

Nay Ah Shing Schools



Parent and Student Handbook

Abinoojiiyag School 320-532-4690
43521 Oodena Drive Onamia, MN 56359

Middle/High School 320-532-4695
43651 Oodena Drive Onamia, MN 56359

Pine Grove Learning Center 320-384-6236
63842 Ojibwe Trail Sandstone MN 55072

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Mii O’o Waa-izhichigeyang Omaa Endazhi-gikinoo’amaading Neyaashiing

Mii o’o waa-izhichigeyang omaa endazhi-gikinoo’amaading Neyaashiing ezhinikaadeg gidinwewininaan miinawaa gidizhitwaawininaan miinawaa ishkweyaang
gaa-pi-izhiwebak ji-aabajitooyang iniw gaa-pi-izhi-gikinoo’amaagooyang weweni
ji-wijayaawangwaa giiji-anishinaabeminaanig miinawaa bakaan ezhitwaajig ji-ani-wiidookawangwaa
ji-minjimendamowaad gekinoo’amawindwaa miinawaa gakina awiia ji-manaadenimaawaad miinawaa
ji-ayinendamowaad miinawaa ji manaaji’idizowaad
omaa weweni endazhi-wiidookawangwaa gikinoo’amawindwaa weweni ji-wijii’idiwaad miinawaa go iniw
chi-aya’aan ji-mashkawisidong i’iw wiidookodaadiwin gekinoo’amaagejig miinawaa gikinoo’amaaganag
miinawaa weniijaanisijig.
Mii omaa asigising bebakaan gikinoo’amaadiwin
ezhi-nisidotamowaad miinawaa gikinoo’amawaawag weweni ji-ani-bami’idizowaad.

Welcome to Nay Ah Shing Schools

The mission of Nay ah Shing Schools is to teach Ojibwe language, culture, tradition, history, and skill to live in two cultures by:

- Educating students academically, socially, emotionally, and physically in a safe and supportive environment
- Building relationships and socializing skills by teaching respect for themselves, for elders and for all individuals.
- Creating strong partnerships with parents
- Accomodation of learning styles and teaching life skills
- Inspiring each other to do our best in service to all our relations

Purpose of this Handbook

This handbook is made available to Parents/Guardians and students to explain the policies of Nay Ah Shing Schools so that we can all work together in providing the best education for our students. Nay Ah Shing Schools welcome input and feedback from parents and community members, we believe open communication and collaboration is essential to student success. We take our responsibility for your child’s education seriously, and we want you to be an active part of our school community. We welcome your support and assistance as we partner to provide a comprehensive, inclusive, and high quality education for all students.

This handbook includes a school compact that outlines parent/guardian, school and student responsibilities. Please review the entire contents of this handbook with your student. We ask that all parties sign the Partners in Education Compact and return it to the school as soon as possible. A copy of the compact with all signatures will be placed in the student’s file.

Approved by the NAS School Board on the 11th day of August, 2021.

Kimberly Kegg
Nay Ah Shing School Board Chair

NAS School Administration

Commissioner of Education or Designee	Byron Ninham
Principal, Grades K-12	Lehtitia Weiss
Assistant Principal, Grades K-12	Sarah Pylvanen
Ojibwemowin Enokijig Director, Grades K-12	LeAnn Benjamin

School Board Members

Kimberly Keggs	Chairperson
Joseph Nayquonable, Sr.	District I
Semira Kimpson	District I
Sami Thomas	District II
Richard Dunkley	District III

School Enrollment Procedure

NASS provides any American Indian child, enrolled in a federally recognized tribe, a tuition free educational opportunity. All students who do not have a Certificate of Indian Blood (CIB) need to have prior approval of the School Board to enroll at Nay Ah Shing (NASS). NASS may require a waiting period of 2 business days for new and transfer students in order to establish schedules and secure records. The School Board has the right to limit or deny enrollment of an individual student for the following reasons: overcrowding, student history, and impact on the school.

School Hours

Abinoojiiyag and Pine Grove Schools are in session from 8:25 AM until 3:05 PM Nay Ah Shing Middle and High School is in session from 8:25 A.M. until 3:15 P.M.

Students are supervised by school personnel from the time they load on the bus until they are returned home at the end of the school day. School personnel will be available to supervise students during all school-sponsored events and activities.

General School Policies

Visitors

Parents/guardians are welcome to visit the schools, including classrooms, with prior approval of the building administrators providing the visit is not disruptive to the overall learning environment. Parents/guardians are encouraged to be involved in school activities whenever possible. Non-enrolled students attending school activities must be accompanied by a parent/guardian. All visitors must sign into the school office immediately upon arrival on campus.

Check Out Procedure

NASS is a closed campus. Students may be checked-out only by the adults listed on the enrollment form.

When checking your child out of school:

- You must pick up your child in person, no telephone requests will be accepted.
- Report to the front office and complete the checkout form

School Closing

NASS utilizes the School Messenger notification system, please update the school with the desired phone number for this notification. School closing or late starts will be sent through Bright Arrow before 6:30 A.M. on the morning of any closing. School closings will also be announced on the television stations listed below and the NASS Facebook page.

Television Stations

WCCO 4	KSTP 5	FOX 9	KARE 11
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Transportation Guidelines for Inclimate Weather

Weather conditions for District I and District III will be monitored by the Transportation Coordinator. Adverse weather conditions will be reported to the MLB Commissioner of Education or designee. Closures/late starts will be determined prior to 6:00am.

Hybrid or Remote Learning Plan

If the district must implement Hybrid or Remote Learning for any reason, NASS will follow the applicable Hybrid or Remote Learning Plan available on the district's website.

Attendance

Student's attendance in school has a huge impact on their academic success all the way from kindergarten through graduation and beyond. Even older children may need support from their parents/guardians to get to school every day on time and to understand the importance of consistent attendance on their school and future job performance. To ensure students are able to access all instruction and receive a quality education NASS requires that all students attend all classes and necessary school activities, unless properly excused by the office. Nay Ah Shing Schools will provide incentives and awards for students with perfect attendance and near perfect attendance.

NASS are required to uphold Mille Lacs Band, State, and Federal attendance policies. Our goal is to improve students attendance and success at school, not to punish students or families for unexcused absences. If a student is struggling to regularly attend school in a timely manner, parents/guardians and the student will be contacted to problem-solve barriers to attendance and work on an attendance plan with student supports and strategies.

If your student will be absent from school; call the main office on or before the day of the absence to provide the reason for the absence otherwise the absence will be recorded as unexcused. If it is not possible to call on the day of the absence, the school needs to be notified on the morning the student returns. It is helpful if the student brings a signed note stating the reason for the absence. Absence notification cannot be accepted unless received within 5 days of the absence.

1. Excused Absences need both parent/guardian and school approval and will be granted for the following;
 - a. Illness: This applies to the student being ill as well as to the illness of an immediate family member when the family member's illness requires the student to miss school. If the student will be absent 3 or more days in a row the school requires a doctor's note to mark the absence as excused.
 - b. Death/Funeral: Students may be gone up to 4 days due to a funeral for an immediate family member (parent/guardian, grandparent, sibling, aunt, uncle, first-cousin). If your child will be absent more than 4 days you must request approval for additional excused days from the building principal.
 - c. Medical/Dental Appointments: Whenever possible, please schedule doctor and dentist appointments before and after school. If you must schedule an appointment during school hours, the absence will be excused only upon receiving a written note from the doctor or dentist or an appointment card or letter from a hospital or clinic.
 - d. Cultural related activity: Must be approved in advance by the Ojibwe Language Director through an interview and written documentation.
 - e. Family Activity: A student may be gone up to 5 days from school for a pre-approved family activity such as a vacation.
 - f. Court: A student may be gone for court appearances or court ordered placement.
2. Examples of Unexcused Absences;
 - a. Babysitting
 - b. Cold Weather
 - c. Employment
 - d. Missing the bus
 - e. Need for sleep or rest
3. Unexcused Class Period; Students must attend classes regularly and on time.
 - a. 7 unexcused class periods equals 1 full unexcused day
 - b. 2 unexcused AM/PM sessions equals 1 full unexcused day
4. Students who have family or personal business out of town for more than 3 days must arrange for make-up work before the absence or complete missing work within one week of returning to school in order to get credit for the quarter.

