



Saginaw Chippewa Department of Education  
Saginaw Chippewa Academy  
Student Handbook & Model Code of Conduct

# Parent/Student Handbook & Code of Conduct



2018-2019

989-775-4453

School Hours: 8:00 a.m.-3:15 p.m. Office Hours: 7:30 a.m. - 4:30 a.m.



Saginaw Chippewa Department of Education  
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## Introduction

Dear Families,

We welcome your child to the Saginaw Chippewa Academy! The document you are holding is our Student/Parent Handbook which has been designed to assist you and your child in locating information regarding procedures, rules, and regulations that apply to our school. Our goal at the Saginaw Chippewa Academy is to educate each student to their greatest potential. This includes providing academic teachings infused with Anishinaabe culture and language. We ask you to assist us in reaching this goal by familiarizing yourself with the handbook.

Please note that the check-off and signature forms included with the handbook should be completed and returned as soon as you and your child have read this handbook. **We ask that this be completed and returned by Friday, September 7, 2018.**

We welcome you to the Saginaw Chippewa Academy. We look forward to helping our students become the best learners and future Anishinaabe leaders that they can be!

Sincerely,

Saginaw Chippewa Academy

Phone: 989-775-4453

Fax: 989-775-4450

Website: <http://www.sagchipschool.net/sca/>



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**Tribal Council**  
**Saginaw Chippewa Indian Tribe**

Chief Ronald Ekdahl  
Sub-Chief Julius Peters  
Treasurer Craig Graveratte  
Secretary Frank Cloutier  
Sgt. at Arms Kenny Sprague  
Chaplain Diana Quigno-Grundahl  
Bill Federico  
Theresa Jackson  
Lindy Hunt  
Ron Nelson  
Louanna Brunner

**Tribal Education Advisory Board**

Judy Pamp, Chair  
Andrew Wagner, Vice-Chair  
Rosemary Ekdahl, Secretary/Treasurer  
Jennifer Lindstrom, Member  
Bethel Merrill, Member  
David Merrill, Member  
Gayle Ruhl, Member  
Consuelo Gonzalez, Member  
Vacant, Member

**Education Department Administration**

Melissa Isaac, Director  
Christina Sharp, Assistant Director  
Nichole Henry, Curriculum Instructional Coordinator  
Tasha Jeffrey, Administrative Assistant II  
Education Department Phone Number: 989-775-4501  
Education Department Fax: 989-775-4463



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### SCA Staff Directory

Kara Hotchkiss	Principal	<a href="mailto:Khotchkiss@sagchip.org">Khotchkiss@sagchip.org</a>
Kelly Woodworth	Administrative Assistant II	<a href="mailto:kwoodworth@sagchip.org">kwoodworth@sagchip.org</a>
Shara LeValley	Reading & Math Teacher	<a href="mailto:slevalley@sagchip.org">slevalley@sagchip.org</a>
Michael Ireland	Pre-Kindergarten Teacher	<a href="mailto:mireland@sagchip.org">mireland@sagchip.org</a>
Susan Jeffrey	Kindergarten Teacher	<a href="mailto:sjeffrey@sagchip.org">sjeffrey@sagchip.org</a>
Vacant	1st grade Teacher	
Vacant	2nd grade Teacher	
Deborah Hawk	3rd grade Teacher	<a href="mailto:dhawk@sagchip.org">dhawk@sagchip.org</a>
Julie Phelps	4th grade Teacher	<a href="mailto:jphels@sagchip.org">jphels@sagchip.org</a>
Vacant	5th grade Teacher	
Corey Jones	Physical Education/Health	<a href="mailto:cjones@sagchip.org">cjones@sagchip.org</a>
Jennifer Champion	Special Education Teacher	<a href="mailto:jchampion@sagchip.org">jchampion@sagchip.org</a>
Aaron Chivis	Culture/Language Teacher	<a href="mailto:achivis@sagchip.org">achivis@sagchip.org</a>
Cecelia Stevens	Culture/Language Teacher	<a href="mailto:cstevens@sagchip.org">cstevens@sagchip.org</a>
Joe Syrette	Culture/Language Teacher	<a href="mailto:jsyrette@sagchip.org">jsyrette@sagchip.org</a>
Matthew Sprague	Culture/Language Teacher	<a href="mailto:mjsprague@sagchip.org">mjsprague@sagchip.org</a>
Nathan Isaac	Culture/Language Teacher	<a href="mailto:nisaac@sagchip.org">nisaac@sagchip.org</a>
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Iliana Montoya-Bennett	Paraprofessional	<a href="mailto:IMontoya-Bennett@sagchip.org">IMontoya-Bennett@sagchip.org</a>
Jennifer Cummings	Paraprofessional	<a href="mailto:jcumplings@sagchip.org">jcumplings@sagchip.org</a>
Karyn Spickerman	Paraprofessional	<a href="mailto:kspickerman@sagchip.org">kspickerman@sagchip.org</a>
Robert Pego	Paraprofessional	<a href="mailto:rpego@sagchip.org">rpego@sagchip.org</a>
Scott Saboo	Paraprofessional	<a href="mailto:ssaboo@sagchip.org">ssaboo@sagchip.org</a>
Shaila Sentes	Paraprofessional	<a href="mailto:ssentes@sagchip.org">ssentes@sagchip.org</a>
Sherrie Anderson	Paraprofessional	<a href="mailto:sanderson@sagchip.org">sanderson@sagchip.org</a>
Stephanie Hoyt	Paraprofessional	<a href="mailto:shoyt@sagchip.org">shoyt@sagchip.org</a>
Wesley Hale	Paraprofessional	<a href="mailto:whale@sagchip.org">whale@sagchip.org</a>
Shaila Sentes	Teacher Assistant	<a href="mailto:ssentes@sagchip.org">ssentes@sagchip.org</a>
Gidget Rowland	Bus Service	<a href="mailto:growland@sagchip.org">growland@sagchip.org</a>
Stephanie Burk	Bus Service	<a href="mailto:sburk@sagchip.org">sburk@sagchip.org</a>
Terri Kennedy	Bus Service	<a href="mailto:tkennedy@sagchip.org">tkennedy@sagchip.org</a>
Kevin Ketchum	Bus Service	<a href="mailto:kketchum@sagchip.org">kketchum@sagchip.org</a>
Brian Chippeway	Education Maintenance	<a href="mailto:brichippewa@sagchip.org">brichippewa@sagchip.org</a>
Eric Sowmick	Education Maintenance	<a href="mailto:esowmick@sagchip.org">esowmick@sagchip.org</a>



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## School Calendar 2018-2019

Staff Professional Development-No School	8/27/2018-8/31/2018
First Day of School	9/4/2018
Staff Professional Development-Half Day	9/19/18
Michigan Indian Day - School Closed	9/28/2018
Staff Professional Development-Half Day	10/17/18
<b>End of First Marking Period</b>	<b>11/2/2018</b>
Regional Professional Development Day- No Students	11/6/18
Parent Teacher Conferences-Half Days	11/8/18 & 11/9/18
Staff Professional Development-Half Day	11/21/2018
Thanksgiving - School Closed	11/22/2018 & 11/23/2018
Staff Professional Development-Half Day	12/21/17
Winter Break - School Closed	12/24/2018 to 1/2/2019
School Resumes	1/2/2019
Staff Professional Development- Half Days	1/16/19
<b>End of Second Marking Period</b>	<b>1/18/2019</b>
Martin Luther King Jr. Day-School Closed	1/21/19
Parent Teacher Conferences- Half Days	1/24/19 & 1/25/19
Staff Professional Development- Half Day	2/15/19
Mid-Winter Break-School Closed	2/18/19
Staff Professional Development- Half Day	3/20/19
<b>End of Third Marking Period</b>	<b>3/22/2019</b>
Spring Break - School Closed	3/25/18-2018 to 3/29/19
School Resumes	4/1/19
Parent Teacher Conferences- Half Days	4/4/19 & 4/5/19
Staff Professional Development – Half Day	4/17/18
Easter Monday- School Closed	4/22/19
Staff Professional Development- Half Day	5/15/19
Memorial Day - School Closed	5/27/2019
<b>Last Day of School- Half Day</b>	<b>6/7/2019</b>
<b>Other SCA Events (Dates are subject to change):</b>	
Open House	8/30/2018
Winter Program	12/12/2018
Round Dance	3/8/2019-3/9/2019
Science Fair	2/22/19
Spelling Bee	3/12/2019
M-Step Testing	4/8/2019-5/24/2019
Pre-K/K Round-Up (Evening)	4/23/2019
Culture Camp	5/29/18-/31/19
SCA Powwow	6/4/2019
Field Day	6/5/19
Kindergarten Celebration	6/6/19
5th Grade Graduation	6/7/2019



## **Kinomaagewin Enaagijigadek—Mission Statement**

Anishinaabe Kinomaagewin Bimiikmaajik shpindaanaa'aa weweni kina gego wii kinomaagaaziwad Bimaadziidjik ezhi kendasaang nakaaswinan wii nenakaasiwad gewiinwa pane wii shpindimowad miinwaa wii gwekwendimowad waani zhi-shpigaabwewad maanda naakidowad Anishinaabemowin miinwaa Anishinaabe Bimaadsiwin.

The Tribal Education Department is committed to developing educated, confident, competitive, proficient citizens who excel in any venture they pursue while maintaining their rich Anishinaabe culture and language.

