

NATIVE AMERICAN COMMUNITY ACADEMY

STUDENT HANDBOOK

2016-2017



Student signature: _____

Grade: _____ Advisor: _____

Parent/ Guardian signature _____

Date _____

By signing above I acknowledge I have read through the student handbook and have had the opportunity to ask clarifying questions. And I fully understand the contents within this student handbook regarding policies and procedures for my student while attending the Native American Community Academy.

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Dear NACA Students and Families,

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

As students enter NACA they envision their educational future by developing a **Personal Learning Plan** with the assistance of NACA staff and parents. Together NACA staff and students develop goals in all spheres of the students' lives. Together they ensure that our students progress, from childhood to adulthood, are healthy, form positive identities, and prepare academically to take a leadership role in their communities.

The school day will encompass 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 9-5 p.m. work day so students can maximize our community strengths as well as have abundant time to dedicate to learning, physical health, culture and community 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 additional academic enrichment, support, and clubs. The students are supported through tutorials, mentorships, 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 so they can pursue their interests and strengthen skills in all areas.

It's through this unique and innovative approach that your child will practice self-discovery and learn the skills that will open future opportunities to him/her. This is just the beginning of a great partnership with a true community school which is honored to have your child as a student. We look forward to **Growing Together**.

Sincerely,
Kara Bobroff, Executive Director

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 which in turn will support students in positive directions as they advance 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 via 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 mission 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:

We have concern for harmonious relationships; this involves honoring ourselves, our peers, our family, our elders, our ancestors, our teachers, our school, our community, and our tribe/nation. We have courteous regards for others' feelings and values. Respect helps people get along 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. We must be accountable for our words, actions, and conduct in all that we 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, comes the responsibility to make our community a better place for all.

Culture:

We honor and value our own cultures and those of others. We recognize that we are influenced by many cultures including Indigenous and contemporary

western cultures. We are mindful of how these influences impact the development of identity.

Perseverance:

Indigenous people have endured because of the perseverance and determination of those that came before us. 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 which support us as we develop our full potential.

Reflection:

We use indigenous thinking and learning in a reflective process that involves a deliberate looking inward, a self-awareness and a contemplation of deeper meanings. We support this reflective practice to encourage thoughtfulness, personal growth, profound learning and meaningful change.

NACA SCHOOL CALENDAR 2016-2017

August 2016

- 4 - 5 New Staff Professional Development
- 8 - 12 All Staff Professional Development
- 11 NACA Open House
- 15 First Day of School for Students

September 2016

- 5 Labor Day - No School

October 2016

- 10 Indigenous People's Day - School Day
- 13 End of Q1
- 14 Feast Day
- 25 NACA Pageant
- 28 Fall Student-Led Conferences

November 2016

- 1 All Souls' Day – School Day
- 11 Veterans Day - School Day
- 23 - 25 Pre-Winter Break

December 2016

- 12 - 21 Semester Exams and Projects
- 22 - 30 Winter Break

January 2017

- 4 - 5 Staff Professional Development
- 9 Students Return to School
- 16 MLK Day of Service - Non-Instructional Day

February 2017

- 3 Winter Student-Led Conferences
- 20 Presidents' Day – No School

March 2017

- 10 End of Q3
- 20-24 Spring Break

April 2017

- 14 Vernal Holiday - No School
- 28 Gathering of Nations - Half Day

May 2017

- 4-5 Returning student Registration for 2017-18
- 5 Spring Student Led Conferences
- 15 - 24 Final Exams and Student Demonstrations
- 20 Graduation
- 26 Last Day of School for Students
- 29 Memorial Day
- 30-31 All Staff Professional Development

June 2017

- 1-2 All Staff Professional Development
- 12 Summer School Term 1 Begins

NACA STAFF CONTACT INFORMATION

Main Office505-266-0992 X 1000
Fax Line505-266-2905
Websitewww.nacaschool.org

Email Addresses for Staff:

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Mr. Begay, begay_t@nacaschool.org
Ms. Bitsinnie, bitsinnie@nacaschool.org
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Ms. Whitehair-Frazier, whitehair_m@nacaschool.org
Ms. Wings, wings@nacaschool.org

*Please feel free to contact teachers if you would like to follow up on grades, behavior or any concerns regarding students. Teachers and Advisors are responsible for notifying parents when students' grades fall below a C.

PARENT GROUP

The NACA Parent Committee Group meets the first Monday of each month, unless it is a holiday. The time of the meetings will be 6:00-7:00 PM. This meeting is open to all parents and is a forum for sharing information and addressing any concerns with NACA administration. The facilitators for the 2016-2017 school year will be Tirzah 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 his/her advisor for the school year. The advisor will be the student's advocate, mentor, coach, and person to connect with throughout the school day and school year. The advisor is also the primary contact for the parents/guardians 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 one conference per semester with the parents/guardians. These are Student-Led Conferences and are a major responsibility of the student. It is important that the advisor, teacher and the student work together preparing for their conference.

In addition, the advisor meets regularly with an advisory class. This is a time when students and their advisors come together and work on various activities such as team building, core values, study skills and progress towards their Personal Learning Plans. *Advisors are responsible for making sure their advisory students are demonstrating the NACA core values of respect and responsibility during Morning Circles as well as any school wide gatherings.*

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 to support them in achieving their goals in school, developing socially and emotionally, strengthen peer and family relationships, and realizing their place in the community.

Student Support Services may recommend one or more of the following options:

Student Support Consultation provides an initial meeting with a Student Support Services staff member, the student, parent(s)/guardian(s), student's advisor, and, with the student's permission, other invited NACA staff. This meeting offers participants a chance to identify strengths, express concerns, and develop an action plan to support the student's success.

Academic Advisement by Advisor provides a meeting with the student's advisor, the student, and the parents during which referrals for tutoring, homework club, and/or schedule changes may be made.

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

Case Management is a supported connection that helps students and families connect with outside community resources. Students may sign up to talk with a Student Support Staff member.

Crisis Intervention assists a student during a stressful or emotional incident with help from the Student Support staff. A NACA student, an administrator, or staff may request such assistance on behalf of the student.

Prevention facilitates activities that promote the personal, physical, and social well-being of students, their families, and communities to reinforce positive behaviors and healthy lifestyles. These activities include experiential education, presentations and trainings in suicide prevention, anti-bullying, and substance abuse prevention.

