NATIVE AMERICAN COMMUNITY ACADEMY SCHOOL POLICY HANDBOOK

Creating a Supportive & Safe School Environment
<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Calendar</td>
<td>2</td>
</tr>
<tr>
<td>Staff Directory</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Chart-NACA Society</td>
<td>5</td>
</tr>
<tr>
<td>Welcome Address</td>
<td>6</td>
</tr>
<tr>
<td>Mission Statement, Goals, Core Values</td>
<td>7</td>
</tr>
<tr>
<td>Parent Group, Advisory, Student Support Services</td>
<td>8</td>
</tr>
<tr>
<td>First Nations School Based Health Center, Child Custody</td>
<td>9</td>
</tr>
<tr>
<td>Attendance, Attendance Policy</td>
<td>10</td>
</tr>
<tr>
<td>Make-Up Work</td>
<td>12</td>
</tr>
<tr>
<td>Anticipated Leave Forms, Interventions</td>
<td>13</td>
</tr>
<tr>
<td>Tardy</td>
<td>14</td>
</tr>
<tr>
<td>Student Drop Off, Truancy</td>
<td>15</td>
</tr>
<tr>
<td>18+ Years Check Out, Requests to Leave, Hall Pass, Transportation</td>
<td>16</td>
</tr>
<tr>
<td>Bicycles, Skateboards, Scooters, Off Limit Areas, Extension Areas, Closed Campus, Senior Lunch Privilege</td>
<td>17</td>
</tr>
<tr>
<td>Driving Privilege, Snow Days, Meals, Nutrition Policy</td>
<td>18</td>
</tr>
<tr>
<td>Medications, Textbooks, Lost, Found, Valuables</td>
<td>19</td>
</tr>
<tr>
<td>Visitors, Shadowing, Academic Standards</td>
<td>20</td>
</tr>
<tr>
<td>College Engagements</td>
<td>24</td>
</tr>
<tr>
<td>Student Council, Clubs, Eligibility for Special Activities, Athletic Eligibility Policy</td>
<td>26</td>
</tr>
<tr>
<td>Enrichment Trips Eligibility</td>
<td>27</td>
</tr>
<tr>
<td>Dress Code</td>
<td>28</td>
</tr>
<tr>
<td>Behavior Expectations</td>
<td>29</td>
</tr>
<tr>
<td>Title IX-Gender Discrimination, Sexual Harassment</td>
<td>30</td>
</tr>
<tr>
<td>Bullying, Cell Phone Policy</td>
<td>34</td>
</tr>
<tr>
<td>Computers and Internet, Gang Activity</td>
<td>35</td>
</tr>
<tr>
<td>Solicitation, Fighting, Alcohol</td>
<td>36</td>
</tr>
<tr>
<td>Disciplinary Investigation</td>
<td>38</td>
</tr>
<tr>
<td>Rights Violated?</td>
<td>40</td>
</tr>
<tr>
<td>Hearing Procedure</td>
<td>43</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>45</td>
</tr>
<tr>
<td>Definitions of Disciplinary Consequences</td>
<td>46</td>
</tr>
<tr>
<td>Disciplinary-IDEA, 504, Special Education, Disability Harassment</td>
<td>48</td>
</tr>
<tr>
<td>Consequences for Unacceptable Conduct</td>
<td>55</td>
</tr>
<tr>
<td>Restorative Practices and Zero tolerance Discipline levels and consequences</td>
<td>58</td>
</tr>
<tr>
<td>NACA Absolutes</td>
<td>64</td>
</tr>
</tbody>
</table>
### SCHOOL CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 5th-9th</td>
<td>Professional Development</td>
</tr>
<tr>
<td>August 16th</td>
<td>Full Day</td>
</tr>
<tr>
<td>September 2nd</td>
<td>Labor Day</td>
</tr>
<tr>
<td>October 11th</td>
<td>End of Quarter 1</td>
</tr>
<tr>
<td>October 18th</td>
<td>Feast Day</td>
</tr>
<tr>
<td>October 24th-25th</td>
<td>Student Led Conferences</td>
</tr>
<tr>
<td>October 30th-Nov. 1st</td>
<td>Fall Break</td>
</tr>
<tr>
<td>Nov. 27th-29th</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December 20th</td>
<td>End of Quarter 2</td>
</tr>
<tr>
<td>Dec. 23rd-Jan. 3rd</td>
<td>Winter Break</td>
</tr>
<tr>
<td>January 6th</td>
<td>Professional Development</td>
</tr>
<tr>
<td>January 7th</td>
<td>Students Return</td>
</tr>
<tr>
<td>January 10th</td>
<td>Full Day</td>
</tr>
<tr>
<td>January 20th</td>
<td>MLK Day</td>
</tr>
<tr>
<td>February 13th-14th</td>
<td>Student Led Conferences</td>
</tr>
<tr>
<td>February 17th</td>
<td>Presidents Day</td>
</tr>
<tr>
<td>March 13th</td>
<td>End of Quarter 3</td>
</tr>
<tr>
<td>March 16th - March 20th</td>
<td>NISN School Review</td>
</tr>
<tr>
<td>March 30th-April 3rd</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 10th</td>
<td>Vernal Holiday</td>
</tr>
<tr>
<td>April 30th-May 1st</td>
<td>Student Led Conferences</td>
</tr>
<tr>
<td>May 22nd</td>
<td>Last Day of School for Students</td>
</tr>
</tbody>
</table>
## STAFF DIRECTORY

### LEVEL 1 ADMIN

<table>
<thead>
<tr>
<th>Role</th>
<th>Email</th>
<th>School</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAD OF SCHOOL</td>
<td><a href="mailto:carroll@nacaschool.org">carroll@nacaschool.org</a></td>
<td>NACA</td>
<td>Mikki Carroll</td>
<td>224-4917</td>
</tr>
<tr>
<td>DEAN OF STUDENTS</td>
<td><a href="mailto:humetewa_h@nacaschool.org">humetewa_h@nacaschool.org</a></td>
<td>NACA</td>
<td>Howard Humetewa</td>
<td>224-4908</td>
</tr>
<tr>
<td>REGISTRAR</td>
<td><a href="mailto:registrar@nacaschool.org">registrar@nacaschool.org</a></td>
<td>NACA</td>
<td>Kellen Shelendewa</td>
<td>224-4913</td>
</tr>
<tr>
<td>DIR. OF COLLEGE ENG</td>
<td><a href="mailto:montoya@nacaschool.org">montoya@nacaschool.org</a></td>
<td>NACA</td>
<td>James Montoya/Shannon Douma</td>
<td>224-4911</td>
</tr>
<tr>
<td>SPECIAL ED. DIR</td>
<td><a href="mailto:silva@nacaschool.org">silva@nacaschool.org</a></td>
<td>NACA</td>
<td>Pamela Silva</td>
<td>224-4917</td>
</tr>
<tr>
<td>FINANCE</td>
<td><a href="mailto:fawcett@nacaschool.org">fawcett@nacaschool.org</a></td>
<td>NACA</td>
<td>Kari Fawcett</td>
<td>266-0992</td>
</tr>
<tr>
<td>EXEC. DIR</td>
<td><a href="mailto:anpaoduta@nacaschool.org">anpaoduta@nacaschool.org</a></td>
<td>NACA</td>
<td>Anpao Duta FlyingEarth</td>
<td>224-4922</td>
</tr>
<tr>
<td>DIR. OF OPERATIONS</td>
<td><a href="mailto:charles@nacaschool.org">charles@nacaschool.org</a></td>
<td>NACA</td>
<td>Romulous Charles</td>
<td>224-4927</td>
</tr>
<tr>
<td>CONFERENCE</td>
<td></td>
<td>NACA</td>
<td>Conference</td>
<td>224-4928</td>
</tr>
<tr>
<td>RECEPTION</td>
<td><a href="mailto:tirzah@nacaschool.org">tirzah@nacaschool.org</a></td>
<td>NACA</td>
<td>Tirzah Toya-Waconda</td>
<td>224-4930</td>
</tr>
</tbody>
</table>

### LEVEL 3 BULLPEN

<table>
<thead>
<tr>
<th>Grade and Course</th>
<th>Email</th>
<th>School</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th and 10th Grade Science</td>
<td></td>
<td>NACA</td>
<td>Tylar Rodriguez</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:rodriguez_t@nacaschool.org">rodriguez_t@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>9th and 10th Grade Math</td>
<td></td>
<td>NACA</td>
<td>Alice Laybourne</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:laybourne@nacaschool.org">laybourne@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>9th and 10th Grade Native Literature</td>
<td></td>
<td>NACA</td>
<td>Kathrine Page</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:page@nacaschool.org">page@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>9th and 10th Grade Indigenous History</td>
<td></td>
<td>NACA</td>
<td>Micah Bitsinnie</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:bitsinnie@nacaschool.org">bitsinnie@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NACA</td>
<td>Personal Wellness (TBD)</td>
<td></td>
</tr>
<tr>
<td>Navajo Language and Wellness Teacher</td>
<td></td>
<td>NACA</td>
<td>Valerie Phipps</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:tapaha@nacaschool.org">tapaha@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>Lakota Language</td>
<td></td>
<td>NACA</td>
<td>Josh Dillabaugh</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:dillabaugh@nacaschool.org">dillabaugh@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>Special Education Intervention</td>
<td></td>
<td>NACA</td>
<td>9-12 SPED (TBD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:silva@nacaschool.org">silva@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Department</td>
<td>Instructor</td>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------</td>
<td>------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>11th and 12th Grade Indigenous History</td>
<td>NACA</td>
<td>Arlyn John</td>
<td><a href="mailto:john_a@nacaschool.org">john_a@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>11th and 12th Grade Math</td>
<td>NACA</td>
<td>Clem Wings</td>
<td><a href="mailto:wings@nacaschool.org">wings@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>11th and 12th Grade History and Economics</td>
<td>NACA</td>
<td>Damian Flores</td>
<td><a href="mailto:flores@nacaschool.org">flores@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>12th Grade AP Literature and ELA</td>
<td>NACA</td>
<td>Emily Beenen</td>
<td><a href="mailto:beenen@nacaschool.org">beenen@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>11th and 12th Grade Science</td>
<td>NACA</td>
<td>Sebastiaan Dejong</td>
<td><a href="mailto:sebastiaan@nacaschool.org">sebastiaan@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>Acting/Playwriting Elective</td>
<td>NACA</td>
<td>Reed Bobroff</td>
<td><a href="mailto:reed@nacaschool.org">reed@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>American Indian Life Skills Elective</td>
<td>NACA</td>
<td>Tia Hobgood</td>
<td><a href="mailto:hobgood@nacaschool.org">hobgood@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td>College Engagement Junior/Senior Seminar</td>
<td>NACA</td>
<td>James Montoya/Shannon Douma</td>
<td><a href="mailto:montoya@nacaschool.org">montoya@nacaschool.org</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:sdouma@nacaschool.org">sdouma@nacaschool.org</a></td>
<td></td>
</tr>
</tbody>
</table>
The NACA Society

Operational Leadership Team (OLT)

K-12 Instructional Leadership Team

Key

Not one of us is more important than all of us
Greetings NACA Students and Families!

