

\*\*SPECIAL EDITION\*\*

# GRIC EDUCATION CODE



# THE GRIN



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## Proposed Gila River Indian Community Education Code

**Office of General Counsel**  
Gila River Indian Community

The proposed Education Code has been under active revision and discussion by the Education Standing Committee ("ESC"), Tribal Education Department ("TED"), and Office of General Counsel ("OGC") for at least 10 years or more. The ESC has held numerous meetings with TED, OGC, and the schools located on the Reservation to develop, review, and further improve the

proposed Education Code. Additionally, TED and OGC held several meetings with the schools on the Reservation and the school attorneys during the drafting process to obtain their comments and suggested revisions. Throughout the many years that the proposed Education Code was being drafted and revised, written comments regarding the proposed Education Code were requested from all the schools located on the Reservation and written comments with recommended

edits and revisions were received on several different occasions from Gila Crossing Community School, Casa Blanca Community School, Blackwater Community School, Sacaton Elementary School District. The TED and OGC provided the school's written comments and recommended edits to the ESC, with recommendations from TED and OGC to accept, revise, or reject recommended edits and revisions. The ESC considered and weighed all the recommendations and made final determinations for the various code sections and provisions included in the proposed draft Education Code



School principals and administration staff gather for a meeting during the 2023 Tribal Education Dept.'s Teacher In-Service on Aug. 10. Kyle Knox/ GRIN

On June 9, 2023, ESC held a final work session to discuss the proposed Education Code. The Blackwater Community School, Casa Blanca Community School, Gila Crossing Community School, Sacaton Elementary School District, and St. Peter Indian Mission School, and their respective school board representatives and attorneys attended the work session along with represen-



**\*\*NOTICE OF PROPOSED LEGISLATION\*\***

**REVISIONS TO TITLE 11, EDUCATION**

The Legislative Standing Committee ("LSC") will be considering proposed revisions to the GRIC Code, Title 11, Education, at their regular meeting on **August 29, 2023 at 1:00 p.m.** A copy of the proposed revisions to the GRIC Code, Title 11, Education, is available for review at each District Service Center, the Community Council Secretary's Office, or by contacting the Office of General Counsel at [OGC.HelpDesk@gric.nsn.us](mailto:OGC.HelpDesk@gric.nsn.us).

If you are interested in providing comments on the proposed revision of the GRIC Code, Title 11, Education, you may contact your Council representative, the LSC Chairperson at (520) 562-9720, or provide written comments by August 23, 2023, by email to the Office of General Counsel at [OGC.HelpDesk@gric.nsn.us](mailto:OGC.HelpDesk@gric.nsn.us), or by mail to the Office of the General Counsel, P.O. Box 97, Sacaton, AZ 85147.

tatives from TED and OGC. The consensus from that work session was to move forward with enacting the proposed Education Code.

## Highlights of the Proposed Education Code

**Tribal Education Department**  
Gila River Indian Community

The Gila River Indian Community is working to implement a robust Education Code, which will be used by schools located within the Community, as well as the Tribal Education Department. Throughout the 17 years of planning for an Education Code, discussion at multiple events and activities indicated the need and desire for a formal Education Code by Community members and Community leadership.

One of the most important attributes of a Sovereign Nation is the responsibility to educate its citizens. With the enactment of

the Chapter 11 Education Code, the Community will establish parameters for schools charged with educating those young citizens, from ages 0-18, pertaining to Child Care Centers, the Head Start Program, Primary/Elementary Schools, Middle Schools, and High Schools. Additionally, the proposed Education Code codifies the GRIC Scholarship Program for students pursuing education or career preparation programs after attaining High School or GED diplomas.

The Education Standing Committee of the Community Council has directed the collaboration efforts of all Community

Schools and the Tribal Education Department, including administrators and Governing Board Members, to ensure that the language and requirements of the proposed Education Code establishes sound parameters that will inform sound procedures for the operations of all educational programs in the Community.

All schools within the Community will continue to be governed and administered by their local school boards and operate in accordance with their jurisdictional authorities. Sacaton Schools will adhere to Arizona Department of Education guidelines, St. Peter Indian Mission School - the Phoenix Diocese,

Maricopa Village Christian School - the Seventh Day Adventist Convention and the Tribally Controlled Schools - the Bureau of Indian Education. The proposed Education Code is structured to allow for the operation of schools within their current structures. The proposed Education Code adds accountability to the Community and some additional guidelines for all schools.

Based on the number and types of questions the Tribal Education Department receives from Community members throughout the year it is clear that there is an expectation by Community members that there should be standards for all educational

programs and that the level of accountability for monitoring those standards be the same throughout the Community.

Upon approval of the proposed Education Code by the Community Council, the next step will be the development of Policies and Procedures for implementing the various sections of the proposed Education Code. The Tribal Education Department will work with school representatives, Office of General Counsel, and the Education Standing Committee to proceed with the development of Policies and Procedures in a timely manner.

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# GRIC EDUCATION CODE

## Education Highlights Cont.'d

### Overview of Education Code Structure

The draft Code consists of 15 chapters: (1) General Provisions; (2) Authority, Duties, and Responsibilities of the Community Council, the Education Standing Committee, and the Tribal Education Department; (3) Tribal Education Objectives, Standards, Programs, and Services; (4) Student Information; (5) Tribal Curriculum and Instruction; (6) Educators and Credentials; (7) School Administration, School Boards, and Governing Bodies; (8) Tribal Allocation Program; (9) Higher Education Program; (10) Head Start/Early Head Start Program; (11) Early Education – Child Care Program; (12) Child Development – Education Support Services; (13) P.L. 93-638 Programs; (14) Background Check Data; and (15) Anti-Bullying.

### Overview of Education Code and Requirements

#### Chapter 1. General Provisions

Chapter 1 includes typical code provisions such as the inherent authority of the Community to enact the ordinance, the intent and purpose of the Code, definitions for commonly used or unusual words, the authorization for TED to promulgate policies, procedures, regulations regarding the Code, a statement that if any section of the Code is found invalid the remainder of the Code is not affected by an invalid section, and a statement that the Code does not in any way waive the Community sovereign immunity.

The GCCS, CBCS, and BCS requested the findings be removed from the Code. The ESC agreed to that request and the findings were removed; however, the findings will be incorporated into the enacting ordinance.

#### Chapter 2. Authority, Duties, and Responsibilities of the

#### Community Council, the Education Standing Committee, and the Tribal Education Department

Chapter 2 describes the authority, duties, and responsibilities of the Community Council; the delegation of authorities from Community Council to ESC; and the duties and responsibilities of the TED.

#### Chapter 3. Tribal Education Objectives, Standards, Programs, and Services

Chapter 3 includes statements regarding appropriate education for Community members and the development of Community education standards by the TED that will apply to all schools on the Reservation.

All schools on the Reservation will be required to develop and implement educational and prevention programs to address domestic violence, drugs, alcohol, bullying, and suicide prevention. School policies will be required to include the following components:

- Procedure for the reporting of incidents to school officials;
- A requirement that school employees report in writing suspected incidents and a description of appropriate discipline for failing to report suspected incidents;
- A requirement that at the beginning of the school year school officials provide students with a written copy of rights, protections, and support services available to students who may be a victim of such incidents;
- A requirement that if an incident is reported, a school official provides a student who is alleged victim with copy of rights, protections, and support services available to the student;
- A formal process for documentation of reported incidents and for the confidentiality, maintenance and disposition of the documentation;
- A formal process for investigation by appropriate school

officials of suspected incidents, including procedures for notifying the alleged victim upon completion and disposition of the investigation;

- Disciplinary procedures for students who admit or found to have committed such incidents;
- A procedure that sets forth consequences for submitting false reports;
- Procedures designed to protect the health and safety of students who are physically harmed as a result of such incident, and procedures to contact emergency medical services or law enforcement agencies or both;
- Procedures for dissemination of information and providing instruction to students, parents/guardians, school employees, and school volunteers.

Governing bodies for state public schools, parochial schools, private schools, and state chartered schools will be required to adopt a policy promoting family involvement in the educational process, and providing a copy of the policy to TED.

TCS boards will be required to adopt a policy promoting parental involvement, including parental educational rights for parents as outlined in the Code Section 11.304(C), which are substantially similar to Arizona Revised Statute and the rights parents have when their children attend school off reservation.

All schools on the Reservation will be required to provide truancy reports on an annual basis, no later than July 1 of every year, to TED and TED will be responsible for submitting and presenting a truancy report detailing truancy within the Community for the preceding school year to ESC.

#### Chapter 4. Student Information

Chapter 4 includes restrictions and requirements for all schools on the Reservation that collect biometric information from students, specifically pro-



Cultural teachers lead a workshop session at the 2023 TED Teacher In-Service on Aug. 10. Kyle Knox/GRIN

viding notice to parents before collecting such information. If any study requires a school to collect biometric information that request for collection of biometric information must be approved by the ESC and the Community's Research and Review Committee at least 30 days prior to the notice being provided to parents for the collection of biometric information.

This chapter includes restriction on dissemination and publication of personally identifiable information for any school located on the Reservation in violation of applicable tribal or federal laws, including FERPA; nothing modifies applicable federal laws, including FERPA; and nothing would prevent a school from providing a student, a student's parent, or another school with the student's academic transcripts, immunization records, or other academic records.

Any request to any school on the Reservation for student data for purposes of research will require review and approval of such a request from Community Council, and Community Council may delegate that review and approval to a committee. Additionally, there is a comprehensive definition of what constitutes research for purposes of that section.

