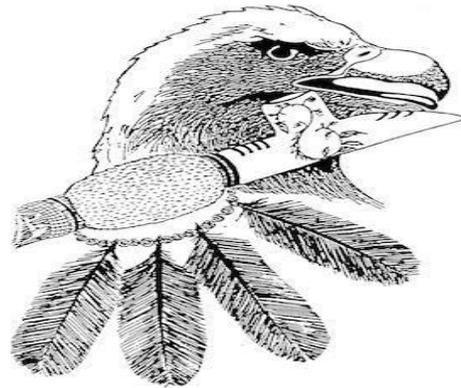


**FOND DU LAC
OJIBWE SCHOOL**



**2022-2023
PARENT/FAMILY/
STUDENT
HANDBOOK
FACE THROUGH GRADE 12**

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**Fond du Lac Ojibwe School
Student Handbook/Grades FACE through 12**

INTRODUCTION

Boozhoo! Thank you for choosing the Fond du Lac Ojibwe School for your child's education this year. Please read this booklet thoroughly as it contains information governing your child's attendance and progress at school. If anything in this booklet is not understood, please ask the Principal or designee to explain. This booklet is designed to inform students and parents of the more common rules and regulations of our school. It is not designed to cover all situations or answer all the questions that you may have. Every student should remember that students write their own records and that once written, those records cannot be changed. They should know that when seeking employment, entering the armed forces, or entering college, their records follow them. An excellent school record should be every student's goal.

ADMISSIONS POLICY

- A. **Introduction: Purposes.** Admission to attend the Fond du Lac Ojibwe School is a privilege and not a right. In administering the Admissions Policy, the School Administration shall strive to be fair and consistent. However, the individual student's records, motivation, interests and educational goals are the primary factors to be considered in the admissions decision. The purposes of this Policy are (1) to provide a procedure for the receipt of reliable information pertaining to new students; (2) to provide for the safety and general well-being of the student body and (3) to promote the development of each individual student
- B. **Admissions Committee.** The Admissions Committee consists of the Building Principal, Behavioral Management Facilitator, Special Education Coordinator, School Counselor, Records Clerk, Teacher Representative, and other staff as designated by the Superintendent. The Admissions Committee reserves the right to request any additional information regarding a student that the Committee deems to be relevant to the admissions determination. Providing false, misleading or incomplete information to the Committee may result in denial of admission or a revocation of enrollment.
- C. **Admissions Deadline.** Except as permitted under Section E (6) below, students shall be admitted to the Ojibwe School the first day of each quarter.
- D. **Indian Preference.** Preference for admission shall be given to Native American who otherwise meet the eligibility requirements of the Section:
- (1) Enrolled member of the Fond du Lac Band of Lake Superior Chippewa;
 - (2) Child of a Fond du Lac Band member;
 - (3) Grandchild of a Fond du Lac Band member; or
 - (4) Member of another federally-recognized Indian tribe.
 - (5) All others.
- E. **Admissions Criteria.** The following factors shall be considered by the Admissions Committee in determining eligibility for admission to the Ojibwe School:
- (1) The safety of the student and others;
 - (2) The attendance history of student;
 - (3) Whether the presence of the student at the School would have an adverse impact on the learning environment;
 - (4) Whether the School has the resources to meet the student's needs;
 - (5) Whether the parent or guardian of the student agrees with the School's mission, philosophy and practices; and/or
 - (6) Other consideration such as relocation into the area or extenuating circumstances beyond the control of the parent, guardian or student.

The Admissions Team may request a meeting with student, parent/guardians to gather additional information. If meeting is set up before student enrollment is accepted and parent/guardian and/or student fail to meet after 5 school days after meeting invitation that enrollment application will become void.

- F. **Criminal Prohibition.** No student shall be eligible to attend the Ojibwe School if the student has been adjudicated guilty of any crime of violence or sexual predation as defined under the Indian Child Protection and Family Violence Prevention Act of 1990, 25 U.S.C. § 3201 et al. Any current Ojibwe School student who is rendered ineligible under this section during the school year may be provided with off-site educational services by the School if (a) the Ojibwe School has determined that such resources are available; and (b) it is deemed by the student's parent, guardian and multi-disciplinary team (if any) to be in the best interests of the student.
- G. **Role and Responsibilities of the Administration.** The Superintendent, Building Principal, or other Administrator, shall have the authority to receive or share information with any local, state, tribal or federal agency which he or she deems to be necessary to the administration of the Policy, provided that any information so obtained shall be maintained in accordance with the Privacy Act of 1974, 5 U.S.C. § 5 et al.
- H. **Transfers from Other Schools.** Any student who has been expelled from a school, asked to leave a school, left a school to avoid expulsion, or is the subject of a pending truancy action shall not be admitted until the Admissions Committee has reviewed the matter, including:
- (1) The nature and circumstances of the student's prior expulsion or withdrawal;
 - (2) The student's attendance records;
 - (3) The student's disciplinary records, if any;
 - (4) The student's academic records; and
 - (5) The student's counseling records, if any
 - (6) The Admissions Team may request a meeting with student and parent/guardian to gather further information. If a meeting is set-up before student enrollment is accepted and parent/guardian/student fail to meet after 5 school days of meeting invitation that enrollment application will become void.

Admission will be granted only where it is determined to be in the best interests of both the student and the School. If permission is granted to enroll the student into the School, the student will be placed on probation for period to be determined by the Admissions Committee not to exceed one quarter. A behavior contract and/or attendance agreement will be agreed upon and signed prior to the student admittance.

- I. **Parental Notice.** The custodial parent or guardian shall be notified in writing of the student's admission within five (5) school days of application. If admission is denied, the reasons shall be given, and the parent or guardian shall have an opportunity to appeal such denial in accordance with Subsection (J) below.
- J. **Appeals.** The custodial parent or guardian of a student who have been denied admission to the Ojibwe School may bring an appeal in writing within ten (10) school days. The appeal shall state the reasons the negative admissions decision was erroneous, and shall provide documentation of any achievements, outcomes or records which are cited in support. The appeal shall be addressed to the Superintendent, who shall schedule an informal hearing with the parent or guardian within five (5) school days. The decision of the Superintendent in the matter shall be final and unappealable. If the student admitted, the superintendent may require a behavior contract, attendance agreement, or other agreements prior to student admittance.

MISSION STATEMENT

The Ojibwe Schools are dedicated to providing a quality education, which focuses on integrating the Ojibwe culture into all students' learning experiences. Every learner will have the opportunity to be challenged, to succeed, and to be prepared for the future. Parents, staff, community, and students will demonstrate the highest level of expectations for themselves and the school.

OJIBWE SCHOOLS MOTTO

“Anokiin, Nanda-gikendan, Enigok gagwe, Gashkitoon”
“Work, study, strive, succeed”

CORE VALUES OF MINO-BIMAADIZIWIN (THE GOOD PATH OF THE ANISHINAABEG)

It is mandatory that these core values will be taught at the Fond Du Lac Ojibwe School.

The core values, Mino-bimaadiziwin, promote spiritual, emotional, and physical wholeness of individuals, families, communities, and tribal nations. All students and staff will walk this path together and work toward the betterment of all Indigenous people and all communities.

The Good Path of the Anishinaabeg is to:

- Honor the creator
- Honor the elders
- Honor plants and animals
- Honor women
- Keep our promises and uphold our pledges
- Show kindness to everyone, even to those you disagree
- Be peaceful in mind and spirit
- Be courageous
- Be moderate in thoughts, words, and deeds

The Good Path values reflect an indigenous philosophy, a way of life. As such, all students attending the Fond du Lac Ojibwe School will be held accountable for demonstrating behavior that meets or exceeds the values.

VISION STATEMENT

The Ojibwe Schools are committed to providing a safe and secure learning environment based on Anishinaabe values and traditions. We emphasize a challenging education with high expectations that empower ALL students to become respectful, responsible, and life-long learners.

GOALS AND OBJECTIVES

- A. To provide an educational experience, and promote academic achievement in an environment conducive to learning and consistent with Ojibwe culture.
- B. To keep the culture foremost in the school and provide input by the community including that of parents, adults, elders and students.
- C. To provide the necessary curriculum and materials to enable each student to achieve and excel in areas of math, science, reading, language arts, history, art, research, computer technology, Ojibwe language, physical education, and health/wellness.
- D. To provide students with a positive environment, to assist them in developing:
 1. A clear understanding of personal interests, talents and abilities.
 2. A positive and respectful attitude towards others.
 3. Sound career choices based upon individual need and ability.
- E. To provide a sound physical development program, which will foster positive personal development, lifelong satisfaction in teamwork, and sportsmanship.
- F. To provide each student with the opportunity to develop high levels of social, educational, career, and personal skills necessary for effective and productive participation in society, while maintaining the general value structure of the Anishinaabe.

