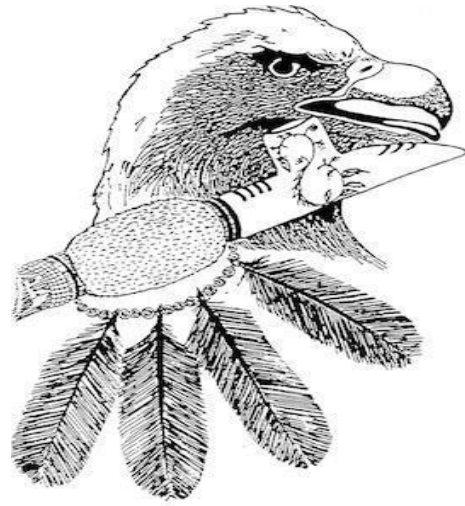


**FOND DU LAC
OJIBWE SCHOOL**



**2025-2026
PARENT/FAMILY/
STUDENT
HANDBOOK**

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INTRODUCTION

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

MISSION STATEMENT

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

OJIBWE SCHOOLS MOTTO

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

ANISHINAABEG CORE VALUES OF MINOBIMAADIZIWIN (THE GOOD PATH OF THE ANISHINAABEG)

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

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

The Good Path of the Anishinaabeg is to:

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

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

VISION STATEMENT

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

GOALS AND OBJECTIVES

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

ADMISSIONS POLICY

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

4. Whether the School has the resources to meet the student's needs
5. Whether the parent or guardian of the student agrees with the School's mission, philosophy, and practices and/or
6. Other consideration such as relocation into the area or extenuating circumstances beyond the control of the parent, guardian or student

The Admissions Team may ask for a meeting with the student and their parent/guardians to collect additional information. If a meeting is scheduled before the acceptance of student enrollment, and the parent/guardian and/or student does not meet with the Admissions Team within 5 school days after receiving the meeting invitation, the enrollment application will become void.

F. Criminal Prohibition. No student shall be eligible to attend the Ojibwe School if the student has been adjudicated guilty of any crime of violence or sexual predation as defined under the Indian Child Protection and Family Violence Prevention Act of 1990, 25 U.S.C. § 3201 et al. Any current Ojibwe School student who is rendered ineligible under this section during the school year may be provided with off-site educational services by the school if (a) the Ojibwe School has determined that such resources are available and (b) it is deemed by the student's parent/guardian and multi-disciplinary team (if any) to be in the best interests of the student.

G. Role and Responsibilities of the Administration. The Superintendent, Building Principal, or other administrator shall have the authority to receive or share information with any local, state, tribal, or federal agency which they deem to be necessary to the administration of the policy, provided that any information so obtained shall be maintained in accordance with the Privacy Act of 1974, 5 U.S.C. § 5 et al.

H. Transfers from Other Schools. Any student who has been expelled from a school, asked to leave a school, left a school to avoid expulsion, or is the subject of a pending truancy action shall not be admitted until the Admissions Team has reviewed the matter, including:

1. The nature and circumstances of the student's prior expulsion or withdrawal
2. The student's attendance records
3. The student's disciplinary records, if any
4. The student's academic records
5. The Admissions Team may request a meeting with student and parent/guardian to gather further information. If a meeting is scheduled before student enrollment is accepted and parent/guardian or student fail to meet after 5 school days of meeting invitation, that enrollment application will become void

Admission will be granted only where it is determined to be in the best interests of both the student and the school. A behavior contract and/or attendance agreement will be agreed upon and signed prior to the student admittance.

I. Parental Notice. The custodial parent or guardian shall be notified in writing of application status and the parent or guardian shall have an opportunity to appeal such denial in accordance with Subsection (J) below.

J. Appeals. The custodial parent or guardian of a student who has been denied admission to the Ojibwe School may bring an appeal in writing within ten (10) school days. The appeal shall state the reason(s) the admissions decision was erroneous, and shall provide documentation of any achievements, outcomes, or records which are cited in support. The appeal shall be addressed to the superintendent, who shall schedule an informal hearing with the parent or guardian within five (5) school days. The decision of

the superintendent in the matter shall be final and unappealable. If the student is admitted, the superintendent may require a behavior contract, attendance agreement, or other agreements prior to student admittance.

STANDARDS OF STUDENT CONDUCT

The Grandfather Teachings are the basis for our standard for student conduct.

The Seven Grandfather Teachings are Anishinaabe values that guide people to live in harmony with themselves, others, and nature.

The Seven Grandfather Teachings of the Anishinaabeg:

- **Wisdom, Nibwaakaawin:** Beaver – teaches us we all have gifts and purpose; through love of knowledge, we find wisdom.
- **Love, Zaagi’idiwin:** Eagle – Love is in all the teachings and the eagle mirrors these lessons back to us. Once we can see ourselves and love ourselves, we find balance that we can provide love to our family and community. The eagle feather is sacred and must be earned.
- **Respect, Minaadendamowin:** Buffalo – reminds us to respect all living things, this balance keeps us alive.
- **Bravery, Aakode’ewin:** Bear – teaches us to balance confronting threats and playful/rest time through this balance we are taught when to be courageous.
- **Honesty, Gwayakwaadiziwin:** Sabe/Raven – reminds us to be truthful to who we are, by being honest we have integrity.
- **Humility, Dibaadendiziwin:** Wolf – the wolf finds its strength in packs and protecting the well-being of the group, teaching us that humility gives strength to family and community.
- **Truth, Debwewin:** Turtle – The turtle was here at the beginning of life and carries the teaching on its back: 28 scutes around the shell perimeter represent the creation of life, 13 scutes in the center of the shell represent the 13 moons and the 13 times the Earth circles around the sun yearly.

MINOBIMAADIZIWIN

The Minobimaadiziwin (The Good Life) school-wide plan is to preserve the Ojibwe oral tradition that tells us that there were Seven Grandfathers who were given the responsibility by the Creator to watch over the Earth’s people. The Seven Grandfathers gave the people seven gifts, which are Wisdom, Love, Respect, Bravery, Honesty, Humility, and Truth. The behavioral plans within the Ojibwe School model the seven gifts.

The goal of minobimaadiziwin is to create a self-disciplined individual with mature attitudes and socially acceptable standards of conduct. The classroom plans should include rules, consequences, and rewards that directly relate and support the minobimaadiziwin school-wide plan. Teachers will be responsible for posting the classroom behavior plan in their classroom.

Students are expected to follow the school values by showing respect for everyone and everything. Students who have multiple behavior referrals or unresolved behavioral problems will be provided with opportunities to make things right. At regular intervals the Behavior Management Team will ask students to reflect on their behavior. The team and administration will review the data collected from write-ups, restorative chats, thinking worksheet, and restorative circles. Upon completion of the review, students will be able to participate in special grade-level or school activity.

