WHS Mission
Wingate High School is a Native American School that
Nurtures the Whole Person in Self-Identity, Education,
Leadership, and Wisdom.

WHS Vision
“Bee nishliniqii, k’ad be’deeshhil.”
“Nurture Your Talent.”

Wingate High School
1737 Shush Drive
Ft. Wingate, N.M. 87316
Phone: 505.488.6400    Fax: 505.488.6444
Website: www.whs.bie.edu
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## PARENT INVOLVEMENT POLICY

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Dear Students, Parents/Guardians,

Thank you for being a part of the school and for your dedicated work to support your child’s education. It takes everyone to be willing to work together to provide the best educational experience and learning environment for your son/daughter to be successful in school.

The Student-Parent Handbook provides guidance to the policies and requirements expected of all students. It is very important that you and your child are fully informed regarding the expectations related to appropriate behavior for a safe and productive school year.

In conclusion, the Navajo District has worked hard to prepare for this school year, and we believe all students will have a rewarding educational experience.

If you have any questions or concerns, feel free to contact your building Principal.

Sincerely,

Emily Arviso
Acting Associate Deputy Director-Navajo District
Dear Parents/Guardians:

Welcome to Wingate High School! We are looking forward to a productive partnership with parents to ensure students reach and achieve their highest potential. We recognize that in order to be successful in school, our students need support from both home and school. As partners, we share the responsibility for their success and want parents to know that we will do our very best to carry out our responsibilities.

The staff at Wingate High School is committed to fulfilling the mission statement: “Wingate High School is a Native American school which nurtures the whole person in self-identity, education, leadership and wisdom.” Our team works diligently to build an exceptional school. We are responsible for preparing students to be college and career ready. This year’s initiatives are to engage students in meaningful and rigorous work, in conjunction with special events, activities, performing arts and athletics. We hope to encourage our “Bears” to be involved and stay connected with our goals.

Our team ensures that every child is safe and secure, so that there are no obstacles that interfere with their learning and success. The rules and regulation for a safe school are outlined in the SY 2017/2018 Wingate High School Student-Parent Handbook and the Residential Handbook.

WHS administration and staff encourages each parent to be an active part of the Wingate High School Parent Involvement Committee (PIC) which meets the last Wednesday of every month at 5:30 pm. It is a great way to get to know teachers and residential staff. In previous years, the parents accomplished many wonderful tasks that enhanced the school in all areas of operation. We invite parents to be active members of Wingate High School PIC.

If you have any questions or concerns during the school year, please feel free to call or stop by to visit with us. The key to a successful year is having open communication between parents/guardians and staff. It will help your student to experience success at Wingate High School if we all work together.

Thank you for being a part of our educational endeavors here at Wingate High School.

Gloria Arviso, Principal
MESSAGE ON SCHOOL BOARDS
The school boards and Navajo District Schools strive to ensure that every student graduates fully prepared for college or career readiness. Each school board acts in accordance with the policies outlined in the 25 CFR and 62 BIAM to effectively support students, families and community.

MESSAGE ON WELLNESS
We encourage students and their families to practice traditional concepts of hozhó, and take measure to address their physical, mental, and spiritual well-being. In addition to academic instruction, the schools will take measures to provide nutritious food and expose students to physical activities to promote wellness. We encourage students and their families to eat healthy, exercise, and maintain their mental health so that students can reach their full academic potential.

MESSAGE ON CHILD ABUSE AND NEGLECT
All suspected cases of child abuse and neglect will be reported in accordance with the BIE’s Child Abuse/Neglect Reporting Protocols Attached as Appendix A.
SCHOOL BOARD MEMBERS OF WINGATE HIGH SCHOOL

Vera Morgan, President
P.O. Box 607
Church Rock, N.M. 87311

Sherman Woody, Vice President
P.O. Box 1062
Church Rock, N.M. 87311

Noreen Kelly, Secretary
P.O. Box 1152
Church Rock, N.M. 87311

Carol Mariano, Member
P.O. Box 167
Ft. Wingate, N.M. 87316

Mary Ellen Tom, Member
P.O. Box 159
Ft. Wingate, N.M. 87316

ADMINISTRATION OF WINGATE HIGH SCHOOL

Mr. John McIntosh  Education Specialist  (928) 871-5965
Ms. Gloria Arviso  Principal  (505) 488-6401
Mr. David Barker  Head Teacher – 9th/10th Grade  (505) 488-6417
Ms. Karen Malone  Head Teacher – 11th/12th Grade  (505) 488-6414
Ms. Grace Benally  Education Support Services Director  (505) 488-6456
Ms. Lucy Pioche-Garcia  Acting Supervisory Home Living Specialist  (505) 488-6408
Mr. Richard Viekman  Technology Network Manager  (505) 488-6459
Mr. Alfred Martinez  Athletic Director  (505) 488-6425
Mr. Ryan Mitchell  Business Specialist (Personnel)  (505) 488-6403
Mrs. Ramona Allison  Business Manager (Financial)  (505) 488-6404
Ms. Nadine Peterson  School Cook (Supervisor)  (505) 488-6442
Mr. Paul Tohtsonie  Supervisory Maintenance  (505) 488-6423
Mrs. Alta Mitchell  Substance Abuse Counselor  (505) 488-6411
Mrs. Lavaye Holyan-Begay  Nahat’a Hall (D-17)  (505) 488-6426
Mr. Phillip Smith  Nsahakees Hall (D-18)  (505) 488-6428
Ms. Lucy Pioche-Garcia  Iina Hall (D-19)  (505) 488-6434
Ms. Lucy Pioche-Garcia  Siih Hasin Hall (D-20)  (505) 488-6434
# WHS 2017-2018 School Calendar

## 2017

### August

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- July 25 - Contract Begins
- July 31 - 1st Day of School

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- September 4 - Labor Day
- September 6 - School Board Mtg
- September 10 - Parent/Teacher Conference
- September 18, 20 - Early Release (Staff PD)

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- October 4 - School Board Mtg
- October 6 - End 1st Quarter
- October 9 - Columbus Day
- October 16, 20 - Early Release (Staff PD)

### November

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- November 1 - School Board Mtg
- November 10 - Veteran’s Day
- November 22-24 - Fall Break
- November 23 - Thanksgiving
- November 29 - Parent/Teacher Conference
- November 13, 17 - Early Release (Staff PD)

### December

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</table>

- December 6 - School Board Mtg
- December 15 - End of Semester
- December 19-29 - Winter Break
- December 25 - Christmas
- December 1, 8, 15 - Early Release (Staff PD)

## 2018

### January

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- January 1 - New Year’s Day
- January 2 - School Resumes
- January 3 - School Board Mtg
- January 15 - Martin Luther King Day
- January 5, 12, 19, 26 - Early Release (Staff PD)

### February

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- February 7 - School Board Mtg
- February 9 - No School/Staff PD
- February 14 - Parent/Teacher Conference
- February 19 - President’s Day
- February 1, 2, 3 - Early Release (Staff PD)

### March

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- March 2 - End of Quarter
- March 7 - School Board Mtg
- March 19-23 - Spring Break
- March 2, 9, 16, 30 - Early Release (Staff PD)

### April

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- April 4 - School Board Mtg
- April 6 - No School/Staff PD
- April 11 - Parent/Teacher Conference
- April 13, 20, 27 - Early Release (Staff PD)

### May

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- May 2 - School Board Mtg
- May 4, 11 - Early Release (Staff PD)
- May 11 - Graduation
- May 17 - Last Day of School
- May 21 - End of SY Contract
- May 22 - Summer School Begins
- May 28 - Memorial Day
BUREAU OF INDIAN EDUCATION

I. Vision Statement

“Uniting to promote healthy communities through lifelong learning.”

II. BIE Mission Statement

To provide quality education opportunities from early childhood through life in accordance with the tribes' needs for cultural and economic well-being and in keeping with the wide diversity of Indian tribes and Alaskan Native villages as distinct cultural and governmental entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within family and tribal or Alaskan Native Village contexts.

III. BIE Program Goals

- All students will meet or exceed academic proficiency levels in reading and/or language arts, science, and mathematics
- All schools will provide a safe and secure environment by decreasing incidents of violence and substance abuse by a minimum of 2% annually
- Student attendance will meet or exceed the United States rural attendance rate
- All schools will enhance the professionalism of all staff to improve education programs for student success through:
  1. requirements for staff to have appropriate certification;
  2. comprehensive systemic and on-going professional development;
  3. recruitment and retention of highly qualified educators; and
  4. development of leadership using best practices
- High school graduation rates will be 95% or higher
- Each school will provide curriculum and instruction in Tribal languages and/or cultures as approved by the local school boards

BUREAU OF INDIAN EDUCATION NAVAJO DISTRICT

I. BIE Navajo District Description

BIE Navajo operates under one Associate Deputy Director. There are five Education Resource Centers (Crownpoint, Shiprock, Window Rock, Chinle, and Tuba City) that provide support for the 66 BIE-operated and Grant Schools on the Navajo Nation within the states of Arizona, New Mexico, and Utah. These schools provide primary as well as secondary education, and nineteen of the BIE Schools in the Navajo District have residential programs.

II. BIE Navajo Plan

The Navajo District has developed a guideline/plan to support the 66 BIE/Grant Schools. The plan is titled Commitment to the Navajo Learner with four foundational pillars:

Pillar I: Continuous Improvement Using Data- use data from standards based assessments and benchmarks to improve effective instruction, student learning, and achievement

Pillar II: Leadership and Decision-Making for Change - build leadership’s capacity to implement innovative changes to foster student achievement
Pillar III: Curriculum and Instruction - develop a strong curriculum using Common Core Standards, and build teacher capacity to deliver effective instruction resulting in increased student achievement

Pillar IV: School, Parent, and Community - implement innovative strategies developed through the collaborative efforts of the school, parents, and community to support each child’s educational experience

III. District Priorities
In addition to the pillars, the Navajo District has identified four priorities for all BIE Schools partnering with the Navajo Nation. The priorities are:

- Instructional Core
- Leadership Plan
- Plan for BIE and Navajo Nation Partnership
- Sustainability (Budget) Sustaining Quality Education

IV. AdvancEd Standards for Quality Schools:
AdvancED is an accreditation non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. AdvancED provides tools and resources to schools and school systems to support an ongoing comprehensive analysis to drive continuous improvement now and into the future.

Standard 1: Purpose and Direction - the school maintains and communicates a purpose and direction that commits to high expectation for learning as well as shared values and beliefs about teaching and learning

Standard 2: Governance and Leadership – the school operates under governance and leadership that promote and support student performance and school effectiveness

Standard 3: Teaching and Assessing for Learning – the school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning

Standard 4: Resources and Support Systems – the school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement – the school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness; and uses the results to guide continuous improvement
Wingate High School Vision Statement
“Bee nishłį́nígíí, k’ad be’deeshłį́ł.”
“Nurture Your Talent.”

Wingate High School Mission Statement
Wingate High School is a Native American School that Nurtures the Whole Person in Self-Identity, Education, Leadership, and Wisdom.
Regular Days: 55 minutes per period; 5 minute passing periods between classes; 30 minutes for lunch; warning bell 5 minutes before each class.

Monday to Thursday:

**PERIOD ONE** ........................................... 8:00a – 8:55a
**PERIOD TWO** ........................................... 9:00a – 9:55a
**PERIOD THREE** ........................................... 10:00a – 10:55a
**PERIOD FOUR** ........................................... 11:00a – 11:55a
**LUNCH** ....................................................... 11:55a – 12:25p
**PERIOD FIVE** ............................................ 12:30p – 1:25p
**PERIOD SIX** ............................................... 1:30p – 2:25p
**PERIOD SEVEN** .......................................... 2:30p – 3:25p
**Tutoring/Teacher Prep** .................. 3:25p – 4:00p

Friday Schedule

**PERIOD ONE** ........................................... 8:00a – 9:20a
**PERIOD TWO** ........................................... 9:25a – 10:45a
**PERIOD THREE** ........................................... 10:50a – 12:10p
**Lunch** ........................................................... 12:10p – 12:35p
**PERIOD FOUR** ........................................... 12:40p – 2:00p

**Professional Development** ............... 2:05p – 4:00p
HIGH SCHOOL COURSE OF STUDY

There are two high schools within the Navajo District, Many Farms, and Wingate. Each school has its own curriculum as described below.