Welcome to the Native American Community Academy (NACA). This is YOUR school and we are happy that you have chosen NACA. This student handbook is for your information regarding our school’s philosophy of learning, and to provide you with important policy and procedural information.

As students enter NACA, we ask that they envision their educational future by developing goals with the assistance of NACA staff and parents. Together NACA staff assist students to develop goals in all spheres of the students’ lives using the Wellness Wheel. These goals ensure that our students progress from childhood to adulthood, strive to be healthy, form strong identities, and prepare themselves academically to take a leadership role in their communities.

The school day will encompass a grounding in curricular excellence, cultural relevance, community connections, and a wellness philosophy. 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 (OST), through its partnership with the University of New Mexico 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 welcome and be welcomed by you.

We look forward to Growing Together.

Sincerely,

Anpao Duta Flying Earth, Executive Director
MISSION STATEMENT

To engage students, educators, families, and the 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.

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.

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.
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 or community members and is a forum for sharing information and addressing any concerns. The facilitator for the 2019-2020 school years will be Tirzah Waconda, (505) 224-4930.

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 parents or guardians have any questions regarding their student. The advisor, along with the student, will hold three conferences (November, February, and May) with the parents or guardians. These are Student-Led Conferences and are a major responsibility for students to participate in. In addition, the advisor meets twice during the week with their group. This is a time when students and their advisors work together on various activities or projects such as team building, core values projects, study session or life skills while meeting their Personal Learning Plans. Advisors will inform parents on academic standing, create a plan for academic improvement with College Engagement and Head of School.

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, strengthening 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.

*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.
**Parent Involvement Program (PIP)** a support program for students and families who were involved in substance abuse infractions, student support staff work with the Head of School through support referrals to engage in educational responses to drugs and alcohol.

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 Front Office at 224-4930 to be referred to a provider.

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

- 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-Main and CNM campuses 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 ● 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 be eligible for 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

GUIDELINES

Attending school regularly helps all students develop the skills and habits they will need to succeed as adults. NACA provides instruction 180 of the 365 days in a year. This provides students with limited time to learn all that is needed at each grade level so they can successfully and confidently proceed to the next school year and beyond.

- The State of New Mexico requires that students between the ages of 5 and 18 attend a public or private school (including charter and alternative schools) or register with the Public Education Department if a parent is providing home school or be in a state institution.

- Schools will provide intervention strategies to support students and help parents in getting their student to school each day.

  - The State of NM and NACA define a student with 5 unexcused absences as a Student in Need of Attendance Support.

  - The State of NM and NACA define a student with 10 unexcused absences as a Habitual Truant.

  - The State of NM and NACA may report students who are defined as Habitual Truants and for whom interventions or support have not been successful in improving attendance to CYFD or Juvenile Probation for additional intervention. CYFD or Juvenile Probation may forward the case to the District Attorney where the parent may face fines or possible jail time.

  - Excessive absences are defined as more than 5 days in a semester or 10 days in a school year.

  - Schools may request documentation to excuse absences in excess of 5 days in a semester or 10 days in a year.

  - Schools will support students with interventions to help stop excessive absences.

  - Schools will do what they can to minimize absences.

  - School related activities that take a student out of class will not count toward excessive absence totals.

  - Schools will not allow more than 10 school-related absences per class per semester

  - Schools may not suspend students for excessive excused or unexcused absences.

  - Schools may with draw for absences only if the parent has not contacted the school, and the school cannot reach the student or family to provide supports

It is understood that sometimes families may need support to help their child be successful. School staff can assist with locating possible resources within the school community.
ATTENDANCE POLICY

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.

- 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 athletics eligibility, non-academic fieldtrips or other extra-curricular activities.
- Please notify the school each day your student is absent even if you know he or she will be absent for multiple days.
- If your student needs to leave school early for any reason, please notify the school. Students who miss more than ½ their school day are considered absent a full day.

Guidelines and Procedures for Calling in Any Type of Student Absence

- 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

In compliance with state law, absences may be excused following reasons with appropriate documentation. Documentation should be provided to front desk staff immediately upon the return of the student to school.

- Illness lasting 1-2 days please call in to excuse the illness EACH DAY (no documentation required).
- Illness, lasting longer than 2 days which prevents a child from being at school (including chronic illness documented on a health plan, IEP or 504 plan) with appropriate documentation (i.e. doctor’s note).
- Limited family emergencies which includes death in the family, severe parent injury/hospitalization/illness or other as approved by Head of School
- Medical, health or legal appointments
- Suspensions
Religious or cultural commitment to excuse this absence a letter from a tribal office or official or a letter/email from a parent stating the nature of the absence

School activities (field trips) including approved college trips as approved by Head of School

Deployment of a military parent as defined in the “Military Children” procedural directive

Absences will be unexcused for the following reasons:

- Illness of another sibling, parent or family member that is not an emergency.
- Family activities or trips during the school day.
- Car trouble
- Missing the bus
- Oversleeping
- Staying home to study
- Staying home to take care of family members
- Traffic problems
- Non-school sponsored activities or trips
- Non-ceremonial cultural absences including Powwows and to attend (as a guest) Feast Days

NACA understands that sometimes families may need support to help their child be successful with consistent attendance and our School Staff can assist with locating possible resources within the school community.

**MAKE-UP WORK**

- Upon return from an absence(s), students shall request make-up work and will have one day per one day of absence to make up the missed work unless the teacher and/or school administrator allow additional time. Teachers will provide make-up work but may need one full school day to gather the make-up work. If families know ahead of time when an absence will occur, it is best practice to request the make-up work BEFORE the absence occurs when submitting an ANTICIPATED ABSENCE FORM which can be found at the front office.

- Students will be provided make-up work for excused absences and up to 10 unexcused absences.

- Students who have been identified as Habitually Truant (more than 10 unexcused absences) may request make-up work. The teacher and school administrator may grant the request or may request a meeting with the parent/guardian to determine if the make-up work will be completed.

- Students will be expected to take final exams and End of Course exams on the day they are scheduled. Students may be allowed to make-up final or End of Course exams but will require advanced approval from the teacher and/or Head of School.
ANTICIPATED LEAVE FORM

This form should be submitted at least 3 business days before an anticipated leave of absence by a student to inform the school administration and student’s teachers about the upcoming absence and allow for appropriate preparation of make-up work. This form can be provided to you by the front office or Head of School.

INTERVENTIONS

• 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.

• NACA will notify parents/guardians when their child has accumulated 3, 5, 7, and 10 unexcused absences by letter quarterly in one or more classes.

• Students with more than 5 absences (excused and/or unexcused) per semester may be requested to have a parent meeting with the school’s administrative staff regarding attendance concerns.

• Other interventions that may be provided include attendance supports including positive behavior supports for improving student attendance, home visits and attendance contracts. Students may also be referred to the Student Assistance Team with the focus on the behavior of absenteeism/habitual truancy.

• Interventions for students with disabilities who have IEPs will involve consultation with the Special Education team regarding absenteeism.

• If efforts to improve attendance are not successful after notification and intervention, 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.
### Unexcused full day absences

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>7</th>
<th>10</th>
<th>10+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Contact</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>School Interventions and Strategies</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>Written Notice to Parent/Guardian</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>Student and Parent Conference with Head of School</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>Attendance Contract</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>Community Truancy Referral and Intervention</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
</tr>
</tbody>
</table>

### TARDY

Students who come to school after the tardy bell has rung are missing important learning opportunities and are a disruption to the learning process for other students. NACA requires that students be on time to all classes throughout the day.

- Students who arrive late to school will need to check in at the front office.
- Three (3) unexcused tardies constitute one day of unexcused 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 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 Head of School 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 Head of School takes place.
4. The failure to comply with #3 results in an internal hearing to include 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 Head of School.
Student Drop Off/ Pick-Up/Late Arrivals

It is not safe to drop students more than 30 minutes before school or to leave them more than 30 minutes after the school day ends. School grounds are not supervised past 4:30pm. If extenuating circumstances prevent a family from picking up as student on time, the school must be notified within fifteen minutes of the end of the school day.

Morning Drop Off time is no earlier than 8:00am

After school Pick Up time is no later than 4:30pm

• If a student is repeatedly left on campus outside of the school day hours, an administrator will attempt to contact the family to discuss and resolve the problem. If the parent cannot be reached, the school is required to contact law enforcement if a child is left on school grounds during unsupervised times.

• 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 pre-arranged 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 Head of School or a school administrator to get approval for a student to sign himself/herself out to ride the city bus home.

• Students may not be checked out after 3:00 p.m. to avoid disruption to the last period classes. Parents please plan accordingly.

The hours of operation for CNM -NACA will be 8:00 a.m. to 4:30 p.m., any students who are dropped off earlier or stay later than the hours of operation will be subjected to CNM’s Student Conduct Policies for being on campus. NACA will not be liable for any inappropriate behaviors occurring outside of NACA operation hours, students will follow all CNM campus security consequences for behavior.

