

Dream Diné Charter School
2025 – 2026
Student-Parent Handbook



*Dream Diné Charter School P.O. Box 4386
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admission@dreamdiné.org*

Home of the Hummingbirds

Approved by Governing Council on: Veronica Tso 9/29/2025

DDCS Student Parent Handbook

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HEAD ADMINISTRATOR WELCOME LETTER

We are thrilled to welcome back our students and staff for another exciting school year. At Dream Diné, our mission is to nurture strong, emerging bilingual speakers who are dedicated to personal growth and academic success. Project-based learning remains the foundation of our educational approach, and with the support of all stakeholders, we continue to uphold the values embedded in our clear and sustainable vision.

To ensure your child benefits fully from their learning, it is essential that they attend school every day. A good night's rest, healthy meals, and consistent attendance set the stage for attentiveness, engagement, and success. We also encourage you to read with your child for 20 minutes daily, support them with homework, and participate in parent-teacher conferences, school activities, and community events. Your involvement makes a lasting difference—it is what your child will always remember.

This handbook contains important policies and procedures that guide our work and help us meet our goals. Please review it with your family so that you are well-informed about Dream Diné Charter School.

Communication is a cornerstone of our community. If you have questions, need support, or simply want to connect, we welcome your call at (505) 368-2500 or invite you to visit us online at www.dreamdine.org.

Together, let's make this school year a memorable and successful one!

Ahéheé, Thank you,

Nadine M. Chatto, Head Administrator

ACADEMIC CALENDAR FOR 2025 - 2026

2025-2026 School Calendar

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
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27	28	29	30	31		

August 2025						
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31						

September 2025						
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October 2025						
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November 2025						
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December 2025						
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28	29	30	31			

Dream Diné Charter School
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Aug 6-8	Professional Development Days
Aug 11	1st Semester Begins
Aug 22	Parent & Guardian Day
Sep 1	Labor Day
Sep 18	Mountain Day
Oct 3	Northern Navajo Fair
Oct 9	1st Quarter Ends
Oct 13	Indigenous Peoples Day
Oct 24	Student-led Conferences
Nov 4	Election Day
Nov 24 - 28	Fall Break
Dec 18	2nd Quarter Ends
Dec 22 - Jan 2	Winter Break
Jan 5 - 6	Professional Development Days
Jan 7	2nd Semester Begins
Jan 19	Martin Luther King, Jr. Day
Jan 29	Snow Day
Feb 13	Student-led Conferences
Feb 16	Presidents' Day
Mar 12	3rd Quarter Ends
Mar 16 - 20	Spring Break
Apr 3	Good Friday
Apr 27	Navajo Nation Sovereignty Day
May 14	Student Capstone Presentations
May 20	Last Day of School/Promotion Day
	4th Quarter Ends
May 25	Memorial Day
May 26 - 27	Snow Day Make-Up

Monthly Meetings

2nd Tuesday	HPAC/Equity Council
3rd Monday	Governing Council Meeting

School Closed

School Day 7:30 am - 3:30 pm

PD Professional Development (non-student day)

Parent & Guardian Day

Student-led Conferences

First & Last Day of School

January 2026						
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February 2026						
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March 2026						
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April 2026						
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May 2026						
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June 2026						
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28	29	30				

Student Count Days

Oct 8	40th Day Count
Dec 1	80th Day Count
Feb 11	120th Day Count

Important Dates

Aug 22	Parent & Guardian Day
Oct 24	Student-led Conferences
Feb 13	Student-led Conferences
May 14	Student Capstone Presentations
May 20	Last Day of School

Outdoor Learning Days

Sep 18	Mountain Day
Jan 29	Snow Day

Updated on 05/09/25

I. DREAM DINÉ GOVERNANCE AND SCHOOL PURPOSE

A. Dream Diné Governing Council

The Dream Diné Governing Council is a group of volunteers consisting of at least five members who work together to develop school policy, hire and oversee the Head Administrator. They operate according to approved bylaws. The council members are volunteers who oversee the operation of the school to ensure that the charter's goals and missions are carried out. Regular meetings are held on the fourth Monday of each month at Dream Diné Charter School (unless otherwise indicated) and sometimes other meetings are convened to discuss school business. Meetings involving a quorum of the Governing Council are open to the public. Notices of the Governing Council meetings will be posted on the website at www.dreamdine.org.

Parents and other community members who are interested in serving on the Governing Council may contact any Governing Council Member. Parents are encouraged to attend Governing Council meetings as a way to keep informed about our school. Often committees are formed to carry out specific functions and to encourage parent and community participation.

Governing Council 2025-2026

Veronica Tso – President
Kerby Johnson - Vice President
Adam J. Begaye - Secretary
Lucinda Kitseallyboy - Member
Cody Fetty - Member

Dream Diné is a New Mexico public charter school authorized by the New Mexico Public Education Commission that serves the Shiprock area. It is our school-wide goal to teach our students to become productive and capable learners. We want our students to meet or exceed state and local assessments. As academic facilitators, we teach cultural values to inspire our student's intellectual abilities so that they can be productive citizens in society.

Dream Diné Charter School's (DDCS or Dream Diné) curriculum covers the New Mexico Public Education Content Standards and Navajo language/culture standards in a way that takes advantage of our unique place in the world. We emphasize studies related to our environment and local issues. We teach Navajo language and cultural knowledge. Our students learn about the land, plants, animals and people in our community. We include field trips and a variety of hands-on learning experiences that provide opportunities for family members to contribute to and support the school.

Our educational programs include: English and Navajo Language proficiency (50/50 dual language), Diné Music, Art, Physical Education, and Math.

B. Dream Diné Charter School Mission

Dream Diné Charter School is a place-based elementary school where the Diné (Navajo) culture, language and history are the foundation of an experiential curriculum. Through a dual

language program, we will nurture strong, compassionate, bilingual, young individuals who are committed to their personal and community health, wellness, relationships and progress.

C. Dream Diné Charter School Vision

Our goal is to matriculate bilingual students who can communicate fluently in both Navajo and English in academic, social and political settings, who have firsthand experience in applying cultural knowledge to address various challenges, facing their own communities, and whose sense of identity allows them to pursue college, career, and community service.

D. Equal Educational Opportunities

It is the policy of DDCS to maintain a non-discriminatory learning environment and to ensure that students are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any program or activity of the School on the basis of gender, race, color, religion, national origin, disability, or on any other legally protected basis.

E. Policy on Parental Involvement

Families have choices about where to enroll their children and we are grateful you have selected Dream Diné Charter School. The School will work to ensure students reach their potential. Family members are encouraged to engage in frequent contact with the school. We can achieve more when we all work together.

We encourage parents to join the Hummingbird Parent Advisory Committee (PAC), project teams, and volunteer with school events, when possible. The PAC hosts monthly Family Nights which all families are highly encouraged to attend. The HPAC meets on the second Tuesday of each month at 6:00 p.m.

A newsletter is sent home monthly and includes information on upcoming events, meetings and class activities. We encourage family members to read the newsletter to stay informed about events at the school.

II. GENERAL INFORMATION

A. Enrollment Policy

Dream Diné School is a free public charter school. The school does not charge tuition. Dream Diné is open to any student grades Kindergarten to Fifth, regardless of gender, race, ethnicity, color, national origin, creed, language proficiency, academic performance, or disability, provided that there is space in the grade. Each school year students already enrolled in the school, along with their siblings, will be re-enrolled by updated application. All other prospective students will be admitted during a registration period announced annually and posted on the School's website. Parents wishing to enroll their student at Dream Diné must apply for admission by the announced deadline. If the number of new applicants exceeds capacity for a grade, a lottery will be established using a random drawing to determine who can enroll. Students will be placed in the class in the order selected in the lottery; when class capacity has been reached, students will be placed on a waitlist for that class in the order selected in the lottery. The waitlist order will be used when any classroom spaces become available. If no waitlist exists for the appropriate grade, students may enroll on a first-come, first-served basis. In accordance with state law, Dream Diné can only enroll Kindergarten students who have reached the age of 5 years by September 1 of the new school year.

B. Registration

After being admitted to Dream Diné, students must complete a registration packet in order to confirm enrollment and be registered at Dream Diné. Students must provide a copy of their birth certificate, current vaccination records, and IEP (if applicable). Children attending public school are to be vaccinated against diphtheria, tetanus, and pertussis (generally in a DTaP vaccine); polio (an IPV vaccine); measles and rubella (generally in an MMR vaccine); and varicella (chickenpox). Exemptions occur through an application process. Additional information such as demographics, free and reduced lunch application, former school records release will also be required.

C. Student and Family Demographic Information

For communication with families and protection of students, it is important that we have complete and up-to-date contact information. This includes, if available:

1. Mailing and Physical address and home phone number
2. Cell phone numbers for all parents/guardians
3. At least one work phone number
4. E-mail addresses for all parents/guardians
5. Name and phone number of an additional person to contact in case of an emergency when parent/guardian cannot be reached
6. A sign out list of name, relation, and phone numbers for who will be allowed to sign out your child (Student Pick Up Form)

If there is a change in address, phone number or email address, please inform the Office Manager as soon as possible.

D. Transfer of Student Records

When a student withdraws to enroll in another school and records are officially requested by the new school, the following records (if applicable) are forwarded: continuous record of academic progress; health data sheet with health notes; individual education plan; 504 Plan; individual remediation plan; individual health plan/emergency plan; attendance reports; standardized test results/state testing results; indicator of grades and credits received from other schools (if applicable); listing of disclosure and transfer of student records; relevant legal documents and documentation of suspensions and expulsions. Dream Diné may withhold release of a student's records if the parent has an outstanding balance for unpaid fees.

E. Family Educational Rights and Privacy Act (FERPA)

Dream Diné shall maintain student records and make every effort to comply with the Family Educational Rights and Privacy Act (FERPA) to keep student records confidential. FERPA gives parents/legal guardians certain rights with respect to their child's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review their student's education records maintained by the school, to seek amendment of records the parent or eligible student believes are inaccurate, to consent to disclosures of education records except to the extent that FERPA authorizes disclosure without consent and to file a complaint with SPPO concerning potential violations.

Rights of Parents to Review and Inspect Records

- Parents/guardians have the right to inspect and review the cumulative record folder kept for each student upon request. Parents who wish to inspect and review the cumulative record folder shall submit a written request to the Head Administrator. Upon receipt of the written request for review of the records, Dream Diné shall schedule an appointment for record review as soon as possible but no later than 15 business days after the request was made. The inspection and review shall take place in the school office or at another mutually agreed upon location. A school official competent in interpreting school records shall be present to explain the implications of the records that are examined.

Rights of Parents to Seek Amendment of Records

- Parents have the right to challenge the content of records in the student's cumulative record folder. A parent or student who believes that information contained in the student's cumulative record folder is inaccurate or misleading or otherwise violates the student's rights may request, in writing, that the records be amended by the school where the records are kept. Not later than five (5) school days after receipt of a request to amend, the Head Administrator shall decide whether to amend the records in accordance with the request. If the Head Administrator finds that the challenge is not

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justified, the Head Administrator shall inform the person who made the request of the finding and shall also inform that person of the right to request, in writing, a hearing before the Governing Council. If a parent requests a hearing, the Governing Council President shall set a date for the hearing as soon as possible but not more than fifteen (15) school days after the request for the hearing was made and shall give the parent at least five (5) school days advance written notice of where and when the hearing will be held. At the expense of the parent, an attorney or anyone else of their choice may assist at the hearing. The Governing Council shall render a written decision as soon as possible and must make it within five (5) school days after the hearing. The decision shall be based only on evidence presented at the hearing and shall include a summary of this evidence and the reasons for the decisions. At the same time, the parent shall be informed of the right to submit a statement of objection to the information contained in the records. Any explanation submitted by the parent shall be placed in the student's cumulative record folder, which shall be disclosed by the school whenever the contested portion of the cumulative record is disclosed, and shall not be destroyed unless the contested portion of the cumulative record is destroyed.