I. WINGATE
At the beginning of their freshman year, students will begin planning a course of academic study for high school. Each year, students will complete a Next-Step Plan for the coming year. As a Senior, students will complete a final Next-Step Plan in preparation for college, other schools, work, or military service. For every class passed with a D grade or above, students earn ½ of a credit for a total of seven credits possible each school year.

Graduation Requirements

1. Obtain 24 credits including
   4 credits of English
   4 Credits of Social Studies
   4 Credits of Math
   3 Credits of Science
   1 Credit of Physical Education/Health or ROTC
   8 Credits of Electives including 1 Credit of Career Cluster, Work Place Readiness, or Language other than English and 1 Credit of Advanced Placement, Distance Learning, or Dual Credit

2. Meet the Proficiency Score for the PARCC/NWEA Assessment

Sample Course Schedule

Freshman Program of Study (0.00 to 5.5 credits)
Performing Arts/Vocational Arts
1. English 1 Honors
2. Algebra 1 Honors
3. Physical Science
4. Navajo History/NM History
5. Physical Education/Health or JROTC
6. Elective
7. Elective

Regular Program
1. English 1
2. Algebra 1
3. Physical Science
4. New Mexico History/Navajo History
5. Physical Education/Health
6. Literacy
7. Math Standards Plus

Sophomore Program of Study (6.0 to 11.5 credits)
Performing Arts/Vocational Arts
1. English 2 Honors
2. Geometry
3. Lab Science Honors (Biology)
4. US History
5. Language (Navajo/Spanish)
6. Elective
7. Elective

Regular Program
1. English 2
2. Honors Algebra 1/Geometry
3. Biology
4. US History
5. Literacy
6. Math Standards Plus
7. Elective (Career Readiness or Language)
### Junior Program of Study (12.0 to 18.5 credits)

<table>
<thead>
<tr>
<th>Performing Arts/Vocational Arts</th>
<th>Regular Program</th>
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<tbody>
<tr>
<td>1. English 3</td>
<td>Honors English 3</td>
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<tr>
<td>2. Algebra 2</td>
<td>Honors Geometry/Probability &amp; Statistics</td>
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<tr>
<td>3. Lab Science (Physics Honors/Chemistry)</td>
<td>Lab Science (Chemistry/Environmental Science)</td>
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<tr>
<td>4. World History</td>
<td>World History</td>
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<tr>
<td>5. Language (Navajo/Spanish)</td>
<td>Literacy</td>
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<tr>
<td>6. Elective</td>
<td>Math Standards</td>
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<td>7. Elective</td>
<td>Elective (Career Readiness or Language)</td>
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### Senior Program of Study (19+ credits)

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<th>Performing Arts/Vocational Arts</th>
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<tbody>
<tr>
<td>1. English 4</td>
<td>Honors English 4</td>
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<tr>
<td>2. Pre-Calculus</td>
<td>Algebra 2</td>
</tr>
<tr>
<td>3. Lab Science (Physics Honors/Chemistry)</td>
<td>US Government</td>
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<td>4. US Government</td>
<td>Literacy</td>
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<tr>
<td>5. Language (Navajo/Spanish)</td>
<td>Math Standards Plus</td>
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<td>6. Elective</td>
<td>Elective</td>
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<tr>
<td>7. Elective</td>
<td>Elective (Dual Credit or Distance Learning)</td>
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### II. Many Farms

**Arizona Education and Career Action Plan (ECAP)**

Arizona requires that all students have an ECAP. The ECAP allows students to document, track, and update information concerning academic goals, career goals, post-secondary education plans, and extracurricular activities. The ECAP is implemented by the school counselors in collaboration with the student, parent/guardian, and teaching staff and will be updated annually. Each student will have computer accounts set up through the Arizona Career Information System (AzCIS) to assist them in meeting the ECAP requirement.

**Graduation Requirements**

1. Obtain 24 credits including
   - 4 credits of English/Language Arts
   - 4 Credits of Social Studies to include ½ credit of Native American Studies, and ½ Credit of Navajo History and Tribal Government
   - 4 Credits of Math
   - 3 Credits of Science
   - 1 Credit of Physical Education/Health
   - 1 Credit of Career Cluster, Work Place Readiness, or Language other than English
   - 1 Credit of Advanced Placement, Distance Learning, or Dual Credit

   Students may choose electives for the remaining credits. Those planning to continue their education are encouraged to take two years of Navajo language, as well as additional math and science, and dual enrollment classes whenever possible.

2. Meet the Cut Score for the PARCC Assessment
## Sample Course Schedules

### Regular Ed Track

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<th>Freshman</th>
<th>Sophomore</th>
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<tr>
<td>Language Arts 1</td>
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<td>Language Arts 4</td>
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<tr>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Trig/Pre-Calculus</td>
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<tr>
<td>Integrated Science</td>
<td>Biology or Geology/Earth Science</td>
<td>Science</td>
<td>Science</td>
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<td>Word Geography</td>
<td>Native. Am. Studies and Navajo History &amp; Govt.</td>
<td>U.S./AZ History</td>
<td>U.S. Constitution and Free Enterprise</td>
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<tr>
<td>Math Practical</td>
<td>Career-Technical Education</td>
<td>Elective</td>
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<tr>
<td>Physical Education</td>
<td>Fine Arts</td>
<td>Elective</td>
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<tr>
<td>Reading/Literature</td>
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### College Prep Track

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<td>Language Arts 4</td>
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<td>Geometry or Algebra 2</td>
<td>Integrated Algebra 2/Pre-Calculus</td>
<td>Trig or Calculus</td>
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<tr>
<td>Integrated Science</td>
<td>Biology (dual enrollment)</td>
<td>Lab Science</td>
<td>Lab Science</td>
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<td>Native. Am. Studies and Navajo History &amp; Govt.</td>
<td>U.S./AZ History</td>
<td>U.S. Constitution and Free Enterprise</td>
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<td>Math Practicum (Elective) or Sophomore Elective</td>
<td>Navajo Language I (Dual Enrollment)</td>
<td>Navajo Language II (Dual Enrollment)</td>
<td>Elective</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Computer Literacy</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Reading/Literature or Sophomore Elective</td>
<td>Fine Arts</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>
ACADEMIC INFORMATION

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

II. Common Core Curriculum
The BIE Navajo Schools developed and currently implements a K-8 curriculum utilizing the Common Core Standards (CCS) in English Language Arts, Science, and Mathematics to guide instruction in the classroom. The Curriculum identifies skills that are to be taught. The Dine’ Language/Culture and Government/History Standards are also embedded throughout the curriculum.

III. K-8 Programs
The BIE Schools include instruction in the following content areas: English Language Arts, Writing, Math, Science, and Social Studies. Special Education and Gifted and Talented services are also provided. In addition to the core content areas schools may offer the following extracurricular activities/programs:

- FACE Enrichment Programs
- Spelling Bee
- Math/Literacy/Science Nights
- Computers
- Response to Intervention (RtI)
- Summer Enrichment
- Science Fair
- STEM
- Music
- Navajo Language/Culture
- 21st Century Program
- After-School Tutoring
- Athletic/PE Programs
- Art
- Student Clubs

IV. High School Programs
Students are provided with curriculum offerings designed to meet state graduation requirements. Additionally, the Navajo Nation Department of Dine’ Education requires students to take three (3) credit hours of Navajo Language/Culture/Government/History to meet application requirements for a Navajo Nation post-secondary scholarship. Transition classes are offered to support students and to ensure students are college and career ready.

V. Graduation Cohort (HS only)
Students are expected to complete the high school program within four years. Students are assigned a four-year graduation cohort upon their enrollment in high school as incoming freshmen. A student’s cohort is determined by adding four years to the initial high school enrollment date. Students who enroll in high school as freshmen for the first time in August are expected to graduate in May four years later.

VI. Graduation Requirements
- Each student is responsible for knowing his/her graduation status throughout the school year, and for working with both the counselor and his/her teachers on an ongoing basis.
- Letters will be sent home for students in the Senior Cohort at the beginning of each semester outlining progress toward graduation requirements.
• No senior will be allowed to participate in graduation practice or the graduation ceremony if he/she has not met the graduation course requirements by the date of the graduation ceremony.
• Diplomas or certificate of completion may be withheld until a student clears any pending financial obligations with the school.
• Misbehavior by any graduating senior, including “senior pranks” in the latter part of the school year, can result in the student forfeiting the privilege of participating in the graduation ceremony.

VII. Acceptance of Online School or College Coursework Toward Graduation
Students will be allowed to add online courses or college courses to their transcripts, and the school will allow credit for the courses provided:
• The course has been approved by the principal and counselor in advance of the student’s enrollment
• The credit is earned through an institution accredited by AdvancEd or another regional accrediting association
• Only those courses designated as carrying one-half (1/2) high school credit per course or at least three (3) college semester credit hours per course will be accepted to satisfy a semester of high school credit

Transferring credit from online schools or colleges, including correspondence courses, will be limited to a total of four (4) high school credits (3 college credit hours = ½ high school credit).

VIII. PARCC Assessments
BIE Navajo District Schools utilize several assessments to measure progress and achievement of all K-12 students. PARCC Assessments are administered to all 3rd-11th grade students. This assessment measures proficiency in English Language Arts (ELA) and Mathematics.

The assessment includes:

<table>
<thead>
<tr>
<th>Arizona</th>
<th>New Mexico</th>
<th>Utah</th>
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<tbody>
<tr>
<td>• Partnership for Assessment of Readiness for College &amp; Careers (PARCC) – 3rd-12th to measure proficiency in ELA, and Mathematics</td>
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<tr>
<td>• Arizona Instrument to Measure the Standard (AIMS) Science for 4th, 8th, and 10th grades</td>
<td>• New Mexico State Benchmark Assessment (NMSBA) Science for 4th, 7th, and 11th grades</td>
<td>• Student Assessment of Growth and Excellence (SAGE) Science for 3rd-12th grades</td>
</tr>
<tr>
<td>• Arizona English Language Learner Assessment (AZELLA) for identified K-12th grade students</td>
<td>• Assessing Comprehension and Communication in English State to State (ACCESS) for identified K-12th grade students</td>
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<tr>
<td>• Northwest Evaluation Association (NWEA)</td>
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<tr>
<td>• Civic Test – state graduation requirement (a passing score of 60% + for graduates in cohort 2017)</td>
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</table>
IX. Classroom Assessments

i. Formative Assessment
Teachers use formative assessments during instruction through monitoring the progress of learning resulting in accurate, specific feedback that advances student learning.

ii. Summative Assessment
Teachers use summative assessment when students are expected to have already learned the intended content; level of proficiency on a standard or benchmark most often at the end of an instructional unit.

iii. Optional High School Assessments

- American College Testing (ACT)
- Armed Services Vocational Aptitude Battery (ASVAB)
- Scholastic Achievement Test (SAT)
- Pre Scholastic Achievement Test (PSAT)

X. Valedictorian and Salutatorian

The Valedictorian and Salutatorian will be selected from students within the graduating Cohort who have attended the school from which they are graduating for their entire high school career without lapse, on the basis of total High School Grade Point Average (GPA) and with consideration given to difficulty of schedule (College Prep Track, Dual Enrollment classes, no Pass/Fail classes). In case of GPAs with no significant difference, Co-Valedictorians and/or Co-Salutatorians will be identified.