COMMITMENT BY STUDENT OPPORTUNITY

COMMITMENT BY STUDENT OPPORTUNITY

By receiving this agreement and enrolling children into the Fond du Lac Ojibwe Schools, it will be expected that these responsibilities be agreed to and understood by all parties.

STUDENT OPPORTUNITIES

All students will be provided the opportunity to:

- A. Experience and appreciate cultural diversity.
- B. Understand and use technology.
- C. Develop and effectively use written and oral communication skills.
- D. Develop critical thinking skills.
- E. Acquire positive self-esteem.
- F. Demonstrate respect for themselves and others.
- G. Develop a keen sense of global awareness.
- H. Make a smooth transition from Pre-K to Higher Education.
- I. Participate in Community Outreach Activities.
- J. Serve the community.

STUDENT RESPONSIBILITIES

All Fond du Lac Ojibwe School students will:

- A. Attend school regularly and on time.
- B. Complete and return homework assignments.
- C. Follow the Anishinaabeg Core Value System.
- D. Respect others, my environment, and myself.
- E. Learn and apply classroom lessons to daily life.
- F. Adhere to dress code (no bare midriffs, low hanging pants, strapless shirts) See page 23.
- G. Adhere to Technology Policy

STUDENT RIGHTS

All Fond du Lac Ojibwe School students reserve the right to:

- A. Learn.
- B. Be safe from physical, sexual, or verbal abuse and harassment.
- C. Present a personal point of view as long as it does not disrupt school functions or infringe on the rights of others.
- D. Be disciplined in private, whenever possible.
- E. Due process in accordance with the Fond du Lac Pupil Dismissal Policy.

The student rights and due process procedures established under Student Bill of Rights 25 CFR Part 42 are applicable to all students enrolled at the Ojibwe Schools.

RIGHTS AND RESPONSIBILITIES

PARENTS/GUARDIANS' RESPONSIBILITIES

As a parent or guardian, it is your responsibility to:

- A. See that my child attends school regularly, and notify school if child is absent.
- B. Support the Anishinaabeg Core Value System and Grandfather Teachings.
- C. Establish a time for homework and review it regularly.
- D. Attend school functions (e.g. conferences, programs, parent/community night).
- E. Encourage your child to work at the highest level possible.
- F. Support the education provided by the Fond du Lac Ojibwe School.

PARENTS/GUARDIANS' RIGHTS

As a parent or guardian, you reserve the right to:

- A. Expect an appropriate education for their children.
- B. Be notified of all disciplinary action.
- C. Be informed of all upcoming school activities.
- D. Communicate freely with teachers and staff on all matters concerning your child.
- E. Be involved in instruction and activities.

SCHOOLS' RESPONSIBILITIES

The Fond du Lac Ojibwe School assumes the responsibility to provide a safe environment for students which is free from hazards, threat of violence, and furthermore to:

- A. Provide an appropriate education in accordance to our goals and objectives.
- B. Provide students an opportunity to make positive behavior choices and options to amend any negative choices, which adversely affect their educational experience. C. Hold student information and records confidential.
- D. Notify parents of disciplinary actions.
- E. Provide prevention, and intervention for chemical health issues.

SCHOOLS' RIGHTS

The Fond du Lac Ojibwe School reserves the rights to:

- A. Expect courteous and respectful behavior.
- B. Provide consequences in accordance with the School Code of Conduct.
- C. Establish school hours, days, and rules.
- D. Determine graduation requirements.
- E. Determine school curriculum.
- F. Administer all forms of Achievement Assessments.

Parent Compact

Parent/Guardian Responsibilities:

We, as parents, will support our children's learning in the following ways:

- See that my child attends school regularly, and notify school if child is absent.
- Support the Anishinaabeg Core Value System and Grandfather Teachings.
- Establish a time for homework and review it regularly.
- Attend school functions (e.g. conferences, programs parent/community night)
- Encourage your child to work at the highest level possible.
- Support the education provided by the Fond du Lac Ojibwe School.

Student Responsibilities:

We, as students, will commit to the following

- Attend school regularly and on time.
- Complete and return homework assignments.
- Follow the Anishinaabeg Core Value System, and Grandfather Teachings
- Respect others, my environment, and myself
- Learn and apply classroom lessons to daily life
- Adhere to the dress code (no bare midriffs, low hanging pants, and strapless shirts)

School Responsibilities:

We, as teachers, will commit to the following:

- Provide quality teaching and learning.
- Give corrective feedback.
- Hold all students accountable for all assignments.
- Communicate effectively with all parents regarding their child's progress.
- Maintain current teaching licensor.
- Work with parents/guardians to develop parental/guardian involvement activities.
- Nurture the students emotionally, socially, and academically.
- Respect cultural, racial and ethnic differences.
- Teach and support the Anishinaabeg Core Value System, and Grandfather Teachings

As a parent/guardian, I understand that I am my child's first teacher, and I agree to **support the school as necessary** for the benefit of my child's education.

Parent/Guardian Signature(s) _____ Date _____

ATTENDANCE POLICY

Our goal for student attendance is 100%. However, we realize students will be absent. Parents/Guardians are encouraged to stress the importance of good attendance. Students in grades kindergarten through seventh that arrive after 9:30am will be marked absent. The school retains the right to determine all excused or unexcused absences.

- A. High School students will be considered absent for class periods that are missed.
- B. Students who report to class late will be considered tardy.
- C. All students are required to be within the school building during school hours. The only time a student may leave the school campus is with documented permission from the parent/guardian. Students must sign in and out at the reception window
- D. The procedure for the enforcement and notification of the Fond du Lac Ojibwe School's attendance policy is:
 - 1. Two (2) cumulative absences will result in parent/guardian notification.
 - 2. Four (4) cumulative absences in a semester will result in a mandatory parent/guardian conference with the Attendance Advocate and the Building Principal.
 - 3. Seven (7) cumulative absences will result in the student being referred to the Student Success Team (SST). The Student Success Team will then make a recommendation to the Superintendent. The recommendation can include but is not be limited to:
 - a. Re-Evaluation
 - b. Referral to an Alternative school program.
 - c. Referral to the student's home school district.
 - d. Referral to the FDL Tribal or home county court for truancy.
 - e. Referral to the FDL and/or home county social services.

Infinite Campus Parent Portal is available to parent/guardians which provide messages regarding student tardiness and/or absenteeism.

TRUANCY

The FDL Ojibwe School follows Tribal and State truancy ordinances.

MAKEUP POLICY

All work for absences must be made up. It is the student's and parents'/guardians' responsibility to inquire about work missed with the individual teacher at 878-7261. Work not completed affects student's grades and material taught in the classroom is missed by the student.

MAKEUP POLICY and FIELD TRIPS

An education or cultural field trip is a part of the curriculum. Students who choose not to attend a field trip will need to complete work related to the objectives of the field trip. This may be in the form of a research paper, presentation, or assigned readings/discussion. It is the student's responsibility to inquire with the teacher regarding the assignment.

WITHDRAWAL POLICY

Formal withdrawal forms from school must be completed in order for student records to be forwarded to another school. Withdrawal process includes the following steps:

- A. Notification, and completed forms, by the parents/guardians to the Principal prior to the student's last day of attendance.
- B. All classroom and library materials must be returned to the school.
- C. Grading stops when the parent fills out the form and returns all school items.
- D. The Records Clerk will notify the forwarding school or the state school district in which the student resides of the student's transfer from the Ojibwe School. This will be done in writing within five (5) school days from the date of withdrawal.

READMISSION POLICY

If a student has been dropped from the school roster he or she may reapply for enrollment pending a meeting with the Admissions Committee.

ADMISSION OR READMISSION PLAN

The Ojibwe School Principal or designee shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, such as a behavior contract, and require parental/guardian involvement in the admission or readmission process, and may indicate the consequences to the student if there is continuation of the behavior.

SEARCH AND SEIZURE POLICY

If the Superintendent, Principal, Administrator on duty or designee has information that a student has in his/her possession items that are harmful or constitute a criminal offense, the Superintendent, Principal, Behavioral Management Facilitator or designee reserve the right to search the student's personal possessions in school or while engaged in any school sponsored activity in the presence of a staff person as appropriate, and to seize illegal or impermissible items. Every effort will be made to maintain as much respect and dignity for the person as the situation allows. The student's parent or guardian will be notified. If the item(s) found is/are harmful or constitutes a criminal offense, notification is made to law enforcement official and the item(s) is/are turned in for their appropriate procedures. Any adverse administrative action against the student shall be subject to the Student Bill of Rights 25 CFR Part 42.