Perfect Attendance

Perfect attendance will be determined with the following criteria:

- Attend every day of scheduled school
- Students may have a maximum of 7 hours out of the classroom; this includes excused and unexcused absences and time spent in the Restorative Room. Time out of class will be documented in the school reporting system (Infinite Campus). Infinite Campus will be used to verify information when determining perfect attendance.
- Excused hours out of the classroom include funerals, medical appointments out of the immediate area and school sponsored events.
- Excused hours for cultural absences must be pre-approved by the Ojibwemowin Enokijig Director.

Near perfect attendance will be determined by the following criteria:

- Two or less missed days of scheduled school.
- Any absences must be marked as excused.

Schools Response to Absenteeism

Below is a list of the steps the school personnel will take in response to absenteeism.

1. After two consecutive unexcused absences the school office will contact the parent/guardian to inquire about the students well-being. The Home Room Teacher will connect with the student when they return to school to inquire about their well-being and document the student contact in NASIS.
2. After three (3) unexcused absences the American Indian Parent Coordinator (AIPC) will contact the parent/guardian, and if appropriate the student, to inquire about the student and discuss support the school can offer. The AIPC will work with the student and/or parent/guardian to problem solve and create a formal attendance plan with supports and strategies the student can use to improve attendance. An attendance letter (Notice #1), Attendance Works and Truancy brochures will be mailed home.
3. After five (5) unexcused absences the AIPC will send a certified letter to the parent/guardian requesting them to appear before the school board or a designated representative (notice #2). The AIPC will work with the student and parent/guardian to problem solve and modify their attendance plan to include alternate strategies and supports the student can use to improve attendance.
 - a. Five missed classes/school days per quarter is considered excessive absenteeism under Mille Lacs Band Statute, MN State Statute 260.02, and Bureau of Indian Education and therefore cannot be tolerated. Title 9 part 18e (d) Mille Lacs Band Statute Reads;
 - i. *(d) The School Board or its designee shall by registered mail notify the parents or guardians of any pupil who is unexpectedly absent from school. On the fifth day of any unexcused absence from school per quarter, the School Board, or its designee, shall by registered mail, notify the parents or guardians to appear before the School Board or its designee for a formal hearing to discuss the matter. Upon the continuation of unexcused absences or upon failure of the parents or guardians to appear before the School Board or its designee, the School Board shall request that the appropriate social services agency file a civil complaint (Child Protection Petition) in a court of competent jurisdiction.*
4. After seven (7) cumulative unexcused absences the AIPC will notify the parent/guardian by certified letter (notice #3) that a truancy file was opened. Students with excessive absences are subject to mandated reporting requirements.

- a. All documentation regarding the students absenteeism will be forwarded to Mille Lacs Band Health and Human Services and the county attorney's office of the county in which the student resides. This documentation will result in the creation of a truancy file.
 - b. The AIPC will continue to work with the student and family on attendance support during the truancy process.
 - c. Students must make up work outside of class that they have missed due to excessive absenteeism or they will not progress to the next grade level.
 - d. Students may face possible dis-enrollment from school or class.
5. Students who have ten (10) unexcused, consecutive absences during the school year will be automatically dis-enrolled and reported to the proper authorities for a well child check and truancy file as per the Bureau of Indian Education (BIE) policy *Title 25 CFR 39.210*.

If a student is dis-enrolled for any reason, the public school in each student's home district will be notified. In order to re-enroll at NASS, the parent/guardian must go before the school board, or their designee, to request re-enrollment.

Tardy

It is important that students arrive to classes on time to maintain the integrity and effectiveness of the classroom learning environment. Tardiness causes students to miss out on academic instruction and can be disruptive to other students and the instructor. A student will be marked tardy if they are not in their assigned classroom when the bell rings denoting the start of class unless excused by the teacher. Principals, teachers, and support staff will be in the halls between classes to encourage students to arrive at class in a timely manner.

- K-5th Grade Students; the start of morning attendance is 8:30 AM, the start of afternoon attendance is 12:15 PM.
 - Students who arrive to school up to 30 minutes late for AM or PM attendance will be marked as unexcused tardy unless excused by the teacher.
 - Students who arrive at school between 10:00 AM - 12:15 PM will be marked as unexcused absent for the AM session unless excused by the office.
 - If students arrive after 1:00 PM for the afternoon session they will be marked as unexcused absent for the PM session unless excused by the office.
 - Students marked unexcused tardy five (5) times to an AM and/or PM session will be considered as a ½ day unexcused absence.
- 6th-12th Grade Students; student attendance is taken in every class.
 - Students will be marked as unexcused tardy if they are more than 3 minutes late to class unless excused by the teacher.
 - Students will be marked as an unexcused absence if they are more than 30 minutes late to class unless excused by the teacher.

Skipping

Students will be marked as skipping class (unexcused absence) if they are absent 10 or more **minutes** without a valid reason, if they leave the building during the school day without properly checking out, or they leave the classroom without the teacher's permission.

Truancy

NASS follows the Mille Lacs Band and Minnesota State statutes regarding truancy. In an effort to combat truancy, the Mille Lacs Band of Ojibwe has strengthened our truancy policy to increase student academic

achievement. The policy is available at www.nas.k12.mn.us, the MLB website or at the main office of each school.

Student use of School Phones

- Use of the school telephones by students is limited to emergency calls and school-related business calls only. All other matters should be taken care of before the student comes to school.
- Inter-school phones (located in the classrooms and common areas) are to be used for official school communication only.
- Students will not be called out of class to answer phone calls. A message will be taken for the student.

Hall Passes

Students must have a pass when leaving a classroom during instructional time. Teacher discretion will be used so class disruptions are limited. Students may need to be escorted by a staff member.

Lockers

Students will be assigned lockers at the beginning of the year. The students are responsible for the upkeep of the lockers. In the case where the number of students is greater than the number of lockers, the school will provide an alternative.

Locker and Desk Searches

School lockers and desks are the property of the school. At no time does the school relinquish its exclusive control of lockers or desks provided for the convenience of students. School personnel may conduct inspection of the interior of lockers or desks and their contents at any time, for any reason, without notice, without student consent, and without a search warrant. Any suspicious items, which warrant the school to search a locker, will be turned over to tribal police.

Recommended Dress for Students

The objective of this policy is to establish attire expectations that align with the district educational goals, promote school unity, student safety, and permit appropriate freedom of student choice and personal expression. Nay Ah Shing Schools recognizes that student dress and grooming practices are generally a matter of personal choice. However, the school also recognizes that there is a relationship between student's choices of dress and grooming practices and such things as school pride, self-esteem, and general welfare of the student community. All students are treated equitably and with respect regardless of race, sex, gender identity, gender expression, religion, cultural observance, household income, or body type/size.

NASS Student's are expected to dress appropriately for all school occasions and weather. Clothing must cover back, chest, buttocks, midriffs, and undergarments. Shoes must be worn at all times, safety considerations may dictate the type of footwear worn in specific classes or school settings. This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g. physical activity, school courses, or cultural activities). Additionally, this policy allows for reasonable variation in required student attire for participation in school activities. Students may earn the privilege to wear hats or other specialized apparel through student achievement or school wide events.

Students may not wear clothing, jewelry, or personal items that are distracting to the educational setting, including but not limited to items that:

- Display or make reference to illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;
- Are affiliated with gang relations (the district will collaborate with law enforcement agencies to update changes in gang-related apparel as necessary);
- Are pornographic, make reference to obscene messages, satanic images or unacceptable language;
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identify, religious affiliation, or other protected groups;
- Intentionally show private body parts or undergarments such as underwear, bra straps, buttocks, cleavage, midriffs;
- Are a safety hazard such as exposed chains, spiked projections, or damaging footwear;
- Cover the students head or face (except as a religious observance) such as hats, hoods, masks, non-prescription glasses, bandanas, or other headgear.