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 truancies. Students that participate in an organized “ditch day” will be required to serve community service and will receive a zero for assignments that day.
18+ YEARS CHECKOUT POLICY

When students are at the legal age of 18 years old, NACA would like to discourage checking themselves out of school early to prevent negatively impacting their attendance or academic standing to graduate on time. Please make all appointments before school, after school or on early release Fridays. If you must absolutely leave early be responsible please have a parent confirm your absence or appointment, check in with your teachers and bring supporting documentation in.

REQUESTS TO LEAVE CLASS

During class time, students should make every effort to remain in class. Students given permission will need a hall pass to be outside of class otherwise it may deem truant. 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, the teacher will provide instructions for hall pass usage for students to leave class otherwise all students should remain in class unless the Dean or Head of school grants approval.

HALL PASS

All students should remain on their assigned floors at CNM; 9th & 10th grade levels should remain on the 3rd floor only and 11th and 12th grades should remain on the 4th floor unless they are accompanied by NACA staff, No NACA students should not be on the 2nd floor unless accompanied by NACA staff. Students should not be in the stairwells lingering or in spaces not approved by NACA. All students must have a hall pass to be outside of class otherwise they will be considered to be truant.

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 or Head of School. If the student receives 3 referrals, he/she will be suspended from the bus. See front office for bus schedules

**BICYCLES**

Students riding bicycles must lock their bicycles in bicycle racks located on the CNM campus. NACA or CNM will not be subject to replacing any stolen bicycles or bicycle parts.

**SKATEBOARDS OR SCOOTERS**

The school will not be responsible for replacing any stolen skateboards or scooters. It is the responsibility of the student to keep all items locked away and out of sight. Skateboards or scooters cannot be ridden on school campus during school hours.

**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 (other areas of CNM not associated with NACA, Isotopes, UNM Football field area, etc.)
- Park (including BMX park area), Stairwells
- CNM Second Floor (College and Career Readiness area unless accompanied by NACA staff)
- Classrooms Without Teacher Presence
- CNM or BMX Parking Lots

**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 or CNM (main campus area)

**CLOSED CAMPUS and SENIOR LUNCH PRIVILEGE**

NACA/CNM is a closed campus for freshman, sophomores and juniors (9th-11th). 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 after-school without proper approval from staff and/or administrators. Campus closes at 4:30 p.m.
Senior students will be allowed to leave campus for lunch however this is a privilege should a senior student be late more than 3 times late at the end of lunch in one semester this privilege will be revoked, and they will not be allowed to leave for the remaining of the semester. As NACA campus is a closed campus for 9th-11th grade students except for any senior(s) who violate this policy.

**DRIVING PRIVILEGE**

Once the student is on campus they must remain on campus. 9th and 10th Grade students are not allowed to drive to school at main campus, however 11th and 12th grade students are allowed to drive with proper driving credentials and a CNM parking permit, a parent consent form, a driving permit or license, vehicle insurance, and vehicle registration must be on record with the Head of School prior to driving privileges on campus. It will be at the discretion of Head of School to approve this privilege or deny this privilege if concerns arise.

**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 KKOB (770 AM) and Channel 7 news are the primary sources for school delay and cancellation announcements. Such announcements will also be posted on the NACA website or sent via School Messenger.

*If APS calls a 2 hour delay on a Friday, NACA will not have school, due to our early release Friday schedule.*

**MEALS**

NACA qualified for Provision 2 through the NMPED so all students will receive free breakfast and free lunch meals for the school year. NACA students will be required to show a school ID to lunch personnel.

All food must be eaten on the first-floor designated area. Students are not allowed to take any food or drinks with the exception of water to the third and fourth floor classrooms. Students will only be allowed to take water bottles in these spaces. Please respect the surroundings and space. Be responsible for keeping NACA campus beautiful, clean after yourself and do not leave trash behind.

**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. Natural and Healthy food and drink items are allowed and may be consumed in the designated areas. However, *No junk food, No sodas or No energy drinks will be allowed. No food will be allowed in any classrooms this year.* Breakfast and Lunch will be served on the first floor until 10 minutes before first and fourth periods. If a club meeting happens during lunch period the faculty advisor will collect students from first floor and accompany them to the space provided for the club, maintaining above said policies. **Teachers and Administrators will confiscate foods that do not meet these standards and will be held until the end of day and returned to students. After 3 confiscation incidents a parent meeting will be conducted with the Dean and if this behavior continues a meeting with the Head of School.**
MEDICATIONS

In order to protect all students, ALL medications, including both prescription and over-the-counter medications, must be registered with the Dean or Head of School, 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. NACA will provide over-the-counter medications like acetaminophen (e.g., Tylenol), ibuprofen (e.g., Advil, Motrin), antacids (e.g., Tums), cough drops, etc. and dispense as necessary, 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 medication 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. Teachers will inform students of the cost of the item to be replaced. Failure to pay for textbooks and other school property may prevent NACA from awarding credits or releasing students’ records.

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, then report it to a teacher, staff member, Dean or to the Head of School. If a student finds an item that does not belong to him/her, he/she should turn it into the office. NACA is not responsible for lost or stolen items such as cell phones, electronics, or personal property. NACA is not responsible for valuables which students bring to school. It is recommended that students leave all valuables at home. If special circumstances make it necessary for a student to bring substantial cash or other important possessions to school, these items can be safeguarded by registering them and leaving 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 or Visitors must seek permission from the Head of School 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 as audience members. 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.

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 to include land based and experiential 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, after school or Saturday study session 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 share weekly progress reports with parents as teachers have committed to maintaining grades weekly. Students will get Monday updates of grades through advisory. 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 midterm progress grades as well as end of quarter and semester grades. Parents may request from their student’s advisor weekly reports sent home via email. Students and Parents need to maintain contact with advisors to ensure their students are passing classes to avoid summer school.

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

HIGH SCHOOL RECLASSIFICATION

If a high school student loses more than 3.0 credits in a school year, that student maybe allowed to make up work during the summer however the student may be reclassified for the following school year. (dependent on summer work) Parents and students will be notified of reclassification within four weeks of final grades being posted. Students who lose 2 or fewer credits should make up credits during summer school in order to be promoted up to the next grade level. Failure to make up credits during summer school may result in reclassification and/or delayed graduation.

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. Students who transfer into NACA after their Freshman year of high school must meet all state graduation requirements but may have additional NACA graduation requirements waived, at the discretion of NACA’s administration.
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 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 Earned Credits**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Credits English</td>
<td></td>
</tr>
<tr>
<td>4 Credits of Math*</td>
<td></td>
</tr>
<tr>
<td>4 Credits of Science</td>
<td></td>
</tr>
<tr>
<td>4 Credits Social Sciences</td>
<td></td>
</tr>
<tr>
<td>2 Credits Indigenous Studies</td>
<td></td>
</tr>
<tr>
<td>1 Credit Personal Wellness</td>
<td></td>
</tr>
<tr>
<td>.5 Credit Health</td>
<td></td>
</tr>
<tr>
<td>2 Credits of Language (Lakota, Navajo, TIWA)</td>
<td></td>
</tr>
<tr>
<td>1 Credit Junior Seminar</td>
<td></td>
</tr>
<tr>
<td>1 Credit Junior Internship</td>
<td></td>
</tr>
<tr>
<td>2 Credits Dual Enrollment*</td>
<td></td>
</tr>
<tr>
<td>1 Credit Senior Seminar</td>
<td></td>
</tr>
<tr>
<td>2 Elective Credits</td>
<td></td>
</tr>
<tr>
<td>1 Advisory Credit</td>
<td></td>
</tr>
<tr>
<td>*Financial Literacy through CNM meets Dual Enrollment and Algebra II credit</td>
<td></td>
</tr>
</tbody>
</table>

**CREDIT RECOVERY**

Students may make up deficient credits through E-Cademy (on-line), Accredited Online Highschool Programs or summer school offered through NACA, 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 as part of the academic plan for the student. Please contact College Engagement or Head of School with questions or concerns.
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 please see the front office for support.

HOMEWORK

NACA is committed to supporting students in multiple ways to meet our homework policies set forth by teachers. NACA staff is committed to consistent communication with students and parents. NACA believes that students who complete homework on a regular basis will have the positive habits and academic capability to be successful in college as well as become leaders and role models in their communities. Homework completion is essential to promote academic development and growth. Additionally, NACA may have Saturday sessions to address academic concerns either as mandatory or voluntary to meet academic success. Saturday sessions will be scheduled by Dean or Head of School unless otherwise noted.

STUDENT DEMONSTRATIONS

There are various ways that teachers assess student progress over the course of the year. Student-Led Conferences (SLC’s) will be conducted throughout the year in order to support student success. At the end of the year students will be required to participate in a graded Demonstration of Learning. Each student will develop a class project based on learning from a class and demonstrate knowledge as a content expert. Parents and community members will be invited to presentations as guests or audience members to share feedback and give advice regarding their student work for academic growth to help students meet academic success.

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 - 4:00pm. 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

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

● Nomination based on demonstration of NACA’s Core Values, attendance, GPA, and the impact they had on their own peers, teachers, and communities.

● Academic Lettering: Students must meet the required guidelines listed below.

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 college program opportunities with students. We find that students who apply for and participate in summer college 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 grade students 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

**Dual Credit classes at UNM, CNM and IAIA:** Two dual credit classes are required for graduation, students can sign up as soon as 10th grade to complete these requirements, see College Engagement Director. 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 will be required to take an Accuplacer test for CNM to determine class options.

Students must pass two dual credit classes to graduate from NACA. The grades from these classes are the first ones on the students’ college transcripts. Students go to Dual credit classes outside the NACA school day whether early mornings, late afternoons, evenings, weekends or in the summer. Students will work with College Engagement for class options to fulfill graduation requirements. See director for tuition and books for dual credit classes.