Lastly, Student Support Services provides consultation to NACA faculty, staff, volunteers, and parents regarding behavioral, social/emotional, and developmental issues.

Remember: Students may refer themselves** or be referred by a parent/guardian, administrator, faculty, or other staff for the above services. If you have any questions or would like to make a referral for these services, please contact the Student Support Services Office at 266-0992 X1101.

Parental consent is NOT required and shall not bar children regardless of age from receiving the following service.

- *In cases of emergency when a minor is in need of immediate hospitalization, medical attention, or surgery and the parents of the minor cannot be located for the purpose of consenting...after reasonable efforts have been made...consent can be given by any person standing in locus parentis to the minor. (NMSA 24-10-2)*
- *A youth 14 years of age or older has the right to consent to individual psychotherapy, group psychotherapy, guidance, counseling or other forms of verbal therapy. This does not include psychotropic medication. A child under the age of 14 years may consent to initial assessment and early intervention services, limited to verbal therapy, not to exceed a two-week period. After the initial period, parental consent is required. (NM 32A-6-14)*

*****As per state law, children age 14 or older have the right to consent to their own mental health treatment without written parental consent. NACA Student Support Services strongly encourage discussion between the student and parent/guardian regarding these services.***

FIRST NATIONS SCHOOL-BASED HEALTH CENTER

The First Nations School-Based Health Center (SBHC) provides physical health, mental health, and health education services to NACA. Their office is located on 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
- Psychiatric Services

Health Education

- Chronic Illness Education
- Classroom Presentations on Substance Abuse and Suicide Prevention
- Information for Staff and Teachers

To access the SBHC services a 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 go to the SBHC. Students must advise 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 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. NACA 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

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/guardians to ensure their children attend school to maximize their learning and increase their chances of a successful academic career. 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. NACA administration and staff will work with families to provide support, guidance, and resources necessary to assure success. 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 front office within 24 hours of the absence when a student is absent from school. 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

Our School Messenger system will follow up with a call or e-mail home by 9:45 a.m. if a student has not reported to first period by that time. If a student misses school, his/her absence will be categorized by the office into one of the types listed below:

A. Excused Absences

An excused absence is an absence with permission of the parent/guardian and school administration. Such absences should comply with state law and include, but are not limited to:

- illness or injury, that is supported with a doctor's note doctor/dental appointments,
- limited family emergency (e.g., death in the family),
- legal/court appointments,
- observance of a religious holiday, supported with tribal documentation (i.e. governor's letter)
- school activities including approved college trips, and
- Limited extenuating circumstances as approved in advance by school administration.

Cultural absences are considered separately. Students who practice their culture/religion by praying, dancing, or taking part in traditional ceremonies are allowed excused absences, as long as the parents/guardians provide an official documentation or letter from tribal/cultural officials (governor, council delegates and/or religious leaders) stating that students are participating in cultural activities.

Students will be responsible for make-up work for any excused absence and will receive credit for the work at the discretion of the teacher and the teacher's classroom grading policy. It is the responsibility of the student to pick-up any missed assignments and return them to the teacher within a predetermined time period. Students who accumulate excessive absences will be required to meet with the Dean, provide documentation to verify absences, and establish an attendance plan for lost instructional time with teachers.

B. Unexcused Absences

An unexcused absence is 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:

- 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, and
- Non-school sponsored activities or trips.

Social ceremonial absences are distinct from cultural absences. Students who attend Pow Wows, Feast Days and other social ceremonies that are not practicing the religious piece of said ceremony will be deemed unexcused.

Students will be responsible for make-up work for all unexcused absences and will receive credit for the work at the discretion of the teacher according to the teacher's classroom grading policy. It is the responsibility of the student to pick-up any missed assignments and return them to the teacher within a predetermined time period.

Further Information Regarding Attendance:

- 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.**
- Students who fail to meet the 95% attendance rate may not be given credit for that class and may be excluded from games or other extra-curricular activities.
- Students will be encouraged to make up all absences by attending scheduled study labs or Saturday School.
- NACA will notify parents/guardians when their child has accumulated 3, 5, 7, and 10 absences in one or more classes and said student will be placed on an Attendance Contract.
- 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 as well as the relevant Tribal Truancy offices and Tribal Courts. For this section only, absences due to suspension or expulsion will be counted as excused absences.
- A 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, provided the school has made substantial effort to contact the student and parent/guardian 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 make up time lost as a result of truancy through lunch detention, Saturday School and/or community service.
- 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, counselor and administration to address concerns and develop an Attendance Contract/Behavior Plan.
- Senior Ditch Days are not recognized or acceptable at NACA and will be counted as trancies. Students that participate in an organized “ditch day” will be required to serve community service and will receive a zero for assignments that day.

D. Student Pick-Up/Late Arrivals

Only a parent/guardian or an adult listed on the Registration Form is allowed to pick up a student from school. Parents/Guardians may send a signed note with an adult 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 the registration form.

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. Parents/Guardians must contact the school and speak with the Dean or a school administrator to get approval for a student to sign himself/herself out to ride the city bus home.

E. Anticipated Absences

Students who know in advance they will be absent for several days for unavoidable reasons should fill out an “Anticipated Leave” form in the office 3 days prior to

the absence. If the situation is urgent and requires an immediate absence the student will have 3 days once they return to complete the form for it to be considered as an excused absence. Failure to do so will result in an unexcused absence. Teachers will be notified of the absences, sign the proper form and assign make-up work. It is the student’s responsibility to make up the work within a predetermined time allotted by the teacher per the teacher’s classroom grading policy.

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 a proper excuse after the scheduled time the class begins. There should be no more than 3 tardies per week per class. Remember:

- 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.

When a student receives his/her 3rd tardy for a particular class he/she will be issued a 30-minute detention during lunch, after school, during Mandatory Afterschool Study Hall (MASH) or issued community service. The detention is to be completed within the same week it is received. If a student does not show up for detention the following steps are taken:

1. The student is placed on the Saturday School list. A conference between the student, the teacher and the Dean of Students takes place.
2. The failure to attend Saturday School results in Community Service in addition to the requirement to serve the next scheduled Saturday School. The student loses extra-curricular privileges until the Saturday School obligation is fulfilled.
3. The failure to comply with #2 results in a day of In-School Suspension (ISS) and the student is placed on a Behavior Contract. A meeting with the student, the parent, the Advisor, and the Dean of Students takes place.
4. The failure to comply with #3 results in an internal hearing to include Dean of Students, Head of School and/or parent.