Staff will use reasonable efforts to maintain sensitivity and respect while administering this policy. Dress code violations will be discussed with students with discretion and in a manner that minimizes time away from instruction or student embarrassment. Students will not be disciplined or suspended from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student's behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying, or is a repetitive behavior. Typical responses for a violation of this policy include a parent/guardian contact and a student directive to cover/change/or remove the non-complying attire. The student may need to leave the classroom briefly to change clothes. For repetitive instances of inappropriate attire the student will meet with the school counselor/behavior interventionist to determine if the student requires clothing support or has an unmet need and to work on a restorative plan for future instances. School administrators have discretion to determine if apparel should be considered to be in violation of the dress code.

K-12 Attire for Outdoor Activities

Students involved in school outdoor activities must be dressed appropriately for the activity in order to participate. Specific activity requirements will be communicated to students and families and may include boots, snow pants, gloves, and hats.

K-5 Attire for Recess

Winter Playground Expectations in Snow: Students must wear boots, snow pants, jacket, gloves/mittens, and a hat to access all of the playground. Students who are missing necessary cold weather protective clothing will be limited to cleared areas of the playground.

Parent Involvement

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that NASS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, NASS may disclose appropriately designated "directory information" without written consent, unless you have requested the school not to. The primary purpose of directory information is to allow NASS to include this type of information in certain school publications and media outlets. The following information represents a few examples of directory information:

- Students name
- Honor roll or other student achievements
- Graduation programs
- Degrees, honors, and awards received
- Grade level
- Participation in recognized activities
- The annual yearbook
- Sports activities
- Newspaper stories related to school functions and events
- Photographs
- School sponsored videos

If you do not want NASS to disclose directory information without your prior written consent, you must select the "Opt-Out" portion of the media consent available from the school office or website and return it to school.

Infinite Campus

NASS provides Parent Portal Access through Infinite Campus as a way for parents/guardians to access students' academics, behavior, and attendance. Your Parent Portal Access information can be found on the NASS website. You will be given a username and password. Please contact the school office if you have questions.

Parent Action Committee (PAC)

Parents and community members are encouraged to participate in Parent Action Committee Meetings. Meetings are held quarterly. Dates and times will be posted on the school website, School Messenger, Mille Lacs Band email, and Facebook.

Parent/Teacher Conferences

Parent/teacher conferences are held two times a year for all K-12 NASS Students. Parents/guardians can request to schedule additional meetings at any time throughout the school year.

Academics

Formal Assessments

Student progress is reported to the Bureau of Indian Education (BIE) and to the Minnesota Department of Education (MDE). This progress is shown by either the Northwestern Educational Assessments (NWEA), or the Minnesota Comprehensive Assessments (MCA). These tests provide whole class and individualized instruction by providing information that helps us to provide a well-rounded and effective education for all students. The teachers will keep you updated on scores and RIT goals. Please talk to your child's teacher if you have any questions.

Minnesota Comprehensive Assessments (MCA)

The Minnesota Comprehensive Assessments (MCA) are state tests in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to

measure student performance relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do.

Schools use the information to improve classroom teaching and learning. Teachers and principals look for areas where students do well so they can reinforce the ways they teach these skills. They also look for areas that need improvement so they can increase instructional time or modify their instruction.

MCA Administration Timeline

Grades 3-8	Math & Reading
Grades 5 & 8	Science
Grades 10 & 11	Math & Reading

NWEA MAP Testing

Northwest Evaluation Association (NWEA) MAP testing. MAP stands for Measures of Academic Progress. MAP is an online assessment that is aligned to the Common Core standards. These computerized tests are adaptive and offered in Reading, Language Usage, Science, and Mathematics. MAP allows schools to assess students for growth during the school year and between school years. MAP data allows schools to differentiate and adjust instruction for individuals, groups of students, or entire classes based on results of the assessment. The results can be used by students, parents, teachers, grade levels, subject areas, schools, and the school district for a variety of purposes. MAP assessments are used to measure each student’s progress or growth in school.

NWEA MAP Administration Timeline

K-12	Fall, Winter, Spring
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K-6 Standards Based Grading

The purpose of standards-based grading is to align grading practices with content learning goals. Standards-based grading provides a clearer picture of learning goals and communicates to students and families meaningful levels of achievement and progress. Academic achievement is separated from attendance, behavior, and extra-credit.

Standards-based report cards identify the most important skills in each subject area at a particular grade level. Teachers use standards-based grading rubrics to determine if the student is progressing toward each learning target based on the accepted academic standards used in Minnesota and the Bureau of Indian Education. Importantly, standards-based grading helps teachers adjust instruction.

These standards have been identified as being particularly important for students’ success as they continue through school and become adult members of the Mille Lacs Band of Ojibwe community. Information on behavior, effort, and study skills is reported separately from the academic information in a section called “Characteristics of Successful Learners.”

Standards-based report cards identify how well a child is progressing toward mastering each skill and achieving end-of-year grade-level expectations. Student Progress is recorded using these categories:

- 4 - **EXCEEDS** grade-level standards
- 3 - **SECURE** meets grade level standards
- 2 - **DEVELOPING** partially meets grade-level standards
- 1 - **BEGINNING** does not meet grade-level standards
- NA** - not taught or not assessed

A student proficiency of 3 - SECURE is the goal for the grade level and should be celebrated!

7-12 Grading

Grading is one means of charting progress. The grade indicates the level of achievement the student has reached toward the mastery of course objectives. While grades are only one indication of what is being learned by the student, it continues to be the Middle and High school's most reliable means of communicating achievement to parents/guardians and students.

Based upon performance, grades attempt to describe the depth or quality of the learning that has taken place, as such, they should not merely indicate a student's progress as it relates to that of their peers but, rather, they should be as objective as possible in indicating the student's capabilities. Official grade reports will be issued four times a year, at the end of each quarter.

7-12 Grading Criteria

- A - Exceeds grade level standards; independently demonstrates high level of knowledge and understanding
- B - Meets grade level standards; demonstrates strong, excellent work at grade level
- C - Partially meets grade level standards; meets some requirements or demonstrates progress toward grade level skills and concepts
- D - Does not meet grade level standards; demonstrates a beginning level of knowledge and understanding, very limited understanding of knowledge and/or inconsistent application of skills
- F - Significantly below grade level standards, demonstrates no knowledge or understanding of skills
- N/A - No grade level standards, not taught or assessed at this time, no requirements for or evidence of proficient work
- I - Incomplete
- P - Pass without grade point average affected

Student Grade Level Promotion

It is important that students are fluent in grade level standards to successfully advance to the next level and stay on track to graduate on time. Course level promotions are based on comprehension and application of grade level standard. Students who are unable to meet the advancement criteria will be provided opportunities to complete work through online learning and tutoring. Students who qualify for special education services will be promoted according to their Individualized Education Plan (IEP).

Ninth to twelfth grade students must earn the following cumulative credits in order to graduate in a four year timeline:

- Freshman 5.5 Credits
- Sophomore 11 Credits
- Junior 16.5 Credits
- Senior 22 Credits to Graduate

Student Achievement

NASS will identify students who have excelled in school, and achievements will be circulated through NASS and The Mille Lacs Band of Ojibwe media outlets.

- K-12 students will receive recognition of student achievement.
- 7-12 students are eligible for the honor roll. Students with incomplete grades will not be considered for the honor roll.

Credit and Copyright

- Students must not engage in plagiarism or self-plagiarism activities
 - Self plagiarism occurs when an author reuses portions of his/her own published and copyrighted work in subsequent publications, but without attributing the previous publication
- Students must not violate existing laws governing copyright
- Students must evaluate the quality, credibility , and validity of websites and provide proper credits and citing techniques.

Drivers Ed

Students who are 15 years of age and older will be offered an opportunity to take a Drivers Education Course.–Details will be provided prior to course commencement.

