

Student Handbook 2016 - 2017



Hannahville Indian School

N14911 Hannahville Rd. B-1
Wilson, MI 49896

Phone: 906-466-2952

School Office Fax: 906-466-9115 Business Office Fax: 906-466 2556

Web site: <http://www.hannahvilleschool.net>

Rodney Lovell, Superintendent
Adrienne Soucy, Principal
Holly Adcox, Director of Student Supports
William E. Boda, Director of Operations
Brendan Williams, Special Education Coordinator

**STUDENT/PARENT HANDBOOK
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1. Parent/Guardian Handbook Acknowledgement

Dear Parent/Guardian,

Please complete the following form and return to the office by September 30, 2016.

Adrienne Soucy, Principal

From: The Parent/Guardian of (Please list your student(s) names):

- (1). _____
- (2). _____
- (3). _____
- (4). _____
- (5). _____

To: Nah Tah Wahsh PSA/Hannahville Indian School:

I have reviewed the Student/Parent Handbook with my child(ren) in an effort to promote a better understanding of Nah Tah Wahsh PSA/Hannahville Indian School rules and expectations. My signature below acknowledges receipt of the Student Handbook.

I understand that this handbook may be amended during the year without notice. This handbook in the latest version is applicable to all students upon the implementation of any change. The administration will notify all parents and students in writing, where possible, of any changes to the handbook.

Signature of Parent or Guardian

Date

Comments:

2. Student Handbook Acknowledgement

I have received a copy of the Student/Parent Handbook. I have read the handbook and understand all the rules and expectations. I agree to be responsible for following all of the rules and expectations of the school and understand the consequences for failing to follow the requirements.

I understand that this handbook may be amended during the year without notice. This handbook in the latest version is applicable to all students upon the implementation of any change. The administration will notify all parents and students in writing, where possible, of any changes to the handbook as soon as is practicable.

Signature of Student

Date

3. MISSION/VISION STATEMENTS

MISSION STATEMENT

The education mission of the Hannahville Indian School/Nah Tah Wahsh PSA and the Hannahville Indian Community is to promote life-long learning which encourages the physical, mental, emotional and spiritual development of each individual, family member, and the community as a whole.

VISION STATEMENT

Through the promotion of lifelong learning, our community will be composed of individuals who are respectful of themselves, their families and others, secure in their culture, have the ability to set life-long goals and achieve personal satisfaction and productivity, and who proudly fulfill their roles within their community, state and nation.

4. General School Information

This handbook is a summary of the school’s rules and expectations, and is not a comprehensive statement of school procedures. The Board’s comprehensive policy manual is available for public inspection through the District’s website <http://www.hannahvilleschool.net> or at the office, located at N15100 Eagle Road, Wilson, Michigan 49896 and with a mailing address of N14911 Hannahville Road B-1 Rd, Wilson, Michigan 49896.

The School Board governs the school district and is elected by the community. Current School Board members are:

Nah Tah Wahsh PSA

Mary Meshigaud, Chairperson

Crystal Lea, Vice Chairperson

Gloria Wandahsega, Secretary/Treasurer

Charles Wandahsega, Trustee

Marilyn Shawano, Trustee

James Wandahsega, Trustee

Connee Sagataw, Trustee

Hannahville Indian School

Crystal Lea, Chairperson

Mary Meshigaud, Vice Chairperson

Parker Trudeau, Trustee

Charles Wandahsega, Trustee

Marilyn Shawano, Trustee

Geneva Wandahsega, Trustee

Connee Sagataw, Trustee

Molly Meshigaud, Alt

Board of Education Regular Meeting Schedule

The Nah Tah Wahsh P.S.A/ Hannahville Indian School Board of Education meetings are scheduled for the second Thursday of each month at 3 p.m. E.S.T. in the school Conference Room. During June, July & August the meetings are scheduled for 10:00 A.M. All meetings are open to the public unless a request is made for closed session.

The School Board has hired the following administrative staff to operate the school:

Rod Lovell, Superintendent

Renee Watchorn, Director of Finance

Adrienne Soucy, Principal

Holly Adcox, Director of Student Services

William Boda, Director of Operations Management

Brendan Williams, Special Education Coordinator

Scott Brant, Guidance Counselor

The school is located and may be contacted at:

Physical Address
N15100 Eagle Road
Wilson, MI 49896

Mailing Address
N14911 Hannahville Road B-1
Wilson, MI 49896

STUDENT ASSISTANCE AND PROGRAM COORDINATORS

Name	Title	Extension
Tammy Dlugas	School Nurse	2707
Dan Kleikamp	Athletic Director	7756
Scott Brant	Guidance Counselor	2703
Sue Aird	Librarian	7737
Jeff Murray	Transportation	2704
Brendan Williams	Special Education	2729

Holly Adcox	Title I Coordinator	2722
Rachel Fix	21st CCLC Coordinator	2708
Rebecca Spreizer	Youth Employment Coordinator	2726

ELEMENTARY FACULTY

Patricia Boda	Kindergarten	7715
Alicia Parlato	Kindergarten	7764
Jennifer King	1 st Grade	7778
Dan Kleikamp	2 nd Grade	7756
Lisa Bedard	3 rd Grade	7714
Marjorie Gregoire	4 th Grade	7740
Greg Ducheny	5 th Grade	7727
Danielle Sorenson	Resource Room	7743
Jeff Paupore	Health/PE	7789
Kyle Kovish	Potawatomi Language	7725

MIDDLE SCHOOL FACULTY

Michele Schaeffer	6 th Grade	7773
Krystle St. John	7 th Grade	7763
Donna Allsworth	8 th Grade	7712
Amy Petersen	Resource Room	7741

HIGH SCHOOL FACULTY

Heidi Richer	English	7776
Monica Petros	Science	7724
Brian Houle	Social Studies	7758
Jeff Paupore	Health/Phy. Ed.	2718
Bruce Reimer	Math	7769

	Industrial Arts	7765
Kyle Kovich	Potawatomi Language	7772
Lynn Moore	Art	7760

BUSINESS OFFICE

Renee Watchorn	Financial Director	2720
Robyn Rhodes	Financial Assistant/Payroll	2724

ADMINISTRATIVE SERVICES

Lacey Kinneart	Student Services/Attendance	906-466-2952(ext.7770)
Lynn Paquin	Secretary	2721

DEPARTMENT DIRECTORS

Jeff Murray	Transportation Director	2704
Dan Gravelle	Custodial Supervisor	2710
Randy Laskaska	Maintenance	2715
Tammy Murray	Food Service	7755 or 7761
Nick Burns	Aquaponics / Greenhouse Manager	

5. Visitors to the School

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their

location in a quiet manner. All visitors must return to the main office and notify staff before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in an appropriate manner will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

6. **Equal Opportunity/Nondiscrimination Statement**

The Nah Tah Wahsh P.S.A./Hannahville Indian School District Board of Education complies with the federal laws and regulations prohibiting discrimination and with all requirements and regulations of the United States Department of Education. It is the policy of Nah Tah Wahsh P.S.A./Hannahville Indian School District Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the United States Department of Education.

The following person has been designated to handle inquiries regarding the School District's non-discrimination policies:

William Boda, Director of Operations

Phone: (906)466-2952ext:2702

Address: N14911 Hannahville Road B-1 Rd., Wilson, MI 49896

The School District's complaint procedure may be obtained from William Boda.

For further information, you may also contact:

Office for Civil Rights

U.S. Department of Education

600 Superior Avenue East, Suite 750

Cleveland, OH 44114-2611

Telephone: 216-522-4970

FAX: 216-522-2573; TDD: 877-521-2172

E-mail: OCR.Cleveland@ed.gov

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law which governs the disclosure of a student's "educational records." Generally, FERPA protects the privacy of a student's education records by restricting their disclosure while ensuring access to those records by the student or the student's parent or parents.

FERPA vests school parents with certain rights with respect to the educational records of their child and it essentially transfers those rights to the child when he or she turns 18.