#### Chapter 5. Tribal Curriculum and Instruction

TED is delegated authority to develop, in consultation with all schools, tribal culture and language curricula that must be reviewed and approved by Commu-

nity Elders, and then approved by Community Council. The tribal culture and language curricula will include: (1) tribal government and inter-tribal government relations; (2) health, physical and nutrition instruction; (3) family structures-life skills; (4) industry; (5) Community Geography; (6) social studies; and (7) language arts.

All schools on the Reservation will be required to comply with the Federal Individuals with Disabilities Education Improvement Act, and report compliance to TED.

#### Chapter 6. Educators and Credentials

Provisions in Chapter 6 will require all schools on the Reservation to require staff possess and maintain applicable State of Arizona educator certification requirements.

Chapter 6 states the Community supports and endorses Community members who seek Native Language Teacher Certification, and requires all schools on the Reservation to recognize the Native Language Teacher Certification. Certified Native Language teachers will only be utilized within the duties identified within the schools approved tribal allocation written plan.

All schools on the reservation will be subject to and must comply with the Community's Mandatory Reporter law that is located in the Children's Code, GRIC Code § 7.205.

Education Highlights  
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2023 Blackwater Community School Promotion. Emma Hughes/GRIN



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**Education Highlights**  
*Cont.'d*

**Chapter 7. School Administration, School Boards, and Governing Bodies**

All schools located on the Reservation will be required to have a charter authorizing operations, with the charter approved by the Community Council. The charter will describe:

- the attendance boundaries of the school;
- describe how the school is governed;
- provide assurances for financial management;
- guarantee the public the right to inspect reports, appropriate financial transactions and other non-confidential information;
- describe who is eligible to vote in school board or governing body elections;
- describe the method for registration of eligible votes;
- provide for fair school board elections;
- include qualifications of school board members or governing body members;
- include provision to recall school board members or governing body members;
- describe the powers and authority of the school board or governing body; and
- describe the responsibilities and duties of the school board or governing body members.

The charters will be valid for 50 years; however, each school will be subject to performance and compliance review every 5 years. The Code provides a procedure for revocation of a charter for any school failing to meet academic or performance expectations as indicated in the charter. Any school subject to revocation would be provided 60-day notice, with the final decision made by Community Council upon recommendation by ESC.

Schools that are existing at the time the Code is enacted will have six months after enactment of the Code to submit their charter to Community Council. If a school fails to submit a charter or fails to receive approval of a charter then the school will not be permitted to accept or enroll students until a charter is approved by the Community Council.

Requirements for school boards and governing bodies include the following:

- Individuals who register as a sex offender, or are required to register as a sex offender, will not be eligible for membership on a school board or governing body for any school on the Reservation;
- Individuals serving on a school board or governing body for any school located on the Reservation will be required to submit to and pass a background and fingerprint check pursuant to the Indian Child Protection and Family Violence Prevention Act, and within 30 days after the

competition of the background check provide TED with certification that the board members has passed their respective background check;

• TCS school boards will be responsible for the financial, accounting, and auditing of the school board;

• TCS boards will be required to develop policies and procedures, reviewed annually by the school boards, that address professional and ethical standards for personnel, employee discipline, employee grievance procedures, personnel evaluation methods, fiscal and accounting processes, school calendars and hours of operation, in-service training, parental involvement, student rights and responsibilities, employee benefits, travel, disaster and safety plans and a school board policy manual;

• All schools on the Reservation will be required to provide the Community Council, on or before October 1 of every year, a report that includes data from the prior school year reporting student and staff demographics, attendance, enrollment, transfer, graduation, retention, drop-out rates, pre and post language assessment results, number and types of behavior incidents, number and types of parent and Community activities, annual accreditation documentation, annual operating budgets, overall condition of facilities, and other signif-

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**Vah-Ki headstart students at the 2023 headstart promotion ceremony.** Kyle Knox/ GRIN

icant activities that may have an impact on education.

TCS will be required to have policies and procedures that address: school board membership, school board member term of office, school board member nominating petitions, election officials, qualification of electors, voter eligibility, registration of qualified voters, provisions for fair elections, notice of elections, ballots, opening and closing of polls, tie votes, election protests, cost of elections, school board member qualifications, certification of election results, oath of office, seating of elected board members, and recall provisions for school board members. TCS are required to submit revisions to school board election process

to the district(s) within its boundaries, TED, and ESC before the first ESC meeting in July. TCS will be required to submit election results, including any disqualification of candidates, to ESC within 10 days of the declaration of election results. Finally, any duly elected and qualified individual may seek enforcement of the election results through a writ of mandamus filed with the Community Court in order to compel enforcement of the election results.

All schools on the Reservation will be required to comply with the Community's Code, Title 12, Labor and Employment.

**Education Timeline**  
*Cont.'d on Page 4*




# FREE WORKSHOP EVENT

Miles.Design & Beads & Blings by Debe



For demonstration purposes only.



For demonstration purposes only.



For demonstration purposes only.

## Beading Workshop

Class Size Limit: 8 / Must be in Grade 7-12

- July 28, 2023 from 6:00-8:30 p.m.
- July 29, 2023 from 9:00-11:30 a.m.

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## Shell Necklace Workshop

Class Size Limit: 8/Must be in Grade 7-12

- August 25, 2023 from 6:00-8:30 p.m.
- August 26, 2023 from 9:00-11:30 a.m.

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## Paint Session Workshop

Class Size Limit: 8/Must be in Grade 7-12

- September 9, 2023 from 8:00-1:00 p.m.

This is a FREE event, open to the first 8, enrolled, GRIC youth Grades 7-12. For more information contact Ace.Grant.Staff@gric.nsn.us or call 520-562-3662.

Note: If you received services through ACE in 2023, you are ineligible to participate in any services until 2024. Transportation will not be provided.

LOCATION: Tribal Education Department - 555 B. Street - Sacaton - AZ 85147

(Bluebird Rd. & B. St., Across from Fairgrounds)

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## Education Highlights Cont.'d

### Chapter 8. Tribal Allocation Program

All schools on the Reservation may seek allocation funds from the Community, subject to certain requirements. ESC and the Government and Management Standing Committee determine the amount of funding. The TED is responsible for promulgating an allocation policy, after consultation with the schools, and such policy must be adopted and approved by the Community Council or ESC. The Community Council is responsible for monitoring the expenditure of allocation funds to ensure the funds are used appropriately and in the most effective and efficient manner to meet the needs of students.

### Chapter 9. Higher Education Program

Enrolled Community members may be eligible for postsecondary educational and vocational financial assistance, subject to the requirements in the Code.

### Chapter 10. Head Start/Early Head Start Program

Head Start/Early Head Start program responsibilities and procedures are included in the Code.

### Chapter 11. Early Education – Child Care Program

Community Council will oversee the administration of the Early Education – Child Care program.

### Chapter 12. Child Development – Education Support Services

The Community Council will oversee the administration of Education Support Services.

### Chapter 13. P.L. 93-638 Programs

The Community Council will oversee the administration of P.L. 93-638 programs (Indian Self-Determination and Education Assistance Act of 1975 (IS-DEAA), as amended).

### Chapter 14. Background Check Data

All schools on the Reservation will be required to comply with applicable requirements of the Indian Child Protection Family Violence Prevention Act.

### Chapter 15. Anti-Bullying

Chapter 15 begins with typical statements about findings and policy, and includes definitions for commonly used or unusual words. Under the Code, students will be prohibited from and may be subject to

discipline for student violence, bullying, cyberbullying, harassment, or intimidation. The Code describes the prohibited locations (school ground, school buses, etc.), transmission, and when it occurs outside the school day while on school grounds, school buses, or school activities. School officials will be required to notify law enforcement if they have reasonable belief that an incident of student violence, bullying, cyberbullying, harassment, intimidation has occurred in violation of the law. Knowingly submitting false reports may result in discipline, including suspension or expulsion, or termination of employment, pursuant to school policies.

The process for reporting incidents of student violence, bullying, harassment, or intimidation will include the following:

- Students shall be encouraged to report such situations to their principal or a school employee;
- School employees who become aware of or suspect such situations shall immediately notify the school administrator;
- School administrators will maintain confidentiality of the reported information to the extent practicable;
- Reports may be verbal with detailed written description of the incident provided on forms made available by the schools and submitted to the prin-



Teachers and staff from Gila Crossing Community School wave their school pendants at the TED Teacher In-Service on Aug. 10. Kyle Knox/ GRIN

cipal within one day of a verbal report;

• If the Principal observes, is informed of, or suspects a case of student violence, bullying, cyberbully, harassment, or intimidation then the Principal shall document the incident in writing;

• Failure by employees to immediately report student violence, bullying, cyberbully, harassment, or intimidation may result in disciplinary action pursuant to school policy;

• Retaliation by a student or employee directed to a student or employee related to reporting student violence, bullying, cyberbully, harassment, or intimidation shall not be tolerated and may result in discipline as set out in

school policy;

• At the time a student makes a credible allegation the school will notify the parent of student subject to student violence, bullying, cyberbully, harassment, or intimidation and provide cop of student rights, protections and support services available to the student;

• Principals, or designees, are responsible for investigating and providing notice as provided in school policy;

• If the principal determines such incident has occurred, discipline should be administered pursuant to school policy and a school official will meet with involved students to review findings of the investigation, and subject to FERPA

the parents or guardians of involved students are informed of the findings;

• The identity of good faith reporters in any case of suspected child maltreatment is withheld from disclosure [pursuant to Community law];

• All schools are required to establish procedures designed to protect the health and safety of students who are physically harmed as a result of student violence, bullying, cyberbully, harassment, or intimidation

• Schools are required to maintain documentation of cases involving student violence, bullying, cyberbully, harassment, or intimidation for not less than 6 years;

• If a school reports incidents to persons other than school official or law enforcement, individually identifiable student information shall be redacted in accordance with the FERPA.