XI. Promotion

Students will be promoted based on the successful completion of the measurable mastery of instructional objectives set for their grade level as stated in 25 CFR § 36.31. A student who has not participated, either directly, or through approved alternative instructional methods or programs, in a minimum of 160 instructional days per academic term (80 instructional days per semester) without a written excused absence shall not be promoted. A school committee may review a promotion decision on a case-by-case basis due to compelling or extenuating circumstances.

XII. K-12 Academic Support Services

BIE Navajo District Schools have developed many support programs to help students achieve academic success. We strongly encourage all students to take advantage of the opportunities offered to stay on track with their education plan, and for high school students to graduate with their cohort. These programs may include the following:

- After School Homework Support/Tutoring: A student may stay after school to get homework support with his/her classes after having made prior arrangements with a specific teacher or staff member. Tutoring is available for all students who are failing a class at any given time.
- High School Credit Recovery and After School Program: Students who are behind in credits may register for a computer assisted credit recovery class for a previously failed course. Students work at their own pace, and credit is earned when the student has completed the required coursework. Students register with their teacher, counselors, or administration.
• Advisory Class: High school students may enroll in an advisory class if offered within the school. Advisory teachers are expected to advise students, and to monitor attendance, behavior, and grades of the students assigned to them.
• Summer School: May be offered to provide students the opportunity to retake classes they failed during the school year. Students who attend daily will have the opportunity to earn up to 1 credit.
• Summer Programs: May include camps, college campus visits, workshops, academies, and other enrichment programs.
• Support Service: Available for students with special learning and/or behavioral needs this may include extended school year.

RESPONSIBILITIES AND RIGHTS OF PARENTS

I. Responsibilities
• You have the responsibility to read and understand the rules.
• You have the responsibility to ask school officials to help you understand these rules if necessary.
• You have the responsibility to ensure that your child stays for classes from the start of school to the end of the school day, Monday through Friday.

II. Rights
• You have the right to see and read your child’s record (e.g., attendance, grades, test scores, referrals, incident reports, etc.). If you have questions, ask a counselor, teacher, or administrator, to help you understand the information and the use of these records. Keep the information in these records confidential because it is not for general information, but only for you, your child, school officials, or others designated by you.
• You have the right to be told what the school rules are.
• You have the right to be informed of what the consequences (punishments) are for your child for breaking the rules.
• You have the right to appeal disciplinary action as provided for by this document and applicable law.

ADMISSION/REGISTRATION

All prospective students are subject to an administrative records review prior to admission as applicable.
• Students who wish to enroll must have a parent or legal guardian present at the time of enrollment, and must meet the following conditions and requirements:
• Each student must provide an up-to-date immunization record.
• Each Native American student or Alaska Native must provide a Certificate of Indian Blood (CIB) or other proof of Indian status.
• Each student must provide a birth certificate, or other documentation establishing guardianship or parentage.
• Entering freshmen must provide proof of successful completion of eighth grade requirements to enter high school.
• Students under suspension or involved in disciplinary proceedings at another school will be required to participate in a documented counseling session prior to enrollment. The documented
counseling session will serve as an opportunity to review the school’s expectations and rules, as well as an opportunity to address any concerns the student may have.

- Any student who has been expelled for criminal offenses and/or violent behavior will be required to participate in a documented counseling session prior to enrollment. The documented counseling session will serve as an opportunity to review the school’s expectations and rules, as well as an opportunity to address any concerns the student may have.

- Any student who has previously violated the school’s substance abuse policy and is seeking re-enrollment will be required to participate in a documented counseling session prior to enrollment. The documented counseling session will serve as an opportunity to review the school’s expectations and rules, as well as an opportunity to address any concerns the student may have.

- Any adult student (eighteen years or older) who has no possible chance of graduating by his or her twenty-first birthday will be denied admission (HS only).

- Each student must have all current transcripts (grades, credits, and attendance) and test data (State and EL) to enroll.

- Any student who resides outside of the Attendance Boundaries must have an out-of-boundary waiver that has been approved by the School Board.

- Transfer students must enroll within the first ten days of the fall or spring semester. All transfers are subject to administrative approval.

- Any student who was not enrolled in the previous semester will be accepted only if there is student space available within his/her proposed schedule/grade.

- Upon admission, any student with a known medical issue, including a food allergy must disclose the information to the principal, and registrar. School officials will ensure that this information is shared with appropriate staff within the school in accordance with the school’s policy.

- Students may be denied enrollment if the school determines the student poses a threat to the health, safety, or welfare of staff, faculty, students or the school. If a student is denied enrollment they may appeal in accordance with the appeal process outlined below.

**ATTENDANCE**

Regular school attendance is the key to academic success. Students are expected to be at school on time every school day. A school day is defined as normal class hours, beginning the moment the student steps on school property (e.g., campus, school bus, government vehicle) and ending the moment he/she would normally step off school property. It is the responsibility of each student and his/her family to ensure that the student is absent only when absolutely necessary, as his/her academic progress and growth are largely dependent upon his/her engagement and the continuity of instruction.

The Code of Federal Regulations in 25 CFR § 36.31 mandates: “A student who has not participated in a minimum of 80 instructional days per semester without a written excused absence shall not be promoted. A school board or a school committee may review a promotion decision and, if warranted due to compelling and/or extenuating circumstances, rescind in writing such action on a case-by-case basis.”

- Absences may impact student performance, and final grades.
- Students will be automatically dropped when they have missed 10 consecutive days
If a Parent or Student believes that a Student’s Attendance has been incorrectly documented they can contact the school administrator within 10 days of the end of the quarter in which the attendance was incorrectly documented to discuss the issue.

I. Types of Absences (NASIS Attendance Codes)

Unexcused Absences

- **Unexcused with permission absences (AU)** An unexcused absence with permission occurs when the student is absent with the permission/knowledge of his/her parent/guardian and the reason is not listed under “Excused absences (AE).” Unexcused absences with permission include but are not limited to; family vacation, babysitting, helping at home, missing the bus, trip to town, no one home. Teachers should make an effort to allow students to make up work missed due to unexcused with permission absences for full credit.

- **Truancy (A)** A student is considered truant when he/she is absent without permission, or knowledge of the parent. If a student does not submit a parental excuse note within three days of their return to school the student will be marked as truant and will be responsible for making up missed assignments. The individual teacher will have discretion to determine how much credit will be given, but regardless of credit given the student should make every effort to make up missed assignments to help ensure mastery of the subject matter.

- **Class Cutting (AC)** A student will be considered to have cut class if the student is present at school, but misses one or more classes during the school day without a valid excuse. The individual teacher will have discretion to determine how much credit will be given, but regardless of credit given the student should make every effort to make up missed assignments to help ensure mastery of the subject matter.

Excused Absences

- **Excused absences (AE)** An excused absence is an absence for which written documentation has been provided **within three (3) days following the student’s return to school** documenting that the student was absent for one of the following reasons: illness, medical/dental appointment, death of a close family member (parent, sibling, grandparent, aunts/uncle, or as otherwise determined by the school), religious ceremony, court appointment or compliance with a court order. A medical doctor’s statement is required for any absences over three days due to illness. Teachers are required to provide the opportunity for students to make up work missed due to excused absences for full credit.

- **School Activity (SA)** Classes missed because of a school activity (field trip, extracurricular activities, testing, etc.) are coded as SA and do not count toward the total absences. SA's are considered excused, and students are allowed to make-up any work missed. When possible, students should check in with their teachers and get the makeup work prior to the absence.

Other Types of Attendance Markings

- **In-School Suspension (ISS)** Students are expected to report to school at the normal hours, but will not participate in their normal class. Instead they will be given class work to complete independently and will not be allowed to interact with peers during the in-school suspension.
Classwork for students assigned to ISS will be picked up on the day prior to the ISS assignment. ISS students are responsible for completing and submitting make-up work for each of their classes. ISS will not be treated as an absence, but instead will be denoted as ISS.

- **Out-of-School Suspension (TA)** Students serving an out of school suspension will be marked as TA. Students serving an out of school suspension will not be allowed to make up missed work.
- **Homebound (HB)** Students who are on Homebound Status will be marked as HB. The school may put students who will be out of school for an extended period on homebound status. Homebound status may be appropriate for circumstances such as hospitalization, doctor-verified disability, pregnancy, participation in ceremony, death of a close family member (parent, sibling, grandparent, aunt/uncle, or as otherwise determined by the school), or court ordered confinement, or in situations where the student poses a threat to health, safety, or welfare of the school, staff, or students. If a student is placed on HB status the school has an obligation to provide them with academic services. HB status requires the approval of the Principal or designee. The HB student is responsible for completing, and submitting make-up work for each of his/her classes, but the school will make reasonable efforts to provide the student with information about missed class work. The terms of the HB Agreement should be set forth in writing. The HB Agreement may be revoked for any student who does not abide by or fulfill its requirements. The school must maintain documentation of services provided to students who are on HB status.

II. Attendance Procedures & Policies

- Any student who arrives after the start of the school day must sign in at the Front/Security Office to receive a pass to class.
- Attendance is counted from the first day through the last day of the academic year.
- Each student who has missed a day of school will report directly to the Attendance Clerk/front office at the Front/Security Office upon return to school before reporting to class; (1) to turn in a parent note explaining the reason for the absence, and (2) to receive a pass to class. No teacher is to admit a previously absent student to class without a pass from the Attendance Clerk/front office. If a student who has been absent the previous school day arrives at class without such a pass, he/she is to be sent directly to the Attendance Clerk.
- Parents/guardians are welcomed to contact the Attendance Clerk/front office by telephone on the day of an absence to provide an excuse for their child’s absence. However, the student will still be expected to provide a written documentation when he/she returns to school from the absence.
- If a student returns to school without a parent note or phone call explaining the reason(s) for his/her absence, he/she will be coded as Truant. The Attendance Clerk/front office will attempt to contact the student’s parent/guardian for an explanation. Otherwise, the student and his/her family have only three (3) school days following the absence to provide a written explanation for the absence.
- An attendance contract and a parent conference with an administrator are required for 5 (five) or more unexcused absences, or upon the student’s fifth instance of truancy.

III. Tardiness

Any student who is more than 10 minutes late for the first class of the day, or who exceeds the time allotted for transition between classes will be considered tardy, and will be subject to discipline as outlined below.
IV. Class Cuts/Ditching
Cutting class is prohibited and will be subject to discipline as outlined below.

V. Early Checkout
Students may be checked out of school only by a parent/legal guardian or a person older than 25 years of age who has been authorized by the parent/guardian in advance on the checkout card. There is no student self-checkout, even for students who are 18 or older. It is recommended that students not be checked out during class time except in an emergency. The school nurse/administrator will approve early check-out for sick students; without the approval or a Doctor’s statement, any resulting absence will be coded as excused absence (AE). Absences due to early checkout will be handled like any other absence.

VI. Attendance Incentives
Individual and group incentives will be given throughout the school year to students who attend school regularly.

VII. Attendance Contract
After a student accumulates five or more absences, or after a student’s fifth time being counted as truant, the Counselor or Designee will schedule a Parent Conference at which the parent and student will meet with an Administrator and agree upon and sign an Attendance Contract to ensure that the student does not fall further behind in his/her classes. As a part of the Attendance Contract, the student may be subject to one or more of the following:
- Assigned Peer or Adult Mentor
- Required After School Homework Help
- Suspension from Athletics/School Activities
- Revocation of Early Checkout
- Parent Escort of Child to School
- Required Residential Program Enrollment

SCHOOL -WIDE RULES and PROCEDURES

I. Expectations
- Students will learn and obey all school rules and procedures at all times while on the school campus or on school property (including school vehicles/buses) and during school-sponsored activities regardless of location.
- Students will follow directions of school staff.
- Students will clean up after themselves.
- Students will report any safety hazards (e.g., faulty electrical outlets or appliances, unsafe equipment, broken windows, exposed wires, unsafe playground equipment, etc.) to any staff member.
- In case of a school-wide emergency (e.g., electrical outage, bomb threats, gas leaks, lock-down) the staff and students will follow the Crisis Management Guide, and the instructions of the school staff.
- All schools are drug-free environments. No alcohol, drugs, smoking or chewing tobacco, or other controlled substance, or related paraphernalia are allowed on the school property, including
school buildings, surrounding grounds, and school vehicles/buses, or at school sponsored activities. Violation of this policy will be dealt with in accordance with the disciplinary process.

