

NATIVE AMERICAN COMMUNITY ACADEMY

ASSIGNMENT REMINDER & STUDENT HANDBOOK

2013-2014



Name: _____

Grade: _____ Advisor: _____

Dear NACA Students and Families,

Welcome to the Native American Community Academy (NACA). This Student Handbook & Agenda is for your information and to introduce to you our school's philosophy of learning as well as provide you with important policy and procedural information.

As students enter NACA they will begin to envision their future by developing a **Personal Learning Plan** with the assistance of the NACA staff and parents. We will develop goals in all spheres of their life. This approach stems from our philosophy of learning. As your child grows from adolescence to adulthood together we can work to ensure that our students become healthy, are prepared academically and form a positive identity to take a leadership role in their community.

The school day will incorporate an integrated curricular approach, cultural relevancy, community connections and a wellness philosophy. **NACA's Core School program** will serve as the primary academic program taught by content area specialists with community involvement. Our school day has been created to mirror a 9-5pm work day for students to maximize the most of our community strengths and time dedicated to learning, physical health, culture and service.

The NACA Out-of-School program through its partnership with the University of New Mexico's **Tribal Service Corp (TSC)** and community based organizations offers NACA students with additional academic enrichment & support and clubs. The students are supported through tutorials, mentorship, cultural learning, service learning and physical activities. The out-of-school program provides students' with engaging positive role models and a safe place after school to follow their interests and strengthen their skills in all areas.

It's through this unique and innovative approach your child will develop the skills and through self-discovery learn about the opportunities for the future. This is just the beginning of a great partnership and a true community school who is honored to have your child as a student and we look forward to **Growing Together**.

Sincerely,
Kara Bobroff, Principal

NACA MISSION STATEMENT

To engage students, educators, families, and community in creating a school that will prepare our students to grow from adolescence to adulthood and begin strengthening communities by developing strong leaders who are academically prepared, secure in their identity and healthy.

NACA GOALS

Goal 1: NACA will provide students with an engaging and integrated curriculum that promotes high academic achievement, college preparatory skills, and community/culturally based education.

Goal 2: NACA will implement a Holistic Wellness Philosophy that promises a healthy school environment to support students in positive development of their intellectual development, physical development, emotional and social development and community relationships.

Goal 3: NACA will integrate Native American perspectives and philosophies into the overall curriculum to provide students' with Native American studies and Native American language programs.

Goal 4: NACA will develop relationships with parents, families, community organizations and the business sector and draw upon our community strengths to create and implement the overall vision of NACA.

NACA CORE VALUES

Students and staff are encouraged to demonstrate behavior and attitudes that represent each core value as it relates to the overall community.

Respect:

Having concern for harmonious relationships; honoring yourself, your peers, your family, your elders, your ancestors, your teachers, your school, your community, your tribe/nation. Having courteous regards for others feelings and values. Respect helps people get along better with each other.

Responsibility:

We are responsible to our People; past, present and future, as well as our environment and other living things. Being responsible is a form of trustworthiness; being accountable for your words, actions, and conduct in all that you do.

Community/Service:

We belong to the NACA community, as well as, the communities of our neighborhoods, cities, pueblos, reservations and nations. This means along with rights we have the responsibility to provide service to make our community a better place for all.

Culture:

We honor and value our own cultures and those of others. We recognize we are influenced by many cultures including Indigenous, youth and contemporary western cultures and are mindful in how this impacts the development of identity.

Perseverance:

Indigenous people have endured because of perseverance and determination of those that came

before. We make our ancestors proud by remaining constant to a purpose, idea or task in spite of obstacles. We engage our innate strengths and build relationships with others that support us in developing to our full potential.

Reflection:

Indigenous thinking and learning is a reflective process involving a deliberate looking inward, self-awareness and contemplation of deeper meanings. We support this reflective practice to encourage thoughtfulness, personal growth, profound learning and meaningful change.

NACA SCHOOL CALENDAR 2013-2014

July 29-August 9	NACA Staff Professional Development
August 12	First Day of School—Full Day
September 2	Labor Day—No School
September 13	Student Led Conferences-Abbrev. Day
October 11	End of Q1
October 14	Staff PD Day-No Students
October 18	Community Feast Day
November 1	All Souls Day-No School
November 15	Student Led Conferences
November 27-29	Pre-Winter Break—No School
December 20	End of Q2 & S1
December 23-1/3	Winter Break—Intersession
January 6-7	Staff PD Day—no students
January 8	Students Return-Semester II begins
January 20	MLK Holiday—No School
February 14	Student Led Conferences-Abbrev. Day
February 17	President’s Day-No School
March 14	End of Q3
March-April	NMSBA Testing Window
April 14-18	Spring Break-No School
April 25	Student Led Conferences
May 17	Graduation
May 23	Annual Talent Show
May 24	POW-WOW
May 26	Memorial Day—No School
May 29	8 th Grade Promotion
May 30	Last Day of School/Field Day
June 2-6	Staff Professional Development

NACA STAFF CONTACT INFORMATION

Main Office505-266-0992
 Fax Line505-266-2905
 Websitewww.nacaschool.org

Email Addresses for Staff:

- Ms. Albo, albo@nacaschool.org
- Ms. Beenen, lang_beenen@nacaschool.org
- Ms. Bobroff, kbobroff@nacaschool.org
- Mr. Brock, brock_e@nacaschool.org
- Ms. Caldwell, caldwell@nacaschool.org
- Ms. Carroll, carroll@nacaschool.org
- Ms. Cash, cash@nacaschool.org
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- Ms. Douma, sdouma@nacaschool.org
- Ms. Dyea-Purley, dyea-purley@nacaschool.org
- Ms. Elliott, elliott@nacaschool.org
- Ms. Estrada, estrada@nacaschool.org
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- Ms. Siow, siow_v@nacaschool.org
- Ms. Wauneka, wauneka@nacaschool.org
- Ms. Whitehair-Frazier, whitehair_m@nacaschool.org
- Ms. Wings, wings@nacaschool.org

The NACA Parent Committee Group meets the first Monday of each month 6:00 -7:00 PM. This meeting is open to all parents and is a forum for sharing of information and to address any questions/concerns to NACA administration.

The officers for the 2013-2014 school year will be elected in October. The Parent Volunteer Liaisons are as follows:
 Tirezah Waconda and Donna Orozco-Geist

ADVISORY

Each student at NACA will be placed with a NACA staff member at the school who will serve as their advisor for the school year. The advisor is the person who is their advocate, mentor, coach, and person to connect with throughout the school day and school year. The advisor is also the primary contact for the parent should they have any questions regarding their child. The advisor is also responsible for notifying the parent of any failing grades. The advisor, along with the student will hold two conferences per semester with the parents; these are called Student Led Conferences and are a major responsibility of the student.

It is important that the advisor and the student work together on preparing for their conference. In addition, the advisor meets weekly with the advisory class on Monday and Friday. This is a time where students and their advisors come together as a class and work on various activities such as team building, core values, study skills and progress towards their Personal Learning Plans. Advisory is a place where the NACA students and staff begin to build community.

STUDENT SUPPORT SERVICES

In keeping with the Holistic Wellness Philosophy that honors the whole person in their environment, NACA offers each student and family a variety of services that can support them in achieving their goals in school, social/emotional development, their peer and family relationships and their place in the community. Student Support Services may recommend one or a number of options, including:

Student Support Consultation-an initial meeting with a Student Support Services staff, the student, parent(s), student's advisor and other invited NACA staff to identify strengths, express concerns and develop an action plan to support the student's success.

Academic Advisement by Advisor- a meeting with the student's advisor, student and parent, may include referrals for tutoring, homework club and/or schedule change.

Short-term Counseling- individual, family or group counseling provided by licensed providers and masters level interns. Students may be referred for counseling by self**, parent, faculty or other NACA staff. Student will be screened, assessed and referred for services if needs exceed Student Services Department.

Case Management- supported connection for students and families to outside community resources. Students may sign up to talk with a Student Support Staff member.

Crisis Intervention-Student Support Staff are available to assist a student during a stressful or emotional incident. NACA administration or faculty may request this on behalf of the student.

Prevention- facilitates activities that promote the personal, physical and social well-being of students, their families and community to reinforce positive behaviors and healthy lifestyles. These activities include experiential education, presentations and trainings in Suicide Prevention and Anti-Bullying.