A behavior contract may be applied for students for the purpose of identifying the behavioral expectations and consequences. The contract is to be developed and mutually agreed upon by the parent/guardian, student, and behavioral management facilitator/assigned administrator.

HOWA RECOGNITION

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

ATTENDANCE

Our goal for student attendance is 100%. However, we realize students will be absent. Parents/Guardians are encouraged to stress the importance of good attendance. The school retains the right to determine all excused or unexcused absences.

- A. High School students will be considered absent for class periods that are missed.
- B. Students who report to class late will be considered tardy.
- C. All students are required to be within the school building during school hours. The only time a student may leave the school campus is with documented permission from the parent/guardian. Students must sign in and out at the reception window.
- D. The procedure for the enforcement and notification of the Fond du Lac Ojibwe School's attendance policy is:
 1. Two (2) consecutive unexcused absences will result in parent/guardian notification
 2. Three (3) cumulative absences in a quarter will result in one or more of the following:
 - a. Restorative Chat
 - b. Restorative Interventions available
 - Thinking Report
 - Apology to the teacher (letter or verbal)
 - Circle for Attendance concerns
 - Restorative Mediation
 - Restorative Conference
 - c. Parent/guardian communication
 - d. Referral to structured weekly circles for Attendance
 - e. Attendance letter
 - f. Families First referral
 - g. Family meeting
 - h. School linked mental health referral
 - i. Home visit
 - j. Family meeting with school administration
 3. Seven (7) cumulative absences will result in the student being referred to the Student Success Team. The Student Success Team will then make a recommendation to the superintendent. The recommendation can include but is not limited to:
 - a. Re-evaluation
 - b. Referral to an alternative school program
 - c. Referral to the student's home school district
 - d. Referral to the Fond du Lac Tribal or home county court for truancy
 - e. Referral to the Fond du Lac and/or home county social services

Infinite Campus Parent Portal is available to parents/guardians and provides messages regarding student tardiness and/or absences.

TRUANCY

The Fond du Lac Ojibwe School follows tribal and state truancy ordinances. After 7 unexcused absences the student is referred to Truancy Court.

MAKEUP POLICY

All work for absences must be made up. It is the student's and parents'/guardians' responsibility to inquire about work missed with the individual teacher at 218-878-7242. Work not completed affects the student's grades.

WITHDRAWAL

Withdrawal process includes the following steps:

Notification by the parents/guardians to the principal prior to the student's last day of attendance.

- A.** All classroom and library materials must be returned to the school.
- B.** The records clerk will notify the forwarding school or the state school district in which the student resides of the student's transfer from the Ojibwe School. This will be done in writing within five (5) school days from the date of withdrawal.

READMISSION

If a student has been dropped from the school roster, they may reapply for enrollment pending a meeting with the Admissions Team.

ADMISSION OR READMISSION AGREEMENT

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

COMMITMENT BY STUDENT OPPORTUNITY

STUDENT COMMITMENT

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

STUDENT OPPORTUNITIES

All Fond du Lac Ojibwe school students will be provided the opportunity to:

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

STUDENT RESPONSIBILITIES

All Fond du Lac Ojibwe School students will:

- A. Attend school regularly and on time
- B. Complete and return homework assignments
- C. Follow the Anishinaabeg Core Values
- D. Respect others, the environment, and themselves
- E. Learn and apply classroom lessons to daily life
- F. Adhere to dress code
- G. Adhere to Technology Policy located on the Fond du Lac Ojibwe School website

STUDENT RIGHTS

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

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

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

PARENT/GUARDIAN COMMITMENT

PARENT/GUARDIAN RESPONSIBILITIES

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

- A. See that my child attends school regularly and notify school if child is absent

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

PARENT/GUARDIAN RIGHTS

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

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

SCHOOLS' COMMITMENT

SCHOOLS RESPONSIBILITIES

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

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

SCHOOLS RIGHTS

The Fond du Lac Ojibwe School reserves the rights to:

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

Parent Compact

Parent/Guardian Responsibilities:

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

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

Student Responsibilities:

We, as students, will commit to the following:

- Attend school regularly and on time
- Complete and return assignments
- Follow the Anishinaabeg Core Values and Grandfather Teachings
- Respect others, my environment, and myself
- Learn and apply classroom lessons to daily life
- Adhere to the dress code
- Adhere to technology policy

School Responsibilities:

We, as educators, will commit to the following:

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

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

Parent/Guardian Signature(s) _____ Date _____

Inclement Weather or Emergency E-Learning Plan

Minnesota has implemented a plan for E-Learning days under Minnesota Statute 2022, Section 120A.414 to allow for continuous learning for students during inclement weather school closings. Fond du Lac Ojibwe School is acknowledging the use of this Minnesota statute to provide continuous learning experiences through E-Learning days during inclement weather, Statute 2022, Section 120A.414 allows for student access to online instruction provided by their teacher, implement during inclement weather, up to five days in one school year are allowed and the days are counted as instructional days and included as hours of instruction.

Fond du Lac Ojibwe School provides service to a large geographic area where some of the families have limited access to reliable internet service. To support our students, we will provide online work in addition to paper copies of assignments. To support connections with teachers, students will have access to our Learning Management System (LMS) to access work with the internet or the phone to get the support they need to complete the assignments. All students will have equal access to the learning materials and teacher support regardless of their geographic location.

Students will:

- be able to access school assignments posted online as well as have access to a printed copy of the assignments that they can turn into their teacher for school credit.
- access help from teachers through email or phone contact. Teachers will be available during working hours for student support.
- be counted as attending school by contacting their teacher by phone/online or by turning in the paper copies of the work assigned.

Staff are expected to:

- be available during working hours, provide students with contact information where they can be reached during an E-Learning Day even if they are not expected to be in the building.
- be available during their contracted hours
- check their email first thing in the morning for additional information from the school administration.
- have paper copies of learning materials prepared prior to an E-Learning Day and post the materials in the student learning management system for student access.
- mark attendance based on work completion and/or communication with students.