- Students will report all unauthorized persons/stranger(s) on campus to school personnel.
- Students will report any person on campus suspected of behaving unsafely and/or carrying alcohol, drugs, drug paraphernalia, and/or weapons to school personnel.
- Students will not endanger themselves or anyone else on school property or while participating in any school-sponsored activity.
- The following bell system is in effect: A bell will ring three minutes before the beginning of class. A second tardy bell signifies the beginning of the class period, and students should be in their assigned classrooms ready to learn when this bell rings. (HS only).
- Sexually explicit material is not allowed on campus, or at school events or school-sponsored activities.
- Skateboards/Hover boards/Heelys Shoes are prohibited due to safety.
- All school property/equipment/supplies/textbooks/equipment (including athletic equipment) that have been issued to a student must be returned in good condition or the student and/or parent will be billed for its replacement. The school may withhold diplomas and certificates of completion until a student clears any pending financial obligations with the school. Schools are not responsible for loss or damage to students' personal property brought onto the school campus.

II. Closed Campus
The safety and security of students and staff are a priority at each school. Any visitors (individuals not currently enrolled at or employed by each school) must sign-in at the Front/Security Office upon arrival to receive an official Visitor’s Pass. Visitors are not allowed beyond the front or security office without an escort or proper clearance. Students and staff are expected to inform the Front/Security Office of the presence of any unregistered visitor on campus.

During the school year, school sponsored closed events (such as the dances/prom) are only for current enrolled school students and approved guests. Visitors at such events are subject to prior approval in accordance with the rules/guidelines included with the Visitor Guest Registration Form. Unapproved Visitors will be escorted off the premises either by school personnel or by local authority.

Students are required to remain on the school campus as designated by the School Administrator for the entirety of the school day, and may leave the school campus only with an official Off-Campus Pass, or if they have been officially checked out of school. To receive an Off-Campus Pass, students must have prior written parental permission on file in the Security Office and/or Administrative approval. Students issued an Off-Campus Pass must carry the pass when leaving the campus, and be prepared to present it to any school employee upon request. Students who do not abide by this policy are subject to revocation of off-campus privileges, and the disciplinary process as outlined below.

III. Dress Code
Students are required to conform to the school’s dress code from the time they arrive on school property (including the school bus) until they depart from school property.
- Logos/graphics on clothing (tops/bottoms) and accessories (backpacks, purses, bags, belts, shoes, wristbands, shoelaces, coats, head gear, gloves) must NOT contain foul language, skulls, sexual innuendo, references to sex, drugs, alcohol, violence, and/or death.
- Bottoms/ Lower Body Clothing (pants, short cuts, and skirts) must fit at the waist line and shall not be more than 3” above the knee.
• Tank/Muscle Tops and Tube/Halter tops are not allowed.
• Clothing must cover cleavage, bellies, shoulders, backsides, and undergarments should not be visible.
• Leggings/jeggings can be worn under a tunic, skirt, or dress but not alone.
• Students should wear proper footwear.
• Gang-related attire, accessories, insignia, and colors are prohibited.
• Chains, spikes, brads, adornment, or any other accessories that may be used as a weapon or damage school property are NOT permitted.
• Face painting, masks, and excessive makeup that hide one’s face is not allowed.
• Hair styles or body modifications that cause distraction to the education process are not permitted.
• The use of non-prescription decorative contact lenses (e.g., cat eyes, vampire eyes) that causes distraction to the educational process is prohibited.
• Head gear (hat, hoodie, beanie, and visor) is not to be worn in any building on campus during school hours.
• Personal headphones/ear buds are to be kept out of sight while in any building on campus.

WHS UNIFORM POLICY
SCHOOL HOURS

• SHIRTS: Any polo shirt, button up shirts, plain or with appropriate design are allowed. Wingate High School affiliated shirts are allowed, such as any Bear Pride shirt with the school name. No tournament shirts from other non-educational entities are allowed. T-shirts are NOT to be worn as a top shirt during school unless it has a Wingate High School logo. NO Dickies brand or handkerchief patterned shirts allowed.
• BOTTOMS: Khaki or white pants (Capri, Dockers, or Cargo pants are acceptable). Female students may wear skirts or jumpers that are below the knee (Khaki or white in color). No other colors are acceptable. No sagging pants of any kind.
• FRIDAY ONLY “College Day” - Along with regular dress code, any College affiliated shirt is allowed on Friday only. Jeans, black or blue (No ripped or distressed jeans) are also allowed on Fridays. College Friday is a privilege and can be discontinued at any time if there are too many dress code violations.
• SWEAT JACKETS: Plain or with appropriate design are allowed. No graphics of skulls, death, gang, music bands, or drug affiliation allowed.
• HEAD WEAR: Hoods, hats, beanies, sunglasses or caps are not to be worn in any building on campus.
• SHOES: Dress shoes, western boots, athletic shoes, sandals, and moccasins are acceptable. House slippers, high heels (above 2”) or flip flops are not permitted during the school day.
• ATHLETES: Student athletes participating in various sports may wear their “Bear Pride” attire during the school day, or the standard school uniform. This policy includes the cheerleaders. Other dress codes may be enforced by the Athletic Director aligned with the school uniform code for athletic travel purposes. (Reference the Athletic Handbook)
• STUDENT TRIPS: Students on one-day field trips are required to wear the school uniform or Native traditional clothing. Students on over-night trips are required to dress appropriately.
• LUNCH PERIOD: The lunch period is part of the regular school day; therefore, the uniform is to be worn during the lunch period.
RESIDENTIAL (after school hours) Students may relax and change into casual clothing. However the following rules still apply: No gang related clothing: handkerchiefs “rags”, no hairnets, no head spandex, no baggy clothing, no gang colors or long belts.

**WHS Summarized Dress Code:**

Students not adhering to the dress code will be asked to correct the violation without delay. Refusal to conform to the dress code may result in confiscation of the offending object/article of clothing and/or the student subjected to disciplinary action as deemed appropriate by the administrator. Repeated documented dress code violations may result in students being sent home and directed to return with a parent for an Administrative Conference. Students who do not comply with the dress code may be subject to discipline as outlined below. The school’s administration has the final authority in determining appropriate school attire and appearance. The school’s dress code is subject to change at any time.
IV. School Activities and Trips

- The administration reserves the right to limit field trip participation to students with favorable behavior records (i.e., no write-ups for major infractions). Athletic participation requires passing grades in all classes as determined by bi-monthly/weekly grade checks per Interscholastic guidelines.
- All field trips require written parental permission. Parents will be specifically notified about culturally sensitive field trips/projects; and a student may be assigned another activity if parent permission is not given.
- **All day/overnight field trips require a BIE Navajo District Field Trip Request Form which is subject to approval from the BIE-Associate Deputy Director.**
- **Student travel will be restricted during the following periods** (December and April – May) because of testing and school holiday schedules.
- **Student Activity Waivers** (HS only) Coaches and sponsors of school related activities which will result in missed classes will obtain signed waivers for each participating student so that students will be marked as present.

V. Computer/Internet Usage Policy

The primary purpose of the Internet connection is for educational pursuits. In formulating this policy, the School recognizes that students have a constitutional right to freedom of speech. However, that right is not unlimited, and we encourage students to be thoughtful about their words and actions.

1) The system administrator and the school principal have determined what constitutes inappropriate use of the school’s computer system and equipment. Inappropriate use includes but is not limited to the following activities:
   a) Sending or displaying offensive/ pornographic/threatening/subversive images and messages;
   b) Accessing, viewing, or transmitting material related to drugs, alcohol, gangs, sexual activity, or hate groups;
   c) Tampering with or damaging school computer equipment and/or system;
   d) Violating copyright laws;
   e) Allowing others access to username and password;
   f) Using another user’s username and password. Trespassing in another user’s account, folders, and/or files;
   g) Intentionally wasting limited resources, such as forwarding chain letters; streaming internet radio or video; downloading music, video, or software;
   h) Using a proxy server to bypass system network filters and controls;
   i) Using the schools BIE Internet system for commercial activities, or making personal purchases;
   j) Participating in chat rooms or other live communication;
   k) Cyberbullying which may include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

2) Violations will result in loss of access, confiscation of equipment, and/or further disciplinary or legal action, and:
   a) Any cost/expense incurred by the user becomes the liability of the user.
   b) The user will be billed by the school for loss/damage to the computer system and/or equipment as a result of inappropriate use as listed above.
3) All computer network usage is subject to BIE/Federal filtering and monitoring. Therefore, be reminded there is no expectation of privacy.

4) Students must have a current signed Student Computer/Internet Usage Policy and Agreement on file before they can use the Internet on any of the school computers. The school’s Wi-Fi network is limited to school-purchased devices.

VI. Electronic Device Policy
Electronic devices include but are not limited to the following:
• Cell Phone
• Digital Camera
• Electronic game devices (e.g., Gameboy, PSP)
• Handheld Video Camera
• Personal iPad/Tablet
• Laser Pointer--For safety reasons, laser lights are prohibited from the school campus.
• Personal Music player/IPod/Speakers
• Portable DVD Player
• Personal Laptop

Electronic devices and accessories must be turned off and kept out of sight during instructional hours and during fire drills or other organized school activities for the duration of the school day. Devices may be used in the classroom with teacher permission only if they are part of an organized classroom activity. Violations will result in the electronic device being confiscated, turned in to the front office/school security, or designated school administrator, and returned to the student/parent at a designated time as determined by the school administrator. Violations may also result in disciplinary action as determined by the school administrator. The school is not responsible for loss or damage to students' personal-property brought onto the school campus.

VII. Vehicle Policy (HS only)
• Students driving vehicles to school must have a signed Use of Student Parking Lot Form as well as (1) a copy of valid Driver’s License, (2) current registration, and (3) proof of Insurance with Student Name listed on file in the Front Office/Security Office and with the Principal. Students are permitted to park on school premises as a matter of privilege, not of right.
• Upon submission of proper documentation a student may be issued a parking pass.
• Only students with parking passes may park their vehicles in designated areas on school property.
• Student vehicles are not to be parked in the housing area or any other area of the campus. Students are not allowed to leave campus in their vehicles during lunch or before the conclusion of the school day without prior written permission from their parents and administrative approval.
• Students may be asked to open a locked motor vehicle under the student’s control or its compartments upon the request of a school official in accordance with the School Searches and Seizure Policy below.
• Violation of the vehicle policy may result in revocation of student’s parking pass, disciplinary action, notification of parents, and referral to law enforcement.
VIII. Fund Raising and Student Council
Individuals are not permitted to sell items on campus to raise money for personal gain.
- By law (25 CFR §31.7), any funds raised should benefit recognized student organizations and must be deposited in the School Activity Fund/bank.
- An updated Plan of Operation must be submitted to and approved by the Student Council each school year prior to any fund raising activity.
- Any fund raising activity must be approved prior to the event by the Student Council, and by the Principal (or Designee).
- Sponsors and organization/club officers are required to be familiar with the policies and procedures of both the Student Council and the School Activity Fund/bank. All funds collected through organizations or club must be deposited into the school activity fund/bank by the sponsor immediately.

IX. School Search and Seizure Policy
Students are entitled to the guarantees of the Fourth Amendment, and in accordance with the Fourth Amendment when there is reasonable suspicion that students may be in possession of drugs, weapons, alcohol, and other materials (contraband) in violation of school policy or state/federal/tribal law, school authorities may search any student, student locker, or student automobile in accordance with the policy outlined below, and may seize illegal, unauthorized, or contraband material discovered in the search. A student’s failure to cooperate with searches as provided in this policy will be considered grounds for disciplinary action. School authorities may utilize canines and metal detectors to assist in searches.