Lastly, we provide consultation to NACA faculty, staff, volunteers and parents regarding behavioral, social/emotional and developmental issues.

Students may refer themselves** or be referred by a parent/guardian, administrator, faculty or other staff. If you have any questions or would like to make a referral for these services, please contact the Student Support Services Office.

**As per state law, children age 14 or older may engage in mental health treatment without written parental consent. Although, NACA Student Support Services strongly encourages discussion between the student and parent/guardian regarding these services, parental consent is NOT required for, and shall not bar children regardless of age from receiving the following services:

- 1) Emergency treatment may be given when a parent or guardian cannot be reached (NMSA 24-10-2).
- 2) Individual or group psychotherapy or any other forms of verbal therapy that does not include adverse stimuli or substantial deprivations. This does not include electroconvulsive therapy or psychotropic medications. Initial psychotherapy assessment and early intervention services will NOT extend a two week period for children under the age of 14 years without parental consent (NM 32A-6-14).

FIRST NATIONS-SCHOOL BASED HEALTH CENTER

The First Nations-School Based Health Center provides physical health, mental health and health education services to NACA. Their offices are located on the NACA campus and services may be accessed during school hours. All NACA students and their school-aged siblings are eligible for these services.

Physical Health

- Annual exams
- Sports physicals
- Immunizations
- Acute illness/injury care
- Chronic illness care
- STD screening and treatment
- Dental

Mental Health

- Assessment
- Counseling
- Referral to school and community resources
- Psychiatry services

Health Education

- Chronic illness education
- Classroom presentations
- Information for staff and teachers

To access the SBHC services:

- Parent/guardian must complete a First Nations-SBHC registration and consent form for their student during registration
- For urgent matters, students may ask their teacher to excuse them to the SBHC. Students must check in with the front office if they are being sent home due to illness/injury.

CHILD CUSTODY ISSUES

Parents and the courts will establish the terms and conditions of custody of the children. Custody terms will generally fall into the categories of Joint Custody, Primary Physical Custody, and Sole Custody. In any of these custody arrangements, unless parental rights have been legally waived, both parents retain full parental rights regarding access to school records, grades, parent-teacher conferences, IEP meetings, and so forth. APS will remain neutral in custody cases and will rely on parental agreement or court documents in honoring parental requests. Any changes to the status quo must be agreed to by both parents or through a Court Order.

ATTENDANCE

Consistent, daily attendance in school is linked to student success and achievement. In addition, regular attendance develops habits that are essential components for the development of self-discipline, and in preparation for post-secondary education, training, and employment. Absences, whether excused or unexcused, are detrimental to the learning process because work made up outside of class is not as effective as the actual classroom experience. NACA encourages parents to ensure their child attends school to maximize their learning and increase their chances of having a successful academic career. NACA understands that families may need support to help their child be successful. NACA Administration and Staff will work so that all concerned will be provided the guidance and resources necessary to assure success. Further, students enrolled in NACA are required to attend classes in accordance with the New Mexico Compulsory Attendance Law (22-12-1 to 22-12-7 NMSA 1978).

Student attendance in New Mexico is compulsory and failure to attend is regarded as educational neglect as stated in Section 32-1-L (2) NMSA 1978, the educational neglect section of the New Mexico Children's Code, N.M.S.A., 1978. Educational Neglect is interpreted to be chronic absences and or excessive tardiness.

Guidelines and Procedures

Parents/Guardians are expected to contact the office when a child will be absent from school. It is requested that parents/guardians report all absences within 24 hours of the absence.

When reporting an absence to the office the following information is necessary for school records:

- Student's name

- Student's grade
- Class period(s) missed
- Date(s) of the absence
- Reason for the absence

When a student misses school, their absences will be categorized by the office into one of the types listed below:

A. Excused Absences

An excused absence will be an absence with permission of the parent/guardian and school administration. Such absences should comply with state law and include those that are the result of the following:

- Ill or injured (doctor/dental appointments fall into this category)
- Limited family emergency; Death in the family
- Legal appointments
- Observing a religious holiday
- School activities including approved college trips
- Limited extenuating circumstances as approved in advance by school administration

Students will be provided make-up work for any excused absence and will receive full credit for the work. It is the responsibility of the student to pick-up any make-up assignment and returns it to the teacher within a predetermined time period. Students who accumulate excessive absences will be required to provide the school with documentation to verify that future absences should be excused.

B. Unexcused Absences

An unexcused absence will be an absence with permission of the parent/guardian but without the permission of the school administration. Unexcused absences are all other absences that include but are not limited to the following:

- Car trouble
- Missing the bus
- Oversleeping
- Staying home to study
- Staying home to care for family members
- Traffic Problems
- Family vacations outside of the normally scheduled school break
- Non-school sponsored activities or trips

Students may be provided make-up work if the teacher allows but may not receive full credit for the make-up work (according to teacher's grading policy). It is the responsibility of the student to pick up any make-up assignment and return it to the teacher within a predetermined time.

- Students are required to have a 95% average daily attendance rate or higher (school related activities do not count against attendance rates)
- **This means no more than 4.5 absences per student/per semester is acceptable**

- Students that fail to meet the 95% attendance rate may not be given credit for that class
- A student who falls below the 95% attendance rate be excluded from games or other extra-curricular activities
- Students will be encouraged to make up all absences by attending scheduled study labs
- NACA will notify parents/guardians when their child has accumulated 3, 5, 7, and 10 absences in one or more classes
- If efforts to improve attendance are not successful after notification, the school will, in accordance with NMSA 1978 §22-12-7C. , report the habitual truant to the probation office of the Second Judicial Court. This also includes the Tribal Courts. For this section only, absences due to suspension or expulsion will be counted as excused absences
- Student may be administratively withdrawn from NACA if the student has been absent for ten (10) consecutive school days and his/her absences are unexcused and the school has made substantial effort to contact the student and parent by telephone or home visit for the purpose of identifying the reasons for non-attendance and developing strategies to address them.
- Students have the right to appeal the denial of credit in this attendance policy

C. Truancy

Truancy is an absence without the permission of the parent/guardian and administration.

- Students **will not** be provided make-up work for truancy
- Students that are truant will be required to attend Zero Hour which is one hour before school or after school to make up the class they missed
- Students that are truant for 1 or more days will be required to attend Saturday School
- If a student continues to be truant, a meeting will be scheduled with the student, parent and counselor and administration to address concerns and develop an Attendance Contract/Behavior Plan.

Anticipated Absences

Any student leaving from or arriving late to school at a time other than regular arrival or dismissal time must sign in or out of the office and have their agenda signed.

Only a parent or an adult listed on the Registration Form is allowed to pick up a student from school. Parents may send a signed note with an adult relative listed on the Registration Form to pick up their child for prearranged excused absences. The adult must come inside to the office and sign the student out. An ID will be requested from parents/guardians and those listed on Registration Form.

Students who know in advance they will be absent for several days for urgent and unavoidable reasons should fill out a "Request to be Absent" form in the office. Teachers will sign the slip and give assignments. It is the student's responsibility to make up the work in the allowed time given by each teacher.

TARDY PROCEDURE

The Tardy Procedure requires that students be on time to **all classes** throughout the day. Tardiness is defined as the arrival of a student without proper excuse after the scheduled time the class begins. There should be no more than 3 tardies per quarter.

- Students are required to sign into the office if arriving late to school
- Three (3) unexcused tardies constitute one day of absence
- Excused tardies are accepted for medical reasons or emergencies (personal or physical); documentation must be provided

All late students will be issued a 60 minute detention after school once they receive their 3rd tardy for one class. The detention is to be completed within the same week the detention is received. If a student does not show up for detention the following steps are taken:

1. Student is required to attend Saturday School. Conference between student, teacher and Dean of Students takes place
2. Failure to attend Saturday School results in Community Service in addition to a Behavior Contract with a requirement to still serve Saturday School. The student loses extra-curricular privileges until Saturday School obligation is fulfilled
3. Failure to comply with #2 results in a day of In-School Suspension (ISS). Meeting with student, parent, Advisor, and Dean of Students takes place
4. Failure to comply with #3 results in an internal hearing

****After one month of no tardies the student will go back to Step 1**

If a student receives 3 detentions in one week for tardiness they will automatically be placed on a Behavior Contract, receive Community Service, and have mandatory parent meeting with the Advisor and Dean of Students.