If a student receives 3 detentions in one week for tardiness he/she will automatically be placed on Saturday School list, receive a Community Service

assignment, and/or be placed on a Behavior Contract. In addition, a mandatory parent meeting will be scheduled with the student's Advisor and the 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 with a teacher note or pass for a specific purpose must return to class immediately after completing that task. Students who take advantage of leaving class repeatedly will be subject to a referral or further disciplinary action. If a substitute is covering a class for a teacher they must give a student a note or pass to leave class, otherwise students will not be allowed to leave class for any reason without the Dean's approval.

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, students 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 assigned seats throughout the entire trip.
2. Do not bring skateboards on the bus.
3. Food and beverages are not allowed on the bus. In addition, no items should ever be thrown from the bus.
4. Shouting or other boisterous activity is not permitted. Hands, arms, and heads should remain inside the bus at all times.
5. Do not 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 the Associate Director. If the student receives 3 referrals, he/she will be suspended from the bus.

BICYCLES

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

SKATEBOARDS OR SCOOTERS ARE NOT ALLOWED TO BE RIDDEN ON CAMPUS.

They are to be placed on the skateboard rack in the office and locked with a personal lock, students are responsible for their locks. The school will not be

responsible for replacing any stolen skateboards. It is at student's risk to leave their skateboards in the office locked or unlocked. Failure to comply with this rule will result in the skateboard/scooter 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 or around the following areas without teacher/staff supervision:

- Neighboring Businesses During School Hours (McDonalds, Starbucks, etc.)
- BIA Portables, Park, Back Stairways
- NACA Portables Without Teacher Present
- Classrooms Without Teacher Present
- Parking Lots
- Areas Outside NACA Fences or Fence Line

EXTENSION AREAS OF NACA

During the school day the location of any school-related events will be deemed an extension of the NACA campus. Therefore all school rules will apply and behavior expectations are to be followed. Examples of the extension of our campus include but not limited to the following locations:

- Graves Park
- Indian Pueblo Cultural Center (IPCC)
- Isleta Recreation Gym and Facilities
- Popejoy Hall
- UNM

CLOSED CAMPUS

NACA is a closed campus. Any student leaving campus without signing out will be considered truant. For safety reasons, once a student arrives on campus prior to the start of classes, he/she is not to leave campus until the school day is over. **Students may not leave and return to campus afterschool without proper approval from out of school time staff and/or administrators. Once the student is on campus they must remain on campus.**

SNOW DAYS

NACA will cancel classes on those days when Albuquerque Public Schools (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 KQOB (770 AM) and Channel 7 KOAT news are the primary sources for school delay and cancellation announcements. Such announcements will also be posted on the NACA website.

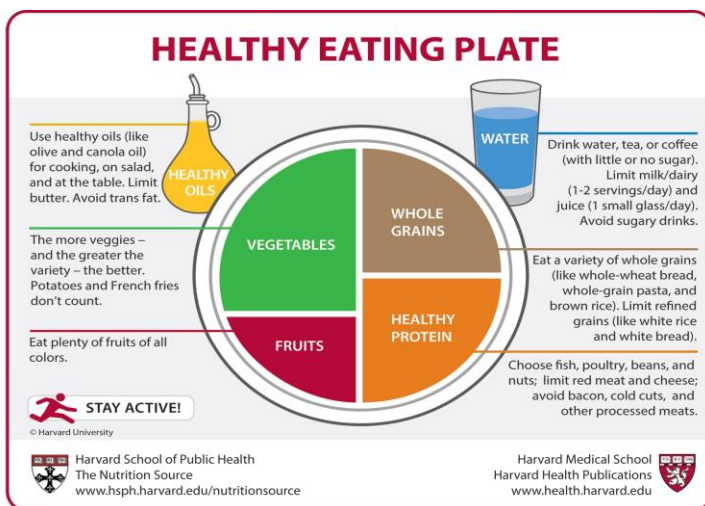
MEALS

All students will be required to complete a free and reduced meal application for the 2016-2017 school year; NACA qualified for Provision 2 through the NMPED so all students will receive free meals for this school year.

All food must be eaten in the designated lunch areas, such as outside picnic tables or classrooms. Students eating in any area, inside or outside, need to throw their trash away. Please respect our surroundings and be responsible for keeping NACA campus beautiful.

NUTRITION POLICY

In an effort to improve nutrition and enhance the learning performance of our students, NACA has adopted a *Nutrition Policy*. Through this policy, NACA students, staff, and visitors have agreed to accept the responsibility to improve awareness and knowledge of nutrition and health issues; maintain physical health and proper nutrition as a way of honoring self, family, and community; and promote personal wellness. Food and drink items are allowed as long as they are natural and healthy. Allowances to the nutrition policy will be made on special occasions. Below are some healthy guidelines see chart below:



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, and documented in the NACA Dispense Log. A courtesy call home to inform parents will be made when medicines are dispensed.** 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

Students are responsible for all books issued them for class, and are responsible for any lost book or books damaged by torn pages, ink spots, or writing. Any items loaned to students (library books, texts, equipment) are school property. If textbooks are lost or destroyed, students will be required to pay for them.

LOST, FOUND, VALUABLES

Students are responsible for their personal property. If an item is lost, students should check in all of their classrooms and the office, report it to a staff member. If a student finds an item that does not belong to him/her, he/she should turn it in to the office. **NACA is not responsible for lost or stolen items such as cell phones, electronics, or personal property. It is recommended that students leave all valuables at home.** If special circumstances make it necessary for a student to bring substantial cash or important possessions to school, these items can be safeguarded by registering them and leaving them in the office.

VISITORS, STUDENT SHADOWING, AND AUDIENCES

All visitors and parents to NACA must check into the front office and receive a visitor's badge if they are planning to stay longer than 2 hours at NACA to observe in the classroom or remain on campus. Anyone not checking-in and receiving a badge will be asked to do so by teachers or staff.

Students must seek permission from the Dean of Students 48 hours prior to bringing a friend or relative to shadow them during class time. In addition they must complete a **Visitation Approval Form** located in the front office which then must be signed by teachers, staff, and administration prior to arrival of the guest.

Various groups of students sponsor performances during the school year. The 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. We are a “Smoke Free” campus.

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 rigorous collaboration and innovation, NACA teachers strive to create unique and challenging classroom experiences.