Disclosure of Records to Person(s) other than the Parents and Students

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- ☐ School officials with legitimate educational interest;
- ☐ Other schools to which a student is transferring;
- ☐ Specified officials for audit or evaluation purposes;
- ☐ Appropriate parties in connection with financial aid to a student;
- ☐ Organizations conducting certain studies for or on behalf of the school; ☐ Accrediting organizations;
- ☐ To comply with a judicial order or lawfully issued subpoena;
- ☐ Appropriate officials in cases of health and safety emergencies; and
- ☐ State and local authorities, within a juvenile justice system, pursuant to specific State law.

A "school official" is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Governing Council; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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Directory Information – Right to Opt Out: Dream Diné classifies the following as Directory Information: student's name, parent's name, address, telephone listing, electronic mail address, date and place of birth, participation in officially recognized activities, awards received, student's photograph, and the most recent previous school attended by the student. School officials may release this information to any person without the consent of the parents or the student. Any parent or eligible student who objects to the release of any or all of this Directory information without his consent must notify, in writing, the Head Administrator by no later than September 15 each academic year. The objection must state what information the parent or student does not want to be classified as directory information. If no objection is received by September 15 of each year, information designated above will be classified as Directory Information until the beginning of the next school year.

By signing the Student and Parent Acknowledgement included in this Handbook, parents acknowledge receipt of this policy and the annual notice of FERPA rights as required by federal law.

Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Dream Diné to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

F. Student Transportation, Parking and Field Trips

1. Transportation

There is currently no school bus to transport students to and from residence to DDCS. The parent or their designated person, who must be on the student's permission form, is responsible for dropping off and picking up students at DDCS.

2. Signing Students In and Out of School

Parents must sign in their child and sign out their child daily. Do not just drop off your child without first signing him or her in. Do not pick up your child without first signing him or her out. Since Dream Diné does not have school transportation this is an essential duty on the part of the parents.

If a parent wishes to take their child out of school during the school day, they must come to the office and sign their child out before removing that child from the classroom. Students who are signed out before 1:00 p.m. have to be counted absent for that day, so families are asked to make appointments outside of school hours whenever possible.

Only persons listed on the school's Pick Up Authorization Form will be allowed to sign a child out of school. Please remember to keep this card updated.

3. Changes in Going-Home Routine

The school is responsible for ensuring that students leave the school only with the people listed

in School records as authorized individuals. At the beginning of the school year parents must

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complete the Pick Up Authorization form, which specifies who has authorization to take the child home.

If someone other than the person indicated by the parent/guardian on the Pick Up Authorization Form is picking up the child, the student must bring a note signed by a parent or guardian and give it to the Head Administrator by 9:00 AM, and the person picking up the child must come to the office and present a proper form of identification before the student will be released to him/her. The Head Administrator will make a reasonable attempt to verify the note's authenticity prior to allowing the student to be released to the person listed on the note.

Students who ride the Office of Dine'Youth (ODY) van for after-school programming must have permission forms on file in the school office allowing for this. It is the parents' responsibility to provide transportation when the ODY van is not scheduled to pick up students.

4. Parking

Parking space is limited. Parents are to park in the paved parking lot on the west side of the school and walk their child through the west gate. Parking on the east side of the school is unpaved and is easily congested. There is also plenty of parking space on the south and east sides of the Shiprock Chapter house. For the safety of all, please do not drop off or pick up your child at any place other than the designated areas. Do park and walk into the campus to drop off or pick up your child. Please follow all signs and directives of School staff/parking duty volunteers, drive at a slow rate of speed, and respect others when using your vehicle at or near the School campus. Parents who park in line and wait, do so for their convenience. All others should park and walk into the campus to sign out their children. Parents may not cut into the car line-up with their cars. This creates a dangerous situation for other parents, students and staff. Cell phone use during drop-off/pick-up is strictly prohibited.

5. Field Trips

The Governing Council recognizes that field trips are an extension of the curricular and extracurricular programs. Field trips are opportunities for students to participate in activities and gain experiences that cannot be obtained in the classrooms or on the school site. Field trips will be developed to minimize distraction to instructional time.

Any field trip that exceeds 100-mile radius from the school must have Governing Council approval. The Head Administrator must approve every trip and all fundraising for the trip before asking the Governing Council for approval. Field trip procedures and forms are addressed in the Employee Handbook. Parents must sign a pre-approval form for their child to participate in a field trip.

G. Students Staying After School

All students remaining on campus after school must be involved with school activities or directly

supervised by their family members. Unsupervised students are kept in Building E where they can be monitored, and parents will be contacted. Students are to be picked up at 3:15 p.m. on regular dismissal days and at 12:00 p.m. on early release days.

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In cases where no family members can be contacted to pick up their child, students will not be left unattended. If the school or parent is unable to pick up a child by 4:00 p.m., reports may be made to Child Protective Services or CYFD according to state law. This also applies in cases where parents ask that children remain at school and then don't come to pick them up.

H. Academic Support - Response to Intervention and the Student Intervention System In accordance with the No Child Left Behind Act (NCLB) of 2001 and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Dream Diné Charter School will focus on early intervention for struggling students and be accountable for student progress towards meeting state grade-level standards.

A free appropriate public education will be available to all children attending Dream Diné Charter School (34 CFR § 300.101(a)) including children with disabilities. *Child Find* is the term used to describe the affirmative, ongoing obligation under the IDEA, Section 504, and state rules that Dream Diné Charter School needs to identify, locate, and evaluate all children enrolled at the school who either have or are suspected of having disabilities and need special education as a result of those disabilities (34 CFR § 300.131(a)).

In compliance with Child Find provisions of the IDEA and New Mexico Administrative Code, Dream Diné Charter School also shall, identify, locate, and evaluate all children with disabilities within the School, including:

- Children who are suspected of being a child with a disability under CFR §300.8 and in need of special education, even though they are advancing from grade to grade;
- Highly mobile children, including migrant children; and
- Children who are suspected of being developmentally delayed. The New Mexico Public Education Department has adopted a definition of development delay in accordance with 34 CFR §300.8(b).

Dream Diné Charter School shall accept referrals, as per Child Find provisions, from any source that suspects a child may be eligible for special education and related services (71 Fed. Reg. 46636).

Student Intervention System – New Mexico Response to Intervention Framework

Response to Intervention (RTI) is the framework being used in New Mexico and across the country to ensure success for all students, and provide early assistance to students who are experiencing academic or behavioral challenges, or need opportunities for advanced learning. It is a continuum of school-wide support that seeks to maximize the odds of student success and contributes to overall comprehensive school improvement efforts. It is a way for schools to organize and guide instructional delivery, allocate and optimize resources, and use an integrated systems approach to teaching, learning, and behavioral support to ensure that all

students can learn. RTI is also part of a process that schools use to determine if a student has a learning disability and needs special education services.

Dream Diné Charter School shall follow a three-tier model of student intervention as a

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proactive system for early intervention for students who demonstrate a need for educational support for learning or behavior. (NMAC § 6.29.1.9)

- In Tier 1, the Dream Diné Charter School shall ensure that adequate universal screening in the areas of general health and well-being, language proficiency status and academic levels of proficiency has been completed for each student enrolled. If, through universal screening, a referral from a parent, a school staff member, or other information available to a school or district suggests that a particular student needs educational support for learning or behavior, then the student shall be referred to the Student Assistance Team (SAT) for consideration of interventions at the tier 2 level.
- In Tier 2, a properly-constituted SAT at Dream Diné Charter School, which will include the student's guardians and the student, as appropriate, shall conduct the student study process and consider, implement and document the effectiveness of appropriate research-based interventions utilizing curriculum-based measures (6.29.1.9(D)(2) NMAC). In addition, the SAT shall address culture and acculturation, socioeconomic status, possible lack of appropriate instruction in reading or math, teaching and learning styles and instructional delivery mechanisms in order to rule out other possible causes of the student's educational difficulties (6.29.1.9(D)(2) NMAC). When it is determined that a student has an obvious disability or a serious and urgent problem, the SAT shall address the student's needs promptly on an individualized basis, which may include a referral for a multi-disciplinary evaluation to determine possible eligibility for special education and related services (6.29.1.9(D)(2) NMAC).
- In Tier 3, a student has been identified as a student with a disability and deemed eligible for special education and related services, and an IEP is developed by a properly-constituted team (6.29.1.9(D)(3) NMAC).
- The SAT team at Dream Diné Charter School shall consist of the Head Administrator, teachers, and other appropriate educators along with the parents and student. The SAT team will be involved in supporting the student as needed through the SAT process.
- The NMPED manual, *Student Assistance Team and the Three-Tier Model of Student Intervention*, shall be the guiding document for Dream Diné Charter School to use in the implementation of student intervention.

I. Section 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities by organizations receiving federal assistance. Included in the regulation is the requirement that handicapped students be provided with a "free appropriate public education" (FAPE). These regulations require identification, evaluation, provision of appropriate service, and

procedural safeguards in all public schools. Individuals who have been determined to be with disabilities under Section 504 may or may not be disabled under special education (IDEA). Section 504 services could apply to any school age student who (1) has had a physical or mental impairment that substantially limits a major life activity, or (2) is regarded as having a disability

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by others. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks.

Parents who have concerns or questions regarding 504 services should contact the Head Administrator.

J. Student Find

DDCS has an affirmative, ongoing obligation to identify and evaluate all students with disabilities within the school community who either have or are suspected of having disabilities and need special education as a result of those disabilities. DDCS personnel, a private or public agency or institution, or a parent may initiate a referral for an evaluation by contacting a teacher or the Head Administrator.

K. Student Meals

Dream Diné contracts with the Central Consolidated School District to offer nutritious meals for breakfast and for lunch at no cost to all enrolled students. Student food allergies must be documented by a physician and provided to the Head Administrator and also communicated to the teacher.

L. Food Policy

Dream Diné prohibits potato chips, candy, sodas (and other non-juice drinks like Gatorade), and any item with high sugar content to be sold or consumed on school property. Consequently, we ask that parents not allow students to bring these types of foods to school. In-class school parties and special school events planned by staff/administration are not subject to this policy. If you wish for your child to have a snack during school hours, please provide a healthy alternative snack such as whole grain crackers, cheese, granola bars, fruit, veggie sticks and dip, popcorn, or tortilla chips and salsa. Each student should bring his or her own water bottle to school. Parents may provide lunch for their child if they wish but the school office manager needs to be informed when a parent chooses this option.

M. Parent Custody

When parents are separated or divorced, it is recommended that the school have a signed and certified court order defining custody and visitation rights. When parents share custody, i.e. have "joint custody," each parent has the right to access and to receive copies of school records and information, to attend conferences, and to be informed about the student's welfare, educational progress, and status.

The custodial parent(s) are responsible for: providing a copy of the signed and certified court order to the school; and providing the school with any revisions/updates to the court order that affect custody, visitation, or student record-access rights.

The school is responsible to: maintain a copy of the relevant sections of the court order; inform appropriate school personnel of the provisions or restrictions in the court order; and abide by

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the provisions and restrictions ordered and the non-custodial parents' requests that are consistent with the order.

The school is **not** required to hold a separate conference for each parent. Please be sure that the school has appropriate contact information for both parents to ensure consistent communications. Upon request and if not prohibited by a certified court order, the school will: send duplicate correspondence to the non-custodial parent or both custodial parents; arrange for review of school records by the non-custodial parents; keep non-custodial parents apprised of major school events.

N. Daily Schedules

Regular Day Schedule:

7:30 AM - 8:00 AM| Morning exercise, Breakfast, Positive Thoughts

8:00 AM - 11:30 AM| Morning classes

11:30 AM - 12:30 PM| Lunch, Health Break

12:30 PM-3:15 PM| Afternoon classes

3:15 PM| School Dismissal

Parents are expected to be present to pick up their children at 3:15 PM and no later than 3:30 PM.

Half Day Schedule/Early Dismissals for Staff Professional Development

7:30 AM - 8:30 AM| Morning exercise, Breakfast, Positive Thoughts

8:30 AM - 11:30 AM| Morning classes

11:30 AM - 12:00 PM| Lunch, Health Break

12:00 PM| School Dismissal

Parents are expected to be present to pick up their children at 12:00 PM and no later than 12:30 PM.

1:00 PM - 4:00 PM| Professional Development

Certain days are designated for half day instruction to allow for professional development for the staff. These days are designated on the 2022-2023 school calendar.

Snow Days/Severe Weather

In the event of severe weather conditions or other emergencies, Dream Diné may close for all or part of a day.