To meet the standard of reasonable suspicion, the school official must have specific and articulable facts or inferences, obtained from either personal observation or a reliable informant, that leads him or her to conclude – based on his or her experience and in the totality of the circumstances – that the search will lead to a discovery of contraband or evidence of contraband. Examples of reasonable suspicion may include, but are not limited to, smelling marijuana or alcohol odors, observing students with drug paraphernalia or alcohol containers, observing behavior consistent with intoxication, or hearing from a credible source that a student possesses contraband on his or her person or elsewhere on school property.

Searches of Individuals
A student’s person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized material. The scope of any inspection conducted under this policy shall be reasonably related to the objectives of the inspection, and shall not be unreasonable in light of the age and sex of the student and the nature of the infraction. If a pat down search of a student’s person is conducted, it will be conducted in private by a school official of the same sex, and with an adult witness present, when feasible, and will be no more intrusive than necessary to uncover the suspected illegal or unauthorized material.

School Property
The school exercises exclusive control over school property, and the students have no expectation of privacy regarding items placed in school property because school property is subject to search at any time by school officials. The students are responsible for whatever is contained in desks and lockers issued to them by the school. School authorities may conduct a general inspection of lockers for any reason at any time without notice, without student consent, and without a search warrant.
Automobile Searches (HS only)

Students are permitted to park in the school parking lot as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lot, and inspect the student’s automobile if it is on school property and a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols may be conducted without notice, without student consent, and without a search warrant. Upon establishment of reasonable suspicion, school officials may require students to open a locked motor vehicle under the student’s control or its compartments. Failure to do so may result in revocation of the student’s parking pass, disciplinary action, notification of parents/guardians, and referral to law enforcement.

Seizure of Illegal Materials

Illegal or unauthorized material which has been found in a properly conducted search will be turned over to the proper law enforcement authorities for ultimate disposition.

Use of Drug and Alcohol Tests

When the school has reasonable suspicion that a student is under the influence of alcohol or drugs, the student may be subjected to testing to determine whether the student is under the influence of drugs or alcohol.

Law Enforcement

Law Enforcement may be contacted by the school for incidents of illegal activity.

Use of Dogs

The school administration is authorized to utilize specifically trained canines (accompanied by trainer) for sniffing out contraband on school-owned property and automobiles parked on the school property. An indication by the dog that contraband is present on school property or an automobile will be reasonable cause for a further search by the school officials.

Use of Metal Detectors

School policy and state law prohibit weapons of any nature on school property or at school functions. The presence of weapons is inherently dangerous to all persons in the school setting. School officials are authorized to use metal detectors when there is reasonable cause to believe that an identified student is in possession of a weapon.

STUDENT BEHAVIOR POLICIES

I. NO Harassment/Intimidation/Threats/Bullying

The following behavior is not permitted and is subject to discipline in accordance with the policy outlined below. Further, violation of these policies will result in parent notification and may result in notification of local law enforcement.

- Physical Abuse: Includes but is not limited to, any physical contact not invited by the recipient including hitting/kicking/pinching, spitting on someone, tripping/pushing, taking or breaking someone’s things
- Sexual Harassment: Includes but is not limited to, any physical or verbal act of a sexual nature that is unwanted or not invited by the recipient. Sexual harassment can also include body gestures, innuendos, creating a sexually hostile environment through use of sexually explicit materials such as calendars, magazines, or other graphic materials.
- Verbal Abuse: Includes but is not limited to, any derogatory speech directed at an individual or spoken in a public setting. This includes vulgarity, cursing, and sexual innuendo (e.g., calling someone a ‘b-word’ or using the “F” word is considered harassment). Verbal abuse also includes teasing, name-calling, taunting and threatening to cause harm.
• **Nonverbal Abuse:** Includes but is not limited to, rallying other children not to be friends with someone, spreading rumors, causing someone else to be subject to public ridicule.

II. Hazing
Hazing activities, such as initiations, harassment, humiliation, and ridicule will not be tolerated. Hazing includes any intentional or reckless act committed by a student, whether individually or with others, in-person, or in writing, against another student with a substantial risk of potential physical injury, mental harm, or degradation.

III. Bullying
Bullying is prohibited on school property, property immediately adjacent to school grounds, at school-sponsored or school-related events whether on or off school property, at school bus stops, on school buses or other vehicles owned, leased or used by the school, or through the use of technology or an electronic devices owned, leased or used by the school.

Bullying is also prohibited at a location or activity that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for the target student, infringe on the rights of that student at school, or substantially disrupt the education process or the orderly operation of a school.

**Students or parents of students who are being bullied should report their concerns to the school administrator.**

I. Public Display of Affection (PDA)
Anything beyond hand-holding is prohibited and will be subject to discipline in accordance with the policy below.

**DISCIPLINE**

I. Discipline Ladder
If a problem cannot be resolved by the Staff Member it may be referred to the Administration, and Administration will:

- Provide additional intervention as needed to correct problem behavior or to resolve conflicts;
- Determine appropriate consequences (e.g., lunch detention, restriction)
- Determine if suspension is appropriate
- Prepare suspension letter, set hearing dates; notify parent/guardian; review hearing rights with student.

II. Progressive Discipline
The Navajo District will use a system of progressive discipline, and will attempt to implement discipline based on severity of the offense, and the repeated nature of disciplinary offenses. Accordingly, offenses are broken down into Severe, Major, and Minor as described below. Please note the following:

1. Behavior and Counseling Contracts will be established for all Severe (Group I) offenses.
2. Law Enforcement may be notified of offenses.
3. The Administrator will make the final decision.
4. A student may be suspended from School for violations of the Student/Parent Handbook or other school rules and regulations.
Severe Offenses (Group 1)

Severe Offenses (Group 1) are those offenses that are serious in nature and without exception break Navajo Nation law, and/or state law, and/or federal Law. Examples of Severe Offenses (Group 1) offenses include, but are not limited to the following:

Drug/Alcohol use or possession, arson, physical assault, sale or distribution of a controlled substance, inciting a riot, possession of a weapon, fighting involving a weapon, bomb threat, gang activity, etc.

Consequences for Severe Offenses (Group 1)

**Short Suspension** – 3 days or less out of school with mandatory counseling  
**Long Suspension** – 4 to 8 days out of school with mandatory counseling  
**Long-Term Suspension** – 9 days or more days out of school, with due process hearing  
**Expulsion** – Recommendation to the Governing Board for Expulsion

<table>
<thead>
<tr>
<th>Type of Offense</th>
<th>1st Offense with a Contract</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selling/Distribution of Drugs/Alcohol</td>
<td>Short or Long Suspension</td>
<td>Long or Long-Term Suspension</td>
<td>Long-Term Suspension or Expulsion</td>
</tr>
<tr>
<td></td>
<td>1st &amp; 2nd Offense - Law enforcement will be notified</td>
<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract</td>
<td></td>
</tr>
<tr>
<td>Use, Possession of Drugs/Alcohol</td>
<td>Short or Long Suspension</td>
<td>Long or Long-Term Suspension</td>
<td>Long-Term Suspension or Expulsion</td>
</tr>
<tr>
<td></td>
<td>1st &amp; 2nd Offense - Law enforcement will be notified</td>
<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract</td>
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</tr>
<tr>
<td>Fighting – Inciting a Riot or Fight, Possession of Weapon, Fighting with a Weapon</td>
<td>Short or Long Suspension</td>
<td>Long or Long-Term Suspension</td>
<td>Long-Term Suspension or Expulsion</td>
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<tr>
<td></td>
<td>1st &amp; 2nd Offense - Law enforcement will be notified</td>
<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract</td>
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<tr>
<td>Gang Related Activities (Including but not limited to Recruitment, initiation, threatening or other equivalent behavior)</td>
<td>Short or Long Suspension</td>
<td>Long or Long-Term Suspension</td>
<td>Long-Term Suspension or Expulsion</td>
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<tr>
<td></td>
<td>1st &amp; 2nd Offense - Law enforcement will be notified</td>
<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract</td>
<td></td>
</tr>
<tr>
<td>Arson – Bomb Threat, False Fire Alarm, Fire Works</td>
<td>Short or Long Suspension</td>
<td>Long or Long-Term Suspension</td>
<td>Long-Term Suspension or Expulsion</td>
</tr>
<tr>
<td></td>
<td>1st &amp; 2nd Offense - Law enforcement will be notified</td>
<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract</td>
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<tr>
<td>Behavior</td>
<td>1st Offense</td>
<td>2nd Offense</td>
<td>Punishment</td>
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<tr>
<td>Sexual Misconduct, Any Inappropriate Contact</td>
<td>Short or Long Suspension</td>
<td>Long or Long-Term Suspension</td>
<td>Long-Term Suspension or Expulsion</td>
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<td><em>1st &amp; 2nd Offense - Law enforcement will be notified</em></td>
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<td><em>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract</em></td>
</tr>
<tr>
<td>Physical Assault</td>
<td>Short or Long Suspension</td>
<td>Long or Long-Term Suspension</td>
<td>Long-Term Suspension or Expulsion</td>
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<td><em>1st &amp; 2nd Offense - Law enforcement will be notified</em></td>
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<td></td>
<td><em>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract</em></td>
</tr>
<tr>
<td>Other Serious or Threatening Behaviors that Involve/Cause Harm to Others including Severe Bullying (e.g. encouraging someone to engage in self-harm, threatening someone, taking someone’s property with threat or force, spreading rumors that are intended to damage someone else’s reputation)</td>
<td>Short or Long Suspension</td>
<td>Long or Long-Term Suspension</td>
<td>Long-Term Suspension or Expulsion</td>
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<td><em>1st &amp; 2nd Offense - Law enforcement will be notified</em></td>
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<td></td>
<td><em>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral and Counseling Contract</em></td>
</tr>
</tbody>
</table>
**Major Offenses (Group II)**

Major Offenses (Group II) are those offenses that can be serious in nature and may break Navajo Nation law, and/or state law, and/or federal law. Examples of Major Offenses (Group II) offenses include, but are not limited to the following:

- theft, vandalism, misuse of computers, use or possession of tobacco products, drug/alcohol paraphernalia, disorderly conduct, etc.

**Consequences for Major Offenses (Group II)**

- **Short Suspension** – 3 days or less with mandatory counseling
- **Long Suspension** – 4 to 8 days with mandatory counseling
- **Long-Term Suspension** – 9 days or more, with due process hearing
- **Expulsion** – Recommendation to the Governing Board for Expulsion

<table>
<thead>
<tr>
<th>Type of Offense</th>
<th>1st Offense with a Contract</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession of Drugs/Alcohol Paraphernalia</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
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<tr>
<td></td>
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<td></td>
<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral &amp; Counseling Contract for Student</td>
</tr>
<tr>
<td>Possession or Use of Tobacco Products, including E-Cigarettes</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
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<td></td>
<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral &amp; Counseling Contract for Student</td>
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<tr>
<td>Extortion</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
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<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral &amp; Counseling Contract for Student</td>
</tr>
<tr>
<td>Intimidation / Harassment/Bullying (Including but not limited to name calling, repeated incidents of minor bullying, rallying other students to bully someone)</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
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<td></td>
<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral &amp; Counseling Contract for Student</td>
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<tr>
<td>Hazing</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
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<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral &amp; Counseling Contract for Student</td>
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<tr>
<td>Vandalism and/or Theft</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
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<td></td>
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<td></td>
<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral &amp; Counseling Contract for Student</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
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<td></td>
<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral &amp; Counseling Contract for Student</td>
</tr>
<tr>
<td>Verbal Abuse of an Individual</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
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<td></td>
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<td></td>
<td>1st Offense – Mandatory Parent/ Student Conference – Establish a Behavioral &amp; Counseling Contract for Student</td>
</tr>
<tr>
<td>Gang Related Activity (Displaying gang affiliation, including showing colors, flashing signs, marking territory, displaying gang tattoos)</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
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<tr>
<td>Other Similar Offenses</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
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<td></td>
<td>1st Offense – Mandatory Parent/Student Conference – Establish a Behavioral &amp; Counseling Contract for Student</td>
</tr>
</tbody>
</table>
Minor Offenses (Group III)
Minor Offenses (Group III) are those that may be characterized as disruptive in nature. Examples of Minor (Group III) offenses include, but are not limited to the following:
- Insubordination
- Dress Code violation
- Truancy
- Ditching/Cutting class
- Leaving class or campus without permission
- Profanity
- Public display of affection
- Violation of reasonable standard of right/wrong
- Failure to produce school identification badge
- General misconduct
- Failure to follow directions
- Failure to serve detention, etc.