ACADEMIC STANDARDS

NACA has demanding academic standards. High school students only receive credit for classes in which they earn an A, B, or C (100% through 70%). **ALL NACA students who are failing with a “D” or “F” in 1 or more classes may be required to participate in a lunch or after school study hall and may be placed on Academic Probation.**

If a student is in danger of failing, parents will be made aware of the situation by that student’s advisor. Students are encouraged to ask their teachers for progress grades. To alleviate the stress of trying to bring up a low grade at the end of the quarter students should stay up to date on all assignments.

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

GRADING SCALE

A+	98 - 100%
A	93 - 97%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70-72%

GRADUATION REQUIREMENTS

Students, including special education students with an Individualized Education Program (IEP) (NMAC 6.29.1.9-J-13(a)), must complete 29.5 high school credits to be eligible for a diploma. Additional required graduation units beyond state requirements can be earned by passing 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. The latter includes a section on the Constitution of the United States and the Constitution of New Mexico. A student must meet the cut scores on the high school graduation assessment (HSGA) on the 11th grade PARCC or use an alternate demonstration of competency in order to receive the New Mexico Diploma of Excellence. Students will also be required to pass the End of Course exam as part of their graduation requirements.

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 should 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.

Dual Credit, both vocational and academic, may be earned simultaneously from NACA and post-secondary institutions.

NACA GRADUATION REQUIREMENTS: 29.5 Credits
To be classified 10th grade, a student must have 6 credits
To be classified 11th grade, a student must have 13 credits
To be classified 12th grade, a student must have 21 credits

4 Credits English
 4 Credits of Math*
 4 Credits of Science
 4 Credits Social Sciences
 2 Credits Indigenous Studies (Continental & Global Capstone)
 1 Credit Personal Wellness
 .5 Credit Health
 2 Credits of Language (Lakota, Navajo, TIWA)
 1 Credit Junior Seminar
 1 Credit Junior Internship
 2 Credits Dual Enrollment*
 1 Credit Senior Seminar
 2 Elective Credits
 1 Advisory Credit
 *Financial Literacy through CNM meets Dual Enrollment and Algebra II credit

Credit Recovery

Students may make up deficient credits through E-Cademy (on-line) and summer school offered through APS or any other approved credit recovery program.

If required, credit summaries will be provided to the student, parent/guardian, and advisor each semester to ensure preparation for summer school and/or E-Cademy.

CLASS PREPARATION AND MATERIALS

It is the student’s responsibility to be thoroughly prepared for class. This includes having 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 teachers’ expectations. If students need school supplies they can be helped at 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.
RESPECT: NACA expects students to have courteous regards for others feelings and values while honoring

self, peers, family, elders, ancestors, teachers, school, community and tribal nations.

COMMUNITY SERVICE: NACA believes students who are engaged in their studies can support the academic community in the classroom, in study groups and in 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 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/ STUDENT LED DEMONSTRATIONS

There are various ways that teachers assess student progress over the course of the year. Student-Led Conferences will be conducted throughout the year in order to support student success. At the end of the year, (4th qtr.) students are required to participate in a graded Student-Led Demonstration of Learning. Each student will choose a project he/she excelled at, and will create a presentation for the NACA community as part of a project-based learning model.

Parental and student attendance at demonstrations and Student-Led Conferences are required in order to ensure student’s academic success at NACA . Students who will be repeating a grade at NACA are still required to hold a demonstration. The student’s advisor and teachers will direct him/her as to the focus of the demonstration.

TRANSCRIPTS

Any student or parent/legal guardian requesting a transcript will need to fill out a **Transcript Request Form**, which is available at the front office.

Unofficial/official transcripts will take 48 hours to process. Please plan accordingly. The student or parent/legal guardian requesting the transcript may pick up the transcript at the front office during normal business hours of 8:00am - 4:30pm. If a transcript is picked up by anyone other than the requesting student or parent/legal guardian written permission must be provided. Written permission must include the name of the person picking up the papers and the signature of the student or parent requesting the transcript. All transcripts must be signed out by the student or

parent/legal guardian as required by the Family Educational Rights and Privacy Act of 1974.

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 such as the 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:

- **Uncited Quotations;** A direct quotation from an author must be placed in quotation marks and then referenced in the bibliography or works cited.
- **Uncited Paraphrasing;** 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.
- **Papers Copied from Web;** 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. To gain inclusion on the honor roll students must earn 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.

- **Perfect Attendance Awards:** Students who have perfect attendance for the entire school year receive this honor.
- **Student of the Year:** Students will Individual Teacher Awards: Each teacher may grant 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
- be nominated based on demonstration of NACA's Core Values, attendance, GPA, and the impact they had on their own peers, teachers, and communities.

ACADEMIC LETTER

The Native American Community Academy values education and has rigorous academic expectations of our students. We expect our students to work hard and honor their academic goals. As students demonstrate their hard work through their grades and academic achievements, they will be recognized for their success. Below are the guidelines for earning an Academic Letter, honor cords, and the distinction of valedictorian or salutatorian. Students who meet the GPA requirements for such awards must also submit three letters of recommendation and an application. Applications will be submitted to the Awards Committee.

Sophomores

A student earning a minimum of 3.5 GPA or greater for three (3) consecutive semesters is eligible to receive a letter with no stars.

Juniors

A student earning a minimum of 3.5 GPA or greater for four (4) consecutive semesters is eligible to receive a letter and/or star.

Seniors

A student earning a minimum of 3.5 GPA for five (5) consecutive semesters OR a cumulative 3.5 or higher GPA is eligible to receive a letter or stars.

Academic Letter Stars

After receiving an Academic Letter, a star pin (placed on the letter) is awarded. Seniors earning Academic Letters during their senior year do not qualify for stars. Summer school sessions do not count as semesters. Transfer grades are accepted.*

Honor Cords

In order to receive an honor cord to be worn at graduation, students must have a cumulative GPA of 3.5 or higher and must have been in good standing academically and behaviorally throughout their high school career.

Valedictorian

Students who rank in the top 5% of their class according to GPA will be considered for Valedictorian and must have been in good standing throughout their high school careers.

Salutatorian

Students who rank in the top 10% of their class according to GPA will be considered for Salutatorian and must have been in good standing throughout their high school career.

*In order for a transfer student to be considered for Valedictorian/Salutatorian, he/she must have been in attendance at NACA since January of his/her junior year.

