



# **TIOSPAYE TOPA SCHOOL**

## **STUDENT HANDBOOK**

### **2023-2024**

**Approved by TTS School Board Action**





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## **SECTION 1: CORE VALUES**

### **MISSION:**

To prepare our students for a positive future in a multi-cultural world by uniting modern technology and learning with Lakota culture and spirituality.

### **PHILOSOPHY:**

Tiospaye Topa School serves the children of the Eastern Cheyenne River Lakota communities. Every individual is entitled to a quality education. Education is not the end, but only a means, to providing students with an opportunity to acquire skills and attitudes necessary to accomplish their desired goals of leading a meaningful and productive life. It also enables students to accept the responsibility of choosing their role within the Lakota or non-Indian society.

Recognizing the unique background of the communities, the school's primary purpose will be to promote positive self-image and achievements in equally important parts of the educational process.

The School's main goal will be to teach and assist students and communities in the learning and preservation of the traditional values of the Lakota. This includes, but is not limited to, language, culture, traditional and modern forms of Tribal governments, and political structures and processes.

Culture, to us, is a regaining of the self-esteem that identifies the leadership of our people throughout history and integrates it into the curriculum and classroom. Our continuing love for Tunkasila has brought us full circle with the environment and spiritual issues of our tribe. Parents, guardians, grandparents, and all community members will be encouraged to actively participate in the school's educational process.

### **VISION:**

- Students and staff are held in the highest regard. Their environment is safe and nurturing and encourages respect and caring for each other.
- Parents and guardians are involved as partners in the teaching/learning process and the contribution of elders is evident throughout the School.
- All stakeholders within the School community are involved in "politically-free" decision-making. A major focus is vision-driven problem-solving.
- Technology is valued and utilized as a resource for teaching and learning.
- Tiospaye Topa School is a drug-free teaching and learning environment.
- Tiospaye Topa School is a prejudice-free teaching and learning environment.
- Cooperation in learning is evident at all levels and includes cooperative learning, team teaching, and the integration of classes and subject areas.
- Teachers have high expectations for the success of every student.





- All staff that serve children are aware of their responsibilities for teaching and are held accountable for results.
- Students have varied opportunities and options to explore vocational/technical skills and careers.
- Students display a positive self-image through traditional Lakota behaviors, beliefs, and values.

### **BELIEF STATEMENT:**

About students and learning, we believe that:

- All students can learn.
- All students have the right to individuality, respect, and the pursuit of their own cultural beliefs.
- All students have the right to a caring teacher.
- All students can become lifelong, responsible learners/teachers.
- All students can develop a positive self-image.

About teachers and teaching, we believe that:

- Everyone is a teacher.
- Parents are the children's first teacher and learning starts at home.
- Teachers and students must learn from each other with support from the home.
- All teachers must receive understanding and support from the School administration, the School Board, and the community.
- Teachers have an important role in building students' self-esteem.

About classroom and school, we believe that:

- School must be a safe place.
- The School and the community must be partners in education.
- A warm and welcoming atmosphere toward the whole community is essential.
- All people who work for education must work together with mutual respect.
- Decisions should be based on the Mission, Vision, Beliefs, and Expected Outcomes as developed jointly by the School and community.

### **STUDENT LEARNING OUTCOMES:**

All students should strive to be self-directed life-long learners who

- Work independently and cooperatively to accomplish goals;
- Strive for wisdom, generosity, courage, and fortitude;
- Apply technology to expand and enhance knowledge; and
- Demonstrate a high degree of self-motivation, direction, and discipline.

All students should strive to be confident interpersonal relators who:

- Communicate orally in English and Lakota;
- Convey ideas and information through written communication;
- Receive, analyze, and express ideas clearly; and



- Display respect, sensitivity, and friendliness in human relationships.

All students should strive to be culturally enlightened community members who:

- Involve themselves actively in school, the community, and tribal issues;
- Contribute to the community through volunteerism and community projects;
- Respect the ethics, morals, and values of themselves, family, elders, Tiospaye, and the global community; and
- Participate in and support cultural events.