GANG AND GANG RELATED ACTIVITIES

No student shall commit any act that furthers gangs or gang related activities. A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, or the purposeful violation of any Fond du Lac Ojibwe School policy or Fond du Lac Tribal Ordinance, and having a common name or common identifying signs, colors or symbols. Conduct prohibited by this policy includes:

- Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, other items, or being in possession of literature that shows affiliation with a gang, or is evidence of membership or affiliation in any gang or that promotes gang affiliation.
- Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawing etc.) to convey membership or affiliation in any gang or that promotes gang affiliation.
- Tagging or otherwise defacing school or personal property with gang or gang related symbols or slogans.
- Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity.

Before being disciplined for a first offense of wearing gang-related attire (when not involved in any other kind of gang-related activity or behavior), a student may receive a warning and be allowed to immediately change or remove the attire if the school administration determines that the student did not intend the attire to show gang affiliation.

STANDARDS OF CONDUCT FOR ELEMENTARY, MIDDLE, AND HIGH SCHOOL STUDENTS (GRADES K THROUGH 12)

The goal of Mino-Bimaadiziwin School-wide Plan is to create a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct. Behavioral policies shall be enforced within the general guidelines set forth below. The classroom plans should include rules, consequences, and rewards that directly relate and support the Mino-Bimaadiziwin School-wide plan. Teachers will be responsible for posting the classroom plan in their classroom.

The Mino-Bimaadiziwin School-wide Plan is implemented in order to preserve the Ojibwe oral tradition that tells us that there were Seven Grandfathers who were given the responsibility by the Creator to watch over the Earth's people. The Seven Grandfathers gave the people seven gifts, which are Wisdom, Love, Respect, Bravery, Honesty, Humility, and Truth. The behavioral plans within the Ojibwe School model the seven gifts. The Administration is responsible for implementation of the Mino-Bimaadiziwin school-wide plan and its' restoration.

A behavior contract may be applied for students for the purpose of identifying the behavioral expectations and consequences. The contract is to be developed and mutually agreed upon by the parent/guardian, student, and Behavioral Management Facilitator, Building Principal, or Superintendent.

MINOBIMAADIZIWIN CLUB

In addition to our high academic expectations, our students must follow the school values by showing respect for everyone and everything. At regular intervals the Behavior Management Team will ask students to reflect on their behavior and review the data collected from write-ups/turnarounds. Upon completion of the review, students will be able to participate in special grade-level or school activities.

Students who have had multiple write ups or unresolved behavioral problems will be provided with opportunities for restorative practice and/or personal growth. The Ojibwe School will be responsible Preparing staff to work with students on their Conflict Resolution and person growth plan, informing families of the process, and identifying community resources as well as funding to provide activities for self-reflection/stress reduction.

HOWA RECOGNITION

To support positive behavior, the Howa Lottery Ticket program will be implemented during the school year. Students who demonstrate the Good Path behaviors will be given a Howa Ticket by OJS staff/bus drivers. Tickets will be collected and drawings for prizes will be held at designated times.

RESPONSE TO STUDENT MISBEHAVIOR

Most routine, Level A, response to student misbehavior will result in the following steps. If the Level A behavior is low in intensity, and the students corrects the Level A behavior right away it is considered a mild behavior. Mild behaviors do not need a referral or write up. These steps may vary due to situations in individual classrooms and age of students, but will follow the general framework of:

- The staff member will give the student a verbal redirection, reminding them of appropriate classroom behavior and rules. Additional teacher led interventions will be included as a response to classroom misbehavior and may include: time in a classroom calm space, time in a school calm room, restitution, reward systems, time owed (e.g. minutes lost for recess or end of class free time), time-out in class, time-out in another class, write-it down process, positive practice (practice completing behavior correctly), mentorship, and other best practices that are appropriate for the behavior.
- If the behavior(s) escalate the student will lose a classroom privilege (predetermined and discussed ahead of time).
- Further escalation will result in staff member contacting parents telling them of their child's unacceptable behavior, as well as the student losing a second classroom privilege (predetermined and discussed ahead of time).
- If the behavior(s) continues to escalate further a violation/write up will be completed by staff member for school admin to review. The student will be referred to the appointed, discipline staff member and the staff member will administer a consequence based on classroom plan.

Consequences for additional referrals/write ups will be different for each age grouping as children are not the same developmentally. The Fond du Lac Ojibwe School understands that some consequences may not be appropriate for specific age groups. For example, a first grader who brings contraband to school may not have that same understanding of their behavior as a 9th grader who brings the same item to school. Therefore, a 3-day suspension is not appropriate for a first grader. Based on these differences the sequence of interventions and consequences will not be the same.

Below, the age grouping of children is listed along with the sequence of possible consequences for additional writeups.

KINDERGARTEN THROUGH 2ND GRADE

VIOLATION ACCUMULATION FOR LEVEL A OFFENSES:

- #1: meet with Admin or assigned staff, restorative practices, + call home to parents/guardian
- #2: 1 detention or timeout, restorative practices, and discussion with Admin or assigned staff + call home to parents/guardian
- #3: 1 detention or timeout, restorative practices, and discussion with Admin or assigned staff + call home to parents/guardian
- #4: 1 detention or timeout, restorative practices, and discussion with Admin or assigned staff + call home to parents/guardian + develop a Behavior Plan with assigned staff and parents/guardian
- #5: and on: call home to parents/guardian+ follow Behavior Plan and revised when needed

Level B Offenses will begin at #3.

Kindergarten students will receive timeouts at appropriate times/setting instead of noon detentions. All students will participate in restorative practices at appropriate level and settings.

3RD THROUGH 6TH GRADE

VIOLATION ACCUMULATION FOR LEVEL A OFFENSES:

- #1: time out, and/or restorative practices, discussions with Admin or assigned staff+ call home to parents/guardian
- #2: time out, and/or restorative practices, discussions with Admin or assigned staff + call home to parents/guardian
- #3: 1 detentions and time out, and/or restorative practices + call home to parents/guardian + meet with behavior manager, Admin, or assigned staff
- #4: 2 detentions, time-out, and/or restorative practices + call home to parents/guardian + meet with behavior manager or assigned staff to develop a Behavior Plan
- #5: ½ day in-school-suspension and restorative practices+ call home to parents/guardian + follow Behavior Plan
- #6: and on: meeting with parents/guardian + follow Behavior Plan and revise if needed

Level B Offenses will begin at #4, #5, or #6, and can also include ISS and OSS depending on severity. Extreme and/or repeated offenses can lead to expulsion.

All students will participate in restorative practices at appropriate level and settings. Restorative practices may include an apology, giving back to the school through work (e.g. washing windows, picking up litter, sweeping the floors), participating in an apology circle, and so on.

6TH THROUGH 12TH GRADE

VIOLATION ACCUMULATION FOR LEVEL A OFFENSES:

- #1: Time out, restorative practices + discussions with Admin or assigned staff, call home to parents/guardian
- #2: Time out, restorative practices, discussions with Admin or assigned staff call home to parents/guardian
- #3: Time out, restorative practices, 1 detention + call home to parents/guardian + meet with behavior manager or assigned staff
- #4: Time out, restorative practices, 2 detentions + call home to parents/guardian + meet with behavior manager or assigned staff to develop a Behavior Plan
- #5: ½ day in-school-suspension + call home to parents/guardian + follow Behavior Plan
- #6: and on: call home to parents/guardian + follow Behavior Plan

Level B Offenses will begin at #5, or #6, and can also include OSS or ISS depending on severity. Extreme and/or repeated offenses can lead to expulsion (e.g. assault or gang related activity).

All students will participate in restorative practices. This will be based on each individual student, level of offense, and setting. Restorative practices may include participation in Restorative Practice Circle, school restitution, an apology, giving back to the school through work (e.g. washing windows, picking up litter, sweeping the floors), participating in an apology circle, and so on.

OTHER

Students must follow the rules of Detention and In-School-Suspension for the consequence to count. Rules may include: no talking, stay in seat, complete assigned homework, complete reflection form, and no cell phones. Students must complete detention or ISS the day it is assigned. If not completed, student will be assigned another detention, other privileges may be revoked (i.e. gym time). If a student refuses to complete detention, the student will be assigned ISS and parent/guardian will be contacted by assigned staff member. If student refuses to complete ISS than students will be assigned OSS and parents/guardian will be notified by Admin on Duty. Meeting with student, parent/guardian, and Admin must take place prior to student returning to school after OSS.

Meeting with behavior manager may mean a meeting with the Behavior Management Facilitator, the Principal or admin on duty, or meeting with staff in the Turnaround Room.

The Turnaround Room is a specified room with staff who have training to work with students who need extra support. The goal of the room is to help students address their needs in a timely manner and return to the classroom setting. Students who are in the Turnaround Room will meet with staff who are assigned to the room. Or, if needed, the student will meet in an office (for privacy purposes) of assigned Turnaround Staff.