INCLEMENT WEATHER

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

- **EMERGENCY DISMISSAL**

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

FIELD TRIPS

- Fields Trips will be identified in three categories: educational, cultural, and reward. Teachers must identify the type of field trip during the planning process. All students will attend field trips designated as educational or cultural. A teacher/administrator may ask a parent/guardian to attend this trip with the student if a student attending the educational or cultural field trip has previous behavioral concerns. If a reward field trip is planned and student behavior has been a concern, the student may be expected to participate in restorative practices activities before participating in the reward field trip.
- If a student removes themselves from the group, or is acting inappropriately, parent/guardian and the school will be notified immediately. The school reserves the right to search a student's personal possessions while on field trips.
- If a student refuses to return from the field trip with school staff, the parents/guardian will be notified. If situation is not resolved 911 will be called.
- Parents/guardians may participate in or chaperone field trips, but school staff has the right to decide which field trips will include parents/guardians. This decision is based on funding, room for additional people, type of field trip, and other factors. The school must know who will be chaperoning or participating in a field trip two weeks before the field trip.
- If students are absent or choose to not participate in a field trip, students will need to complete work related to the objectives of the field trip. This may be in the form of a research paper or presentation. It is the student's responsibility to inquire with the teacher regarding the assignment.
- The minobimaadiziwin school-wide plan will be implemented during field trips. If a student removes themselves from the group, or is acting inappropriately, parent/guardian and the school will be notified immediately. The school reserves the right to search a student's personal possessions while on field trips.

RESPONSE TO STUDENT MISBEHAVIOR

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

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

will be completed by staff member for school administration to review. The student will be referred to the appointed, staff member for teachings to correct the wrong and make reparations.

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

Meeting with behavior manager may mean a meeting with the principal or administrator on duty, or meeting with staff in the Reset Room or other designated area.

The Reset Room is a specified room with staff who have training to work with students who need extra support. The goal of the room is to help students address their needs in a timely manner and return to the classroom setting. Interventions may also include restorative chat, thinking report, skills lessons, apology letter, conference with family, home visit, parent/guardian visit to classroom, mediation, third party resolution with our Ambassador program, conflict circle, harm circle, referral to community resources or outside agency services, revised class schedule, referral to in-school support services, mentorship, referral to police or other appropriate authorities, and other best practices that are appropriate for the behavior, including restorative practices.

Students must follow the rules of Detention and In-School-Suspension (ISS) Rules may include the following: no talking, stay in seat, complete assigned homework, complete reflection form, and no cell phones. Students must complete detention or ISS the day it is assigned. If not completed, student will be assigned another detention, and other privileges may be revoked (i.e. gym time). If a student refuses to complete detention, the student will be assigned ISS and parent/guardian will be contacted by assigned staff member.

DISCIPLINARY ACTIONS FOR STUDENTS WITH DISABILITIES

The Fond du Lac Ojibwe School is compliant with the proactive requirements of the Individuals with Disabilities Education Act, which is designed to ensure that children with disabilities will be able to adhere to school rules. Any student with disabilities subject to discipline will be disciplined consistent with the requirements of IDEA.

BEHAVIORS AND DEFINITIONS (This is not an exhaustive list)

- **NOT IN ASSIGNED AREA:** Any behavior where the student is not in an approved area and/or is in an area without permission from school staff (includes field trips).
- **VIOLATION OF PLAYGROUND RULES:** Any behavior that does not follow the playground rules.
- **THROWING OBJECTS:** Any behavior where an item is launched or propelled forward in an inappropriate setting and/or is disruption to the learning environment.
- **FAILURE TO FOLLOW DIRECTIONS:** A student refuses to do what is asked and/or failing to obey directions by school staff or someone in authority.
- **INAPPROPRIATE LANGUAGE/CONDUCT DIRECTED AT STAFF:** Engaging in disrespectful, profane, offensive, obscene, or abusive language/behavior directed towards any staff.
- **IMPROPER TOUCHING:** Engaging in any touch that is unsolicited or unwanted (including pushing). The touch can involve physical harm or injury and /or emotional harm.

- **IMPROPER USE OF SCHOOL PROPERTY:** Any use of school property that is used incorrectly or without permission from school staff.
- **INAPPROPRIATE HALLWAY BEHAVIOR:** Any behaviors that do not follow the hallway rules or are directed by school staff.
- **INAPPROPRIATE CLOTHING:** Clothing in violation of school dress code.
- **PUBLIC DISPLAY OF AFFECTION:** Any acts of inappropriate romantically affectionate behaviors (prolonged hugging, holding hands, kissing, walking with arms around each other, etc.).
- **POSSESSION OF CONTRABAND:** Any items that may be deemed unsuitable or disruptive in a school setting, including electronic devices, recording or listening devices, sunflower seeds, rubber bands, disposable lighters and matches, and sunglasses worn in the building.
- **INTENT TO INJURE OR CAUSE INJURY/FIGHTING:** Any behavior where a student willfully and purposely causes harm or injury to another person. “Fighting” is mutual combat in which both parties have contributed to the situation by verbal and/or physical action.
- **DAMAGE TO SCHOOL PROPERTY:** Acts of destruction of any school property, including school buses.
- **STEALING/ROBBERY/EXTORTION:** Taking money or other objects/property of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
- **BULLYING/INTIMIDATION:** No student may intentionally hurt another person, either physically or psychologically. Students may not participate in or conspire with others to engage in harassing acts that injure, degrade, or disgrace other individuals. No student may intentionally or knowingly cause physical contact with another when they know or should reasonably believe that the other will regard the contact as offensive or provocative.
- **DRUGS/ALCOHOL/TOBACCO MISUSE /ELECTRONIC CIGARETTES:** Having in possession, taking or attempting to distribute any over-the-counter medications, drugs, narcotics, drug paraphernalia, huffing contraband, or “look-alike” drugs at school or at a school- sponsored activity. Students exhibiting signs of drug or alcohol use will be immediately placed in the administrator on duty’s office pending notification of law enforcement personnel, parents/guardians, and the superintendent.
- **WEAPONS/EXPLOSIVES:** Possession of any weapon or explosive on a student’s person or in any area subject to the student’s control on school property, at a school activity, or in school vehicles used to transport students is prohibited. A weapon means any firearm* (loaded or unloaded, any device that or instrument designed as a weapon through its use is capable or threatening or producing bodily harm or death. Some examples include, but are not limited to knives, guns, fireworks, live ammunition, metal knuckles, clubs, or martial arts instruments.

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

- **FALSIFICATION OF RECORDS:** Any act that falsifies any record, documents, notes, or signatures. Any act that changes, tampers with or alters records, documents, or signatures by any method include electronic.

- **FIRES/FALSE ALARMS:** Arson is the intentional destruction or damage to any school building or property by means of fire or explosives. Failure to exercise ordinary caution, resulting in fire in a school building, damage to school property, or injury to persons. False Alarms or pulling of an alarm (police, fire, ambulance, 911) or tampering or interference with any fire alarm system.
- **RECKLESS OR CARELESS DRIVING:** Not obeying School Driving Policy (page 26), driving on or near school property in such a manner as to endanger persons or property.
- **ASSAULT/AGGRAVATED ASSAULT:** “Assault” is an act with intent to cause fear in another or immediate bodily harm, death, intentional infliction or attempting to inflict bodily harm upon another person. “Aggravated Assault” is committing an assault upon the person of another with a dangerous weapon or an assault, which inflicts great bodily harm upon the person of another.
- **GANG-RELATED ACTIVITIES:** Any act of behavior, clothing, communication, or paraphernalia that identifies with a gang, including criminal behavior.
- **BOMB THREAT/THREAT OF BODILY HARM OR DEATH (TERRORISTIC THREAT):** A verbal or physical threat of a bomb and or threat to commit bodily harm or death.