COLLEGE ENGAGEMENT

Our mission is to build the capacity of students to self-determine their future, use Indigenous ways of thinking and core values, think critically, assess community needs, learn skills to address those community needs, and have healthy lives. We believe that college gives students more options, resources, and capacity to self-determine their future, be well, and give back to their communities to include the following:

Summer Programs

We communicate with advisors to share summer program opportunities with students. We find that students who apply for and participate in summer programs are more likely to:

- Be more engaged in school the following year
- Be involved in other extracurricular programs
- Go to college
- Stay in college

10th grade: Simon Scholar applications

The Simon Scholars Program is a rigorous college preparation, transition, and completion program that serves students of promise who demonstrate resilience in the face of economic and life challenges.

- 10th graders can apply in the fall, and semi-finalists are interviewed in the spring
- Two to four scholars are chosen from each school, and they receive supports such as:
 - Weekly academic tutoring
 - Summer Writing Program
 - ACT test prep
 - Monthly college workshops
 - Summer retreat for all Scholars
 - College visits
 - Variety of life-skills development and team-building opportunities

11th grade

Dual Credit classes at UNM, CNM and IAIA:

- Get college and high school credit at the same time!
- 2 dual credit classes required for NACA graduation
- Students with a 2.8 or above GPA can take classes at UNM
- Students who have below a 2.8 can take classes at CNM. They take an Accuplacer test to determine classes
- Students must pass two dual credit classes to graduate from NACA
- The grades from these classes are the first ones on students' college transcripts!
- Students go to classes after the NACA school day is over in the afternoon/evenings, Saturdays or summer

Internship:

- Coordinator about their individual experience
- Students do a mid-term and final presentation on their internship experience

Junior Seminar

- Internship preparation, problem –solving, processing, and debriefing
- ACT prep – juniors take the ACT in April
- College research
- Visits from college representatives

12th grade

Senior Seminar

- Seniors craft their college essays
- They apply to colleges and scholarships
- More ACT prep; seniors take the ACT a second time
- We visit Fort Lewis College in Colorado and some other college in New Mexico on day trips
- Continued support on dual credit classes
- Students and families receive support doing the FAFSA (Free Application for Federal Student Aid)
- Students study financial literacy and make a plan for being financially stable in college and beyond
- Students make a plan for where they will go to college after graduation and how they will pay for it; they communicate with the school to schedule orientation, register for classes, and plan where they will live

STUDENT COUNCIL

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, (e.g. Pow-wow Club, Homework Club, Student Council). Students must maintain satisfactory academic and citizenship grades to participate in any extracurricular clubs/activities.

OUT OF SCHOOL TIME PROGRAM (OST)

The Out of School Time Learning Program at NACA is committed to providing a safe, fun and engaging learning community for students during the OST hours. The OST program will provide structured activities during the before school hours, 8:00-9:00a, Monday-Thursday and after school hours Monday-Wednesday, 4:15-6:00p, Thursdays, 12:15-4:00p with no FRIDAY programming. In order to foster a learning environment that is conducive to all, participants must abide by the following expectations:

- **Attend and actively participate in all OST structured activities during the hours of 4:00-6:00p, Monday-Thursday. All students who remain on campus from 4:00-6:00p and 12:15-4:00p must participate in a structured activity (i.e. sports/athletics, academic support/tutoring or any other scheduled OST programming)**
- ***All participants must conduct themselves in alignment with NACA's Core Values of Respect, Responsibility, Service, Culture, Perseverance and Reflection.***
- Abide by all participant expectations and program guidelines outlined daily by Program Staff and OST Director in alignment with NACA's Student Behavior Handbook.
- **Participants will not be allowed to leave NACA campus afterschool** unless transported by school bus and/or parent authorized travel home on city bus or with an authorized adult on child release contacts.
- **Participants will not have off campus privileges once they arrive to NACA daily.** Failure to abide by this, students will not be allowed to remain on campus during the OST hours.
- **Any student who remains on campus afterschool beyond 6:00p** will be referred

to the OST Director and the NACA Dean of Students for follow up with parent/guardian.

We value the opportunity to provide quality youth programming to NACA students. Please ensure that your child abides by all program guidelines and expectations on a daily basis. Any students not adhering to the ***OST Participation and Behavior Policy*** will be referred to our Administration Office and the OST Director for further follow up. All parents/guardians will be contacted regarding any participation and behavior issues and concerns

Transportation:

NACA provides a late Activity Bus for those students participating in OST Clubs, Athletics and the Afterschool Tutoring and Support. All students who ride the bus must adhere to the NACA core values and demonstrate positive behavior on the bus. If students are not displaying acceptable behavior they may not be able to ride the bus per NACA OST Director and the contracted bus company.

Students will adhere to all program guidelines and expectations outlined in the ***OST Participation and Behavior Policy*** and know that if there is any disruption on my part as a participant I may be asked to leave the program.

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

ELIGIBILITY FOR SPECIAL ACTIVITIES

School Club and/or field trips have high expectations. Students interested in these activities recognize that they must be leaders and role models. Therefore, any of the following situations on a progress report or a nine-week grade report will result in a student being removed from these activities until the grades are raised per activity throughout the school year:

- More than one "D" or "F"
- Below a 2.0 GPA on Most Recent Report Card.
- Out of School Suspension
- Three (3) or More Discipline Referrals

ATHLETICS ELIGIBILITY POLICY

**Please feel free to contact the Athletic Director if you have any questions or concerns.*

Athletics Participation Fee

There will be a \$50.00 participation fee for every student athlete for every sport he/she plays. This fee will be due by the fifth (5th) day of practice. Students who do not have this fee paid will not be allowed to participate in team activities until it is paid. The fee breaks down into two parts: 60% (\$30.00) goes directly to the team's activity fund; 40% (\$20.00) goes to the Parent Group, which funds the Athletic Banquet.

Academic Eligibility

Eligibility will be determined for each sport. The most recent report card will be used for this purpose. A player will be suspended if he/she becomes ineligible during the season. Student athletes are deemed ineligible if they have a "D" or "F" in more than one class, and/or less than a 2.5 GPA for the previous grading period (Quarter grades or Semester grades). Student athletes will also be subject to two-week grade checks. If students are failing more than one class, they will be ineligible for practice and games until all classes have passing grades. NACA Athletics views our student athletes' academic progress as a top priority, and will continue to support the academic success of our students.