Behavior Plans and Interventions may also include restitution, classroom shadowing, positive practice (practice completing behavior correctly), conference with family, home visit, parent/guardian visit to classroom, referral to community resources or outside agency services, revised class schedule, referral to in-school support services, mentorship, referral to police or other appropriate authorities, and other best practices that are appropriate for the behavior.

Administrator on Duty will be called immediately for Level B Offenses. See page 17 for Grounds for Dismissal and Procedures. For willful conduct that endangers surrounding persons or self, the Police Resource Officer or on-duty police officer will be called.

The Fond du Lac Ojibwe School shall not be responsible for any items confiscated pursuant to this Section. The parents/guardians shall have ten (10) school days to claim any item that is not considered illegal contraband. Any items considered illegal contraband shall be turned over to the appropriate law enforcement agency.

DISCIPLINARY ACTIONS FOR STUDENTS WITH DISABILITIES

The Fond du Lac Ojibwe School are in compliance with the proactive requirements of the Individuals with Disabilities Education Act, which is designed to ensure that children with disabilities will be able to adhere to school rules.

FIELD TRIPS AND THE DISCIPLINE PLAN

Fields Trips will be identified in three categories: educational, cultural, and reward. Teachers must identify the type of field trip during the planning process. All students will attend field trips designated as educational or cultural. If a student attending the educational or cultural field trip has incurred Violation Level #4 during the term then a parent/guardian or designated staff must accompany the student on the field trip for safety reasons.

Teacher/Staff must identify the requirements for attendance to the field trips designated as Reward. Only students who meet those requirements will be able to attend the Reward field trips. If the Reward trip does not include behavior goals, and a student attending the field trip has incurred Violation Level #4 then a parent/guardian or designated staff must accompany the student on the field trip for safety reasons.

Students who have received a level B write up must make restoration to people and/or property prior to field trip participation.

The School-Wide Mino Bimaadiziwin Plan will be implemented during field trips. If a student removes themselves from the group, or is acting inappropriately, parent/guardian and the school will be notified immediately. The school reserves the right to search a student’s personal possessions while on field trips.

LEVEL A BEHAVIORS INCLUDE (BUT ARE NOT LIMITED TO):	LEVEL B BEHAVIORS INCLUDE (BUT ARE NOT LIMITED TO):
<p>NOT IN ASSIGNED AREA Any behavior where the student is not in an approved area, and/or is in an area without permission from school staff (includes field trips).</p> <p>VIOLATION OF PLAYGROUND RULES Any behavior that does not follow the playground rules.</p> <p>THROWING OBJECTS Any behavior where an item is launched or propelled forward in an inappropriate setting and/or is a disruption to the learning environment.</p> <p>FAILURE TO FOLLOW DIRECTIONS A student refuses to do what is asked and/or failing to obey directions by school staff or someone in authority.</p> <p>INAPPROPRIATE LANGUAGE/CONDUCT DIRECTED AT STAFF Engaging in disrespectful, profane, offensive, obscene or abusive language/behavior directed towards any staff or student.</p> <p>IMPROPER TOUCHING Engaging in any touch that is unsolicited or unwanted (including pushing). The touch can involve physical harm or injury and/or emotional harm.</p> <p>IMPROPER USE OF SCHOOL PROPERTY Any use of school property that is used incorrectly or without permission from school staff.</p>	<p>INTENT TO INJURE OR CAUSE INJURY/FIGHTING Any behavior where a student willfully and purposely causes harm or injury to another person. “Fighting” is mutual combat in which both parties have contributed to the situation by verbal and/or physical action.</p> <p>DAMAGE TO SCHOOL PROPERTY Acts of destruction of any school property, including school buses.</p> <p>STEALING/ROBBERY/EXTORTION Taking money or other objects/property of value from an unwilling person, or forcing an individual to act through the use of force or threat of force.</p> <p>BULLYING/INTIMIDATION No student may intentionally hurt another person, either physically or psychologically. Students may not participate in, or conspire with others to engage in harassing acts that injure, degrade, or disgrace other individuals. No student may intentionally or knowingly cause physical contact with another when they know or should reasonably believe that the other will regard the contact as offensive or provocative.</p> <p>DRUGS/ALCOHOL/TOBACCO MISUSE /ELECTRONIC CIGARETTES Having in possession, taking or attempting to distribute any over the counter medications, drugs, narcotics, drug paraphernalia, huffing contraband, or “look-alike” drugs at school or at a school-sponsored activity. Students exhibiting signs of drug or alcohol use will be immediately placed in the Administrator on duty’s office pending notification of law enforcement personnel, parents/guardians, and the</p>

INAPPROPRIATE HALLWAY BEHAVIOR

Any behaviors that do not follow the hallway rule or are directed by school staff.

INAPPROPRIATE CLOTHING

See Dress Code (pg. 22).

PUBLIC DISPLAY OF AFFECTION

Any acts of inappropriate romantically affectionate behaviors (prolonged hugging, holding hands, kissing, walking with arms around each other, etc.).

POSSESSION OF CONTRABAND

Any items that may be deemed unsuitable or disruptive in a school setting, including electronic devices such as beepers, pagers, two-way radios, and recording or listening devices, sunflower seeds, rubber bands, disposable, lighter and matches, sunglasses worn in the building.

Superintendent. Reasonable suspicion of being under the influence or possessing drugs and/or alcohol.

WEAPONS/EXPLOSIVES

Possession of any weapon or explosive on a student’s person or in any area subject to the student’s control on school property, at a school activity, or in school vehicles used to transport students is prohibited. A weapon means any firearm* (loaded or unloaded, any device that or instrument designed as a weapon through its use is capable or threatening or producing bodily harm or death. Some examples include, but are not limited to knives, guns* fireworks, live ammunition, metal knuckles, clubs, or martial arts instruments.

SEXUAL/RACIAL/RELIGIOUS HARASSMENT

Sexual/Racial/Religious harassment of administration, staff, students or visitors. “Racial/Religious Harassment” is any conduct, which interferes with the education or work performance of an individual, or a group, which creates an intimidating, coercive, hostile, demeaning, or offensive educational and/or work environment. A student may not use racial/religious insults toward other students or staff. “Sexual Harassment” is sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of a person’s employment or advancement or of a student’s participation in school programs or activities: and/or (2) submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting the employee or student: and/or (3) such conduct has the purpose of unreasonably interfering with the employee’s or student’s performance or creating an intimidating, hostile, or offensive work or learning environment.

FALSIFICATION OF RECORDS

Any act that falsifies any record, documents, notes, or signatures. Any act that changes, tampers with or alters records, documents, or signatures by any method include electronic.

FIRES/FALSE ALARMS

Arson is the intentional destruction or damage to any school building or property by means of fire or explosives; Failure to exercise ordinary caution, resulting in fire in a school building, damage to school property, or injury to persons. False Alarm- Giving of a false alarm (police, fire, ambulance, 911) or tampering or interference with any fire alarm system.

RECKLESS OR CARELESS DRIVING

Not obeying School Driving Policy, driving on or near school property in such a manner as to endanger persons or property.

ASSAULT/AGGRAVATED ASSAULT

“Assault is an act with intent to cause fear in another or

	<p>immediate bodily harm, death, intentional infliction or attempting to inflict bodily harm upon another person. "Aggravated Assault" is committing an assault upon the person of another with a dangerous weapon or an assault, which inflicts great bodily harm upon the person of another.</p> <p>GANG RELATED ACTIVITIES Any act of behavior, clothing, communication, or paraphernalia that identifies with a gang, including criminal behavior.</p> <p>BOMB THREAT/THREAT OF BODILY HARM OR DEATH (TERRORISTIC THREAT) A verbal or physical threat of a bomb and or threat to commit bodily harm or death.</p>
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FOND DU LAC OJIBWE SCHOOLS' PUPIL DISMISSAL POLICY A.

Definitions:

1. "Out of School Suspension means action taken by the Administrator on duty, Building Principal, or Designee prohibiting a pupil from attending school. Suspension may not be consecutively imposed against the same pupil for the same misconduct, except where the pupil will create an immediate and substantial danger to persons or property around him. In no event shall suspension exceed 15 school days, provided that an alternative program shall be implemented to the extent that suspension exceeds five days. A student receiving Special Education services may be suspended.
2. "Dismissal" means the denial of the appropriate educational program to any pupil, including exclusion, expulsion, and suspension.
3. "Exclusion" means an action taken by the Ojibwe School to prevent enrollment or re-enrollment of a pupil for a period that shall not extend beyond the school year.
4. "Expulsion" means an action taken by the Ojibwe School to prohibit an enrolled student from further attendance for a minimum of sixty (60) school days for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the School Superintendent.

B. Due Process:

1. The Fond du Lac Ojibwe School shall not deny due process or equal protection of the law to any pupil of the Ojibwe School involved in a dismissal proceeding, which may result in suspension, exclusion, or expulsion.