Bully Procedures and Process

The purpose of this policy is to assist the Fond du Lac Ojibwe School in its goal of preventing and responding to acts of bullying, violence, intimidation, reprisal, retaliation, and other similar disruptive and detrimental behaviors. Behavior includes but are not limited to cyber bullying, intimidating, threatening, abusive or harm conduct that does not follow Minobimaadiziwin. Any person in the building or on the school campus who witnesses bullying or possesses: Any independent contractor or volunteer who witnesses bullying or who possesses reliable information that would lead a reasonable person to believe that bullying has occurred is strongly encouraged to complete a report of the bullying incident and turn in to the principal/designee or any school employee and cooperate fully in any investigation and resolution of the bullying incident.

INITIAL RESPONSE AND REPORTING

Students: Students who believe that they have been bullied or have witnessed bullying are strongly encouraged to write a report and bring their concerns to the principal/designee but may bring their concerns to any school employee.

School Employees: Any employee who witnesses an incident or who possesses reliable information that would lead a reasonable person to believe that bullying has occurred shall:

1. Immediately intervene to protect the safety of the student subjected to the incident and other students involved, as appropriate to the context.
2. Make reasonable efforts to address and resolve the incident, including reporting the incident to the principal/designee, as deemed appropriate.
3. Cooperate fully in any investigation and resolution of the bullying incident.

INVESTIGATION

Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the school shall undertake or authorize an investigation by the building report taker, or a third party designated by the school district.

1. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school's policies and procedures, including the schools discipline policy. The school may consider the following factors:
 - a. The developmental ages and maturity levels of the parties involves.
 - b. The levels of harm, surrounding circumstances, and nature of the behavior.
 - c. Past incidences (within previous year) or continuing patterns of behavior;
 - d. The relationship between the parties involved; and
 - e. The context in which the alleged incidents occurred.

REMEDIAL RESPONSE

Many student conflicts can be resolved immediately and do not require reporting or creation of an incident report.

Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation. Disciplinary consequences will be sufficiently severe to try to deter violations and appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall consider the factors specified in this policy.

DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

1. "Bullying" is objectively offensive intimidating, threatening, abusive or harmful conduct directed by a student toward one or more students: when either (1) there is a real or perceived imbalance of power between those involved and the conduct reoccurs or forms a pattern; or, (2) the conduct materially and substantially interferes with the student's educational opportunities, performance, or ability to participate in school functions, activities or programs. A one-time incident is not bullying; it requires multiple acts.

Bullying can be, but need not be, based on an individual's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, status with regard to public assistance, age, or any additional protected characteristic. Bullying in this policy includes "cyberbullying," as defined below.

2. "Cyberbullying" is bullying that occurs when an electronic device, including, but not limited to, a computer or cell phone, is used to transfer a sign, signal, writing, image, sound or data and includes a post to a social network, Internet website or forum.

3. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
 - a. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear or of harm to person or property.
 - b. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student.
 - c. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional protected characteristic. However, prohibited conduct need not be based on any particular characteristic.
4. “Prohibited conduct” means bullying or cyberbullying as defined under this subdivision or retaliation for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
5. “Remedial response” is appropriately prompt action taken to intervene, investigate, correct and prevent bullying from recurring, including protecting and supporting a student subjected to bullying and those who provided aid and support to the student.
6. “School” means a public or public charter school.
7. “Student” means a student enrolled in a public or charter school.

FOND DU LAC OJIBWE SCHOOLS' PUPIL DISMISSAL POLICY

No school shall deny due process or equal protection of the law to any school pupil involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

A. Definitions:

- a. Dismissal: “Dismissal” means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not mean removal from class.
- b.
- c. Exclusion: "Exclusion" means an action taken by the Ojibwe School to prevent enrollment or re-enrollment of a pupil for a period that shall not extend beyond the school year.
- d. Expulsion: "Expulsion" means an action taken by the Ojibwe School to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school superintendent.
- e. Suspension: "Suspension" means an action taken by the administrator on duty, building principal, or designee prohibiting a student from attending school. Suspension may not be consecutively imposed against the same student for the same misconduct, except where the student will create an immediate and substantial danger to persons or property around them. In no event shall suspension exceed 15 school days, provided that an alternative program

shall be implemented to the extent that suspension exceeds five days. A student receiving special education services may be suspended.

- f. Alternative Educational Services: “Alternative educational services” may include but are not limited to, tutoring, modified curriculum and instruction, other modifications or adaptations instruction through electronic media, homebound special education services based on assessment, supervised homework, or enrollment in another district or in an alternative learning center to support student to make progress towards meeting graduation standards.
- g. Non-exclusionary disciplinary policies and practices; alternative to pupil removal and dismissal: “Non-exclusionary disciplinary policies and practices” means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work, services, academic screening for Title 1 services or reading interventions, and alternative education services.
- h. Pupil withdrawal agreement: “Pupil withdrawal agreement” means a verbal or written agreement between a school administrator or district administrator and a pupil’s parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.
- i. Expulsions and exclusions may be used only after one of the Non-exclusionary discipline options have been tried:
 - i. Collaborating with the pupil’s family, mental health consultant/provider, education specialist, or other community -based support.
 - ii. Creating a plan, written with the parent or guardian, that details the action and support needed for the pupil to fully participate in the current educational program.
 - iii. Providing a referral for needed support services.

B. Due Process:

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

C. Grounds for Dismissal:

A pupil may be dismissed on the following grounds:

1. Willful misconduct that disrupts the rights of others to an education.
2. Willful misconduct that disrupts the ability of school personnel to perform their duties.
3. Willful misconduct that endangers any individual or the property of the school.