FERPA requires that all schools subject to its provisions effectively inform the parents of their students or the students themselves (if they are 18 years of age or older or are attending an institution of post-secondary education) of their rights under FERPA.

FERPA requires that schools which are subject to its provisions give the parents of their students the right to inspect and review the education records of their children and that they establish procedures for granting a parent, within a reasonable time of a request (no more than 45 days after a request has been made), access to the educational records of his or her child. FERPA applies to all natural parents of a child and the child's legal parent, parents, guardian or guardians unless a court order, state statute or legally binding document specifically provides otherwise.

FERPA requires that schools provide parents an opportunity to be heard and a hearing process for challenging the content of a student's education records in order to ensure that the records are not "inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, for seeking the "correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein" and for inserting into such records "a written explanation of the parents respecting the content of such records."

FERPA requires that schools give a student's parents advance notice of the release of "directory information" about the student and the opportunity for the parents to "inform" the school that any or all of said information "should not be released without the parent's prior consent."

FERPA requires that schools maintain a record, kept with the education records of each student, which will indicate all individuals, agencies, or organizations, which have requested or obtained access to a student's educational records (other than school officials and teachers determined by the school to have had a legitimate educational interest in obtaining such access)

FERPA requires that public schools get the written consent of a student's parents or of the student if he or she is 18 or is attending an institution of post-secondary education, before releasing the student's educational records. FERPA provides that for a consent or release to be valid, it must be in writing and must also specify the records to be released, the reasons for such release, to whom the records are to be released and that the parents were afforded the opportunity to opt for a copy of the records to be released.

FERPA also requires that whenever personal information or personally identifiable information is transferred to a third party, it must be done on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student.

What are Educational Records?

FERPA defines "educational records" as "those records, files, documents, and other materials which contain information directly related to a student and are maintained by an education agency or institution. School personnel responsible for transferring our students' records will contact the

appropriate administrator to gather and secure discipline records, with respect to suspensions and expulsions, before the student's CA 60 file is forwarded to the transferring school.

7. Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a disability. This rule prohibiting animals on school property may be temporarily waived by the building principal in the case of a unique educational opportunity for students, provided that: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

8. School Volunteers

All school volunteers must complete the Hannahville Indian Community Background check and be approved by the Director of Operations before assisting at the school. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

9. Emergency School Closings

In case of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced by 6:00 a.m. EST. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information. When school is cancelled for bad weather or an emergency, all early childhood programs (FACE, Early Head Start, Head Start, and Child Care) are also cancelled.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, please listen to the radio/TV for announcements concerning after-school functions.

10. Video and Audio Monitoring Systems

A video monitoring system may be used on school busses and a video monitoring system may be used in public areas of the school building. These systems have been put in place to protect students, staff, visitors, and school property. If a discipline problem is captured on videotape, that recording may be used as the basis for imposing student discipline. If criminal conduct is recorded, a copy of the tape may be provided to law enforcement personnel.

11. Accommodating Individuals with Disabilities

Persons with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Persons with disabilities having questions about accessibility or needing accommodations should contact the Special Education Coordinator or building principal(s). Notification of the need for accommodation should occur as far in advance as possible of the school-sponsored function, program, or meeting.

12. Student Fundraising

A class activity sheet must be filled out one week prior to a scheduled activity, signed by the class advisor (teacher), and given to the Director of Operations. At least one teacher, preferably the advisor, has to chaperone or supervise each activity or the activity will be cancelled. Organization sponsors assume the responsibility for supervising the project, accounting for funds, making reports, and any other details involved in the project. Fundraisers should conform to the Health and Wellness Policy.

13. Attendance

According to the School Attendance Ordinance attendance shall mean the enrollment and physical presence of the student in scheduled classes during hours and days determined by the School Board. A student is defined as a minor between the ages of 5 and 18 years of age. Those responsible to ensure a student's attendance are those who are legally or otherwise responsible, or have assumed the responsibility for the care of a student, whether temporary, semi-permanent, or permanent.

14. Attendance Incentive Program

School attendance is important for a student's well-being, socially, academically, and emotionally. We want to encourage good attendance so we are implementing an Attendance Incentive Program to support and praise regular school attendance. This program will also help support the School Attendance Ordinance found in the Hannahville Legal Code, which states that *all* students, age 5 – 18, must attend school consecutively and continuously.

Following each term (9 weeks) students will be rewarded according to their attendance in school. We are using nine week increments so that if a student has an illness that keeps them from school for multiple days they will qualify for a reward the next term. That being said, absent is absent, it does not matter if the absence is excused or not. We are encouraging attendance so the student will gain the knowledge they need to succeed.

Qualifications:

2 or less absences and 3 or less tardies per term = Incentive Reward

Perfect attendance (zero absences or tardies) = Elevated Incentive Reward

**Again, it does not matter if these are excused or not, missing any more than two days or being tardy more than three times disqualifies the student, but only for that term.

Added Incentive: At the end of the each semester (January and June) any student with perfect attendance, 2 or less absences and 3 or less tardies *for that semester* qualifies for The Exceptional Reward.

15. Student Absences

A record of absences, tardies and skipping school is maintained. The record becomes a permanent part of the student's CA-60 file. Any extended period or consistent absence pattern may affect a student's performance.

To stress the importance of regular attendance, Absentee Letters sent to parents/guardians will no longer distinguish between excused or unexcused absences but rather in the total number of absences. Our goal is to show that by regular attendance and classroom participation a student's education achievement will improve.

In the event of any absence, the parent/guardian is to call the school at 466-2952 Ext. 7770 before 8:00 a.m. stating the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of the absence, a teacher or school official may call the home to inquire about the absence. If a phone call has not been received, students are required to submit a signed note from the parent/guardian upon their first day back to school explaining the reason for the absence.

16. Tardy Policy

Tardy for the day: arriving anytime 9:30am or earlier

Half day absent: arriving anytime 9:31am - 12:30pm/ leaving 11:30 am for the rest of the day

Full Day absent: arriving any time after 12:31pm/leaving 11:29am or earlier for the rest of the day

For individual class periods, a student is tardy if they are late 10 minutes or less and absent *for that period* if they are 11 minutes or later to class.

Missing/skipping class during the day is a discipline issue and will be dealt with according to the discipline policy/rubric.

17. Truancy

A parent or other person in parental relation who fails to comply with the School Attendance Ordinance will be charged with Truancy, possible punishment under the School Attendance Ordinance includes a fine, court costs, a jail sentence, and any other orders the judge may consider reasonably

necessary to secure the student’s regular attendance at school. A first offense calls for a maximum fine of \$100, up to 15 days in jail or both. A second offense calls for a maximum fine of \$150.00 and up to 30 days in jail. The third and all subsequent offenses require a minimum fine of \$150 up to a maximum of \$200.00 and a minimum sentence of 15 days in jail up to 30 days. (see Appendix A)

2016 – 2017 Truancy Process

There have been changes to the truancy policy that is effective as of August 29, 2016.

Event(s)	Action
3 absences, Or 5 morning tardies	Step 1: 1 st Letter sent home
5 absences, Or 7 morning tardies	Step 2: 2 nd Letter sent home
7 absences, Or 9 morning tardies	Step 3: 3 rd Letter sent home informing of scheduled meeting with the parent(s), student, Administrative Staff, and Truancy Officer.
9 absences, Or 11 morning tardies	Step 4: Referral to Truancy Officer Truancy Officer schedules Diversion Meeting
11 absences, Or 13 morning tardies	Step 5: Truancy Officer files a petition with the Court

According to the handbook, there is no distinction between excused and unexcused absences. However, with a doctor’s note the absence may not be counted against them.

Please note that in Michigan, ten consecutive unexcused days results in a student being dropped from the enrollment roster.

***The BIE requires students 18 or older, missing 10 consecutive unexcused days be dropped from the roster.**

Skipping School- Students who must leave school for any reason must sign out in the School's main office **before they leave**. **ALSO**, students must have written or verbal (phone call) permission from a parent/guardian before leaving school.