### **Philosophy**

The philosophy of the Saginaw Chippewa Academy (SCA) is based on the core beliefs: respect yourself, respect each other, and respect your surroundings. Our philosophy also incorporates the 7 Grandfather Teachings, which are very important to the Anishinaabe way of life. Learning takes place in an environment that is pleasant, developmentally appropriate, and designed for success. By utilizing our SCA core values and the 7 Grandfather Teachings, each student's academic and cultural needs are addressed. The SCA staff pride themselves on their commitment to meet the needs of our students, parents, families, and the tribal community while striving to ensure all students become academically competitive.

### **Goals**

Each child will have the opportunity to:

- Develop a knowledge of the Anishnabeg Language and Culture.
- Develop a foundation for strong academic skills in all subject areas with the immersion of Anishinaabe Language and Culture.
- Develop life skills enabling them to be productive in the Native and Non-Native world.
- Develop a positive sense of identity as a Native American and as a member of a distinctive social group.
- Develop self-confidence in order to effectively and comfortably express ideas and feelings.
- Develop a working knowledge of self, using the four directions as a guide: intellectual, physical, mental, and spiritual.

### **Admission Policy**

The Saginaw Chippewa Academy will provide educational services to students with affiliation to a Native American tribe. Students continuing at Saginaw Chippewa Academy, or who have completed the previous year(s) at Sasiwaans, have first priority and their continuing enrollment form must be updated by July 1 each year to ensure placement the following year. Open enrollment for students meeting admission requirements will begin July 2 on a first-come, first-serve basis.

New students who have siblings that attend SCA will be given first priority. Priority will then be given to new students who are members of the Saginaw Chippewa Indian Tribe and then their descendants. Members of other tribes and their descendants will then be considered. Documentation from their Tribal Enrollment Department or Bureau of Indian Affairs certification must accompany application for admission.

Enrollment is based on the availability of classroom space. Students over the classroom cap will be placed on a waiting list. All students must be fully potty trained. SCA does not have the facilities to accommodate the needs of students who are not yet using the bathroom independently.

#### **Pre-Kindergarten Enrollment**

Students who are at least four years of age on or before September 1 of the school year may enroll in pre-kindergarten. If a child does not meet the minimum age requirement to be eligible to attend school for that school year, but will be 4 years of age not later than December 1 of that school year, the child may be enrolled if the parent has completed a Pre-Kindergarten Waiver Request Form.

#### **Kindergarten Enrollment**

Students who are at least five years of age on or before September 1 of the school year may enroll in kindergarten. If a child does not meet the minimum age requirement to be eligible to attend school for that school year, but will be 5 years of age not later than December 1 of that school year, the child may be enrolled if the parent has completed a Kindergarten Waiver Request Form.





## Required Documentation

Each student's records must include:

- Birth Certificate
- Documentation of Tribal Affiliation (Tribal ID and/or Certification Letter)
- Enrollment Packet
- Health Screening: physical, dental, up to date immunizations
- Any court orders/custody orders pertaining to students
- Any additional documentation requested as needed

This documentation must be complete before a student can begin school. Only students with complete student records will be put on the waiting list and will have priority based on the Admission Policy.

## Curriculum

The SCA curriculum will continue to grow to incorporate cultural learning in all academic areas. The Michigan Academic Standards (MAS) will be used within the curriculum to meet the high standards that have been set for the academic achievement of the students. Implementing the MAS will ensure that all students will be prepared for success in postsecondary education and in the workforce. The MAS will provide an accessible roadmap for our teachers, parents, and students. The standards are evidence-based, aligned with college and work expectations, include rigorous content and skills, and are informed by other top performing countries.

## Co-Curricular Activities

At Saginaw Chippewa Academy students experience many Anishinaabe and Language activities. We feel that these cultural activities help our students define who they are as people, and makes our school a very special place. Here is a list of the types of activities offered by our Cultural Teachers for our children.

- Language Instruction in all content areas
- Fall, Winter, and Spring Feasts
- Monday Semaa Ceremony
- Smudging
- Use of outside lodge
- Traditional Games
- Traditional Anishinaabe Art
- Beadwork
- Anishinaabe Stories and Teachings
- Sugar Bush
- Drum and Singing
- Round Dance
- Fire Starting
- Medicine Herbs
- Powwow
- Culture Camp for 4<sup>th</sup> and 5<sup>th</sup> grade

## Assessments

Students Pre-K through 5th grade will be assessed multiple times throughout the school year in the areas of math, reading, language arts, science, and social studies. Assessments are used to make data-informed decisions to identify students' individual academic needs. The assessments that are utilized to identify student needs and progress are as follows: NWEA for grades Kindergarten through 5th grade, AIMSweb for K through 5th Grade, MLPP for Pre-K through 5th grade, MyIGDIs for Pre-K, and M-Step for grades 3rd through 5th grade. Additional diagnostic assessments are used to identify student's skills as needed.

Differentiated instruction is based on data from all assessments taken (which include classroom assessments) and results are shared with parents throughout the school year.



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## Visitors

To ensure building security and safety, all visitors to the Academy must report to the office and if cleared through the office, a visitor's pass/name tag will be issued, and the visitor must sign in.

If a parent wishes to speak to a staff member during school hours, they must make arrangements in advance with the office to alleviate any classroom disruption. Parents should contact the office to schedule a conference with teachers and/or administration.

## Parent Engagement

Parents and guardians are encouraged to take part in their student's education. They are welcome to volunteer in classrooms and on field trips. There are several school-sponsored evening events centered on families throughout the year. There are also opportunities to attend presentations or events during the school day. If you are interested in volunteering, please contact your child's teacher. Depending on the event or engagement, a background check may be required.

## Field Trips

Students at Saginaw Chippewa Academy will have the opportunity to participate in many learning experiences offsite. All students are expected to follow the school rules during offsite learning experiences. Teachers will accompany students on every trip as well as other chaperones. Students who fail to follow the school policy and procedures during these events may face disciplinary actions. A field trip permission slip must be signed for each student by their parent/guardian.

## Library

SCA provides the student body, faculty, and staff with an excellent library in the school as well as access to electronic resources and to items from the other Tribal Libraries, partner libraries, and through interlibrary loan. Students visit the library with their class once a week and have access to the library during open library times. Students are provided with a library card upon completion of the application in the SCA enrollment packet. Additional forms can be obtained from the SCA office or the library. Each library card holder is responsible for all items checked out using their card and it is the responsibility of library card holders to return library materials in good condition. If an item is damaged beyond repair, the library card holder will be charged the replacement cost of the item. The Tribal Libraries do not charge overdue fines, but will charge the replacement cost for lost items. Borrowing privileges are suspended if more than six items are overdue or if lost item fines exceed \$5.00.

## Daily Schedule

The School Office is open Monday-Friday from 7:30 a.m. to 4:30 p.m.

7:45 Students may enter the building

7:45-8:00 Breakfast is served

**8:00 Instructional time begins**

10:30-11:15 Pre-K Recess/Lunch

10:25-11:10 Kindergarten and 1<sup>st</sup> Grade Recess/Lunch

10:45-11:30 2<sup>nd</sup> and 3<sup>rd</sup> Grade Recess/Lunch

11:05-11:50 4<sup>th</sup> and 5<sup>th</sup> Grade Recess/Lunch

**3:15 Student Dismissal**

The school day begins at 8:00 a.m. and dismissal is at 3:15 p.m. For the safety of your child please make sure that he/she does not arrive to school prior to 7:45 a.m. whether walking from home or being dropped off by an adult.



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## Mandated Reporting

All SCA staff members are required by law to notify the ACFS when physical or sexual abuse is **suspected**. (*Details on student interviews are found in the Model Code of Student Conduct*)

It is the responsibility of the investigating agency to contact the parent. The school is in no way responsible for contacting parents regarding suspected abuse cases. Suspected abuse cases will be reported to Tribal ACFS and Tribal Police.

## Attendance Policy

The Saginaw Chippewa Academy emphasizes the value of regular attendance in enabling students to benefit from the school's education programs. It is the responsibility of each student to attend school on a daily basis, and the responsibility of each parent/guardian to send their child to school on a daily basis. More important, however, is the effect of regular and punctual attendance on the student's scholastic achievement. Not only is the day's lesson important to the individual student, the student's participation in class contributes to the education of others. Frequent absences and tardiness, for any reason, are certain to adversely affect the student's schoolwork. Each student is expected to be in school every day except when illness, injury, or some providential condition beyond the student's control prevents attendance.

Research links school attendance with academic success and links exclusionary discipline with lower school performance and higher rates of students' academic failure. Recognizing exclusionary discipline's negative impact, the school community will prioritize getting suspended or expelled students back into school and will not count a student's suspension days as unexcused absences or truant days, but rather as disciplinary absences.

Recognizing that grades should reflect learning rather than behavior, when suspension is used, students have the right to complete, turn in, and receive any credit earned on assignments and tests scheduled during their disciplinary absences.

*(Section 1.2024 of the Tribal Code makes it "unlawful not to send a child of school age to school without good cause;" and section 1561 of the State School Code makes school attendance compulsory until the age of 16)*

### **Below is a summary of the Saginaw Chippewa Academy Attendance Policy:**

After 5 absences: Phone call and/or letter of concern from school office.

After 8 absences: A notification letter will be sent to the parents/guardians. Face-to-face meeting with the Principal and a letter will be sent to ACFS & Behavioral Health to discuss attendance concerns and preventative measures. Contact may be made with the Prosecutor's Office.

After 10 absences: SCA will make a referral to ACFS, Behavioral Health, and Prosecutor's Office.