REQUESTS TO LEAVE CLASS

During class time, students should make every effort to remain in class. Students given permission to leave class for a specific purpose must return to class immediately after completing that task. Students who choose to do otherwise may lose this privilege as well as be subject to further disciplinary action.

TRANSPORTATION

School Bus

Riding the school bus is a privilege and students should be on their best behavior while waiting at the bus stop and during the bus ride itself. While riding the bus you are under the supervision of the bus driver and will be expected to follow the rules of safe conduct issued by the bus driver. All school rules also apply during bus rides. General common bus rules are as follows.

1. Remain seated in your assigned seats throughout the entire trip.
2. Skate boards are not allowed on the bus.
3. Food and beverages are not allowed on the bus.
4. Shouting or other boisterous activity will not be permitted.
5. You are not to distract the bus driver in any way.

If infractions occur on the bus the bus driver may issue a discipline referral to the student which will be given to the Dean of Students or Principal. If the student receives 3 referrals, they will be suspended from the bus.

Bicycles

Students riding bicycles must lock their bicycles in the racks at school.

Cars

All student cars parked in school parking areas must be registered and have an official parking permit. Students must register their vehicle with the main office providing a copy of their driver's license and proof of insurance. NACA will assume no responsibility or liability for cars parked in designated parking areas or in areas around the school. All drivers are expected to follow New Mexico driving laws.

NO SKATEBOARDS OR SCOOTERS ARE ALLOWED TO BE RIDDEN ON CAMPUS. They are to be placed in the office or kept in a teacher's classroom. Failure to comply with this rule will result in your skateboard being confiscated.

OFF LIMIT AREAS DURING SCHOOL DAY

During the school day students are expected to stay in the areas monitored by staff to ensure student safety. Students are not allowed to be in the following areas:

1. In front of the neighboring businesses during school hours
2. The parking lots
3. Behind the NACA storage buildings
4. Classrooms during lunch/school day without a teacher
5. Any areas outside the fences or fence line of our NACA campus

CLOSED CAMPUS

NACA is a closed campus. Students are not allowed to leave the campus at any time unless a parent/guardian or the person designated in the student file by parent/guardian as authorized to check out the student and sign the student out at the office. Any student leaving campus without signing out will be considered truant. Once a student arrives on campus prior to the start of classes, they are not to leave campus for safety reasons.

SNOW DAYS

NACA will cancel classes on those days when APS as a whole closes because of weather conditions. If APS is following an abbreviated schedule, the start of our school day will be delayed by two hours. Radio station KKOB (770 AM) and Channel 7 news is the primary source for school delay and cancellation announcements. It will also be posted on the NACA website.

LUNCH

All students will be required to complete a free and reduced lunch application for the 2013-2014 school year; breakfast will be \$1.75 per meal and lunch will be \$2.75 per meal, if you qualify for reduced meals you will be required to pay \$.30 per meal for breakfast and \$.40 per meal for lunch.

All food must be eaten in the designated lunch areas. Please remember that if you eat outside you need to throw your trash away. This is our school and we are all responsible in keeping it clean.

** Note: Food and Drink Items such as energy drinks, hot Cheetos, soda pop, and fast food are not allowed on NACA's campus except for special occasions in order to support our Wellness Philosophy.*

MEDICATIONS

In order to protect all students, **ALL medications, including both prescription and over-the-counter medications, must be registered with the Dean of Students.** This includes medications kept in the office and those carried by the student. NACA will provide over-the-counter medications like acetaminophen (ex., Tylenol), ibuprofen (ex., Advil, Motrin), antacids (ex., Tums), cough drops, etc. if a parent/guardian has signed the **Over-the-counter Medication Authorization Form** for the current year. If a student must take a prescription medication at school, the **Medication Authorization Form** must be completed by a physician **EVERY YEAR.** If a student must take an over-the-counter medication at school which the school does not provide or a prescription medication for a short period of time, an **Over-the-Counter/Short Term Prescription Form** must be completed for the period of time the medication needs to be taken at school. If a student has asthma, an **Asthma Action Plan** must be completed by a physician **EVERY YEAR.** If a student has allergic reactions which may require an EpiPen, an **EpiPen Authorization**

Form must be completed by a physician EVERY YEAR. NACA will provide a locked storage area for all medications students need to take at school, whether it be prescription or over-the-counter. All medications must be in their original container, this goes for both prescription and over-the-counter medications.

TEXTBOOKS

You are responsible for all books issued to you will be responsible for lost and/or damaged books (such as torn pages, ink spots, or writing). Any items loaned to you (library books, texts, equipment) are school property. If textbooks are lost or destroyed, students will be required to pay for them. Your teacher will inform you of the cost of the item to be replaced.

LOCKERS

You will be assigned a book locker. You must be responsible for this locker. Combination codes are provided by the main office manager. **Keep you locker combinations to yourself.** Sharing lockers with your friends or giving locker combinations to others is not allowed and compromises your personal belongings. **Do not change lockers without permission!** Lockers are the property of the school and are loaned to the students each year. Students are expected to maintain their lockers and not write in them or hang inappropriate materials in their lockers. If a student vandalizes the locker they may lose their locker privileges.

Be aware of the following regarding lockers:

- School officials may periodically inspect student lockers without prior notification.
- The outside of lockers should not be personalized (written on, stickers, defaced, etc.)
- The insides of lockers are to be kept neat at all times. This avoids locker door jams.
- It is a good idea not to bring unnecessary valuables or money to school. If needed students should ask the school secretary to hold the item(s) in safe keeping for the day. The school is not responsible for lost or stolen item(s).
- Any student whose locker has been vandalized should report promptly to the office.

LOST AND FOUND

You are responsible for your personal property. If an item is lost, check in all of your classrooms and the office. If you find an item that does not belong to you, please turn it in to the office. **NACA is not responsible for lost or stolen items.**

VALUABLES

NACA is not responsible for valuables which students bring to school. It is recommended that students leave all valuables at home. If special circumstances make it necessary for a student to bring substantial cash or other important possessions to school, these items can be safeguarded by registering them and leaving the items in the office.

VISITORS AND AUDIENCES

Various groups of students sponsor performances during the school year. Public is invited to attend. We request that all minor children be accompanied by an adult at all times during the performances. No tobacco products may be used by anyone at any time on the school grounds as we are a "Smoke Free" campus.

All visitors to NACA must check in the office and receive a visitor's badge. If you do not check-in and receive a badge you will be asked to do so. Students must seek permission from the Dean of Students prior to bringing a friend or relative to come to school with them.

NACA ACADEMICS

ACADEMIC FREEDOM & ALIGNMENT WITH STANDARDS

NACA is committed to the belief that teachers, with the approval of the school administration, have the freedom to choose materials and activities that they deem appropriate. Working in a spirit of rigor, collaboration and innovation, NACA teachers work to create a unique and challenging classroom experience.

ACADEMIC STANDARDS

NACA has very rigorous and high academic standards. In middle school, low grades of "Ds" and "Fs" are not acceptable and will result in the student being referred to lunch homework club, an Academic Improvement Plan and possible recommendation for retention. **ALL NACA students who are failing 1 or more classes may be required to participate in a lunch or after school study hall.**

Families will be advised by their advisor if they are in danger of failing. Students are encouraged to ask their teachers for progress grades and not get behind on their work to alleviate stress of trying to bring up a low grade at the end of the quarter.

NACA mails home mid-term progress grades as well as end of quarter and semester grades.

GRADING SCALE

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% or below

GRADUATION REQUIREMENTS

Students, including special education students with an Individualized Education Program (NMAC 6.29.1.9-J-13(a)), must complete 28 high school credits to be eligible for a diploma. Additional required graduation units beyond state requirements shall be taken in approved courses.

A student shall not receive a New Mexico Diploma of Excellence if the student has not demonstrated competence in the areas of mathematics, reading and language arts, writing, science and social studies, including a section on the Constitution of the United States and the Constitution of New Mexico, based on the SBA/HSGA or alternate demonstration of competency.

A student must meet the cut scores on the high school graduation assessment (HSGA) on the 11th grade SBA or use an alternate demonstration of competency in order to receive the New Mexico Diploma of Excellence

Credits shall be transferable with no loss of value among schools that are accredited by a state board of education in the United States, U.S. territories or U.S. Department of Defense schools.

Students transferring from home schools or private schools to public schools will do so in accordance with subsection D of Section 22-1-4 NMSA 1978.

A final examination shall be administered to all students in all courses offered for credit.

