick-Up list. If the school staff are unfamiliar with the adult picking up a student, staff will ask for identification. If the person is not listed on the authorized list, staff will not let the child leave unless written permission is given via email or text to the school by a parent/guardian.
- To add anyone to a child's Authorized Pick-Up list, written and signed notification must be provided to school staff.
- In the case that an older sibling will be signing a student out, prior verbal or written notice needs to be given to the teacher if the sibling is under the age of 18.

Late Pick-Up

Kindergarten 7:45 a.m. to 2:30 p.m.

Grades 1-6 Immersion 7:45 a.m. to 11:00 a.m.

Your child must be picked up by the end time stated above; there is a 15-minute grace period.

Grades 1-6 Immersion students will be bused to their alternate schools at 11:00 a.m. In the event that someone is picking up a child, staff encourage pick up at that time also.

It is considered late if a child is not picked up within 30 minutes of being notified of the need for early pick up.

Reasons that a parent/guardian may be called or notified to pick up a child early from school may include:

- Illness
- Injury
- Head Lice
- Unexpected School closure
- Behavior
- Lethargy or sleeping during instruction times

If a parent/guardian cannot be reached on the first attempt, emergency contacts listed on the Emergency Contact Form will be called. If parents/guardians and/or emergency contacts cannot be reached or are unable to pick up the child within ½ hour, Child and Family Services or DHS may be notified.

Classroom procedure for late pick up:

- First Tardy- reminder
- Second Tardy- verbal warning
- Third Tardy- parents/guardians will be required to meet with teacher to develop a written plan to address solutions for a timely pick up. Classroom service will also be implemented on the third tardy and for any additional late pick-ups.
- If late pick up continues, a meeting with teacher and Shawash-ili?i Skul Administrator will be required to discuss continued enrollment.

Transportation

Currently our program provides mid-day tribal bus transportation to the Willamina School.

Drop-Off

After class, time ends for the day students will be bussed to the Willamina Elementary School. Sheridan Elementary students will be picked up from Willamina Elementary School and taken to Sheridan Elementary School. At least one staff along as a monitor for this transition. See 'Bus/Van Safety' for more info.

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Bus/Van Safety

While being transported by the school:

1. Students being transported are under the authority of the driver and monitor.
2. Loud voices, active play, abusive language, and disruptive actions (i.e. spitting, hitting, etc.) are not allowed.
3. Seat belts are to be worn while in the van. Children that are under 4'9" tall and age eight, will ride in a booster seat. Students are to remain seated at all times.
4. Students may be assigned seats at any time.
5. Hands, arms, head, or objects may not be extended through the bus/van windows.
6. Windows will be opened or closed with adult permission only.
7. Students will help keep the bus/van clean and free from damage.
8. Food will not be allowed to be eaten on the bus/van and must remain put away in a lunch bag and/or backpack. Personal water bottles containing only water may be allowed at the discretion of the driver and or monitor.
9. Adults and children must wait in a safe area at least 6 feet from where the bus/van is stopping for loading or unloading.
10. Personal belongings other than clothing items such as coats, scarves, gloves must remain in child's backpack while on the bus. Toys, electronics, snacks, gum, etc. will not be allowed out of the backpack while on the bus.

In the event that a student's behavior is disruptive or unsafe, the driver and staff will try to assist the child to make safer choices. If the behavior continues, the following actions will be taken:

Action 1: Verbal warning to the student.

Action 2: Written warning will be given to the parent/guardian, which they must sign and return to staff.

Action 3: The student shall not ride the bus/van for a designated period. The parent/guardian will need to provide transportation to and from school. At the end of the designated period, the parent/guardian, child, and teacher will meet to determine whether the student is ready to ride the bus/van safely. The student will once again be transported.

Action 4: In extreme behavior situations, the driver may immediately skip actions 1-3 and suspend a student from the bus/van until a plan of action is made.

Bus/Van Safety cont.

In the event that a child refuses to board the bus/van or ride safely, parents/guardians will immediately be contacted to pick the child up and provide transportation to the destination. If parents/guardians cannot be reached, staff will attempt to contact people on the emergency pick-up list. In the event that parents/guardians or emergency contacts cannot be reached, the child has not been picked up, or other arrangements have not been made, staff will contact Children and Family Services or Department of Human Services after 30 minutes of the last contact or attempted contact.

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Behavior

The Shawash-ili?i Skul staff have the primary responsibility to ensure the safety of all individuals (children and adults) in our school. Staff will model positive behavior and will work to teach appropriate social skills to handle conflict.

Communicate- problems or changes at home can affect a child's behavior. Please let us know of anything that may affect a child or if there are any, behavioral changes at home.

Disruptive/aggressive behavior- or threat of, (biting, kicking, punching, swearing, spitting, scratching, bullying, and/or throwing or kicking objects, etc.) that will cause personal harm to self, property or others is unacceptable.

Persistent unacceptable behavior- staff will keep a record of the behavior and how it was responded to before, during, and after the incident. Parents/guardians will be notified (see Parent Communication Policy) of unacceptable behavior. Staff will attempt the following to redirect the behavior of the student: verbal warnings, differential classroom supports, positive reinforcement, break or removal from task, one on one support, etc.

- When disruptive behavior continues and redirection attempts have not made a positive difference, staff will determine at which point a parent/guardian contact or meeting is necessary. At the parent/guardian meeting it is expected that parents/guardians, student, and staff will work together to create a plan to improve the behavior and increase the student's positive engagement and interaction at school.
- Staff, student, and parent/guardian will continue together on the developed plan and communicate as needed.
- With consideration to the student's social/emotional well-being, positive engagement, and academic and language progress, a meeting will be called to discuss continued enrollment if behavior is not improved in a reasonable amount of time.

Extreme Behavior- Youth may be suspended for a period of time dependent on the behavior and requirements to return to school. Suspension may be implemented for any of the following:

- Inappropriate or harmful behaviors
- Profanity, insubordination directed towards an adult
- Major vandalism or theft
- Fighting or any form of assault
- Harassment/intimidation/bullying/threats
- Gang related activities
- Inciting an act of violence/criminal activity
- Drugs, tobacco, alcohol
- Any sexually related act
- Physical aggression with the intent to cause harm to self, others or property.

If suspension occurs, the parent/guardian will need to pick the child up immediately and a meeting with parent/guardian will be required before the child is allowed to return to school.

If a child is suspended from the Willamina or Sheridan School District, the Shawash-ili?i Skul will not accept the student to class until the suspension is complete. In turn, if a student is suspended from the Shawash-ili?i Skul, the student will not be allowed to attend Willamina/Sheridan School until the suspension time is complete.

The police or security may be notified in the event of extreme behavior or actions if needed.

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