**Internship:** Is an opportunity for real time experience in a career or profession of the student’s choice. The College Engagement Director will work with students based on choices for placements with one of our partner organizations. However, transportation will be at the discretion of families. NACA can provide a bus pass to help if needed, see front office for details. Students will be required to complete 40 hours each semester (80 total) as part of their Junior and Senior Seminar class on Friday afternoons. Students will be required to complete a mid-term and final presentation reflecting on their internship experience in Junior and Senior Seminar.

11th grade Junior Seminar
- Internship preparation, problem –solving, processing, and debriefing
- Pre-SAT, SAT, ACT prep dates will be shared in class ·
- College research ·
- Visits from college representatives
- College trips for eligible students

12th grade Senior Seminar ·
- Seniors craft their college essays ·
- Apply to colleges and scholarships including vocational and military (ASVAB is required)-
- More ACT prep; seniors take the ACT a second time ·
- College Visits in New Mexico, Arizona and Colorado ·
- Continued support completing dual credit classes ·
- Support for families and students completing the FAFSA (Free Application for Federal Student Aid) for college-
- Students study financial literacy and make a plan for being financially stable in college and beyond ·
- Students make a plan for college entry or workforce entry after graduation to include housing plans, financial plans, and orientation for school.
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. Students must provide a staff sponsor to Head of School.

CLUBS/ACTIVITIES

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

ELIGIBILITY FOR SPECIAL ACTIVITIES

Opportunities to participate in special activities as representatives of NACA outside of school hours will require teacher and administrator approval to meet excused attendance and behavioral requirements. Students interested in these opportunities recognize that they are leaders and role models and must demonstrate academic and behavior success by maintaining grades higher than a 70% in all classes. If this requirement is not met, students will not be given approval for any special activities until they meet satisfactory grade and behavior requirements. Therefore, any of the following situations would be an example of denial from administration:

- 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

ATHLETIC ELIGIBILITY POLICY

Information on athletics policies and procedures can be found in the NACA Athletics Handbook, but here are a few points of emphases:

*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.

*Athletic Physical Form*

Each student-athlete must have an **Athletic Physical Form** completed by a physician, before the student may participate in any team practices. *No Exceptions.*

*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 ten (10) days after the first official 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.

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 outlined in the attendance section of this 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 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 and the Head of School for each grade with referrals regarding student athletes. In addition, students must follow and uphold the rules, regulations, and policies set forth by the New Mexico Activities Association with regard to conduct and sportsmanship.

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 student’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 through jewelry, scarves, 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 a classroom or distract class activities for example during science lab work or personal wellness classes when appropriate attire is required for 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.

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 positive social behavior. Such behavior should contribute to a positive school environment where young people feel connected and safe and learning is maximized.

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

Positive Behavior Plan Learning/Reinforcing Successful Behaviors:

1. Academic Rigor: Engaging Curriculum, Instruction, and Assessment Students who are engaged in learning are less likely to engage in misconduct. To support positive behavior, our curriculum is rigorous, standards-based, and inquiry-based. Lessons are built around essential questions, with culturally relevant and responsive content that connects to students’ lives.

2. Positive Behavior Support Positive behavior support is defined as positive expectations and responses to student behaviors. Positive values and behaviors are explicitly taught, modeled, and practiced daily.

3. Restorative Justice Approaches and Practices are 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.

**HORSEPLAY/ LOUDNESS**

Horseplay can result in injury/and or damage to property or disrupt the educational process. It can easily lead to misunderstandings and fights, which could result in suspension or expulsion. 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. Any horseplay infractions will be reported to the Dean and may be subject to disciplinary referral and consequences.

**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. A student who demonstrates an inability to control his/her actions will require the school to contact and meet with parents, implement a behavior contract and initiate a consequence at the Dean’s discretion.
TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

GENDER DISCRIMINATION
NACA and federal law prohibit discrimination on the basis of gender.

● If students are treated differently based upon their gender, in academia or extracurricular activities, this treatment may be considered gender discrimination.

● Gender discrimination may include: academic programs, discipline, classroom assignment, physical education, grading and/or athletics.

SEXUAL HARASSMENT
Sexual harassment is a form of gender discrimination as defined in Title IX of the Education Amendments of 1972. Sexual harassment:


● Is illegal under state human rights statutes and may be considered a criminal offense under state and local assault and child abuse laws.

● Includes sexual advances, requests for sexual favors, and written or verbal conduct of a sexual nature.

● Extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity.

If behavior toward another student makes him or her feel intimidated, uncomfortable or if the student feels threatened, it may be considered sexual harassment even if the harasser did not intend for his or her actions to be offensive.

SEXUAL HARASSMENT IS CONSIDERED TO HAVE OCCURRED WHEN:

● Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of the academic status of a student or obtaining an education.

● Submission to or rejection of that conduct or communication by an individual is used as a factor, which affects the academic standing or education of a student.

● That conduct or communication has the purpose or effect of substantially or unreasonably interfering with the education of a student, or creates an intimidating, hostile or offensive
educational environment.

- there is an intentional and persistent refusal to respect a person’s gender identity (name, pronoun, dress, etc.)

**SEXUAL MISCONDUCT**

Sexual misconduct includes, but is not limited to:

- Physical acts of aggression.
- Force or threat against another student.
- Threatening to force or coerce sexual acts.
- Touching of private/intimate parts of the body
- Coercing, forcing or attempting to coerce or force sexual intercourse.

*Any reported violation of these acts will be reported to the CNM Security, Albuquerque Police Department, BIA or any authorized law enforcement.*

**Gender Discrimination Definitions**

The definitions provided below are not intended to label students, but rather should be used to assist in understanding the Protocol and obligations of NACA staff when working with transgender and gender nonconforming students, and their peers. This list is not intended to be exhaustive as terminology and understanding are continually developing. Students may use these terms to describe themselves, but they also may choose not to, and that is acceptable.

- **LGBTQ+:** stands for lesbian, gay, bi-sexual, transgender, queer and questioning and the plus includes additional terms such as pansexual, asexual, intersex, genderqueer, and two-spirit.
- **Sexual Orientation:** refers to who one is physically or emotionally attracted to.
  - Straight—someone who is physically and/or emotionally attracted to the opposite sex.
  - Lesbian— a female who is physically and/or emotionally attracted to another female. Gay and queer are umbrella terms.
  - Gay—someone who is physically and/or emotionally attracted toward another that is of the same sex. Queer is an umbrella term.
  - Bisexual—someone who is physically and/or emotionally attracted to both male and female.
  - Asexual—someone who is not physically and/or emotionally attracted to anyone.
  - Pansexual—someone who is physically and/or emotionally attracted to all gender and identities.
• Gender Identity: Refers to one’s internal sense of gender, which may be different from one’s assigned sex at birth, and which, may be different from one’s assigned sex at birth, and which is consistently asserted, or for which there is other evidence that the gender identity is sincerely held as part of the student’s core identity.

☐ Cisgender- gender identity matches the identity that was assigned at birth.

☐ Transgender- This term describes people whose gender identity or gender expression is different from the sex they were assigned at birth. It is considered disrespectful to use the terms, “transgenders,” “transgendered,” or “a transgender.” Transgender should be used as an adjective, not a noun. i.e. “Michael is a transgender student.”

☐ Gender nonconforming- This term describes people whose gender identity or gender expression does not conform to the social expectations or prevailing gender stereotypes. The terms gender variant, gender expansive and gender creative are also used in this capacity.

☐ Genderqueer- a person who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.

☐ Gender neutral- Doesn't view themselves as either or both genders. Use they/them, pronouns.

☐ Gender expansive- An adjective used to describe people that identify or express themselves in ways that broaden the culturally defined behavior or expression associated with one gender.

☐ Two-spirited- refers to a person who has both a masculine and a feminine spirit and is used by some First Nations people to describe their sexual, gender and/or spiritual identity.

• Gender expression: Refers to the way a person expresses gender to others, such as clothing, hairstyles, behavior, choice of activities, voice, and mannerisms.

• Ally: a person who speaks out or takes actions on behalf of someone else or for a group that they are not a part of.

Names and Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student’s gender identity. Students should be referred to by the name and pronoun they choose, regardless of whether an official record change has occurred.

The requested name and gender identity shall be included in the student information system, in addition to the student’s legal name and sex assigned at birth, to inform teachers of the name and pronoun to use when addressing the student.

Any intentional or persistent refusal by NACA Staff or other students to respect a student’s gender identity is a violation of these Guidelines.
Guidelines

Any complaints or concerns relating to possible violations of this Administrative Regulation, and its accompanying Policy, should be first addressed to the Head of School and the Title IX Coordinator.

A. Privacy- School personnel and NACA staff should not disclose information that may reveal a student’s sex status. Under FERPA, only those school employees with a legitimate educational need should have access to a student’s records or the information contained within those records. Disclosing confidential student information to other employees, students, guardians or other third parties may violate privacy laws, including, but not limited to, FERPA.

LGBTQ+ students have the ability, as do all students, to discuss and express their gender identity and expression openly. Students may decide when, with whom, and how much of their private information to share with others. Schools should work closely with the student and family in devising an appropriate plan regarding the confidentiality of the student’s LGBTQ+ status that works for both the student and the school. Privacy considerations will likely vary based on the age of the student.

a) When contacting the guardian of a student who is transgender or gender nonconforming, District staff should use the student’s legal name and corresponding pronoun unless the student, and/or guardian has specified otherwise.

B. Official Records: The District is required to maintain a permanent student record (“official record”), which includes the legal name of the student as well as the student’s sex assigned at birth. In addition, the District is required to use a student’s legal name and sex assigned at birth on standardized testing and reports to the New Mexico Public Education Department.

To the extent that the school is not legally required to use a student’s legal name or sex assigned at birth on school records and other documents, the school should use the student’s identified name and gender.

A student’s permanent student record should be changed to reflect a change in legal name or gender upon receipt of an official birth certificate, amended to reflect changes, or a court order. In situations where law or regulations require the school to report the legal name or sex assigned at birth, but the student’s official record has not been amended, District staff must develop and utilize protocols to ensure that the student’s confidential status is not disclosed.