Credit Recovery

With prior administrative approval, students in grades 9-12 may achieve school credit by completing an online credit recovery course through APEX, the district's web based digital course programming. The APEX program is available 24 hours a day and can be accessed at school or from home. Online courses are not intended to replace onsite classroom learning but can be used as part of the curriculum or as credit recovery after school Monday - Thursday from 3:15 - 5:15 P.M. A tutor is available at school to assist students with the APEX program.

Alternative Learning Program Oshki - Maajitaadaa

Oshki - Maajitaadaa is for learners ages 16 to 21 who have dropped out, been expelled, or are not experiencing success in their present school setting. Learners may attend the Oshki - Maajitaadaa under any one of the following provisions:

- ❖ Is more than 5.5 credits (1 grade level) behind in satisfactorily completing coursework or obtaining credits for graduation
- ❖ Chronic absenteeism
- ❖ Is pregnant or is a parent (custodial or non-custodial)
- ❖ Has been assessed as chemically dependent
- ❖ Has been excluded or expelled and has satisfactorily met disciplinary obligations
- ❖ Has been referred by a school district for enrollment in an eligible program

- ❖ Is a victim of physical or sexual abuse
- ❖ Has experienced mental health problems
- ❖ Has experienced homelessness sometime within six months before requesting a transfer to an eligible program
- ❖ Has withdrawn from school or has been chronically truant

The mission of Oshki - Maajitaadaa is to use flexible and innovative methods to promote learning, respect for self and others, build partnerships, and inspire learning in a supportive and rigorous environment that prepares learners for life beyond high school. With the addition of Restorative Practices this mission is more fully realized by enhancing caring and accountable learner-staff-community relationships.

Post Secondary Enrollment Options (PSEO)

NASS provides support to eligible 11th and 12th grade students who enroll in the PSEO program. PSEO Students are able to earn both college and high school credit by successfully completing college courses at participating postsecondary institutions. To qualify for the PSEO program students must be in the 11th or 12th grade and meet the requirements of the participating college. College courses are being held at NASS through the College in the School Program.

National College Entrance Exam Opportunity

NASS District provides an opportunity for students to participate in a district-provided national college entrance exam in 11th or 12th grade during the regular school day.

Graduation Requirements

NASS believes in preparing students for success now and as they pursue opportunities after graduation. The American Indian Parent Coordinator is available to aid students with scheduling to ensure students maintain the credits necessary to be promoted to the next course level, to successfully graduate, and to prepare for secondary opportunities of their choice beyond high school. Students are encouraged to exceed the minimum amounts of credits prior to graduating to fully benefit from all of the educational opportunities offered at NASS.

Graduates of NASS must have earned at least 21.5 credits, and a cumulative GPA of 2.0 or higher. Students must be on track to graduate (no missing or short credits) by the end of third quarter to be considered as a candidate for graduation. Eligible students that have parent/guardian approval and wish to graduate early must seek consent from the school board by the end of the second quarter of their graduating year. Meeting the requirements for graduation is the responsibility of the student, the parent/guardian, the School Counselor and the Ojibwe Language & Culture Director. Students must have the following minimum number of credits in each area to be a candidate for graduation:

- 4 credits of Language Arts
- 4 credits of Mathematics (students must also complete an algebra credit by the end of 8th grade)
 - 9th Grade Algebra I
 - 10th Grade Geometry
 - 11th Grade Algebra II
 - 12th Grade Statistics & Probability sufficient to satisfy the standards.

- 3 credits of Science
 - 1 Credit Biology
 - 1 Credit Chemistry, Physics, or Career and Technical Education (CTE). (The CTE credit must meet the standards underlying the chemistry or physics).
 - Elective
- 3.5 credits of Social Studies
 - 1 Credit U.S. History
 - 1 Credit World History
 - .5 Credit Indigenous & Mille Lacs Band History
 - .5 Credit U.S. & Mille Lacs Band Government & Citizenship
 - .5 Credit Economics & Personal Finance
- 2 credits Ojibwe Language
- 1 credit in the Arts
- 1 credit PE/Health
 - .5 Health
 - .5 PE
- 3 elective credits

NASS requires that each candidate for graduation possess the ability to converse in the Native Language of the Ojibwe. Students, who reach a conversational fluency level as determined by the Ojibwe language staff, will have completed the fluency requirement for graduation. Ojibwe language staff will establish a panel to assess student's oral performance.

Partial Ojibwe language credit can be waived for transfer students beyond tenth grade by participating in other community and school cultural activities as approved by the Ojibwe Language & Culture Director. Students can earn one quarter credit for 36 documented hours of participation in approved cultural activities.

Final Project

Each graduating senior will be expected to complete a culturally based final project in school. Ojibwe Language and Culture staff will guide and mentor students in grades 11-12 as they select, develop, and refine their projects. Final projects will be presented to the Ojibwe Language & Culture Director and School Board prior to graduation day.

Student Technology

NASS provides 1:1 devices and Internet access for all K-12 on-site students, faculty, and staff as a resource and tool for the educational program. Our WiFi has filters that meet federal laws as well as school and Band policies. To maintain the security and integrity of the school's computer network, all users must adhere to the guidelines and expectations for computer usage. Nay Ah Shing School makes use of an internet content filter to prevent access to sites with obscene, pornographic, or harmful content. Given the nature of the internet and the limitations of content filtering systems, it is impossible to block all inappropriate sites. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of the school. Access is a privilege, not a right.

Internet Safety, Privacy, and Security

- Students must only use appropriate websites and will notify personnel of inappropriate websites.
- Students must create and use strong passwords and adhere to privacy policies
- Students must not share personal passwords
- Students must not use the passwords of others

Digital Ethics

- Students must use appropriate language in the use of text messages, email, online discussions, and blogging.
- Do not send nor forward email that would be considered SPAM or chain emails.
- Do not provide personal contact information to strangers or persons that you do not know well.

Students shall not use school technology for:

- Commercial uses, including offering to sell or purchase products or services;
- Entertainment or personal non-education-related uses (downloading music or videos - may violate copyright laws)
- Political campaigning, but may be used for communicating with elected representatives or expressing views on political issues
- Illegal activities, such as arranging for a drug sale or the purchase of alcohol, engaging in gang activity, threatening the safety of a person, including cyber bullying
- Harassment or personal attacks, including prejudicial or discriminatory attacks or statements
- Posting false or defamatory information about a person or organization
- Transmitting obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language or images
- Transmitting content which is libelous or slanderous, creates a clear and present danger of inciting students or others to commit unlawful acts, violates school rules or disrupts the school's orderly operation
- Attempting to gain unauthorized access to District computer technology, another person's folder or any other computers via the District's network
- Attempting to read, delete, copy, modify, or forge the content of other users' folders
- Disclosing, using or disseminating personal identification information about one's self or others
- Making deliberate attempts to disrupt network performance and/or destroy data

Cell Phones/Electronics/Personal Items

Use of personal items (such as cell phones, smart watches, speakers, electronics, toys, and other items) is limited to non-instructional times. All students are strongly encouraged to leave personal items at home. Grades 6-12 are allowed to use approved personal items during breakfast, lunch, and personal care time subject to school activities, individualized student behavior, attendance, and other school guidelines and are subject to change per school board or administrative discretion. The ability to use these items at school is a privilege, not a right.

Some items are deemed dangerous or too distracting to the educational setting and should not be brought to school, examples include lighters, laser pointers, balloons not required for classroom activities, gliding or rolling shoes, drones not required for classroom activities, fireworks, etc.

Standards for Responsible Use of Cell Phones/Personal Electronics at School, on Buses and at School Activities:

- Cellular phones and other personal electronic devices shall be turned off and kept out of sight during instructional time.
- Students shall not use any electronic device in any way that disrupts or detracts from the educational environment.
- Use of cellular phones or other personal electronic devices is prohibited in classrooms during the school day UNLESS pre approved by school administration.
- Students will not be allowed to leave class in response to any electronic devices.
- Cellular phones and other devices may be used appropriately and respectfully before and after classes, in common areas – such as near lockers or the cafeteria – or outside on school grounds.
- With prior approval of the school principal, teachers may permit the purposeful use of personal electronic devices in support of curriculum learning objectives.
- In the case of medical necessity or emergency, a student shall be permitted to possess or use a cell phone or other personal electronic device provided the student receives advanced authorization from the school principal.