18. Make-Up Work

If a student's absence is excused, he/she will be permitted to make up any missed work, including homework and tests. The student will be permitted the same number of days as he/she was absent to turn in the make-up work. The student is responsible for obtaining assignments from his/her teachers. Students who are unexcused from school will have the opportunity to make up any class work or tests for all unexcused days, but not for full credit. Late assignments and assignments from unexcused absences may be downgraded.

19. Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

20. Dual Enrollment

High school credit may be granted to students who successfully complete a course of instruction offered by an eligible postsecondary institution. The following requirements apply to such courses of instruction:

1. Application and admission to the postsecondary institution are the responsibility of the student.
2. To receive high school credit for the successful completion of postsecondary institution coursework, the student must obtain prior approval from the Director of Instructional Services and the School Counselor.
3. Credit earned under this policy section shall be based on a "pass" grade.
4. Computation of high school credit for post secondary institution coursework will be based on the following formula: 3 to 4 semester hours equals 1/2 high school credit.
5. Upon validation from the issuing postsecondary institution, the student's credit and grade will be recorded on the student's high school transcript. The grade earned by the student shall be included in the computation of the student's grade point average and class rank.

6. The student is responsible to have the postsecondary institution report the student's grade and credit to the high school principal in a timely fashion.
7. Tuition for the course(s) will be paid by the school district for eligible students only in accordance with the requirements of the Postsecondary Enrollment Options Act.

21. Credit for Alternative Courses and Programs

Correspondence Courses

A student enrolled in a correspondence course for credit recovery may receive high school credit for work completed, provided the course was approved in advance by the building principal and the student assumes responsibility for all fees. A maximum of 6 units of credit may be counted toward the requirements for a student's high school graduation.

Distance Learning Courses, Including Virtual or Online Courses

A student enrolled in a distance learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the superintendent or designee;
2. The course is not offered at the student's high school unless it is being taken for credit recovery.
3. The student may be required to assume responsibility for all fees (including tuition and textbooks); and
4. The building principal approves the course in advance.

Students may be limited as to the number of distance learning courses that apply toward high school credit. Grades earned in approved distance learning courses count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities.

Exchange Programs

An exchange student will be granted a diploma if he or she completes the criteria for graduation established by the State of Michigan and the School Board. The board may grant a certificate of attendance to exchange students.

District students will receive high school credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the building principal. International study course work not meeting district requirements may be placed in the student's permanent record and recorded as an international study experience.

Summer School and Independent Study

A student will receive high school credit for successful completion of a class deemed credit recovery.

Dual Enrollment Courses

A student who successfully completes a dual enrollment course may receive credit at both the college and high school level.

Foreign Language

A student who has demonstrated proficiency in a foreign or Native language outside of a public or private high school curriculum shall be granted credit. Proficiency may be demonstrated by a competency test or other criteria established by the board. The amount of credit will be based on foreign language proficiency achieved.

22. Homebound and Hospital Instruction

A student who is absent from school for an extended period of time, or has ongoing intermittent absences because of a medical condition, may be eligible for instruction in the student's home or hospital. For information on homebound or hospital instruction, contact: Holly Adcox, Director of Student Services.

23. Early Graduation

Students who will have successfully completed graduation requirements after seven (7) semesters may petition to graduate. Applications must be submitted to the principal prior to the beginning of the student's seventh semester unless the student is a new transfer during the seventh semester.

Early graduates must take full responsibility to make arrangements with the high school office for anything pertaining to the graduation ceremony (i.e., announcements, cap and gown rental, graduation practices). Graduation ceremony will be held in May for all graduating students.

Any student enrolled in an off-campus course to fulfill graduation requirements must show documentation of such course(s) by the last day of the seventh semester. Failure to produce this documentation will result in denial of the early completion petition.

The student and a parent will schedule a conference with the principal and the senior counselor before the beginning of the student's seventh semester. At the conference the student should be prepared to justify his/her request to graduate early which will be forwarded to the School Board for review and the final determination.

24. Graduation Requirements

To graduate from high school with a high school diploma, each student must:

- Complete all District graduation requirements.
- Successfully complete all of the following credit requirements of the Michigan Merit Standard, which includes:
 - At least 4 credits in English language arts that are aligned with state subject area content expectations.
 - At least 3 credits in science that are aligned with state subject area content expectations, including completion of at least biology and either chemistry or physics.
 - At least 4 credits in mathematics that are aligned with state subject area content expectations, including completion of at least algebra I, geometry, and

algebra II, or an integrated sequence of this course content that consists of 3 credits, and an additional mathematics credit, such as trigonometry, statistics, pre-calculus, calculus, applied math, accounting, business math, a retake of algebra II, a course in financial literacy

- A student may complete algebra II over 2 years with 2 credits awarded or over 1.5 years with 1.5 credits awarded for the purposes of this section.
 - A student also may partially or fully fulfill the algebra II requirement by completing a department-approved formal career and technical education program or curriculum that has appropriate embedded mathematics content, such as a program or curriculum in electronics, machining, construction, welding, engineering, or renewable energy.
 - Each student must successfully complete at least 1 mathematics course during his or her final year of high school enrollment.
- At least 3 credits in social science that are aligned with state subject area content expectations, including completion of at least 1 credit in United States history and geography, 1 credit in world history and geography, 1/2 credit in economics, and a 1/2 credit in civics.
- At least 1 credit in health and at least 1/2 credit in physical education.
- At least 1 credit in visual arts, performing arts, or applied arts aligned with state guidelines.
- At least 2 credits in a language other than English, based on state guidelines. HIS/NTW requires the 2 credits be Potawatomi.
- Successfully complete 3 1/2 Elective Credits.

25. Granting Credit for High School Work

1. The students' work and behavior must be of such quality to merit the awarding of passing grades. Students are responsible for ALL assigned work regardless of attendance
2. All students may be required to take final exams in each course.
3. An incomplete grade must be removed through proper work within two weeks of the date the incomplete was granted, unless otherwise arranged with administration.
4. Twenty-six (26) units of credits are required for students expected to graduate.
5. A credit of 1/8 is given upon completion of each MHSAA sanctioned sport season, i.e. volleyball, basketball, soccer. Successful completion of Segment 2 of Driver's Education along with Project Close-Up are 1/4 credit each.
6. The following units of credit are required:

English.....	4 credits
Social Studies.....	3 credits
Math.....	4 credits
Science.....	3 credits
Potawatomi Language..	2 credits
Phys.Ed.....	1 credit
Health.....	1 credit
Applied Arts.....	1 credit
Electives.....	7 credits

7. Credit is determined by 1 class hour per day per semester. One-quarter credits are awarded for transferring students.

8. Students enrolled in a mentorship for credit shall earn only one full credit maximum during their high school career (8 semesters).

9. An Incomplete (I) may be given in lieu of a grade when circumstances beyond a student’s control have prevented completing a significant portion of the work of a course within the allotted time. The student’s performance in the course must otherwise be satisfactory. An incomplete may be removed in a manner and within the time determined by the instructor concerned, but may not be continued beyond one year from the end of the term in which the I is awarded.

- A personal curriculum may be requested for the student that modifies certain of the Michigan Merit Standard requirements. If all of the requirements for a personal curriculum are met, then a high school diploma may be awarded to a student who successfully completes his/her personal curriculum even if it does not meet the requirements of the Michigan Merit Standard. All of the following apply to a personal curriculum:
 - The personal curriculum shall be developed by a group that includes at least the student, at least 1 of the student's parents/legal guardian, a teacher, and the student's high school counselor or another designee qualified to act in a counseling role and selected by the high school principal. In addition, for a student who receives special education services, a school psychologist should also be included in this group. The teacher included in the group developing the personal curriculum shall be a teacher who is currently teaching the student, who currently teaches in or whose expertise is in a subject area being modified by the personal curriculum, or who is determined by the principal to have qualifications otherwise relevant to the group.
 - The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan Merit Standard as is practicable for the student; shall establish measurable goals that the student must achieve while enrolled in high school and shall provide a method to evaluate whether the student achieved these goals; and shall be aligned with the student's educational development plan.