Athletics and Attendance

All student athletes are required to attend school on game days, or have an excused absence (documentation required). Any students who do not attend classes on game day will not be eligible to play that day. Any infractions of truancy (as defined in Section C [page 7] under Attendance of the Student Handbook) will result in suspensions from team activities including games.. The decision of the Athletic Director (AD) will be final.

Athletics and Conduct

Excessive behavioral referrals (as defined by the Student Handbook page 23) will result in suspension from all team activities as determined by the coaching staff and could lead to dismissal from the team. The AD will work with the Dean in matters regarding student athletes. In addition, students must follow and uphold the rules, regulations, and policies set forth by the New Mexico Activities Association.

Hazing

Any forms of "hazing" or "team initiations" are not accepted or condoned by NACA Athletics. Any students found participating in such activities will face

disciplinary actions and possible dismissal from the team. The decision of the Athletic Director will be final.

ENRICHMENT TRIPS ELIGIBILITY

Enrichment trips are an opportunity for experiencing new learning, enrichment, personal growth, and independence. Community participation and responsibility are important. A student must demonstrate acceptable behavior and have no pattern/history of discipline referrals to the office in any given nine-week grading period. A cumulative 2.0 GPA on the student's most current report card is required. Depending on the purpose and nature of the trip additional academic, behavior, and community guidelines may apply. Parents/Guardians are expected to be involved in all mandatory meetings for their students to have eligibility to participate in enrichment trips.

DRESS CODE

Appropriate attire is expected of Native American Community Academy students and staff at all times. School clothing wear should not distract from learning or limit mobility. Parents/Guardians are responsible for supervising their children'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/Guardians will be notified.

Remember:

- Clothing that is revealing showing cleavage, bellies or butts or that has suggestive language, logos or slogans promoting alcoholic beverages, gangs, satanic symbols, drugs, sex, racism, violence or offensive Native American stereotypes is deemed inappropriate.
- Attire that displays inappropriate or violent messages on jewelry, scarfs, hats or belts is unacceptable.
- 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 or back should be visible at any time. This refers to midriffs, cleavage or open back.
- 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, be a safety hazard in the classroom or distract class activities such as science lab work or personal wellness classes for such student safety reasons.
- Jewelry with spikes is not allowed. No chains maybe worn to school.
- During all school events and school gatherings no students should wear hoodies, hats, beanies, and bandanas at any official gatherings.
- It will be at teacher's discretion to refer students for dress code concerns to the Dean of Students.

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 to be safe, responsible and respectful of staff and fellow students at all times.

All NACA staff is encouraged to model the NACA Core Values and to teach/reinforce skill building around conflict resolution and pro-social behavior. Such behavior should contribute to a positive school environment where young people feel connected and safe and where 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 relationships. It 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 to 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. Students who use profanity will receive 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 who demonstrates an inability to control his/her actions in

this area may be assigned lunch detention, community service, and/or may require the school to involve the 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:

- sexual assault,
- unwanted touching,
- inappropriate comments or conversation,
- certain non-verbal behaviors,
- inappropriate PDA's (public displays of affection), and
- 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, 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:

- attacking verbally using derogatory comments and bad names.
- excluding or isolating another socially.
- physical attacking a person, hitting, kicking, shoving, or spitting.
- damaging another's reputation or self-esteem via cellphone or Internet.
- spreading lies and false rumors.
- stealing or damaging another's belongings.
- threatening someone or forcing him/her into unwanted actions.
- targeting someone in any of the above manners using racial overtones.

- targeting someone in any of the above manners using sexual overtones.

CELL PHONES/ELECTRONIC DEVICES

Students may bring a cell phone or other electronic devices to NACA, but **they 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. *Students may use electronics for instructional purposes as approved by the teacher.* 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. **Any lost/stolen phones or electronics will NOT be replaced or paid by the school. 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.

***Subsequent Offenses will be at the discretion of the Dean of Students and/or Associate Director.**

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 includes downloading violent, pornographic or otherwise offensive information; account misuse; tampering with the school's computers or playing unauthorized computer games during the academic day. These or similar misuses will result in the cancellation of the student's Internet 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 is 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.

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, affiliation with, or soliciting membership in 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 in or affiliation with 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 intimidate or injure another person or has that effect. 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:

- intentionally, knowingly, or recklessly causing physical injury to another person
- intentionally placing 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 or violent/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 by 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. These are defined as any substance(s) 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, bongos, rolling papers or other materials associated with drugs, alcohol or tobacco. 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, the following actions will be taken:

1. 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.
2. 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.
3. 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. The infraction may lead to a long-term suspension or to an expulsion hearing.
4. 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

Individual students may not be interrogated by any person not employed by NACA without the approval of the Principal or Dean of 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. The parent and student will be requested to attend a meeting with the Hearing Officer and the administration.. The Hearing Officer reviews grades, behavior, attendance, and attitude to determine whether the student is placed on a Long-Term Suspension or Expulsion due to their behavior and/or attendance issues.

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

A grievance will be defined as a dispute between a parent/guardian initiated by the parent/guardian against NACA as an organization. The school's conflict resolution (i.e., grievance) procedure is designed to ensure both the parent/guardian and the school a fair hearing of legitimate grievances. The Associate Director will determine if the dispute merits exercising the Conflict Resolution Procedure if the Dean is the object of the dispute. A parent/guardian should make every effort to resolve an 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/GUARDIAN FORMAL LETTER EXCHANGE

(Aggrieved always must begin with Level I)

Parent/guardian 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/guardian will write a letter and present it at a scheduled short meeting with the teacher where administrative staff will mediate the issue. If the parent/guardian is not satisfied with the resolution of the meeting, he/she 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. The teacher has three (3) working days to schedule a meeting on receipt of the first letter and three (3) working days to respond to the second formal letter.

LEVEL II PARENT/GUARDIAN MEETING WITH PRINCIPAL, DEAN AND DIRECTOR OF CURRICULUM AND INSTRUCTION

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

LEVEL III CONFERENCE OF PRINCIPAL, DEAN, AND DIRECTOR OF CURRICULUM & INSTRUCTION

This conference resolves the issue and is followed by a written response to the parent/guardian.

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

If an issue is not resolved, a meeting with the Associate Director, the Dean, and the Director of Curriculum & Instruction, the parent/guardian and a 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**

Written Referral: A brief documentation of the issue or action of concern is routed to the Dean of Students. The referring teacher and the student's advisor will be made aware of the next steps.