All students should strive to be active world citizens who:

- Support the preservation, advancement, and implementation of human rights;
- Model a lifestyle that protects the natural environment;
- Analyze the strength and value of cultural diversity in society; and
- Develop personal strategies for dealing with discrimination.

All students should strive to be creative cultural thinkers who:

- Develop a positive self-image through traditional spirituality, beliefs, and values;
- Promote and incorporate cultural processes in everyday problem-solving;
- Apply a variety of problem solving strategies to existing and potential problems; and
- Produce original, novel, and unique ideas or products.

### **EQUAL OPPORTUNITY STATEMENT:**

Tiospaye Topa School complies with applicable Federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex (including pregnancy, sexual orientation, and gender identity). Tiospaye Topa School does not exclude people or treat them differently because of race, color, national origin, age, disability, or sex (including pregnancy, sexual orientation, and gender identity).

## **SECTION 2: GENERAL INFORMATION**

### **PRINCIPAL'S OFFICE:**

The Principal is the director of the School, and the policies and philosophy under which the School operates are interpreted through the office of the Principal. This office is designed to help students, parents, and teachers who want further information regarding the general policies of the School. Students and parents are welcome to schedule appointments to visit the principal at any reasonable time that accommodates the schedules of the principal and the visitor.

### **STAFF AUTHORITY:**

Tiospaye Topa School staff has the same responsibility as a parent or guardian to control and discipline a child during the time the child is in attendance or is in transit to or from the School or any other School function authorized by the School.



### **ORGANIZATIONAL LINES OF AUTHORITY:**

Whenever a student or parent has a problem with a member of the staff or any other aspect of the school, it is requested that the appropriate supervisor of each employee be consulted in trying to resolve the issue. The School has an established organizational chart that depicts the levels of supervision and administration for the School. Should you need direction to the proper authority, please consult with the Principal in the Administration Office. Students have a right to address their complaints, concerns, and the right to due process as set forth in these policies. The School will abide by the processes set forth in this Policy relating to student discipline, and addressing student concerns.

### **SCHOOL HOURS:**

Students in grades Kindergarten through Seventh grade are in self-contained classrooms. The School day for grades K-12 begins with breakfast at 7:30-7:45 a.m. daily. Classes begin at 7:45 a.m. and end at 4:00 p.m. Monday – Thursday.

The regular class schedule for grades 8-12 is as follows:

<b>CLASS HOUR</b>	<b>MON-THUR</b>
<b>1</b>	7:45-8:47
<b>2</b>	8:50-9:52
<b>3</b>	9:55-10:57
<b>4</b>	11:00-12:02
<b>LUNCH</b>	12:02-12:27
<b>5</b>	12:30-1:32
<b>6</b>	1:35-2:37
<b>7</b>	2:40-4:00

### **“NO SCHOOL” ANNOUNCEMENTS:**

If, for any reason, there is a closing of the school, announcements will be made using the following communication methods:

1. KIPi – Eagle Butte Radio
2. KOLY – Mobridge Radio
3. KLND – Little Eagle Radio
4. KELO Closesline
5. TTS Facebook Page
6. School Messenger

Please refrain from calling the school, as this will tie up the lines. Only the Principal makes the decision to close school.

## **SECTION 7: SCHOOL SECURITY**

### **7.01: SCHOOL ENTRANCES AND EXITS:**

Tiospaye Topa School makes every effort to ensure the safety and security of all of its students and staff. To ensure this safety and security, all outside doors will be locked at all times. Entrance to the school can only be gained through the front doors. All other entrance



ways should remain locked and secured at all times. Students and staff are not to prop open any outside doors at any time.

#### **7.02 DENIAL OF ENTRY INTO THE SCHOOL:**

No person who is required to register as a sex offender with any tribe, state or the federal government is permitted to enter upon school grounds at any time. Any person who is a registered sex offender who enters upon school grounds will be immediately removed and reported to law enforcement authorities. In addition, if the Principal determines that any person poses a threat to the health and safety of students or employees based on past or present conduct, the School Principal or their designee may remove the person and deny further entry to the School to such person.