C. Grounds for Dismissal:

1. A pupil may be dismissed on the following grounds:
 - a. Willful misconduct that disrupts the rights of others to an education.
 - b. Willful misconduct that disrupts the ability of school personnel to perform their duties.
 - c. Willful misconduct that endangers any individual or the property of the school.

D. Suspension Procedures:

1. No suspension from school shall be imposed without an informal administrative conference with the pupil, except where it appears that the pupil will create an immediate and substantial danger to persons or property around him. A written notice of suspension shall be made to the parent/guardian and shall contain the following:
 - a. The grounds for suspension;
 - b. A brief statement of the facts;
 - c. A description of the evidence or testimony.

A copy of the Fond du Lac Ojibwe School Pupil Dismissal Policy shall be personally served upon the pupil at or before the time of suspension is to take affect or mailed to the parent/guardian.

Suspensions for school and policy violations will be determined by administration as an out of School suspension on a case-by-case basis. The Administrator on duty, Building Principal, or Designee has the right to determine and apply suspensions. **A suspension may lead to an expulsion or exclusion.**

1. Students may not attend or participate in school-sponsored events while on suspension.
2. The parent/guardian and student must meet with the Building Principal, or Administrator on Duty when returning to school after a suspension. Each suspension may include the development of or the review of a readmission plan and/or a behavior management contract. The readmission plan or behavior management contract may include participation in Restorative Practices activities.

E. Exclusion and Expulsion Procedures:

1. No exclusion or expulsion shall be imposed without a hearing, unless the pupil and his/her parent/guardian waive the right to a hearing in writing. If the pupil and his/her parent/guardian do not attend the hearing, the Superintendent shall render his/her decision as provided for below.
2. The Superintendent or his/her agent shall:
 - a. Give written notice of intent to take action;
 - b. Serve notice upon the pupil and his/her parent/guardian by mail;
 - c. Provide notice containing a complete statement of the facts.
 - d. Provide a statement of the date, time, and place of hearing;
 - e. Provide a description of alternative educational programs accorded the pupil prior to commencement of the expulsion or exclusion proceedings; and
 - f. Inform the pupil and his/her parent/guardian of the right to have legal counsel at the hearing, examine the pupil's records before the hearing, present evidence, and confront and cross-examine all witnesses. **F. Hearing Procedures (expulsion or exclusion):**

1. Hearing shall be scheduled within ten calendar school days of the service of the written notice unless an extension, not to exceed five calendar school days is requested. The hearing shall be at a time and place reasonably convenient to pupil, his/her parent/guardian. The pupil shall have a right to a representative of his /her own choosing, including legal counsel.
2. The hearing shall take place before the Superintendent.
3. The proceedings of the hearing shall be recorded and preserved at the expense of the school. Testimony shall be under oath. The Superintendent shall have the power to issue subpoenas and administer oaths. At a reasonable time prior to the hearing, the pupil, his/her parent/guardian, or his representative, shall be given access to all public systems records pertaining to the pupil.

4. The pupil, his/her parent/guardian, or his representative, shall have the right to compel the attendance of any official employee or agent of the Fond du Lac Ojibwe School or any other person who may have evidence upon which proposed action may be based. The pupil, his/her parent/guardian, or his representative shall have the right to present evidence and testimony. The pupil cannot be compelled to testify in the dismissal proceedings. The decision of the Superintendent shall be based solely upon substantial evidence presented at the hearing and shall be made within five (5) calendar school days of the date of the hearing. The decision shall be in writing and the controlling facts shall be stated in sufficient detail to apprise the pupil, his/her parent/guardian, and the School Board of the basis and reason for the decision.
5. The Superintendent shall report his/her decision to the appropriate public service agency, when the pupil is under the supervision of such an agency, within ten (10) calendar school days of his/her decision.
6. An exclusion or expulsion may be appealed by submitting a written appeal to the School Board within five (5) calendar school days from the date of the Superintendent's decision. The School Board shall make a decision based upon a record of evidence presented at the hearing, within fifteen (15) calendar school days. The decision of the School Board shall be final.

G. Notice of Right to be Reinstated

1. Whenever a pupil fails to return to school within ten (10) calendar school days of the expiration of dismissal period, the pupil and his/her parent/guardian shall be informed by mail that the student has been dropped (from enrollment).
2. Behavior contract will be reviewed with student and parent/guardian when student returns to school.

STUDENT GRIEVANCE PROCEDURE

- A. It is the policy of the Ojibwe School that each student's right shall not be denied, and all rules shall be administered equally and fairly to all students. In the event a student has a complaint alleging that the school or school employees has denied those rights, the following procedure will be followed:
1. Any person who has a complaint alleging the school is not complying with this policy shall file the complaint in writing to the principal within three (3) calendar school days of the alleged violation.
 2. Appropriate school personnel shall investigate the complaint and determine whether the school is in fact in violation of the policy. The decision shall be communicated to the complainant within five (5) calendar school days of the receipt of the complaint.
 3. If the complaint is found to be justified, the principal shall initiate action to rectify the complaint.
 4. If the complainant is not satisfied with findings, s/he may file a written request for hearing with the Superintendent within five (5) calendar school days after receipt of the principal's decision. The hearing shall take place before the Superintendent. The Superintendent shall issue his/her decision no later than five (5) calendar school days after the date of the hearing.
 5. If the complainant is not satisfied with the findings of the Superintendent, s/he may appeal, in writing, to the School Board no later than five (5) calendar school days after the receipt of the written decision of the Superintendent. The School Board shall issue its decision no later than five (5) calendar school days after receipt of the appeal. The decision of the School Board shall be final.

BUS TRANSPORTATION POLICY

- A. Transportation is provided for students attending the Fond du Lac Ojibwe School. All students are strongly urged to ride the bus (Only students enrolled in the Ojibwe School are allowed to ride the bus). The Ojibwe School will provide no other form of transportation. Students deserve the highest degree of safety in our school's transportation system. The school has established the following rules for students riding the buses:
1. Do not tamper with any equipment on the buses or the bus itself.
 2. Do not sit in the driver's seat.
 3. Do not board the bus unless a bus driver is on the bus.
 4. While waiting at the bus stop, students will:
 - a. Arrive at the bus stop at least five minutes before designated pick up time.
 - b. Use care when approaching the bus.
 - c. Stay off the road at all times.
 5. Boarding the bus, students will:
 - a. Form a single line.
 - b. Enter carefully; take steps one at a time.
 - c. Go directly to a seat.
 6. While riding the bus, students will:
 - a. Keep hands, arms, and head inside the bus at all times.
 - b. Keep feet off the seat.
 - c. Speak quietly.
 - d. Not tamper with bus equipment.
 - e. Obey the bus driver/monitor's directions.
 - f. Not use foul language.
 - g. Not bring materials of dangerous or objectionable nature aboard the bus, including guns, gas cans, or animals.
 - h. Not throw objects around in the bus or out the windows.
 - i. Remain seated while bus is in motion. Changing seats only with the permission of the bus driver/monitor when the bus **is not in motion**.
 - j. Not roughhouse or fight.
 - k. Not light matches, lighters or smoke.
 - l. In case of an emergency remain in the bus unless the driver informs passengers to evacuate.
 - m. No eating or drinking will be allowed on any buses.
 7. Leaving the bus the students will:
 - a. Never push or shove.
 - b. Let those closest to the door go first.
 - c. Use the emergency door only for emergencies.
 - d. Get off the bus only at their designated stops.
 8. The buses will only pick up and deliver students at their designated stops. Do not ask the bus driver to make unscheduled stops such as, at houses not on the bus route, stores, stations, etc. Students will get off the bus only at their designated stops, **UNLESS PROPER AUTHORIZATION HAS BEEN OBTAINED** from the parents/guardians and given to the School Office. **This authorization must be done no later than 11:00a.m.** Monday for the week including the following Monday morning pick up. Please call the School Office 218-878-7261. Emergency changes will be done at the discretion of the Building Principal or Designee.
 9. Never crawl under a school bus.

B. BUS DISCIPLINE PROCEDURES

Students failing to follow these rules will be reported to the Transportation Administration. The Transportation Administration and Administrator on duty will coordinate and communicate all student discipline consequences. The following disciplinary procedures shall be applied to all students who violate the bus rules:

1. **Group A:**
 - a. Health and Safety.
 - b. Repeated violation of posted bus expectations.
 - c. Physical contacts other than fighting.

2. **Group B:**
 - a. Fighting.
 - b. Destruction of property.
 - c. Tampering with bus equipment.
 - d. Use of drugs or alcohol.
 - e. Smoking or chewing tobacco.
 - f. Health and Safety

3. **PENALTY FOR GROUP A:**
 - a. **1st violation:**
 - i. Student receives documented warning.
 - ii. The Transportation Administration will send behavior referral to the parents/guardians.