- Before it takes effect, the personal curriculum must be agreed to by the student's parent/legal guardian and by the superintendent or his/her designee.
- The student's parent/legal guardian shall be in communication with each of the student's teachers at least once each calendar quarter to monitor the student's progress toward the goals contained in the student's personal curriculum.
- Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.
- The English language arts credit requirements and the science credit requirements are not subject to modification as part of a personal curriculum under this subsection.
- The mathematics credit requirements may be modified as part of a personal curriculum only after the student has completed, without necessarily having attained a passing grade in, at least 1-1/2 credits of the mathematics credits required and only if the student successfully completes at least 3-1/2 total credits of the mathematics credits before completing high school. The requirement that a student must successfully complete at least 1 mathematics course during his/her final year of high school enrollment is not subject to modification as part of a personal curriculum. The algebra II credit requirement may be modified as part of a personal curriculum only if the student meets 1 or more of the following:
 - Has successfully completed the same content as 1 semester of algebra II.
 - Elects to complete the same content as algebra II over 2 years, with a credit awarded for each of those 2 years, and successfully completes that content.
 - Enrolls in a formal career and technical education program or curriculum and in that program or curriculum successfully completes the same content as 1 semester of algebra II.
- The social science credit requirements may be modified as part of a personal curriculum only if all of the following are met:
 - The student has successfully completed 2 credits of the social science credits, including the civics course.
 - The modification requires the student to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English.
- The health and physical education credit requirement may be modified as part of a personal curriculum only if the modification requires the student to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English.
- The visual arts, performing arts, or applied arts credit requirement may be modified as part of a personal curriculum only if the modification requires the student to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English.

- If the parent/legal guardian requests as part of the student's personal curriculum a modification of the Michigan Merit Standard requirements that would not otherwise be allowed under this section and demonstrates that the modification is necessary because the student is a child with a disability, the school district may allow that additional modification to the extent necessary because of the student's disability if the group determines that the modification is consistent with both the student's educational development plan and the student's individualized education program.

26. Grading System

1. Students in grades 4- 12 receive the standard system of A, B, C, D and F letter grades. Report cards will be completed at the conclusion of each 9 week quarter, (4 times per year).
2. Plus and minus signs are used to allow for greater discrimination.
3. Semester grades will be final and will be recorded on the permanent records. Each marking period will be 1/4 credit unless otherwise noted. Each semester is worth ½ credit unless otherwise noted.
4. Letter grades will be assigned for the purpose of grading term and semester grades, but will converted to a 4.0 scale to determine class rank and grade point average, using the scale as follows:

A = 93 to 100%	C = 73 to 76%
A- = 90 to 92%	C- = 70 to 72%
B+ = 87 to 89%	D+ = 67 to 69%
B = 83 to 86%	D = 63 to 66%
B- = 80 to 82%	D- = 60 to 62%
C+ = 77 to 79%	F = 00 to 59%

5. Although students may earn credit for graduation in the following subject areas; teacher mentorships, Work-based Education, Compass Learning, Education Options and other nonacademic subjects, grades earned will not be averaged into career grade point averages.

27. Honor Roll

The Honor Roll will be determined after each 9 week quarter for grades 4-12 and is based on a student earning A's and B's in all classes, including enrichment, Culture and Language. Students must be enrolled in at least four (4) academic subjects in order to be considered for an honor roll.

28. Class Ranking

The rank in class for graduation seniors will be computed on the completion of seven semesters of high school work. Students considered for class ranking, must have received a minimum of two (2)

semesters of credit in attendance at Nah Tah Wahsh P.S.A./Hannahville Indian School excluding the final semester of their senior year. Credits earned for work-based education programs, Teaching mentorships, Educational Ops. and PASS are not calculated into class rankings.

29. Promotion and Retention of Students

Student progress is measured developmentally and academically. Children mature physically, socially, and academically at different rates. Due to this difference, a teacher may recommend retention of a student. When retention is recommended by the teacher, (or teachers) and principal to be in the best interest of the child, a conference will be held with the parent and student (if appropriate) to explain the recommendation and to develop an agreeable understanding of what best meets the student's educational needs. The final decision rests with the Director of Student Services.

Enrolled students in grades 9-12 will have their grade level formally determined by total credits earned:

Freshman	0.0 – 6.25 credits earned
Sophomore	6.5 – 12.75 credits earned
Junior	13.0 – 19.25 credits earned
Senior	19.5 - 22.00 credits earned

30. Testing Out

High school credit shall be granted in any course to a student enrolled in high school but not enrolled in the course who exhibits a reasonable level of mastery of the course's subject matter as outlined below:

1. The student will be granted high school credit by passing the final examination in the course.
 - a. A final examination is a comprehensive examination, which addresses all components of the course curriculum.
 - b. A non-comprehensive examination that is offered during the time set aside for final examinations is not considered a "final examination" for purposes of obtaining credit through the testing process.
 - c. No final examination will be created solely for the purpose of providing a student with an opportunity to test out of the course.
 - d. A student is eligible to take the final examination in the course at the same time that it is offered to the students currently enrolled in the course.
2. If there is no final examination in the course, the student will be granted high school credit by exhibiting that mastery through the basic assessment used in the course, which may consist of a portfolio, performance, paper, project, or presentation.

a. The course teacher and building principal will determine the assessment criteria to determine if the student has exhibited a reasonable level of mastery of the course's subject matter.

b. A student is eligible to demonstrate mastery of the course's subject matter at the same time that students currently enrolled in the course are required to demonstrate their mastery of the course's subject matter.

3. Credit earned under this policy section shall be based on a "pass" grade and shall not be included in the computation of the student's grade point average for any purpose.

4. Credit earned under this policy section shall apply equally to all students and may be counted toward graduation.

5. Credit earned under this policy section shall be counted toward fulfillment of a requirement for a subject area course.

6. Credit earned under this policy shall be counted toward fulfillment of a requirement as to course sequence.

31. Student Fees, Charges, and Fines

The school may establish fees and charges to cover the costs for certain extracurricular and non credit activities. Materials for clubs, independent study, or special projects, as well as transportation costs and admission/participation fees for school sponsored trips and activities may be included. Fees will not be charged for any mandatory school activity or required curriculum activity. Extra-curricular activities for which fees are charged may not be used in determining credit or grades in any course. A fee shall not exceed the combined cost of the service(s) provided and/or materials used.

When school property, equipment, or supplies are damaged, lost, or taken by a student, whether in a regular course or extra-curricular offering, a fine may be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred. The late return of borrowed books or materials from the school library will be subject to appropriate fines. Failure to pay fines may result in the loss of privileges.

32. School Breakfast and Lunch Programs

Breakfast is served from 7:50 A.M. to 8:08 A.M. when the first bell rings. Students arriving late to school will not be served breakfast. **In the case of late busses, students will still be served.**

Breakfast and lunch are served every school day. Free or reduced price meal forms, which are included in the registration packet, **must** be completed for each family.

33. Bus Transportation

Parent/guardians must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a

bus other than the bus to which they are assigned without being approved in advance by the building principal.

Bussing: Please understand that our buses are an extension of our classrooms and campus. Transportation personnel are members of our school community who have jobs with very important responsibilities. They have met specific and appropriate certification requirements, as well as being hired by the community's elected school board. Please remind your students that "school is **not** over" when they enter a bus. Student's lives are in the driver's hands. **All school rules apply on busses also.** While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal or discipline coordinator.

Parents will be informed of any and all inappropriate student behavior on a bus. Parents are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

In the interest of the student's safety, students are expected to observe the following rules:

- Choose a seat and sit in it immediately upon entering the bus. Do not stand in the entrance or in the aisle.
- Do not move from one seat to another while on the bus.
- Keep all parts of the body and all objects inside the bus.
- Loud conversation, singing, boisterous conduct, unnecessary noise, or profanity is not allowed.
- Enter and exit the bus only when the bus is fully stopped.
- All school rules apply while on the bus, at a bus stop, or waiting for the bus.
- Use emergency door only in an emergency.
- In the event of emergency, stay on the bus and await instructions from the bus driver.
- Good behavior and behavior that will not distract the bus driver from operating the bus safely is required. Crowding, pushing, scuffling, and other needless commotion are grounds for disciplinary action.
- Do not open windows.
- Keep the bus neat and clean.
- Athletic footwear equipped with cleats or spikes are not allowed on the bus.
- Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
- Be waiting at your bus stop on time.
- Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.
- Keep book bags, books, packages, coats, and other objects out of the aisles. Keep all body parts clear of the aisles when seated.
- Eating is not permitted on the bus.