#### **7.03: EMERGENCY EXITS:**

Students should be aware of all emergency exits as posted in each classroom.

#### **7.04: LOCKERS:**

Each student in grades 8-12 shall be issued a locker and is responsible for that locker during the current school year. The students are advised against leaving money and/or other valuables in their locker. Large amounts of money or other items of personal value should not be brought to school. No food or drink is allowed in lockers. Students are to keep only their books and personal belongings of minimal value in their locker.

Lockers are school property and are subject to inspection at any time. Students have no expectation of privacy in school lockers.

#### **7.05: CELL PHONES, MP3 PLAYERS, HEADPHONES, AND ELECTRONIC DEVICES:**

Students are not permitted to use cell phones, iPods, MP3 Players, headphones, handheld gaming consoles, and any other similar entertainment or communication devices while on campus. Any student who uses their cell phone on campus without permission from their teacher is subject to disciplinary action.

#### **7.06: STUDENT USE OF SCHOOL TELEPHONES AND PERSONAL CELL PHONES:**

Students will not be allowed to make phone calls during school hours without administrative permission. Students will not be called out of class for in-coming calls. Students are not allowed to use cell phones on campus without permission from the supervising teacher. Any student who uses their cell phone on campus without permission from the supervising teacher is subject to disciplinary action.

#### **7.07: SCHOOL SEARCHES OF STUDENTS:**

Students have the right to privacy and security against arbitrary invasion of their personal property by School officials. However, school desks and lockers and other equipment are the property of TTS, and there is no expectation of privacy in these areas. TTS, therefore, does not require permission to search lockers and desks, including canine searches. The student to whom the locker



or desk is issued by the School may be present, if possible, but is not required to be present. The School has an interest in ensuring the health and safety of its students that must be balanced against students' expectations of privacy. This Policy is intended to balance the students' expectations of privacy against the School's interests in the safety of its students and personnel.

The School may conduct searches of student personal property when necessary to protect the health and safety of students and personnel. The School Board has determined that the presence of controlled substances on school grounds and threats from weapons has resulted in a real and serious threat to the health and safety of students and personnel that warrants additional student screening procedures upon entry to the School. To address this threat, the School may conduct random searches of student backpacks and bags upon entry to the School grounds and after exiting and re-entering the School building. The School may also install a metal detector or use wands to screen persons at the entry doors to the School for the purpose of preventing the presence of weapons in the School and require all students to clear the metal detector. Any person who does not clear the screening will be required to search of their personal property and person prior to entry. Students and parents are notified with the adoption of this Policy that the School may conduct random search upon entry to the building to mitigate the serious and real risk posed by the presence of controlled substances or weapons in the school.

In order to maintain a safe and positive learning environment in the school, any student suspected of being intoxicated, under the influence of controlled substances or alcohol, and/or in possession of controlled substances, vaping or e-cigarette devices, or contraband may be searched by school officials, including personal items such as bags, purses, etc. The school reserves the right to search students and/or their personal property when a school official, a teacher, or staff member has reasonable suspicion that the student has violated the law or school policy, or poses a threat to the health and safety of students, based upon a reasonable suspicion that drugs, alcohol, or weapons are present in a student's personal property, or there is reasonable suspicion and an immediate need to secure evidence relating to a criminal offense (assault, drug offenses, etc.). If a student is suspected of using their cell phone or electronic device in violation of TTS policy, staff or administrators may reasonably search the contents of the student's phone for evidence of the specific violation.

Staff have the right to examine any personal property left unattended on school grounds and such activity does not constitute a search. This includes search of cell phones and other items including backpacks and purses.

Any student refusing to submit to a personal search will be turned over to law enforcement authorities.

TTS may, but is not required to, notify parent(s)/legal guardian(s) of any pending searches of students by school officials, to permit their involvement, unless such search is necessary for the immediate safety of staff and students, based upon a reasonable suspicion that a student is in possession of a weapon, a controlled substance, contraband, or any other item that could substantially endanger or harm the health or safety of students, faculty, staff, or visitors at TTS.