Consequences for Minor Offenses (Group III)

<table>
<thead>
<tr>
<th>Type of Offense</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
<th>5th Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public display of affection</td>
<td>Verbal Warning Counseling</td>
<td>Written Reprimand</td>
<td>ISS/IDS 1-4 days</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
</tr>
<tr>
<td>Profanity</td>
<td>Verbal Warning Counseling</td>
<td>Written Reprimand</td>
<td>ISS/IDS 1-4 days</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
</tr>
<tr>
<td>Insubordination</td>
<td>Verbal/ Written Reprimand</td>
<td>ISS/IDS 1-4 days</td>
<td>Short suspension</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
</tr>
<tr>
<td>Dress Code Violation</td>
<td>Verbal/ Warning Reprimand</td>
<td>Verbal Reprimand</td>
<td>ISS/IDS 1-4 days</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
</tr>
<tr>
<td>Ditching classes</td>
<td>Verbal/ Written Reprimand</td>
<td>ISS/IDS 1-4 days</td>
<td>ISS/IDS 1-4 days</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
</tr>
<tr>
<td>Behavior</td>
<td>Punishment</td>
<td>Parent Notification</td>
<td>Contract Length</td>
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<tr>
<td>Truancy</td>
<td>Verbal/ Written Reprimand</td>
<td>ISS/IDS 1-4 days</td>
<td>Short suspension</td>
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<tr>
<td></td>
<td>Parent will be notified</td>
<td>Parent will be notified by Certified Mail. Establish a Behavioral and Counseling Short-Term Contract</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
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<tr>
<td></td>
<td></td>
<td>Parent will be notified by Certified Mail. Establish a Behavioral and Counseling Long-Term Contract.</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
<td></td>
</tr>
<tr>
<td>Leaving class or campus without permission</td>
<td>Verbal/ Written Reprimand</td>
<td>ISS/IDS 1-4 days</td>
<td>Short Suspension</td>
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<tr>
<td></td>
<td>Parent will be notified</td>
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<td>Long-Term Suspension</td>
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<tr>
<td></td>
<td></td>
<td>Parent will be notified by Certified Mail. Establish a Behavioral and Counseling Long-Term Contract.</td>
<td>Long Suspension</td>
<td>Long-Term Suspension</td>
<td></td>
</tr>
<tr>
<td>Failure to serve detention</td>
<td>ISS/IDS 1-4 days</td>
<td>Short Suspension</td>
<td>Long Suspension</td>
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<tr>
<td></td>
<td>Parent will be notified</td>
<td>Parent will be notified by Certified Mail. Establish a Behavioral and Counseling Short-Term Contract</td>
<td>Long-term Suspension</td>
<td>Expulsion</td>
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<tr>
<td></td>
<td></td>
<td>Parent will be notified by Certified Mail. Establish a Behavioral and Counseling Long-Term Contract.</td>
<td>Long-term Suspension</td>
<td>Expulsion</td>
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<tr>
<td>Tardiness</td>
<td>Verbal Reprimand</td>
<td>Written Reprimand</td>
<td>ISS/IDS 1-2 days</td>
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<td></td>
<td></td>
<td>Parent will be notified by Certified Mail. Establish a Behavioral and Counseling Short-Term Contract</td>
<td>Short Suspension</td>
<td>Long-Term Suspension</td>
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<tr>
<td></td>
<td></td>
<td>Parent will be notified by Certified Mail. Establish a Behavioral and Counseling Long-Term Contract.</td>
<td>Short Suspension</td>
<td>Long-Term Suspension</td>
<td></td>
</tr>
<tr>
<td>Violation of reasonable standards of right/wrong/Bullying (including but not limited to name calling, excluding someone, deliberately disregarding someone else’s feelings)</td>
<td>Verbal Reprimand</td>
<td>Written Reprimand</td>
<td>ISS/IDS 1-4 days</td>
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<tr>
<td></td>
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<td>Short Suspension</td>
<td>Long-Term Suspension</td>
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<tr>
<td></td>
<td></td>
<td>Parent will be notified by Certified Mail. Establish a Behavioral and Counseling Long-Term Contract.</td>
<td>Short Suspension</td>
<td>Long-Term Suspension</td>
<td></td>
</tr>
</tbody>
</table>
NOTE: ALL SPECIAL NEEDS STUDENTS WILL BE HELD ACCOUNTABLE FOR THEIR ACTIONS. ALL NECESSARY ACCOMMODATIONS SUCH AS COUNSELING, INTERVENTION, IEP REVISIONS, AND MANIFESTATION HEARINGS WILL BE IMPLEMENTED BEFORE OR WITH ANY DISCIPLINARY ACTION FOR SUSPENSION OF NO MORE THAN 10 DAYS IN A SCHOOL YEAR. ALL DISCIPLINE OF SPECIAL EDUCATION STUDENTS WILL BE CONDUCTED CONSISTENT WITH THE SPECIAL EDUCATION POLICY BELOW. IF ANY SERIOUS INCIDENTS DO OCCUR, THE STUDENT IS SUBJECT TO A 45 DAY SUSPENSION.

III. Discipline Terms Defined

Student Conference
A staff member will meet individually with the student in an effort to reduce or eliminate minor misbehavior.

Parent Contact
Staff member will contact parent via phone, email, mail, or in person regarding student minor misbehavior in an effort to elicit support/reinforcement of positive school behavior from home.

In-School Suspension (ISS)
Prior to in-school suspension each student and their parent/guardian will be notified of the offense(s) leading to the ISS, and the duration of the ISS. Students serving an ISS will report to school at the usual start time, but will be assigned to a special room to be supervised by school staff for the duration of the school day. Prior to commencing an ISS, the student will inform each of his/her teachers that they are serving an ISS and will collect any classwork that will be missed due to his/her ISS. On each assigned day of ISS, each student assigned to ISS is responsible for arriving on time and being prepared (student should bring all assigned classwork, any incomplete assignments, and something to read). Failure to do so may result in additional ISS. During ISS, students will not be allowed to interact with their peers. ISS students will eat lunch in the ISS room.

Parent Conference w/ Behavior Contract
Student and parent will meet with an Administrator to write and agree upon a behavior contract which includes any of the aforementioned Interventions and/or but not limited to a combination of any of the following additional interventions:

• Community Service
• Peer or Staff Mentor with Required Contact
• Counseling
• Suspension from Extra-Curricular Activities (including sports, after school activities, field trips)
• After School Homework
• Family Member to Attend Classes with Student
• All-Day Academic Support

IV. Discipline Appeals - Procedural Due Process
Information in the Student-Parent Handbook informs the students of their rights and responsibilities, school rules, and regulations governing behavior, and consequences for infractions of school rules and
regulations. Every student and his/her parent(s)/guardian(s) needs to study and know the school rules and regulations as well as their due process rights and responsibilities.

This section does not apply to any discipline EXCEPT suspension of 10 days or more, denial of enrollment, expulsion, or suspension from the bus service. This section, in conjunction with the Special Education Policy below applies to students with a known disability or with an IEP.

The school will work with students involved in infractions as detailed earlier in this Student-Parent Handbook in order to help students to reach their academic potential and overcome problems. However, in cases of severe/major infractions of school rules or repeated violations, students may be suspended for more than 10 days, or expelled. In cases where suspension exceeds 10 days, or the student is expelled, the student will be entitled to the due process rights outlined in this section.

Due Process Hearing (25 CFR § 42.7)
The Hearing will be held by the principal or the principal’s designee. The Principal may suspend or expel a student immediately when there is evidence that the student poses a serious and immediate danger to the health or safety of himself/herself or others. However, if a student is suspended or expelled prior to a hearing, a hearing must be held within ten days. If a student is not expelled or suspended prior to a hearing, the hearing will be held at the most reasonable time and as close as possible to the alleged infraction. All hearings will be closed, unless otherwise requested by the student/parents. It is essential that the each student be given an opportunity to present their defense against the charges made against them, and that the proceeding be fair and impartial.

Notification (25 CFR §42.7(a))
Parents and students will be notified of charges within reasonable time prior to the hearing.

Specific Student Hearing Rights and Procedures (25 CFR § 42.8)
The student has the right to:

• Not to be compelled to testify against himself or herself
• View documents and related records including written findings of fact and conclusions.
• Request deferral (delay) of hearing: The request must be in writing. The request must clearly state reason for deferral. The request must be submitted to the Principal two days prior to the hearing
• A private hearing
• Representation by legal counsel (at student/parent’s expense)
• Presence of a student, parent/guardian or their designee
• Translator, if requested
• Appear on his /her own behalf
• Produce witnesses and evidence on his/her behalf and to confront and examine all witnesses
• Confront and cross examine an opposing witness or for the student legal counsel to do so
• To the record of the disciplinary action, including written findings of fact and conclusions
• Have an allegation of misconduct and related information expunged from the student’s school record if the student is found not guilty of the charges
• Administrative review and appeal under school policy

The student may receive failing grades for failure to attend an alternative education program if offered. A student can, prior to, or at time of hearing, enter a plea of guilty at which time the case will immediately be referred to the principal for review and final decision. While on suspension a student cannot request makeup work.
Appeal
A student will have the right to appeal the decision of suspension/expulsion to the Education Program Administrator (EPA) within ten days from the date of receipt of the initial decision in accordance with school policy. If a student should win their appeal, the student will be allowed to make up any missed assignments within 3 days of his/her completion of the suspension.

V. Grievance Procedures

Student/Parent - Employee
If a parent and/or a student has a conflict with school staff, the following process should be used. This section does not apply in the case of any physical or sexual abuse. Physical or sexual abuse (including verbal sexual harassment) should be immediately reported to the principal, and/or local law enforcement. If the differences are not settled informally between student/parent and employee, it is the right of the parent/student and/or the employee to go to the employee’s supervisor who will act as the mediator. Both sides of the dispute have the right to present a written or verbal statement and answer to the grievance.

Student - Student
If a conflict arises between students, the student should report the conflict to a staff member for advice on how the conflict can be resolved. If students’ differences are not settled informally, it is the right of the student to go to a teacher/counselor, or the Principal. Both sides of the dispute have the right to present a written or verbal statement and answer to the grievance.

VI. Behavior Interventions
Behavior intervention is handled case by case by school counselors and administration.

SPECIAL EDUCATION POLICY

I. IDEA.

II. Section 504 of the Rehabilitation Act of 1973
The school will comply with the requirements of the Rehabilitation Act of 1973, 29 U.S.C. §§ 701 et seq., Pub. L. No. 93-112 and its implementing regulation (34 C.F.R. Part 104). Disciplinary actions of a student covered under Section 504 of the Rehabilitation Act will be done in accordance with the BIE’s Guidance Document for Section 504 available through counselors. This document will be provided to any parent or student upon request.
SCHOOL SERVICES

I. Meal Cost
Schools are reimbursed for meals provided to all the students. Parents, staff, and all other visitors, however, are required to pay for their meals because these meals are non-reimbursable by USDA.