Delayed Schedule is a shortened school day that begins later than the regular schedule (usually 1 to 2 hours later) but ends at the regular time. The most common time that this would occur is when severe weather causes road conditions that would endanger the safety of students and employees on their way to school.

A delayed schedule or cancellation will also be announced on the local news media, generally by 6:30 a.m. Please listen to the radio and check the school's website and social media pages for announcements. Do not bring your child to school early on days the snow day schedule is in

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effect, because supervision will begin later than usual. On mornings when weather conditions are severe, families should continue to watch television or listen to the radio (*KOB TV, KTNN (AM 660), KNDN (AM 960) and 92.9 star radio from Farmington*) for announcements and updates.

O. Physical Activity and Education

DDCS provides students with physical education using appropriate practices to assure that all students are able to learn and develop the skills, knowledge and attitudes necessary to be physically active, including a daily morning walk. DDCS integrates physical activity to provide students with increased opportunities to engage in moderate to vigorous physical activity before, during and/or after school. Reference: Dream DinéWellness Policy.

Request to be Excused From Physical Education

Please send a request to the teacher if your student needs to be excused from physical education. Written instructions are required from the student's physician if the student is to be excused for more than two days, and must include a re-entry date.

P. School And Emergency Telephone Numbers

Main School telephone number: (505) 368-2500.

Community emergency contact telephone numbers:

Law Enforcement: (505) 368-1350

Fire Department: (505) 368-5179

Emergency Medical Services: (505) 368-6176

Indian Health Services- Northern Navajo Medical Center: (505) 368-6001

Social Services: (505) 368-1184

III. STUDENT HEALTH AND MEDICATION

A. Illnesses and Preventative Measures

Parents are expected to keep children home when they are ill or injured. Students who have a fever (Temperature > 100 degrees Fahrenheit) or who have a contagious illness are required to be kept home and should not come to school until they no longer have a fever or are no longer contagious. If a student comes to school and is determined to have a fever or if the student shows signs of illness that could be contagious, the child's parents will be called to pick the child up. It is in the interest of the health of all students that children who are contagious not be in school where their illness can spread to others. Our staff will closely monitor each student throughout the day with temperature checks and preventive measures.

If a student has been exposed to a contagious disease, they should be kept at home and the condition should be reported to the school immediately. COVID-19 along with related variants, chicken pox, hepatitis, measles, mumps, scarlet fever, pink eye and strep throat are among those conditions categorized as "highly contagious".

A physician's note may be required before returning to school at the discretion of the Head Administrator.

Soiled Clothing

Young children may have occasional toileting accidents and soil their clothing. Parents are asked to send a spare set of clothing including clean pants and underwear to be kept in the classroom. In cases where clothing is not available, the parents will be called to bring replacement clothing.

B. Head Lice

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice.

Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice.

Both the American Academy of Pediatrics (AAP) and the National Association of School Nurses (NASN) advocate that "no-nit" policies should be discontinued. "No-nit" policies that require a child to be free of nits before they can return to schools should be discontinued for the following reasons:

- Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as 'casings'.
- Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.

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- The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
- Misdiagnosis of nits is very common during nit checks conducted by nonmedical personnel.

Treatment for head lice is recommended for persons diagnosed with an active infestation. All household members and other close contacts should be checked; those persons with evidence of an active infestation should be treated. Some experts believe prophylactic treatment is prudent for persons who share the same bed with actively-infected individuals. All infected persons (household members and close contacts) and their bedmates should be treated at the same time. Treatment requires an over-the-counter or prescription medication. Please discuss treatment options with a physician.

Supplemental Measures: Head lice do not survive long if they fall off a person and cannot feed. You don't need to spend a lot of time or money on house cleaning activities. Follow these steps to help avoid re-infestation by lice that have recently fallen off the hair or crawled onto clothing or furniture.

1. Machine wash and dry clothing, bed linens, and other items that the infested person wore or used during the 2 days before treatment using the hot water (130°F) laundry cycle and the high heat drying cycle. Clothing and items that are not washable can be dry-cleaned OR sealed in a plastic bag and stored for 2 weeks.
2. Soak combs and brushes in hot water (at least 130°F) for 5–10 minutes.
3. Vacuum the floor and furniture, particularly where the infested person sat or lay. However, the risk of getting infested by a louse that has fallen onto a rug or carpet or furniture is very small. Head lice survive less than 1–2 days if they fall off a person and cannot feed; nits cannot hatch and usually die within a week if they are not kept at the same temperature as those found close to the human scalp. Spending much time and money on house cleaning activities is not necessary to avoid reinfestation by lice or nits that may have fallen off the head or crawled onto furniture or clothing.
4. Do not use fumigant sprays; they can be toxic if inhaled or absorbed through the skin.

C. Medications Policy

Diagnosis, treatment of illness, or prescribing drugs and medications are not the responsibility of the School. School personnel will dispense only medications that have been prescribed by a physician. When at all possible, medication doses should be given at home rather than at school. If medication is needed during the school day, the policy is as follows:

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Under certain circumstances, when it is necessary for a student to take medicine during school hours, the School will cooperate with the child's physician and the parents if the following requirements are met:

- There must be a written order from the physician stating the name of the medicine, the dosage, and the time it is to be given.
- There must be written permission from the parent to allow the school or the student to administer the medicine. The written statement must include the student's name, diagnosis, name of medication, dose, time to be given, and signatures of parent/guardian and physician. Appropriate forms are available from the school office.
- The medicine must come to the school office in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.
- If possible, a nurse will administer prescribed medication. In the absence of a nurse, the Head Administrator will dispense the medication. Students will be allowed to carry and self-administer medications only with a physician's and parent's written permission, in cases of potential emergency, as detailed in Section C below.
- A student should not carry medication to and from school unless authorized to self administer.
- A responsible adult should bring medications to the school office. Medications requiring refrigeration will be kept in a closed and clearly identified container in the refrigerator. ● When the medication is no longer needed, it will be returned to the parent or guardian. ● If medications are necessary for emergency use during transportation a written health management plan shall be prepared in consultation with the parents and school authorities indicating where the medication will be located during transportation and who will administer the medication.
- The School reserves the right to disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk of harm to a member or members of the student population.

D. Self Administration Of Certain Medications.

Students will be allowed to carry and self-administer asthma medication, emergency anaphylaxis medication, and/or equipment and supplies for storage and disposal of sharps for self-assessment and for self administration of diabetes treatment medications, if it has been legally prescribed to the student by a health care provider under the following circumstances:

1. A health care provider or pharmacist has instructed the student in the correct and responsible use of the medication;
2. The student has demonstrated to the health care provider, parent/guardian and the Head Administrator the skill level necessary to use the medication and any device that is necessary to administer the medication as prescribed;
3. A written treatment plan must be submitted by a health care provider with input from the parent/guardian(s). This plan will include all necessary details for managing the student's care and for medication use by the student during school hours or school-sponsored activities, including transit to or from school or

school-sponsored activities; and

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4. The student's parent/guardian(s) has completed and submitted to the school any written documentation required by the school, including the treatment plan required in paragraph (3) above and a statement relieving the school and its employees and agents from liability arising from the performance the student's self-administration, carrying or storage of medication, supplies and medication-administration equipment.
5. The parent of a student who is allowed to carry and self-administer asthma medication, emergency anaphylaxis medication, or diabetes medication/equipment may provide the school with backup medication and equipment that shall be kept in a location to which the student has immediate access in the event of an asthma, anaphylaxis or diabetes emergency.

THE SCHOOL SHALL NOT BE LIABLE AS A RESULT OF ANY INJURY ARISING FROM THE PERFORMANCE OF SELF-ASSESSMENT PROCEDURES AND THE SELF-ADMINISTRATION OF MEDICATION NOR FROM ANY INJURY ARISING FROM THE STUDENT CARRYING AND, IF APPLICABLE, DISPOSING OF THE MEDICATION OR SUPPLIES NEEDED TO ADMINISTER MEDICATIONS.

E. Medical Situations and Emergencies

- **Emergencies:** In the event of a medical emergency or an accident, the School will first attempt to contact the parent/guardian or the doctor of the student, unless the school determines that the circumstances merit contacting 911 for emergency response first. After 911 is called, the school will make every effort to reach the student's parent/guardian, or other emergency contact prior to treatment, however, this may not always be possible. For this reason it is absolutely necessary that all contact information on the School's medical permission forms be completed and kept current. [Reference: DDCS Safety & Emergency Operations Plan]
- **Staff Administration of Aid:** Staff members are required to have current first aid and CPR certification. Should First Aid be needed, a certified staff member may initiate care. A first aid kit is readily available, and all emergency numbers are posted.
- **Incidents at School and Incident Reporting:** Minor accidents (e.g., bruises, scratches, bumps, cuts, scrapes, etc.), which can be taken care of by staff members, will be attended to immediately. The staff member will document the accident on an "Accident Report" form. The staff member will sign the form and submit it to the Head Administrator for review and signature. A copy will be provided for the parent/guardian(s) and another copy placed in the student's file. Parents will be notified of any situation that involves trauma to the head.
- **Accidental Poisoning:** In the case of suspected ingestion of a poisonous substance, the School will call 911 immediately.

IV. SCHOOL SAFETY AND SECURITY

A. Safe Schools

DDCS complies with all state and federal regulations to ensure the safety of all students and staff. School supervision of students begins when they enter the school campus. [Reference: DDCS Safety & Emergency Operations Plan]

B. Emergency Events

In the event of an emergency, the School's first priority is the safety of the students. An emergency response plan has been developed and will be implemented, if necessary. Steps of the plan include:

1. Securing the situation/scene
2. Notifying school officials/Emergency Response Team
3. Contacting proper officials: Local Law Enforcement, Ambulance, etc.
4. Notifying parent/guardian(s)
5. Prepare incident documentation

C. Emergency Preparedness Drills

DDCS will conduct emergency preparedness drills in accordance with Senate Bill 147 and NMAC 6.29.19 O(1). The school emergency drill requirements are as follows:

- An emergency drill shall be conducted in each public and private school once a week during the first four weeks of the school year. Of these:
 - One shall be shelter-in-place that includes preparation to respond to an active shooter;
 - One shall be an evacuation drill;
 - Two shall be fire drills.
- During the rest of the school year, each school shall conduct at least four additional emergency drills, at least two of which shall be fire drills.

The Head Administrator will be responsible for establishing the protocol for each drill. In advance of any emergency drills, teachers and staff need to teach students the protocol for each drill.

A member of the fire department shall be requested to be in attendance during emergency drills for the purpose of giving instruction and constructive criticism.

For the 2022–2023 school year, schools will need to meet the emergency drill obligations while maintaining social distancing requirements. In advance of any emergency drills, students and staff will need to be taught and to practice how to participate in the emergency drills while maintaining social distance. For fire drills and evacuation drills, social distancing requirements may necessitate new or additional evacuation locations. Emergency drills in preparation for an active shooter will also likely need amended to account for social distancing.

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Emergency drills will be scheduled on alternating A/B schedules in order to provide all students opportunities to practice emergency operations and sufficiently prepare for potential emergencies. Schools are required to document their executed drills in their Safe Schools Plans. Schools submit Emergency Drill Assurances to NMPED when their Safe Schools Plans are up for review, triennially.

During any fire alarm, students and staff must leave the building immediately to an assigned area until the "All Clear" signal. After the "All Clear" signal, everyone must return to class.

Setting off a fire alarm, a fire extinguisher, or other emergency control device when there is no fire or emergency is illegal and will result in disciplinary action.

D. Alcohol, Drugs, Narcotics, Tobacco (Smoke, Smokeless and E-Cigarettes) Policy Dream Diné School is a "Drug Free School Zone". Alcohol, illegal drugs, non-ceremonial tobacco, and controlled substances are prohibited in or near the school buildings, playground, parking lot, and entire school property. Students, while on school property or attending a school-sponsored activity, who use, possess, distribute, or sell tobacco, alcohol, and/or other drugs or related paraphernalia shall be subject to intervention, discipline, suspension, expulsion and/or other appropriate action in accordance with school policy to enforce the drug free zone.

E. Search And Seizure

Searches:

School property assigned to a student and a student's person or property while under the authority of the public schools are subject to search, and items found are subject to seizure, in accordance with the requirements below.