All schools on the Reservation will be required to establish procedures for dissemination of information relating to identifying, preventing, and responding to student violence, bullying, harassment, intimidation including preventative measures, incident reporting, support services, and student rights ("Information"). All schools will be required to disseminate the Information the first month of each school year, provide Information to incoming students at the time of registration, provide Information to staff the first month of school day and on first day of employment, post information in classrooms and in common areas of the school, and summarize the Information in Student handbooks and on school websites.



Graduating seniors of the class of 2023 at the Skyline Gila River High School graduation ceremony. Kyle Knox/ GRIN

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# GRIC EDUCATION CODE

## Proposed Education Code: Frequently Asked Questions (FAQ's)

**Office of General Counsel & Tribal Education Department**  
Gila River Indian Community

**Question: When does the proposed Education Code become effective?**

**Answer:** The proposed Education Code and comments from Community members will be presented to Legislative Standing Committee (LSC) at their regular meeting on August 29, 2023. LSC could then forward the proposed Education Code to Community Council for consideration of enactment and approval on September 6, 2023. The proposed Education Code could become effective immediately after approval by Community Council or the Community Council could approve the proposed Education Code with a delayed effective date. Sometimes effective dates for ordinances are delayed after an ordinance is approved so that Community Departments are able to fully prepare for the requirements in the new ordinance. For example in 2013, the Community Council approved and enacted the revised Criminal Code but delayed the effective date by four months for felony offenses in order to provide the various judicial partners additional time to prepare for the new requirements for felony charging and hearings for felony offenses.

**Question: What has been added to the proposed Education Code?**

**Answer:** The current Education Code includes two sections, which address compulsory attendance at school and bus drivers designated as truancy officers. The proposed Education Code is more comprehensive than the current Education Code. The proposed Education Code will contain the following: (1) General Provisions; (2) Authority, Duties, and Responsibilities of the Community Council, the Education Standing Committee, and the Tribal Education Department; (3) Tribal Education Objectives, Standards, Programs, and Services; (4) Student Information; (5) Tribal Curriculum and Instruction; (6) Educators and Credentials; (7) School Administration, School Boards, and Gov-

erning Bodies; (8) Tribal Allocation Program; (9) Higher Education Program; (10) Head Start/Early Head Start Program; (11) Early Education – Child Care Program; (12) Child Development – Education Support Services; (13) P.L. 93-638 Programs; (14) Background Check Data; and (15) Anti-Bullying.

**Question: How does the proposed Education Code apply to the different schools on the Reservation?**

**Answer:** The proposed Education Code will apply to all schools located on the Reservation, but application of certain sections and requirements will differ depending on whether the school is a Tribally Controlled School, a state public school, a state chartered school, or a parochial school. For example, Sacaton Elementary School District is organized under and has to follow state law so some of the requirements for school board membership will not apply to the Sacaton Elementary School District since they have to follow Arizona law for their governing board; however, there are some proposed Education Code requirements that the Sacaton Elementary School District will have to follow in addition to Arizona law. The proposed Education Code provides more requirements for Tribally Controlled Schools than other types of schools listed above because Tribally Controlled Schools are organized and authorized by the Community Council.

**Question: What is a Tribally Controlled School?**

**Answer:** A Tribally Controlled School is a school that operates under federal law, the Tribally Controlled Schools Act of 1988, 25 U.S.C. § 2501 et seq., A Tribally Controlled School receives grant funding from the Bureau of Indian Education, has a charter of incorporation issued by the Gila River Indian Community Council, and is located within the exterior boundaries of the Gila River Indian Reservation. Blackwater Community School, Casa Blanca Community School, and Gila Crossing Community School are Tribally Controlled Schools.

**Question: What is a Charter issued by the Community Council?**

**Answer:** Charters will provide parameters for schools operating within the Reservation and will describe the attendance boundaries of a school, describe how the school is governed, will describe the power and authority of the school board or governing body and their membership. Under the proposed Education Code, the Community Council will approve each school's Charters and Charters will be valid for 50 years. The Tribal Education Department will review the approved Charters at 5-year intervals to ensure schools are making sufficient progress towards academic performance and/or operational performance expectations and/or financial operation expectations. The approved Charters could be revoked by Community Council for failing to meet academic, operational, and/or financial expectations. Under the proposed Education Code, all schools that operate within the Reservation will be required to have a Charter approved by the Community Council within 12 months following the enactment of the proposed Education Code.

**Question: Why is the Community Council issuing Charters to Schools?**

**Answer:** Charters are being issued to ensure all schools comply with the proposed Education Code and to ensure schools are making sufficient progress towards academic performance, operational performance expectations, and financial operation expectations.

**Question: What does the proposed Education Code mean for local school boards and their authority?**

**Answer:** All schools on the Reservation will continue to operate with their local school boards or governing body. There are requirements under the proposed Education Code for school board membership (i.e., must pass background check and fingerprint clearance and cannot be a registered sex offender, etc.). Tribally Controlled Schools will be required to provide

an opportunity to vote in school board elections to individuals who are 18 years of age and older and who live within the attendance boundary and to any parent whose child is enrolled at the Tribally Controlled School. School boards for Tribally Controlled Schools will be required to develop certain policies and procedures as outlined in Section 11.702.E of the proposed Education Code, including the following: (professional and ethical standards, employee discipline, fiscal and accounting processes, student rights and responsibilities, parental involvement, etc.

**Question: What are the Education Objectives and Standards?**

**Answer:** All schools within the Reservation already have adopted academic standards to guide instruction for students in appropriate grade levels. Under the proposed Education Code, the education objectives and standards will be established through a process of collaboration between Tribal Education Department, Community members, parents of students, school boards and school staff, and the Community Council.

**Question: How does the proposed Education Code affect truancy?**

**Answer:** Truancy is a status offense under the Children's Code and the proposed Education Code does not modify or make any changes to truancy. A status offense is an offense

based on the age of the offender and is not a criminal offense if committed by an adult (i.e., curfew violation, runaway, truancy, etc.)

**Question: What is biometric information and how does the proposed Education Code regulate biometric information?**

**Answer:** The Family Educational Rights and Privacy Act Regulations, 34 CFR §99.3, a federal law, defines a biometric record as one or more measurable biological or behavioral characteristic that can be used for automated recognition of an individual. Examples include fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting. The proposed Education Code requires schools to obtain written permission from parents before collecting any biometric information.

**Question: Is the regulation of Student Data a new provision?**

**Answer:** Yes. While schools have always been subject to the federal Family Educational Rights and Privacy Act and the federal regulations regarding access to student data for research purposes, this new provision in the proposed Education Code will require Community Council approval for any request for student data for research purposes. The Community and Community members have been subjects of research for a long time and the Community Council, or any committee delegated by the Communi-

ty Council, will review and approve or deny all request for data made to schools on the Reservation for research purpose.

**Question: Are background checks a new requirement?**

**Answer:** All schools have requirements to check backgrounds and criminal history for employees and potential employees. The proposed Education Code will require all schools on the Reservation to comply with the requirements of the Indian Child Protection and Family Violence Prevention Act (ICPFVPA). The ICPFVPA requires investigations into the character of individuals employed, or considered for employment, in a position that involves regular contact with, or control over, Indian children. The minimum standards of character are established by the employer [school] and refer to identifiable character traits and past conduct. 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 felonious offense, or any of two or more misdemeanor offenses under Federal, State, or Tribal law involving crimes of violence; sexual assault, sexual molestation, sexual exploitation, sexual contact or prostitution; crimes against persons; or offenses committed against children.



**Class of 2023 Gila Crossing Community School promoters stand at the conclusion of their promotion ceremony. Kyle Knox/ GRIN**

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**CHAPTER 1. GENERAL PROVISIONS****11.101. Title.**

This title is the Education Code of the Gila River Indian Community (“Community”) and it may be cited as the “Education Code.”

**11.102. Authority.**

A. The Gila River Indian Community has enacted this ordinance under its inherent legislative, adjudicative, and regulatory authority pursuant to the express delegation of authority by Congress under the Indian Reorganization Act (25 U.S.C. §§ 461 et seq.), which provides the Community the authority to organize and adopt the Gila River Indian Community Constitution and Bylaws (March 17, 1960) and to enact Ordinances governing conduct within the exterior boundaries of the Gila River Indian Reservation (25 U.S.C. § 476); and

In exercising its authority over education on the Gila River Indian Community Reservation, the Community does not sanction or bring about any abrogation of the rights of the Community or the members of the Community based on the trust responsibility of the federal government, nor does it diminish the obligation of the federal government or of the state or local political subdivision of the state, including, but not limited to, the obligation to provide a non-discriminatory public education.

B. It is the intent of the Community to exercise its authority over any non-Indians under this title to the maximum extent permitted under federal law and Supreme Court and federal court decisions defining the regulatory authority of Indian tribes over activities which occur on trust lands or conduct which threatens the political integrity, economic security, health or welfare of the tribe, including *Montana v. United States*, 450 U.S. 544 (1980) and *Water Wheel Camp Recreational Area, Inc. v.*

*LaRance*, 642 F.3d 802 (9th Cir. 2011).