- Parents will be liable for any defacing or damage students do to the bus.

Students may be suspended from riding the school bus for engaging in misconduct. Video cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact the Transportation Director, Jeff Murray at 723-2704 or the Director of Operations, William Boda at 723-2702.

34. Parking

Students may park their vehicles in the school lot. Vehicles must be parked between the painted lines, and must be driven under the speed limit of 10 miles per hour while in the lot. Vehicles should be driven safely and must yield to pedestrians. Vehicles parked outside painted lines or designated parking spots may be ticketed or towed at the discretion of the school, at the vehicle owner's expense. Students caught driving recklessly in the parking lot may be subject to disciplinary action.

The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. **STUDENTS PARK THEIR VEHICLES ON OR NEAR SCHOOL PROPERTY AT THEIR OWN RISK.** Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

Students have no reasonable expectation of privacy in vehicles parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to view by others. Based on the reasonable suspicion standard, vehicles parked on school grounds may be subject to search. Prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school, as well as referral to law enforcement.

Vehicles **MAY NOT** be parked or located in the bus lanes or fire lanes at **ANY TIME**. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Video cameras may be active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

35. Immunizations

All students must be properly immunized at the time of registration or not later than the first day of school pursuant to Michigan Health Department regulations. A required vaccine may be waived or delayed in the following circumstances:

- A valid medical contraindication exists to receiving the vaccine. The child’s physician must provide written certification of the contraindication.
- The student's parent/guardian holds religious or philosophical beliefs against receiving a vaccination. The parent/guardian must submit provide a written statement before a waiver is granted.
- The child has received at least one (1) dose of each immunizing agent and the next dose(s) are not due yet.

36. Student Medication

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student’s health and well-being. When a student’s licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a “Medication Prescriber/Parent Authorization Form”.

No school or district employee is allowed to administer to any student, or supervise a student’s self-administration of non-prescription medication until a completed and signed “School Medication Authorization Form for over the counter medication” is submitted by the student’s parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for immediate use at the student’s discretion, provided the student’s parent/guardian has completed and signed a “Medication Prescriber/Parent Authorization Form for Self-Administration/Self Possession”.

37. Guidance & Counseling

The school provides a guidance and counseling program for students. Licensed counselors may be available by referral to those students who require additional assistance.

The guidance program is available to assist students in identifying career options consistent with their abilities, interests, and personal values. Students are encouraged to seek the help of the counselor to develop class schedules that meet the student’s career objectives. High school juniors and seniors have the opportunity to receive college and career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

MISSION STATEMENT – GUIDANCE PROGRAM

The mission of Nah Tah Wahsh Public School Academy/Hannahville Indian School Guidance and Counseling Program is to encourage the development of all students through a comprehensive

approach that includes academic, career, and personal/social awareness through collaboration with students, school staff, parents and community. To assist students in becoming productive, responsible citizens, students will acquire skills in the following areas: career planning and exploration, education/career-technical development, and knowledge of self and others.

38. Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. Each school shall conduct at least six (6) fire drills, two (2) tornado drills, and two (2) lock-down drills each school year. At least four (4) of the fire drills shall occur in the fall. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

39. Communicable Diseases

The school will observe recommendations of the Michigan Department of Community/Public Health regarding communicable diseases.

- The student's parent/guardian is required to notify the school office if they suspect their child has a communicable disease.
- In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent/guardian.
- The school will provide written instructions to the parent/guardian regarding appropriate treatment for the communicable disease.
- A student excluded because of a communicable disease will be permitted to return to school only when the parent/guardian provides the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

40. Head Lice

The school will observe the following protocols regarding head lice.

- The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.
- If live lice or nits are found within ¼ inch of the scalp, the student will be sent home following notification to the parent/guardian.
- The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation.
- A student excluded because of head lice will be permitted to return to school the following day only when the parent/guardian brings the student to school to be checked by the school nurse or other designated trained staff and the child is determined to be free of the head lice

and eggs (nits) within ¼ inch of the scalp. Infested children are prohibited from riding the bus to school to be checked for head lice.

41. Emergency Medical Authorization

The student's parent/guardian should complete the school district's emergency medical treatment authorization form to indicate their preference of hospital, doctor, and dentist for emergency treatment. Of course, in an emergency situation the child should be transported to the nearest medical facility able to render appropriate care, regardless of parental preference. Typically, this decision is made by an EMT (emergency medical technician) or other first responder.

42. General Building Conduct

Students shall not arrive at school before 7:50 a.m. Classes begin at 8:15 a.m. and students are dismissed at 3:15 p.m. each day. The following expectations apply to all: Be responsible. Be respectful. Be safe. Be honest.

43. School Dress Code/Student Appearance

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or depict alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day without prior approval.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with excessive holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Students whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject discipline.

44. Student Discipline

See Code of Conduct Handbook

45. Lunch and Cafeteria Rules – 5-12 grades

Lunch Rules

Students may not leave campus during lunch, except with permission granted by administration or authorized staff. During lunch, students must proceed directly to the cafeteria or designated lunch area, and, after getting their lunch, shall immediately sit in a chair at a table. Students shall clean the area in which they are seated, dispose of any trash in the appropriate receptacle, and exit the cafeteria to their assigned location. Students shall follow all cafeteria rules during lunch.

Cafeteria Rules

- Loud talking, yelling, screaming, and other disruptions are prohibited.
- Students shall not throw food, drinks.
- Vending machines are provided for student convenience. Students shall not misuse, abuse, attempt to dismantle or cheat the machine.
- Students shall not cut in line, or otherwise cheat or intimidate their way into line for food service.
- Students shall not leave the cafeteria until directed by staff.
- Students shall follow the instructions of the cafeteria aides and other staff and show proper respect toward all cafeteria personnel.
- Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
- Students shall report spills and broken containers to cafeteria staff immediately.

Misbehavior will result in disciplinary action according to the school's disciplinary procedures.

46. Lunch and Cafeteria Rules K-4

- Students shall walk to lunch and shall be orderly and quiet during lunch.
- No food shall leave the cafeteria.
- Loud talking, yelling, screaming, and other disruptions are prohibited.
- Students shall not throw food, milk cartons or other items.
- Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
- Students shall remain seated while in the cafeteria except to return to the lunch line or throw items away.
- Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
- Students shall report spills and broken containers to cafeteria staff immediately.
- Students shall be dismissed from the cafeteria by the lunch room supervisor.

Misbehavior will result in disciplinary action according to the school's disciplinary procedures.

47. Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline.

All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

48. Sexual Harassment

Sexual harassment has no place in the school setting and will not be tolerated. Sexual harassment consists of unwelcome sexual conduct, either verbal or physical, which unreasonably interferes with a student's educational right, privilege, advantage or opportunity or which creates an intimidating, hostile or offensive educational environment. The Board of Education's policy prohibiting sexual harassment and related grievance procedures may be obtained from the building principal. Reports of sexual harassment should be made to the school's building principal or to the school liaison officer.

49. Hazing

Hazing activities of any type are inconsistent with the educational process, a violation of Michigan criminal law, and are prohibited at all times. Hazing means an intentional, knowing, or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the physical health or safety of the individual, and that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition.