### **7.08: VISITORS:**

All visitors are to report to the main office. The building Principal and/or Acting Principal, at his/her discretion, have the authority to deny visitation to the school.

### **7.09: STUDENT USE OF MOTOR VEHICLES:**

In the interest of safety, the TTS Board requires that all students who drive Personally Owned Vehicles to school must provide the following to the Principal's Office within the first two weeks of the school year and upon request by the Principal:

1. Proof of a valid South Dakota driver's license pursuant to Cheyenne River Sioux Tribe Traffic laws, or a valid Restricted Driver's permit pursuant to SDCL 32-12-12. A valid driver's license means:
  - a. Under SDCL § 32-12-12, a minor who is at least 14 years of age, who has successfully passed all applicable tests and completed the requirements of an instructional permit according to SDCL § 32-12-11 and has not been convicted of a traffic violation during the past six months may be granted a restricted driver's permit.
  - b. The restricted driver's permit allows the minor to operate a motor vehicle between the hours of 6 a.m. and 10 p.m. with the permission of the parent/ guardian who owns the vehicle.
2. Proof of a valid South Dakota vehicle registration; and
3. Proof of valid vehicle insurance.

Rules for Student Drivers:

1. Students will not drive, be in, or on, any vehicle during school hours.
2. Cars and cycles will be parked immediately when arriving at the school and will remain parked until school dismissal.
3. Safe and reasonable driving methods will be practiced within observable distance of the school.
4. Should the need arise; a student may be granted administrative permission to move his/her vehicle during the day.

### **7.10: SCHOOL BUSES:**

A large number of students are transported by school buses. This is a service that should be appreciated by all. Students should show their appreciation by good conduct and cooperation with the bus staff. Bus transportation **is a privilege**, not a right.

The bus driver has the same authority over students riding the buses as the teacher has in the classroom. The School has installed cameras on its buses and will review video of any incidents on the bus. All misbehavior incidents are required to be reported on an incident form and submitted to an administrator. Repeated problems may result in the student being suspended from the bus. The driver will make the TTS Bus Rules available to students, which is attached to this Policy as **Appendix 1** and incorporated herein.



### **7.11: USE OF BUILDING:**

Students are welcome to use school facilities with permission from their group club advisor AND administration. It is the advisor's responsibility to schedule the event or activity with the Principal. Use of the building must comply with the established Building Use Agreement. Copies of the Agreement are available upon request from office staff. Fees, etc., are subject to Board change.

The Principal may authorize the use of school facilities upon compliance with this Policy. The cost of using school facilities shall be listed in the Facilities Use Agreement.

1. Activities sponsored by student and school groups have preference over outside use of facilities.
2. Authorization and scheduling of facility areas must be approved by the Principal to ensure coordination of scheduling.
3. Any deposit required shall be returned to the sponsoring individual or organization only after the facility has been inspected to verify it has been properly cleaned and not damaged. The School shall charge costs of repair or cleaning incurred against the deposit, and shall provide an itemized statement of any such charges to the sponsoring organization or individual.
4. The Facilities Use Agreement shall include a written release of any liability of the School by individuals or organizations utilizing school facilities.
5. The Principal shall be responsible for completion and monitoring of facility use agreements to assure proper coordination of facility use and scheduling needs of school-sponsored activities.
6. **School Dances.** A \$50.00 clean-up deposit will be made by the dance sponsor, as stated on the initial dance application. If the gym, lobby, and/or parking lot are not cleaned within 24 hours of the close of the dance, the \$50.00 deposit will be forfeited to the student council who will assume the responsibility of cleaning.

### **7.12: SPIRITUAL ACTIVITIES AND SCHOOL SCHEDULING:**

The school will try to avoid scheduling conflicting activities on any night upon which spiritual activities are likely to result in lowered attendance at such school activity events.

### **7.13: LOST AND FOUND:**

The School has a lost and found department in the front office. Please ask any of the secretaries for any item you may have lost. If you find an item, please turn it in to the office.