C. The laws and ordinances of the Community, including this title, apply to all schools within the exterior boundaries of the Reservation to the maximum extent permitted under applicable law.

**11.103. Intent and Purpose.**

A. It is the intent and purpose of this title to:

1. Establish Community expectations and standards relative to all matters pertaining to education within the boundaries of the Community, including Community vision, mission and annual measurable objectives for all education programs within the Community; and to establish expectations for collaboration among all schools within the Reservation;

2. Support educational programs and resources that nourish and promote holistic growth and development for all the Community’s children; and provide the tools and resources necessary to make education within the Community a positive and enriching school experience preparing them to become productive, successful Community members for life.

3. Establish GRIC Tribal curriculum objectives based on Community views that are aligned with both Akimel O’otham and Pee Posh cultures and Common Core standards.

B. It is hereby declared to be the policy of the Community that:

1. The Community Council shall provide education to benefit the Community and its members. The most valuable resources of the Community are its Community members and homeland. To preserve, protect, and perpetuate the human resources and culture of the Akimel O’otham and Pee Posh within the exterior boundaries of the Gila River Indian Reservation, the Community Council will be actively involved with all educational endeavors within the Gila River Indian Community.

2. Education must be effective and relevant to the Community. Effective, appropriate and relevant formal education within the Community includes, but is not limited to:

a. Academic excellence and high but realistic expectations for all students.

b. Positive growth in all basic academic and cognitive skills.

c. Competence in the Akimel O’otham or Pee Posh language and knowledge of Akimel O’otham and Pee Posh culture, government, economics, and environment.

d. Developed knowledge of the history of the Community and the historic roles of Community members in promoting the future of the Community.

e. Development of students as healthy individuals, members of families and communities, parents, members of the Community, and citizens of the state and nation.

f. Development of self-discipline and positive self-worth, and respect for all other living beings.

g. Development of a healthy and positive attitude which encourages life-long learning; positive decision making; undertaking of responsibilities in family life, and appreciation of the environment.

h. Parental, family, and community involvement in the formal education process whereby the educational aspirations and cultural values of parents, family and Community members are promoted and respected.

3. Education shall prepare students to perpetuate the Community. Curriculum, education standards, educational policies and programs, developed, implemented, or regulated under this title shall help prepare students to assume their responsibilities to perpetuate the Community, its resources, and its culture; and

4. The ultimate education goal of the Community is self-determination consistent with its heritage.

**11.104. Definitions.**

A. In this title, unless the context or subject matter otherwise requires:

1. *Alcohol, nicotine or tobacco, and drugs* means any substance which may alter the senses, including alcoholic drinks, nicotine, tobacco and tobacco related products, drugs regulated by or controlled under federal or Community law, and other substances which may result in temporary or permanent loss or diminution in judgment, perception, or coordination.

2. *Biometric information* means the noninvasive electronic measurement and

evaluation of any physical characteristics that are attributable to a single person, including fingerprint characteristics, eye characteristics, hand characteristics, vocal characteristics, facial characteristics, and any other physical characteristics used for the purpose of electronically identifying that person with a high degree of certainty.

3. *Community* means the Gila River Indian Community and includes the people as a distinct cultural, ethnic, geographical, and political entity.

4. *Community Constitution* or *Constitution* means the Constitution of the Gila River Indian Community.

5. *Community Council* means the legislative branch of the Gila River Indian Community as established in the Constitution and Bylaws of the Gila River Indian Community (1960).

6. *Curriculum* means a complete course of study for content areas or grade levels, including any supplemental materials required by the curriculum designed to align with Community, federal, and state standards.

7. *Director* means the Director of the Community’s Tribal Education Department.

8. *Education Standing Committee* (“ESC”) means the Education Standing Committee of the Community Council.

9. *Governing body of other educational institution* is the authorized body with general charge, direction, and management of the institution and control and care of all property used by or belonging to it, as provided and limited by its charter, incorporation, or law.

10. *Other Educational Institution* is any school, other than a tribally controlled school, located in the Community and providing instruction for grade levels pre-school through 12, or any combination of said levels, including but not limited to state public schools, parochial schools, private schools, and state chartered schools.

11. *Parent* means anyone who is a parent or legal guardian of a student.

12. *Qualified voter*, for the purposes of school board elections, means any Community member, 18 years of age or older, liv-

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ing within the attendance boundaries of a tribally controlled school, and any parent whose child is enrolled at the tribally controlled school.

13. *Reservation* means the area within the exterior boundaries of the Gila River Indian Reservation, any land outside such boundaries held in trust for the Community or any of its members by the United States, and any other land constituting "Indian country" of the Community within the meaning of 18 U.S.C. § 1151 or any successor provision.

14. *School* means a place, institution, or process for formal teaching and learning.

15. *School Board* is the governing body authorized to develop, maintain, and administer a school.

16. *Student* means anyone who is officially enrolled in any school located within the Reservation.

17. *Tribal Allocation Program ("TAP")* means the Community's program that allocates funds to schools within the Reservation.

18. *Tribal Education Department ("TED")* means the Community's Tribal Education Department.

19. *Tribally controlled school* means a school operated under the Tribally Controlled Schools Act of 1988, 25 U.S.C. § 2501 et seq., which offers early childhood programs or instruction for grade levels kindergarten through 12, or combination of said levels, that has received a charter of incorporation issued by the Community Council and is located within the exterior boundaries of the Gila River Indian Reservation.

### 11.105. Rules, Regulations, and Procedures.

A. The Director is authorized to establish reasonable rules, regulations, and procedures necessary for the efficient enforcement and administration of this title. Such rules, regulations, and procedures shall be established in accordance with the policies and standards enumerated throughout this title. When approved by the Community Council, such rules, regulations, and procedures shall be binding upon all persons subject to this title.

B. A copy of all rules, regulations, and procedures shall be provided to any person subject to this title upon request made to the Com-

munity Council Secretary's Office.

C. Prior to the approval of such rules, regulations, and procedures by the Community Council, at least one hearing shall be held for all interested parties to review and comment on the substance of the rules, regulations, and procedures. Reasonable notice shall be made available to all interested parties as to the time and place of the hearing(s), at least 20 calendar days prior to the hearing(s), and shall include a copy of all rules, regulations, and procedures that are the subject of the hearing.

D. The authority authorized by this section does not modify or supersede emergency Executive Orders issued by the Governor of the Gila River Indian Community.

E. For the purposes of Section 11.105, the term "persons" shall include any school located within the Reservation.

### 11.106. Severability.

If any provision(s) of this title or any application of a provision of this title is held invalid, the application of the remaining provisions of this title shall not be affected thereby.

### 11.107. Sovereign Immunity.

Nothing contained in this title waives the Community's or any tribally controlled school's sovereign immunity from suit.

## CHAPTER 2. AUTHORITY, DUTIES, AND RESPONSIBILITIES OF THE COMMUNITY COUNCIL, THE EDUCATION STANDING COMMITTEE, AND THE TRIBAL EDUCATION DEPARTMENT

### 11.201. Community Council.

A. The Community Council is the governing and policy-determining body for the Community, and as such the Community Council shall:

1. Receive regular reporting by the TED. The Community Council shall require and review regular reporting by the TED regarding the condition, needs, and progress of education in the Community. Such reporting shall include, but not be limited to, an annual education report as provided in this title; and

2. Periodically review the state of education and education legislation to consider the condition, needs, and progress of education within the Community and recommend the enactment or amendment of such additional legislation or changes in existing legislation as may be deemed desirable or necessary.

3. The Council shall act as a liaison between the Community and state, local and federal governments on education matters. Nothing herein precludes schools from having direct communications with state, local, and federal governments on education matters.

### 11.202. Education Standing Committee.

A. The Education Standing Committee is delegated authority by the Community Council, pursuant to Resolution GR-22-12 and any successor provision thereto, including but not limited to the following authority:

1. Provide guidance, recommendations, and assistance on policy formulations to the TED and schools;

2. Review and make recommendations to the Community Council regarding educational proposals presented by the TED, tribally controlled schools, and other education institutions;

3. Review and make recommendations to the Community Council and Executive Office regarding all proposals by any federal or state programs affecting education in the Community;

4. In collaboration with the Executive Office, the TED, and Community departments and programs, review the progress made regarding education programs and matters relating to the education of members of the Community;

5. Review the progress of schools and submit information, including full financial information, to Community Council regarding Tribal Allocations;

6. Review and make recommendations to Community Council regarding scholarship allocations; and

7. Other duties relating to the education of members of the Community and other American Indians/Alaska Natives as mandated through ordinance, resolution, or as directed by the Community Council.