Notice of search policy

By signing the Student and Parent Acknowledgement included in this Handbook, parents and students acknowledge receipt of this policy.

Who may search

The Head Administrator is the person authorized to conduct searches when a search is permissible as set forth below. An authorized person who is conducting a search shall request the assistance of a teacher or staff member, who upon consent becomes a witness and an authorized person for the purpose of that search only.

When is search permissible

An authorized person may conduct a search when they have a reasonable suspicion that a crime or other breach of disciplinary rules is occurring or has occurred.

Conduct of searches

The following requirements govern the conduct of permissible searches by authorized persons: School property, including lockers, may be searched with students present. Locks furnished by

students should not be destroyed unless a student refuses to open the lock or circumstances

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otherwise render such action necessary in the judgment of the administrative authority. Student vehicles when on campus or otherwise under school control and students' personal effects which are not within their immediate physical possession may be searched in accordance with the requirements for locker searches. Physical searches of a student's person may be conducted only by an authorized person who is of the same sex as the student, when available, and in the presence of a second staff member. Unless there is an immediate threat to the health or safety of the student or others, parents/guardians of the student will be called prior to any search of a student's person. When possible, the parent/guardian should be present for the search. The extent of the search must not be excessively intrusive in light of the student's age and sex and the nature of the infraction and may include a pat down, emptying pockets and removal of hats, socks and shoes.

Seizure of items

Illegal items, legal items which threaten the safety or security of others and items which are used to disrupt or interfere with the educational process may be seized by authorized persons. Seized items shall be released to appropriate authorities or a student's parent or returned to the student when and if the administrative authority deems appropriate.

Record Keeping

The Head Administrator shall make a record of each search of a student's property or person and include the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The Head Administrator shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

Notification of law enforcement authorities

The Head Administrator shall have discretion to notify the local children's court attorney, district attorney or other law enforcement officers when a search discloses illegally possessed contraband material or evidence of some other crime or delinquent act. The administration has the right to search and seize property, including school property temporarily assigned to students, when there is reasonable suspicion that a crime or other breach of disciplinary rules is occurring or has occurred. Items provided by the School for storage (e.g., lockers, desks) of personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. (Students have no reasonable expectation of privacy, and lockers, desks, storage areas, et cetera, may be inspected at any time with or without reason, or with or without notice, by school personnel.)

F. School Visitors

Parent and community involvement are encouraged at DDCS. If a parent or community member wishes to visit the campus, they will need to sign-in with the office, provide identification and

wear a visitor's badge. The Head Administrator and classroom teacher must approve any classroom visit to prevent disruption to the classroom instruction. All visitors must abide by all school policies while on school campus. Failure to adhere to policies will result in revocation of

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visitation privileges and removal from the School campus. Persons who do not have permission to be on school property shall be subject to applicable laws, including those concerning loitering and/or trespassing on campus.

G. Volunteers

DDCS welcomes volunteers, chaperones, and consultants to assist in selected daily operations or with special presentations/events. All questions regarding volunteers should be directed to the Head Administrator. Volunteering in the classroom is limited to specific time activities and is subject to approval by the teacher and Head Administrator. Volunteers will be considered based on the specific activity and space availability. Long-term volunteers with daily direct contact with students must have a New Mexico criminal background check on file at the School. All other volunteers will complete a DDCS liability form in the administration office.

H. Sexual Harassment Policy

Dream Diné Charter School prohibits harassment, including sexual harassment of, or by, any of its students, employees or visitors. It is our policy that all individuals associated with Dream Diné School, including but not limited to the Governing Board, employees, students and visitors, have a right to work, learn and visit in an environment free of harassment, sexual harassment, or discrimination based on race, color, religion, sex, age, national origin, disability and sexual orientation. Employees, students and visitors must avoid offensive or inappropriate sexual and/or sexually harassing behavior.

Governing Council members, employees, students and visitors have a right and responsibility to report harassment incidents. There will be prompt and equitable resolution of harassment/discrimination complaints. The school will provide access to any needed information and materials concerning harassment, how to file a complaint and a step-by-step process, which will guide those involved, whether they be the accused or the victim.

Reporting procedures:

- Complaints may be verbal or written
- Students may report harassment/discrimination to a teacher, teaching assistant, the Head Administrator, or to parents.

All allegations of harassment/discrimination will be quickly and discreetly investigated. Anyone engaging in sexual or other unlawful harassment or discrimination will be subject to disciplinary action, up to and including termination of employment.

Although the school is public property, the school must maintain control over its property for the safety of its occupants. The school can limit access to parents or other persons who

threaten or abuse school personnel or public property, or who disrupt the educational environment.

I. Child Abuse and Neglect

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All school employees shall be required to complete training in the detection and reporting of child abuse and neglect, including sexual abuse and assault, and substance abuse. This requirement shall be completed by all licensed school employees during the school year and all licensed employees hired thereafter during the first year of employment by a school district.

Every person, including a schoolteacher or a school official who has information that is not privileged as a matter of law, who knows or has a reasonable suspicion that a child is an abused or a neglected child shall report the matter immediately to:

- New Mexico Child Abuse Hotline (1-855-333-SAFE); and when appropriate, ●
A local law enforcement agency;
- The department office in the county where the child resides; or
- A tribal law enforcement or social services agency for any Indian child residing in Indian country.

The report shall contain the following information: The names and addresses of the minor, the parents, or the person or persons having custody of such minor, if known. The minor's age and the nature and extent of any injuries or physical neglect, including any evidence of previous injuries or physical neglect. Any other information that such a person believes might be helpful in establishing the cause of the injury or physical neglect. The Head Administrator must be informed and document the report.

The Head Administrator may permit a member of a law enforcement agency or an employee of the Human Services Department to interview the child with respect to a report without the permission of the child's parent, guardian or custodian.

A person who fails to report abuse as provided in 30-6-4 NMSA 1978 is guilty of a misdemeanor.

J. Computer Technology Usage

Students at DDCS have access to instructional technology and the internet to enhance our school's instructional goals. Precautions are taken to ensure that students use the Internet and electronic resources appropriately and with supervision by an adult at all times. However, we cannot guarantee that students will refrain from locating inappropriate sources.

General Rules For Student Use

- Student use of instructional media must be in support of grade appropriate school instruction. Students will use respect and show proper care and handling of all

equipment. Any student found to be intentionally damaging any software or hardware will be cited for school property abuse and the student's parent or guardian will be financially responsible for any damages.

- Students are expected to respect and not attempt to by-pass security in place on computers. Changing or attempting to change a computer's settings is a violation of acceptable use of equipment.

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- Students will observe software copyright laws. No students will bring software from home to copy onto school workstations, nor will students copy school software for personal use. When using the Internet, students' actions will be closely supervised. They will be held responsible for information viewed, received, and sent.
- Students are expected to respect the work and ownership rights of students, staff, and people outside the building.
- The parent and student will be required to sign a "Student Internet Acceptable Use Agreement Form" before the student will be permitted to use school technology and related equipment. Violation of the computer use policy may result in a student losing his/her privileges.

No Expectation Of Privacy

School network spaces are analogous to student desks or lockers and may be inspected when network maintenance becomes necessary or if students are suspected of abusing access rights, and to ensure compliance with school policy and applicable laws and regulations.

K. Photo Release/Use Of Likeness/Use Of Voice

Photographs, slides, film, audio recordings, and other visual images of students, faculty, and administration that are taken on campus by DDCS staff during DDCS activities throughout the year are the property of DDCS. They may be subsequently used in school publications, the school website, Public Service Announcements and other promotional materials for the school. By signing the statement of acknowledgement included in the student registration packet and in the appendix to this handbook, parent/guardian(s) and students give permission for their likenesses and recordings to be used in this manner. Parents/guardians not wishing to have their child's photos published or voice recorded must submit a written statement declining permission to the Head Administrator's office.

V. STUDENT CONDUCT**A. Code Of Conduct**

Dream Diné Charter School recognizes that age-appropriate behavior is essential to maintain a safe and healthy learning environment for students and staff. Students must demonstrate positive character traits that reflect school rules, regulations, policies and Diné values. Students and staff are asked to practice and model appropriate actions, conduct, and communication that align with the Fundamental Laws of the Diné, including the sacred K'é system. Students are encouraged to live in balance with all creation, demonstrate respect for others, and grow in wisdom and knowledge that will empower themselves and others. Students are expected to behave in ways that demonstrate kinship, solidarity, compassion, kindness, friendliness, generosity and peacefulness.

Help us follow the Hummingbird Rules

- Social distancing
- Following directions and listen
- Keep hands, feet, and objects to yourself
- Use indoor voices
- Be courteous, respectful and friendly
- Use encouraging words

B. Student Discipline Policy

The School observes rules and regulations required by federal, state and Tribal law. Disciplinary measures shall be aimed toward assisting each student in the development of self-control, social responsibility and the acceptance of appropriate consequences for their actions.

Dream Diné Charter School aims to provide a safe, fair, affirmative, and appropriately challenging environment that promotes learning and positive personal growth. The School will focus on creating a positive climate and focus on prevention of misbehavior. School personnel will develop clear, appropriate and consistent expectations and consequences to address disruptive student behaviors. The School will ensure fairness, equity and continuous improvement.

Dream Diné Charter School encourages guardian involvement in matters of school discipline. Guardians shall be advised of disciplinary measures taken to elicit their understanding and support. The School shall maintain a record of disciplinary actions taken.

Out-of-school suspension and expulsion shall not be used as punishment for absenteeism or tardiness.

Corporal punishment shall be prohibited at Dream Diné Charter School.

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No school employee who in good faith reports any known or suspected violation of the school discipline policy or in good faith attempts to enforce the policy shall be held liable for any civil damages as a result of such report or of the employee's efforts to enforce any part of the policy.

The following are prohibited activities at Dream Diné Charter School which may result in disciplinary action:

1. Cheating or Plagiarism
2. Disrespectful or Disruptive Conduct
3. Inciting Others
4. Violation of Dress Code
5. Public Display of Affection
6. Verbal Abuse or Profanity
7. Theft or Vandalism
8. Student Possession of Tobacco (Non-Ceremonial) on School Grounds
9. Vandalism or Tampering
10. Violent Behavior or Threats
11. Gang Related Activity
12. Bullying or Harassment
13. Possession of Dangerous or Disruptive Items
14. Possessing, storing, making, concealing or using a weapon or any instrument intended to inflict harm or intimidate a person.
15. Possession, Sale or Use of Alcoholic Beverages, Narcotics, Illegal Drugs, or Prohibited Substances
16. Extortion
17. Bomb Threats or Terroristic Threats and Throwing Explosives or Noxious Substances
18. Arson
19. Assault or Battery of School Personnel

In addition to school-based penalties, local law enforcement may be contacted based on the type and severity of the violation and criminal charges may be filed.

Students who are aware of serious offenses, including but not limited to, the possession of weapons, firearms, alcohol or drugs must report that information to a teacher or the Head Administrator as soon as possible.

Permissible Penalties:

Disruptions

Students are responsible for their own actions and must respect the rights of others. Disruption by any student that interferes with the learning of other students will not be permitted.

Disruption of the learning environment is defined as an action or behavior that negatively affects the learning environment or violates the rights of others to focus on their educational activities.

Choices after disruption:

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1. When a student disrupts the learning environment they will be temporarily removed from the environment and asked to explain their actions and what school rule or expectation their behavior violated. The student will then be given the opportunity to rejoin the other students.
2. If a student continues to disrupt the learning environment or refuses to answer questions asked of them, the student will be brought to the Head Administrator's office (at the discretion of teacher/staff) to reflect on what they did and on how their actions affect other people.
3. Students who are sent to the Head Administrator's Office may be required to remain there until they are prepared to meet classroom/group goals. Staff members and the Head Administrator will determine when the student is ready to return to their class. If a student is not able to return to their group in a reasonable period of time, the guardian may be asked to pick up their student and confer with the Head Administrator and teacher.

For disruptive classroom behavior, the following consequences may be utilized:

- Verbal correction from teacher to student.
- Written notice from teacher to parents
- Temporary removal from class environment
- Removal from the class to the Head Administrator's office.
- Repeated incidents will result in a conference between the student, guardians and teacher to discuss methods to address inappropriate classroom behavior.