D. Suspension Procedures:

1. No suspension from school shall be imposed without an informal administrative conference with the student, except where it appears that the student will create an immediate and substantial danger to persons or property around them. A written notice of suspension shall be made to the parent/guardian and shall contain the following:
 - a. The grounds for suspension

- b. A brief statement of the facts
 - c. A description of the evidence or testimony
- 2. A copy of the Fond du Lac Ojibwe School Dismissal Policy shall be personally served upon the student at or before the time of suspension is to take effect or mailed to the parent/guardian.
- 3. Suspensions for school and policy violations will be determined by administration as an out-of-school suspension on a case-by-case basis. The administrator on duty,

E. Exclusion and Expulsion Procedures:

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

F. Hearing Procedures (expulsion or exclusion):

- 1. Hearing shall be scheduled within ten calendar school days of the service of the written notice unless an extension, not to exceed five calendar school days is requested. The hearing shall be at a time and place reasonably convenient to student, and their parent/guardian. The student shall have a right to a representative of their own choosing, including legal counsel.
- 2. The hearing shall take place before the superintendent.
- 3. The proceedings of the hearing shall be recorded and preserved at the expense of the school. Testimony shall be under oath. The superintendent shall have the power to issue subpoenas and administer oaths. At a reasonable time prior to the hearing, the student, their parent/guardian, or their representative, shall be given access to all public systems records pertaining to the student.
- 4. The student, their parent/guardian, or their representative shall have the right to compel the attendance of any official employee or agent of the Fond du Lac Ojibwe School or any other person who may have evidence upon which proposed action may be based. The student, their parent/guardian, or their representative shall have the right to present evidence and testimony. The student cannot be compelled to testify in the dismissal proceedings. The decision of the superintendent shall be based solely upon substantial evidence presented at the hearing and shall be made within five (5) calendar school days of the date of the hearing. The decision shall be in writing, and the controlling facts shall be stated in sufficient detail to apprise the student, their parent/guardian, and the school board of the basis and reason for the decision.
- 5. The Superintendent shall report the decision to the appropriate public service agency, when the student is under the supervision of such an agency, within ten

(10) calendar school days of the decision.

6. An exclusion or expulsion may be appealed by submitting a written appeal to the school board within five (5) calendar school days from the date of the superintendent's decision. The school board shall make a decision based upon a record of evidence presented at the hearing, within fifteen (15) calendar school days. The decision of the school board shall be final.

G. Notice of Right to be Reinstated

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

STUDENT GRIEVANCE PROCEDURE

It is the policy of the Ojibwe School that each student's right shall not be denied, and all rules shall be administered equally and fairly to all students. In the event a student has a complaint alleging that the school or school employees has denied those rights, the following procedure will be followed:

1. Any person who has a complaint alleging the school is not complying with this policy shall file the complaint in writing to the principal within three (3) calendar school days of the alleged violation.
2. Appropriate school personnel shall investigate the complaint and determine whether the school is in fact in violation of the policy. The decision shall be communicated to the complainant within five (5) calendar school days of the receipt of the complaint.
3. If the complaint is found to be justified, the principal shall initiate action to rectify the complaint.
4. If the complainant is not satisfied with findings, they may file a written request for hearing with the superintendent within five (5) calendar school days after receipt of the principal's decision. The hearing shall take place before the superintendent. The superintendent shall issue their decision no later than five (5) calendar school days after the date of the hearing.
5. If the complainant is not satisfied with the findings of the superintendent, they may appeal, in writing, to the school board no later than five (5) calendar school days after the receipt of the written decision of the superintendent. The school board shall issue its decision no later than five (5) calendar school days after receipt of the appeal. The decision of the school board shall be final.

BUS TRANSPORTATION POLICY

Transportation is provided for students attending the Fond du Lac Ojibwe School. All students are strongly urged to ride the bus. (Only students enrolled in the Ojibwe School are allowed to ride the bus). The Ojibwe School will provide no other form of transportation. Students deserve the highest degree of safety in our school's transportation system. The school has established the following rules for students riding the buses:

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

BUS DISCIPLINE PROCEDURES

Students failing to follow these rules will be reported to the transportation administration. The

transportation administration and administrator on duty will coordinate and communicate all student discipline consequences. The following disciplinary procedures shall be applied to all students who violate the bus rules:

Group A:

1. Health and Safety
2. Repeated violation of posted bus expectations
3. Physical contacts other than fighting

Group B:

4. Fighting
5. Destruction of property
6. Tampering with bus equipment
7. Use of drugs or alcohol
8. Smoking/vaping or chewing tobacco
9. Health and Safety

PENALTY FOR GROUP A:

a. 1st violation:

- i. Student receives documented warning
- ii. The Transportation Administration will send behavior referral to the parents/guardians

b. 2nd violation:

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

c. 3rd violation:

- i. The administrator on duty will contact the parents/guardians
- ii. Assigned seating for the remainder of the current quarter, but no less than ten (10) days, whichever is greater
- iii. Restitution (if applicable)
- iv. Loss of bus privilege
- v. A conference with parent/guardian and building principal or assigned designee is required before the student will be allowed back on the bus

PENALTY FOR GROUP B: all group B violations will also be subject to consequences of the school discipline code.

a. 1st violation

- i. Loss of bus privileges
- ii. Assigned seating for remainder of the current quarter, or ten (10) school days, whichever is greater
- iii. Restitution (if applicable)
- iv. The building principal or assigned designee will contact the parents/guardians

b. 2nd violation:

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

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

HIGH SCHOOL STUDENT DRIVING POLICY

Students will be allowed to drive cars to school provided these rules are followed:

- A. Proof of valid driver's license and insurance must be furnished to the principal, and a copy shall be kept on file
- B. Vehicles are NOT to be entered during school hours unless approved by the building principal or assigned designee for emergencies or appointments.
- C. Students may not drive cars while on school-sponsored trips.
- D. Parking privileges will be issued by the principal.

VISITORS

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

DRESS CODE

The responsibility of the appearance of our students rests with the parents and the students themselves. Clothing must be appropriate for a school setting. Common courtesy means appropriate dress, including footwear, should be worn at all times. **Clothing with logos of illegal drugs or alcohol and violent or racial logos are not permitted.** In the winter we request that students wear **hats, mittens or gloves, coats, snow pants, and boots** on the playground.

CELL PHONE

FDLOS has adopted an "Away for the Day" Policy. Upon entry into the building, students are to place their phones and/or personal devices in a designated storage space within the school. The room will be locked for the entirety of the school day and students will not have access. Students may retrieve their phones upon exit of the building at the end of the school day. Personal devices include; earbuds, smart watches, iPad, iPod, etc. Students may have access to charge their devices during the school day (provided they bring their own charger) and willingly place their devices into storage. Confiscated devices will not be charged by school staff.

Students are encouraged to leave all devices at home. Students who bring any devices into the school assume the risk of damage, theft, or loss. The school will not be responsible for, nor is it required to investigate, any lost, stolen, or damaged electronic devices brought onto school grounds or buses.

Parent Communication: Should a need arise, parents are encouraged to call the school directly and all necessary messages will be passed along to the students. If a student needs to contact a family member, they will have access to a school phone during the school day.

By following this policy, this will help students maintain a focused and respectful learning environment. Failure to comply with these guidelines will result in disciplinary actions as per the school policy and student handbook.

Exceptions: Students must have prior approval and written documentation to qualify.