A student who takes the same course will receive the additional credit as an elective credit only.

Concurrent enrollment and dual credit, both vocational and academic, may be earned simultaneously from NACA and post-secondary institutions.

NACA GRADUATION REQUIREMENTS

To be classified 10th grade must have 6 credits

To be classified 11th grade must have 13 credits

To be classified 12th grade must have 21 credits

4 Credits English
4 Credits of Math
4 Credits of Science
6 Credits Social Sciences
1 Credit Personal Wellness
.5 Credit Health
1 Credit Public Speaking (for Class of 2015 only)
2 Credits of Language (Lakota, Navajo)
1 Credit Junior Seminar
1 Credit Junior Internship
2 Credits Dual Enrollment
1 Credit Native Leadership
1 Credit Senior Seminar
3 Elective Credits
Financial Literacy through CNM meets Dual Enrollment and Algebra II credit

Credit Recovery

Students may make up deficient credits through night school and summer school offered through APS or any other approved credit recovery program.

Credit summaries will be provided to the student, parent/guardian and advisor each semester to ensure

preparation for summer school and/or night school if required.

CLASS PREPARATION AND MATERIALS

It is your responsibility to be thoroughly prepared for class. This includes having your homework completed, bringing required materials, and arriving on time. Many teachers have their own classroom guidelines regarding student preparedness for class. The office administration will support the teacher's expectations. If you are in need of school supplies please see the office.

Homework and our Core Values

RESPECT: NACA expects students to respect the mission of the school, which is dedicated to academic and emotional preparation for college. Homework directly applies to this as **the majority of work done in any college is completed independently or in study groups.**

PERSEVERANCE: NACA expects students to work hard, despite difficulties, to honor their academic goals.

RESPONSIBILITY: NACA expects students to be accountable for balancing their increasing academic, personal and community priorities.

COMMUNITY: NACA believes students who are engaged in their studies can support the academic community in the classroom, in study groups and the overall school community.

REFLECTION: NACA views homework as an opportunity for students to reflect upon the content learned during class.

CULTURE: NACA believes that students who complete homework on a regular basis will have the good habits and academic capability to become leaders and role models in their Native communities.

NACA is committed to supporting students in multiple ways in complying with our homework policies. To facilitate a clear understanding of our policies and expectations, NACA staff is committed to consistent communication with students and parents.

STUDENT LED CONFERENCES/DEMONSTRATIONS

There are various ways that teachers assess student progress over the course of the year. Each quarter, Student Led Conference will be conducted. At the end of the year (4th qtr.) students are required to participate in a graded Student Demonstration of Learning.

Parental and student attendance at demonstrations and student led conferences is required.

Students who will be repeating a grade at NACA are still required to hold a demonstration. The student's advisor and teachers will direct them as to the focus of that demonstration.

ACADEMIC HONESTY

We expect all NACA students to study, research, and produce work that is honest and reflects their own thinking, analysis, and creativity. Academic dishonesty (including plagiarism, inappropriate collaboration, and cheating on tests, quizzes or other projects) is taken very seriously and will result in disciplinary and academic consequences including loss of credit for the given test, project, or paper and/or additional consequences

Plagiarism, the use of the other's ideas without proper credit or permission, is a form of theft. NACA will not tolerate any of the following kinds of plagiarism: 1) Quotations not cited. A direct quotation from an author must be placed in quotation marks and then referenced in the bibliography or works cited. 2) Paraphrasing not cited. Paraphrasing a passage or presenting someone else's ideas in your own words but failing to give the proper references or citations to the original author is plagiarism. 3) Web papers. Using a paper, or a portion of a paper, that was found on the Web and claiming it as your own work is plagiarism.

ACTIVITIES AND AWARDS

REPORT CARDS/HONOR ROLL

The report cards reflect academic achievement, class work, self-discipline, study habits, and effort. Students earn an academic grade on an A-F scale. You will be on the honor roll by earning a nine-week grade point average as follows:

EAGLE HONOR ROLL- 3.5-4.0
B HONOR ROLL - 3.0-3.49

NACA RECOGNITION AWARDS

Aside from the recognition for academic achievement a student may earn from being on the honor roll, NACA students may receive additional awards as follows:

- Individual Teacher Awards: Each teacher is eligible for individual recognition awards at the end of the school year based on the needs of their program and students.
- Honor Roll Recognition: Students will receive recognition for their academic achievement each quarter and end of year
- Perfect Attendance Awards: Students who have perfect attendance for the entire school year.
- Student of the Year: Students will be nominated based on demonstration of NACA's Core Values, attendance, and GPA and the impact they had on their own peers, teachers, and their community.
- Student of the Month: Each student is eligible to receive an individual award for demonstrating NACA's Core Values

STUDENT GOVERNMENT

NACA students are represented by a student government organization. Student activities such as spirit days, school dances, and other school-wide activities will be developed and planned throughout the school year. Satisfactory academic and citizenship grades must be maintained by all Student Government members for the entire year in order to participate.

CLUBS/ACTIVITIES

Students are encouraged to participate in various clubs/activities, to be established yearly based on student interests, i.e. Pow-wow Club, Homework Club, Student Council, etc. Students must maintain satisfactory academic and citizenship grades to participate in any extracurricular clubs/activities.

OUT OF SCHOOL TIME PROGRAM (OST)

The NACA Out-of- School Time (OST) Program is responsible for maintaining a safe and educational environment to provide a positive and meaningful experience. Due to safety and liability concerns, students remaining on campus afterschool must participate in supervised OST activities, which include, sports, clubs, and academic support. Parents will be notified of students who are on campus after school and not participating in a structured activity.

Student Expectations:

- All students who remain on campus after school will be required to enroll and participate in OST programs
- Commit to your activity for entire program time
- Fully participate and be respectful of all your peer and OST activity leaders/staff
- Students are expected to be on time and sign in daily
- Students must be signed out by Parent/Guardian if you leave early
- Students are required to participate in chosen activity for the duration of the trimester
- Students are expected to demonstrate physical and emotional safety at all times

The NACA out-of-school time staff is responsible for maintaining a safe and educational environment to provide you a positive and meaningful experience. If you are disruptive and violate program rules, you may be dismissed from the out-of-school time program(s).

** Note: NACA School Rules apply to the Out of School Time Program and if necessary will involve the assistance of the Dean of Students.*

ELIGIBILITY FOR SPECIAL ACTIVITIES

Student Council and other school clubs have high expectations. Students interested in these positions recognize that they are leaders and role models. Therefore, any of the following (on progress report or nine week grade report) will result in a student being removed from these activities until the grades are raised:

1. A "D" or "F" in more than one class
2. An out of school suspension
3. Three (3) or more discipline referrals
4. Lower than a 2.0 GPA on the most recent report card.

ATHLETIC ELIGIBILITY POLICY

Eligibility will be determined for each sport. The most recent report card will be used for this purpose. A coach may suspend a player if they become ineligible during the season. Students are deemed ineligible if they have less than a 2.0 GPA and/or a "D" or "F" in more than one class. Students must follow and uphold the rules, regulations and policies set forth by the coaches, school administration and the New Mexico Activities Association.

ENRICHMENT TRIPS ELIGIBILITY

Enrichment trips are an opportunity for experiencing new learning, enrichment, personal growth & independence. Community participation and responsibility is important. A student must have the following:

- Acceptable behavior and no pattern or history of discipline referrals to the office in any given nine week grading period.
- Student must have earned a cumulative 2.0 GPA on their most current report card.
- Depending on the purpose and nature of the trip additional academic, behavior, and community guidelines may apply.
- Parents will be expected to be involved in all mandatory parent meetings for their student to have eligibility to attend.

DRESS CODE

Appropriate dress is expected of Native American Community Academy students at all times. School wear should not distract from learning or limit mobility. Parents are responsible for supervising their child's attire regarding the school dress code. Students in violation of the policy will be sent to the office. Students will be given loaner clothes to wear the remainder of the day or will be sent home to change. Clothes will be returned at the end of the day. Parents will be notified.