Respect for Privacy Rights

- Students shall not photograph, voice record or videotape other individuals at school or at school-sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances.
- Students shall not email, post to the internet, or otherwise electronically transmit images of other individuals taken at school without their expressed written consent.
- Use of cellular phones or other personal electronic devices is strictly prohibited in locker rooms and restrooms.

Assuring Academic Integrity - Students shall not use cellular phones or other electronic devices in any way that may cause a teacher or staff member to question whether the student may be cheating on tests or academic work or violating copyright policy.

Compliance with Other District Policies - Use of cellular phones or other personal electronic devices must not violate any other District policies, including those regarding student privacy, copyright, cheating, plagiarism, civility, student code of conduct, electronic technologies acceptable use, or harassment. If a violation occurs involving more than one District policy, consequences for each policy will apply.

Health and Medical

Health Screenings

School-age hearing and vision screening is performed yearly according to guidelines by the Minnesota Department of Health. Hearing will be screened annually from kindergarten through third grade and in grades five, eight, and eleven. Vision will be screened in grades one, three, five, seven, and ten. Dental and diabetes screenings will be performed annually in grades kindergarten through twelve when clinic staffing is available. If it is determined a student needs to be referred to a health care professional, the

parent/caregiver of the student will be contacted and a referral letter will be sent home. Additional requests for hearing and vision screening may come from the parent, teacher, or other educational staff.

Immunization

Minnesota State Law M.S. 121A.15 requires all students enrolled in a Minnesota school be vaccinated against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, hepatitis B, and varicella. Mandatory for all students entering 7th grade, students must have received Meningococcal and Tdap immunizations prior to the start of the school year.

To reduce the occurrence of school absences from influenza, it is recommended that students receive a yearly influenza vaccination.

Documentation must be provided that each student's immunization schedule is in process or has been completed. If a student has a medical exemption or if parents conscientiously object to immunizations, a signed and notarized legal exemption needs to be on file with the school, Immunization Form section #1 A/B.

Illness/Injury/Health Emergency

If a student is injured or becomes ill at school, they are to report to the teacher. If deemed necessary, the student will be sent/brought to the nurse's office or other designated area. If necessary, the school will make every attempt to contact the parents. All students who are injured or become ill must check out through the office before leaving school. Students should stay at home when they are ill.

In case of an accident or emergency during school or a school activity, students and staff are to notify school administration immediately. First aid supplies are kept in the nurse's office and in classrooms. A defibrillator is available in all schools.

Should the situation require medical attention, attempts to notify the parent or other emergency contact, as listed on the students enrollment form, will be made and the student will be taken to a medical facility for treatment. When a student is transported by school personnel or ambulance to the hospital or clinic, the parent is responsible to meet the driver and student at the health facility. Parent permission to receive medical attention in emergency situations must be kept on file at the schools.

Guidelines for Exclusion of Student Experiencing Illness

Keeping an ill student at home and away from the school setting is necessary to promote a healthy school environment and to prevent the exposure and spread of illness to others. It is the responsibility of the parent to make arrangements for the care of the student when experiencing an illness. Parents/Guardians are encouraged to contact their student's healthcare provider medical care when needed. Any health care notes or excusals should be provided to the school office.

Head Lice (Pediculosis)

NASS follows the Center for Disease Control (CDC) recommendations regarding Head Lice and feel that lice should not disrupt the educational process.

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice.

Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. Both the American Academy of Pediatrics (AAP) and the National Association of School Nurses (NASN) advocate that “no-nit” policies should be discontinued. “No-nit” policies that require a child to be free of nits before they can return to schools should be discontinued for the following reasons:

- Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as ‘casings’.
- Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
- The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
- Misdiagnosis of nits is very common during nit checks conducted by nonmedical personnel.

<https://www.cdc.gov/parasites/lice/head/schools.html>

Medication and Prescriptions

NASS recognizes that some students may require daily medication administration during the school day. Medication administration should be arranged outside the school hours when appropriate. In most cases, medication prescribed for three times a day can be given before school, after school and at bedtime.

Students are not to carry their own medication while in school unless there is a medical necessity; in these cases, the school nurse must be contacted and the parent/guardian must complete the school’s medication permission form.

The school district’s nurse or other trained staff member will administer medication, which has been requested by the parent/guardian, following the school’s policy. School staff may not distribute over-the-counter (OTC) or prescription medication to students without proper training and delegation by a Licensed School Nurse. The following must be documented when a medication is administered:

Requirements before medications will be administered:

1. Written permission authorizing school personnel to administer medications.
 - a. Parents’ consent and signature is required
 - b. Physician consent and signature is required for any prescription medications.
 - c. Medication Administration Request Forms are available on the district website or can be picked up at the front desk. The form must contain the following:
 - Student Name
 - Name of medication
 - Physician’s name and office address
 - Diagnosis
 - Time and direction of administration
 - Dosage and route of administration (ex. 1 teaspoon orally)
 - Possible side effects
 - Termination date of administration
 - Signature of a parent/guardian

2. Medication given in school must be brought to staff in an sealed/unopened, original or pharmacy labeled container. Labeled bottles must identify the child's name, dosage, route, frequency and physician's name for prescription medicine. Provide a new, sealed bottle for any over-the-counter (OTC) medications.
 - a. Medications brought in plastic bags or other containers will not be accepted.
 - b. Provide appropriate amounts of medication that corresponds with the student's needs.
 - c. For any psychotropic medications and controlled substances a pill count with two school staff and/or parents is required. Medications in this category are kept under double lock in the nurse's station.
 - d. Should a parent in outlying areas be unable to bring the prescription medicine to the school, the prescription medication may be given to the student's bus driver, provided it is clearly labeled and has the necessary information.
 - e. Schools and school staff do not keep a "stock supply" of over-the-counter (OTC) medications such as Tylenol, Benadryl, cough drops, etc. All over-the-counter (OTC) medications must be provided to NASS by a parent/guardian if requesting medication be given during school hours.

NOTE: It is a violation of the law for students to take medication during school hours without proper processing through the school health office and if required documentation/consent is not in place.

Medication administered by school personnel will be kept in the health office under lock and key. Special storage requests must be discussed in advance with the school nurse. It is the parent/guardian's responsibility to pick up any medication belonging to their child at the end of the school year. The health office will destroy unused medication not picked up by the end of the school year.

Students are permitted to carry prescribed inhalers with a physician's order and school nurse assessment.

NASS is not responsible regarding medication if the student or parent/guardian does not comply with this policy.

Medication information will be kept confidential according to state and federal regulations. Designated school staff and personnel may be notified of certain health information on a "need-to-know" basis in order to provide a safe environment for the student.

Special Dietary Requirements

According to the National School Lunch Program Act, the Food & Nutrition Department is required to adhere to specific regulations to accommodate special dietary requirements for students enrolled in Nay Ah Shing Schools.

Generally, children with food allergies or intolerances do not have a disability as defined in any of the Acts or laws, and the school food service may, but is not required to, make food substitutions for them. However, when food allergies result in severe, life-threatening (anaphylactic) reactions, the child's

condition would meet the definition of “disability” and the substitutions prescribed by the licensed, medical physician must be made.

If you are requesting any special dietary request for your child for the next school year, please get the appropriate forms from our school nurse or website and have your family physician fill them out. Often the physician will order tests to verify an allergy. These forms must be updated each school year. The school nurse or Nutrition Services Coordinator will schedule a meeting, at your convenience, to discuss your child’s special dietary needs. Please bring the completed forms to the meeting. Without the required forms, the food service staff cannot provide any special food modifications for your child. If you have any questions, please contact Deb Foye (Nutrition Services Coordinator) at 320-532-4690.

No products containing nuts can be brought into the schools due to known student allergies at this time. Please keep that in mind when providing your students with snacks or treats for school.