### 11.203. Tribal Educa-

### tion Department.

A. The TED shall:

1. Propose to the Community Council a tribal curriculum and education standards in accordance with this title, which do not conflict with other applicable standards or any applicable federal requirements;

2. Propose to the Community Council tribal educational policies and programs as specified in, and in accordance with, this title;

3. Establish a uniform system for the gathering, compiling, and reporting of educational data from schools, Community departments and programs, and the state and federal governments.

a. The TED shall specify the format and timeline for the reporting of educational data and shall ensure that any information it gathers and the mechanisms by which it does so comply with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and any other federal, state, and tribal laws and regulations pertaining to confidentiality, privacy and security of such information.

b. The TED shall use the data to evaluate and ensure compliance with this title, and to improve generally the condition, needs, and progress of education in the Community;

4. Provide quarterly reports to the ESC and an annual education report to the Community Council detailing the condition, needs, current progress, and challenges of education in the Community, including recommendations regarding needed action. The applicable portions of the report shall be provided to the school board or governing body of the tribally controlled school or other educational institution to which the data pertains at least fourteen (14) calendar days prior to being reported to the ESC or Community Council;

5. Regularly evaluate school compliance with meeting the approved Community education standards, and annually report its findings and recommendations regarding compliance with such standards to the Community Council. The applicable portions of the report shall be provided to the school board or governing body of the tribally controlled school or other educational institution to

which the data pertains at least fourteen (14) calendar days prior to being reported to the Community Council;

6. Regularly communicate with school boards and governing bodies of all schools located within the Reservation regarding the provisions of this title;

7. Develop culture and language teacher certification requirements;

8. Develop accredited tribal recertification courses for educators under Section 11.602;

9. Coordinate resource/information-sharing between schools and relevant Community departments, including but not limited to resources to address domestic violence, drugs, alcohol, bullying and suicide prevention; and

10. Provide the opportunity for meaningful consultation at least annually with schools regarding the implementation of the TED's responsibilities under this title.

### 11.204. Tribal Education Department Director.

A. Powers and Duties. The TED Director shall:

1. Ensure the TED complies with its responsibilities under Section 11.203, including providing reports to the Education Standing Committee and Community Council;

2. Seek and promote collaborative efforts among all available resources, including schools and school boards/governing bodies, to effectively implement this title and to improve the condition, needs, and progress of education in the Community; and

3. Seek grants and funding for education programs and services, including funding and grants for research, planning, and evaluation of education services.

## CHAPTER 3. TRIBAL EDUCATION OBJECTIVES, STANDARDS, PROGRAMS, AND SERVICES

### 11.301. Education Objectives.

A. An appropriate education for Community members is one that fosters:

1. The formulation of age, grade and/or developmentally appropriate competencies in all basic areas of academic and cognitive skills;

2. Competence in current education standards;

3. Competence in Akimel O'otham and Pee Posh language skills and knowledge of the Akimel O'otham and Pee Posh cultures;

4. The development of Community and United States citizenship;

5. Self-identity and self-efficacy;

6. Preparation for lifetime responsibilities in the areas of employment, family life, public service, and recreation;

7. An attitude toward education which encourages lifetime learning; and

8. Encouragement to pursue and successfully complete primary, secondary, and post-secondary education.

### 11.302. Education Standards for Tribally Controlled Schools, Other Educational Institutions and Those Schools Receiving TAP Funds.

A. In developing Community education standards, the TED shall:

1. Review schools' current education standards regarding:

a. Attainment of academic excellence and high, but realistic expectations for all students;

b. Competence in all basic academic and cognitive skills; and

c. Competence in Akimel O'otham or Pee Posh language and knowledge of Akimel O'otham and Pee Posh culture, government, economics, and environment; knowledge of the history of the Akimel O'otham and Pee Posh and the role of Community members in promoting the future of the Community.

2. Provide the opportunity for meaningful consultation with educators, parents, school boards, members of the Community, and other stakeholders annually.

3. Submit draft tribal education standards to the Community Council.

B. All tribally controlled schools and other educational institutions must meet the tribal education standards as established by Community Council. All tribally controlled schools shall annually report compliance with the tribal education standards to the TED.

C. The Community's education standards do not prohibit or limit schools

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from exceeding such standards.

### 11.303. Educational and Prevention Programs to Address Domestic Violence, Drugs, Alcohol, Bullying, and Suicide Prevention.

A. All schools located within the Reservation shall develop and implement alcohol, nicotine and/or tobacco, and drug policies and prevention programs through their respective school boards. In developing such policies, schools may make use of Community resources and departments, as appropriate.

B. All schools located within the Reservation shall develop and implement suicide prevention programs through their respective school boards. In developing such policies, schools may make use of Community resources and departments, as appropriate.

C. All schools located within the Reservation shall annually report their alcohol, nicotine and/or tobacco, and drug abuse policies and prevention programs; their anti-bullying policies and prevention programs; and their suicide prevention programs to the ESC and Community Council, and shall provide a copy of this annual report to the TED. The report shall include statistical information and a description of the efforts and activities utilized by the schools in these prevention areas.

D. All schools located within the Reservation shall develop and implement anti-bullying policies and prevention programs, including domestic violence awareness, through their respective school boards. In developing such policies, schools may make use of Community resources and departments, as appropriate. School policies shall include the following components:

1. A procedure for students, parents and school employees to confidentially report incidents to school officials.

2. A requirement that school employees report in writing suspected incidents to the appropriate school official and a description of appropriate disciplinary procedures for employees who fail to report suspected incidents that are known to the employee.

3. A requirement that, at the beginning of each

school year, school officials provide all students with a written copy of the rights, protections and support services available to a student who is an alleged victim of an incident.

4. If an incident is reported, a requirement that school officials provide a student who is an alleged victim of the incident with a written copy of the rights, protections and support services available to that student.

5. A formal process for the documentation of reported incidents and for the confidentiality, maintenance and disposition of this documentation.

6. A formal process for the investigation by the appropriate school officials of suspected incidents, including procedures for notifying the alleged victim on completion and disposition of the investigation.

7. Disciplinary procedures for students who have admitted or been found to have committed incidents of student violence, bullying, cyberbullying, intimidation or harassment.

8. A procedure that sets forth consequences for submitting false reports of incidents.

9. Procedures designed to protect the health and safety of students who are physically harmed as the result of incidents of student violence, bullying, cyberbullying, intimidation and harassment, including, if appropriate, procedures to contact emergency medical services or law enforcement agencies, or both.

10. Procedures for the dissemination of information and providing instruction to students, parents and guardians, school employees, and school volunteers as provided at Section 11.1506.

### 11.304. Parental Involvement.

A. The TED shall provide annual programs, conferences, and/or training for parents and Community members in priority education areas, and in advocating for the education of their children.

B. The governing body of an other educational institution shall adopt a policy promoting family involvement in the educational process. Each governing body shall provide a copy of its parental involvement policy to the TED.

C. Each school board of

a tribally controlled school shall adopt a policy promoting parental involvement in the educational process, for the following parental educational rights:

1. A plan for parent participation which is designed to improve parent and teacher cooperation in such areas as homework, attendance, and discipline;

2. Procedures by which parent(s) may learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials;

3. Procedures by which parent(s) who object to any learning material or activity on the basis that it is harmful, may withdraw their children from the activity or from the class or program in which the material is used;

a. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality, or religion;

4. Procedures to prohibit a school from providing a formal course of sex education instruction to a student unless the student's parent provides written permission for the child to participate in the sex education curricula;

5. Procedures by which parent(s) will be provided advance notification of, and given the opportunity to withdraw their children from, any instruction or presentation regarding human sexuality in a course other than formal sex education;

6. Procedures by which parent(s) may learn about the nature and purpose of clubs and activities that are part of the school's formal curricula, and any extracurricular clubs and activities that have been approved by the school;

7. Procedures by which parent(s) may learn about parental rights and responsibilities, including the following:

a. The right to opt out of immunizations.

b. Promotion requirements.

c. The minimum course of study and competency requirements for graduation from high school and/or promotion to the next grade.

d. The right to participate in gifted programs.

e. The right to access and review instructional materials and activities.

f. The right to receive a school report card, if one is issued.

g. Attendance requirements.

h. The right to public review of courses of study.

i. The right to be excused from school attendance for religious purposes.

j. Policies related to parental involvement pursuant to this title.

k. The right to seek membership on school boards or governing bodies.

l. The right to participate in an annual parental satisfaction survey.

m. Information about the student accountability information system or other student information system that a school may employ.

n. The right to review test results.

o. The right to object to materials that pertain to sex, morality, or religion.

8. A school may require that any request to review learning materials or activities or to withdraw the student from learning materials or activities pursuant to section 11.304.C.7. shall be made in writing.

a. The school shall ensure that the student who refrains from a particular lesson does not miss out on the standard of instruction.

### 11.305. Truancy Report.

A. The TED shall, in cooperation and collaboration with any relevant Community departments (including Office of the Prosecutor, Community Court, Tribal Social Services, the Gila River Police Department) and schools located within the Reservation, submit a report annually to the ESC regarding truancy in the Community, to be coordinated and presented by the TED Director. The report shall be submitted no later than the first day of July each year. The scope of the report shall detail truancy within the Community for the preceding school year.

## CHAPTER 4. STUDENT INFORMATION

### 11.401. Biometric Information.

A. No school located within the Reservation shall collect biometric information from a student without written permission from the student's parent.

B. At least 30 days before a school collects bio-

metric information, it shall provide written notice to parents of its intent to collect biometric information. The notice shall include a statement in eighteen point, bold-faced, capital letters that the parent must give written permission before the school may collect biometric information.

C. Any research, as defined in Section 11.402.D, requiring a school to collect biometric information from one or more students must be approved by the Education Standing Committee and the Research Review Committee at least 30 days before written notice of such collection efforts is provided to parents.

### 11.402. Student Data.

A. No individual, entity or school located within the Reservation shall disseminate or publish any personally identifying information regarding students to any individual, agency, organization, or corporation in violation of applicable tribal or federal laws, including FERPA.

B. Nothing in this section shall prevent a school from providing a student, a student's parent, or another school or educational institution with a student's or graduate's academic transcripts, immunization records or other academic records.