Remember:

- Clothing that is revealing or that has suggestive language, logos or slogans promoting alcoholic beverages, gangs, satanic symbols, drugs, sex, racism, or violence is not acceptable.
- ICP clothing, hats, belts, jewelry is not allowed

- Shoes or hard soled sandals will be worn at all times. No slippers or socks.
- Off the shoulder blouses and shirts or dresses with spaghetti straps may not be worn. Tank top straps must be two (2) fingers wide.
- No torso should be visible at any time. This refers to midriffs and cleavage.
- Skirts and shorts need to reach the end of your fingertips when you drop your arms to your side.
- Sagging/wearing of pants below the waist and/or in a manner that allows underwear or bare skin to show is prohibited. Belts need to be worn on baggy pants and no underwear may be visible at any time. Pants must be belted at the waist.
- Clothing style must not impede movement.
- Jewelry with spikes is not allowed. No chains maybe worn to school.
- No hats, bandanas, "doo-rags" or beanies may be worn (including hanging from the pockets of the students.)

NATIVE AMERICAN COMMUNITY ACADEMY BEHAVIOR EXPECTATIONS

STUDENT CONDUCT/CITIZENSHIP

Behavior is an essential part of a student's education. The atmosphere in the classroom can be altered by the way a student enters, behaves during class, and leaves the class. We expect that students will be safe, responsible and respectful at all times and that all staff and students must be treated with dignity and respect.

All NACA staff is encouraged to model the NACA Core Values and to teach/reinforce skill building around conflict resolution and pro-social behavior, resulting in a positive school environment where young people feel connected and safe and learning is maximized.

The fundamental goal of NACA's philosophy and Core Values is for students to learn to be responsible for themselves and their actions, and to make genuine, positive contributions to their community.

Positive Behavior Plan Learning/Reinforcing Successful Behaviors:

1. **Academic Rigor: Engaging Curriculum, Instruction, and Assessment**
Students who are engaged in learning are less likely to engage in misconduct. To support positive behavior, our curriculum is rigorous, standards-based, and inquiry-based. Lessons are built around essential questions, with culturally relevant and responsive content that connects to students' lives.
2. **Positive Behavior Support**
Positive behavior support is defined as positive expectations and responses to student behaviors. Positive values and behaviors are explicitly taught, modeled, and practiced daily.
3. **Restorative Approaches**

Restorative Practices is the preferred approach to address student behavior issues because it reflects the importance NACA places on relationships-among students, and between teachers and students. This approach provides students with opportunities to develop self-discipline and positive behaviors in a caring, supportive environment. It also views conflict primarily through the lens of the harm caused to people and relationship, and emphasizes the priority to meet the needs of those affected by this harm. A restorative approach sees conflict or misbehavior as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and experience how to make amends in such a way as to strengthen the community bonds that may have been damaged.

All staff members intend to support the rules listed below. Parental support of school rules is essential to their effectiveness.

PROFANITY

Using language that is crude, offensive, insulting, rude or irreverent is not acceptable. This includes swearing and the use of words that show contempt or disrespect. No one wants to hear it, and it has no place in school. It causes much bad will and resentment. Students who use profanity will suffer disciplinary consequences from individual classroom teachers and may also be called to a disciplinary hearing if the behavior doesn't change. In addition, music containing inappropriate lyrics is not permitted at school at any time. Printed material, magazines, CD's, tapes or other forms of recorded music containing inappropriate words, pictures or lyrics will be confiscated and returned only to the student's parents/guardians.

LOUDNESS & HORSEPLAY

Loudness is a disruption to all of the people in the building, whether they are studying in nearby classrooms, working in offices, or simply trying to converse with others in a public space. Horseplay can result in injury/and or damage to property. It also can easily lead to misunderstandings and fights, which could result in suspension or expulsion.

PUBLIC DISPLAY OF AFFECTION

NACA is a school that respects students' relationships with each other; however, NACA is an academic environment. Appropriate display of affection requires good judgment and consideration of all parties. Students and staff are asked to refrain from inappropriate public displays of affection. Holding hands or walking arm in arm is acceptable contact between couples and friends. Kissing, excessive hugging, sitting on top of other students, etc., is not acceptable. A student's inability to control their actions in this area may be assigned lunch detention, community service, and/or necessitate the involvement of parents.

SEXUAL HARRASSMENT

Sexual harassment is a serious issue and can result in severe disciplinary action. Sexual harassment is a form of gender discrimination as defined by Title IX of the Education Amendments of 1972. Sexual harassment is a violation of federal law. Any improper language or behavior that victimizes a member of our community because of gender or sexual orientation is forbidden. Such behavior may also be grounds for legal action and fines through the civil justice system. The message to students here is simple: Do not use suggestive, rude, or offensive sexual words, gestures, or actions in any way, at any time, while you are a member of the NACA community. Examples of sexual harassment include but are not limited to:

- sexual assault,
- unwanted touching
- inappropriate comments or conversation,
- certain non-verbal behaviors
- inappropriate PDA's (public displays of affection)
- gestures which threaten to belittle others on the basis of gender.

Such behaviors are strictly prohibited. If you are seen, heard, or reported behaving in such a way, you may be charged with sexual harassment.

Any student who experiences or observes ANY harassment should talk with a Student Support Person, Advisor, Principal or Dean of Students immediately

BULLYING

Threatening physical harm to another or causing a present fear of imminent danger to a person (including threats, gestures and verbal assaults) is prohibited at all times. The following are examples of bullying but is not limited to:

- Verbal bullying including derogatory comments and bad names
- Bullying through social exclusion or isolation
- Physical bullying such as hitting, kicking, shoving, and spitting
- Bullying through lies and false rumors
- Having money or other things taken or damaged
- Being threatened or being forced to do things
- Racial bullying
- Sexual bullying
- Cyber bullying (via cell phone or Internet)

CELL PHONES/ELECTRONIC DEVICES

Students may bring a cell phone or other electronic devices to NACA, but it must be off and out of sight during class. Students may use their cell phones/iPods on campus before school, during lunch, and after school. In case of an emergency, every classroom has a phone. We strongly urge parents not to call students during class time. If you need to communicate with a student, please use the main number: 266-0992 and request that a message is given to a particular student.

We understand that cell phones and other electronic devices are a major part of our society; however, they do not take precedence over listening or learning while at NACA.

1st Offense: Teacher confiscates the phone until the end of the day, calls the parent guardian and documents the infraction

2nd Offense: Teacher confiscates the electronic device, calls the parent/guardian and requests that the electronic device be picked up by the parent/guardian and documents the infraction

3rd Offense: Teacher confiscates the electronic device, requests a parent/guardian and Dean conference. Penalty will be determined by the Dean.

COMPUTERS AND INTERNET

NACA offers students access to a computer network for class work, school-related research and email. The use of these computer systems is a privilege, not a right. Inappropriate usage (including but not limited to: downloading violent, pornographic or otherwise offensive information; account misuse; tampering with the school's computers or playing unauthorized computer games during the academic day) will result in the cancellation of those privileges as well as disciplinary action appropriate to the offense.

GANG ACTIVITY

A gang can be defined as any group of students and/or non-students whose group behavior is threatening, delinquent or criminal.

Gang-related activity can be intimidating to students, faculty and staff and can also be disruptive to the educational process. Although this list is not all-inclusive, examples of inappropriate and unacceptable gang-related behaviors include: gang graffiti on school property, intimidation of others, gang fights, initiation rituals, wearing gang attire and colors. This includes ICP.

- No student on or near school property, at any school activity, or while being transported from or to a school activity shall: wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign or other items that evidences or reflects membership in, or affiliation with any gang, soliciting membership in, or affiliation with any gang.
- No student shall on his/her body display "tagging" or any symbol or sign that evidences or reflects membership in or affiliation with any gang.
- No student shall engage in any act in furtherance of the interests of any gang or gang activity.
- No student shall engage in any act, either verbal or nonverbal, including gestures or handshakes, showing membership or affiliation in any gang.

SOLICITATION

Students are not to be solicited for money unless a project has been approved by the NACA Administration Staff. No sale of items is to be conducted at the school by students for community drives or for personal gains.