 - b. **2nd violation:**
 - i. The Transportation Administration will send behavior referral to the parents/guardians.
 - ii. Assigned seating for five (5) full school days.
 - iii. Restitution (if applicable).

 - c. **3rd violation:**
 - i. The Administrator on duty will contact the parents/guardians;
 - ii. Assigned seating for the remainder of the current quarter, but no less than ten (10) days, whichever is greater;
 - iii. Restitution (if applicable);
 - iv. Loss of bus privilege;
 - v. A conference with parents/guardians and Building Principal or assigned designee is required before the student will be allowed back on the bus.

4. **PENALTY FOR GROUP B:**
ALL GROUP B VIOLATIONS WILL ALSO BE SUBJECT TO CONSEQUENCES OF THE SCHOOL DISCIPLINE CODE.
 - a. **1st violation**
 - i. Loss of bus privileges;
 - ii. Assigned seating for remainder of the current quarter, or ten (10) school days, whichever is greater.

iii. Restitution (if applicable); iv. The Building Principal or assigned designee will contact the parents/guardians. **b. 2nd violation:**

- i. Loss of bus privileges;
- ii. Assigned seating for remainder of the current quarter, or ten (10) school days, whichever is greater.
- iii. Restitution (if applicable)
- iv. The Building Principal or assigned designee will contact the parents/guardians.
- v. A conference with parents/guardians, Transportation Director and Administrator on duty is required before the student will be allowed back on the bus.

Habitual Group B violations will result in a mandatory conference with Transportation Administration and School Administration to determine consequences.

HIGH SCHOOL STUDENT DRIVING POLICY Students will be allowed to drive cars to school provided these rules are followed:

- A. Proof of valid driver's license and insurance must be furnished to the Principal and a copy shall be kept on file.
- B. Vehicles are NOT to be entered during school hours unless approved by the Principal Building Principal or assigned designee for emergencies or appointments.
- C. No other student(s) will be allowed to enter, ride in, or drive the vehicle during, before or after school hours.
- D. Students may not drive cars while on school-sponsored trips.
- E. Parking privileges will be issued by the Principal.

VISITORS

Parents and community members are encouraged to visit; however, all visitors must sign in at the main office. A visitor's badge will be issued. Student visitors will NOT be allowed during the school day. It is the intent of the school to eliminate interruptions, which usually occur when student visitors are brought into the school.

DRESS CODE

The responsibility of the appearance of our students rests with the parents and the students themselves. Clothing must be appropriate for a school setting and not distract other students or staff. Common courtesy means appropriate dress, including footwear, should be worn at all times. No head gear (which includes hoodies and hats) will be allowed in the main floor of the school building (There will be times when head gear will not be permissible for any/all students (i.e. opening and closing ceremony). In the winter we require that students wear **hats, mittens or gloves, coats, snow pants, and boots** on the playground.

Immodest or provocative clothing is not permitted. Shirts must be long enough to meet the top of the pants (no bare midriffs/stomachs). Shirts that expose cleavage or chests, are not permitted. No exposed undergarments will be allowed.

School personnel will be the final authority as to whether or not students have used good judgment in dressing properly. A student wearing inappropriate clothes will be asked to contact their parent/guardian and be sent home to change unless a change of clothes is available at school.

CELL PHONE

Cell phone must be kept out of sight. Cellphones that are seen will be taken by staff member and turned in to Administration. After the first offense, students may retrieve cell phone from administration (or appointed staff member) at the end of the school day. After the second offense the parent/guardian must pick up the cell phone from school personal. After the third offense the student must turn in the cell phone to Administration or appointed staff member when entering the school for two weeks.

ACTIVITIES

A. Athletics

The Fond du Lac Ojibwe School is a member of the Minnesota State High School League. Participation in all school sponsored activities is governed by compliance to High School League rules.

B. After School Activities when funding is available

After school activities are provided with the goal of improving school attendance, increasing academic achievement, making schools safe, reducing disciplinary incidents and increasing cultural knowledge. The students receive an after-school snack and transportation home on the activity bus when funding is available. Programming for different grade levels are offered throughout the year. Please call or visit our website for information about after school clubs/activities currently being offered.

FIELD TRIPS

As stated earlier the behavior plan will be followed on field trips. If student refuses to return from the field trip with school staff, the parents/guardian will be notified. If situation is not resolved 911 will be called.

Parents/guardians may participate in or chaperone field trips, but school staff has the right to decide which field trips will include parents/guardians. This decision is based on funding, room for additional people, type of field trip, and other factors. The school must know who will be chaperoning, or participating in a field trip, two weeks before the field trip,

If students are absent or choose to not participate in a field trip, students will need to complete work related to the objectives of the field trip. This may be in the form of a research paper or presentation. It is the student's responsibility to inquire with the teacher regarding the assignment.

GRADES, HONORS, RETENTION, PROMOTION, AND GRADUATION

A. GRADES

A report card will be issued at the end of each grading period. This is a report to parents/guardians on the academic progress of the student. During the middle of the grading period, a progress report can be viewed/printed from Infinite Campus/Parent Portal to inform parents/guardians of each student's mid-quarter standing. Required Parent/Teacher Conferences will be arranged by the classroom teacher and parent. Parents/guardians have the right to contact teachers to discuss grades throughout the term.

B. HONOR ROLL SYSTEM

Students achieving a grade point of 3.0 to 3.66 will be recognized as accomplishing the "B" honor roll. Students achieving a grade point average of 3.67 to 4.0 will be recognized as accomplishing the "A" honor roll. The grade point average is based on the grade received in all classes taken.

C. RETENTION

The Fond du Lac School procedure regarding retention involves full participation between student, family and school administration.

D. GRADUATION REQUIREMENTS

Students entering 9th -12th grade will need to earn a minimum of 21.5 credits to receive a diploma from the Fond du Lac Ojibwe School. The 21.5 credits must consist of:

a.	Language Arts	4 credits
b.	Social Studies	3.5 credits
c.	Science	3 credits
d.	Math	3 credits
e.	Physical Education/Health	1 credit
f.	Art	1 credit
g.	Ojibwe Language	2 credits
h.	Electives	4 credits

Counselors will develop an individual plan with each student regarding course scheduling and graduation requirements. Permission for early graduation can be granted on an individual basis for students. To be given permission to graduate early the student must be in good standing with the school in the areas of attendance and grades; and provide a written plan for course completion. In addition, staff will continue to work with eligible seniors who do not graduate at expected graduation date.

FAMILY AND CHILD EDUCATION (FACE)

FACE Philosophy

- To empower parents as a child's first teacher by:
- Providing each family and child with support.
- Establishing family, school, and community connections.
- Encouraging life-long learning.
- Increasing family participation in children's learning.
- Assisting adults in achieving their goals.

FACE Program Goals

1. To help parents gain the skills and knowledge needed to become employed or to pursue further education.
2. To increase the number of parents prepared to promote their children's development.
3. To establish home-school partnerships.
4. To provide a means for early detection of potential learning problems.
5. To increase the development skills of children to prepare them for academic and social success in school.
6. To reduce family problems that may interfere with constructive growth and development.

Requirements

Center Based-Adult Education- Eligible adults are 16 years old or older, and are main care provider or extended family of a child 3 to 5 years old or having a child enrolled in the K-3 elementary program at the Fond du Lac Ojibwe Schools. Preference to American Indians who are in need of their GED or High School Diploma. Early Childhood- Children must be 3 to 5 years old and have a parent or other care provider eligible and enrolled in the Adult Education component. Exceptions will be made on an individual basis.

Home Based-Parent Education-Families of children prenatal to 3 years old are eligible for homebased services.

Components

Adult Education- The adult education component is designed to extend basic education skills. Active learning strategies, peer collaboration, and individual work plans are designed to connect academic subjects to student's personal experiences. The adult education component encompasses more than basic skills or preparation for the GED; it is designed so that students of all abilities will be equipped to think critically and creatively, set goals and solve problems, and acquire interpersonal skills that are needed for participation in our society.

Early Childhood Education-The early childhood component is a preschool program that follows a developmentally appropriate curriculum. The curriculum focuses on the child's broad developmental skills that emerge during the preschool years. The child's thinking, physical, social, and emotional skills are developed through active exploration and investigation, personal discovery, reorganization of their physical environment, and verbal interaction with peers and adults.

PACT Time-As one of the family support components, Parent/Child interaction time is when parents and children work and play together. The children initiate activities. Parents have the opportunity to learn with and from their children. At the end of each session a large group activity provides ideas for transferring learning to the home. The reciprocal learning that takes place during this time offers parents and children a chance to become true partners in their education.