C. Restroom and Locker Room Accessibility: In most cases, students should have access to the restrooms or locker rooms that correspond to the gender identity of the student. Transgender or non-transgender students participating in gender-segregated school programs and activities may feel discomfort for any reason utilizing a restroom or a locker room where other students undress. Thus, any student who has a need or desire for increased privacy, regardless of the reason, should be provided with a reasonable alternative for changing clothes for physical education (i.e. a restroom stall with a door, or a modified schedule to allow students alternating changing or use times). Any alternative arrangements should be used only at the request of the
student and, if applicable, in a manner that keeps a student’s gender identity confidential. Students should never be forced to use a locker room or restroom that conflicts with the gender identity that the student consistently asserts at school.

D. It is recommended that all students and parent(s)/guardian(s) be notified of the NACAs Nondiscrimination Policy and this protocol, and that both disseminated directly to parent(s)/guardian(s) and/or be made available for public review. However, NACA should not send out a notification relating to the gender identity of any individual or identifiable group of students. For example, a notification to a physical education class that a student is transitioning from one gender to another would potentially violate the transgender student’s privacy.

E. New Mexico Activities Association Sponsored Activities: Students who are transgender or gender nonconforming and wish to participate in New Mexico Athletic Association (NMAA) sponsored activities must follow NMAA Bylaw 6.1 and are subject to the rules and regulations of the NMAA.

• “Students participating as athletes are required to compete in the gender listed on their original or amended birth certificate.”

F. Physical Education Classes: All students shall be allowed to participate in physical education classes in a manner consistent with the gender identity consistently asserted at school. This includes any uniforms that may be required for participation in physical education class, as well as locker room access discussed above.

G. Overnight Trips and Other Gender Segregated Activities: As a general rule, in circumstances where students are separated by gender for athletics or school activities, students should be permitted to participate in accordance with their gender or gender identity consistently asserted at school. The needs of all students shall be assessed on a case-by-case basis with goals of maximizing each student’s ability to participate, while ensuring the safety and comfort of each student and their peers. Any student who expresses the need or desire for increased privacy should be provided with a reasonable accommodation, which may require a private room. If applicable, any alternative arrangements must be conducted in such a manner which does not disclose a transgender student’s confidential status. A transgender student shall not be required to share a hotel/motel room with students who do not share the student’s gender identity.

BULLYING

“Bullying” means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events.

Bullying includes, but is not limited to

• hazing,
• harassment,
• intimidation or menacing acts of a student which may, but need not be based on the
student’s race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.
NMAC 6.12.7.7

• Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion, and
sending insulting messages or pictures by mobile phone or using the internet – also known as
cyber bullying)

CELL PHONES/ELECTRONIC DEVICES

All cell phones and personal electronic devices will not be allowed in the classroom and will be
immediately confiscated by the Dean of Students. All cell phones and personal electronic devices must
be off and out of sight during class. Students may use their devices before school, at lunch, or after school
outside of the classroom. We strongly encourage parents to call the front desk to get a message to their
student, in the case of an emergency all classes will have access to a phone. Cell phones (calls and text
messaging) and electronic devices should not take precedence over academic opportunities to learn. If
students violate the policy the following will occur:

1st Offense- Teacher confiscates the phone and gives it to the Dean until the lunch period or end of day
whichever applies, Dean calls the parent or guardian and documents the infraction.

2nd Offense- Teacher confiscates the phone and gives it to the Dean until the end of day, calls the parent
or guardian and requests for a parent or guardian to pick up from the Dean and documents the infraction.

3rd Offense- Teacher confiscates the phone and gives it to the Dean until the end of day, calls the parent
or guardian and requests for a parent or guardian conference with the Head of School, documents the
infraction. A penalty is determined.

Subsequent Infractions after the third time of this policy will be determined by the Head of School
to include but not limited to: no cell phone allowed or confiscation of phone for the remainder of
the school semester.

COMPUTERS AND INTERNET

NACA students will be assigned a Chromebook for educational purposes during class however network
access is for class work only, school-related research and email. The use of these computer systems is a
privilege, not a right. Inappropriate usage to include: downloading violent, pornographic or otherwise
offensive information; account misuse; tampering with the school’s computers or playing unauthorized
computer games during the academic day will result in a violation of this policy and/or a cancellation of
the student’s Internet privileges resulting in disciplinary referrals, consequences or restitution. Any
intentional damage to computers by students will be the responsibility of students to replace.

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 non-verbal, 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, utterance, 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.
ALCOHOL, DRUGS & TOBACCO

NACA has a Zero Tolerance Policy for alcohol and drug use. In accordance with the State Board of Education Regulation 81-3, NACA prohibits students from using, abusing, possessing, distributing, or trafficking in alcohol, substance use, over-the-counter/prescription medications or harmful or illegal substances or tobacco. These substances are defined as capable of producing a change in behavior or altering a state of mind, actions, or feeling to perceive visible signs and symptoms to include but not limited to: appearance, speech, attitude, abnormal behavior and impairment. Additionally, NACA strictly prohibits possession, distribution and use of any paraphernalia such as lighters, pipes, bongs, rolling papers, or homemade materials used for this purpose associated with any substance(s) or look-alike substance(s). Students may not use, abuse or possess tobacco products to include: cigarettes, cigars, e-cigarettes, chews, or homemade tobacco products on school property, school events, or school trips.

Any alcohol, drug or tobacco infraction may qualify for the school’s restorative intervention process at the discretion of the Head of School with the consideration of the student’s pattern of behavioral infractions to include: Assessment with parental consent to be completed within seven (7) working days, Parental Involvement Program (PIP), Short Term -Onsite Counseling, and/or Long Term - Outside Referred Counseling.

**If students and families choose to participate in the restorative option attendance will be mandatory.** No more than 2 missed sessions will be allowed otherwise the discipline infraction consequence will supersede the remaining allotted time in program.

**If parent(s) choose not to participate in the restorative intervention option or do not meet the requirements of the restorative interventions, the NACA Discipline consequence for Zero Tolerance will be activated in accordance to the violation at the discretion of the Head of School to include: suspension, suspension pending hearing, or expulsion.**

If and when teachers/staff/administrators have reasonable suspicion that a student has violated the alcohol, drug, or tobacco policy, the following actions will occur:

1. One administrator and one staff/teacher may conduct a search to include: emptying pockets or hoodies, emptying contents in bags, purses or backpacks, request students to remove socks and shoes, lift pant leg, roll sleeves up or down, and shake out shirts.

2. After search is conducted Head of School will notify parent(s) of search and state reasons.

3. If a violation of policy has occurred and substance(s) or paraphernalia was found during the search law enforcement may be notified at the discretion of the Head of School. Parents will be notified to come to the school for an immediate conference to determine which option is most suitable for the violation whether it be restorative or immediate action.

**SCHOOL/STUDENT DISCIPLINARY INVESTIGATIONS QUESTIONING A STUDENT**

- If NACA personnel, CNM Security, or law enforcement authorities desire to question a student beyond a preliminary investigation on school premises regarding any alleged suspected criminal acts by the student, the school authorities shall attempt to contact the parent/legal guardian. If a parent/legal guardian cannot be contacted, the
minor child shall be advised verbally and in writing that it is their right not to speak to any official without the presence of their parent(s), guardian or attorney.

- Except for a case of emergency, danger to the student or others, or flight risk, if outside police authorities.
- A school administrator or designee must immediately make a good faith effort to notify the parent/legal guardian of a student if the student has been removed from campus by law enforcement authorities.

**SEARCH OF PERSON OR VEHICLE**

*Vehicle Searches* – Search of a student’s vehicle while parked on school property may be conducted only if a certified school employee, school security officer, campus security aide or school bus driver has reasonable suspicion that a crime or breach of the disciplinary code is being committed by the student.

*Physical Searches* – Search of a student’s person or property may be conducted only where there is reasonable suspicion that the student being searched has committed a crime or a breach of the disciplinary code.

- Searches such as emptying of pockets, searches of student backpacks and purses, removal of hats, socks and shoes may be conducted by any certified school employee, school security officer, or campus security aide.
- More intrusive searches such as pat downs and frisks may only be conducted by an authorized person (principal or designee) of the same gender as the student being searched and in the presence of another authorized person of the same gender.
- The most intrusive searches include removal of clothing, such as lowering clothing or inspecting inside clothing to determine if items are being concealed within undergarments or clothing. A school administrator or his/her designee shall determine if the search is necessary; these searches should only be conducted in situations that pose a danger to the student or the school population, including but not limited to situations where there is reasonable suspicion a student is in possession of drugs (over-the-counter, prescription, illicit, look-alikes) or weapons. Administrators who conduct a most intrusive search will report the incident to the Executive Director. If the school administrator determines that it is necessary to conduct the most intrusive search,
law enforcement shall be contacted and informed about all safety concerns associated with the search.

- In cases of an intrusive search reasonable efforts must be made by the school administrator to contact the student’s parent/guardian to notify them about the situation, safety concern and that an intrusive search shall be conducted.

*Field Trips* – Approved chaperones of the same gender may assist in checking of luggage or personal items for activity/field trips. Transgender students may request which gender they prefer to conduct an intrusive search or in checking luggage or personal items for activity/field trips. The school administrator must make every effort to comply with this request.

**INTERROGATIONS/ SEIZURES**

Individual students may not be interrogated by any person not employed by NACA or CNM without the approval of the Head of School. All other policies regarding student interrogation will be established by the school’s Governing Board as need arises. Certified school personnel, security personnel and/or school bus drivers can conduct a search when a search is permissible when reasonable suspicion that a breach of disciplinary rules or a crime is occurring or has occurred on campus or extended areas of campus. Administrative personnel may direct or conduct a search under reasonable cause to maintain school discipline to include; backpacks, phones, social media accounts, lockers, vehicles, or physical search of student’s person. All searches may only be conducted by an authorized person and witness. Items may be seized; illegal or legal that which threaten the safety and security of others and items that disrupt or interfere with the educational process may be seized by authorized persons. Seized items shall be released to appropriate authorities or a student’s parent or returned to the student when and if the administrative authority deems appropriate.