FIGHTING/MUTUAL COMBAT

We prohibit violent behavior or threats of violence. Violence includes, but is not limited to any action, word, or object that is intended to, or has the effect of intimidating or injuring another person. Parents will be contacted and required to attend a mandatory mediation meeting with their child where an appropriate consequence will be determined for the students involved in the incident. Although we believe that suspension has a negative academic effect on students, we also recognize that suspension may be necessary in the event of a persistent misbehavior. Students shall not fight, push, intimidate or otherwise abuse other students. For the purpose of reprimand, suspension, and expulsion, fighting/mutual combat/intimidation shall include but not be limited to the following types of conduct:

- Behavior that intentionally, knowingly, or recklessly causes physical injury to another person
- Behavior that intentionally places another person in reasonable fear of immediate physical injury
- Intending to injure, insult, or provoke another person by knowingly touching him/her
- Acting together (two or more students) in a way that recklessly uses force or violence, threatens to use force or violence that disturbs the normal operation of the school, or a school sponsored activity or threatens to create disruption or injury to students, guests, or employees of the school
- Engaging in fighting, violent or seriously disruptive behavior
- Making unreasonable noises, use of abusive or offensive language or gestures to another student in any manner likely to provoke physical retaliation
- Making protracted commotion, utterances, or displays with the effect of preventing the orderly administration of the school
- Refusing to obey a reasonable direction of an employee of NACA
- Threatening by word or conduct to cause physical injury to another person or serious damage to property
- Threatening to use or using physical force against another in response to a verbal statement
- Students who violate this policy are subject to a 5-9 day suspension. The second offense will result in the student being asked to dis-enroll from NACA

DRUGS, ALCOHOL & TOBACCO

NACA has a Zero Tolerance Policy for drug and alcohol use. In accordance with the State Board of Education Regulation 81-3, NACA prohibits students from using, possessing, distributing or trafficking in alcohol and/or other harmful and illegal substances. This is defined as any substance capable of producing a change in behavior or altering a state of mind or feeling including 'look alike' substances, including but not limited to: narcotics, cocaine, hallucinogens, amphetamines, barbiturates, marijuana—as well as federally controlled substances, prescription drugs not assigned to that person, and other intoxicating substances.

This rule applies on school property, at school or any school-related events. This includes being under the influence or looking, smelling or acting as if under the influence of a controlled or illegal substance.

Also strictly prohibited is possession, use or distribution of any paraphernalia such as lighters, pipes, bong, rolling papers which or other materials associated with drugs, alcohol or tobacco.

In addition, students may not possess or use tobacco products of any sort on school property or in the areas immediately surrounding the school property during school or at school sponsored events.

If and when teachers/staff have reasonable suspicion that a student is violating our drug policy as stated, they will do the following:

- Two staff members may ask a student to empty his/her pockets, empty the contents of any backpacks or other bags, remove shoes, lift up pant legs, and roll down socks.
- After a search has been conducted, the Dean of Students will call home to notify parents about the search and reasons why the search was conducted.
- If drugs, drug paraphernalia, or alcohol are found during the search, the police will be notified for criminal action, and the student will be put on a strict contract at administration discretion or the infraction may lead to long-term suspension or expulsion hearing.
- Any student who is found to be in violation of the school's policy against smoking and drug use will be subject to immediate disciplinary action.

INTERROGATIONS

Any person not employed by NACA without the approval of the Principal or Dean of Students may not interrogate individual students. All other policies regarding student interrogation will be established by the school's Governing Board as need arises.

HEARING PROCESS FOR SEVERE BEHAVIOR AND ATTENDANCE ISSUES

Students exhibiting excessive interference with the learning process will be referred to **the Hearing Officer for a Long Term Suspension or Expulsion Hearing as required by the NMPED Student Rights and Responsibilities**. This consists of the Hearing Officer, the administration and request for a parent and student to attend. The Hearing Officer reviews grades, behavior, attendance, and attitude to determine whether the student is placed on a Long Term Suspension or Expulsion due their behavior and/or attendance issues.

CONFLICT RESOLUTION

PROCEDURE FOR RESOLUTION OF PARENT/TEACHER (STAFF MEMBER) CONFLICTS

A grievance will be defined as a dispute between a parent/guardian and NACA. The school's conflict resolution (i.e., grievance) procedure is designed to ensure a parent/guardian and the school a fair hearing of legitimate grievances. The Principal will determine if the dispute merits exercising the Conflict Resolution Procedure if the Dean is the object of the dispute. The grievance will be initiated by the parent/guardian against NACA as an organization.

A parent/guardian should make every effort to resolve the issue with the classroom teacher with two formal letters and meeting with the teacher. A written record of each meeting will be made and kept as part of the personnel file of the aggrieved person.

LEVEL I TEACHER-PARENT FORMAL LETTER (Aggrieved always must begin with Level I)

Parent will make at least two (2) formal written attempts to resolve the conflict with the teacher. E-mail will not be considered as a formal written request. The parent will write their letter and present it at a scheduled short meeting with the teacher where they will mediate the issue. If the parent is not satisfied with the resolution of the meeting, they must then write a second formal letter to the teacher describing the conflict. The teacher will then give a formal letter response to the parent/guardian.

Timeline: Within 3 working days to schedule meeting on receipt of the first letter and 3 working days for the teacher to respond to the second formal letter.

LEVEL II PRINCIPAL-DEAN-DIRECTOR OF CURRICULUM & INSTRUCTION-PARENT MEETING

The parent files a written grievance with the Dean who will schedule a meeting with the teacher and parent involved. Both formal letters to the teacher and the Dean will be available at this meeting.

LEVEL III PRINCIPAL-DEAN-DIRECTOR OF CURRICULUM & INSTRUCTION

Resolves issue, followed by written response to parent

LEVEL IV PRINCIPAL, DEAN, DIRECTOR OF CURRICULUM & INSTRUCTION, BOARD MEMBER GRIEVANCE REVIEW

If an issue is not resolved then a meeting with the Principal, Dean, and the Director of Curriculum & Instruction, the Parent and the Board Member will be scheduled for the person filing the grievance. The Board will review all documentation surrounding the grievance and issue a written resolution to the

person filing the grievance. All written documents prior to the step must be available for the Board review.

DEFINITIONS OF DISCIPLINARY CONSEQUENCES

In general, disciplinary consequences include:

*Written referral: A brief documentation of the issue or action of concern. This is routed to the Dean of Students. The referring teacher and Advisor will be advised of next steps.

*Family contact/conference: A phone conversation and/or meeting including student, Advisor, appropriate teachers, student support members, and/or Dean of Students.

*Restorative Practices: Students will be required to restore the harm/damage caused to their community/classroom as a result of their actions.

*Restorative and Responsive Circles: A process used to allow to students to check-in after an incident to restore justice back in his/her class/community. This process is facilitated by the Dean of Students and could involve the whole class, student, teacher, advisor, and parents.

*Family Conferencing: This process will involve the family, student, Advisor, and Dean of Students to actively engage in problem solving.

*Community Service: Students may be assigned community service which may be served during the school day, after school, or on Saturdays. The student will be responsible for making up any missed assignments.

*Behavior Contract: A behavior contract outlines a plan to which the student must adhere. The contract specifies targeted behaviors the student is expected to correct, the desired behaviors, specific supports and strategies needed, and consequences for failure. This contract is student and/or family developed.

*Restitution: Restitution involves repaying or making amends to the community for damage or wrong done. Restitution entails giving an equivalent compensation for loss, damage, or injury caused to the NACA community.

*Mediation: During mediation members of the NACA Support Team work with students, families, and faculty in an attempt to resolve a dispute or misunderstanding. The goal of the process is to arrive at a common understanding of accepted responsibility and a shared commitment to positive future interactions.

*Detention: Students may be assigned to detention during lunch and/or before or after school hours. Students are assigned at the discretion of the Dean of Students and other school staff. Student behavior during detention must be respectful and responsible. Students

who do not observe the rules will serve additional detention time and may also be subject to suspension

*In-School Suspension: This allows the student to remain in school to complete assignments, increase their learning ability, and to deter the behavior from occurring again.

*Modified School Day: This allows students to remain in school to complete assignments but the schedule may be an alternative to their regular school day

*SMART Program: The Saturday Morning Alternative Reach-Out and Teach Program is a comprehensive and integrated eight-session Saturday morning program with an additional community service requirement.

*Suspension: Period of time away from school in which student reflects upon what it means to be a part of the NACA community. The Dean of Students determines suspensions upon review of disciplinary cases. Long term suspensions (10 days or more) or expulsions follow the Student Disciplinary Hearing Procedures. According to state law, students who are long-term suspended or expelled from NACA are considered suspended or expelled from all Albuquerque Public Schools. When suspension or expulsion occurs due to attendance problems, students may be considered for entrance into an APS alternative school.

*Expulsion: Removal from the NACA community. According to state law, students who are long-term suspended or expelled from NACA are considered suspended or expelled from all Albuquerque Public Schools.