Parent Time-The parent time component blends the goals of parent support groups and parent education to meet the needs of the families in the program. This segment provides time and a safe place to educate and inform parents, to provide opportunities for mutual support, to offer advocacy services to families, and to study particular subjects related to being a parent. It is special times in which parents may develop friendships, interpersonal skills, and encourages mutual growth.

Home Based-The home based program works with prenatal families and the parents of children from birth to 3 years of age in their home. A trained parent educator will visit in the home at least once a month, and provide parents with appropriate child development information. The educator will also help parents develop their role as teachers of their children and provide support and reinforcement for parents.

Enrollment

Center Based:

All families must complete an enrollment packet. Orientation will be provided at the time of enrollment.

Home Based:

All enrollment forms and orientations will be covered on first visit.

SECTION 8528 REQUEST**Opt-Out form for high school students**

I, _____, hereby exercise my federal right, granted to me by the Congress of the United States under Section 8528 of the *Elementary and Secondary Education Act of 1965*, Amended Through P.L. 114–95, Enacted December 10, 2015 (and any other applicable state, federal or local law or any school policy), and hereby request that the name, address, and telephone listing of _____, a current student at _____ High School, not be released to military recruiters without prior written parental consent. I do, however, consent to the disclosure of such information to institutions of higher education other than military schools.

Signed by: (check one) student parent

Signature _____ Date _____

Print name _____

Address _____

City/state/zip _____

Note to students/parents: This certificate can be signed either by a student or a parent. A student does not need parental consent to submit this certificate. Any secondary school student, regardless of age, can sign this certificate and is authorized by law to submit this request. Parents can also sign this certificate for any secondary student. No information about elementary students will be disclosed to military recruiters. When completed, submit this form to the school’s administration office.

Note to school administrators: You are required by federal law to comply with this request. It is a violation of federal law to disregard this request and release the name, address, or telephone listing of this student to any military recruiter without prior, written, parental consent. Sec. **8528** (a)(2) of ESEA *Elementary and Secondary Education Act of 1965*, as Amended Through P.L.114–95, Enacted December 10, 2015.

SEC. **8528**. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

(a) Policy.-

(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act (20 U.S.C. 1232g(a)(5)(B)), each local educational agency receiving assistance under this Act shall provide, upon a request made by a military recruiter or an institution of higher education, access to the name, address, and telephone listing of each secondary school student served by the local educational agency, unless the parent of such student has submitted the prior consent request under paragraph (2).

(2) CONSENT.—

(A) OPT-OUT PROCESS.—A parent of a secondary school student may submit a written request, to the local educational agency, that the student’s name, address, and telephone listing not be released for purposes of paragraph (1) without prior written consent of the parent. Upon receiving such request, the local educational agency may not release the student’s name, address, and telephone listing for such purposes without the prior written consent of the parent.

(B) NOTIFICATION OF OPT-OUT PROCESS.—Each local educational agency shall notify the parents of the students served by the agency of the option to make a request described in subparagraph (A).

Fond du Lac Ojibwe School Homeless Education Policy

The McKinney-Vento Homeless Assistance Act requires state and local education agencies to build awareness of the needs of children and youth who are homeless. Public schools, including charter and tribal schools, must provide services that remove barriers to enrollment, attendance and educational success of the students. Each child's needs are to be assessed for his/her unique situation. When reauthorized by Congress, the education section of the McKinney-Vento Act was tied to No Child Left Behind, Title I A programming and funds.

The Fond du Lac Ojibwe School will:

A. Support students who lack a fixed, regular, adequate nighttime residence. Be aware that students in these situations may be homeless:

1. School-age children and youth who are with their parents.
2. Youth on their own.
3. Children and youth in families who have lost their home due to a disaster.
4. Young siblings, newborn to age five.
5. Children and youth at risk for homelessness: highly mobile children and youth who have lived at three different addresses in one school year.
6. Pay special attention to children and youth who are not currently attending school.

B. Remove barriers to enrollment, attendance, and success.

1. Designate a district homeless liaison and school point people. Use the expertise of the student support services team.
2. Identify policy and program barriers to student enrollment, attendance and success.
3. Build awareness among all school staff and parents; conduct outreach.
4. Link school and community efforts and resources.

C. Use a child-centered approach to identify student needs.

1. Transportation (Most excess transportation costs can be reimbursed by state funds.)
2. Food-nutrition
3. Education
4. Supportive services

Excerpts of Title VII of the McKinney-Vento Homeless Assistance Act, Subtitle B, reauthorized as No Child Left Behind Act, Title X, Part C.

D. Follow these steps to enroll homeless students and provide full participation in education instruction, support services and all school opportunities.

1. Determine eligibility.
2. Determine school selection based on the child's best interest, to the extent feasible. If the parent disagrees with the school selection, provide information on the district's conflict resolution process and the state McKinney-Vento dispute resolution process.
3. Immediately enroll the child in the school.
4. Flag the NASIS student record; the flag remains through the school year.
5. Determine education needs of the student; and, as eligible, expedite special education evaluation and enroll in English language learning and/or gifted and talented programs.
6. Provide instruction and support services to student per his/her plan.

The term "homeless children and youth"

(A) means individuals who lack a fixed, regular, and adequate nighttime residence and;

(B) includes:

- (1) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (2) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- (3) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (4) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (1) through (3).

Excerpts of Title VII of the McKinney-Vento Homeless Assistance Act, Subtitle B, reauthorized as No Child Left Behind Act, Title X, Part C.

CHILD PROTECTION POLICIES AND PROCEDURES

For suspected child abuse cases, and in accordance with Public Law 101 – 630 and CFR Part 63, The Fond du Lac Ojibwe School follows the Reporting Child Abuse and Neglect, Resource Guide For Mandated Reporters (Family and Children’s Services Division, Minnesota Department of Human Services, March 2002). Current copies of the Child Protection Handbook are made available for viewing in the Ojibwe School Library. All school administrators have a copy of the handbook for reference as well. The following is a current list of local Child Protection resources and providers, including:

• Min-No-Aya-Win Human Services	218-879-1227
• Fond du Lac Social Services	218-878-1227
• Center for American Indian Resources	218-726-1370
• Carlton County Human Services	218-879-4511
• St. Louis County Human Services	218-726-2222
• Aitkin County Family Services	218-927-7200
• Carlton County Law Enforcement	911
• St. Louis County Law Enforcement	911
• Douglas County Human Services	911
• FDL Law Enforcement	911

The current Bureau of Indian Affairs National Child Abuse Prevention Hotline phone number is 1 800-633-5155.

INFECTIOUS PHYSICAL CONDITIONS AND PROOF OF IMMUNIZATIONS

Children that attend the Fond du Lac Ojibwe Schools are required to be immunized against certain diseases. Records are kept on each individual student in the school nurse's office. Students that have not met immunization requirements or have not been exempted by 30 days after initial enrollment may not remain enrolled until further proof of such requirements has been provided. If these records have not been received by October 1st, or thirty (30) days after the request is made, parents/guardians will be notified. They will then have two (2) weeks to obtain the needed information and present it to the school. After two (2) weeks if the immunization information has still not been turned in, then the student will not be allowed to remain in school.

The Fond du Lac Ojibwe Schools will exclude from school those students having been diagnosed as having, or suspected of having a contagious disease. Such contagious diseases would include: measles, mumps, chicken pox, strep throat, scabies, impetigo, pink eye, and any other condition easily communicated to others.

In the event that school personnel such as the school nurse and/or public health nurse to have an infectious physical condition have diagnosed a student, the student will be excluded from class and the parents/guardians shall be notified. It will be necessary for the student to leave the premises immediately and s/he should remain at home until the condition has been treated. Verification of treatment must accompany the student before s/he can return to school.

EMERGENCY INFORMATION

Every student must have an emergency form on record in the school office. If the student's address or telephone number changes during the school year the school must be notified of these changes.

ACCIDENTS

Students involved in an injury of any kind in gym, classrooms, hallways, as well as athletic competition, or any school activity must report the accident to a staff member immediately. The student will be referred to the nurse to attend to the injury and notify parent/guardian. The supervising teacher or personnel will fill out an incident form and turn that information in to Admin on Duty.

MEDICATION DISBURSEMENT POLICY

School Nurse shall be notified of a student requiring prescription medication and shall be notified by parents/guardians and/or physicians. Parents are required to supply medication in the original pharmacy container and are required to provide written permission in order for the school nurse or designee to dispense the medication in school. The Fond du Lac Ojibwe School will not be supplying any over the counter medication (i.e. Tylenol, Aspirin, Cold Medication, Cough Drops).

INCLEMENT WEATHER

Notice of school closing for the Fond du Lac Ojibwe Schools will be announced on WGZS, WKLK, KDAL, KZIO, KQDS and most other radio stations, also channels 3, 6, and 10 on the television. You will also receive a message from the Ojibwe School's automated messenger system.