Next School Year: If a student ends the school year with more than **7 unexcused** absences, then for referral purposes, SCA may make an initial truancy notification after only 3 absences in the new year. The notification to ACFS, Behavioral Health, and the Prosecutor's Office will likewise be reduced in the number of absences in the new school year from 8 to 5 and 10 to 7 respectively.

**\*\*\*Students who miss twenty (20) consecutive days of school will be disenrolled from Saginaw Chippewa Academy and the Prosecutor's Office and TEAB will be notified.\*\*\***

### Pre-Kindergarten Attendance

Students who are enrolled in the pre-kindergarten class will not be referred to the Tribal Prosecutor for truancy. However, attendance is still essential to learning. These students will still receive contacts according to the above policy. When there is a waitlist, after a **total** of twenty (20) unexcused absences (which may not be consecutive), the student will be disenrolled from Saginaw Chippewa Academy.



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**Procedures:**

Parents or guardians are asked to call the office at 775-4453 between 7:30 AM and 9:30 AM to report the day(s) of known absences and provide an explanation. Please send a note or call the office as early as possible to inform the teacher so that homework preparation can be made. When no explanation is provided by 9:30 AM, the absence will automatically be unexcused and the student will be considered truant. **School Hours: Start Time— 8:00 a.m., End Time— 3:15 p.m.**

**Early Release - Release of Students during School Hours**

The Saginaw Chippewa Academy dismisses at 3:15 p.m. Leaving school during school hours is discouraged. Parents are encouraged to avoid early sign-outs which interfere with end of the day instruction. **Students signed out for early release will be documented as tardy/early release. If a student leaves before 1:45 p.m., they will be marked as a 1/2 day absence.**

**Tardy Policy**

Students are expected to arrive at school on time by 8:00 AM. Students arriving late to school must sign in at the office **and will be marked tardy. Students arriving after 9:30 a.m. will be marked as 1/2 day absence.**

**Below is a summary of the Saginaw Chippewa Academy Tardy Policy:**

SCA will communicate with families about their student's tardiness. Repeated instances may involve the Prosecutor's Office.

**Types of Absences**

**Excused**

Students will be excused from school for one or more of the following reasons and will be provided an opportunity to make-up missed school work and/or assessments.

- Illness
- Recovery from accident
- Death in immediate family
- Professional appointments that cannot be scheduled after school
- Observation of a bona fide religious holiday/ceremony
- Other reasonable excused absences approved by the principal

Parents/guardians should call the office to excuse their child's absence by 9:30 AM. On the third consecutive absence for illness, a doctor's note **dated during the duration of the absences** will need to be provided or the absences will be unexcused.

**\*\*Students with a health condition that causes repeated absences for more than one day MUST provide the school office with an explanation of the condition from a registered physician. Parents should still call the office to excuse absences.\*\***

**Excused, Non-Approved Absence**

If a student is absent from school because of a suspension or vacation, the absence will not be considered a truancy. The opportunity to make up the school work can be arranged.

**Vacations during the school year:** Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents/guardians should discuss the matter with the principal and the student's teacher to make necessary arrangements. Absences will only be excused if the parents/guardians contact the office in advance. It may be possible for the student to receive certain assignments that are to be completed during the trip.



**Unexcused Absences**

Any student who is absent from school for all or any part of the day without a legitimate excuse shall be considered truant, and his/her parents/guardians shall be subject to the truancy laws.

**Students should not attend school if:**

They have a communicable illness (chicken pox, head lice, flu, cold, vomiting, diarrhea, or fever). If a student presents any of these issues during the school day, they will be sent home and marked with an excused absence.

***Students should not return to school until 24 hours of being symptom free.***

\* Students must have their head lice treated and be lice/nit free before returning to school.\*

**Dispensing Medication**

SCA will only administer prescription and nonprescription medicine when it is impossible to do so at another time. All medications must be in the original container with the proper label still attached; accompanied by a Authorization of Medications form (all medications including over the counter must be provided by the parent). The medication may only be administered according to the dosage stated on the label. Medications must be brought to the school by a parent. No student should ever have any medication in their possession. (The only exception would be an inhaler used for asthma or an EpiPen)

The school Administrative Assistant will be responsible for the dispensing of medication. A log will be kept on file documenting the date, child's name, medication given, dosage, time and initials of adult witness. All medications will be kept in a locked cabinet. In the absence of the Administrative Assistant, other office staff will be responsible for dispensing medication.

**Written approval for student possession and use of asthma inhalers, EpiPens, or any other medication MUST be provided by the parents and the student's physician authorizing the student use at school.**

**Student Release Policy**

A student may be released to a parent, guardian or to another adult as designated on the child information form. A parent may also call or send a note giving permission for a designated adult to pick a child up from school. The school reserves the right to ask for pictured identification of any adult picking up a child from the school. A child will only be released from the school bus under the same circumstances. If a student does not have proper permission to be picked up by someone else other than individuals indicated on the student information card, the student will not be able to be picked up by that individual. If you are planning to pick your student up from school, when they normally ride the bus, you must contact the office by 3:00 PM. If the office does not receive contact from a parent or guardian for any end of the day changes before 3:00 PM, the student will follow their regular go-home plan.

**Family Support Services**

All families have a right to know where they can go to find support for the social, emotional, and educational support of their children. The following local agencies work to help the SCIT community members and their children:

Sasiwaans	775-4470
Gewi-Tah-Bi-Win Helping Healer Program	775-4850
Gratiot Isabella Regional Education Service District	989-875-5101
Nimkee Fitness Center	775-4690
Nimkee Memorial Wellness Center	775-4695
Nogdawindameg—Behavioral Health Programs	775-4850
Nogdewaangiziwin—Tribal ACFS	775-4901
7 <sup>th</sup> Generation Program	775-4780
Saginaw Chippewa Housing	775-4595
Saginaw Chippewa Indian Tribe Human Resources	775-5600



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Tribal Library  
Tribal College  
Ziibiwing Center

775-4508  
775-4123  
775-4750

## School Phone

Teachers are available to speak to parents on the phone before and after school. Messages may be left with the Administrative Assistant for individual staff members and they will return parents' calls as soon as they are available. We discourage students from making or receiving phone calls during the school day as it is disruptive to the learning process.

## Inclement Weather Days

Saginaw Chippewa Academy will close or run on a delay for inclement weather (snow, ice, fog, etc.) when the safety of the students is in question. All school closing information can be obtained from the listed television and radio stations.

**(Watch and Listen for: Saginaw Chippewa Academy)**

**94.5 WCEN - 95 WCFX - 104.5 WCZY - TV 12 - TV 5 - TV 9 & 10 - TV 25**

To receive alerts via text message, text the message **@sagchip** to the number **81010**. \*Standard text messaging rates apply.

## Emergency Drills

We are required to have a number of emergency drills throughout the year. The following drills are required: fire drills, tornado drills, and lockdown drills. It is the responsibility of each student to be aware of what is required in each classroom for each drill. A fire alarm requires you to exit the building in a quiet orderly fashion. Your teacher will take attendance outside for accountability reasons. The fire alarm signal for fire drills consists of a loud siren and flashing lights. A tornado warning requires students to be in a designated area and to assume a safe position. During this time students should be quiet in order to hear any instruction given by the staff. For a lockdown drill, each classroom will have unique areas for students to go. Teachers will review the procedures with the students at the beginning of each year and in the event of a lockdown drill. Drills are in place to prepare students and staff for an actual event, please cooperate with teachers and staff during these drills. Letters will be sent home following drills to allow families to discuss the event.

## Recess

Saginaw Chippewa Academy students go outside unless the temperature/wind chill is 15° or below. Exercise outdoors is healthy and strongly encouraged. If the temperature/wind chill is 15° or below, there will be an indoor recess in the students' classrooms. Please help your child dress according to the weather so that they are prepared to go outside and enjoy their recess activity. Students who are not dressed appropriately for the weather will be kept indoors if the temperature or wind chill is below 32°. Office staff will determine if the weather or other conditions are unsafe for students to have outside recess.

## Head Lice

Any student with **live lice or nits within one quarter inch of the scalp** will be sent home. Parents will be notified immediately and will need to pick their child up. Immediate treatment at home is advised. The student will be readmitted to school after treatment and examination at Nimkee or another clinic. If, upon examination, the clinic personnel find no live lice on the child, the child may reenter the school.

Any student with **nits farther than one quarter inch from scalp** will be allowed to stay in school.

Parents should remove nits daily and treat if live lice are observed.



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## Electronic Devices

Students **will not** be able to bring electronic devices to school including but not limited to: **Radios, PSP, Cd players, iPods, iPads, Tablets, Two way radios, Gameboys, Electronic games.** If a student brings one of these devices to school, it will be confiscated until the end of the school day. At the end of the school day, it will be given back to the student and the student will be asked to leave it at home. If the student continues to bring electronic devices to school, the item will be confiscated, will need to be picked up by the parents/guardians, and disciplinary actions may be issued. ***The school will not be responsible for lost or stolen electronic devices.***

## Student Use of Cell Phones

Parents often provide cell phones for safety reasons. Cell phones must be stored in a backpack or bag and kept in the student's locker. During the school day, the cell phone should not be seen or heard. Cell phones must be turned off at all times. ***The school will not be responsible for lost or stolen cell phones***

## Leaving Campus

Students are expected to remain on school property at all times with the exception of the instances of field trips or other school related events and will be chaperoned by a staff member. In the event that a student leaves school property without permission, school staff will call the Tribal Police Department for the safety of the student. This will be enforced regardless of whether or not the student's parent or guardian is present.

## Misuse of Personal Property

The Saginaw Chippewa Academy reserves the right to ban or confiscate items that are disruptive to teaching and learning or become problematic within the school environment. These items include but are not limited to fidget spinners, trading cards, slime, or other novelty items.