*Referral to Law Enforcement: Communication with local authorities in certain instances as required by law or at request of Principal and/or Dean of Students.

Please note that in certain instances, especially in the case of concerns around physical or social/emotional safety, the Dean of Students may elect to have student not report to class until a family meeting has occurred to problem solve the issue. This meeting will be set up as soon as possible, but will not always occur immediately such as the next day.

Additional Information:

- Students may be suspended from NACA network privileges for improper use for 1-5 days for first offense; 5-10 days for second offense and up to one semester for 3rd offense. This is at the discretion of the Technology Coordinator
- Disciplinary Reassignment is the removal from NACA to transfer into another school. An informal hearing will occur involving the Tribal community, student, parent, advisor, Council member and Administration
- Behaviors marked with a single asterisk indicate that the school must notify the police of the incident

- Behaviors marked with a double asterisk indicate that the school may use its discretion in notifying police about the incident. Police notification is not necessary
- Second or repeated violations of Behavior 4.11 and 4.12 may result in a referral for a Long Term Hearing.
- Students will be referred to a substance abuse prevention program or counseling who commit offenses 5.17 and 5.18.
- Students in violation of 6.5, may be referred to a substance abuse prevention program or counseling.
- Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon.
- The term "firearm/destructive device" as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.
- "Look-alike" means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.
- Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the school.
- It can be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics or controlled substances, intends to sell or deliver these substances.
- An assault may be committed without actually touching, striking or injuring the victim.

DISCIPLINARY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES UNDER INDIVIDUALS WITH DISABILITIES EDUCATIONAL ACT (IDEA)

Students with disabilities are expected to follow the NACA's disciplinary process. IDEA provides federal guidelines covering the discipline procedures to be followed for students with disabilities. Discipline safeguards, as covered under IDEA, do not apply to students identified under the eligibility of "gifted" unless these students also have disability eligibility. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a change in placement, the following considerations must be addressed:

- When considering long-term suspension or expulsion, an Individualized Education Program (IEP) team must first determine whether the

behavior of concern is a manifestation of the student's disability.

- To determine if the conduct in question is or is not a manifestation of the student's disability, the IEP Team must conduct a Manifestation Determination Review Meeting and then determine:
 - o if the conduct in question was a direct result of the Local Educational Agency's failure to implement the IEP; or
 - o if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability.
- If the IEP Team determines that the behavior is related to the student's disability, no further disciplinary proceedings shall occur unless weapons, guns/knives, illegal drugs or serious bodily injury offenses occur. (Refer to IAES below.) Recommendations: Review IEP, add services and supports, develop/update a Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), and/or change services, if appropriate.
- If the IEP Team determines that the behavior is not a manifestation of the student's disability, disciplinary actions may be taken in accordance with the procedures in this handbook.
- Should the disciplinary procedures include long-term suspension or expulsion, NACA must continue to provide educational services, including access to the general education curriculum and related services, as determined in the IEP.
- Any suspension that excludes a student from his/her IEP services must be counted when calculating the total number of suspension days (up to 10 cumulative days or beyond the 10 days may constitute a change of placement).
- The decision to change a student from his/her IEP placement must be made on an individual basis (IAES, AES).

Interim Alternative Education Setting (IAES) is an off campus placement up to 45 school days for offenses which include:

- Weapons: objects used to cause bodily harm and used in a threatening way,
- Guns/knives (blade must be 2½ inches or longer): possession/carrying,
- Illegal drugs: possession/sale/distribution/solicitation (not to include alcohol or tobacco),
- Serious bodily injury: student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function,
- Placement in IAES may extend past the 45 school days only if the student has been long-term suspended through the NACA Hearing Process.

Alternative Educational Setting (AES). On campus AES refers to special education services provided on the campus where the student is currently enrolled for the duration of a suspension period of more than 10 days. Typically, on campus AES settings are for students suspended for violations that do not involve

drugs/weapons/ serious bodily injury. The IEP team determines the student's AES. The IEP team is also responsible for ensuring completion of a Functional Behavior Assessment (FBA) and the development of a Behavior Intervention Plan (BIP). If one already exists, it would need to be updated.

- NACA will follow the federal guidelines regarding the continuation of educational services for suspended special education students with disabilities.
- Procedural safeguards ensure that parental due process rights are afforded.
- Students with disabilities are entitled to a due process hearing.
- A student with a disability should not be suspended for a period of time longer than a student without a disability would be suspended.

THE FOLLOWING BEHAVIOR IS EXPECTED OF ALL STUDENTS:

BE RESPONSIBLE

BE RESPECTFUL

BE SAFE

NACA supports students through **RESTORATIVE PRACTICES**. It is a process that reframes justice from punitive to restorative and emphasis is placed on repairing/rebuilding relationships. At the core of Restorative Practices, all involved and affected by an incident, participate in the outcome.

NACA embraces the concept of restorative justice and uses restorative practices when appropriate. When restorative approaches have failed and/or been rejected by the parties involved, penalties will be assessed. These will be in increasing order of severity: demerits, working lunch, before/after school detention, Saturday School, community service, in-school, and suspension and/or expulsion.

Please Note: poor academic achievement is not an inappropriate behavior and school rules may not be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve.

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

- Group 1 lists behaviors that are inappropriate
- Group 2 lists behaviors that disrupt
- Group 3 lists behaviors that seriously disrupt
- Group 4 lists behaviors that very seriously disrupt
- Group 5 lists behaviors that most seriously disrupt
- Group 6 lists behaviors that are illegal and most seriously disrupt

NOTE: Incidents are addressed on an individual basis. The consequences listed below are a guideline for staff, students and the administration to follow unless there are more severe circumstances.

<p>Group 1 Recommended Instructive, Corrective, or Restorative Responses</p> <ul style="list-style-type: none"> • Use student self-reflection sheet • Other instructive or corrective consequence • Documented Teacher and Student Conference • Teacher, Student, and Parent/Guardian Conference • Participation in peace or healing circle with staff and peers impacted by behavior • Referral to mediation • 3-9 Demerits = working lunch 12 Demerits = 2 working lunches, parent meeting 15 Demerits = 3 working lunches 18 Demerits = Saturday School 21 Demerits = In-School Suspension 24 Demerits = Family Conference to determine next step of action <p>At the end of first semester, demerits will be reduced to zero, allowing students to have a fresh start.</p>	<p>Additional Consequence (only for repeating the same behavior)</p> <ul style="list-style-type: none"> • Teacher, Student, Advisor, and Counselor and/or Dean of Students Conference to identify and address cause of repeated behavior and develop strategy to address behaviors • Daily Check-in/Check-out with identified staff member • Use of short term behavioral contracts/behavioral report home to reinforce desired behavior • Detention – before school, after school, lunch or Saturday School • In-school suspension (1-3 days)
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Group 1 – Inappropriate Behavior

- 1.1 Running and/or making excessive noise in the hall or building
- 1.2 Leaving the classroom without permission
- 1.3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction
- 1.4 Loitering, or occupying an unauthorized place in the school or on school grounds
- 1.5 Failing to attend class without a valid excuse
- 1.6 Persistent tardiness to school or class
- 1.7 Use of the NACA network for the purpose of accessing non-educational materials, such as games, pornographic materials, and other inappropriate material

<p>Group 2 Recommended Instructive, Corrective, or Restorative Responses</p> <ul style="list-style-type: none"> • Use student self-reflection sheet • Documented Teacher and Student Conference • Other instructive or corrective consequence • Teacher, Student, and Parent/Guardian Conference • Teacher, Student, Advisor, and Counselor and/or Dean of Students Conference • Participation in peace or healing circle with staff and peers impacted by behavior • Referral to mediation • Referral to social skills instruction, academic tutoring, or a focused mini-course to remove trigger or replace student response • Referral to therapeutic group if trigger or response is connected to need for anger management, trauma, grief, or other counseling • Referral to tobacco cessation program if evidence of use 	<p>Additional Consequence</p> <ul style="list-style-type: none"> • Teacher, Student, Advisor, and Counselor and/or Dean of Students Conference to identify and address cause of repeated behavior and develop strategy to address behaviors • Daily Check-in/Check-out with identified staff member • Use of short term behavioral contracts/behavioral report home to reinforce desired behavior • Detention – before school, after school, lunch or Saturday School • In-school suspension (1-3 days) • Only for repeating the same inappropriate behavior: in-school suspension, community service
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Group 2 – Disruptive Behavior