C. Nothing in this title affects or modifies the requirements under applicable federal laws, including those under FERPA.

D. Any request to any school for Student Data for purposes of research requires approval from the Community Council; however, if the Community Council has delegated review and approval/disapproval of the subject matter research to a committee then the research is submitted to and approved/disapproved by that committee. For purposes of this section, research means the use of systematic methods to gather and analyze information for the purpose of proving or disproving a hypothesis, evaluating concepts or practices or otherwise adding to knowledge and insight in the field of knowledge, or to demonstrate or investigate theories, techniques, or practices in fields including, but not limited to, the arts, culture, sciences, social sciences, environment, education, sociology, psychology, linguistics, history, and oth-

er investigative disciplines or approaches as identified by the Community; including basic and clinical research; behavioral studies; anthropological and archaeological studies; Community and cultural based research including interviews, questionnaires, and surveys; feasibility and other studies designed to evaluate or test programmatic techniques or to develop basic data.

## CHAPTER 5. TRIBAL CURRICULUM AND INSTRUCTION

### 11.501. Tribal Culture and Language Curriculum.

A. The TED, in consultation with schools, shall develop tribal culture and language curricula for use in all schools located within the Reservation, provided that such curricula are not effective until reviewed by Community Elders and adopted and approved by the Community Council.

1. Akimel O'otham and Pee Posh Languages.

The Akimel O'otham and Pee Posh languages are an essential element of the life, culture, and identity of the Community. The Community Council recognizes the importance of preserving and perpetuating the language as necessary for the survival of the Community; therefore, tribal curricula shall include instruction in the Akimel O'otham or Pee Posh language, as appropriate, for all grade levels. Instruction in the Akimel O'otham languages shall follow the official tribal orthography adopted by the Community Council Resolution GR-08-09, as may be amended. At this present time there is not an official Pee Posh orthography.

2. Akimel O'otham and Pee Posh Cultures.

The Community as a unique group of people, growing and developing within American society, requires that members of the Community, and non-members who reside and/or work among the Community, possess a knowledge, understanding and respect for Akimel O'otham and Pee Posh culture. Tribal curricula, for all grade levels and age groups, shall include lessons addressing the Akimel O'otham and Pee Posh culture.

B. The Community's

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Tribal Culture and Language curricula shall include:

1. Tribal government and inter-governmental relationships.

The curricula, for all grade levels and age appropriate groups, shall include lessons that introduce tribal governance structures spanning the history of the tribe up to and including the current governing structure. Family, Village, Districts, Executive, Legislative, and Judicial Branches of the Community Tribal Government, Government-to-Government relationships with the State and Federal Governments, the Community's Sovereignty status.

2. Health, Physical and Nutrition Instruction.

The curriculum shall include for all grade levels and age groups, lessons that introduce and develop knowledge and an understanding of Community health and nutrition practices. The lessons will emphasize traditional and modern health and nutritional practices including the identification of herbs, plants, dietary and physical activities. In addition, the lessons will also address health and nutrition related issues common to the Community.

3. Family Structures-Life Skills.

The curriculum shall include, for all grade levels and age groups lessons that introduce Akimel O'otham and Pee Posh family structures, concepts of traditional family life in the Community, cultural practices and life skills of the Community.

4. Industry.

The curriculum shall include, for all grade levels and age groups, lessons that develop an understanding of the historical and modern Community Industry farming and economy.

5. Community Geography.

The curriculum shall include, for all grade levels and age groups, lessons that develop fundamental understanding of the historical, political, socioeconomic, and cultural elements of the Community's land base and natural resources.

6. Social Studies.

The curriculum shall include, for all grade levels and age groups, lessons that develop a fundamental understanding of the Akimel O'otham Himthag.

7. Language Arts.

The curriculum shall

include, for all grade levels and age groups, lessons that develop a fundamental understanding of the Akimel O'otham Grammar, Punctuation, Reading and Writing, and Enunciation.

### 11.502. Special Education.

A. All schools within the Reservation shall comply with the Federal Individuals with Disabilities Education Improvement Act (IDEIA), P.L. 108-446, as amended.

B. As part of each school's annual report under Section 11.303, each school shall also provide an update regarding compliance with this section.

## CHAPTER 6. EDUCATORS AND CREDENTIALS

### 11.601. Educators.

A. Qualifications. State of Arizona educator certification requirements shall be applicable to all staff, including educators, at all schools located within the Reservation. The staff shall possess and maintain a State of Arizona educator certification if their position would require certification under the laws of Arizona.

### 11.602. Native Language Certification.

A. Pursuant to policy approved by Community Council, Resolutions GR-153-79 and GR-08-09, as may be amended, the Community will support and endorse any Community member who is proficient in the Akimel O'otham language and is seeking a Native Language Teacher Certification by providing a Letter of Proficiency Verification on official Community letterhead as required by Arizona Department of Education policies R7-2-614 and R7-2-607, as may be amended.

B. This certification will be recognized by all schools located within the Reservation boundaries.

C. Teachers certified under this policy will be utilized only within the duties identified within their respective school's approved tribal allocation written plan.

### 11.603. Mandatory Reporters.

All individuals employed by tribally controlled schools and other educational institutions are subject to and shall be in compliance with GRIC Code § 7.205 (Mandatory Reporters), as

amended (Children's Code).

## CHAPTER 7. SCHOOL ADMINISTRATION, SCHOOL BOARDS AND GOVERNING BODIES.

### 11.701. Charter to Operate a School Within the Reservation, Articles of Incorporation.

A. No tribally controlled school or other educational institution offering pre-kindergarten through grade 12, or any part of that span, shall accept or enroll students without a charter approved by the Community Council. A charter shall contain the following:

1. A description of the attendance boundaries of the school;

2. A description of how the school is governed. If the school is governed by a publicly elected school board or governing body, the charter shall include the following:

a. Assurances that financial management systems satisfy all applicable federal and state requirements as expressed in OMB circulars, cost principles, and any other applicable administrative control of funding limitations or restrictions which govern the use of public funds applicable to the entity in question;

b. Assurances that financial management procedures are applied to private funds awarded to the school and which are intended to benefit the welfare of the school's students;

c. Assurances that procedures for verifying that federal or state funds are used for the purposes for which they were appropriated;

d. Guarantees that the public has the right to inspect reports, appropriate financial transactions, and any other information of a non-confidential nature;

e. A determination of who is eligible to vote in school board or governing body elections;

f. A method for registration of eligible voters;

g. Provisions for fair elections consistent with the Constitution and Bylaws of the Gila River Indian Community (1960);

h. Qualifications of school board or governing body members;

i. Provisions to recall school board or governing body members for cause.

3. A description of the

power and authority of the school board or governing body.

4. A description of the responsibilities and duties of school board or governing body members.

B. A charter is valid for a period of 50 years. This requirement is in addition to any requirement under Title 13, Business Licenses, as amended.

1. Charters will be reviewed at 5-year intervals to ensure performance and compliance and may be revoked for failing to meet or make sufficient progress towards academic performance and/or operational performance expectations as indicated in the approving charter, and/or financial operation expectations as indicated in the approving charter, and/or compliance with any provision of applicable law.

2. At least 60 days prior to the effective date of a proposed revocation, the Community will give written notice to the school of its intent to revoke the charter that includes a statement of reasons for the proposed revocation and will allow the school at least 60 days to correct any problems associated with the reasons for the proposed revocation of the charter.

3. The final decision to revoke a charter shall be made by the Community Council with recommendation from the Education Standing Committee.

C. Any school in existence at the time of this title's enactment shall have six months from the time of enactment of this title to submit its charter to the Community Council.

D. Any such school that either fails to submit its charter within the timeframe allotted, or fails to receive approval for its charter within 12 months following the enactment of this title shall not be permitted to accept or enroll students until such time as the charter is approved by the Community Council.

E. The Community Council, pursuant to the Constitution, may establish tribally controlled schools by approval of articles of incorporation, or any comparable document by which the Community Council establishes a corporation or other organization, and charge that entity with providing for specific educational programs within the

Reservation. Such tribally controlled schools shall operate according to their articles of incorporation, bylaws and/or comparable documents, including any amendments. Except as otherwise provided in this title, nothing in this title shall affect the incorporation of other educational institutions under state law or the obligations of such other educational institutions under state or federal law.

### 11.702. School Boards and Governing Bodies.

A. No person shall be a member, or a candidate for membership or directorship, of the school board or governing body of any school located within the Reservation if such person is registered or is required to be registered as a sex offender under GRIC Code Title 8, as amended (Civil Code). Upon a demonstration of proof that any person is in violation of this provision, their membership on the school board or governing body shall be null and void and the school board or governing body shall institute immediate steps to declare a vacancy per its governing documents.

B. All persons serving on a school board or the governing body of any school located within the Reservation shall submit to and pass a background check and fingerprint clearance in accordance with the Indian Child Protection and Family Violence Prevention Act, 25 U.S.C. § 3201 et seq. Each school board or governing body of any school located within the Reservation shall provide the TED with a certification that every school board member has passed their respective background check within thirty (30) days of the background check's completion.

C. Any action taken by a school board member or an officer thereof shall be one that would be made by a prudent person seeking a reasonable return on the investment or preservation of his financial resources. Board members shall abide by all applicable laws, rules and regulations.

D. Tribally controlled school boards shall be responsible for the financial, accounting, and auditing transactions of the school board. The board members shall review and approve an annual operating plan and budget, and periodically review and approve a capital

expenditure plan that identifies the objectives of, and the anticipated sources of financing for, each proposed capital expenditure.