Family Contact/Conference: A phone conversation and/or meeting including student, advisor, appropriate teachers, Student Support members, and/or Dean of Students follows an incident.

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: This process is used to allow students after an incident to restore justice to his/her class/community. This process is facilitated by the Dean of Students and could involve the whole class, the student, the teacher, the advisor, and the parents/guardians.

Family Conferencing: This process actively engages the family, the student, the advisor, and the Dean of Student in problem solving.

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

Behavior Contract: The student must adhere to a plan which specifies targeted behaviors that the student is expected to correct. Clarified in the contract are desired behaviors, specific support offered, strategies needed and the 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 detention during lunch and/or before or after school hours 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 consequence allows students to remain in school to complete assignments, increase their learning ability, and serves to deter the behavior from occurring again.

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

Suspension: The student spends a period of time away from school during which time he/she should reflect 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 suspended long term 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 acceptance into an APS alternative school.

Reverse Suspension: The Dean of Students may require parents to shadow their student for one to three days to deter the behavior in question

Expulsion: Expulsion requires removal of the student from the NACA community. According to state law, students who are suspended long term 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 is required by law or enacted at request of the Principal and/or the Dean of Students.

Disciplinary Reassignment: This refers to the removal of a student from NACA and his/her transfer to another school after an informal hearing involving the Tribal community, the student, the parent/guardian, the advisor, a Board Member and the administration.

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.

Additional Information:

- Students may be suspended from NACA computer network or Internet privileges for improper use for 1-5 days for the first offense; 5-10 days for the second offense and up to one semester for 3rd offense. This suspension is at the discretion of the Technology Coordinator.

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

As noted in: NM Parent and child rights in special Education procedural safeguards notice:

To function as a safe learning community, NACA maintains Rules of Conduct. Under the IDEA, children with disabilities may be suspended or placed in alternative settings to the same extent that these options would be used for children without disabilities. However, certain conditions apply regarding students with identified disabilities who are receiving special education services: (Note: these conditions do not apply to students in New Mexico identified as gifted.)

The protections only apply if the school district has knowledge that your child has a disability or could be a child with a disability via written expressed concern, request for an evaluation or if the school district personnel has expressed specific concerns about patterns of behavior directly to any supervisory personnel of the school district. A school district would not be deemed to have such knowledge if an evaluation or special education services were refused or the child was

determined not to have a disability after an evaluation was completed.

Part B of IDEA does not prohibit a school district from reporting a crime committed by a child with a disability to the appropriate authorities nor preventing law enforcement and judicial authorities from exercising their responsibilities. In the event a school district reports a crime committed by a child with a disability copies of the child's special education and disciplinary records will be required to be transmitted for consideration to the appropriate authorities to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

A child with a disability may be suspended for 10 days or less during a school year according to the same procedures that apply to all students. If the student exhibits challenging behaviors, a functional behavior assessment should be considered before behavior continues to interfere with the student benefitting from their education.

The district is not required to provide any educational services during the first 10 days of removal.

If a child with a disability is suspended for more than 10 days during a school year, the district must provide services that will allow the child to continue to progress in the general education curriculum and advance toward his or her IEP goals.

If a child is removed from his or her IEP placement for more than 10 consecutive days during a school year (or when the removal otherwise represents a change of placement), a meeting must be held to determine if the undesirable behavior is directly related to or caused by the child's disability, or directly related to a failure by the district to implement the IEP.

If the behavior is caused by a disability or if the district has failed to implement the IEP, the child may not be suspended or expelled and the IEP team must modify the child's placement or services as needed.

If the behavior is not the direct result of a disability or a failure to implement the IEP, the child may be suspended or expelled according to normal procedures but the district must continue to provide services that will enable the child to progress in the general education curriculum and advance toward his or her IEP goals. The IEP team must conduct a Functional Behavioral Assessment (FBA) and develop a Behavioral Intervention Plan (BIP) (or review the current BIP if

already in place) when a child has been removed for more than 10 consecutive days in the district year or when the removal represents a change of placement.

Parent and Child Rights in Special Education Page 12 of 20 New Mexico Public Education Department Procedural Safeguards (March 2014) Special Education Bureau A BIP is an individualized behavior plan that provides specific actions for redirecting undesired behavior in a positive way. As a member of your child's IEP team, if your son or daughter requires a BIP, you will be able to give your input.

Protecting Everyone's Right to a Safe District Educators and parents share concerns over the issues of drugs, guns, and other weapons in schools. As a result, the IDEA has expanded the authority of district personnel regarding the removal of children with disabilities who bring or have drugs or weapons on school grounds or at school functions, or who inflict serious bodily injury on another person. The parents of a child that is removed for any of these issues will be notified by the school district of the decision and provide a procedural safeguards notice. For the protection of everyone's right to a safe school setting, any child with a disability may be removed to a temporary placement immediately for up to 45 school days for one of these violations. The

IDEA also allows a district to ask a state-appointed due process hearing officer to move a child to a temporary placement for up to 45 school days at a time, if the district believes that the child presents a serious danger of injury to self or others in the child's current placement. The IDEA refers to these temporary placements as Interim Alternative Educational Settings (IAES). The IDEA requires that the setting be determined by the IEP team and be designed so that the child continues to receive all the special education services that the IEP requires. It also requires the district, the parent(s), and relevant members of the IEP team to decide whether a child's behavior is a direct result of either a disability or the district's failure to implement the IEP, and to develop appropriate behavioral intervention services when a child is placed in an IAES for disciplinary reasons.

***If you request a hearing to challenge a manifestation determination or a disciplinary placement for your child, your child remains in the IAES until a hearing officer decides the matter or until the time for the disciplinary procedure ends, whichever comes first. In disputes over non-disciplinary placement issues and other matters, your child will remain in his or her current placement until the matter is resolved.**

THE FOLLOWING BEHAVIOR IS EXPECTED OF ALL STUDENTS:

BE RESPONSIBLE

BE RESPECTFUL

BE SAFE

Smart decisions Opportunity for changes Accountable actions Respectful behavior

SOAR like a NACA Eagle

NACA supports students through **RESTORATIVE PRACTICES** which is a process that reframes justice from punitive to restorative and places emphasis on repairing/rebuilding relationships. At the core of Restorative Practices is the involvement of all parties involved in and affected by an incident in the resolution of the problem.