**WHAT TO DO IF YOU BELIEVE THAT YOUR RIGHTS HAVE BEEN VIOLATED**

NACA does not discriminate nor condone discrimination by students, employees, or third parties on the basis of ethnic identity, religion, race, color, national origin, sex, gender identity, sexual orientation, genetic information, mental or physical disability or serious medical condition, spousal affiliation or pregnancy in any program or activity of, or sponsored by, the school district and provides equal access to designated youth groups.

**REPORTS**

Any report will be addressed in accordance with the appropriate procedures as specified in IDEA, Section 504, ADA, Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Age Discrimination Act of 1975, First Amendment, Fourteenth Amendment, New Mexico Human Rights Act, or with the State Board of Education Regulation 6 NMAC 1.4 and any amendments made to these regulations, which are incorporated within this policy statement.
DENIAL OF RIGHTS

● Free public school education is a right guaranteed to a student.
● The courts have defined the basis on which the denial of that right is justified.
● That right may be denied in response to behavior that threatens the safety and security of the school population, is illegal, or has the potential to disrupt the educational process or compromises the safety and learning of the students and school at large.
● It is the intent of the Governing Council that every reasonable effort is made on behalf of the student’s education, even in the case of suspension or expulsion.
   o Special education students (other than those receiving “gifted” services only) must receive alternative educational services during suspension or expulsion.

GRIEVANCE PROCEDURE

● It is the intent of the Governing Council that students and their parents/guardians be informed of the regulations regarding disciplinary and appeal procedures affecting students within the school.
● Faculty, parents/guardians and students shall attempt resolution of problems affecting students and the education process by informal means.
● If any student or parent/guardian believes that the conditions of the school or decisions made by its staff are not fair or reasonable, a conference shall be held with the Head of School or designee to discuss the matter.
● If the student or parent/guardian is not satisfied with the results or handling of the conference, the student or parent shall have the opportunity to meet with the Executive Director.

VIOLATION OF STUDENT RIGHTS

● Students who believe that their rights have been violated should report concerns to their parents, school administrator, or other appropriate school personnel.
● If the appropriate school personnel do not resolve the concern, a report should be made to the Executive Director at (505) 224-4922.
INTERNAL COMPLAINT PROCEDURES

Students and parents/legal guardians are encouraged to resolve concerns with the school site administrator. If the site administrator is unable to resolve their concern, they are encouraged to contact the Head of School or Executive Director.

- Report gender or disability harassment and/or discrimination to the administrator, either verbally or in writing.
- Students who have knowledge of inappropriate behavior and fail to contact appropriate personnel will be subject to disciplinary action.
- Any knowledge of inappropriate behavior must be reported to the Head of School, Dean, teacher, or counselor.
- School personnel who receive reports of harassment and/or discrimination shall immediately inform the Head of School or Executive Director.
- Upon receipt of notification of sexual or disability harassment and/or discrimination, the Head of School or the Executive Director must follow up within 48 hours with an appropriate active investigation.

WHO MAY FILE A COMPLAINT

- Any NACA student, parent or legal guardian, on behalf of his or her student, who believes he or she has been discriminated against on the basis of sexual orientation, gender, race, national origin or disability.
- These procedures do not deny any student or parent/legal guardian the right to pursue other avenues of recourse.

HOW TO FILE

Contact the Executive Director to report inappropriate conduct.

- An internal complaint must be filed within one hundred eighty (180) calendar days from the last day of the alleged discrimination.
- All inquiries and internal complaints filed are confidential. Confidentiality also applies to the inquiry and investigative process of all investigations conducted by the Executive Director.
RETALIATION

No student will suffer retaliation or intimidation for participating in an inquiry or the internal complaint process.

- Retaliation against any student seeking assistance at his/her school, filing a complaint, or participating in the investigative process is grounds for a subsequent retaliation complaint.
- NACA will respect the privacy of the complainant, the respondent, and the witnesses as much as possible, consistent with its legal obligations to investigate, take appropriate action, and conform with any discovery or disclosure obligations.

APPEAL PROCESS

When the Executive Director has completed an internal investigation, either the complainant or respondent may appeal the decision. This process is as follows:

- The Executive Director informs the Governing Council of the determination.
- The determination will state whether the evidence gathered substantiates probable cause or no cause that the respondent violated NACA policy and school procedural directives.
- If the complainant or respondent is not in agreement with the determination of the Executive Director, he or she will have ten (10) business days from the date of the determination to submit a written appeal to the Governing Council.
- The Governing Council will inform the complainant or respondent of the decision of the appeal, in writing, within fifteen (15) business days of the receipt of the appeal.

HEARING PROCEDURE

- NACA has adopted a formal hearing procedure for students recommended for long-term suspension or expulsion.
- If a hearing is requested or required, school authorities shall prepare and provide the parents/legal guardians with a written notice of the hearing by the fifth day of suspension, either in person or by certified mail.
- The parent/guardian (student if emancipated or at least 18) may, at his/her own expense, choose to be represented by an attorney during any due process hearing. The parent/guardian must provide a 72 hour written notification to the school and hearing officer that an attorney will represent the student as soon as possible to enable the school
to also seek representation if it so chooses. If either the parent’s or school’s attorney cannot accommodate the scheduled hearing date due to a scheduling conflict, a parent/guardian may either attend the originally scheduled hearing without legal representation or ask NACA to change the hearing date in order to facilitate legal representation.

- The hearing shall be scheduled no sooner than five (5) and no later than ten (10) school days from the date of receipt of notice by the parents. As described above, the hearing may be extended by request of the parent/guardian in circumstances involving legal representation of the student.

- Schools will make available copies of documentary evidence, with the exception of police reports, that will be used at the hearing to families at least two (2) working days before the hearing. In cases where police reports are part of the documentary evidence, parents/guardians may contact the APD or BIA Police Department about obtaining a copy.

- The parent/guardian (student if emancipated or at least 18) may choose to waive the right to a hearing and accept the disciplinary consequences recommended by the school administrator.

- Expulsion hearings cannot be waived.

**HEARING AUTHORITY AND RECORD**

- The hearing authority is the appointed hearing officer or designee of NACA

- A record of the proceeding, including an audio recording, shall be kept at NACA for a period of one year, after which the recording will be destroyed, except in cases of expulsion where records are kept for longer periods.

**BURDEN OF PROOF**

- The hearing is an administrative proceeding for the purpose of deciding issues of fact or law. Though formal rules of evidence will not direct the proceeding, evidence will be admitted and considered by the hearing officer.

- The burden of proving that the student violated a provision of this Student Policy Handbook is on the school authorities.
● The student or his/her counsel shall have the right to call witnesses on his/her behalf and to question witnesses against him/her.
● The school authorities shall have the right to call witnesses and to question any witnesses who testify.

**DECISION OF HEARING AUTHORITY**

● The hearing authority shall decide first upon the innocence or guilt of the student with respect to the charges brought and second, upon the disciplinary action, if any, that should be taken.
● The hearing authority may request additional evidence from the parties.
● The student shall have the right to comment upon the evidence orally and/or in writing.
● The hearing authority shall provide its written decision to the parties, stating its findings, conclusions and implementations within five (5) school days after hearing the evidence.
● The hearing authority’s decision shall take effect immediately upon notification of the parent/guardian and shall continue in force during any subsequent review.

**APPEAL TO GOVERNING COUNCIL**

● The student/parent may appeal the decision of the hearing officer by providing a written notice to the Governing Council within ten (10) school days after the decision has been made.
● The designee shall, within fifteen (15) working days after receipt of the appeal, review the record of the hearing and the decision in this case.
● The designee shall have discretion over whether to permit the aggrieved student and school authorities to submit additional written materials and/or to present their respective views in person at a conference.
● The designee shall then provide the parties, within ten (10) working days after the review is concluded, his/her decision affirming, overruling, or modifying the decision of the hearing officer.
● The severity of any sanction may not be increased.
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 Executive Director will determine if the dispute merits exercising the Conflict Resolution Procedure if the Head of School 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 HEAD OF SCHOOL OR SENIOR HEAD OF SCHOOL

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

LEVEL III CONFERENCE OF HEAD OF SCHOOL & SENIOR HEAD OF SCHOOL

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

LEVEL IV GRIEVANCE REVIEW BY HEAD OF SCHOOL, SENIOR HEAD OF SCHOOL AND BOARD MEMBER

If an issue is not resolved, a meeting with the Head of School and Executive Director, 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 Head of School. 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 Head of School follows an incident.
Restorative Practices: Restorative justice practices are based on respect, responsibility, relationship building and relationship repairing. Restorative justice practices give priority to repairing harm done to individuals and school communities, and providing student accountability by assuming responsibility and taking action to repair the harm they caused. It aims to keep students in school and to create a safe environment where learning can flourish. Some alternative methods used:

*Talking circles* occurs in the classroom or wherever harm was done to a community to mediate a process of acknowledging harm done, taking accountability and facilitating healing.

*Wellness sessions* are to address minor infraction violations in which students can meditate or journal their experience and discuss alternative decision making for the future with Dean or Support Staff.

*Council sessions* create an environment for students to meet with their parents, aunties or uncles, teachers, staff, administrators or leaders, and/or grandparents (community members) about repeated behavioral infractions to be questioned and seek out cultural advice for change.

*Cultural Interventions* is an opportunity for students to experience a cultural understanding with a facilitator through land-based activities; hiking in the mountains connecting to their surrounding or sharing creation or tribal stories to build cultural understanding and thought.

Family Conferencing: This process actively engages the family, the student, the advisor, and the Head of School 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.

Academic Contract: The student must adhere to a plan which outlines specific academic concerns to meet academic progress. Clarified in the contract are desired academic outcomes based on teacher feedback to meet academic proficiency.

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 Head of the School 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 Head of School 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.