Suicide Prevention

Suicidal Threat or Attempt Critical Information

Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety.

In the event a staff member believes a student is a suicide risk or has attempted suicide:

Staff

- Stay with the student until assistance arrives
- Notify school administration, counselor, social worker, school psychologist or nurse
- Ensure short-term physical safety of the student, provide first aid if needed
- Listen to what the student is saying and take the threat seriously
 - Assure the student of your concern
 - Assure the student you will find help to keep him or her safe
 - Stay calm and don’t visibly react to the student’s threats or comments
 - Do not let the student convince you the crisis is over
 - Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling

Building Administration

- Call 911 if the student needs medical attention, has a weapon, needs to be restrained or a parent or guardian cannot be reached
- Determine a course of action with social worker or other mental health professional
- Contact student’s parent or guardian and make appropriate recommendations
- Do not allow the student to leave school without a parent or guardian
- Notify district administration
- Document all actions
- Follow-up and monitor to ensure student safety

- Implement Recovery procedures

School staff must exercise caution when discussing an attempted suicide or death by suicide with students. When the incident becomes public knowledge, it is best to request permission from the family to discuss it with students in order to address emotional reactions within the school community.

Source:

<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Suicidal%20Threat%20or%20Attmpt.pdf>

General Emergency Evacuation

NASS has a Crisis Emergency Team to deal with general emergency evaluation situations. In such an emergency they will work with staff, administration, Tribal Police, and any necessary entities to resolve issues and provide student safety. Each of the following emergency evaluations will have plans and protocol that will be implemented.

It is the responsibility of staff to ensure students know the exit plan and the directions for leaving the building from each of the rooms in an emergency.

Tornado Evacuation

Directions will be given by each instructor as to the procedure to be followed in case of a tornado warning. One tornado drill will be held over the course of the year.

Fire Drills

Students are to evaluate the building quietly. No student is to return to the building until an “ALL CLEAR” message is given. Monthly fire drills will be held during the course of the year.

ALICE Emergency Plan

Nay Ah Shing’s Schools employ emergency plans only as needed. This system works with tribal police and emergency responders. If you have any questions regarding this system, please see your school’s administrators, tribal police, or tribal emergency service workers.

Monte Fronk	Emergency Management Coordinator	320-362-0435
Sara Rice	Tribal Police Chief	320-532-3430
Lehtitia Weiss	NASS Principal	320-532-4690

ALICE

A: Alert - Plain language, what is a threat, what is the location, number of suspects

L: Lockdown - barricade your door with as much as you can

- I: Inform - One person notifies "911" what you are observing in your areas. Inform school.
C: Counter - As a last resort; throw, distract, take down subject. Never pick up a weapon!
E: Evacuate - Get out of the building or area to a safe designated place.

Transportation

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues. Our transportation Coordinator is Patti Wiersgalla, and she can be reached at: 320-674-0776. If she cannot be reached, please call the school Principals at their respective schools.

Bus Privileges

PLEASE NOTIFY THE OFFICE IF THERE IS TO BE A CHANGE IN TRANSPORTING YOUR CHILD. If there is no notification, your child will follow his/her regular method of getting home. **ALL BUS PASSES** must be called in **by 2:30 pm.**

Transportation of students to and from school is a privilege. For safe transportation, the students must be aware of the rules for the bus. The student must also be aware of what will happen if he or she decides to violate the rules. The bus driver is in complete charge of the bus at all times and is responsible for the safety and discipline of the students.

School bus rules and regulations

1. Students should be ready 5 minutes prior to their pick up time for the bus stop, drivers will wait a **maximum** of 1 minute per stop, please have your child ready on time for the convenience of the other passengers. If there are three days of no pick up the bus drivers will not continue to stop. The parent or guardian must come into the school to establish bus pick up starting again.
2. Stay off the road while waiting for the bus.
3. If a student has to cross the road while loading, stay at least 10 feet in front of the bus.
4. Keep hands, feet, and property inside of the bus.
5. Fighting, throwing items, teasing other children, and use of profane language will not be tolerated.
6. Emergency exit doors are for emergency use only.
7. Students will remain **seated** while the bus is moving.
8. Littering, smoking, drug use, animals, or weapons are not permitted on the bus.
9. Parents will be allowed on the bus with school administration permission only.
10. Parents must have indicated on the enrollment form alternative drop off destinations.
11. Writing on or destruction of the school bus is prohibited. Fines will be administered.
12. If the driver has reason to believe that no caregiver is home and the child to be dropped off is under the age of 10, the driver will not let the child off. The driver will contact the school, where they will try to contact the appropriate student contact. If no contact is made the driver will return the child to school. As a last resort Tribal Police will be contacted.

The driver/bus monitor shall:

- Give a verbal warning to students concerning the violation and make sure of the school discipline policy.

- Take appropriate action such as moving the student to the front seat, etc.
- Students are expected to behave in an orderly manner at all times. Students who do not cooperate will be issued a Bus Violation:
 1. Will be referred for disciplinary measures.
 2. May be denied the privilege of riding the bus.
 3. In extreme cases local authorities may be notified.

If the student commits a major infraction that jeopardizes the safety of the student, other students or the bus driver, the bus driver may assign a one-day suspension from the bus. A school administrator, if warranted, may assign a bus suspension for more than one day. The school may use videotape footage to review incidents.

Suspension of Bus Riding Privileges

Whenever a bus driver suspends a student, the student will be provided a copy of the suspension report. The Transportation Coordinator will notify the parent/guardian the same day, if possible. Whenever a student is suspended from bus riding privileges the student is still obligated to attend school using an alternate form of transportation to and from school.

The duration of the suspension will be at the discretion of the Bus Driver and the Transportation Coordinator. Parents will be mailed, or hand delivered a copy of their child's bus suspension. A signed copy of the bus suspension by the parent/guardian will be needed to be returned to the school, failure to do so, may result in loss of bus privileges.

Multiple bus suspensions by a student(s) will result in a parent meeting with the Transportation coordinator and other School Administration. Failure to show/come to the meeting will result in a continued bus suspension, and/or permanent loss of bus privileges.

Student Transportation Safety Training

1. NASS shall provide students enrolled in grades kindergarten through 12 with age appropriate school bus safety training. The training shall be results-orientated and shall consist of both classroom instruction and practical training using a school bus. Upon completing the training, a student shall be able to demonstrate knowledge and understanding of at least the following competencies and concepts:
 - a. Transportation by school bus is a privilege, not a right;
 - b. District policies for student conduct and school bus safety;
 - c. Appropriate conduct while on the bus;
 - d. The danger zones surrounding a school bus;
 - e. Procedures for safely boarding and leaving a school bus;
 - f. Procedures for safe vehicle lane crossing; and
 - g. School bus evacuation and other emergency procedures
2. Student school bus safety training shall commence at the beginning of the school year. All students grades K-12 who are transported by the school bus and are enrolled during the first or second week of school must demonstrate achievement of the school bus safety training competencies by the end of the third week of school. Students who enroll in a school after the second week, and are

transported by school bus, shall undergo school bus safety training and demonstrate achievement of the school bus safety competencies within four of the first day of attendance. The school district may deny transportation to a student who fails to demonstrate the competencies, unless the student is unable to achieve the competencies due to a disability. The school district will make reasonable accommodations in training for students known to have limited English proficiency and students with disabilities.

Student Rights and Behavior Expectations

NASS policies and expectations are designed to be fair and firm for all students and families. School expectations, policies, and rules are in effect during school hours, while a student is on school grounds, at school functions, in a school or MLB vehicle, or on school sponsored trips. Students and families are responsible for knowing and obeying the school rules, policies, and expectations.

Every NASS student has the right to attend school in a safe and respectful environment free from fear, discrimination, or harassment and to be provided a high quality education. The right to learn also includes the right of classes to meet and carry on studies in an environment free from interruptions, disruptions, or distractions. Behavior that disrupts the learning of other students is an infringement on the rights of others.