1. Students with documented medical reasons to have their phones/devices may have them on their person as required. No usage other than for these medical reasons is allowed during the school day. Should a student violate this policy, a conference including (but not limited to) the student, parent/guardians, school administration, and the school nurse will determine a plan for the student.
2. As per Individual Education Plans (IEPs), students may have access to their phones for certain needs on an individual basis. No usage other than for these documented reasons is allowed during the school day. Should a student violate this policy, a conference including (but not limited to) the student, parent/guardians, school administration, and the Special Education Department will determine a plan for the student

VAPING/SMOKING/BULLYING DETECTORS

Vape detectors have been installed throughout the Fond du Lac Ojibwe School as a deterrent to smoking, vaping, and bullying. The following will occur when a detector alerts staff to a concern:

1. Any cigarettes, vaping devices, or any other illegal contraband found will be confiscated and not returned in accordance with the search and seizure policy (pg 12-14). School resource officer/law enforcement and parent/guardian will be notified.
2. Intervention and Education for Possession or Vaping: Student will be referred to smoking cessation classes.

Notification: If a student is caught smoking, vaping, or with a vaping device, the school will notify parents/guardians and refer student to cessation class.

ACTIVITIES

- A. **Athletics:** The Fond du Lac Ojibwe School is a member of the Minnesota State High School League. Participation in all school sponsored activities is governed by compliance to High School League rules. See Fond du Lac Ojibwe School Activities/Athletics Handbook for details.
- B. **After School Activities** are provided with the goal of improving school attendance, increasing academic achievement, making schools safe, reducing disciplinary incidents and increasing cultural knowledge. The students receive an after-school snack and transportation home on the activity bus when funding is available. Programming for different grade levels are offered throughout the year. Please call or visit our website for information about after school clubs/activities currently being offered.

GRADES, HONORS, RETENTION, PROMOTION, AND GRADUATION

A. GRADES

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

B. HONOR ROLL SYSTEM

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

C. RETENTION

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

D. GRADUATION REQUIREMENTS

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

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

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

SEARCH AND SEIZURE POLICY

If the superintendent, principal, administrator on duty or designee has information that a student has in their possession items that are harmful or constitute a criminal offense, the superintendent, principal, behavioral management facilitator or designee reserve the right to search the student's personal possessions in school or while engaged in any school-sponsored activity in the presence of a staff person as appropriate and to seize illegal or impermissible items. Every effort will be made to maintain as much respect and dignity for the person as the situation allows. The student's parent or guardian will be notified. If the item(s) found is/are harmful or constitutes a criminal offense, notification is made to law enforcement official, and the item(s) is/are turned in for their appropriate procedures. Any adverse administrative action against the student shall be subject to the Student Bill of Rights 25 CFR Part 42. The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school's policies against contraband.

- A. Lockers and Personal Possessions Within a Locker:** Pursuant to Minnesota statutes, school lockers are the property of the school. At no time does the school relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

- B. Desks:** School desks are the property of the school. At no time does the school relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.
- C. Personal Possessions and Student's Person:** The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.
- D. Violation of Policy:** A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.

DEFINITIONS RELATED TO SEARCH AND SEIZURE

- A. "Contraband"** means any unauthorized item possession of which is prohibited by school policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," materials belonging to the school, and stolen property.
- B. "Personal possessions"** means items an individual has on their person, in their desk or locker, or are within their physical control, for personal use, to include but not limited to purses, backpacks, bookbags, packages, and clothing.
- C. "Reasonable suspicion"** means that a school official has articulable grounds to believe that the search will result in evidence of a violation of school policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history, or record of conduct both in and out of the school context or other reliable sources of information.
- D. "Reasonable scope"** means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm, or destruction of evidence), and the age of the student.

PROCEDURES RELATED TO SEARCH AND SEIZURE

- A.** School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B.** School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.
- C.** As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- D.** Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- E.** A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.

- F. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school shall provide a copy of this policy to a student when the student is given use of a locker.

SEARCH AND SEIZURE DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

SEIZURE OF CONTRABAND

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition.

SEARCH AND SEIZURE VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school's Parent/Family/Student Handbook which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

Legal References: U. S. Const., amend. IV

Minn. Const., art. I, § 10

Minn. Stat. § 121A.72 (School Locker Policy)

New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)

G.C. v. Owensboro Public Schools, 711 F.3d 623 (6th Cir. 2013)

Cross References: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)

MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

MSBA/MASA Model Policy 501 (School Weapons)

MSBA/MASA Model Policy 506 (Student Discipline)

METAL DETECTORS

The Fond du Lac Ojibwe School shall be responsible for the monitoring and enforcement of guidelines relative to metal detector screening procedures. The Fond du Lac Ojibwe School shall have the authority to request metal detector screenings as necessary.

The purpose of the metal detector screening is to discourage students/visitors from bringing weapons into any school facility or onto school property. Accordingly, metal detectors may be used at the Fond du Lac Ojibwe School on a random or periodic basis for functions such as, but not limited to:

- School extra-curricular activities
- Sporting events
- School/Community events
- Music/art performances
- Seasonal/cultural activities

All students/visitors entering Fond du Lac Ojibwe School are subject to screening.

Metal detector screenings will be conducted by properly trained staff using magnetometers (walk through metal detectors) and handheld screening devices (also known as wands), and monitored by the Ojibwe School staff assigned by administration. Additional screenings will be conducted by staff of the same gender as the student when possible.

- A. Students shall not be informed in advance regarding the specific dates or locations where metal detector screenings will occur.