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 Head of School.

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 or Head of School may elect to have a student not report to class until a family meeting has occurred to problem solve the issue or concern. This meeting will be set up as soon as possible, but will not always occur immediately.

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

Students with disabilities receiving special education services are subject to the same expectations as students receiving general education services and are expected to follow the District’s disciplinary process. While IDEA provides federal guidelines covering the discipline procedures to be followed for students with disabilities receiving special education services, consequences for behavior violations, including school removals of more than ten days, may still occur. Discipline safeguards, as covered under IDEA, do not apply to students identified under the eligibility of “gifted” unless such students also have a disability eligibility. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a change in placement, the following considerations must be addressed:

● When considering long-term suspension or expulsion, an Individualized Education Program (IEP) team must first determine whether the behavior of concern is a manifestation of the student’s disability.

● To determine if the conduct in question is or is not a manifestation of the student’s disability, the IEP Team must conduct a Manifestation Determination Review Meeting
and then determine:

○ if the conduct in question was a direct result of the Local Educational Agency’s failure to implement the IEP; or

○ if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability.

● If the IEP Team determines that the behavior is related to the student’s disability, no further disciplinary proceedings shall occur unless weapons, guns/knives, illegal drugs or serious bodily injury offenses occur. (Refer to IAES below.) Recommendations: Review IEP, add services and supports, develop/update a Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), and/or change services, if appropriate.

● If the IEP Team determines that the behavior is not a manifestation of the student’s disability, disciplinary actions may be taken in accordance with the procedures in this handbook.

● Should the disciplinary procedures include long-term suspension or expulsion, the District must continue to provide educational services, including access to the general education curriculum and related services, as determined in the IEP.

● Any suspension that excludes a student from his/her IEP services must be counted when calculating the total number of suspension days (up to 10 cumulative days or beyond the 10 days may constitute a change of placement).

● The decision to change a student from his/her IEP placement to an AES or IAES due to imposition of discipline must be made by the IEP team and consider the student’s individual needs on an individual basis.

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

● Weapons: objects used to cause bodily harm and used in a threatening way,

● Guns/knives (blade must be 2 1/2 inches or longer): possession/carrying,

● Illegal drugs: possession/sale/distribution/solicitation (not to include alcohol or tobacco),

● Serious bodily injury: student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function,

● Placement in IAES for “special circumstances” may be no longer than 45 days. Removals
may extend past the 45 school days only if the student has been long-term suspended or expelled through the NACA Hearing Process because the conduct was not a manifestation of disability. During the IAES period for “special circumstances” in which the conduct was a manifestation, the IEP team is to meet to develop strategies and interventions to bring the student back into her/his typical placement as soon as appropriate.

Alternative Educational Setting (AES). On campus AES refers to special education services provided on the campus where the student is currently enrolled for the duration of a suspension period of more than 10 days. Typically, on campus AES settings are for students suspended for violations that do not involve drugs/weapons/ serious bodily injury. The IEP team determines the student’s AES. The IEP team is also responsible for ensuring completion of a Functional Behavior Assessment (FBA) and the development of a Behavior Intervention Plan (BIP). If one already exists, it would need to be updated.

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

WHAT IS SECTION 504?

Section 504 is a federal civil rights statute under the Rehabilitation Act of 1973. It provides protections against discrimination for individuals on the basis of a disability. Students in school settings fall under the protection of Section 504 which prohibits discrimination on the basis of disability from all school programs, benefits and activities. It may be a service option available to students with disabilities who have been evaluated and met Section 504 identification criteria. Section 504 is designed to provide equal access and fairness in general education to students with disabilities, thereby leveling the playing field for them through what is known as a Section 504 Accommodation Plan. It is NOT a plan designed to enhance a student’s performance. Its purpose is to ensure equal access to the programs, benefits and activities that NACA offers.

WHAT DOES THIS MEAN FOR YOUR STUDENT IN SPECIAL EDUCATION?

For students receiving special education services for a disability, Section 504 ensures these students are not subject to discrimination based on their disability. This means students with disabilities should have access to the education programs relevant and appropriate to that student.
Please note:
Students who qualify for Section 504 accommodations do not automatically qualify for special education under IDEA and students who qualify for special education under IDEA do not automatically qualify for Section 504 accommodations.

WHAT DOES THIS MEAN IF YOUR STUDENT HAS A DISABILITY BUT IS NOT IN SPECIAL EDUCATION?

For students not in special education but have an impairment that substantially limits major life activities such as caring for oneself, learning, seeing, hearing, speaking, breathing, and working, Section 504 ensures, that upon request, a committee will determine your student’s 504 Plan eligibility. If your student is determined to be eligible, accommodations can be provided to help the student access his/her educational program.

HOW DOES THIS PROCESS WORK?

● Parents or the school staff may request a 504 planning conference.

● Parents are notified in writing of the date, time and place of the 504 planning conference.

● Information is gathered for review at the conference to determine eligibility. Parents may wish to bring information.

● The conference participants review the information and determine if the student meets the 504 plan eligibility criteria.

● If the student is eligible, a written 504 Plan is completed with input from the parent(s), school staff and where appropriate, the student.

● If the student is found not to be eligible for a 504 Plan the student may be referred to the school’s Student Assistance Team (SAT).

● The SAT may work with your child’s teacher, nurse or other staff to create a school health plan, a behavior plan or an academic improvement plan that will help to ensure your child is successful in accessing the educational program at the school.

● If a 504 Plan is developed for your student, that plan will be reviewed at least annually to ensure that your student still needs the plan or that the plan is meeting your student’s needs.

● If, at any time, your student’s condition changes or you believe a change is needed in the plan, you may request a new planning conference.
WHAT HAPPENS IF PARENTS/FAMILIES BELIEVE SOME PART OF SECTION 504 IS NOT BEING FOLLOWED?

If you believe that either part of Section 504 is not being followed you may make a report and request a resolution.

- Parents may request mediation between themselves and the school staff to resolve the situation informally. This request should be made to the Head of School or Dean.
- If parents are not satisfied with the informal resolution, they may request a due process hearing. That hearing is a formal process with the Hearing Officer. The hearing will provide opportunity for participation by the parent, students and their representative or legal counsel.
- Parents may also file a complaint directly with the Executive Director

DOES EVERY STUDENT WITH IMPAIRMENT REQUIRE A 504 PLAN?

No. A student may have a health plan or a behavior plan instead of a 504 Plan. These plans are written documents describing what accommodations will be provided by teachers, nurses, counselors or other school staff. They are reviewed periodically and may be updated or changed if at any time the parents, students or staff believes other accommodations are required. These plans are developed with parents and students, and changes are only made with parent communication and agreement. Section 504 applies only if the impairment substantially limits a major life activity. NACA encourages school personnel, parents and students to work cooperatively to avoid getting mired down in definitional disputes, and focus on ensuring that the student is able to equally access the programs, benefits and services that NACA offers, regardless of whether through a health plan, behavior plan, Section 504 plan or other process.

WHERE DO I CALL TO ASK ABOUT A 504 PLAN?

Questions about how to develop a 504 Plan for your student, or concerns you may wish to express about equitable treatment of a special education student, start with your child’s Head of School or Dean and teacher. Your student’s Head of School may refer you to the school counselor or to the chair of the Student Assistance Team (SAT) for immediate help. The administrator may request that the Special Education Director (SPED) attend and participate in your child’s 504 planning conference or to be involved in mediation. The SPED Director is charged with ensuring that school staffs understand the requirements of Section 504 and helps to ensure that these requirements are implemented. The SPED Director can serve as an impartial third party to help with planning or mediation. As a parent, you may request that the SPED Director attend a planning conference.

If you feel that the staff at your child’s school has not adequately responded to your request you may contact the Executive Director for support.
DISABILITY HARASSMENT/DISCRIMINATION

Numerous situations may constitute disability harassment or discrimination. Mocking, taunting, ridiculing, criticizing or punishing a disabled student because of his/her disability are a few examples of what may constitute disability harassment or discrimination. Examples of circumstances that may constitute disability harassment include:

- Making remarks out loud during class that a student with dyslexia is “retarded” or “deaf and dumb” and does not belong in the class.
- Repeatedly placing classroom furniture or other objects in the path of classmates who use wheelchairs, impeding the student’s mobility.
- Habitually subjecting a student to inappropriate physical restraint because of conduct related to his disability.
- Repeatedly denying a student with a disability access to lunch, field trips, assemblies, and extra-curricular activities as punishment for taking time off from school for required services related to the student’s disability.
- Repeatedly belittling and criticizing a student for using accommodations in class.
- Taunting and belittling a student with mental retardation by mocking and intimidation.

School personnel who become aware of disability harassment shall promptly and effectively act to end the harassment and prevent it from recurring and, where appropriate, remedy the effects on the student who was harassed. Remedial measures will generally include counseling both persons who have been harmed by harassment and person(s) who have been responsible for the harassment of others and implementing monitoring programs to follow up on resolved issues of disability harassment.

DISCIPLINARY CONSIDERATIONS FOR STUDENTS UNDER SECTION 504

Students with 504 accommodations are not immune from the NACA’s disciplinary process once identification and placement procedures are properly followed. Students with 504 accommodations being considered for removal from school for 10 or more days must receive a manifestation determination review prior to action. The committee must determine if the conduct in question was caused by or had a direct and substantial relationship to the student’s disability. If yes, was the conduct in question the direct result of the school’s failure to implement the student’s 504 plan? If the behavior is a manifestation of the disability, any disciplinary recommendation for a change of placement should be withdrawn. If the behavior is not a manifestation of the disability, the student may be disciplined in the same manner as non-disabled students.

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 students 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 safeguard 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.

CONSEQUENCES FOR UNACCEPTABLE CONDUCT
The school is a community, and the rules and regulations of a school are the laws and expectations of that community. The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violation of school rules.

- Consequences have been established and must be expected for any violation.
- Schools must notify the parents or legal guardian of the student in any circumstances where the school’s disciplinary response will exceed administrator/student contact.
- Administrative response to unacceptable behavior will follow the Student Handbook and the school’s student handbook.