E. School boards for tribally controlled schools shall develop policies and procedures, which must be reviewed by the school board at least once a year, and provide a copy to the TED when enacted. The policies and procedures shall include the following:

1. Professional and ethical standards for all personnel, including school board members, to ensure a standard of care requiring that any decision of, or action taken by, personnel shall be made with the same degree of care that would be exercised by a reasonably prudent and competent person seeking to preserve the school's financial resources;

2. Employee discipline;

3. Employee grievance procedures;

4. Personnel evaluation methods for all school staff, including administrators;

5. Fiscal and accounting processes;

6. School calendars and hours of operation;

7. In-service training, orientation, and staff development;

8. Parental involvement;

9. Student rights and responsibilities;

10. Policies governing employee benefits, salary structures, and terms of employment for all personnel, including administrators;

11. A policy governing employee and board member travel authorization, expenditure, and reporting;

12. Disaster and safety plans; and

13. School board policy manual.

F. Tribally controlled schools and other educational institutions shall provide to the Community Council, on or before October 1 of each year, an annual report that includes data from the prior school year, including but not limited to:

1. Demographics: basic student and staff data;

2. Attendance: monthly student and staff attendance;

3. Enrollment: student enrollment, transfer, graduation, retention, and drop-out rates (as appropriate);

4. Language: pre- and post-assessment results;

5. Behavior: number

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and types of incidents reported;

6. Parent and Community involvement: numbers and types of parent and Community activities;

7. Annual accreditation documentation;

8. Annual operating budgets;

9. Facilities: overall condition of school facilities; and

10. Other significant activities which have an impact on education.

G. All Schools within the Reservation boundaries shall in conjunction with the Gila River Police Department, Gila River Fire Department, Community's Office of Emergency Management, and Tribal Education Department, develop an emergency response plan for their school in accordance with minimum standards developed jointly by the Gila River Police Department, Gila River Fire Department, Community's Office of Emergency Management, and Tribal Education Department.

### 11.703. Tribally Controlled School Board Elections.

A. Each tribally controlled school shall establish policies and procedures for its school board election process. Such policies and procedures shall include the following:

1. School board membership;
2. School board member term of office;
3. School board member nominating petitions;
4. Election officials;
5. Qualifications of electors;
6. Voter eligibility;
7. Registration of qualified voters;
8. Provisions for fair elections;
9. Notice of election;
10. Ballots;
11. Opening and closing of polls;
12. Tie votes;
13. Election protests;
14. Cost of elections;
15. School board member qualifications;
16. Certification and elections results;
17. Oath of office;
18. Seating of duly elected school board members; and
19. School board member recall provisions.

B. Each tribally controlled school shall submit any revisions to its school board elections process to the district(s) within its at-

tendance boundaries, TED, and ESC, before the first ESC meeting in July.

C. The school board secretary shall submit the election results, including any disqualification of candidates, to the Community Council Secretary's Office in accordance with the Community Council Secretary's policies for placement on the agenda of the ESC within 10 days of the declaration of the results of the election.

D. Any individual duly elected and qualified may seek enforcement of the election results through a writ of mandamus, filed with the Community Court to compel enforcement of the election results.

### 11.704. Indian Preference.

All tribally controlled schools and other educational institutions are subject to and shall be in compliance with Title 12, as amended (Labor and Employment).

## CHAPTER 8. TRIBAL ALLOCATION PROGRAM

### 11.801. Tribal Allocation.

A. Any tribally controlled school or other educational institution operating within the Reservation and providing educational services for grades pre-kindergarten through 12 may seek allocation funds from the Community, subject to the requirements of this title. Allocation funds are a grant to the school, not a donation, and should not be considered to be a guaranteed source of annual funding. The amount of funding shall be determined through a formula developed by the ESC and Government & Management Standing Committee.

1. Schools seeking funding shall apply for funds using policies and procedures contained within the Tribal Allocation Policy, as approved by the Community Council.

2. Any school receiving allocation monies shall adhere to all requirements contained within the Tribal Allocation Policy.

B. The TED shall:

1. Be responsible for promulgating the Tribal Allocation Policy after meaningful consultation with the schools; provided, that such policy is not effective until adopted and approved by the Community Council or

the ESC.

2. Be responsible for administering the Tribal Allocation Program.

C. The Community Council shall monitor the expenditure of allocation monies to ensure that allocation monies are used appropriately and in the most effective and efficient manner to meet the educational needs of students.

## CHAPTER 9. HIGHER EDUCATION PROGRAM

### 11.901. Postsecondary Financial Assistance.

A. Any enrolled Community member may apply to the Community for postsecondary education financial assistance, subject to the requirements of this title.

B. Subject to the approval of the Community Council, the TED shall develop policies and procedures providing postsecondary education financial assistance to enrolled Community members, which shall provide for the following:

1. Application;
2. Eligibility review;
3. Availability to students on full-time or part-time status;
4. Allowable costs;
5. Ineligibility; and
6. Appeals process.

### 11.902. Vocational Financial Assistance.

A. Any enrolled Community member may apply to the Community for postsecondary vocational financial assistance, subject to the requirements of this title.

B. Subject to the approval of the Community Council, the TED shall develop a policy providing postsecondary vocational education financial assistance to enrolled Community members, which shall contain provision for the following:

1. Application;
2. Eligibility review;
3. Availability to students on full-time or part-time status;
4. Allowable costs;
5. Ineligibility; and
6. Appeals process.

## CHAPTER 10. HEAD START/EARLY HEAD START PROGRAM

### 11.1001. Administration of Head Start/Early Head Start Program.

A. The Communi-

ty Council shall exercise the following responsibilities for any Head Start/Early Head Start program for which the Community serves as agency:

1. Approve all program policies and amendments;

2. Approve all funding applications and amendments thereto submitted to the U.S. Department of Health and Human Services;

3. Establish criteria for the recruitment, selection, and enrollment of children;

4. Establish criteria for the exclusion and readmission of children;

5. Approve Policy Council by-laws and any amendments thereto;

6. Ensure an annual program audit is conducted;

7. Ensure that during the annual self-assessment that the program is carrying out the programmatic and fiscal intent of its grant application, including review of the annual audit and findings from the federal review;

8. Ensure that appropriate internal controls are in place and implemented to safeguard federal and Community funds;

9. Approve written procedures for disclosing, addressing, and resolving complaints, including investigations, when appropriate;

10. Approve written procedures for resolving impasses with the Policy Council; and

11. Responsible for administering and overseeing the program, including the safeguarding of federal funds.

B. The Community Council has legal and financial responsibility for administering all programs funded to the Community by the U.S. Department of Health Services Administration for Children and Families Office of Head Start.

C. The Community Council will oversee practices to ensure active, independent and informed governance of the program, including:

1. Ensure compliance with Federal, State, and Tribal laws and regulations;

2. Ensure compliance with all requirements for Governing Boards as outlined in Head Start Program Performance Standards and the Head Start Act;

3. Delegate agencies and service areas for the program;

4. Establish procedures and criteria for recruitment, selection, and enrollment of children;

5. Review all applications for funding and amendments to the applications;

6. Review and approve all major program policies;

7. Self-assessment, program audits, corrective actions, HR Policies;

8. Review Policy Council make up guidelines;

9. Provide Monthly Reports including counts of meals and snacks from the Department of Agriculture;

10. Receive communication and guidance from the National Office;

11. Compose Program Information Reports;

12. Engage in Communitywide strategic planning efforts by programs funded with Head Start funds; and

13. Participate in the development, planning, and evaluation of the Head Start Program.

## CHAPTER 11. EARLY EDUCATION – CHILD CARE PROGRAM

### 11.1101. Administration of Early Education – Child Care Program.

A. The Community Council has legal and financial responsibility for administering all programs funded to the Community by the U.S. Department of Interior Bureau of Indian Affairs Bureau of Indian Education.

B. The Community Council will oversee practices to ensure active, independent, and informed governance of the program, including:

1. Ensure compliance with Federal, State, and Tribal laws and regulations; and

2. Ensure compliance with all requirements for Governing Boards as outlined in The Child Care Development Block Grant (CCDBG) Act and Child Care Development Fund (CCDF) Final Rule.

## CHAPTER 12. CHILD DEVELOPMENT – EDUCATION SUPPORT SERVICES PROGRAM

### 11.1201. Administration of Child Development – Education Support Services Program.

A. The Community Council has legal and fi-

nancial responsibility for administering all programs funded to the Community by the U.S. Department of Interior Bureau of Indian Affairs Bureau of Indian Education.

B. The Community Council will oversee practices to ensure active, independent and informed governance of the program, including:

1. Ensure compliance with Federal, State and Tribal laws and regulations; and

2. Ensure compliance with all requirements for Governing Boards as outlined as outlined in P.L. 108-446 Individuals with Disabilities Education Improvement Act (IDEIA), Part B and C (birth to five years old), and Arizona State Department of Education certification standards.

## CHAPTER 13. P.L. 93-638 PROGRAMS

### 11.1301. Administration of P.L. 93-638 Programs.

A. The Community Council has legal and financial responsibility for administering all programs funded to the Community by the U.S. Department of Interior Bureau of Indian Affairs Bureau of Indian Education.