EMERGENCY DISMISSAL

In the event of early dismissal due to a snowstorm or other emergency, your child will be transported to the location identified on the emergency card. You will also receive a message from the Ojibwe School's automated messenger system.

LOST AND FOUND PROPERTY OF STUDENTS

The Fond du Lac Ojibwe Schools shall not be responsible for any personal property of students. There will be a lost and found area where students may check for any items that have been lost. Lost and Found items will be washed and shared with other community/school members, or donated, if not claimed at the end of the year.

FOND DU LAC OJIBWE SCHOOL VIDEO SURVEILLANCE POLICY

PURPOSE: Video surveillance will be used only to promote order, safety, and security of students, staff, and property, including school transportation.

GUIDELINES: VIDEO MONITORING ON SCHOOL PROPERTY

Camera Location, Operation and Control:

1. School division buildings and grounds may be equipped with video monitoring devices.
2. Video surveillance will be used on selected school buses and/or school bus route as determined by the Director of Transportation.
3. Video surveillance may be placed in areas where surveillance has proven to be necessary as a result of threats, prior property damages, or security incidents.
4. Cameras placed outside shall be positioned only where it is necessary to protect external assets or to provide for the personal safety of individuals on school grounds or premises.
5. Surveillance cameras located internally shall not be directed to look through windows to areas outside the building unless necessary to protect external assets or to ensure personal safety of patrons or employees.
6. Cameras shall not be used to monitor inside change rooms, locker rooms, and washrooms.

7. The Education Grants and Accountability Manager shall be responsible to manage and audit the use and security of monitoring cameras; monitors; hard drive storage; VCR Storage; computers used to store images; computer diskettes and all other video records.
8. Only individuals authorized by the Superintendent in accordance with policy, shall have access to video monitors, or be permitted to operate the controls.
9. If there are reports of misconduct on a bus, the images will be transferred to a computer system, the

Transportation Director will be responsible for securing and delivering stored video images. Depending on the severity of the incident, the original storage disk in the unit on the bus may be replaced and the original disk with the stored images will be secured for future analysis and use. The decision to transfer videos to a computer or remove and then store the original hard drive that is on the bus in question will be made and ultimately by the Superintendent. Proper security shall be maintained at all times over stored video images, and only the authorized persons stated herein shall have access to such information. Images and the information retained shall only be used for purposes described in this procedure.

Video Monitors and Viewing:

1. Only individuals authorized by the superintendent of schools shall have access to view monitors while they are in operation.
2. Video monitors should be in controlled access areas wherever possible.
3. Video records should be viewed on a need to know basis only, in such a manner as to avoid public viewing.

Use of Video Recordings:

1. A video recording of actions by students may be used by the Fond du Lac Ojibwe School administrators as evidence in any disciplinary action brought against students arising out of the student's conduct in or about Fond du Lac Ojibwe School property.
2. Video recordings of students, staff, or others may be reviewed or audited for the purpose of determining adherence to the Fond du Lac Ojibwe School policies.
3. The Fond du Lac Ojibwe School may use video surveillance of students, staff, and others to detect or deter criminal offenses that occur in view of the camera.
4. Video recordings may be released to third parties or applicants in conformance with the provisions contained in applicable state and federal statutes and laws.
5. The Fond du Lac Ojibwe School may use video surveillance and the resulting recordings for inquiries and proceedings related to law enforcement, deterrence, and student discipline. Video recordings held for review of student incidents will be maintained in their original form, pending resolution and appeal. Student video is confidential.
6. Video recording shall only be reviewed when necessary because an incident has been reported or is suspected to have occurred. Examples of such instances include, but are not limited to, property damage, assaults, bullying, personal injury, theft, and fighting.

DELEGATION OF PARENTAL AUTHORITY (DOPA)
Delegation of Powers by Parent Minn. Stat. § 524.5-211

STATE OF MINNESOTA)
) ss.
COUNTY OF _____)

1. My name is _____.
(*your name*)
I am the parent of _____.
(*your child's name*)
My child's birthdate is _____.
(*your child's birthday*)

2. I appoint _____, to be my legal Attorney-in-Fact to
have parental authority over my child, _____.

Note: An Attorney-in-Fact is what the person you name to care for your child is called. That person does not have to be an attorney.

This DOPA lasts: (check one)

For one year from the date of my signature

OR

until _____, (fill in date) which is less than one year following the date of my signature.

3. This DOPA gives my Attorney-in-Fact permission to care for and make decisions about my child named above. These decisions include, but are not limited to:
- a. Getting medical treatment for my child
 - b. Enrolling my child in school
 - c. Authorize national and/or international travel
 - d. Providing a home, care, and supervision of my child.
4. This DOPA does not give my Attorney-in-Fact permission to consent to the marriage or adoption of my child.
5. I understand that by law I have to give or mail a copy of this document to any other parent within 30 days of signing it unless:
- a. The other parent does not have parenting time rights or has supervised parenting time rights
- OR
- b. There is an existing Order for Protection in effect against the other parent to protect me or my child.

[SIGNATURES ON FOLLOWING PAGE – Page 2]

SIGNATURES

I swear that everything I have stated in this document is true and correct.

Parent or Guardian:

Date: _____

(sign your name)

(print your name)

Subscribed and sworn to before me

this _____ day of _____, 20____.

Notary Public

Attorney-in-Fact: *(the Attorney-in-Fact does not have to sign in front of a notary)*

I accept the responsibilities of Attorney-in-Fact for _____ .
(child's name)

Date: _____

(Attorney-in-Fact signature)

(Attorney-in-Fact printed name)

CERTIFICATION

Approved by the Fond du Lac Ojibwe School Board on August 3, 1999.
 Approved by the Fond du Lac Reservation Business Committee on August 24, 1999.
 Amendments approved by the Fond du Lac Ojibwe Schools Board on December 18, 2001.
 Amendments approved by the Fond du Lac Reservation Business Committee on January 3, 2002
 Amendments approved by the Fond du Lac Ojibwe Schools Board on May 27, 2003.
 Amendments approved by the Fond du Lac Reservation Business Committee on June 12, 2003.
 Amendments approved by the Fond du Lac Ojibwe Schools Board on July 27, 2004.
 Amendments approved by the Fond du Lac Reservation Business Committee on September 7, 2004.
 Amendments approved by the Fond du Lac Ojibwe Schools Board on August 10, 2005.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 25, 2005.
 Amendments approved by the Fond du Lac Ojibwe School Board on July 18, 2006.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 1, 2006.
 Amendments approved by the Fond du Lac Ojibwe School Board on June 5, 2007.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 14, 2007.
 Amendments approved by the Fond du Lac Ojibwe School Board on June 3, 2008.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 14, 2008.
 Amendments approved by the Fond du Lac Ojibwe School Board on August 18, 2009.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 25, 2009.
 Amendments approved by the Fond du Lac Ojibwe School Board on May 10 and June 21, 2011.
 Amendments approved by the Fond du Lac Reservation Business Committee on June 28, 2011.
 Amendments approved by the Fond du Lac Ojibwe School Board on September 6, 2011.
 Amendments approved by the Fond du Lac Reservation Business Committee on September 20, 2011.
 Amendments approved by the Fond du Lac Ojibwe School Board on July 23, 2013.
 Amendments approved by the Fond du Lac Ojibwe School Board on August 7, 2013.
 Amendments approved by the Fond du Lac Ojibwe School Board on July 8, 2014
 Amendments approved by the Fond du Lac Reservation Business Committee on July 16, 2014.
 Amendments approved by the Fond du Lac School Board on July 12, 2016.
 Amendments approved by the Fond du Lac Reservation Business Committee on July 20, 2016.
 Amendments approved by the Fond du Lac School Board on September 5, 2017
 Amendments approved by the Fond du Lac Reservation Business Committee on September 19, 2017.
 Amendments approved by the Fond du Lac School Board on July 24, 2018.
 Amendments approved by the Fond du Lac Reservation Business Committee on August, 14, 2018.
 Amendments approved by the Fond du Lac School Board on July 23, 2019.
 Amendments approved by the Fond du Lac Reservation Business Committee on July 30, 2019.
 Amendments approved by the Fond du Lac Reservation Business Committee on January 14, 2020.
 Amendments approved by the Fond du Lac School Board on July 07, 2020.
 Amendments approved by the Fond du Lac Reservation Business Committee on July 15, 2020.
 Amendments approved by the Fond du Lac School Board on July 13, 2021.
 Amendments approved by the Fond du Lac Reservation Business Committee on July 28, 2021.
 Amendments approved by the Fond du Lac School Board on August 9, 2022.
 Amendments approved by the Fond du Lac Reservation Business Committee on September 28, 2022.