## Dress and Grooming

The Saginaw Chippewa Academy believes that students have the right to express their individuality through the clothes and accessories that they wear (within reason). With this comes the responsibility of respecting the rights of others and maintaining a safe, healthy environment where learning can occur. The following guidelines will be enforced:

- Pants must be worn on the hips not hanging loosely below.
- No attire or accessory shall be worn that may be affiliated to a gang.
- No clothing shall have profanity or suggestive words/pictures printed on any part of it.
- Clothing or accessories that cause a disruption to the classroom or learning process will need to be removed or changed (this will be at the teacher or administrator's discretion.)
- Shoes with rollerblades in the soles are prohibited.
- Skirts and shorts should be no shorter than mid-thigh (fingertip length)
- All hats should be removed upon entering the building.
- No sheer shirts, low cut shirts, or spaghetti straps allowed.
- Flip-flops, sandals without back-straps, and other shoes deemed to be unsafe by administration are prohibited.
- Tennis shoes, sneakers, or other athletic shoes must be worn to gym class or the student will not be permitted to participate.

Teachers will call parents/guardians to obtain a change of clothes for students in violation of the above guidelines.

## School Wellness

The Saginaw Chippewa Academy is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement. Students will participate in nutrition and physical education programs. All meal programs will align with USDA requirements. Healthy snacks are encouraged for school parties. The entire School Wellness policy is available in the SCA office or on our website at: <http://www.sagchipschool.net/sca/>



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## Meals

The SCA kitchen staff will be preparing the hot lunches on site. Lunches cost \$2.55 per day, breakfast is \$1.00 per day, and milk .30 cents. The school does participate in the free and reduced school lunch program. Applications will be sent home to all families but can also be obtained in the SCA office. Students are also welcomed to bring a sack lunch. Sack lunches that need to be kept cold will need to include a cold pack. For the safety of all students, SCA will follow food allergy safety procedures when notified of student food allergies. A food allergy form must be submitted to the office for any meal substitutions.

### Lunch Payment

To be sure enough food is prepared for all orders, students ordering a hot lunch should do so **before** 9:30 a.m. If a student arrives after 9:30 a.m., or if a hot lunch order is not called in before 9:30 a.m., the student will be offered a sandwich and side items for that day. All lunches must be prepaid. Lunches may be paid for at the front desk of SCA. The cost of lunch is \$2.55 a day and breakfast is \$1.00 a day. **Students may NOT charge lunches beyond -\$10.** Students that have not prepaid will be offered a sandwich and side items for that day. Parents will be notified weekly that their student's lunch account has been suspended and that proper payment needs to be made. If students come to school excessively without a prepaid lunch balance, the parent/guardian will be required to meet with the Principal to set up a plan so that the situation does not continue. If the lack of payment continues, after the meeting with the Principal, then ACFS may be contacted. Parents may pay by the day, week, month, or year. **(Lunch will be served on half days).**

### Process of Delinquent Lunch Accounts

Written notices will be generated weekly for student accounts that are below \$10. The notice will state the amount on the student's account, and ask the parent/guardian to make a deposit. If the account reaches -\$10, full lunch services will be suspended until the balance is made current. If the lack of payment continues, a meeting with the Principal and/or contact with ACFS will occur. Unpaid accounts may be sent to the Tribal Court for collection purposes.

## Returned Checks

All checks that are returned due to insufficient funds will need to be paid in cash. If the check was issued to cover meal balances, the check amount will be reversed immediately and may result in a negative meal balance. Should the meal balance fall below -\$10.00, the student's meal account will be suspended.

## Unclaimed Money

Any found money should be turned into the front office and given to administration, it will then be held for 30 days or until claimed. If after the 30 days the money has not been claimed, the money will then be deposited into the Student Activities account.





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## Suicide Policy

The rate of self-destructive behavior is increasing among children and adolescents in this country. Students who experience depression are unable to benefit fully from the educational program of the school. Moreover, a student who attempts suicide poses a danger both to self and possibly to others.

All school personnel should be alert to the warning signs of childhood and adolescent suicide and the procedures to follow in the event of actual attempt or completion. Such signs and behavior shall be taken seriously and reported to the school administration who shall determine what further action is required. Other district employees may be used to intervene or assist with such situations. If emergency intervention is required, Behavioral Health will be contacted and/or the student shall be taken to the appropriate medical facility. Oftentimes, suicidal ideation occurs as a precursor. Early intervention and support is essential at this point.

In incidents of such potential self-destructive behavior or suicide ideation, the student's parents shall be notified immediately and their cooperation shall be sought for immediate intervention. If the parent is unwilling to cooperate, the school administration shall contact appropriate agencies to request intervention on the student's behalf. For the safety of all students, proof of treatment will need to be submitted to the office in order to return to school. In cases of child abuse or neglect, school personnel are required to contact ACFS.

## Homework Policy

Homework is an extension of the classroom learning experience. It plays an integral role in the complete educational process for students. Homework reinforces and supplements learning experiences through practice and application of skills. It also brings the home and school closer together by allowing parents to have an active role in supporting their child's educational achievements.

There are three main types of homework.

**Practice:** a type of homework that may be assigned to reinforce newly acquired skills or knowledge.

**Preparation:** homework that usually takes the format of reading assignments, library research, collecting materials for class demonstration and other activities requiring the gathering or organizing of information before a class discussion or demonstration.

**Extension:** Homework that takes students beyond the work begun in the classroom and encourages them to be both creative and imaginative. Extension homework emphasizes a student's initiative and skills. Assignments require a student to apply concepts previously learned and are usually long-term continuing projects that parallel classroom work. Students assigned extension homework are challenged to be individuals and to extend their thoughts within the subject matter.

Homework is the extension of work initiated in class; it fosters independence and the ability to organize work. A homework program can only be successful if there is a combined effort on the part of students, parents, and the school. **Please contact the teacher if your student is having difficulty with their homework so the teacher can provide the proper assistance.**

Additional homework policies (such as reduced points for late work) will be provided by the teacher on a class-by-class basis.



## Bussing Services

The goal of Saginaw Chippewa Academy Bussing Services is to provide a safe and secure method of transportation for all riders.

### General Information

Requests for services are made by completing a pick-up/drop-off form. Pick-up and drop-off forms are available at the SCA front office. Pick-up/drop-off forms will not take effect for up to **3 business days** after they have been submitted to the bussing department. **There are no exceptions to this policy as routes need to be re-considered with each change.**

### **Pick-up/drop-off forms**

Pick-up/Drop-off forms are required for each student riding a bus. Students will be picked up and dropped off according to the information on the form. Permanent changes to pick-up/drop-off locations can only be made by a custodial parent/guardian. Permanent changes to the pick-up/drop-off are not accepted by phone. **Temporary /alternate stops or one day changes are prohibited.**

**Bussing phone number: 775-4453.** Messages for bussing staff may be left at this phone number.

### Bussing Staff

The Saginaw Chippewa Academy bussing service is staffed with bus drivers that are licensed as required by the State of Michigan. Bussing staff also participate in annual bus driver's training and other safety training/workshops.

### Parent Responsibilities

It is the parent's responsibility to complete the child pick up/drop off form and return it to the front office before your student begins riding the bus.

- Have your student(s) ready at least five minutes ahead of pick-up time. This will avoid delays at individual stops.
- Inform the Bus Driver or call the school office in advance if the student will not be riding the bus.
- If your child misses the scheduled pick up for more than five days, SCA staff will contact the parent/guardian.
- Inconsistent absence from scheduled pick up may result in loss of bus services.
- For safety reasons, keep animals away from Bus stop areas.
- Students will be released to adults according to the Student Release Policy.
- Make arrangements to have someone at home to meet your student(s). **An adult must be present** at the drop off address otherwise the child will be brought back to the school. If the child is not picked up within a half hour of being brought back to the school, a referral will be made to Anishnaabeg Child & Family Services (ACFS).
- Parents will be responsible for any deliberate property damage caused by students and will be charged for repair and/or replacement costs.

### **Bus Expectations of Students**

The Student Code of Conduct and all SCA behavior and disciplinary policies and guidelines apply while your student is riding the bus. Bus drivers/aides will adhere to these policies and guidelines at all times. If students are not able to follow the same guidelines/expectations, disciplinary actions will occur. This could, but is not limited to, loss of bussing privileges. The Saginaw Chippewa Academy is not responsible for lost, stolen, or damaged items.



## Behavior Policy

The Saginaw Chippewa Academy believes that students must have a safe, healthy, positive learning environment that encourages respect and responsibility. This is incorporated through SCA's core values and the 7 Grandfather Teachings. In order to maintain an environment that is conducive to learning, students are expected to follow the guidelines and policies that have been written. All students and their guardians will receive a copy of the Model Code of Student Conduct policy. This policy must be reviewed and signed by every student and their parent at the beginning of every school year. This written acknowledgement will become a part of every child's school file.

### Student Disciplinary Action Procedure

It is the school's responsibility to prepare students, practice positive behaviors/expectations regularly with students, recognize and correct potential misbehaviors, and intentionally set the tone for a positive learning environment. Disciplinary action is within sound discretion of the SCA staff and administrator. Due process ensures that disciplinary action is imposed only after review of facts and/or special circumstances of the situation. Consequences may include suspension up to 10 days and/or expulsion.