Peacemaking and Restorative Practices

If the student's behavior is related to a conflict with another person, the Head Administrator or the Teacher may propose Peacemaking and Restorative Practices.

The Peacemaking and Restorative Practice can be used at the discretion of the Teacher or Head Administrator, in appropriate cases when the violation of school rules and behavioral expectations occur because of a conflict between the student and another person(s). For Peacemaking and Restorative Practice to work in the school setting, it must be voluntary for all involved and should be used only when there is not an immediate danger to any students involved in the conflict. The intent of a Peacemaking and Restorative Practice is to regain harmony and seek healing in the relationship. When necessary, Peacemaking should involve an elder Peacemaker through the Navajo Nation Peacemaking Program.

A student may be referred by school staff to Peacemaking and Restorative Practices or to other school disciplinary methods for the following:

- A pattern of minor disruptions of the class or activity
- Conduct that intentionally causes major disruption of the learning environment
- Abusive or obscene language or gestures, including racial slurs

- Refusal to follow class procedures
- Physically violent behavior, including fights
- Selling or possessing obscene materials

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- Engaging in sexually suggestive or inappropriate behavior
- Sexual harassment

Simplified Peacemaking and Restorative Practice

There may be times when a conflict needs immediate attention and can be effectively resolved with a simplified version of Peacemaking/Restorative Practice. This is especially useful when working with young children. The simplified version can be conducted by the Head Administrator or by a teacher/staff person knowledgeable in the processes and philosophy of Restorative Justice.

The goal of simplified Peacemaking and Restorative Practice is the same as in the full version: To regain harmony and seek healing in relationships.

The steps listed below are the simplified version that can be used with younger children at school with great effectiveness:

Steps in School-Based Simplified Peacemaking and Restorative Practice:

1. Gather all students involved in the conflict together
2. Pause for a brief moment to ask for spiritual assistance (this can be done silently)
3. Ask each student and adult in the room to introduce themselves, or if they already know each other, to say how they are connected to each other. The Peacemaker can prompt this step by asking: "Are you all in the same class?" "Are you related to each other?" "Are you related to each other through clanship?" "Are you normally friends?" "Do you normally play or hang out together?" "Do you live close to each other?" The facilitator can also say how he or she is connected to each of the students.
4. Ask the student who has the grievance to talk first about the facts as they see them, expecting all others to listen and assuring them that everyone will get their chance to speak.
5. Ask the student who committed the offense to tell their side of the story. Make sure that all others listen while this student is speaking. If things get heated, ask everyone to stick to the facts and be respectful. Give everyone in the room a chance to say their side of the story, but have only one person at a time speak. Seek common agreement on the facts.
6. Ask the student who committed the offense to describe how they would feel if they got treated the way they treated the other student.
7. The Peacemaker makes statements that seek common ground in what the students are saying about their feelings. (Example: "I believe that both of you would like to feel safe when you come to school.")
8. Look for the moment when the students realize how the other person was hurt and how

they contributed to that hurt. Give each person a chance to say something to the other student(s) that could help make peace. Usually this comes in the form of a sincere apology.

9. Encourage everyone to shake hands or hug and look at the other person when they are apologizing.

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10. If the conflict was severe or if many students were involved, write out the understanding of resolution and have students sign the agreement.
11. Express thanks in a heartfelt way for the regaining of peace and harmony.

At the conclusion of a successful Peacemaking and Restorative Practice session, the facilitator will indicate what resolution was reached and will document the steps outlined above.

Other Disciplinary Methods

The range of consequences that may result after violations of school rules and behavioral expectations may include, but are not limited to, the following:

- Practice of procedures until mastered
- Verbal correction
- Directed self-reflection activities
- Restitution or community Service
- Verbal notification to parents
- Written notification to parents
- Disciplinary conference between the student, guardian(s), teacher and Head Administrator

The school values every child and will work with students and their families to handle conduct issues while also honoring the rights of others. Dream Diné Charter School will use progressive discipline in appropriate cases; however, threats to the safety and positive educational environment may result in the following:

- Suspension from social or extracurricular activities
- Suspension of other school privileges
- Temporary removal from a particular class or activity
- In-school suspension or detention
- Out of school suspension, short- or long-term
- Expulsion

The student will be referred directly to the suspension or expulsion disciplinary methods when involved in:

- Selling, using, or possessing weapons, fireworks, or other dangerous instruments on School property or during School events. NOTE: State and federal law requires public schools to expel students for one year for carrying guns or items designated by law as weapons onto campus. To avoid misunderstandings or unintended consequences, do not bring toy weapons or “look-a-likes” to school. DDCS will report any such violation to

the student's parents and the appropriate legal authorities.

- Selling, using, or possessing alcohol, drugs or other controlled substances or drug paraphernalia on School property or during School events.
- Engaging in violent behavior toward a fellow student or staff member.

Detention, Suspension, And Expulsion

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When prior efforts to correct behavior have failed or if the situation warrants, the school may choose to impose detentions, suspension or pursue expulsion. The process followed by DDCS shall conform to NMAC § 6.11.2 and any provisions from NMPED.

1. Due Process/Referrals

All discipline referrals submitted to the Head Administrator will begin with a conference with the student. In the case of suspensions/expulsions, guardians will be notified of consequences by a personal phone call accompanied by a written incident form. If attempts to notify guardians by telephone are unsuccessful, guardians will be notified by written incident form only. Guardian involvement is an important part of the discipline at all levels.

In disciplinary cases, each student is entitled to due process. This means students:

- Will be informed of accusations against them.

- Will have the opportunity to accept or deny the accusations.
- Will have explained to them the factual basis for the accusations.
- Will have a chance to respond to the facts presented against them.

The extent of the due process required will depend upon the severity of the infraction and the related consequence.

2. Short Term Suspension

A short-term suspension is a mandatory absence from school for a period of 10 days or less. If the Head Administrator decides that the alleged misconduct warrants a consequence of a suspension for 10 days or less, the Head Administrator shall give the student an informal due process hearing and shall examine all the pertinent facts to determine whether or not a violation did occur. The student shall be afforded due process rights including the opportunity to present to the Head Administrator his or her defense or position concerning the alleged violation. After the conclusion of the investigation, the Head Administrator or designee, upon the basis of all facts and information learned, shall determine if the student committed a conduct violation. If the student is found to have committed a violation, a consequence or suspension may be imposed for a period of time not to exceed 10 days. If a suspension is imposed, the Head Administrator imposing the suspension shall keep a record of the discipline proceedings. A parent may request reconsideration of the decision to suspend. Homework can be

provided to short-term suspended students at the request of the parent. There is no level of appeal higher than the Head Administrator for a suspension of 10 days or less.

3. Long Term Suspension or Expulsion

A long-term suspension is a mandatory absence from school for a period exceeding 10 days and up to the balance of the school year. If the Head Administrator decides that the alleged misconduct is sufficiently serious so that the consequence should be a suspension in excess of 10 days or expulsion, the accused student shall be afforded his or her due process rights. There shall be an investigation to determine if there is

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sufficient probable cause to charge the student with an act of misconduct that may result in a suspension in excess of 10 days or an expulsion. When a student is charged by the Head Administrator with misconduct which may result in long-term suspension or expulsion, the parent(s) or guardian of the student shall be informed within a reasonable time period by telephone or letter of the charges against the student.

Procedures for Long Term Suspension or Expulsion

The long-term suspension or expulsion process shall be in accordance with NMAC § 6.11.2. The ability to make up work for credit during long-term suspension is at the discretion of the Head Administrator and will only be allowed in exceptional circumstances.

Notice - If the Head Administrator believes that a long-term suspension or expulsion may be warranted as a result of alleged misconduct of a student, the Head Administrator will notify the guardian(s) in writing of the grounds for the proposed suspension and the date, time and location of the hearing. Notice will be given by certified mail return receipt or by personal delivery addressed to the student and their parents/guardians. The notice shall contain:

- The time, date and place of the hearing;
- The name of the independent Hearing Officer;
- A description of the alleged misconduct, the standard of student conduct allegedly violated and the proposed discipline;
- A copy of NMAC § 6.11.2, *Students Rights and Responsibilities*;
- Contact information for person from who the parent may request a delay or additional information and a description of the hearing proceedings; and
- A clear statement that the hearing will take place as scheduled unless the hearing officer grants a delay or the student and guardian(s) agree to waive the hearing and comply voluntarily with the proposed disciplinary action or with a negotiated penalty. Clear language must be used to warn respondents that a failure to appear will not delay the hearing and may lead to the proposed penalty by default. Note: Expulsion hearings may not be waived.

A statement of notice must be given to the Head Administrator at least 72 (seventy-two) hours before the hearing if the student or his parent(s) will have an attorney present.

Hearing Officer – Suspension and Expulsion hearings will be conducted by an independent Hearing Officer.

Time of Hearing – The hearing shall not be any sooner than five (5) nor later than 10 (ten) school days from the date the notice was received. The Hearing Officer shall have the discretion to extend the time for hearing; however, if the delay extends beyond 10 (ten) school days, the student shall return to school pending the outcome of the hearing.

Decision – The Hearing Officer may announce a decision at the close of the hearing. The Hearing Officer shall also prepare a written decision, including factual determinations and concise reasons for the decision and the penalty to be imposed, if any, and mail or deliver it to the Head

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Administrator and the student, through the parent, within five (5) business days after the review is concluded.

Procedures for Long-Term Suspension or Expulsion Appeal

A student aggrieved by the Hearing Officer's decision has the right to have the decision reviewed if the penalty imposed was at least as severe as a long-term suspension or expulsion or restriction of student privileges for one semester or longer. The appeal shall be directed to the Governing Council. The Governing Council may grant a right of review for less severe penalties. A student request for review must be submitted to the Governing Council President within ten (10) school days after the student is informed of the Hearing Officer's decision.

Conduct of review - The Governing Council shall have discretion to modify the Hearing Officer's decision, including imposing any lesser sanction deemed appropriate. The Governing Council shall be bound by the Hearing Officer's factual determinations unless the student persuades the Governing Council that a finding of fact was arbitrary, capricious or unsupported by substantial evidence or that new evidence which has come to light since the hearing and which could not with reasonable diligence have been discovered in time for the hearing would manifestly change the factual determination. Upon any such finding, the Governing Council shall have discretion to receive new evidence, reconsider evidence introduced at the hearing or conduct a new hearing. In the absence of any such finding, the review shall be limited to an inquiry into the appropriateness of the penalty imposed.

Form of review - The Governing Council shall have discretion to conduct a review based on the written record of the hearing and decision in the case, to limit new submissions by the aggrieved student and school authorities to written materials or to grant a conference or hearing at which the involved parties including the student, their representative and school authorities may present their respective views in person.

Timing of review - Except in extraordinary circumstances, a review shall be concluded no later than fifteen (15) working days after a student's written request for review is received by the Governing Council.

Decision - The Governing Council may announce a decision at the close of any conference or hearing held on review. The Governing Council shall prepare a written decision, including concise reasons, and mail or deliver it to the Principal, the Hearing Officer and the student, through the parent, within ten (10) working days after the review is concluded.

Effect of decision - The Governing Council's decision shall be the final administrative action to which a student is entitled.

Discipline of Students with Disabilities

Students with disabilities are not immune from school disciplinary processes, nor are they entitled to remain in a particular educational program when their behavior substantially impairs the education of other students in the program. The discipline process which may be applied to

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a student with a disability depends upon whether or not the behavior in question is a weapon or drug offense, whether the student has inflicted serious bodily harm on another person, whether maintaining the student in his or her placement is substantially likely to result in injury to the student or others, and whether or not the behavior in question is a manifestation of the student's disability

1. *Long-Term Suspensions or Expulsions* – Discipline of students with disabilities shall be governed by the procedures set forth in NMAC § 6.11.2.11.
2. *Temporary Suspension* - of students with disabilities may be imposed in accordance with the normal procedures prescribed in NMAC § 6.11.2.12(D), provided that the student is returned to the same educational placement after the temporary suspension and unless a temporary suspension is prohibited under the provisions of NMAC § 6.11.2.10 (G.3).
3. With limited exception, school districts must provide students with disabilities who have been removed from school with some level of educational services. The student's IEP team works hand in hand with the administration in the discipline of the student, and careful consideration is given to whether or not the student's behavior has been properly addressed or whether additional measures, short of suspension from school, must first be employed.
4. *Immediate Removal* - Immediate removal of a student with disabilities may be done when a student brings a weapon to school or a school function or knowingly possesses or uses illegal drugs or has sold or solicited the sale of a controlled substance while at school or a school function.