- B.** A sign or signs announcing a metal detector screening shall be posted prior to any screening event and no later than the day of the scheduled screening. This signage will be positioned outside the school or the venue of the school-related function, specifically at the main entrance or entrances. The sign will state as follows:
1. Weapons are not permitted in Fond du Lac Ojibwe School.
 2. All students/staff/visitors entering Fond du Lac Ojibwe School may be required to submit to a metal detector screening to ensure that weapons are not brought into any school facility or onto school property.
 3. Personal items such as bags, purses, backpacks etc. may also be screened using metal detecting wands and/or by hand.
 4. Refusal to cooperate with the screening procedure will result in the denial of entry and/or disciplinary action for students. A school administrator will attempt to contact the student's parent/guardian to discuss the student's refusal to cooperate.
- C.** When a metal detector is being used, students will be permitted to use only designated entrances to the school or school related function when metal detector screenings are being conducted.
- D.** School staff may be stationed at other entrances as necessary to prevent individuals from opening those entrances to admit others into the building or school-related function. Whenever possible, metal detection screenings shall be conducted in areas where there are district video surveillance cameras. Students, staff members, and visitors will not be permitted to use personal video or audio recording devices while waiting for a screening or in the vicinity of where a screening is being conducted.
- E.** Students entering the school or school-related function are subject to screening, though those conducting the screening may choose to limit the screening by any lawful random formula. A random formula shall not be ended in order to screen a particular student or person. Exceptions to the metal detection screening shall be made on a case-by-case basis by staff assigned by the principal. Exceptional circumstances may include issues related to physical limitations, health concerns or emotional wellbeing concerns. Staff will consult with the building administrator regarding any exceptions. Staff are prohibited from selecting a particular student or person to screen unless there is a reasonable suspicion to believe that the student is in possession of a weapon.
- F.** Prior to use in conducting a metal detector screening and pursuant to these guidelines, each screening device to be used shall be examined by a person familiar with its operation to determine if it is in proper working order. The school will utilize another device such as a wand if the detector malfunctions or is unavailable.
- G.** Each person operating a metal detector screening device shall be trained in the proper use of the device and the detection of any malfunction in the operation of the instrument. Efforts shall be made during the screening process to avoid having the screener or the screening equipment come into physical contact with the student being screened.
- H.** As to each individual screening, staff will ask the student to remove all metal objects, belts, jewelry, etc. from their person and place them and any bags, backpacks, or briefcases on the table. During peak hours, a staff person shall be present to monitor and assist with the process.
- I.** If a student's body activates the screening device, the staff will repeat the request to remove metal objects. A wand screening will then be conducted, and if the device is activated again the staff will escort the student to a private screening area for a more thorough screening (turn out pockets remove shoes etc.) An administrative staff person will be present during screening.
- J.** When a student's bag or parcel activates the screening device, the Ojibwe School staff will search the belongings.

- K. Staff are required to complete documentation each time a weapon or contraband is discovered in the course of a metal detection screening. Such reports shall be maintained as part of the student's educational record. When a student is in possession of a weapon or there is threat of imminent danger, staff must immediately notify law enforcement.
- L. The screening is intended to be a screening for weapons, however other contraband discovered in the course of a metal detector screening may also be seized from a student.
- M. All property removed from the student as a result of the above procedures that may be legitimately brought on school premises or to school functions will be returned to the student. All other property will not be returned to the student. A building administrator, in consultation with safety staff, will determine whether the property should be returned to the student.
- N. Property removed from the student, students' bag, or in their possession which is a violation of the parent/family/student handbook and/or the law shall cause a student to be disciplined in accordance with the parent/family/student handbook and may be referred to law enforcement for legal action.
- O. Nothing in the procedures set forth above shall limit the authority of the school board and school employees to remove other contraband from a student when there is reasonable suspicion of an article or thing, the possession of an article or thing in their possession of which constitutes inappropriate behavior under the parent/family/student handbook.
- P. A copy of the metal detector screening procedures shall be available to each person who will in any way be involved with the conducting and or monitoring of screenings.

The Fond du Lac Ojibwe School shall not be responsible for any items confiscated pursuant to this Section. All contraband shall be turned over to the appropriate law enforcement agency.

GANG AND GANG RELATED ACTIVITIES

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

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

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

FAMILY AND CHILD EDUCATION (FACE)

FACE Philosophy

To empower parents as a child's first teacher by:

- Providing each family and child with support
- Establishing family, school, and community connections
- Encouraging life-long learning
- Increasing family participation in children's learning
- Assisting adults in achieving their goals

FACE Program Goals

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

Requirements

Center-Based:

Adult Education- Eligible adults are 16 years old or older and are main care provider or extended family of a child ages 3 to 5 years old or having a child enrolled in the K-3 elementary program at the Fond du Lac Ojibwe Schools. Preference to American Indians who need their GED or High School Diploma.

Early Childhood- Children must be age 3 to 5 years old and have a parent or other care provider eligible and enrolled in the Adult Education component. Exceptions will be made on an individual basis.

Home Based:

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

Components

- **Adult Education:** The adult education component is designed to extend basic education skills. Active learning strategies, peer collaboration, and individual work plans are designed to connect academic subjects to student's personal experiences. The adult education component encompasses more than basic skills or preparation for the GED; it is designed so that students of all abilities will be equipped to think critically and creatively, set goals and solve problems, and acquire interpersonal skills that are needed for participation in society.
- **Early Childhood Education:** The early childhood component is a preschool program that follows a developmentally appropriate curriculum. The curriculum focuses on the child's broad developmental skills that emerge during the preschool years. The child's thinking, physical, social, and emotional skills are developed through active exploration and investigation, personal discovery, reorganization of their physical environment, and verbal interaction with peers and adults.

- **PACT Time:** As one of the family support components, Parent/Child interaction time is when parents and children work and play together. The children initiate activities. Parents have the opportunity to learn with and from their children. At the end of each session, a large group activity provides ideas for transferring learning to the home. The reciprocal learning that takes place during this time offers parents and children a chance to become true partners in their education.
- **Parent Time:** The parent time component blends the goals of parent support groups and parent education to meet the needs of the families in the program. This segment provides time and a safe place to educate and inform parents, to provide opportunities for mutual support, to offer advocacy services to families, and to study particular subjects related to being a parent. It is special times in which parents may develop friendships, interpersonal skills, and it encourages mutual growth.
- **Home Based:** The home-based program works with prenatal families and the parents of children from birth to 3 years of age in their home. A trained parent educator will visit in the home at least once a month and provide parents with appropriate child development information. The educator will also help parents develop their role as teachers of their children and provide support and reinforcement for parents.

Enrollment

Center Based:

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

Home Based:

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

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

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

Signed by: (*check one*) student [] parent []

Print Name _____

Address _____

City/State/Zip _____

Signature _____ Date _____

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

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

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

(a) Policy. -

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

(2) CONSENT. —

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

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

HOMELESS EDUCATION POLICY

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

The Fond du Lac Ojibwe School will:

- A.** Support students who lack a fixed, regular, adequate nighttime residence. Be aware that students in these situations may be homeless:
 1. School-age children and youth who are with their parents
 2. Youth on their own
 3. Children and youth in families who have lost their home due to a disaster
 4. Young siblings, newborn to age five
 5. Children and youth at risk for homelessness: highly mobile children and youth who have lived at three different addresses in one school year
 6. Pay special attention to children and youth who are not currently attending school
- B.** Remove barriers to enrollment, attendance, and success.
 1. Designate a district homeless liaison and school point people. Use the expertise of the student support services team
 2. Identify policy and program barriers to student enrollment, attendance and success
 3. Build awareness among all school staff and parents; conduct outreach
 4. Link school and community efforts and resources
- C.** Use a child-centered approach to identify student needs.
 1. Transportation (Most excess transportation costs can be reimbursed by state funds)
 2. Food-nutrition
 3. Education
 4. Supportive Services
- D.** Follow these steps to enroll homeless students and provide full participation in education instruction, support services and all school opportunities.
 1. Determine eligibility
 2. Determine school selection based on the child's best interest, to the extent feasible. If the parent disagrees with the school selection, provide information on the district's conflict resolution process and the state McKinney-Vento dispute resolution process.
 3. Immediately enroll the child in the school
 4. Flag the NASIS student record; the flag remains through the school year
 5. Determine education needs of the student and, as eligible, expedite special education evaluation and enroll in English language learning and/or gifted and talented programs
 6. Provide instruction and support services to student per their plan

The term "homeless children and youth"

“Homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence and includes the following:

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

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

CHILD PROTECTION POLICIES AND PROCEDURES

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

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

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

INFECTIOUS PHYSICAL CONDITIONS AND PROOF OF IMMUNIZATIONS

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

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

In the event that school personnel, such as the school nurse and/or public health nurse, diagnose a student with an infectious physical condition, the student will be excluded from class and the parents/guardians shall be notified.