NASS may use discretion when students do not meet behavioral, attendance, or academic expectations. Depending upon the nature and the severity of the offense and then number of prior offenses, consequences will be assigned. The school administration may use discretion when handling student consequences and may involve police and other law enforcement authorities as necessary. If a student violates a school rule that would also be a violation of either a county or tribal law, the student may be referred to the police in addition to receiving consequences as described in this regulation. The list of possibly behavioral consequences are presented as guidelines for staff, students and parents/guardians. Except for serious offenses, the accumulation of consequences shall count for one school year only.

Possible Consequences

1. Loss of Classroom Privileges
2. Restorative Practices
3. Corrective Action or Support Plan
4. Parent Conference
5. Restitution/Fines
6. Barring from school activities
7. Confiscation
8. After-School Detention
9. In-School Suspension
10. Out of School Suspension
11. Probation office notification
12. Police notification
13. Chemical Testing
14. Expulsion

NASS believes relationships, community, and positive social-emotional skills are equally important as academic skills. To support this belief NASS implements Positive Behavioral Interventions and Supports (PBIS) for all students in grades K - 12, Responsive Classroom (RC) in grades K - 5, and Restorative Practices (RP) in grades 6 - 12.

Positive Behavioral Interventions and Supports (PBIS)

NASS uses the Positive Behavior Interventions and Supports (PBIS) multi-tiered framework to provide social, emotional, and behavioral support to the school community. School expectations are universally taught, reviewed, and reinforced; at risk students are provided small group and individualized interventions, and school teams collaborate to meet student needs. NASS emphasizes the positive and recognizes students for doing the “right thing”.

The basic rules to follow at NASS are:

**Be Safe,
Be Responsible,
Be Respectful**

Responsive Classroom (RC)

Responsive Classroom is an evidence-based approach with a focus on social emotional learning and relationship building. School staff utilize Responsive Classroom techniques to develop a connected, engaging, and positive classroom community for all students and staff through class meetings, circles, modeling, teacher language, logical consequences, interactive learning structures, and a collaborative structured classroom schedule.

Restorative Practices (RP)

Restorative Practices (RP) in schools is designed to build and deepen relationships and school community through relationship building circles, restorative chats, collaborative conflict resolution and problem solving, and conferencing with victims and offenders to repair harm caused. Restorative Practices can be used with behaviors that would otherwise be remanded to detention, in school suspension, or suspension. We feel strongly that students will learn more from Restorative Practices than from punitive discipline measures. Restorative Practices allows students the opportunity to practice skills they will use throughout their life.

Applications

- **Class meetings:** Provides opportunity to discuss issues with the class as a whole and build relationships.
- **Circles:** Meetings held in the circle area, in classrooms or other areas to build relationships, solve problems, restore relationships or repair harm, inform and offer support.
- **Reintegration/Reentry Meetings:** A short meeting with administration and support teams to problem solve, create goals and plans, and build relationships.

- **Restorative Practices:** Hold students accountable for their actions and the effects their behavior may have on the school and community as a whole, repair harm and restore relationships.

School-Wide Behavioral Expectations

Common Area	Be Safe	Be Responsible	Be Respectful
Cafeteria	<ul style="list-style-type: none"> - Walk at all times - Eat at tables with chair legs touching the floor - Keep all food to self 	<ul style="list-style-type: none"> - Wait in line patiently - All food and drink stays in food area - Wait to be excused 	<ul style="list-style-type: none"> - Clean up your area - Treat self and others kindly and use good manners
Recess Area	<ul style="list-style-type: none"> - Stay within designated boundaries - Take care of equipment and grounds 	<ul style="list-style-type: none"> - Go directly to recess area - Wait for dismissal instructions - Line up promptly when staff signals 	<ul style="list-style-type: none"> - Treat self and others kindly, play fair and use good manners - Tell adult/staff if there is a problem
Hallways	<ul style="list-style-type: none"> - Walk at all times - Use drinking fountains appropriately 	<ul style="list-style-type: none"> - Move to class on time - Use hall pass or be escorted during non-transition 	<ul style="list-style-type: none"> - Quietly pass in hallways
Bathrooms	<ul style="list-style-type: none"> - Wash hands before returning to class - Keep water in sink and put towels in garbage can 	<ul style="list-style-type: none"> - Use bathroom during break - Return to classroom promptly - Inform adults of vandalism 	<ul style="list-style-type: none"> - Give people privacy
Arrival and Dismissal Areas	<ul style="list-style-type: none"> - Enter and exit through designated doors - When busses are present remain on sidewalk 	<ul style="list-style-type: none"> - Wait patiently in designated areas 	<ul style="list-style-type: none"> - Treat others and property with respect
Jbdn Circle/Assemblies	<ul style="list-style-type: none"> - Sit in designated area 	<ul style="list-style-type: none"> - Focus on presentation - Wait for dismissal instructions - Return to class promptly 	<ul style="list-style-type: none"> - Actively listen to the speaker - Respect tobacco and offerings
Classroom	<ul style="list-style-type: none"> - Stay in assigned areas - Keep walkways clear - Follow directions and safety procedures immediately 	<ul style="list-style-type: none"> - Be prepared and on time - Use time wisely - Treat school and other property with respect - Clean up after self 	<ul style="list-style-type: none"> - Actively listen to the speaker - Use appropriate voice and words
Gym	<ul style="list-style-type: none"> - Use equipment properly - No food, drink, or gum 	<ul style="list-style-type: none"> - Show good sportsmanship - Equipment must stay inside the gym and be returned to designated area 	<ul style="list-style-type: none"> - Be a team player, encourage others
Bus	<ul style="list-style-type: none"> - Stay seated - Wait a safe distance from the road 	<ul style="list-style-type: none"> - Use quiet voice - Place litter in proper place 	<ul style="list-style-type: none"> - Be ready and on time - Follow all directions of driver and bus monitor - Treat school bus, property and others with respect
Nurse/Offices	<ul style="list-style-type: none"> - Wait patiently in designated area 	<ul style="list-style-type: none"> - Wait quietly until addressed - State your purpose politely 	<ul style="list-style-type: none"> - Bring hall pass

Student Safety

Smoking and Tobacco Policy

NASS campuses are smoke free with the exception of tobacco used for smoking in ceremonial purposes. Smoking by students under the age of 21 is against the law and will be reported to parents and police. Students will receive discipline according to school discipline policy.

Drug and Alcohol Policy

NASS recognizes that the use of drugs, illegally and/or inappropriately, is a danger to the positive development of students. The school recognizes that chemical dependency is a treatable illness. Students with chemical dependency problems who seek assistance and follow a prescribed treatment program will not be affected academically by the diagnosis or treatment. NASS will do whatever is possible to assist in the healthy recovery of any student. This includes providing educational materials to treatment facilities where NASS students are attending. Drug testing is not to be administered by NASS staff. Any student found in possession of any controlled substance, alcohol, or other mood altering chemicals, or if any staff member finds paraphernalia that is suspicious it will be confiscated and turned over to the proper authorities.

Any student who is found to be under the influence of alcohol or a controlled substance will not be allowed to remain in school. Parents/Guardians and police will be notified and the student will need to be picked up immediately.

Student Athlete Drug and Alcohol Policy

Student athletes caught smoking, consuming or possessing alcohol, or misusing drugs during their season are subject to the Minnesota State High School League rules.

Violence Policy

- Threats - Include verbal, physical, written, via e-mail or internet, and in some cases sexual harassment. In the case of a threat, the school administrator or designee will investigate the incident.
- Assault - An assault is defined as any threat or attempt to strike another student, whether successful or not. It may include physical or verbal threats. Any assault will be subject to disciplinary action according to policy.
- Battery - Intentionally striking another student with the intent to harm. Any action that results in an assault of another person will be reported to the tribal police. Victims of assault or the victim's parents need to press charges with the law enforcement as Nay AhShing School can only press misconduct charges on incidents in the school.
- Gang/Hate - A gang is identified as any group that participates in disruptive, intimidating, illegal and/or violent activities
- Gang/Hate Group Affiliation Identifiers - Including, but not limited to: wearing gang affiliated clothing/accessories, showing hand signs or symbols, graffiti, displaying tattoos, writing, drawing or creating gang symbols in any fashion will not be tolerated and will result in disciplinary action.