II. Cafeteria Rules (insert school cafeteria rules add/delete as needed)
- Students are to follow all school rules while in the cafeteria.
- Students are expected to model good behavior at all times.
- No tea, sodas, sports drinks, or energy drinks are allowed in the cafeteria (only bottled water and milk and, and when served from the line, juice).
- All electronic devices must be out of sight in the cafeteria.
- Remove all head gear before entering the cafeteria.
- Students are to enter the cafeteria from the designated entrance.
- No cutting into the food line.
- Horseplay (e.g., shoving, running, shouting, fighting, throwing food) is not allowed.
- Each student is expected to clean the area he/she used.
- Each student must remove all trash (e.g., gum, paper) from his/her tray, disposing of it in the designated trash can.
- A student who wants a second helping must wait until everyone has been served once and must use the same tray. Note: At times there will not be enough of some food items for seconds.
- Sponsors of after-school clubs, classes, tutoring, or sports must supervise their students during dinner at the cafeteria (if applicable).

III. Transportation (Bus routes can be accessed at www.whs.bie.edu/handbooks.html)

The school provides free bus service based on student need. Bus runs take students home on weekends and holidays. There is a courtesy bus run on Fridays to most designated points. Parents are required to return their child to school every Sunday.

A student must have a bus pass in order to ride a different bus from the one assigned. To be eligible to receive a bus pass, a parent must give written permission for the child to board the bus. Students are not allowed to exit the bus at any place other than the destination listed on the bus pass.

Day student transportation is provided to local areas. Transportation will be provided for day students and athletes who stay after school for tutoring, after school detention, or athletic programs. Parents will make prior arrangements where the student will be transported with the bus transportation manager for day students who stay after school or athletes who stay for practice. The student is responsible for getting on the right bus and getting off at the designated place. It is the parent/guardian responsibility to make sure their child is picked up from the WHS campus soon after tutoring or practice is over.

Please remember that riding the bus is a privilege maintained by good behavior. Students are required to follow all school rules and procedures to ensure the safety of all on the bus. Unacceptable behavior and violation of the bus rules while on the bus may result in restrictions or suspension of bus privileges. If bus privileges are suspended for more than 5 days, students can appeal the suspension in accordance
with the appeal process outlined above. The school provides daily bus service for day students and will only stop at designated locations.

- **Bus Change Requests** - A student must have a temporary bus pass in order to ride a different bus from the one assigned. To be eligible to receive a temporary bus pass, a parent must give written notice or call by 11:00 a.m. on the same day.

- **Activity Bus Run** – based on student need

- **Transportation Cancellation due to Inclement Weather**
  This policy provides guidelines for transporting students of Wingate High School when there is inclement weather or unsafe driving condition.
  1. The principal, head teacher, or home living specialist supervisor, will contact the local radio stations in the event transportation cannot be provided. The public service announcement will inform students and parents that due to bad weather or unsafe road condition, the students will NOT be transported home or picked up to be transported back to school.
  2. Depending on the weather reports and weather conditions, the supervisor will inform the radio stations of the times the students can be taken home on Friday.
  3. A student who is not back in school because of the weather condition and is not provided transportation by Wingate High School will not be charged with an absence from classes.
  4. If the cancellation occurs on Friday, the students will be bused home on Saturday morning at 8:00 a.m. (weather permitting).
  5. The following radio/television networks/and stations will be requested to announce the cancellation and rescheduled times: KOB TV, KOAT TV, KGAK in Gallup; KTNN in Window Rock; KKJI in Holbrook; KTDB in Pinehill; KSHA in Zuni; and KNDN in Farmington.
  6. Calls will also be made to each bus stop site when cancellations are made.
  7. They are as follow: Steamboat Thrift-way, Burnside Thrift-way, Pueblo Pintado Boarding School, Lake Valley Trading Post, Crownpoint Community School, Wide Ruins Boarding School, and City Market in Shiprock.
  8. For more information call Wingate High School at (505) 488-6400/6405/6408.

- **Bus Rules** - "Don't Lose Your Riding Privilege"
  - Be on Time
  - Have Respect for others and for the driver
  - Remain in your seat
  - For safety, keep the aisle and exits clear
  - Be courteous. Never use foul language or obscene gestures.
  - Keep all body parts inside the bus
  - Use of tobacco, alcohol, & drugs is prohibited.
  - No food or drinks on the bus.
  - Do not damage any part of the bus; you and your parents will be responsible for repairs.
  - For your own safety, do not distract the driver
  - Listen to the Bus Driver
IV. School Library
The Library welcomes all faculty and students who wish to read, learn, and/or study.

- **Checkouts** - Library books may be checked out at the discretion of the school.
- **Overdue Books** – Students who have overdue items will be limited to a single book until the overdue books are returned or renewed. At the end of the school year, all overdue books will be treated as lost or missing. Diplomas or certificate of completion may be withheld until a student clears any pending financial obligations with the school.
- **Requests for books** – Book requests from the staff and students are welcomed. All attempts will be made to obtain requested books for the library.
- **During class hours, all students must possess a pass from a teacher/staff member** - No hall passes will be given by the Librarian.
- **Library Rules**
  - Bring all materials needed before entering the library
  - Do not bring food or drinks into the library
  - Do not leave the library during class hours without permission from librarian or their designee
  - Keep voices down
  - No running or horseplay allowed
  - Keep the library clean
  - Return books to designated areas for proper re-shelving
  - Reference materials, magazines, and newspapers are not to be removed from the library

V. School Health Services
The School Nurse/assistant, if available, will collaborate with staff members, parents, and students to promote a safe and healthy environment.

- **Student Illness Procedures** – Students are to remain home if they are ill, or have a contagious illness. If a student becomes ill and cannot remain in class, the student will be sent to the school nurse/front office. The school nurse/administrator will contact the parent/guardian to pick up their child at the school.
- **Dispensing Medication (Prescription and Over the Counter)** – Medications will be administered in accordance with the BIE’s Medication Administration Policy which is attached as Appendix B.

VI. Medical Emergency
In case of an emergency (i.e., the need for urgent medical attention), the student will be immediately transported to the local health facility/hospital. The parent/guardian will be notified as soon as possible, and staff will remain with student until parent(s) or guardian(s) arrive.
VII. Athletics for High School - Per New Mexico Activities Association (NMAA) for WHS

- **Eligibility** - A ninth grade student who has not previously competed in interscholastic sports at the high school level has his/her open enrollment choice. The student may compete without reference to his/her immediate or previous scholastic record in eighth grade. The end of the 1st grading period in the 9th grade establishes the beginning of the scholarship requirements for the Student. A student is eligible for senior high interscholastic competition for ten (10) consecutive semesters starting with the eighth grade (8th) year. A student is eligible for eight (8) semesters in grades 9 – 12. A student becoming 19 years of age after August 31 of the current year is eligible for the entire school year. A student who is 19 years of age or older prior to September 1 is **ineligible**. Students, including incoming freshmen and transfer students, must have on file a physical examination and, when appropriate, medical clearance to participate. Forms are available from the registrar. To participate in sports, each student must have a current physical exam. Transfer students must complete relevant paperwork with the Athletic Director to apply for eligibility.

- **Grade Check** - Student Athletes and Managers shall have a 2.0 grade point average or better with no more than one (1) F, based on the 4.0 grading scale. Athletes **must be passing all of their classes** to play, per state athletic association rules. The Athletic Director/Coaches/Staff will conduct a weekly grade check. If a student is failing any class, he/she will be placed on the ineligible list for the following week. The Student may practice with the team if he/she demonstrates academic progress towards eligibility. The Student CANNOT participate in any interscholastic event at any level of competition during the period of ineligibility. The Student CANNOT travel to any interscholastic event or activity with the team during the period of ineligibility.

- **Additional Ineligibility** - If you miss (1) practice that week: **You** will not start the next game and or possibly be replaced for an event or meet. If you miss (2) practices that week: **You** will not play that week and or possibly be replaced for an event or meet. If you miss 2 or more games due to attendance or disciplinary reasons it may result in removal from the team for that season. Per state athletic association rules, any student participating in athletics is prohibited from participating in non-school sports for his/her given sport during the season. Discipline infractions may result in the student being declared ineligible at the discretion of the coach, Athletic Director, and/or Principal. Any student caught using/possessing drugs, alcohol, paraphernalia, or tobacco will be suspended from athletics for the remainder of that sports season, and required to complete the WHS Substance Abuse Program.

- **Assigned Areas** - Student Athletes and Managers will follow coaches’ instructions and not leave assigned areas, such as gym, sports fields, hotel rooms, etc., without coaches’ permission. Failure to follow this rule may result in immediate dismissal from the team and, other school disciplinary consequences.

- **Please see WHS Athletic Handbook for specific details.**
**Parent Involvement Policy**

Navajo District strives to educate teachers, support staff, administrators, and School Board members, with the assistance of parents, about the value of parental contribution and the necessity of reaching out to, communicating with, and working with parents as equal partners. Specifically, the school strives to:

- build ties between parents and the school
- research, adopt, and implement model approaches to improving parental involvement;
- develop appropriate roles for community-based organizations and local businesses in parental involvement activities, and provide other reasonable support for parental involvement activities as parents may request

Navajo District believes that all parents and families want the best for their children. Educational research shows that children do their best when parents are enabled to play four key roles in their children’s learning:

- Parents as Teachers (helping children at home)
- Supporters (contributing their skills to the school)
- Advocates (helping children receive fair treatment)
- Decision-makers (participating in joint problem solving with the school at every level)

Navajo District recognizes that parents/guardians are full partners with educators, administrators, school board members, and support staff, in achieving the best possible learning experience for each child. A strong program of two-way communication between home and school must be encouraged, continually evaluated, and maintained so that the school and community are connected in meaningful and productive ways.

In order to institute and maintain two-way communication with parents and to facilitate and maintain active parental involvement, our schools will:

- Continue to involve parents in the joint development of the school’s improvement plan. If the school’s improvement plan is not satisfactory to the parents of participating children, the school will submit any parent comments with such improvement plan when the school resubmits the improvement plan to the Bureau of Indian Education (BIE).
- Plan, implement, assess, and, as necessary, revise effective parent involvement activities to improve student academic achievement and the school’s overall climate and performance
- Build the schools’ and the parents’ capacities for strong parental involvement through collaborative school planning, ongoing two-way parent/school communication, and integration of parents into professional development and other school activities.
- Coordinate and integrate parental involvement strategies and activities as parenting workshops which encourage and support parents in furthering the education of their children and which assist them in understanding and thereby avoiding the pitfalls (e.g., gangs, violence, drugs, teen pregnancy) faced by today’s youth.

- Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the school’s Parent Involvement Policy in improving the academic quality of the school, including identifying barriers to greater participation by parents in authorized activities. The findings of such evaluation will be published, made available for review by parents, and used to design strategies for more effective parental involvement, and if necessary to revise the school’s existing Parent Involvement Policy.
I. **Student-Parent Handbook and Parent Involvement Policy**
The schools will distribute the Student-Parent Handbook and Parent Involvement Policy to parents of all enrolled students. The School’s administration will develop a School Plan for Parental Involvement that will explain the means by which the bulleted items above will be implemented and maintained.

II. **Parent Advisory Committee**
All schools have a Parent Advisory Committee (PAC) comprised of parents and school personnel. The PAC will convene for the purpose of developing the School Plan for Parental Involvement. Parents will be notified of the policy and the subsequent plan via easily understandable written correspondence. Monthly PAC meetings will be held the last Wednesday of every month. Parents are encouraged to be involved in an organized, on-going, and timely way, in the planning, review, and improvements of the school’s Parent Involvement Policy and the joint development of any other plans, policies, and procedures. Upon request, a language interpreter will be provided for translations. The PAC policy and the subsequent plan will also be made available to the local community, and updated periodically to meet the changing needs of parents and the school.