### Student Behavior Management Process

#### Teacher/Staff Member Managed Behavior Process

When a teacher/staff member has observed and identified a problem behavior, the teacher/staff member will:

- Redirect student and reteach behavior.
- Remind student of appropriate behavior in this situation and of potential consequences.
- Second reminder of appropriate behavior in this situation and of potential consequences.
- Depending on situation, a behavior referral will be completed by the teacher.
- Once a behavior referral is completed, the teacher/staff member will make sure to contact parent/guardian. The completed form will go into the student's CA60.
- Notify the administrator if appropriate.

#### Office/Administrator Managed Behavior Process

- Referring staff completes the behavior referral form and sends form to the office.
- Administrative action, parent contact will be made.
- Administrator follows up with referring staff member.

**Teacher/Staff Member Managed Behaviors:** inappropriate language, lateness, calling out, refusal to work, teasing, non-compliance, running, minor dishonesty, inappropriate clothing, minor disruption, minor aggression, unsafe or rough play, student being disrespectful (tone, attitude, etc.)

**Office/Administrator Managed Behaviors:** aggressive physical contact, fighting, property destruction, weapons and/or drugs, leaving school grounds, pattern of aggressive/profane language, credible threats, harassment of student/staff, major dishonesty, theft, cheating, discrimination of student/staff.

### Positive Behavior Incentives

Saginaw Chippewa Academy promotes positive behaviors. Many studies show that positive behaviors in schools are not derived from punishment but from positive behavior itself. Incentive programs are developed from purely positive-focused schemes that offer positive rewards but do not deliver without receipt of the required behavior.

Saginaw Chippewa Academy has various positive behavior incentives and engaging programs offered throughout the school year that help develop a positive learning atmosphere;

**7 Grandfather Teaching Behavior Certificates, Free Popcorn Certificates, Anishinaabe Outdoor Program, Anishinaabe Mentoring Program, Culture Interventions, Singing, Girls on the Run, Lunch Buddies Mentoring Program (CMU), 5<sup>th</sup> Grade Mentoring Program (Behavioral Health & CMU), Healthy Ways (Nimkee Public Health Services), SCA Winter Program, 4<sup>th</sup>-5<sup>th</sup> Grade Culture Camp, Science Fair, SCA End of the Year Pow Wow, Student of the Month Breakfast with Parents, 5th Grade Graduation, Transition into Kindergarten Celebration, Perfect/Near Perfect Attendance, and the Homework Incentive Program.**



## Model Code of Student Conduct

### Preamble

All students must be educated in a safe and supportive environment that fosters academic success and healthy development. Schools can create environments by fostering student connectedness, establishing clear behavioral expectations, and employing preventative measures with constructive discipline that prioritizes keeping students in school through graduation. Creating safe and drug-free schools requires the commitment of the entire community, including families, schools, and community leaders. The Tribal Education Advisory Board encourages each school to take the lead in bringing all of its community's resources together, to ensure a welcoming, safe, gun-free, and drug-free schools.

### Section I: Introduction

The Saginaw Chippewa Academy is dedicated to creating and maintaining a positive learning environment for all students. Teachers, administrators, parents, and students must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community.

Students have the responsibility to:

1. Take responsibility for your learning and recognize that it is a process.
2. Attend school regularly, arrive on time, and be prepared to learn.
3. Respect yourself and others in class, on school grounds, on buses, and at any school-related activity.
4. Respect the rights and feelings of fellow students, parents, educators (including teachers, secretaries, custodians, aides, paraprofessionals, and other school personnel), visitors, and guests.
5. Work within the existing structure of the school to address concerns.
6. Know and comply with school rules and policies.
7. Participate in your learning communities, including helping formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and for others.

Parents have the responsibility to:

1. Take responsibility for your child's development as learners by, as much as possible, providing a home environment suited for learning and developing good study habits.
2. See that your child attends school regularly and on time.
3. Provide for your child's general health and welfare as much as possible.
4. Teach and model respect for yourself, your child, and all members of the school community.
5. Support the school's efforts to provide a safe and orderly learning environment.
6. Know and support the school rules and policies and work within the existing structure of the school to address concerns.
7. Advocate for your child and take an active role in the school community.
8. Attend your child's parent/teacher conferences.

Educators have the responsibility to:

1. Take responsibility for students' development as learners, including their academic success and positive social-emotional development, recognizing that children should be subject to behavior management and discipline policies appropriate to their ages and levels of understanding.
2. Model and provide a mutually respectful and accountable atmosphere for learning that includes all members of the school community.
3. Cooperate and schedule conferences with students, parents, and other school personnel in an effort to understand and resolve academic and behavioral problems. Make every effort to accommodate families whose work schedules, access to transportation, or distance from school limits their ability to meet or participate.
4. Keep parents informed of their students' challenges, effort, and success.
5. Encourage students to participate in classroom, extracurricular, and other school-related activities.
6. Know and enforce the rules and policies consistently, fairly, and equitably.
7. Participate in formulating rules and procedures and other learning and developmental opportunities in the school.



## Student Handbook & Model Code of Conduct

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. It defines behaviors that undermine the safety and learning opportunities for all members of the school community and favors actions that encourage positive behavior and learning over actions designed to punish. When determining the appropriate action to be taken as a consequence of student misconduct, school officials may use intervention strategies and/or disciplinary actions, depending upon the severity or repetition of misconduct; age and grade level of the student; circumstances surrounding the misconduct; impact of the student's misconduct on others in the school community, and any other relevant factors. The Code of Student Conduct will be administered uniformly and fairly, without partiality or discrimination.

### When and Where the Code of Student Conduct Applies

The Code of Student Conduct applies before, during, and after school and whenever student is engaged in a school-related activity. Each student is expected to follow this code of conduct:

- "At school," meaning in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.
- When a student's conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school staff.
- When a student is using school telecommunications networks, accounts, or other school services.

### Regarding Exclusionary Discipline

Numerous students have shown that exclusionary discipline often sets the stage for student disenfranchisement, academic failure, dropout, and potential criminalization. This runs counter to TEAB's goal that all students will graduate prepared for careers, college, and community.

Further, research links school attendance with academic success and links exclusionary discipline with lower school performance and higher rates of students' academic failure. Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses. We will also employ social and emotional learning, positive behavioral expectations, restorative practices and constructive discipline measures, and early intervention/diversion strategies that focus on screening and treatment to minimize a suspended student's time away from school and potential court involvement.

To foster each student's academic success and pro-social development, the school will consider research-based social and emotional learning strategies and options designed to promote positive behavior and modify negative behavior while holding students accountable and minimizing exclusion time. These may include research- or evidence-based preventative and discipline measures such as:

- Positive Behavioral Interventions and Supports (PBIS)
- Michigan Model for Health™
- Focused instruction to avert academic failure
- Restorative practices
- Early intervention/diversion programs for substance abuse and other appropriate violations
- Family supports and referrals to available community-based resources as appropriate

While the ten-day limit for short-term suspension may be widely accepted, the evidence exists that excluding a student from two weeks of instruction can have a devastating effect on the student, school performance, and long-term success.

Recognizing that grades should reflect learning rather than behavior, when suspension is used, students have the right to complete, turn in, and receive any credit earned on assignments and tests scheduled during their disciplinary absences.

Administered well and appropriately, positive discipline can become a powerful tool for teaching students to succeed. When considering intervention options, we will strive to address disciplinary matters as opportunities for learning and reserve exclusion for only the most serious offenses.



## **Section II: Due Process Procedures**

Substantive due process demands that a school rule must be reasonable and fair. Procedural due process protections apply to exclusionary discipline, including suspensions and expulsions from school. Due process, in either instance, is a flexible concept. The standards required depend upon the seriousness of the allegations and the possible discipline action that may be imposed.

Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses. We will also employ positive behavioral expectations, restorative practices and discipline measures, and early intervention/diversion strategies that focus on screening and treatment to minimize suspended students' time away from school.

Parents may seek an appeal of any disciplinary decision to the Tribal Education Advisory Board. The appeal must be submitted in writing to the Tribal Education Director.

### Short-Term Suspension Definition

For the purposes of this code, a short-term suspension occurs when a student is suspended for one (1) school day, up to and including five (5) school days. During a short-term suspension, the student's rights and privileges of attending school, including extracurricular activities, are suspended.

Research links school attendance with academic success and exclusionary discipline with lower school performance and higher rates of students' academic failure. Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses and employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students' time away from school.

### Due Process for Short-Term Suspensions

For a suspension of five (5) days or less, a student is entitled to minimal due process protections, including oral or written notice of the accusations(s), what disciplinary measures are being proposed, and an opportunity to respond. If feasible, the notice and hearing should precede the student's removal from school. If the student's presence poses a danger to persons or property or threatens to disturb the academic process, prior notice and hearing may not be feasible. In this case, a hearing should follow the student's removal from school as soon as possible.

Except in extraordinary circumstances, alleged violations of the Code of Student Conduct are initially handled at the student's school. If a short-term suspension is contemplated, the principal shall provide the student with oral or written notice of the charges or allegations, and an explanation of the evidence or basis for the charges. Barring a situation requiring immediate action, the student shall be given the opportunity to present an explanation or a differing statement of the facts. The student's request to have a parent/guardian present should be respected.

The student and parent/guardian shall be notified of the circumstances and action taken.

### Long-Term Suspension and Expulsion Definition

A long-term suspension is when a student is suspended for more than five (5) school days. During a long-term suspension, the student's rights and privileges of attending school, including extracurricular activities, are suspended.

Recognizing exclusionary discipline's negative impact, based on a preponderance of research, the school community will reserve exclusion for only the most serious offenses and employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students' time away from school.