NACA embraces the concept of restorative justice and uses Restorative Practices when appropriate. When restorative approaches have failed and/or have been rejected by the parties involved, penalties will be assessed. These penalties will be in increasing order of severity:

1. Demerits,
2. Working Lunch,
3. Before/After School Detention,
4. Saturday School,
5. Community Service,
6. In-School, Reverse Suspension, Out-School Suspension, and/or Expulsion.

Please Note: Poor academic achievement is not an inappropriate behavior; therefore, school rules may not be used to discipline students for poor academic progress or failure to complete in-class or 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. NOTE: Incidents are addressed on an individual basis. The consequences listed below are a guideline for staff, students and the administration to follow unless more severe circumstances warrant stronger consequences.

<p>Group 1 Recommended Instructive, Corrective, or Restorative Responses for Inappropriate Behavior</p> <ul style="list-style-type: none"> ● Use of 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 	<p>Additional Consequence for Repeat of Inappropriate 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 contract/behavioral report home to reinforce desired behavior ● Detention before school, after school, lunch or Saturday School ● In-school suspension, Reverse 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 Persistently arriving tardy to school or class
- 1.7 Using the NACA network for the purpose of accessing non-educational materials, such as games, pornographic materials, and other inappropriate materia

<p>Group 2 Recommended Instructive, Corrective, or Restorative Responses for Disruptive Behavior</p> <ul style="list-style-type: none"> ● Use of 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, Reverse Suspension (1-3 days) <p>Repeat of Disruptive Behavior</p> <ul style="list-style-type: none"> ● In-school suspension, Reverse 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 Possessing and/or using tobacco products, lighters, matches, rolling papers or drug paraphernalia
- 2.7 Defying the authority of school personnel
- 2.8 Using school parking lots and other areas without authorization

<p>Group 3 Recommended Instructive, Corrective, or Restorative Responses for Seriously Disruptive Behavior</p> <ul style="list-style-type: none"> ● Use of 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) <p>Repeat of the Same Seriously Disruptive Behavior</p> <ul style="list-style-type: none"> ● In-school suspension, Reverse suspension ● Community service, ● Out-of-school suspension or combination of community service/in-school suspension ● Disciplinary Reassignment by Dean, Associate Director or Director
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Group 3 – Seriously Disruptive Behavior

- 3.1 Causing disorder on the school bus
- 3.2 Fighting involving physical contact between two people with intent to harm, but no injuries result
- 3.3 Using 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 Seriously disobeying persistently or repeating inappropriate behaviors listed in Groups 1 through 3
- 3.5 Performing any behavior not otherwise listed in Groups 1 through 3 of this handbook that seriously disrupts the educational process
- 3.6 Forging , making or altering a document or using such a document**
- 3.7 Plagiarizing, cheating and/or copying the work of another student or other source
- 3.8 Overtly displaying gang affiliation
- 3.9 Bullying behaviors

<p>Group 4 Recommended Instructive, Corrective, or Restorative Responses for Very Seriously Disruptive Behaviors</p> <ul style="list-style-type: none"> ● Use of 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, Reverse suspension (1-3 days) ● In-School suspension, Reverse suspension, Community Service or Combination of consequences deemed appropriate by Dean and/or Associate Director ● Disciplinary Reassignment by Dean, Associate Director or Director
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Group 4 –Very Seriously Disruptive Behavior

- **4.1 Falsely activating a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified
- **4.2 Extorting/obtaining money or information from another by coercion or intimidation
- **4.3 Assaulting or threatening to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery
- **4.4 Vandalizing/willfully or maliciously destroying or defacing the property of others or causing criminal damage at a cost less than \$500
- **4.5 Battering by 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 by obtaining 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 Possessing, using , selling, or distributing fireworks
- 4.9 Any behavior not otherwise listed in Groups 1 through 4 of this handbook disrupting very seriously
- **4.10 Trespassing on NACA property when previously prohibited or remaining on school grounds after receiving a request to depart
- 4.11 Possessing any dangerous object as defined by the handbook, first offense
- 4.12 Using or possessing alcohol in school or at, before, or after a school-related function, first offense

Group 5 Interventions and Consequences Based on the Most Seriously Disruptive Behaviors (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/Guardians will be notified by the end of the school day either by phone or in writing.
- The student may also be referred to the Tribal Council (a community made up of Tribal Community members, parents, members of the 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 sessions 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, he/she will be taken to a 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 -- attack with a deadly weapon or 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 stolen property that costs more than \$150. Possession may be in clothing, lockers or bags.

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

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

**5.6 Gang activity -- 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 -- interfering with the school's educational process, including attempting an illegal behavior

*5.9 Persistent or severe 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 -- causing a school facility to be evacuated or causing emergency services to be notified

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

*5.12 Battery -- 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, e.g., pushing school personnel out of the way in order to physically fight with another student

*5.14 Misusing any computer, including social networking websites -- using 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) -- 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 Based on the Most Seriously Disruptive and Illegal Behaviors (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 either 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 into 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 valued at more than \$1,000

Important Additional Information:

- 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.
- Second or repeated violations of Behavior 4.11 and 4.12 may result in a referral for a Long-Term Hearing.
- Students who commit offenses 5.17 and 5.18 will be referred to a substance abuse prevention program or counseling.
- 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, or 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, intends to sell or deliver these substances.

NACA ABSOLUTES

Absolutely, these steps will be taken for the following infractions listed below. This is your only warning. The following infractions are NON-NEGOTIABLE and will be upheld. Upon re-entry, student and family will be required to participate in formal conferencing and a student/family compact will be developed at that time. This will be scheduled by the Dean of Students.

<u>Infractions</u>	<u>1st Offense</u>	<u>2nd Offense</u>
Aggravated Battery	Long Term Suspension (LTS) Hearing and Possible Expulsion	
Weapons or Look A Likes	Long Term Suspension (LTS) Hearing and Possible Expulsion	
Alcohol/Drug Possession Selling, Distribution	5 Days Suspension And/or referred for LTS Student Support Assessment	9 Days Suspension/LTS Hearing
Threats/Bullying/Harassment Intimidation	5 Days Suspension	9 Days Suspension/LTS Hearing
Burglary/Theft	5 Days Suspension/Restitution	9 Days Suspension/LTS Hearing
Sexual Harassment/Inappropriate Sexual Conduct	5 Days Suspension Student Support Assessment	9 Days Suspension/LTS Hearing
Vandalism	5 Days Suspension and/or Recommendation for LTS or Restitution	

*****POLICE MAY BE NOTIFIED IF WARRANTED**