- 2.1 Leaving the school without permission
- 2.2 Interfering with school authorities and programs
- 2.3 Initiating or participating in any unacceptable minor physical actions
- 2.4 Failing to abide by school rules and regulations not otherwise published in the student handbook
- 2.5 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures
- 2.6 Possession and/or use of tobacco products, lighters, matches, rolling papers or drug paraphernalia
- 2.7 Defying the authority of school personnel
- 2.8 Unauthorized use of school parking lots and other areas

<p>Group 3 Recommended Instructive, Corrective, or Restorative Responses</p> <ul style="list-style-type: none"> • Use student self-reflection sheet • Documented Teacher and Student Conference • Other instructive or corrective consequence • Teacher, Student, and Parent/Guardian Conference • Teacher, Student, Advisor, and Counselor and/or Dean of Students Conference • Participation in peace or healing circle with staff and peers impacted by behavior • Referral to mediation • Referral to social skills instruction, academic tutoring, or a focused mini-course to remove trigger or replace student response • Referral to therapeutic group if trigger or response is connected to need for anger management, trauma, grief, or other counseling 	<p>Additional Consequence</p> <ul style="list-style-type: none"> • Teacher, Student, Advisor, and Counselor and/or Dean of Students Conference to identify and address cause of repeated behavior and develop strategy to address behaviors • Daily Check-in/Check-out with identified staff member • Use of short term behavioral contracts/behavioral report home to reinforce desired behavior • Detention – before school, after school, lunch or Saturday School • In-school suspension (1-3 days) • For first inappropriate behavior: in-school suspension, community service • Only for repeating the same inappropriate behavior: in-school suspension, community service, out-of-school suspension or combination of community service/in-school suspension • Disciplinary Reassignment by Principal
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Group 3 – Seriously Disruptive Behavior

- 3.1 Disruptive behavior on the school bus
- 3.2 Fighting – physical contact between two people with intent to harm, but no injuries result
- 3.3 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability
- 3.4 Persistence in serious acts of disobedience or inappropriate behaviors listed in Groups 1 through 3
- 3.5 Any behavior not otherwise listed in Groups 1 through 3 of this handbook that seriously disrupts the educational process
- **3.6 Forgery – false and fraudulent making or altering of a document or the use of such a document
- 3.7 Plagiarizing, cheating and/or copying the work of another student or other source

3.8 Overt display of gang affiliation

3.9 Bullying behaviors

<p>Group 4 Recommended Instructive, Corrective, or Restorative Responses</p> <ul style="list-style-type: none">• Use student self-reflection sheet• Documented Teacher and Student Conference• Other instructive or corrective consequence• Teacher, Student, and Parent/Guardian Conference• Teacher, Student, Advisor, and Counselor and/or Dean of Students Conference• Participation in peace or healing circle with staff and peers impacted by behavior• Referral to mediation• Referral to social skills instruction, academic tutoring, or a focused mini-course to remove trigger or replace student response• Referral to therapeutic group if trigger or response is connected to need for anger management, trauma, grief, or other counseling	<p>Additional Consequence</p> <ul style="list-style-type: none">• Daily Check-in/Check-out with identified staff member• Detention – before school, after school, lunch or Saturday School• For 4.12, referral to substance abuse prevention program or counseling• In-school suspension (1-3 days)• In-school suspension, community service, out-of-school suspension or combination of community service/in-school suspension• Disciplinary Reassignment by Principal
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Group 4 –Very Seriously Disruptive Behavior

**4.1 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified

**4.2 Extortion – obtaining money or information from another by coercion or intimidation

**4.3 Assault – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery

**4.4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage at a cost less than \$500

**4.5 Battery – (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury

**4.6 Fighting – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury

**4.7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers, or bags) of stolen property that costs less than \$150

**4.8 Possession, use, sale, or distribution of fireworks

4.9 Any behavior not otherwise listed in Groups 1 through 4 of this handbook that very seriously disrupts the educational process

**4.10 Trespassing on NACA property –entering NACA property when previously prohibited or remaining on school grounds after receiving a request to depart

4.11 Possession of any dangerous object as defined by the handbook, first offense

4.12 Use or possession of alcohol in school or at, before, or after a school related function, first offense

Group 5 Interventions and Consequences (may be modified based on the age or grade level of the student)

- A student shall be suspended for five days. A student may be suspended for six-ten days and/or referred for Long Term Suspension at the discretion of Administration. Parents will be notified by the end of the school day wither by phone or in writing.
- The student may be also be referred to the Tribal Council (a community made up of Tribal Community members, Parents, Member of Governing Council, Student, and Administration)
- Student may be referred to the Saturday Morning Alternative Reach-Out and Teach Program (SMART) Program – which is a comprehensive and integrated eight session Saturday morning program with an additional community service requirement. It provides students with character building and conflict resolution skills as well as prevention, intervention, referral, and support services for the amelioration of alcohol or drug related problems and inappropriate behavior in general. This would be recommended in lieu of Long Term Suspension and if the behavior does not require LTS and the student is likely to benefit from remediation. If a student referred to this program fails to complete it and the community service, they will be taken to Long Term Hearing
- Following a period of suspension, balanced and restorative justice practices may be used to help reintegrate a student into the school community.
- For Group 5 behaviors, balanced and restorative justice practices may only be used in addition to, not in place of, suspension and discretionary referral for long term hearing

Group 5 – Most seriously Disruptive Behavior

*5.1 Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel

*5.2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein

*5.3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, in clothing, lockers, or bags) of stolen property that costs more than \$150

**5.4 Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors.

5.5 Persistent defiance of multiple directives by school personnel resulting in the most serious disruption of the educational process

**5.6 Gang activity or overt displays of gang affiliation

**5.7 Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force

*5.8 Engaging in any other illegal behavior which interferes with the school's educational process, including attempting an illegal behavior

*5.9 Persistent or sever acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment

*5.10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified

5.11 Second or repeated violation of Behavior 4.11, possession of any dangerous object as defined by this handbook

*5.12 Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification

*5.13 Initiating or participating in any inappropriate, minor physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student

*5.14 Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking (intentionally gaining access by illegal means or without authorization) into the NACA network to access student records or other unauthorized information, or to otherwise circumvent the information security system, regardless of intent

*5.15 Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel

5.16 Inappropriate consensual sexual activity

*5.17 Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance for the purpose of intoxication in or before school or school related function

*5.18 Second or repeated violation of Behavior 4.12, use or possession of alcohol in school or at, before or after a school-related function.

Group 6 -Interventions and Consequences (may be modified based on the age or grade level of the student)

- A student shall be suspended for 9 days pending Long Term Hearing. Parents will be notified by the end of the school day wither by phone or in writing.
- Following a period of suspension, balanced and restorative justice practices may be used to help reintegrate a student into the school community.
- For Group 6 behaviors, balanced and restorative justice practices may only be used in addition to, not in place of, suspension and discretionary referral for long term hearing

Group 6 – Illegal and Most Seriously Disruptive Behavior

- *6.1 Use, possession, and/or concealment of a firearm/destructive device or other weapon or look-alikes of weapons as defined in the Additional Resources section, or use or intent to use any other object to inflict bodily harm
- *6.2 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others
- *6.3 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated
- *6.4 Robbery – taking personal property in te possession of another by use of force or by threatening the imminent use of force
- *6.5 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication, or repeated violation of Behavior 5.17
- *6.6 Sex acts which include the use of force
- *6.7 Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery
- *6.8 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including clothing, lockers, or bags) of stolen property that costs more than \$1,000

The Native American Community Academy Handbook gives students and parents a general idea of some of the expectations for the coming school year. Please sign this section and return it to your teacher. I have read and understand my role as a student and citizen at the Native American Community Academy. I will be responsible for following the guidelines and I will ask questions of school staff in the event I am ever unsure of a policy.

Student Name **Student Signature** **Date**

My child and I understand the policies and guidelines that are in place. We will do our best to ensure that we follow through with our part in keeping NACA a positive place to learn and grow. I recognize that in addition to paper flyers, NACA communicates through email, website, and telephone calls. I will keep my contact information current with the school office. I may contact the office at any time to change or add additional contact information. I understand that it is my responsibility to call the school office if my child is going to be absent from school. If any parts of the school guidelines are unclear, I understand that I may contact the school office for clarification via telephone, personal visit, email, or note.

Parent Name **Parent Signature** **Date**