It will be necessary for the student to leave the premises immediately and they should remain at home until the condition has been treated. Verification of treatment must accompany the student before they can return to school.

EMERGENCY INFORMATION

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

ACCIDENTS

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

MEDICATION ADMINISTRATION POLICY

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

ALL medications should be given to the school nurse and not kept in a backpack or bag.

LOST AND FOUND PROPERTY OF STUDENTS

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

VIDEO SURVEILLANCE POLICY

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

Camera Location, Operation and Control:

1. School division buildings and grounds may be equipped with video monitoring devices
2. Video surveillance will be used on selected school buses and/or school bus route as determined by the Director of Transportation
3. Video surveillance may be placed in areas where surveillance has proven to be necessary as a result of threats, prior property damages, or security incidents
4. Cameras placed outside shall be positioned only where it is necessary to protect external assets or to provide for the personal safety of individuals on school grounds or premises

5. Surveillance cameras located internally shall not be directed to look through windows to areas outside the building unless necessary to protect external assets or to ensure personal safety of patrons or employees
6. Cameras shall not be used to monitor inside change rooms, locker rooms, and washrooms
7. The Education Grants and Accountability Manager shall be responsible to manage and audit the use and security of monitoring cameras; monitors; hard drive storage; VCR Storage; computers used to store images; computer diskettes and all other video records
8. Only individuals authorized by the Superintendent in accordance with policy, shall have access to video monitors, or be permitted to operate the controls
9. If there are reports of misconduct on a bus, the images will be transferred to a computer system, the transportation director will be responsible for securing and delivering stored video images. Depending on the severity of the incident, the original storage disk in the unit on the bus may be replaced and the original disk with the stored images will be secured for future analysis and use. The decision to transfer videos to a computer or remove and then store the original hard drive that is on the bus in question will be made by the superintendent. Proper security shall be maintained at all times over stored video images, and only the authorized persons stated herein shall have access to such information. Images and the information retained shall only be used for purposes described in this procedure

Video Monitors and Viewing:

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

Use of Video Recordings:

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

SIGNATURES

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

Parent or Guardian:

Date: _____

(sign your name)

(print your name)

Subscribed and sworn to before me

this _____ day of _____, 20____.

Notary Public

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

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

Date: _____

(Attorney-in-Fact signature)

(Attorney-in-Fact printed name)

CERTIFICATION

Approved by the Fond du Lac Ojibwe School Board on August 3, 1999.
 Approved by the Fond du Lac Reservation Business Committee on August 24, 1999.
 Amendments approved by the Fond du Lac Ojibwe Schools Board on December 18, 2001.
 Amendments approved by the Fond du Lac Reservation Business Committee on January 3, 2002.
 Amendments approved by the Fond du Lac Ojibwe Schools Board on May 27, 2003.
 Amendments approved by the Fond du Lac Reservation Business Committee on June 12, 2003.
 Amendments approved by the Fond du Lac Ojibwe Schools Board on July 27, 2004.
 Amendments approved by the Fond du Lac Reservation Business Committee on September 7, 2004.
 Amendments approved by the Fond du Lac Ojibwe Schools Board on August 10, 2005.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 25, 2005.
 Amendments approved by the Fond du Lac Ojibwe School Board on July 18, 2006.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 1, 2006.
 Amendments approved by the Fond du Lac Ojibwe School Board on June 5, 2007.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 14, 2007.
 Amendments approved by the Fond du Lac Ojibwe School Board on June 3, 2008.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 14, 2008.
 Amendments approved by the Fond du Lac Ojibwe School Board on August 18, 2009.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 25, 2009.
 Amendments approved by the Fond du Lac Ojibwe School Board on May 10 and June 21, 2011.
 Amendments approved by the Fond du Lac Reservation Business Committee on June 28, 2011.
 Amendments approved by the Fond du Lac Ojibwe School Board on September 6, 2011.
 Amendments approved by the Fond du Lac Reservation Business Committee on September 20, 2011.
 Amendments approved by the Fond du Lac Ojibwe School Board on July 23, 2013.
 Amendments approved by the Fond du Lac Ojibwe School Board on August 7, 2013.
 Amendments approved by the Fond du Lac Ojibwe School Board on July 8, 2014.
 Amendments approved by the Fond du Lac Reservation Business Committee on July 16, 2014.
 Amendments approved by the Fond du Lac School Board on July 12, 2016.
 Amendments approved by the Fond du Lac Reservation Business Committee on July 20, 2016.
 Amendments approved by the Fond du Lac School Board on September 5, 2017
 Amendments approved by the Fond du Lac Reservation Business Committee on September 19, 2017.
 Amendments approved by the Fond du Lac School Board on July 24, 2018.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 14, 2018.
 Amendments approved by the Fond du Lac School Board on July 23, 2019.
 Amendments approved by the Fond du Lac Reservation Business Committee on July 30, 2019.
 Amendments approved by the Fond du Lac Reservation Business Committee on January 14, 2020.
 Amendments approved by the Fond du Lac School Board on July 07, 2020.
 Amendments approved by the Fond du Lac Reservation Business Committee on July 15, 2020.
 Amendments approved by the Fond du Lac School Board on July 13, 2021.
 Amendments approved by the Fond du Lac Reservation Business Committee on July 28, 2021.
 Amendments approved by the Fond du Lac School Board on August 9, 2022.
 Amendments approved by the Fond du Lac Reservation Business Committee on September 28, 2022.
 Amendments approved by the Fond du Lac School Board on August 8, 2023.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 30, 2023.
 Amendments approved by the Fond du Lac School Board on August 8, 2024.
 Amendments approved by the Fond du Lac Reservation Business Committee on September 24, 2024.
 Amendments approved by the Fond du Lac Reservation Business Committee on August 26, 2025.