C. Bullying Prevention and Anti-Bully Policy

Dream Diné creates an educational environment where all students, employees, volunteers, and families are safe, free of bullying, harassment, and intimidation. The Dream Diné Governing Council (GC) puts forth this policy to define bullying, cyberbullying and harassment and to describe how the school will work to prevent it and address it in accordance with NMAC § 6.12.7, NMAC § 6.30.2.19, and the school's Safe School Plan Bullying Prevention Assurance.

Bullying behavior at Dream Diné is prohibited. This policy defines it, describes program strategies to prevent it, procedures for reporting incidents and puts forth consequences for incidents. Bullying may result in disciplinary action and remediation. This policy will be disseminated to students, families, teachers and all staff at the school.

To address Cyberbullying:

- (1) all licensed school employees will complete training on how to recognize signs of cyberbullying;
- (2) any licensed school employee who has information about or reasonable suspicion of cyberbullying shall report the matter immediately to the school principal;
- (3) when the Head Administrator receives a report of cyberbullying, they will take immediate steps to ensure prompt investigation of the report; and

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- (4) the Head Administrator will take prompt disciplinary action in response to cyberbullying confirmed through investigation; disciplinary action taken pursuant to this subsection must be by the least restrictive means necessary to address a hostile environment on the school campus resulting from the confirmed cyberbullying and may include counseling, mediation and appropriate disciplinary action that is consistent with the legal rights of the involved students.

DEFINITIONS

"Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age, gender identity or sexual orientation.

"Cyberbullying" means an electronic communication that targets a specific student; is published with the intention that the communication be seen by or disclosed to the targeted student; is seen by or disclosed to the targeted student; and creates or is certain to create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with the targeted student's educational benefits, opportunities or performance.

"Harassment" means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or terrorize another person.

"Disability Harassment" is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the district. Harassment and

Disability Harassment include but are not limited to:

- (1) Verbal acts, teasing, use of sarcasm, jokes;
- (2) Name-calling, belittling;
- (3) Nonverbal behavior such as graphic or written statements;
- (4) Conduct that is physically threatening, harmful, or humiliating; or
- (5) Inappropriate physical restraint by adults.

“Racial Harassment” consists of physical or verbal conduct relating to an individual’s race when the conduct:

- (1) Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;
- (2) Has the purpose or effect of substantially or unreasonably interfering with an individual’s academic performance; or
- (3) Otherwise adversely affects an individual’s academic opportunities.

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“Sexual Harassment” means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:

- (1) When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
- (2) Submission to or rejection of that conduct or communication by an individual is used to factor in decisions affecting that individual’s education; or
- (3) That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s education, or creating an intimidating, hostile or offensive educational environment

“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing includes but is not limited to:

- (1) Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
- (2) Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- (3) Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- (4) Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, that adversely

affects the mental health or dignity of the student or discourages the student from remaining in school.

- (5) Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or district policies.

COMMUNICATION

The prohibition against bullying shall be incorporated into the student/parent and staff handbooks. Staff will receive awareness training on the Anti-Bullying Policy at the beginning of each school year. This will include a review of the procedures as well as clarification on their responsibilities regarding bullying behavior. Bullying and harassment will be addressed during professional development on building a positive school culture and student discipline/restorative justice plans throughout the year.

PREVENTION

Dream Diné will use a restorative practices process to build community to respond to challenging student behavior. This includes using dialogue, self-examination, coming to

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understand, and making things right. Dream Diné will teach students to apply multiple approaches to problem solving and self-examination rather than immediately using a punishment approach to address student misbehavior. This approach will help nurture students and encourage academic, personal and community success.

Our goals for student behavior using this approach will be as follows:

- Students will learn to value and regularly use proactive, positive ways to build and maintain a peaceful classroom community.
- Students will develop and enhance positive and supportive connections with peers. ● Students will develop an understanding of the principles and vocabulary of restorative justice.
- Students will learn how to participate in circle dialogues, using specific guidelines. ● Students will learn to use and respect a talking piece, which allows each person to have a voice, a time to talk while others listen respectfully.
- Students will learn how to use restorative questions to support conflict resolution and other types of communication.
- Students will learn to identify who is affected by misbehaviors, and how. ● Students will contribute to developing appropriate ideas for how to make things right when harms have occurred.
- Students will learn how and when to ask for a restorative circle.
- Students will learn to communicate how they are affected by given situations using affective statements and restorative questions.

PREVENTION: Anti-Bullying included in Health Education Curriculum

Health Education coursework at the school will align with content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC, and will therefore address bullying

behavior. The Dream Diné curriculum recognizes the importance of bully prevention skills in all grade levels and will implement a comprehensive health education curriculum that helps students attain knowledge and skills of good citizenship and respect. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

INTERVENTIONS: Reporting, Investigating Intimidation, Harassment, or Bullying Behavior 1)

Teachers and staff at Dream Diné will continually monitor student behavior, utilize restorative discipline practices to foster a bullying-free environment and act immediately to address isolated acts of unacceptable behavior.

- 2) When repeated and pervasive acts are observed by a teacher or if a student describes being a victim of harassment, intimidation, bullying, or hazing (as defined in this policy that may constitute harassment, intimidation, bullying, or hazing toward a student), the concern should be immediately reported.
- 3) The student may report to any staff member. The staff member will assist the student in reporting to the Head Administrator or designee.

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- 4) Teachers and other school staff who witness acts of bullying or receive student reports of bullying are required to promptly notify designated staff.
- 5) Reports should be done in writing using the **Harassment, Intimidation, Bullying, or Hazing Complaint Form**. A copy of the form is included in the Anti-Bullying Policy and can be obtained from the Head Administrator or Office Manager.
- 6) The Head Administrator or designee is required to accept and investigate all reports of intimidation, harassment or bullying.
- 7) The Head Administrator or designee will notify the parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying of the response of the school staff and consequences that may result from further acts of bullying.
- 8) Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, bullying, or hazing or who participates in or cooperates with an investigation is prohibited.
- 9) The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.
- 10) If harassment or bullying continues, the perpetrator will be immediately suspended and removed from the school, pending a hearing.
- 11) To the extent permitted under the Family Educational Rights and Privacy Act (FERPA), school staff is required to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.
- 12) The Head Administrator or their designee will appropriately and promptly investigate all reports of harassment, intimidation, bullying, or hazing. In determining whether the alleged conduct constitutes bullying, the totality of the circumstances, the nature of the conduct, the student's history, and the context in which the alleged conduct occurred

will be investigated.

- a) The Head Administrator will make every effort to inform the parents/guardians of the victim and the accused of any report of harassment, intimidation, bullying, or hazing prior to the investigation taking place.
- b) The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigator.
- c) The school may take immediate steps to protect the complainant, students, teachers, administrators, or other school personnel pending the completion of an investigation.
- d) The investigation shall be completed as soon as possible. The investigator shall make a written report upon completion of the investigation. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

CONSEQUENCES FOR BULLYING

Dream Diné believes that the best discipline for aggressive behavior is designed to

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- 1) support students in taking responsibility for their actions,
- 2) develop empathy, and
- 3) teach alternative ways to achieve goals and solve problems that motivated the aggressive behavior.

Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future. While Dream Diné will make every effort to educate and support students to prevent bullying, in the event that bullying occurs, the school will respond. Dream Diné will consider the number of previous incidents, the nature of the act and the context in which the alleged act occurred. Consequences can range from positive behavioral interventions to suspension and expulsion and shall include consideration of compliance with state and federal IDEA requirements. Dream Diné shall include parents/guardians in the remediation of severe and/or escalating behavior.

- (1) Verified acts of bullying shall result in intervention by the Head Administrator or their designee that is intended to ensure that the prohibition against bullying behavior is enforced.
- (2) Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one response to bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in and

out-of-school suspension, or expulsion) is a matter for the professional discretion of the Head Administrator. When determining the consequences, the Head Administrator will take into consideration:

- (a) Age, development, and maturity levels of the parties involved
- (b) Degree of harm (physical and/or emotional distress)
- (c) Surrounding circumstances
- (d) Nature and severity of the behavior(s)
- (e) Incidences of past or continuing pattern(s) of behavior
- (f) Relationship between the parties involved
- (g) Context in which the alleged incident(s) occurred

- (3) The Head Administrator will ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of bullying or harassment.

Examples of Consequences:

- (a) Admonishment
- (b) Participation in a guided reflection process designed to teach alternative behavior
- (c) Temporary removal from the classroom
- (d) Loss of privileges
- (e) Classroom or administrative detention

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- (f) Referral to disciplinarian
- (g) In-school suspension
- (h) Out-of-school suspension
- (i) Legal action
- (j) Expulsion or termination

Examples of Remedial Measures:

- (a) Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. Assist the misbehaving student to find a better way to solve the problem
- (b) Restitution and restoration
- (c) Transformative conferencing/restorative justice practices
- (d) Supervised peer support group
- (e) Corrective instruction or other relevant learning or service experience
- (f) Supportive discipline to increase accountability for the bullying offense
- (g) Supportive interventions, including participation of an Intervention
- (h) Behavioral assessment or evaluation, including, but not limited to, a referral to a Student Assistance Team (SAT), as appropriate
- (i) Behavioral management plan, with benchmarks that are closely monitored
- (j) Involvement of school disciplinarian
- (k) Student counseling

- (l) Parent conferences
- (m) Student treatment
- (n) Student therapy

D. Dress Code

The Governing Council recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance except when their choices affect the educational program of the schools or the health and safety of others. Students are required to follow basic guidelines that contribute to a positive learning environment. DDCS students should appear at school dressed in a way that shows respect for community standards. Jackets, hats and gloves are required on chilly days, as children will be playing outdoors for recess, PE, and morning walks.

The following are prohibited:

- Clothing with obscene language or symbols, or symbols of sex, drugs, or alcohol
- Clothing that represents membership in a gang or promotes gang activity ●
- Apparel that poses a safety hazard to the student or other students.
- Hats, caps, and beanies are allowed, but are not allowed to be worn in buildings/classrooms.

The Head Administrator will make all decisions regarding questions of appropriate attire, and the decision of the Head Administrator shall be final.

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E. Selling and Trading

In the interest of health and educational focus, students are not allowed to sell or trade items at school during school hours other than for a school-sponsored project. School-related fundraising involving items containing sugar may be done only by special permission from the Head Administrator.

F. Prohibited Items

Items that have safety risks or are likely to disrupt the educational environment are not allowed at school or at school-related activities. The following articles are not allowed, and may be confiscated and held by the Head Administrator to be picked up by the parent/guardian:

- Skateboards or rollerblades (currently the school has no space for skateboarding), shoes with wheels
- Any kind of guns, including toy guns; knives, toy knives, weapons or toy weapons. ● Squirt guns or water balloons (except for organized events, with special permission from the Head Administrator)
- Soda or Fast Food
- Cell phones must be kept out of sight and in silent mode. Cell phones may be used only outside of class time.
- Ipads, personal cameras, electronic games or other valuable items, unless approved by

the teacher. These may have educational value, but also involve risk of theft. • Large amounts of money, unless needed for special purposes.

- Other items determined to be a threat to physical or emotional safety, or disruptive to the learning process at the discretion of the Head Administrator.

Prohibited items will be temporarily confiscated by the Head Administrator and parents will be notified to retrieve the item(s). Dream Diné is not responsible for prohibited items brought onto School property or during school related activities.

G. Complaint and Grievance Policy

Dream Diné encourages parents/guardians to attempt to resolve unsatisfactory situations concerning their student at the lowest possible level. However, it is recognized that sometimes an intermediary is helpful for both sides to move beyond an impasse. Therefore, the following policy is provided for resolving situations that are not otherwise covered by formal dispute resolutions process

Student, Legal Guardian and Community Member Complaints

1. Any student, parent, or legal guardian of a student may file a complaint of any nature with the Head Administrator. The Head Administrator or his/her designee will conduct an investigation into the complaint. This investigation may consist of interviews of the complainant and any witnesses who may have knowledge of the wrongdoing. Additionally, other method(s) or documents may be used. Complaints must be filed within 180 days of any wrongdoing.