B. The Community Council will oversee practices to ensure active, independent, and informed governance of the program, including:

1. Ensure compliance with Federal, State, and Tribal laws and regulations; and

2. Ensure compliance with all requirements for Governing Boards as outlined in P.L. 93-638 requirements and agreements.

C. Programs funded in part or in whole include:

1. K-12 Student Services Program (JOM Funds);
2. Scholarship; and
3. Employment.

## CHAPTER 14. BACKGROUND CHECK DATA

### 11.1401. Background and Criminal History Checks.

All schools located within the Reservation shall comply with all applicable requirements, including background check require-

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ments, under the Indian Child Protection and Family Violence Prevention Act, 25 U.S.C. § 3201, et seq.

**CHAPTER 15. STUDENT VIOLENCE, BULLYING, HARASSMENT, AND INTIMIDATION****11.1501. Title.**

This chapter is the Student Violence, Bullying, Harassment, and Intimidation Code of the Gila River Indian Community ("Community") and it may be cited as the "Anti-Bullying Code."

**11.1502. Findings and Policy.**

A. The Community Council finds that:

1. It is the right of every student to be educated in a positive, safe, caring, and respectful learning environment; and

2. A school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of the Community and of society.

B. It is hereby declared to be the policy of the Community that:

1. Student violence, bullying, cyberbullying, harassment, and intimidation, as defined in this chapter, is prohibited behavior that is not restricted to school grounds, but will not be tolerated.

2. The schools will identify and implement age-appropriate character education and evidence-based best practice programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

3. The schools, in partnership with students, parents, guardians, teachers, administrators, school staff, school volunteers, community representatives, local law enforcement, school accountability committees, and school district accountability committees, and, where appropriate, the community at large, will establish and maintain school environments based on the positive values and beliefs as provided in this Chapter.

4. The schools, in participation with students, parents, guardians, teachers, administrators, school staff,

school volunteers, community representatives, local law enforcement, school accountability committees and school district accountability committees, and, where appropriate, the community at large, will provide opportunity for periodic participation in the development and review of their programs, plans and/or processes relating to student violence, bullying, harassment, and intimidation.

5. The schools will annually provide the TED with a copy of their programs, plans and/or processes relating to student violence, bullying, harassment, and intimidation, including information related to the development and implementation of any anti-student violence, bullying, harassment, and intimidation prevention, intervention and education programs, plans, and/or processes. The information required under Section 11.1502.A.5 shall be attached to or made part of the annual report.

**11.1503. Definitions.**

A. In this chapter, unless the context or subject matter otherwise requires:

1. **Bullying:** Bullying is a deliberate or knowing act, behavior or threat (including intimidation and/or harassment), manifested through written, verbal, physical or emotional means to exert real or perceived power by a student, whether individually or in concert with other persons, against another student or group of students, which is unwelcome and unprovoked, and that is sufficiently severe, persistent, pervasive, or repeated over time so as to cause:

a. Reasonable fear for the student of physical harm or injury, or damage to or theft of personal property; or

b. Substantial risk of or actual physical harm or injury, damage to or theft of student property, mental harm, personal degradation, or social exclusion or ostracism

2. **Cyberbullying:** Cyberbullying is any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking, and other internet communications, on school computers, networks, forums, and mailing lists, or other Community or school-owned property, and by means of an individual's

personal electronic media and equipment.

3. **Harassment:** Harassment is the constant or repeated, direct or indirect, unconsented and intentional act, behavior or threat by a student or group of students that is disturbing, threatening, or humiliating to another student or group of students. Harassment can include, but is not limited to, stalking, hazing, social exclusion, name-calling, unwanted physical contact and unwelcome verbal or written comments, photographs, graphics, and use of social media. Harassment may be related, but not limited to, race, ethnicity, culture, national origin, color, gender, religion, physical or behavioral characteristics, sexual orientation/preference, economic status, and/or disability.

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

**11.1504. Prohibitions and Discipline.**

A. Students are prohibited from and may be subject to disciplinary action for student violence, bullying, cyberbullying, harassment, or intimidation:

1. On school grounds, school property, property immediately adjacent to school grounds, school buses or other vehicles owned, leased or used by the Community, school, or school board; at school bus stops, at school-sponsored events and activities, functions or programs whether on or off school grounds;

2. In person or through the use of electronic technology or electronic communication equipment owned, leased or used by the Community, School, or school board including, but not limited to, school computers, networks, forums, or mailing lists; and

3. Outside of the school and the school day when a student's violence, bullying, cyberbullying, harassment, or intimidation results in a physical, mental, or emotional negative effect on a student or group of students while on school grounds, school property, school buses, at school bus stops, or

at school-sponsored events and activities, infringes on the rights of the student, or when such act, behavior, or threat interferes with or has the likelihood of interfering with the education process, the promotion of positive values and beliefs as provided in this Chapter, and/or authority of the school to maintain order.

B. Law enforcement authorities shall be notified any time school officials have a reasonable belief that an incident of student violence, bullying, cyberbullying, harassment, or intimidation is a violation of the law.

C. Knowingly submitting a false report under this Chapter shall subject the reporter to discipline up to and including suspension or expulsion, or if the reporter is a school employee, termination of employment. Where disciplinary action is necessary pursuant to any part of this Chapter, relevant Community or school policies shall be followed.

**11.1505. Reporting Incidents of Student Violence/Bullying/Harassment/Intimidation.**

A. A student who is experiencing student violence, bullying, cyberbullying, harassment, or intimidation or believes another student is experiencing student violence, bullying, cyberbullying, harassment, or intimidation shall be encouraged to report the situation to the principal or another school employee. A school employee who becomes aware of or suspects a student is being subjected to violence or is being bullied, cyberbullied, harassed, or intimidated shall immediately notify the school administrator. School personnel shall maintain confidentiality of the reported information to the extent practicable.

B. The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on form(s) made available by the school and submitted to the principal within one (1) school day of the verbal report. Should the principal be the employee who observes an incident, is informed of, or suspects a student is experiencing student violence, bullying, cyberbullying, harassment, or intimidation, the principal shall document the incident or concern in

writing. Failure by an employee to immediately report a suspected case of student violence, bullying, cyberbullying, harassment, or intimidation may result in disciplinary action up to suspension without pay or dismissal pursuant to school policy.

C. Reprisal by any student or staff member directed toward a student or employee related to the reporting of a case of student violence, bullying, cyberbullying, harassment, or intimidation shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable school policy.

D. At the time a student makes a credible allegation of violence, bullying, cyberbullying, harassment, or intimidation, the principal shall provide to the parent(s) or guardian(s) of the student who has allegedly been subjected to the violence, bullying, cyberbullying, harassment, or intimidation notice of the alleged incident and a written copy of student rights, protections and support services available to the student.

E. The principal or administrative designee shall investigate and provide notice to the parent(s) or guardian(s) a report of student violence, bullying, cyberbullying, harassment, or intimidation in accordance with school policy. If the principal determines that student violence, bullying, cyberbullying, harassment, or intimidation has occurred, discipline will be administered pursuant to school policy and a school official will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the FERPA, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation. The identity of a good faith reporter in any case of suspected child maltreatment shall be absolutely withheld from disclosure by any employee or agent of the Community.

F. Schools shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of student violence, bullying, cyberbullying, harassment,

or intimidation. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.

G. Documentation related to reported student violence, bullying, cyberbullying, harassment, or intimidation and subsequent investigation shall be maintained by the school for not less than six (6) years. In the event the school reports incidents to persons other than school officials or law enforcement, all individually identifiable student information shall be redacted in compliance with the FERPA.

**11.1506. Training on Student Violence/Bullying/Harassment/Intimidation.**

A. The schools shall establish procedures for the dissemination of information and providing instruction to students, parents and guardians, school employees, and school volunteers. The information will include, but not be limited to, identifying, preventing, and responding to student violence, bullying, cyberbullying, harassment, and intimidation; school board policies, preventative measures, incident reporting procedures, support services (proactive and reactive) and student's rights. The dissemination of this information shall:

1. occur during the first (1st) month of each school year;

2. be provided to each incoming student during the school year at the time of the student's registration;

3. be provided to staff members during the first (1st) month of each school year and on the first day of employment for new employees;

4. be posted in each classroom and in common areas of the school; and

5. be summarized in the student handbook and on the school website.

If you are interested in providing comments on the proposed revision of the GRIC Code, Title 11, Education, you may contact your Council representative, the LSC Chairperson at (520) 562-9720, or provide written comments by August 23, 2023, by email to the Office of General Counsel at OGC.HelpDesk@gric.nsn.us, or by mail to the Office of the General Counsel, P.O. Box 97, Sacaton, AZ 85147.

**\*\*SPECIAL EDITION\*\***  
**GRIC EDUCATION CODE**

# ANNOUNCEMENT

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**PUBLIC HEARINGS  
FOR  
PROPOSED ORDINANCE  
TITLE 11, EDUCATION CODE**

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**DISTRICT 1  
BLACKWATER COMMUNITY SCHOOL -Gym**

SATURDAY, AUGUST 5, 2023 AT 10:00 A.M.

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**DISTRICT 5  
CASA BLANCA COMMUNITY SCHOOL- Gym**

SATURDAY, AUGUST 5, 2023 AT 1:00 P.M.

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**DISTRICT 6  
GILA CROSSING COMMUNITY SCHOOL-Cafeteria**

SATURDAY, AUGUST 19, 2023 AT 10:00 A.M.

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Contact Isaac Salcido, Director, Tribal Education Department at 520-562-3662 with any questions.  
Legislative Standing Committee will consider the proposed ordinance on August 29, 2023 at 1pm.