The school must assure the safety of all students and will reserve the right to use Nonviolent Physical Crisis Intervention if students are in danger of harming themselves or others.

Weapons Policy

“Weapon” - refers to any device, instrument, knives, or firearm, whether loaded or unloaded, designed as a weapon which is capable or threatening or producing bodily harm or death, including pellet guns, look-alikes, toy guns, or non-functioning guns that could be used to threaten others.

“Weapon Possession” - refers to having a weapon on one’s person or in an area subject to one’s control on school property or at a school activity. In the case of a student found in possession of a weapon that he/she is “holding” for another student, both students will be subject to the weapons policy. School recommends students notify a staff if they see a weapon and for their safety are not to touch the weapon. If a student has knowledge of a student having possession of a weapon, they are obligated to inform a teacher. Any “weapons” as described above will be confiscated by school personnel and will not be returned to student parents/guardians. All weapons violations will be referred to Tribal police.

Student Discipline Procedures

Suspension

Suspended students and parents/guardians must be given notice of the suspension and a written or oral explanation of the charges. The student has the right to present his/her side of the issue prior to the suspension or as soon as practical.

In School Suspension

The in school suspension is an alternative to out of school suspension. Students will serve their suspension in a supervised location where they will work on school assignments from classroom instructors and will work with staff on Restorative Practices (RP) to repair harm, restore relationships, and create a positive plan to return to class.

Out of School Suspension

Due to serious infractions, students may receive out of school suspension. Students are required to complete school assignments from classroom instructors. Upon return to school students will work with staff on Restorative Practices (RP) to discuss the behavior(s) that led to the suspension, work to repair harm, restore relationships, and create a positive plan to return to class.

Expulsion

A student may be expelled from school if it is shown that his/her conduct does in fact undermine good order, threatens the welfare of the school, disrupts the educational process or deprives other students of an opportunity to pursue their own education. Expulsion may be for a calendar school year or less depending upon the decision of the School Board. The decision to expel a student will be based on the recommendation from the Expulsion Hearing Committee in accordance with due process. The principal or the principal’s designee will select members of the Expulsion Hearing Committee. That recommendation will be reviewed by school board members at a hearing/meeting held within 15 days of the notification to the parent/guardian of the student(s) to prearrange permission from the school principal. To be readmitted

to school after the expulsion period, students must demonstrate to the school board that they have met all conditions of the expulsion. The school board makes the final decision on a student's reentry to a school.

Due Process for Expulsion

In all disciplinary actions students will be afforded due process of law under the Constitution of the United States, and the regulations of the school district. Every student is entitled to due process of law before he/she is expelled.

- A. Written notice of charges within a reasonable time prior to the hearing. Notice of charges shall include reference to the regulation allegedly violated, the facts alleged to constitute the violation, and the notice of access to all statements of persons relating to the charge and to those parts of the student's school record which will be considered in rendering a disciplinary decision.
- B. A fair and impartial hearing to the imposition of disciplinary action (absent the actual existence of an emergency situation and immediate danger to the health and safety of the student and others). In an emergency situation the school official may impose disciplinary action not to exceed a temporary suspension, but shall immediately submit a report in writing the facts (not conclusions). The report shall indicate the reason for the emergency and shall afford the student a hearing that fully comports with due process as soon as practicable.
- C. The right to have present at the hearing student's parents/guardian (or their designee) and to be presented by lay or legal counsel of the student's choice. Private attorney's fees are to be borne by the student.
- D. The right to produce, and have produced, witnesses on the student's behalf and to confront and examine all witnesses.
- E. The right to record hearings of disciplinary actions including written findings of fact and conclusions in all cases of disciplinary action.
- F. The right to administrative review and appeal
- G. The student shall not be compelled to testify against him/herself.
- H. The right to have allegations of misconduct and information pertinent expunged from the student's record in the event the student is found not guilty to the charges.

Student Grievance Procedure for Expulsion

NASS will administer student policy fairly and equitably. In the event that a student or parent/guardian feels that his or her rights have been denied, a grievance procedure is to be followed.

- The complaint must be presented to the Title IX coordinator in writing along with reasons for the complaint within 5 days of the alleged violation
- The Title IX Coordinator shall investigate the complaint and determine whether the school is in violation of student policy. The decision shall be communicated to the parent/guardian within 5 days of the receipt of the complaint
- If the student or parent/guardian is not satisfied with the findings, he/she must appeal to the Commissioner of Education in writing no later than 5 days after receiving the findings of the Title IX Coordinator. The Commissioner of Education will respond to the appeal within 5 days.

Title IX: Know Your Rights

NASS will comply with the requirements of Title IX of United States Education Amendments of 1972, 20 U.S.C. §§ 1681-1688, Pub L. No. 92 318, and its implementing regulations (34 C.F.R. part 106). Further, no individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in, a federally conducted education or training program or activity (Executive Order 13160).

Inquires regarding the NASS non-discrimination policies should be directed to the following:

NAS Title IX Coordinator
Marjorie Weber
Nay Ah Shing Schools
43521 Oodena Drive
Onamia, MN 56359
320-532-4690
MWeber@nas.k12.mn.us

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Partners in Education Compact

This compact is a commitment made by individuals to support your child's education

Parental participation is necessary for student success. By signing the attached Nay Ah Shing Student-Parent/Guardian Compact, it is agreed that parents understand the importance of the roles of:

- Commissioner of Education
- Principals
- Teachers and Support Staff
- Parents/Legal Guardians
- Students

We all have important roles to play in the education of our students.

As the Commissioner of Education, the Nay Ah Shing School Board, and the Principals we will...

- Provide a school setting that allows for positive communication between the school and home
- Hold students and staff to high expectations
- Encourage and support community/parent involvement
- Accept the responsibility to provide a quality curriculum and opportunities for all students to learn and grow in a safe educational environment which promotes cultural awareness

As the Teachers we will...

- Have high expectations for myself and my students every day
- Communicate and work with families to support student learning and parent involvement
- Show respect for each student and guide students to show respect for each other
- Accept the responsibility to provide a quality education with an emphasis on cultural awareness and whole child instruction to enable each student to grow to his/her fullest potential

As a Parent/Guardian I will...

- Make education a priority in my household
- See that my child attends school regularly, on time, and prepared to learn
- Encourage my child to read daily at home and/or read to my child daily at home
- Support my child in completion of all school work and assure it is returned to school on time
- Communicate with the school when my child is ill, there is a change in routine or when circumstances change at home that affect my child's learning
- Model positive interactions with school staff
- Take an active role in my child's education

As a Student I will...

- Attend school and all classes regularly, on time, and prepared to learn
- Demonstrate respect by listening to all Nay Ah Shing teachers and staff
- Take care to not interfere with other student's learning in class and throughout the school
- Complete all class work to the best of my abilities and on time
- Be Safe, Be Responsible, and Be Respectful in all areas of school
- Be an active and positive participant in our school community

**Nay Ah Shing Schools
Partners in Education Compact
Signature Page**

School Year _____

By signing this document I verify that I have read and understood the importance of the Nay Ah Shing Schools Student-Parent/Guardian-School Compact. I understand that this compact is not only between the Nay Ah Shing Schools and myself but is a commitment to my child, my child's academic success, and my child's future.

Parent/Guardian Signature _____ **Date** _____

By signing this document I verify that I have read and I understand the importance of the Nay Ah Shing Schools Student/Parent Handbook and the Student-Parent/Guardian-School Compact. I also understand that I will work hard to achieve my learning goals. I will be safe, responsible, and respectful each and every day.

Student Signature _____ **Date** _____

By signing this document I verify that I have read and I understand the significance of the Student-Parent/Guardian-School Compact and that I have an obligation to the students, parents/guardian, and community to provide the highest level of education and to hold Nay Ah Shing Schools to the highest standards.

School Official _____ **Date** _____

Retain original in student file