An expulsion occurs when the Tribal Education Advisory Board terminates the student's rights and privileges to attend school, including extracurricular activities. An expulsion is for an indefinite time, unless otherwise specified by TEAB.



Student Handbook & Model Code of Conduct

Due Process for Long-Term Suspension and Expulsion

A more formal due process is required when serious disciplinary measures are alleged against a student. When the student's misconduct requires legal action, school staff will work to protect his/her constitutional rights by explaining what the student is accused of and giving him/her the opportunity to speak with a parent/guardian. The student shall also be given reasonable time to prepare for a hearing. The person conducting the disciplinary hearing must be impartial.

If recommended by the principal, the Tribal Education Advisory Board or its designee shall conduct a hearing to determine whether to impose a long-term suspension or expulsion.

The student and parent/guardian shall be notified of the allegation, the recommended disciplinary action, the time, date, and location of the hearing, and of their right to attend and participate in the hearing.

The Tribal Education Advisory Board or its designee shall conduct a hearing, which may be recorded. The student shall be advised of the alleged violation and be given an explanation of the facts. The explanation may include the written or oral testimony of others.

At the request of the student or the student's parents, the board of education may meet in a closed session to "consider the dismissal, suspension, or disciplining of a student."

The student and parent/guardian may be represented at the hearing by an attorney or other adult. Written or oral evidence may be presented at the hearing on behalf of the student.

After the hearing, the education advisory board or its designee shall issue a decision, including a determination of disciplinary action.

The parent/guardian of the student may petition the Tribal Education Advisory Board to request the student's reinstatement to school.

Appeal Process

A student that disagrees with the decision of the Tribal Education Advisory Board may, within five (5) days of the receipt of the decision, petition the board for the opportunity to request appeal or reconsideration by the board or its designee. The petition shall be in writing and contain the reason that the board or its designee's decision should be reviewed or reconsidered. The board may grant or deny the request for an appeal or request for reconsideration. If granted, the board shall notify the student in writing of the procedures to be used for the appeal or the request for reconsideration.

**Section III: Types of Suspension and Expulsion**

The Tribal Education Advisory Board or its designee has the authority to suspend or expel students guilty of "gross misdemeanor or persistent disobedience." This will not infringe on rights guaranteed to students who qualify for special education programs and services. School administrators will refer to the Regional Education Service Agency guidance on the discipline of students with special needs and the most recent edition of Special Education Considerations in Student Disciplinary Procedures.

Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses and will employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize a suspended student's time away from school.

The types of violations that automatically lead to suspension and expulsion are:

- Weapons, Arson, or Criminal Sexual Conduct Expulsion
- Physical Assault – Student to Employee, Contractor, or Volunteer
- Physical Assault – Student to Student
- Bomb Threats or Similar Threats

Petitioning for Reinstatement

There is a separate policy for petitioning for reinstatement following expulsion. This policy can be obtained from the school, Education Administration, or the Tribal Education Advisory Board.



## **Section IV: Violations of the Code of Student Conduct and the School Community Responses**

### Student Rights and Responsibilities

If a student feels unsafe or is threatened, the student or the student's parent/guardian should contact the principal.

Individual rights relate to individual responsibilities and must be seen in relationship to the safety, health, and welfare of all members of the school community.

Expectations of student conduct should be kept within the bounds of reasonable behavior expected of all members of the community. Students should have freedom and encouragement to express their individuality in school, as long as their conduct does not intrude upon the freedom of others. This applies especially to the freedom of fellow students to receive instruction. There must be a balance between individual freedom and the orderly operation of a classroom, but educators must prioritize keeping students engaged in learning as much as possible. The practices outlined above are powerful tools educators have used successfully to address misconduct and conflict at all levels.

All students should recognize the consequences of their language, manners, and actions toward each other, school staff, and volunteers. Students need to understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to promote a mutually respectful learning environment and support the reduction of any disruption to learning. The following pages list actions that can cause disruptions and, therefore, require some action to address the harm they cause. Whenever possible, the action to address this misconduct should include steps to heal the harm and restore the community members affected.

### Violations of the Code of Student Conduct

Various types of student misconduct are defined below. These definitions of misconduct are not all-inclusive, but only representative and illustrative. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action.

School staff may use intervention strategies including preventative measures such as intensive instruction, social-emotional learning, PBIS, restorative practices, teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contacts for every type of violation listed here. The staff will refer Level III violations directly to the principal, due to the serious and/or unlawful nature of the misconduct. At the option of the principal, a student accused of any violation of the Code of Student Conduct may be referred to a social worker or counselor, family resources, or social services in conjunction with or in lieu of other disciplinary procedures. When the misconduct is subject to mandatory discipline under state or Tribal law, however, the school board will act to impose any mandatory sanctions.

### **Violation Definitions**

The administrator may issue short-term suspensions. The Tribal Education Advisory Board or its designee will advise on long-term suspensions or expulsions.

Depending on the severity or repetition, a Level I violation may be reclassified as a Level II or Level III violation.

#### *Alcohol and Drugs (Level III)*

A student will not possess, use, or offer to buy or sell, or purport to buy or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this section as long as his/her use and possession of the prescribed medication is authorized at school and the student follows required possession and use protocols as defined by the school.

#### *Appropriate Dress and Grooming (Level I)*

A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety or welfare of others.





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*Appropriate Use of Electronic Communication Devices (Level I)*

Students may possess a cellular telephone or other electronic communication device while at school provided that during school hours and on a school vehicle the cellular phone or electronic communication device remains off and out of sight unless authorized school personnel have given students permission to use them.

*Arson (Starting a Fire) (Level III)*

A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person. If a student commits arson in a school building or on school grounds or other school property, the board or its designee shall expel the student from the school permanently. "Arson" means a felony violation as set forth in 01.2207 of the Tribal Code.

*Bullying (Level I/II)*

A student will not engage in bullying any student for any reason in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or telecommunications service provider is owned by or under the control of the school.

"Bullying" means any written, verbal, or physical act, or any electronic communication that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with educational; opportunities, benefits, or programs of one (1) or more pupils.
- Adversely affecting the ability of a pupil to participate in or benefit from the school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- Having an actual and substantial detrimental effect on a pupil's physical or mental health.

Please review the specific Anti-Bullying Policy.

*Cheating/Academic Misconduct (Level I/II)*

A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. Discipline under this section may result in academic sanctions in addition to other disciplinary actions.

*Defacement of Property (Level I)*

A student will not willfully cause defacement of, or damage to, property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are acts of defacement.

*Destruction of Property (Level I/II)*

A student will not intentionally cause destruction of property of the school or others. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are some acts of property destruction.

*Disorderly Conduct (Level I)*

A student will not knowingly harass others or misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects, or otherwise distracting another constitutes disorderly conduct. Behavior is considered disorderly if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.

*Extortion (Level III)*

A student will not make another person do any act against his or her will, by force or threat of force, expressed or implied.



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*False Fire Alarm or Bomb Report, Tampering with Fire Alarm System (Level III)*

Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on school property, or at a school-related event. These acts are prohibited, regardless of the whereabouts of the student. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building.

If a student enrolled in grade six (6) or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, then the board or its designee shall suspend or expel the student from the school for a period of time as determined in the discretion of the board or its designee. The school board has the right to advise Tribal Police and/or ACFS.

*False Identification (Level I)*

A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel or falsely obtain money or property.

*Felony (Level III)*

A student will not commit a criminal act that results in being convicted or, in some cases, charged with a felony offense.

*Fighting (Level II)*

A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated.

*Fireworks (Level III)*

A student will not possess, handle, transmit, conceal, or use any fireworks or firecrackers on school property or any school-related event.

*Forgery (Level I)*

A student will not sign the name of another person for the purpose of defrauding school personnel.

*Fraud (Level I/II)*

A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.

*Gambling (Level I)*

A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.

*Gang Activity (Level II)*

A student will not, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school's education mission.

Gang activity includes any one of the following:

- Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang or otherwise symbolizes support of a gang.
- Using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang or otherwise symbolizes support of a gang.
- Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs.
- Recruiting student(s) for gangs.



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*Harassment/Intimidation (Level I/II)*

A student will not engage in or participate in any behavior that is included in the definition of harassment or intimidation. "Harassment or intimidation" means any gesture or written, verbal, or physical act that a reasonable person, under the circumstances, should know will have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment or intimidation includes, but is not limited to, a gesture or written, verbal, or physical act.

*Hazing (Level II)*

A student will not engage in or participate in any behavior that is including in the definition of hazing. The term "hazing" means "an intentional, knowing, or reckless act by a person acting alone or acting with others that is directed at 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 to, affiliating with, participating in, holding office in, or maintaining membership in any organization." The term "organization" means "a fraternity, sorority, association, corporation, order, society, cops, cooperative, club, service group, social group, athletic team, or similar group whose members are primarily students at an educational institution."

*Insubordination/Unruly Conduct (Level I)*

A student will not willfully ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class or school-related activity not listed herein, refusing to leave a hallway or any other location by a school staff member, or running away from school staff when told to stop constitutes unruly conduct.

*Interference with School Authorities (Level III)*

A student will not interfere with coordinators, teachers, or other school personnel by threat of force or violence.

*Leaving School without Permission (Level I/II)*

A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

*Loitering (Level I)*

A student will not remain or linger on school property without a legitimate purpose and/or without proper authority.

*Misconduct during a Drill of Emergency Procedures or Misconduct during an Actual Emergency (Level I/II)*

A student will not jeopardize other students' safety during an emergency drill or an actual emergency by disregarding or interfering with safety procedures. This would include but is not limited to fighting with other students, horseplay, not following direct instructions, arguing, or any actions that could cause undue harm to another or self.