SUSPENSION
A suspension is the removal of a student from a class or classes and all school-related activities for any period of time. Suspension may include in-school suspension alternatives to long-term removals from school of one year or longer.

- The school administration must provide notification of any form of suspension to the parent/guardian and teachers of any student being suspended. The notification must be documented in writing and should occur on the same day, or as soon as possible if the parents cannot be contacted. Written notification should follow upon parent request if the notification is made by phone or in person.

- The school administration must keep on file a copy of the notification for any suspension.
occurring during a school year.
- The Head of School or Dean is responsible for notification, compliance and documentation at his/her school.
- Copies of suspension notification may be discarded at the beginning of each academic year for prior year actions, except for any long-term suspensions or expulsions still in effect.

SHORT-TERM SUSPENSION

Short-term suspension will be at the discretion of the school administrator and will address behaviors that disrupt the educational process. Administrators may impose consequences beyond minimum mandatory in order to maintain the safety and security of the school population.
- Short-term suspension will be limited to no more than five (5) days.
- Each school will have its own method for developing alternative educational settings for students who have been short-term suspended.

LONG-TERM SUSPENSION (LTS)

Long-term suspension is defined as the removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester, or longer as determined by the hearing officer in cases which are near the end of a given semester.
- A student receiving a long-term suspension may lose credit for the semester unless placed in an alternative school setting.
- A student must be given the opportunity for a due process hearing prior to the suspension.
- The student may, at his/her own expense, choose to be represented by an attorney at the hearing.
- At the Head of School or Dean’s discretion, students may be suspended pending a due process hearing.
- Transfer students will have their transfer revoked for the school they are attending at the time of their long-term suspension for the remainder of the school year. The transfer revocation date for students assigned to an Alternative Educational Setting (AES or IAES), through a LTS hearing, will be determined by the IEP team in consultation with school and the administration. Upon completion of a long-term suspension, a student may return to his/her assigned school, apply for a transfer for the next school year, or explore alternative options.

EXPULSION

Expulsion is the suspension of a student from all regular schools in Albuquerque Public Schools for a period exceeding one (1) semester. In some cases, expulsion may be a permanent removal from this school system. When appropriate, a student who is expelled may be placed in an alternative program.
- A student receiving an expulsion will lose credit for the semester in which the expulsion occurs, unless the student is engaged in an alternative program.
- A student must be given a due process hearing prior to expulsion.
- The student may, at his/her own expense, choose to be represented by an attorney at the
hearing.
- Transfer students will have their transfer revoked for the school they are attending at the time of their expulsion for the remainder of the school year. Students assigned to an Alternative Educational Setting, through a LTS hearing, will have their transfer revoked at the completion of their expulsion. Upon completion of an Expulsion, a student may return to his/her assigned school, apply for a transfer for the next school year, or explore alternative options.

**FIREARMS**

The Gun Free Schools Act provides for a mandatory expulsion of a period of not less than one year for a student who is determined to have brought or to have possessed a firearm at school or any setting that is under the control and supervision of school officials. Only the Superintendent may modify in writing the one-year expulsion requirement on a case-by-case basis. All school related incidents of firearm possession must be reported to the APS/ BIA Police Department. This includes
- Possession, selling or otherwise furnishing a firearm.
- Possession of any explosive device as defined in the Gun Free Schools Act.

**REFERRAL FOR LEGAL ACTION**

- Communication of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency.
- New Mexico law requires that, if any school employee has reasonable cause to believe that a child is or has been in possession of a firearm on school premises, the employee shall immediately report the child’s actions to a law enforcement agency and the Children, Youth and Families Department.

**SUSPENSION OF EXTRA-CURRICULAR PRIVILEGES**

Students may be removed, at the discretion of the administration, from any part or all of extra-curricular privileges for time periods up to one (1) full calendar year.
- Participation in extra-curricular activities is a privilege not a student right, offered to and earned by students however can be suspended if warranted for inappropriate behavior.
- Because participants are serving as representatives of their school and community, they are expected to exemplify high standards at all times.
- Participants are expected to adhere to higher standards of academics and conduct than established for the general school population in order to maintain their extra-curricular privileges.
THE FOLLOWING BEHAVIOR IS EXPECTED OF ALL STUDENTS:

BE RESPONSIBLE                                      BE RESPECTFUL                                                BE SAFE

NACA supports students through **RESTORATIVE JUSTICE PRACTICES** which is a process that reframes justice from punitive to restorative and places emphasis on reconciling 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. Restorative justice practices are based on respect, responsibility, relationship building and relationship repairing. Restorative justice practices give priority to repairing harm done to individuals and school communities, and providing student accountability by assuming responsibility and taking action to repair the harm they caused. It aims to keep students in school and to create a safe environment where learning can flourish. NACA uses progressive discipline practices for student misbehavior. Progressive discipline includes more restrictive or more serious consequences for repeated misbehavior or behavior displaying more serious risk to self or others. Progressive discipline includes restorative justice practices as part of the continuum of consequences. This means administrators may use restorative justice practices that align to the school’s philosophy, mission and cultural norms examples may include but not limited to;

- Mediation or Meditation
- Community service
- Verbal or written apologies
- School projects or essays
- Talking Circles
- Wellness Sessions
- Council Sessions
- Cultural Interventions

Restorative circles will include students, teachers, and/or administration when a classroom routine is disrupted or negatively impacted by student actions, students will be expected to participate fully in the process.

Re-entry circles will be required as a restorative measure for both students and parents or guardians upon a return from a prolonged suspension (ISS or OSS) before a student can return to class.

When restorative approaches have failed and/or have been rejected by the parties involved, zero tolerance penalties will be assessed. These penalties will be in increasing order of severity:

<table>
<thead>
<tr>
<th>1. Working Lunches</th>
<th>4. Community Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Mandatory After School Hall</td>
<td>5. Suspensions: In School, Out of School</td>
</tr>
<tr>
<td>3. Saturday School</td>
<td>6. Restorative Interventions</td>
</tr>
</tbody>
</table>

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 or be referred to out Student Assistant Team.

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 and law enforcement is called in.

<table>
<thead>
<tr>
<th>Restorative Practices</th>
<th>Disciplinary WITH Restorative Practice</th>
<th>Disciplinary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infraction Groups for</td>
<td>Infraction Group for Level 3-4</td>
<td>Infraction Group ABSOLUTES</td>
</tr>
<tr>
<td>Level 1-2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group 1 Recommended Instructive, Corrective, or Restorative Responses for Inappropriate Behavior**
- 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

**Additional Consequence for Repeat of Inappropriate Behavior**
- Teacher, student, advisor, and counselor and/or Head of School 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 (1-3 days)

**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 material

**Group 2 Recommended Instructive, Corrective, or Restorative Responses for Disruptive Behavior**
- 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

**Additional Consequence**
- Teacher, student, advisor, and counselor and/or Head of School 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
● 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

● In-school suspension (1-3 days)

**Repeat of Disruptive Behavior**

● Suspension: In School, Out of school, Community service

**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

**Group 3 Recommended Instructive, Corrective, or Restorative Responses for Seriously Disruptive Behavior**

● 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

**Additional Consequence**

● 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)

**Repeat of the Same Seriously Disruptive Behavior**

● In-school suspension,
● Community service,
● Out-of-school suspension or combination of community service/in-school suspension
● Disciplinary Reassignment by Principal

**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

**Group 4 Recommended Instructive, Corrective, or Restorative Responses for Very Seriously Disruptive Behaviors**

- 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

**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 Batter ing 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 the educational process
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 session Saturday morning program with an additional community service requirement. It provides students with character building and conflict-resolution skills as well as prevention, intervention, referral, and support services for the amelioration of alcohol or drug-related problems and inappropriate behavior in general. This would be recommended in lieu of Long-Term Suspension and if the behavior does not require LTS and the student is likely to benefit from remediation. If a student referred to this program fails to complete it and the community service, 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. These infractions are NON-NEGOTIABLE and will be upheld at the discretion of the Heads of School. Upon re-entry, every student and family will be required to participate in restorative interventions, formal conferences, or administrative hearings with the Head of School and/or the Administrative Hearing Judge unless noted otherwise through a formal disposition.

<table>
<thead>
<tr>
<th>Infraction</th>
<th>First Offense</th>
<th>Second Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggravated Battery</td>
<td>Long Term Suspension (LTS) with Hearing Potential</td>
<td>Long Term Suspension (LTS) with Hearing Potential</td>
</tr>
<tr>
<td>Weapons or Look Alikes</td>
<td>Long Term Suspension (LTS) with Hearing Potential</td>
<td>Long Term Suspension (LTS) with Hearing Potential</td>
</tr>
<tr>
<td>Alcohol, Drug Possession, Selling, Distribution</td>
<td>Potential Restorative Interventions or 5 Days Suspension with Hearing Potential</td>
<td>Mandatory Counseling, 9 Days Suspension Pending Hearing</td>
</tr>
<tr>
<td>Violent or Intentional Threats/Bullying/Harassment/Intimidation</td>
<td>Potential Restorative Interventions or 5 Days Suspension with Hearing Potential</td>
<td>Mandatory Counseling, 9 Days Suspension Pending Hearing</td>
</tr>
<tr>
<td>Burglary/Theft</td>
<td>Restitution, Potential Restorative Interventions or 5 Days Suspension with Hearing Potential</td>
<td>Mandatory Counseling, 9 Days Suspension Pending Hearing</td>
</tr>
<tr>
<td>Sexual Harassment/Inappropriate Sexual Conduct</td>
<td>Potential Restorative Interventions or 5 Days Suspension with Hearing Potential</td>
<td>Mandatory Counseling, 9 Days Suspension Pending Hearing</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Restitution, Potential Restorative Interventions or 5 Days Suspension with Hearing Potential</td>
<td>Long Term Suspension (LTS) with Hearing Potential</td>
</tr>
</tbody>
</table>

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