50. Internet Acceptable Use

All use of the school district's electronic network must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some

specific examples are provided. **The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Unacceptable Use - The user is responsible for his/her actions and activities involving the network. Some examples of unacceptable uses are:

- Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- Unauthorized downloading of software;
- Downloading copyrighted material for other than personal use;
- Using the network for private financial or commercial gain;
- Wastefully using resources, such as file space;
- Hacking or gaining unauthorized access to files, resources, or entities;
- Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- Using another user's account or password;
- Posting material authored or created by another without his/her consent;
- Posting anonymous messages;
- Using the network for commercial or private advertising;
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- Using the network while access privileges are suspended or revoked.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not become abusive in messages to others.
- Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in any way that would disrupt its use by other users.
- Consider all communications and information accessible via the network to be private property.

No Warranties - The school district makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school district is not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information

obtained via the Internet is at the user's own risk. The school district specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - The user agrees to indemnify the school district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school district relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Any user identified as a security risk may be denied access to the network.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Copyright Web Publishing Rules - Copyright law prohibits the republishing of text or graphics found on the Web without express written permission.

- For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
- Students engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
- The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.
- The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Electronic Mail – The E-mail system is owned and controlled by the school district. E-mail is provided to aid students in fulfilling their duties and responsibilities, and as an education tool.

- The school district reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- Each person should use the same degree of care in drafting an e-mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- Electronic messages transmitted via the school district's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain

name and identifies the author as being with the school district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the school and district. Users will be held personally responsible for the content of any and all e-mail messages transmitted to external recipients.

- Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- Use of the District's e-mail system constitutes consent to these regulations.

Non-School-Sponsored Publications/Websites

Students are prohibited from accessing and/or distributing at school any pictures, written material, or electronic material, including material from the Internet or from a blog, that:

- Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
- Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
- Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language; or
- Is primarily intended for the immediate solicitation of funds.

The distribution of non-school-sponsored written material must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school district.

51. Search and Seizure

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment, Personal Effects of Students

School authorities may inspect and search school property and equipment owned or controlled by the school (i.e., lockers, desks), as well as personal effects left in those locations by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially-trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (e.g., purses, wallets, knapsacks, book bags, lunch boxes, cell phones) when there is a reasonable suspicion that the search will produce evidence that the particular student has violated or is violating either the law or the school district's rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

52. Athletics & Extracurricular Activities [6-12]

See Athletic Policy Handbook

53. Attendance at School Dances

Attendance at school-sponsored dances is a privilege.

Only students who attend the school may attend school-sponsored dances, unless the principal or designee approves a student's guest in advance of the event. All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances. In particular, students shall not:

- Use, possess, distribute, purchase, or sell tobacco materials, alcoholic beverages, or any illegal substance or paraphernalia;
- Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a "look-alike" weapon;
- Vandalize or steal;
- Haze other students;
- Behave in a manner that is detrimental to the good of the school; or
- Be insubordinate or disrespectful toward teachers and chaperones.

Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

54. Education of Students with Disabilities

It is the intent of the school district to ensure that students who are disabled within the definition of the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973 ("Section 504") are identified, evaluated, and provided with appropriate educational services.

The school district provides a free appropriate public education in the least restrictive environment and necessary related services to all students with disabilities enrolled in the school.

For the provision of special education programs and services under the IDEA, the term "student with a disability" means a person between ages 3 and 26 for whom it is determined that special education services are needed. A student who reaches age 26 after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.

For the purposes of complying with Section 504, a "student with a disability" is a person who:

- (1) Has a physical or mental impairment which substantially limits one or more of such person's major life activities;
- (2) Has a record of such an impairment; or
- (3) Is regarded as having such an impairment.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

55. Discipline of Students with Disabilities

The school will comply with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 when disciplining students. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No special education of Section 504 student will be expelled if the student's misconduct is a manifestation of his/her disability as determined through a manifestation hearing. Any student with a disability whose misconduct is not a manifestation of his/her disability may be suspended or expelled pursuant to school disciplinary procedures.

56. Student Privacy Protections

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a school official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

APPENDIX A

Title III
Hannahville Legal Code
Hannahville Indian Community
School Attendance Ordinance

Preamble, Intent and Purpose. The Hannahville Indian Community Tribal Council, in order to promote the general welfare of the Hannahville Indian Community (the tribe) and its members; to ensure that its youth will gain the skills and knowledge required to assure their ability to participate in their community as coordinators, leaders, workers, and individuals; to guarantee to its youth a place in an increasingly complex world in which they will represent and be representative of the Tribe; to assist in developing fully within those virtues, which are encompassed in our spirituality and are taught in our-homes and by our elders: wisdom, love, honesty, truth, humility, bravery and respect; and finding that regular school attendance does assist in promoting these ends, the Council does hereby enact, for immediate effect, the following School Attendance Ordinance.

Short Title. This ordinance may be cited as the Hannahville School Attendance Ordinance or the Hannahville Truancy Ordinance.

Section 1. Jurisdiction. Consistent with applicable federal law, all persons residing upon tribal and trust lands shall be subject to the requirements of this ordinance.

Section 2. Definitions

- A. Absences, excused and unexcused, and tardies shall be determined by the school board.
- B. School. The word "school" shall include Nah Tah Wahsh (the Hannahville School), any school licensed and accredited by the state of

Michigan, any private school with an organized, structured and recognized curricula which is capable of conferring a diploma recognized by the state or the Hannahville School Board and Tribal Council and shall include adult education, alternative education, and vocational curricula.

- C. School Attendance. School Attendance shall mean the enrollment and physical presence of the student in scheduled classes during hours and days as determined by the school board or curriculum which is appropriate for the student. School Attendance shall include all special school activities which the student is required to attend by appropriate designated school or Council authority. Habitual tardiness may be considered failure to attend.
- D. Student. A "student" shall mean a minor between the ages of 5 and 18 years of age.

E. School Year. The school year shall be determined by the school board.

F. School Hours. School hours shall be determined by the school board.

G. Person(s). The word person(s) shall include all persons whether individuals or legal entities who are legally or otherwise responsible or have assumed the responsibility for the care of a student, whether temporarily or on a semi-permanent or permanent basis. The term would thus include parents, guardians, relatives, babysitters, or anyone in whose home a minor required to attend school is found. Students also come within the definition.

Section 3. Requirement to Attend School; Students. A student shall be required to enroll in and attend school consecutively and continuously during the school year fixed by the school unless the student's failure to attend is validly excused as previously determined by the school board. A student who attains the age of 18 years during the school year shall be required to complete that school year as well as any special or remedial programs required by the school in order for the student to receive credit for that school year, except that, the student may, with parental consent terminate his education upon attaining the age of 16 years. Each and every unexcused failure to attend school may be considered a separate violation. Students over the age of 16 years who attain the age of 17 years before disposition of a complaint or citation brought under this subsection may be punished by jail in addition to the penalties below prescribed, but only if they would be subject to removal from their home by such conviction or convictions. (A) Penalties. Any student who violates this section shall, upon conviction, be punished as follows:

- (1) If a first offense, by a fine of at least \$10.00 but not more than \$20.00 and by the exercise of the full powers of the court over the family and/or other caregivers of the child. The court shall, in the exercise of its powers consider the attitude and age of the child and any other juvenile convictions and shall consider, take notice of and apply its powers to ensure that the student shall not be further Truant. The child shall not be removed from his home for a first offense on the basis of a first truancy conviction alone unless the court shall otherwise find the home to constitute a risk of substantial harm to the student.
- (2) If a second offense, by a fine of at least \$20.00 but not more than \$40.00 together with costs, and by the exercise of the full powers of the court over the family and/or other caregivers of the child taking into account the considerations of subsection (1) above. The child shall not be removed from his home for a second offense on the basis of a second truancy conviction alone, unless the court shall otherwise find the home to constitute a risk of substantial harm to the student.
- (3) If a third or subsequent offense, by a fine of at least \$40.00 but not more than \$80.00 together with costs and, without limitation, by any of the following actions or any combination of them:
 - (a) Restricting the student's associations.
 - (b) Restricting the driving privileges of a student, licensed or not.
 - (c) Community service.
 - (d) School or in-house detention.
 - (e) Curfew restrictions.
 - (f) Tether.
 - (g) Removal from home.
 - (h) Incarceration of not less than 5 days nor more than 30 days, but removal from the home and placement in a appropriate juvenile facility shall not be held to constitute incarceration. (i) Prohibited from attending academic and athletic special school activities. They may not be excluded from cultural activities. (j) Prohibited from participation in the youth summer work programs. (k) Other recommendations as supplied by the parent(s) and or Child Welfare Committee.