*Physical Aggression (Level I)*

A student will not be physically aggressive towards other students or adults.

*Physical Assault (Level III)*

A student will not physically assault another person. If a student enrolled in grade six (6) or above commits a physical assault at school against a person employed by or engaged as a volunteer or contractor by the school board, then the board or its designee shall expel the student from the district permanently, subject to possible reinstatement.

"Physical assault" means **intentionally** causing or attempting to cause physical **harm** to another through **force** or **violence**.



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*Possession of Inappropriate Personal Property (Level I/II)*

A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning, including but not limited to, pornographic or obscene material, laser lights, or personal entertainment devices. Certain devices may be permitted for health or other reasons, if approved by the coordinator.

*Profanity and/or Obscenity toward Students (Level I/II)*

A student will not verbally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward any other student.

*Profanity and/or Obscenity toward Staff (Level I/II)*

A student will not verbally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward any school district staff members or adult volunteers.

*Public Display of Affection (Level I)*

Students will not engage in inappropriate displays of affection, such as kissing or long embraces of a personal nature.

*Robbery (Level III)*

A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.

*Sexual Assault (Level III)*

A student will not sexually assault another person. If a student commits criminal sexual conduct in a school building, on school grounds or any other school property, the board or its designee shall expel the student from the school permanently, subject to possible reinstatement. The school administrator & school board has the right to advise Tribal Police and/or ACFS.

“Criminal sexual conduct” means a violation as set forth in Title I, Chapter 1.20.

*Sexual Harassment (Level I/II)*

A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person’s gender that cause embarrassment, discomfort, or a reluctance to participate in school activities.

A student will not make unwelcome sexual advances, request sexual favors, or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, school district personnel, or adult volunteers.

*Smoking (Level II)*

A student will not smoke or use e-smoking devices, use tobacco or alternative cigarette options, or possess any substance containing tobacco or nicotine in any area under the control of the school, including all activities or events supervised by the school unless the tobacco is for cultural uses.

*Spitting (Level II)*

A student will not eject saliva from their mouth onto or near any person or object.

*Tardiness (Level I)*

A student will not fail to be in his or her place of instruction at the assigned time without a valid excuse.

*Technology Abuse (Level I)*

A student will not violate the Saginaw Chippewa Tribe’s “Technology Use Guidelines.”

*Theft or Possession of Stolen Property (Level I/II)*

A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at \$100.00 or less, which does not belong to the student.

*Theft or Possession of Stolen Property (Level III)*

A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at more than \$100.00 that does not belong to the student.



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*Threat/Coercion (Level II)*

A student will not threaten another with bodily harm or threaten to cause harm to the school building or the entire student body or entire staff. A student will not coerce another to act or refrain from acting.

*Trespassing (Level I)*

A student will not enter upon the premises of the school, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.

*Tuancy (Level I)*

A student will not willfully and repeatedly fail to report to the school's assigned class or activity without prior permission, knowledge, or excuse by the school or parent/guardian.

*Weapons: Dangerous Instruments (Level III)*

A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A "dangerous instrument" means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are not limited to, bullets, chemical mace, pepper gas or like substances, stun guns, BB guns, pellet guns, razors, or box cutters.

*Weapons: Dangerous Weapons (Level III)*

A student will not possess, handle, transmit, or use as a dangerous weapon an instrument capable of harming another person. A "dangerous weapon" means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.

The board or its designee will permanently expel from the school a student who possesses a "dangerous weapon" in a "weapon-free school zone."

However, a school board is not required to expel a student for possessing a weapon if the student establishes in a clear and convincing manner at least one of the following:

- The object or instrument possessed by the student was not possessed by the student for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
- The student did not knowingly possess the weapon.
- The student did not know or have reason to know that the object or instrument possessed by the student was a dangerous weapon.
- The weapon was possessed by the student at the suggestion, request, or direction of, or with the express permission of school or police authorities.
- The student received permission from the school to bring the item for cultural purposes.

*Weapons: Look-A-Likes (Level I)*

A student shall not possess, use, sell, or distribute a toy weapon, a look-a-like or replica weapon except with the prior approval of a teacher or an administrator for appropriate educational use.

*Weapons: Use of Legitimate Tools as Weapons (Level III)*

A student will not use a legitimate tool, instrument, or equipment as a weapon with the intent to harm another. These items include, but are not limited to, canoe paddles, art and life skills tools, padlocks, pens, pencils, compasses, combs, chairs and jewelry.



## School Responses to Violations

The school community will maintain a safe and supportive environment and persistently check that students can identify respectful and accountable conduct toward themselves, their peers, adults, and property. In the event that students violate any part of the Code of Student Conduct, the school community will apply support and guidance to increase the opportunity for the student to both offer restitution and learn from mistakes.

School administrators and staff may use mutually respectful and accountable intervention strategies, as determined by local district policies including, but not limited to, restorative practices, staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution and peer mediation, and programs for anger management and violence prevention. They may also refer students and/or their families to community-based services such as Behavioral Health, mental health care, substance abuse prevention and diversion, and others. Any of the following intervention strategies and disciplinary actions may be used alone or in combination:

- Administrator/student conference or reprimand (Level I/II)
- Administrator and teacher-parent/guardian conferences (Level I/II)
- Referrals and conferences involving various support staff or agencies such as MTSS or Behavioral Health (Level I/II)
- Daily/weekly progress reports (Level I/II)
- Behavioral contracts (Level I/II)
- Behavior Intervention Plan (BIP) (Level I/II)
- Behavior intervention teacher training (Level I/II)
- Bus suspension (Level I/II)
- Coordinate behavior intervention strategies among all personnel who work with the student (Level I/II)
- Consultation with a behavioral specialist (Level I/II)
- Cooperate with the parent/guardian to ensure follow-through on behavior intervention (Level I/II)
- Counseling and psychological services (Level I/II)
- Change in student's class schedule (Level II)
- Cultural Intervention (Level I/II)
- School service assignment (Level I/II)
- Confiscation of inappropriate item (Level I/II)
- Support restitution of offense (Level I/II)
- Restoration for all affected parties (Level I/II)
- Denial of participation in class and/or school activities (Level I/II)
- Before- and/or after-school detention (Level II)
- In-school suspension (Level II)
- Out-of-school suspension (short-term) from one (1) school day up to and including five (5) school days (Level II)
- Law enforcement agency notification (Level II)
- Recommendation to the Tribal Education Advisory Board or its designee for Out-of-school suspension (long-term) from six (6) school days up to and including ten (10) school days (Level III)
- Recommendation to the Tribal Education Advisory Board or its' designee for expulsion (Level III)
- Other intervention strategies, as needed

Intervention strategies are not limited to those listed herein. Other methods of addressing misconduct may be more appropriate, depending on the circumstances. Educators will seek the option that maximizes students' learning and pro-social development while prioritizing keeping students engaged in learning.



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Very Serious Violations (Level III)

Legal mandates and community safety may require removal of individuals who possess weapons, commit arson, engage in criminal sexual conduct, make bomb threats, engage in verbal assault, and who commit physical assault against another. However, research links school attendance with academic success and links exclusionary discipline with lower school performance and higher rates of students' academic failure. Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses. The school will employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students' time away from school.

The school community will persistently check that students understand what is respectful and accountable conduct toward themselves, their peers, adults, and property. In the event that students violate the following rules, the school community will apply any of the options listed above with the support and guidance to increase the opportunity for the student to offer restitution, learn from mistakes, and restore both the offender and the offended.

**The Saginaw Chippewa Academy and Tribal Education Advisory Board will uphold the suspensions and expulsions issued by another school district.**

In the event a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, the board shall ensure that within three days after the expulsion an official of the school refers the individual to the appropriate services (Behavioral Health, Community Mental Health, Anishinaabe Child and Family Services, Department of Human Services, Tribal Police) and notifies the individual's parent or legal guardian.

The school may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation with special attention given to applicable special education rights afforded to children with disabilities. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be a source approved by the Education Administration.



## **Interviews of Students by Police or Other Public Agencies**

The school may not prohibit a social service agency from interviewing a student or students when the agency has reason to believe that a student has been subject to abuse. In addition, the school is not responsible for notifying parents/guardians in the event that a student is interviewed during school hours.

25CFR 34 section 3206 (b) "In any case in which officials of the local law enforcement agency or local child protective services agency have reason to believe that an Indian child has been subject to abuse in Indian country, the officials of those agencies shall be allowed to interview the child without first obtaining the consent of the parent, guardian or legal custodian."

## **Policy on Searches of Pupils' Lockers and Locker Contents**

### Lockers are School Property

All lockers assigned to pupils are the property of the school. At no time does the school relinquish its exclusive control of its lockers. Pupils are prohibited from placing locks on any locker without the advance approval of the principal. Locks on school lockers MUST be school issued locks only. All other locks will be removed immediately by the school janitor.

### Legitimate Use of School Lockers:

The school assigns lockers to its pupils for the pupils' convenience and temporary use. Pupils are to use lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Pupils shall not use the lockers for any other purpose, unless specifically authorized by the principal or his/her designee, in advance of pupils bringing the items to school. Pupils are solely responsible for the contents of their lockers and should not share their lockers with other pupils, nor divulge locker combinations to other pupils, unless authorized by the principal or his/her designee.

### Search of Locker Contents:

Random searches of school lockers and their contents may have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for pupils and personnel. Accordingly, the advisory board authorizes the principal or his/her designee to search lockers and locker contents at any time, without notice, and without parental/guardianship or pupil consent.

The principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The principal or his/her designee shall supervise the search. In the course of a locker search, the principal or his/her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

### Seizure

When conducting locker searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy or rules, or any other items reasonably determined by the principal or his/her designee to be a potential threat to the safety or security of others. Such items include, but are not limited to the following: firearms, explosives, dangerous weapons, tools that could be used as a weapon, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items, or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by the principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor pupil shall be notified by the principal or his/her designee of items removed from the locker.





## Model Anti-Bullying Policy

The Saginaw Chippewa Academy recognizes that a school that is physically and emotionally safe and secure for all students, promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, Education Administration prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

"Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or overall well-being may be at issue.

"Bullying" is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological, or emotional means; substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on association with another person who has or is perceived to have any of these characteristics.

"Harassment" is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public



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school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,

- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The Saginaw Chippewa Academy expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Saginaw Chippewa Academy believes that a comprehensive health education curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

The Saginaw Chippewa Academy recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

The Saginaw Chippewa Academy believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, parents, and community members. The Saginaw Chippewa Academy believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The Saginaw Chippewa Academy requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

#### *Factors for Determining Consequences*

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)



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- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

*Note:* In order to ensure students' perception of fair and impartial treatment, a student's academic or athletic status is not a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

### *Factors for Determining Remedial Measures*

#### *Personal*

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

#### *Environmental*

- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors
- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation
- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics)

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial



measures may include, but are not limited to, the examples listed below:

*Examples of Consequences*

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

*Examples of Remedial Measures*

*Strategies for Individual Behavioral Change:*

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

*Strategies for Environmental Change (Classroom or School):*

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria, bus)
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences



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- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

The Saginaw Chippewa Academy requires the principal and/or the principal's designee at each tribal school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The Saginaw Chippewa Academy requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The Saginaw Chippewa Academy prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Saginaw Chippewa Academy prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

The Saginaw Chippewa Academy requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

The Saginaw Chippewa Academy shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

Unless circumstances require alternative action, the following rubric will be used when bullying is reported:



**Saginaw Chippewa Academy Rubric for Peer-to-Peer Aggression (Bullying)**

	<b>Behavior</b>	<b>First Time</b>	<b>Second Time</b>	<b>Third Time</b>
<b>Level 1</b>	<p>Teasing or Mild Harassment</p> <ul style="list-style-type: none"> <li>• Verbal (sexual, racial, ethnic, calling names, swearing)</li> <li>• Taunting/hateful teasing</li> <li>• False accusations</li> <li>• Social exclusion (shunning, manipulating)</li> <li>• Intimidation (threatening gestures, glaring, block or stopping movement)</li> <li>• Unwanted physical contact (poking with an object/finger, intentional bumping into, etc.)</li> <li>• Any additional behavior after 2 warnings</li> </ul>	<ul style="list-style-type: none"> <li>• Warning from office</li> <li>• Student calls parent</li> <li>• Complete behavior reflection sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Student calls parent</li> <li>• Complete behavior reflection sheet</li> <li>• Lose privilege               <ul style="list-style-type: none"> <li>◦ Computer</li> <li>◦ Free time</li> <li>◦ Rewards</li> <li>◦ Other</li> </ul> </li> <li>• Cultural Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Student calls parent</li> <li>• Complete behavior reflection sheet</li> <li>• Lose 1-3 privileges               <ul style="list-style-type: none"> <li>◦ Computer</li> <li>◦ Free time</li> <li>◦ Rewards</li> <li>◦ Other</li> </ul> </li> <li>• Cultural Intervention</li> <li>• Behavior Plan</li> </ul>
<b>Level 2</b>	<p>Physical Aggression</p> <ul style="list-style-type: none"> <li>• Unwanted touch (sexual/nonsexual)</li> <li>• Obscene gestures</li> <li>• Intimidation</li> <li>• Damaging others belongings</li> <li>• Physical contact (pinching, pushing, slapping, grabbing, shoving, running into others)</li> <li>• Spitting</li> </ul> <p><i>*parent/guardian initials indicate the meeting was held</i></p>	<ul style="list-style-type: none"> <li>• Student calls parent</li> <li>• Complete behavior reflection sheet</li> <li>• Lose privilege               <ul style="list-style-type: none"> <li>◦ Computer</li> <li>◦ Free time</li> <li>◦ Rewards</li> <li>◦ Other</li> </ul> </li> <li>• Cultural Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Student calls parent</li> <li>• Complete behavior reflection sheet</li> <li>• Lose 1-3 privileges               <ul style="list-style-type: none"> <li>◦ Computer</li> <li>◦ Free time</li> <li>◦ Rewards</li> <li>◦ Other</li> </ul> </li> <li>• Cultural Intervention</li> <li>• Behavior Plan</li> <li>• Parent conference recommended *_____</li> </ul>	<ul style="list-style-type: none"> <li>• Student calls parent</li> <li>• 1-2 days ISS or OSS</li> <li>• Complete behavior reflection sheet</li> <li>• Parent conference required for student return *_____</li> <li>• Cultural Intervention</li> <li>• Review Behavior Plan</li> </ul>
<b>Level 3</b>	<p>Severe Verbal Harassment/Severe Physical Aggression/Contact</p> <ul style="list-style-type: none"> <li>• Severe verbal harassment (sexual/nonsexual)</li> <li>• Stealing</li> <li>• Physical aggression (kicking, punching, biting, hitting, pushing down, assault)</li> <li>• Inappropriate touching</li> </ul> <p><i>*parent/guardian initials indicate the meeting was held</i></p>	<ul style="list-style-type: none"> <li>• Student calls parent</li> <li>• Complete behavior reflection sheet</li> <li>• 1-2 days ISS or OSS</li> <li>• Parent conference required for student return *_____</li> <li>• Cultural Intervention</li> <li>• Behavior Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Student calls parent</li> <li>• Complete behavior reflection sheet</li> <li>• 2-3 days OSS</li> <li>• Parent conference required for student return *_____</li> <li>• Cultural Intervention</li> <li>• Review Behavior Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Student calls parent</li> <li>• Complete behavior reflection sheet</li> <li>• 3-5 days OSS</li> <li>• Parent conference required for student return *_____</li> <li>• Cultural Intervention</li> <li>• Review Behavior Plan</li> <li>• Referral to BH</li> </ul>



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## Technology Use Guidelines

This technology guideline and acceptable use policy agreement was provided by the Saginaw Chippewa Information Technology Department.

### Information Technology Department—Internet Division

#### Student Acceptable Use Policy Agreement

The Internet's World Wide Web is a wonderful tool for sharing information, supporting homework and other educational research. As with most things, there are rules we all need to follow in using this tool. Make sure you and your parent or guardian:

- Read how you should and shouldn't use the Web for research in the rules below
- Sign below to indicate that you both understand
- Return this form to the school.

#### Acceptable Uses

Acceptable use of tribally provided Internet resources for education is any use that supports essential educational research. Examples include:

- To get information for Web sites to use for homework.
- To get information about jobs from career-oriented Web sites.
- To use any Web site supporting other scholarly activities.
- To use Tribal Web sites to keep up on Tribal events.

#### Unacceptable Uses

Failure to comply with the acceptable use policy will result in the loss of internet privileges.

You can only use the Web connections provided by the Tribe for educational purposes. Here are a few examples of things you shouldn't do. Remember that this is not a complete list.

- Do not go to non-educational chat rooms.
- Do not use bad/obscene language.
- Do not go to non-educational gaming web sites.
- Do not go to non-educational web sites with sexual content.
- Do not go to social media sites such as: Facebook, Twitter, etc.

**Sign the signature page on the back of this handbook and return to the school.**



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### 2018-2019 Signature Pages

Please sign, detach, and return this page to your child's teacher or SCA's office.

Printed Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

#### Acknowledgement of Receipt of Model Code of Student Conduct

I acknowledge that I have read the 2018-2019 SCA Student Handbook and Model Code of Student Conduct. I acknowledge that I am expected to follow all guidelines and expectations associated with these items. If guidelines and expectations are not followed, I acknowledge that the consequences within these documents will be enforced. I also understand that at any time, if I feel I have questions or concerns regarding this information, I can ask any SCA staff member for assistance.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Student Acceptable Use of Technology Use Guidelines

I have read and agree to follow the Technology Use Guidelines. Note: The student will not be allowed to use Web resources for any purpose without both signatures. This policy was adopted by the Saginaw Chippewa Education Board on November 14, 2000. See RULES FOR USE OF COMPUTING, NETWORKING AND INTERNET RESOURCES adopted by Tribal Council on September 10, 1998.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Permission Form

I, the undersigned, parent or legal guardian of \_\_\_\_\_ hereby give my permission to the Saginaw Chippewa Academy to:

(Please initial)

- \_\_\_\_\_ Release name and photo to Tribal and area news media and school promotion productions
- \_\_\_\_\_ Obtain health records of my student from the Tribal or County Health Department
- \_\_\_\_\_ Exchange information with Behavioral Health
- \_\_\_\_\_ Allow my child to participate in Diagnostic Academic Screening to guide instructional programs
- \_\_\_\_\_ Allow my child to attend any field trips
- \_\_\_\_\_ Allow my child to participate in the requirements of the school health program
  - Head checks for head lice
  - Vision Screening
  - Hearing Screening
  - Speech/Language Screening
  - Health Education
- \_\_\_\_\_ Administer basic first aid to my student as needed, including applying antibiotic, anti-itch cream etc.

In signing this document, I am fully aware of the items listed and concur that the above consent is in the best interest of my student.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_