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2. An investigation will generally be completed within forty-five (45) calendar days. In some cases, the investigation may take longer. However, Dream Diné Charter School will make every reasonable effort to complete investigations within appropriate timelines.
3. At the conclusion of the investigation, the complainant and respondent (if applicable) will receive written notification of the outcome.
4. When the investigation is concluded by Dream Diné Charter School, the complainant and respondent (if applicable) will have ten (10) working days from the date of the written notification to submit an appeal in writing to the Governing Board. The Governing Board will have fifteen (15) working days from the date of the receipt of the appeal to inform the complainant or respondent of its decision in writing.
5. If the Head Administrator is the subject of or reason for the complaint the student, parent, or legal guardian may bring the complaint directly to the Governing Board via any of its members.

H. Restitution

Each student is expected to take pride in the physical appearance and property of the school. Teachers and students should be observant at all times to prevent damage or destruction of school property to include textbooks, computer equipment and other school property. Any

marking or marring of school property should be reported to the Head Administrator at once. No student shall damage or deface any property belonging to DDCS. The type of discipline that may be imposed for damage to school property by students depends upon the circumstances. The school may withhold grades and transcripts of a student responsible for damage or loss of school property until the parent, guardian or student has paid for the damage or loss. Students may be subject to discipline for willful damage or destruction of school property. If any minors engage in conduct that results in damage to School property, the School may institute formal charges for the purpose of having the court order the minors, or their parents, to make full or partial restitution to the School in accordance with law. Volunteer work at the school may be accepted instead of payment, in appropriate circumstances, at the discretion of the Head Administrator.

VI. ATTENDANCE

A. Attendance Guidance

School success goes hand in hand with good attendance. Attending school regularly helps children feel better about school and themselves. Dream Diné provides instruction 180 of the 365 days in a year. This provides students with precious but limited time to learn all that is needed at each grade level so they can successfully and confidently proceed to the next school year and beyond.

Did you know?

- Starting in kindergarten, too many absences can cause children to fall behind in school. ● Missing 10 percent (or about 18 days) can make it harder to learn to read and negatively affects school performance.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

What can caregivers do?

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots. ● Introduce your child to their teachers and classmates before school starts to help them transition.
- Don't let your child stay home unless they are truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home. ● If your child seems anxious about going to school, talk to teachers, or other parents for advice on how to make them feel comfortable and excited about learning. ● Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session

It is understood that sometimes families may need support to help their child be successful. School staff can assist with locating resources within the school community.

B. Attendance Policy - Attendance for Success Act

Dream Diné Charter School is committed to supporting children and their families to achieve success through school attendance and engagement. Dream Diné Charter School shall comply with New Mexico state statute, as outlined in the Attendance for Success Act, which establishes the right for all children who range in age from five (5), prior to 12:01 a.m. on September 1 of the current school year to students under the age of eighteen (18) years to receive a free public education unless that student has graduated from high school, received a high school equivalency credential or withdrawn from school on a hardship waiver.

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This policy creates procedures for attendance which include an early warning system to identify chronic absenteeism or excessive absenteeism and guidelines to employ attendance improvement plans to keep students in an education setting and assist a student's family to remove barriers to the student's school attendance. This policy focuses on prevention and intervention while establishing specialized support for a proactive response. Each student at DDCS will be classified into one of four attendance intervention tiers based on the percentage of absences and data will be used to develop attendance success plans. DDCS will ensure chronic absence data is tracked, reported and addressed to help each student achieve success.

The parent/guardian of a school-age person, subject to the provisions of the Attendance for Success Act, is responsible for their attendance.

DDCS shall classify students into one of four attendance intervention tiers. The School shall provide interventions to students who may be absent, chronically absent, or excessively absent, which includes assessing student and family needs and may include matching those needs with the appropriate providers.

Attendance improvement plans, activities, and interventions shall focus on:

- Keeping students in an educational setting
 - Prohibiting out-of-school suspension or expulsion as the punishment for absences
 - Assisting a student's family to remove barriers to the student's regular school attendance or attendance in another educational setting
 - Identifying solutions to improve a student's attendance and discuss necessary interventions for the student or the student's family
 - Providing additional educational opportunities to students who are struggling with attendance
 - Reintegrating students with chronic absences back into an educational setting ●
- Limiting a student's ability to withdraw only after all intervention efforts have been exhausted.

If your child misses school for any reason, the parent MUST contact the school either with a written excuse or by calling the school with the excuse. Only absences falling in these categories will be excused with parent contact; illness, bereavement, major religious holidays of the family's faith, or absences that have been approved by a school authority. All other excuses will be considered unexcused, unless approved by a school authority. All absences not verified by parental and administrative authorization will be considered unexcused.

If a child misses 3 or more consecutive days because of illness, a doctor's excuse or approval by a school authority is needed. If a child misses 3 or more consecutive days for other reasons, a school authority must approve the absences.

If absences are unexcused we will follow the following procedures:

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- On the third unexcused absence your child's teacher will be calling you to find out why your child is not in school.
- On the fifth unexcused absence, a letter will be sent to the parents informing them of the number of absences and the parent's responsibilities for getting their child to school.
- Ten unexcused absences, parents will be contacted to schedule a conference with the teacher and administrator. . At this time, an attendance contract will be written. If the attendance contract is broken by the parent, a letter will be sent to the District Attorney's Office or to Social Services.
- If we do not hear from you or if we are unable to contact you after the tenth day of unexcused absences your child will be dropped from our records.
- We will call you when your child is absent even if you sent a note or called. We are just double checking.

Excused and Unexcused Absences

DDCS shall comply with state statute when determining excused and unexcused absences. Unexcused and excused absences and out-of-school suspensions all count toward student

absences that require student intervention plans when the number of absences reach the standards for chronic or excessive absenteeism. Differentiating between excused and unexcused absences is only helpful in informing successful student attendance intervention plans. Students may obtain make-up work for any absence, excused or unexcused. Make-up work is not provided for long-term suspension and expulsion.

Excused Absences

Absences may be excused for the following reasons with the proper notification: ●

Illness (including chronic illness documented on a health plan, IEP or 504 plan) ●

Limited family emergencies

- Family deaths
- Medical, health or legal appointments
- Religious commitments
- Deployment of a military parent/guardian
- Limited extenuating circumstances as approved in advance by the Head Administrator
- Tribal obligations

Proper notification of absence is defined as an email to the Office Manager, Marla Lansing, at marla@dreamdine.org, as well as the student's teacher(s).

Unexcused Absences

All absences for reasons not included under excused absences shall be considered unexcused.

Examples include, but are not limited to:

- Non-school sponsored activities or trips
- Family vacations outside of the normally scheduled school breaks

Student Attendance Monitoring and Intervention

General Requirements and Expectations

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DDCS shall establish the following attendance best practices to support school-wide attendance systems, as well as monitoring and intervention of students:

- Accurate and timely attendance will be tracked by the Office Manager based on parent/guardian notification as described above.
- Beginning on the first day of school, each classroom teacher shall be responsible for taking and data entering accurate daily attendance for every student assigned to each instructional class.
- Substitute teachers shall also report accurate and timely attendance
- The Office Manager will collect information to code the type of absence and enter into the data system in a timely fashion to allow for student safety calls to parents/legal guardians
- Parents/legal guardians shall be notified through newsletters, school handbooks, or any other community communication, that it is the parent/legal guardian's responsibility to notify the school of the student's absence and the reason for the absence

- Parents/legal guardians shall notify the school of anticipated absences and may notify the school of reasons for absences as early in the school day as possible or within twenty-four (24) hours by sending an email to the Office Manager, Marla Lansing, at marla@dreamdine.org, as well as the student's teacher(s).
- Parents/legal guardians who intend for their child to claim an excused absence due to a medical condition must communicate the student's status to the appropriate school personnel and provide the required documentation from a health care provider
- The Office of the Head Administrator shall inform parents/guardians of their student's absences for each grade reporting period and the cumulative absences for the school year
- The School shall document all contacts, interventions, plans and outcomes into the student information system
- The School may only withdraw a student due to chronic or excessive absence after all intervention efforts by the school and/or the Children, Youth and Families Department to keep the student in an educational setting have been exhausted
- The School shall engage in partnerships and data sharing, which is compliant with the federal Family Educational Rights and Privacy Act of 1974, with community-based organizations to provide more personalized interventions and supports to students
- The School shall create a School Attendance Team that utilizes early warning systems, chronic absenteeism, and other attendance data reports to identify whole school interventions, as well as create tiered interventions for students who are in need of individualized prevention, early intervention, and intensive support
- The School Attendance Team should begin meeting no later than three weeks from the first day of school and should meet a minimum of once per month
- The School Attendance Team shall review student attendance data quarterly and assign students to tiers of support as indicated by the data
- Schools shall provide to parent(s)/guardian(s), within five days of the parent's/guardian's written request, attendance data for a student, including information about any intervention strategies used to improve a student's attendance

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- The Head Administrator shall review reporting of attendance by the Office Manager and Teachers and provide monitoring and feedback in a timely manner to ensure accurate and timely attendance data
- The School shall employ attendance improvement plans that focus on keeping students in an educational setting and shall not use out-of-school suspension or expulsion as punishment for absences
- The School shall provide additional educational opportunities for students who are struggling with attendance

Intervention Tiers

DDCS shall classify students into one of four attendance intervention tiers. The School shall provide interventions to students who may be absent, chronically absent, or excessively absent,

which includes assessing student and family needs and may include matching those needs with the appropriate providers.

Tier 1: Whole School Intervention Strategies

DDCS shall develop whole school intervention strategies for all students, including strategies for students who have missed less than five percent of school days for any reason. Prevention strategies may include:

- Attendance awareness activities (poster contests, announcements, social media campaigns, etc.)
- Staff training (Professional development to encourage classroom engagement and attendance support)
- Family and community events
- School programs that positively recognize student attendance
- Attendance incentive programs
- Student and family contacts through phone calls, email or engagement surveys

Tier 2: Individual Student Prevention Plans

The school will utilize prevention strategies to improve student attendance for any individual students who miss five (5) percent or more but less than ten (10) percent of school days for any reason. In the full instructional calendar for Dream Diné Charter School, in general, five (5) percent is nine (9) days and ten (10) percent is eighteen (18) days. These strategies include:

- Parents/legal guardians shall be notified when their student has missed five percent of school days for any reason via telephone call and written notice
- Staff shall make contact via telephone, school meetings, or home visits with parents/legal guardians as soon as possible and talk to them regarding:
 - Inform the parent/guardian of the student's attendance history
 - Discuss the impact of student absences on student academic outcomes.
 - Identify and offer interventions or services available to the student or family
 - Notify the parent/guardian of the possible consequences of further absences, which could include referral to the Children, Youth and Families Department for excessive absenteeism

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- Identify the root causes/functions of the student's absences by
- Document all attempts to notify parent(s)/guardian(s)
- Parents/legal guardians and students will work with the school to create a student attendance for success intervention plan and goal(s)

Tier 3: Early Intervention Plans

DDCS shall create and document plans for early intervention for students who are chronically absent, which means the student has missed ten (10) percent or more but less than twenty (20) percent of school days for any reason. In the full instructional calendar for Dream Diné Charter School, in general, ten percent is 18 days and twenty percent is 36 days. Early intervention plans

include:

- Parents/legal guardians shall be notified when their student has missed ten percent of school days for any reason. Notifications will be in writing by certified mail and shall include a date, time and place for the parent/legal guardian to meet with the school to develop intervention strategies that focus on keeping the student in an educational setting
- Staff shall make contact via school meetings, or home visits with parents/legal guardians as soon as possible and talk to them regarding:
 - Inform the parent/guardian of the student's attendance history
 - Discuss the impact of student absences on student academic outcomes
 - Identify and offer interventions or services available to the student or family
 - Notify the parent/guardian of the possible consequences of further absences, which could include referral to the Children, Youth and Families Department for excessive absenteeism
 - Document all attempts to notify parent(s)/guardian(s)
- Parents/legal guardians and student will work with the school to create a student attendance for success early intervention plan, which may include:
 - Analysis of attendance data – patterns, acuity, etc
 - An assessment of the root causes of the chronic absence
 - Monitoring of future absences, including progress monitoring
 - Incentives or supports
 - Signed agreement of the student and parent/legal guardian.
 - Identification and referral to school and community resources such as, but not limited to:
 - Family crisis counseling and mental health counseling
 - Family support and parent education programs
 - Services or goods that a student or the student's family needs to assist the student to stay in school and succeed
 - Health care and social service providers
 - Drug and alcohol counseling
 - Civic, corporate and professional organizations for sponsorships, internships, recreational, social, and out-of-school time programs
 - Referral to the Children, Youth and Families Department for family services

Tier 4: Intensive Support Intervention Plans

DDCS shall create and document plans for any student who is excessively absent, which means the student misses twenty (20) percent or more of school days for any reason. In the full instructional calendar for Dream Diné Charter School, twenty percent is 36 days. The intensive support intervention plans include:

- Parents/legal guardians shall be notified when their student has missed twenty (20) percent of classes or school days for any reason.
- Notifications will be in writing by certified mail and shall include a date, time and place for

the parent/legal guardian to meet with the school principal and the attendance team to develop intervention strategies that focus on keeping the student in an educational setting

- Staff shall make contact via school meetings, or home visits with parents/legal guardians as soon as possible and talk to them regarding:
 - Review the student's attendance history and continued absences
 - Review the contacts, interventions and plans attempted
 - Identify and offer interventions or services available to the student or family
 - Notify the parent/guardian that further absences may include referral to the Children, Youth and Families Department for excessive absenteeism
 - School staff shall document all attempts to notify parent(s)/legal guardian(s) ●
- The student will be placed on a specific Intensive Support Plan that includes: ○
- Non-punitive consequences at the school level
 - Specialized supports to help the student address the underlying causes of excessive absenteeism
 - Analysis of attendance data – patterns, acuity, etc.
 - Monitoring of future absences, including weekly progress monitoring
 - Incentives, goals and supports
 - Signed student and parent/legal guardian agreement
 - Identification and referral to school and community resources such as, but not limited to:
 - Family crisis counseling and mental health counseling
 - Family support and parent education programs
 - Services or goods that a student or the student's family needs to assist the student to stay in school and succeed
 - Health care and social service providers
 - Drug and alcohol counseling
 - Civic, corporate and professional organizations for sponsorships, internships, recreational, social, and out-of-school time programs
 - Referral to the Children, Youth and Families Department for family services

Referral to External Agencies

After exhausting all school-based interventions to improve student attendance, DDCCS shall refer the student with continued unexcused absences to the Children, Youth and Families Department.

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- Students shall be reported to CYFD after written notification to the family that the student has been designated excessively absent twenty (20) percent or more absent and not responding to interventions) and has continued unexcused absences per DDCCS policy
- The record of the school's interventions and student's and parent's/legal guardian's responses to the interventions shall be provided to CYFD

- If the CYFD Juvenile Probation Services Office determines that the student is a child in a family in need of family services, the school shall allow a caseworker to meet with the family at the school to determine if there are other intervention services that may be provided
- The meeting shall involve the Head Administrator and other school personnel as appropriate and, unless the parent/guardian objects in writing, appropriate community partners that provide services to children and families. The Children, Youth and Families Department shall determine if additional interventions, including monitoring, will positively affect the student's behavior

Make-up Work

When a student is absent from school due to an absence (not long-term suspension or expulsion) that student shall be allowed to make up work missed. Parents/legal guardians shall be notified through newsletters, school handbooks, or any other community communication, that it is the parent/legal guardian's responsibility to notify the school of the student's absence and the reason for the absence. No student shall be refused permission to make up work missed during an absence, with the exception of those with long-term suspensions or expulsions.

If the student is or will be absent, the parent/legal guardian may email the school teacher(s) and request make-up work. Teachers shall be granted at least twenty-four (24) hours from the time of request to compile the assignments.

It is the parent/guardian's responsibility to request make-up assignments upon return from excused and/or unexcused absences. Failure to request make-up assignments shall not minimize the importance of make-up assignments and the impact on the student's progress. The student shall have the opportunity to complete the work in a period of time equal to the number of days absent unless this creates an undue hardship for the student. When a student is absent, make-up work may be adjusted from the original assignment so that learning needs are met without overburdening the student, teacher, or parent/legal guardian.

Grades shall not automatically be reduced because of attendance or disciplinary action. Grading plans may include participation grades as a part of an overall grading method. Grades shall not be reduced as a direct penalty for non-attendance.

School Attendance Improvement Plans

DDCS shall establish and implement an annual school attendance improvement plan. The plan and process will include:

- Review and planning of school-wide, sub-population, and student-level attendance data, progress, processes, and areas in need of improvement
- Review and planning of attendance team functioning and representation
- Review and planning of current whole-school systems, interventions and strategies for all tiers of chronic absenteeism

- Review of previous annual school attendance goal
- Development of an annual school attendance goal

State law requires schools with five percent or greater of students with a chronic absence rate during the prior school year, or with five percent or greater of one or more subgroups of students with a chronic absence rate during the prior school year, to develop an attendance improvement plan to be submitted to the Public Education Department.

DDCS shall track, utilize, and report the following data in support of the School Attendance Improvement Plan:

- Attendance data for each of the preceding two school years and the current school year, including:
 - The overall absence rates
 - Chronic absence rates disaggregated by student subpopulation
 - Chronic absence rates disaggregated by grade level
 - Student attendance for every day of the school year
- School-wide identification of potential root causes of chronic and excessive absenteeism through one or more of the following:
 - National or local research
 - Analysis of supportive factors and barriers
 - Engagement surveys or focus groups
 - Other appropriate school-based research methods
- Identification of strategies for each tier of the School Tiered Approach to Attendance Improvement:
 - Identification of performance measures for each strategy
 - A data-collection plan for performance measures
- For each chronically or excessively absent student:
 - Attempts to notify a parent/legal guardian that the student was absent from class or the school day
 - Attempts to improve attendance by talking to a student or parent/legal guardian to identify barriers to school attendance, identify solutions to improve the student's attendance behavior, and to discuss necessary interventions for the student or family
 - The intervention strategies implemented to support keeping the student in an educational setting, including additional educational opportunities offered to the student

Remote, Online and Hybrid Learning

instructional time outside of school. The School shall develop strategies and accountability reporting to demonstrate student engagement for remote, online and hybrid learning.

When DDCS enters remote-only instructional models as a result of an emergency such as the COVID-19 pandemic, the school's attendance policies, along with the Attendance for Success Act, shall provide the basis for how attendance is taken. Attendance during remote-only instruction must continue to be taken and reported to NMPED. At DDCS, full attendance credit will be given when a student attends at least two of three scheduled classes in a day. If a student only attended one of three classes they will be marked as either tardy or early dismissal.

A student's ability to participate in remote learning opportunities is inherently inequitable. While some students will have time, space, equipment and support to participate in instructional activities remotely, others will not. School policies on attendance must account for those inequities when providing for how student attendance in remote learning is determined. If attendance is taken during a synchronous online learning activity, students should have the opportunity to call in, participate in an asynchronous learning activity, or otherwise provide evidence of their engagement with the curriculum.

Dream Diné Charter School shall:

- Provide varied opportunities for students to feel connected to the school, adults and other students (Virtual Family Night, School Award Ceremonies, Tutoring, etc)
- Prioritize student and family well-being
- Offer opportunities for asynchronous learning
- Integrate social and emotional learning into the curriculum
- Monitor and support contact, connectivity, relationships and participation in remote learning activities
- Use engagement surveys with families to inform improvements for online learning
- Improve access to devices and internet
- Provide wrap-around supports for families such as parent trainings and support, tech support, tutoring, etc
- Offer weekly phone calls with parents to check-in on wellbeing and provide opportunities for problem-solving

Pursuant to the Attendance for Success Act (Section 6.D), Dream Diné Charter School will provide a copy of the attendance policy to all parents of students enrolled in the school annually via the Student Parent Handbook and publish the policy on the school website. By signing the Student and Parent Acknowledgement at the end of this handbook, families affirm receipt of this policy and agree to comply with its provisions.

VII. STUDENT PERFORMANCE AND EVALUATION

Dream Diné School's curriculum covers the New Mexico Content Standards and Navajo

language/culture standards in a way that takes advantage of our unique place in the world. We emphasize studies related to our environment and local issues. We instruct in the Navajo language and about cultural knowledge daily. Our students go beyond the classroom to learn about the land, plants, animals and people in our community. We include field trips and hands-on learning experiences that provide opportunities for family members to contribute to and support the school.

A. Grading System

Report cards are distributed four (4) times a year, or every nine weeks, at the end of each quarter. The report card is meant to assist parents to receive an accurate picture of their child's growth and academic performance. Report cards and progress reports will be sent home with the student or distributed during Parent-Teacher Conferences which are held at the conclusion of each grading period. Teachers are required to meet with parents of students who are in danger of failing.

B. Grade Change Policy

Corrections of clerical errors in grades may be authorized by the Head Administrator whether they have recognized the error on their own or it has been brought to their attention by another individual such as the teacher of the course. These corrections will be documented in the student's file.

A course grade change is permitted upon receipt of a signed written request from a student's teacher, parent(s) or legal guardian, or student of legal age that states the reasons for the requested grade change, with final approval at the discretion of the Head Administrator or their designee. Grade changes will not be approved for classroom tests, assignments or statewide tests used to determine adequate yearly progress, unless a clerical error exists.

The Head Administrator or their designee shall respond in writing to the grade change request no later than two weeks from the request. Such response shall state whether the request is denied or allowed, and the grade entered if allowed.

If the request is granted, the grade change must be based on articulated reasons that are stated in the Head Administrator or their designee's response such as extenuating circumstances, additional graded work submitted by the student, additional or make-up testing, or any other meaningful criteria that can be verified.

A grade change shall be equally available to all students who are similarly situated.

Unless the change is requested by the student's classroom teacher the Head Administrator shall make a good faith attempt to obtain the written input of the classroom teacher who issued the grade in dispute, the teacher shall state reasons to support or oppose the requested grade change and shall not be pressured into or retaliated against for making a certain recommendation.

The final written response shall be made and signed in each case by the Head Administrator or their designee and they shall bear responsibility for ensuring that this Policy was followed.

Unless a student is still enrolled in the School at the time of the grade change request, the request will be processed within two weeks after the student has exited the School unless extenuating circumstances permit consideration of a longer time. The course grade change documents are to be maintained in a student's permanent record.

This policy shall not be construed to limit or eliminate the rights afforded to parents under federal regulations 34 CFR Sections 300.618 through 300.621 under the Individuals with Disabilities Education Act, and 34 CFR Sections 99.20 through 99.22 under FERPA, both as they relate to amendment of a student's educational records. 6.30.10 NMAC (2008).

It shall be considered unprofessional conduct pursuant to 6.60.9.9(C)(23) NMAC for anyone holding or seeking to renew their license issued by the Public Education Department to: 1) permit the changing of a student's final course grade contrary to the course grade change policy adopted by the governing authority of a charter school;

- 2) knowingly withhold material information when asked on whether a student's grade should or should not be changed; or
- 3) provide written recommendation for, or make a final written response allowing, a final course grade change knowing that a grade change under the circumstances is not warranted or that there has been a material non-compliance with the district's or charter school's grade change policy.

The Governing Council reserves the right to revise the Student Parent Handbook in the best interest of students without prior notice; however, parent/guardian(s) will be notified in writing of policy change within five (5) school days. The DDCS Governing Council, administration, and PAC work together to annually review and revise the handbook and to ensure that policies and procedures do not compromise the rights of each individual student.

Student Parent Handbook 2023-2024

Revised by the Governing Council and approved on February 13, 2024.

IX. APPENDIX**STUDENT AND PARENT ACKNOWLEDGEMENT*****TO BE SIGNED BY STUDENT AND PARENT AND RETURNED TO THE HEAD ADMINISTRATOR***

We have read the Student Parent Handbook and agree to abide by all policies and expectations contained herein:

Student Name (Printed): _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Signature of Head Administrator: _____

Date Received: _____