The foregoing list is not meant to be exclusive and the court shall, in the exercise of its powers take into account all factors as detailed in subsection (1) and shall apply its powers to ensure that the student shall not be further truant.

(4) Fines: Failure of Students to Pay; Persons Responsible.

In the event that a student has failed to pay in full the amount of any fines and costs assessed against him by reason of his failure to attend school within 6 months of the time when such fines were assessed, all persons who were legally or otherwise responsible for his care and control at the time of said violation may be held responsible for the payment of said fines and shall be ordered to pay any amounts remaining.

(5) Additional Orders: Persons Responsible for Student Care

In addition to the foregoing, the court shall order all persons who are responsible or who shall assume responsibility for the care and control of students to report to an appropriate designated authority any attempted unauthorized or unexcused absences on the part of the student.

Section 4. Requirement to Send Student to School: Parents, Caregivers, Persons

Responsible. All persons who are legally or otherwise responsible for the care and control or who have assumed the responsibility for the care and control of a student shall enroll said student in school and shall maintain and secure the attendance in school of said student continuously and consecutively during the school year fixed by the school unless the student's failure to attend is validly excused as previously determined by the school board or the student has attained the age of 16 years and is excused from further attendance at school. Each and every failure to enroll, maintain, or secure the attendance of a student in school may be considered a separate violation. Second and subsequent violations of this section shall constitute educational neglect.

A. Penalties. Any person who violates this section shall, upon conviction, be punished as follows:

- (1) If a first offense, by a fine of at least \$50.00 but not more than \$100.00, together with costs, or by not more than 15 days in jail or by both such fines and period of incarceration. In addition, the court may enter any and all orders as are reasonably necessary to secure the student's regular attendance at school.
- (2) If a second offense, by a fine of at least \$100.00 but not more than \$150.00, together with costs, or by not more than 30 days in jail or by both such fines and period of incarceration. In addition, the court may enter any and all orders as are reasonably necessary to secure the student's regular attendance at

- school, including removal of the student from the offender's care and control.
- (3) If a third or subsequent offense, by a fine of at least \$150.00 but not more than \$200.00. together with costs, and by not less than 15 days in jail nor more than 30 days in jail or by both such fines and period of incarceration. In addition, the court may enter any and all orders as are necessary to secure the student's regular attendance at school, including removal of the student from the offender's care and control.

Section 5. Presumptions: Exceptions. A rebuttable presumption shall exist that a student's absence from school is due to:

- (1) The person or persons responsible, or who have assumed responsibility for the student's care and control if the student is 14 years of age or less.
- (2) The student, if the student is more than 14 years of age and required to attend school.

Nothing in this section shall prevent both the student and his caregiver from being cited with a violation of this ordinance where it shall appear that both the student and his caregiver participated in the student's failure to attend school without valid excuse.

Section 6. Inferences; Probable Cause. When a person responsible for a student's care and control, as previously defined in this ordinance, is shown to have failed to:

- (1) Notify the appropriate authorities as defined by the school handbook, the court, or other lawful authority, of the student's failure to attend school or proposed refusal to attend school, it shall be inferred that the person so responsible for the student's care and control was a participant in the student's failure to attend school.
- (2) As determined by the school board provide the school with a written or other notification of the reason why the student's nonattendance should be considered an excused absence, it shall be inferred that the person so responsible was a participant in the student's failure to attend school.
- (3) Regularly secure the services of a babysitter or other caregiver in the primary caregiver's absence in order to ensure that the student will not fail in his attendance, will raise an inference that the primary caregiver also participated in the student's failure to attend school.

The primary caregiver may also have the inferences raised by subsections (1-3) of this section applied to him by his repeated failures to secure reliable child care which result in the student's failure to attend school.

Charges and penalties which progress from these inferences are those arising under section 4 of this ordinance.

Section 7. Arraignment; Contempt of Court: Interim Orders. The court shall enter, upon arraignment of a student or other person(s) charged with a violation or violations of this ordinance, or upon failure of a person or persons so charged to appear, proper notice having been given, interim orders designed to secure the attendance of the student at school pending hearing on the underlying charge(s). One of these orders shall be that there shall be no further violation of this ordinance and upon receipt of this notice that a further unexcused absence shall have occurred a bench warrant shall be issued and the offender shall be taken into custody and shall be brought forthwith before the judge or the magistrate and made to answer and such further restraint or other orders shall be entered as are necessary to secure the student's regular attendance in school. Reliable hearsay evidence shall be acceptable in determining whether a violation of the court's interim orders shall have occurred.

Section 8. Notices. Person's responsible for students who are issued citations for violations of this ordinance shall also be notified to appear in court with the student. Said person's failure to appear in court shall be cited as: contributing to the delinquency of a minor, failure to obey a lawful court order, child neglect or as otherwise provided by law.

Section 9. Duties of School Personnel, Board.

- (A) The School shall determine school attendance on a daily basis and shall report to appropriate law enforcement officers or agencies any unexcused failures of a student to attend. A permanent record shall be kept of each student's attendance including the originals of any excuses given for a student's absences.
- (B) Notice to Attendance person. If there is an attendance person employed by the tribe the school shall meet with the attendance person on at least a weekly basis to assist in determining whether a student's unexcused absences are due to a student's willful failure to attend or to a responsible person's failure to send the student to school, or both.
- (C) If there is no such attendance person employed by the tribe, the school shall notify the child's parent or caregiver and law enforcement on a weekly basis as to any unexcused absences which the student may have.

Section 10. Powers of Law Enforcement Officers; School Attendance Person; Probation Officer. If, during school hours, a law enforcement officer, school

attendance person or probation officer has probable cause to believe that a student is in violation of this ordinance, he is authorized to stop, detain, question, and otherwise investigate said student's behavior in order to determine the compliance or noncompliance of the student in regard to this ordinance. If the person determines that the student is in violation of this

ordinance, the person shall transport the student to the school and/or deliver the student to the appropriate authorities. The person may, in addition, cite the student with an appropriate violation of this ordinance or as otherwise provided by law.

Section 11. Diversion. When a petition alleging the failure of a student to attend school or the failure of a responsible person to send a student to school has been filed, and when it shall further appear that the student has been habitually truant or that the responsible person has been a habitual offender, the Court on its own motion or upon the motion of any interested person/party may issue a stay on the court proceedings pending satisfactory resolution and may refer the matter to the Tribal Council for consultation and resolution.

The Court shall ensure, however, that tracking of the case shall be maintained so that the Court is informed of the course of the diversionary process and its satisfactory conclusion.

Section 12. Excused Nonattendance. A student is not required to attend school if any of the following apply:

- (1) The student has completed a G.E.D or has received a high school diploma.
- (2) The student has a valid medical reason for his nonattendance.
- (3) The student has been suspended and the student is absent during the period of suspension.
- (4) The student is absent for other reasons defined in advance as excused absences by the school board or the Council. Examples of such excused absences include but are not limited to the following:
 - (a) death in the immediate family or death of a community member.
 - (b) The student's health related appointments, provided however, that the nonattendance shall not include time other than that reasonably necessary to attend the appointment(s).
 - (c) Reasonable times for family illness to be decided upon on a case by case basis by the school board in consultation -with the responsible person.

Section 13. Habitual Offenders. Any student or responsible person who shall have been convicted of at least 3_ violations of this ordinance shall be considered a habitual offender.

Enacted on 17 February 1995 for immediate effect by the Hannahville Indian Community Tribal Council. This ordinance expressly supersedes and repeals all former laws including those contained in the Child Protection Code and section 1.2024 of the Criminal Law and Procedure.