III. **Parent-School Compact**
The compact has been developed with parents of children served by programs described in the school improvement plan. The Parent-School Compact outlines how parents, the school staff, and students share the responsibility to build and develop a partnership for student achievement. Some of the main functions of the Compact are:
- Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, which enables the children to meet academic achievement standards of the Navajo Nation, the Bureau of Indian Education, and their designated state
- Clarify parents’ responsibility for supporting their child’s education through monitoring attendance and homework completion, and participation, as appropriate, in decisions relating to their child’s education and positive use of extracurricular time
- Emphasize the importance of two-way communication between instructional staff and parents on an on-going basis through:
  - Quarterly parent-teacher conferences
  - Frequent communication to parents about their child’s progress
  - Volunteer opportunities
The Parent-School Compact will be reviewed and updated annually by the Parent Advisory Committee.

IV. **Student Responsibilities**
- To be in school every day and all day
- To provide supporting written documentation (e.g., an appointment slip) for any absences.
- To follow the school’s checkout policy as stated above
- To inform your teacher(s) of an impending absence
- To advocate for yourself and to stay informed about your academic progress.
- To know your legal responsibilities and your liabilities as a student and to abide by all local, state, tribal, and federal laws and regulations
V. Annual Meeting
As required by policy all schools are required to hold annual parent meeting to:

- Inform parent of the school’s status
- Explain the requirements of programs
- Answer questions about parental rights
- Present annual assessment data
- Summarize the content of the school’s improvement plan and planned Parental Involvement activities, to include:
  - Monthly Parent Advisory Committee meetings throughout the year, to which all parents will be invited. The meetings will promote two-way parent school communication and increased parent involvement in each student’s education
  - Monthly Parent Newsletter & Principal’s Letter to Parents
  - Three-week progress reports and semester report cards
  - Parent Teacher Conferences and other meetings with teachers/staff as appropriate and/or as requested by parents to formulate suggestions and to participate in decision relating to the education of their children, with the school responding to any such suggestion as soon as practically possible
  - Possible in-depth Parent Training throughout the school year
    - NASIS Parent Portal Access to Relevant Student Information
    - Understanding Your Child’s Assessment Data
    - NWEA Des Carte Reports
    - Cyber Bullying
    - Health and Wellness
    - Curriculum of the Home
    - Volunteering at the School (including Background Check process)
    - Diné Content Standards
    - Common Core State Standards (English/Language Arts and Mathematics)
    - Next Generation Science Standards
    - School Improvement Model
    - Outside Resource Support Programs
    - Other topics as recommended by the PAC
APPENDIX A: BIE Suspected Child Abuse/Neglect Reporting Protocol

BIE’s Suspected Child Abuse/Neglect (SCAN) Protocol Summary

4.0 Introduction

It is mandated that all knowledge of or suspected child abuse be reported to the local law enforcement agency or to child protection services. However, the report must meet the definitions of child abuse contained within Public Law 101-630 and Public Law 101-647 to be considered “abuse”. Since 1998, when the Child Protection Handbook was released, numerous reports of suspected occurrences of child abuse have been documented. The seriousness of these reports of alleged child abuse varied greatly. There were reports as serious as sexual molestation to as minimal as an employee engaging in discourteous verbal conduct involving a student.

The BIE developed a tool for Management to ensure all incidents that may negatively impact children continue to be documented, but at the same time, ensure that only the incidents that meet the definitions of child abuse are reported to law enforcement or child protection authorities. BIE also began using Administrative Inquiry Teams (AIT, to be discussed in Chapter 5) to assist management to ensure SCAN Reports are accurate and complete. AITs provide needed information and recommendations to assist management in making prompt decisions regarding whether an individual may be a threat to Indian children.

4.1 Reporting Format – SCAN Report

The Suspected Child Abuse/Neglect Report, Revised in 2009, is used for documenting incidents of suspected child abuse within the BIE. The report will be referred to as the “SCAN Report” along with supporting documents; electronic forms are available at the BIE website. A report of suspected abuse is the equivalent of a request to an investigation by local law enforcement and/or child protection authorities. The actual investigation is the lawful assessment by an authorized individual to determine if a harmful condition exists involving a minor and what emergency action should be undertaken for the safety of the child. The BIE’s role is to ensure the suspected child abuse is reported in a manner that is clear and as accurately as possible so an investigation is initiated by proper authorities.

When a SCAN Report is filed, it is critical that the report be completed accurately and all appropriate notifications made accordingly. Of equal importance is the action taken after the SCAN Report has been completed. Depending on the seriousness, some action must be taken almost simultaneously to completing the SCAN Report.

A SCAN Report will be completed when a Mandated Reporter, while engaged in a professional capacity or activity, learns of facts that give reason to suspect that a child has suffered an incident of child abuse. The Mandated Reporter does not have to prove the suspected child abuse has occurred but they must describe the behavior or physical signs that led them to suspect a child has been abused. Persons who make a report of child abuse based upon their reasonable belief and in good faith are immune from civil and criminal liability.

The Mandated Reporter will contact their immediate supervisor and work with their supervisor to complete the report. If the alleged offender is the Mandated Reporter’s immediate supervisor or if the Mandated Reporter has concerns about reporting directly to their immediate supervisor, they may submit the SCAN Report directly to the BIE Program Specialist (SCAN) Office. The report must be completed within the Mandated Reporter’s regularly scheduled workday and the SCAN Report must be submitted to the BIE Program Specialist (SCAN) Office within the established timeframes. This includes those reports that are non-staff related. The timeframes for reporting are identified in Chapter 6 and specific instructions on how to complete the SCAN Report.
APPENDIX B: BIE Medications Policy

ATTACHMENT A
BUREAU OF INDIAN EDUCATION
AUTHORIZATION TO ADMINISTER PRESCRIBED/OVER-THE-COUNTER MEDICATION

PART I—TO BE COMPLETED BY THE PARENT/GUARDIAN
I hereby request and authorize designated and properly instructed school personnel to administer prescribed medication as directed by the prescribing physician or other duly licensed provider (PART II below). I certify that I have legal authority to consent to the administration of prescribed medication following the provider’s order. I understand additional prescriber/parent authorizations will be necessary for each medication to be administered, and if the dosage of the medication is changed. If necessary, I authorize the designated school health care official to communicate with the prescriber or the student’s health care provider as allowed by HIPAA.

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<tr>
<th>STUDENT INFORMATION</th>
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<tr>
<td>Student Name:</td>
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<td>School Year:</td>
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<tr>
<td>Height (inches):</td>
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<td>Weight (lbs):</td>
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</tbody>
</table>

List all medication(s) student is taking, including over-the-counter medication(s):

List any known drug allergies/reactions:

Parent/Guardian Signature: ____________________________ Date: ____________

Contact Number(s): ____________________________ (Day) ____________________________ (Evening)

PART II—TO BE COMPLETED BY THE PRESCRIBER

PLEASE USE A SEPARATE FORM FOR EACH MEDICATION

Name of Medication: ____________________________ Diagnosis: ____________________________

Dosage: ____________________________ Time(s)/Frequency to be given: ____________________________

Route of Administration: ____________________________ PRN (as needed) Yes No

If PRN (signs/symptoms): ____________________________

Side Effects:

Begin Medication: ____________________________ Date: ____________

Stop Medication: ____________________________ Date: ____________

Special Instructions:

Refrigeration required? Yes No

Is medicine a controlled substance? Yes No

Is this an emergency self carry/self administration medication? Yes No

Has student been instructed in the proper self administration of medicine? Yes No

Prescriber’s authorization for self carry/self-administration of emergency medication: ____________________________

Signature: ____________________________ Date: ____________

Prescriber’s Name/Title: ____________________________ Phone: ____________________________

Address: ____________________________ (Type or Print) Fax: ____________________________

Prescriber’s signature: ____________________________ Date: ____________

PART III—TO BE COMPLETED BY School Nurse/Other Duly Licensed Health Care Provider

☐ Parts I and II above are completed, including signatures.

☐ Prescription medication is properly labeled by a pharmacist and within the expiration date.

☐ Medication label and prescriber order are consistent.

☐ Over-the-counter medication is in an original container with manufacturer’s dosage label intact.

Principal/Authorized School Personnel Signature: ____________________________ Date: ____________

Release #16-4, Issued: 11/04/15

New
APPENDIX C: Parent/School Compact

Wingate High School commits to:
- Provide a safe and supportive environment in which learning is emphasized.
- Provide that Wingate High School remain fully accredited with AdvancEd/North Central Association.
- Lead the staff in providing high-quality curriculum and instructions, based on the Common Core State Standards that will enable all students to reach high academic standards.
- Provide technology to enhance curriculum and to ensure that our students are prepared to compete in a global economic.
- Maximize opportunities for all of our students to meet proficiency levels in assessments.
- Communicate to students and parents about the school’s mission and goals.
- Reinforce the partnership between student, parent, and staff.
- Provide extracurricular opportunities for learning and growth.
- Provide opportunities within the Performing and Vocational Arts courses for the student to determine aptitudes and interests and to prepare for various careers.
- Foster a respect for all cultures and promote strong values.
- Encourage all students to strive to maintain at least a 3.0 grade point average.

Principal’s Signature: ______________________

As a teacher of Wingate High School, I commit to:
- Respect my students as individuals.
- Respect and promote traditional and cultural awareness.
- Respect the parents of my students in their role as first teachers of their children and invite their support.
- Provide a good role model and pattern for responsible behavior for my students to observe and reflect upon as they grow into adulthood.
- Utilize research-based curriculum, Common Core State Standards and best practice in my teaching.
- Maintain high expectations for my students and support their efforts in reaching those expectations, and to be critical thinkers.
- Teach my students to think and apply knowledge to workplace and real-life situations that they may become productive and responsible adults.
- Remember that children are sacred and that the assignment to teach them that I have accepted is a sacred obligation.

Head teacher's signature: ______________________

As a student, I commit to:
- Attend school and class on time every day so I can help the school meet the State requirement for 95% attendance rate and stay current in my studies.
- Enhance my traditional and cultural awareness.
- Work as hard as I can on my classroom and homework activities.
- Spend a reasonable amount of time each day studying and attend after school tutoring when needed.
- Be respectful of others’ property, feelings, and physical well-being.
- Ask questions or ask for help when I do not understand something.
- Discuss with my parents what I am learning at school.
- Strive to reach proficiency in applicable Common Core State Standards.
- Be proficient on assessments, especially, the NWEA and other assessments required for graduation.
- Strive to maintain at least a 3.0 grade point average (GPA) to be able to have more post-graduate choices (receive scholarships and acceptance to post-secondary institutions).
- Select career goals to pursue while attending Wingate High School.
- Strive for proficiency in technology usage.
- Be college & career ready upon graduation.

Student Signature: ______________________

As a parent, I commit to:
- Ensure my child attends school every day to help Wingate High School meet the State requirement for 95% attendance rate and help my child stay current in all academic studies.
- Support and enhance my child’s traditional and cultural awareness.
- Monitor my child's academic progress by studying reports from the school, attending parent-teacher conferences, and questioning my child about his/her progress.
- Encourage my child to be respectful to self, others, and property.
- Help and encourage my child to meet proficiency requirements on assessments.
- Support my child’s academic endeavors: tutoring and classroom visitations.
- Limit television watching at home, stress positive activities, such as reading and community service.
- Support all school policies and procedures, and be accountable for my child's education.
- Encourage my child to maintain at least a 3.00 grade point average (GPA).
- Maintain communication with school, teachers, and have access to the NASIS Parent Portal.
- Visit classrooms, residential, cafeteria, and attend school activities.
- Encourage and support my child's effort to be college and career ready upon graduation.

Parent Signature: ______________________

Wingate High School COMPACT
Student, Parent, Teachers, & Administration
School Year 2017-2018

Mission Statement
Wingate High School is a Native American School that nurtures the Whole Person in Self-Identity, Education, Leadership and Wisdom.

Vision Statement
“Bee nishtłįįį, k’ad be’deeshłįį.”
Nurture Your Talent

Learning takes place only when there is a combination of effort, interest and motivation. As we are committed to each student's progress at Wingate High School, we are going to utilize our best efforts to ensure career and college ready students. We believe that this compact will be fulfilled by our team efforts. Together we commit to improve teaching and learning. All students will reach the highest standards that Wingate High School has adopted for academic achievement.