Quorum: 7 for 0 against 0 abstaining

APPENDIX B

Nah Tah Wahsh PSA/Hannahville Indian School
Parent Involvement Plan
2015-16

Nah Tah Wahsh/Hannahville Indian School is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success every step along the way.

Nah Tah Wahsh/Hannahville Indian School recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. *Nah Tah Wahsh/Hannahville Indian School* intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students in the district to succeed.

PART I. SCHOOL PARENT INVOLVEMENT PLAN REQUIRED COMPONENTS

A. *The Nah Tah Wahsh/Hannahville Indian School* will jointly develop/revise with parents the school parent involvement plan and distribute it to parents of participating children and make available the parent involvement plan to the local community [1118 (b)].

The parent involvement plan is reviewed annually at the PTSA/Title 1 parent meeting, with input received from parents and staff. Revisions are made and distributed to all parents in the fall when school starts.

B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; [1118(c) (1)]

An annual Title 1 Parent Meeting/Open House is held in September, with all parents being invited since Nah Tah Wahsh is a Schoolwide Title 1 School. At the annual meeting, information is available on the requirements of Title 1 and the opportunities for parents to be involved. School-parent compacts are discussed and collected from any who have not returned them to school previously. (The compacts are also discussed at student-led conferences.) The information is also repeated at the first Parent-Teacher-Student-Association (PTSA) meeting.

C. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; [1118 (c) (2)]

PTSA/Title 1 meetings are offered in the early evening, 5:00, with dinner and child care provided. Meetings are held during the youth services weekly “Recreation Night” so older siblings have activities available. Student led conferences are held during the school day so children are in school and do not require child care. Parents not able to attend are contacted either by phone or a note home, with options to make up the conference.

D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under section 1112, schoolwide under section 1114 and the process of the school review and improvement under section 1116. [1118 (c) (3)]

Planning, review, and revision of the School Improvement Plan is done through our School Improvement Team process. Parents are invited to be part of this process. Parents are also involved through the PTSA/Title 1 monthly meetings.

E. Provide parents of participating children –

a. timely information about programs under this part; [1118 (c) (4) (A)]

Information is given initially at the Annual Meeting/Open House. Information is also sent to parents through monthly newsletters, letters sent home in the mail, letters sent home with students, information posted on the school website.

b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; [1118 (c) (4) (B)] and

Information about the school, curriculum, and assessment and proficiency expectations is provided at the Annual Meeting/Open House, at student-led conferences, (held three times a year) and in communications sent home.

c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible. [1118 (c) (4) (C)]

Opportunities for regular meetings to formulate suggestions and participate in decisions happen monthly at the PTSA/Title 1 meetings. Invitations and reminders are sent home, with the agenda showing Title 1 updates.

F. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. [1118 (c) (5)]

Parents can make recommendations to the Superintendent when review of the program occurs.

PART II **REQUIRED** SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent involvement plan, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. [1118 (d) (1)]

The school-parent compact was initially developed through series of School Improvement meetings with parents, staff, and administration. The original compact contained sections for parents, students, teachers, and administrators to sign. The compact is reviewed annually at the PTSA/Title I spring meeting. In May of 2013, the compact was reduced in size by taking out the administration portion to reduce the amount of reading and make the compact more user-friendly. In both 2014 and 2015, changes were requested during the PTSA reviews and are reflected in the current compact.

Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement; [1118 (d) (2) (A)]

Parent-teacher conferences at Nah Tah Wahsh/Hannahville Indian School include students and are held every fall, winter, and spring. Compacts are kept in all students' portfolios (K-12) and are discussed during the conference as the compact relates to individual student's achievement.

Provide frequent reports to parents on their children's progress; [1118 (d) (2) (B)]and

Progress reports are sent home in the middle of each marking period to parents of students in grades 4- 12, the grades in which letter grades are received. All parents receive instructions on how to access PowerSchool to see their child's grades on a daily basis. DIBELS Next and MAP progress monitoring reports are provided as appropriate also.

Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities. [1118 (d) (2) (C)]

Parents are welcome into the school, but need to register in the front office. Information is given at the Annual Meeting/Open House on opportunities to volunteer and on how to participate and/or observe classroom activities. Individual teachers also send grade-specific information home regarding volunteer opportunities.

BUILDING CAPACITY **REQUIREMENTS** FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –

a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; [1118 (e) (1)]

Materials explaining grade level content expectations are sent home every fall. The Instructional Coach, guidance Counselor, and Leadership Team will be available at the Annual Meeting/Open House and at student led conferences to assist parents in understanding the curriculum and assessment information.

b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; [1118 (e) (2)]

Trainings will be held to assist parents in using technology, such as PowerSchool, and to help parents better work with their children to improve student achievement.

c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; [1118 (e) (3)]

Professional development will be held throughout the school year on how to better engage parents, with documentation being required.

d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; [1118 (e) (4)]

Nah Tah Wahsh/Hannahville Indian School houses all education programs on the reservation, from birth through adult education. Parent involvement activities are held at least monthly, with the topics varying as to the grade/age level of the children. Activities range from how to swaddle infants, specific to new moms, to family literacy nights which often have over 200 people attend. Parents are told from the beginning that they are their child's first teacher and we are here to help them be the best teachers.

e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand; [1118 (e) (5)]

Nah Tah Wahsh/Hannahville Indian School works to ensure that all communications are in parent friendly, jargon-free language.

f. Shall provide such other reasonable support for parental involvement activities under this as parents may request. [1118 (e) (14)]

Nah Tah Wahsh/Hannahville Indian School offers any reasonable support for parental involvement activities. With the age span that is served at the school, there are multiple and varied opportunities for parent involvement.

PART III ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand. . [1118 (f)]

Nah Tah Wahsh/Hannahville Indian School works hard to ensure that parents always feel welcome in the school. We strive to put all communications into a parent-friendly, jargon-free language. Although translation services have not been necessary, resources are available through the Delta-Schoolcraft ISD if that should become necessary. Accommodations are provided as necessary for parents with disabilities and/or for parents of migratory children.

HANNAHVILLE INDIAN SCHOOL/NAH TAH WAHSH PSA STUDENT/PARENT/TEACHER
COMPACT

The Hannahville Indian Community’s Educational Mission is to promote lifelong learning, which encourages the physical, mental, emotional, and spiritual development of each individual and the community as a whole. To accomplish this, we all need to work together. **We ask that you show your support by signing the part of the compact that belongs to you.**

Student Responsibilities

- Attend school regularly and be on time every day for every class with all necessary materials.
- Be respectful of self, peers, all school staff, guests and substitutes.
- Be respectful of other students’ right to learn.
- Be responsible for your actions: follow the discipline policy and classroom expectations.
- Stand up for other students; don’t be a bully or a bystander.
- Work to the best of your ability.
- Ask for help when you need it. (Help is available from teachers, aides, guidance counselor, tutoring, other adults, parents, etc.)

Student’s signature _____ **Date** _____

Parent/Guardian Responsibilities

- Make sure that your student is well-rested and in school on time every day.
- Show interest in student’s daily achievements; ask student about his/her school activities every day.
- Make sure student is encouraged in his/her academics. Tell him/her the importance of education.
- Let the teacher know if your student is having any problems.
- Lead your student by example. Be a good role model.
- Encourage your student in self-pride and self-respect.
- Teach and model an attitude of respect for others, peers and adults.

Acknowledge that by enrolling your student(s) at Nah Tah Wahsh PSA/Hannahville Indian School they are under the jurisdiction of Hannahville Tribal Court.

Parent/Guardian’s Signature _____ **Date** _____

Teacher/Paraprofessional Responsibilities

- Monitor student progress and update parents.
- Maintain communication with parents.
- Recognize and emphasize student talents.
- Communicate with students. Listen to students.

- Make sure students get help as soon as it is needed.
- Continually work on teaching strategies so *all* students are successful learners.
- Be respectful of peers, students and their families, and yourself.
- Don't allow bullying.
- Set and teach classroom expectations that are clear and easy to follow.
- Provide a safe and caring learning environment. (Safe as in ok to make mistakes.)

Teacher's signature _____

Date _____