## **SECTION 8: SCHOOL ADMISSIONS AND STUDENT ATTENDANCE**

### **8.01: ENROLLMENT:**

Tiospaye Topa School welcomes all students to enroll at the School. The School's goal is to meet the educational needs of all students who want to attend the School. Students may enroll at the appropriate educational level during the school term under the following conditions:





1. Students must present appropriate verification of educational level participated in if previously enrolled in another educational system.
2. The parent(s) or guardian(s) of students enrolling must be present and complete all required forms prior to finalization of admission of the student.
3. Prior to attendance, students and their parent(s) must furnish a completed registration checklist with:
  - a. Health Forms;
  - b. Tribal Enrollment CDIB;
  - c. Birth Certificate;
  - d. Proof of guardianship or legal custody, if not one of the natural parents; and
  - e. School transcripts for transferring students.
4. The School is required to enroll and student residing within the TTS Service Area (District 6). The Principal may approve enrollment for students who reside outside the TTS Service Area. A student who was approved for enrollment in the prior year is considered a continuous enrollment student and does not have to have the Principal's approval for the subsequent school year. The Principal will take into consideration call sizes, transportation needs, and other budgetary factors when making enrollments decisions.
5. The School Principal shall not enroll any student who was expelled from school at the prior school the student was enrolled at unless the student is determined not to pose a threat to the health and safety of students and employees by action of the School Board.

Applicants for enrollment may appeal a denial of enrollment to the School Board by filing a written request for appeal with the Principal's Office within five (5) business days of receiving written notice of denial.

#### **8.02: LATE ENROLLMENTS:**

1. Students seeking enrollment more than two calendar weeks after the beginning of each semester shall not be admitted until the following semester, except under the following circumstances: Transfer from outside the Cheyenne River Reservation with passing grades.
2. When the Principal has determined that late enrollment is in the student's best interest, and the school's best interests and the late admission will not result in overcrowding or lack of adequate resources to provide a free and appropriate education for current students.

The Principal shall make the final decision on all late enrollment requests. Applicants for late enrollment may appeal a denial of enrollment to the School Board by filing a written request for appeal with the Principal's Office within five (5) business days of receiving written notice of denial.

#### **8.03: OTHER ENROLLMENT CONSIDERATIONS:**



1. Students who are five (5) years old as of September 1<sup>st</sup> of the year in which they are seeking enrollment are eligible to enroll. If the Cheyenne River Sioux Tribe adopts tribal laws that require enrollment of students who are five (5) years old at a date later than September 1<sup>st</sup>, the School will enroll students who meet the requirement of tribal law.
2. Any student who has not completed graduation requirements in the school year of their 19<sup>th</sup> birthday must be approved by the Principal to enroll, and may do so only one (1) time, unless the student is a special education enrollee, by the August Budget Board Meeting for the Fall Semester and by the December Budget Board Meeting for the Spring Semester approval for the current school year.
3. Students who have reached their 21<sup>st</sup> birthday will not be enrolled at the Tiospaye Topa School.
4. New students who have reached 16 will not be admitted to the Middle School general education system. They will be referred to the alternative education program.
5. Re-enrollment after being dropped is at the discretion of the Principal in consultation with the Assistant Principal, Registrar, and Counselor.
6. Special education students are exempt from this policy and shall be subject to laws related to Special Education.

#### **8.04: ASSIGNMENT TO CLASSES:**

In order to assure student assignment to the class level best suited to the student's needs, placement shall be at the discretion of the Principal working in cooperation with the Registrar and School Counselor and the student's parent(s) or guardian(s).

Placement shall be based on records in writing from previous school(s) attended, the age and maturity level of the student, and Assessment of standardized tests.

Transfers from other schools shall be honored as to student grade placement until such time as there may be evidence the student would perform better if placed in another grade.

#### **8.05: TRANSFER AND WITHDRAWAL:**

Students may transfer to another school at the request and authorization of the parent(s)/guardian(s).

The School Office Clerk, or other designated personnel, are responsible for providing documentation on students who withdraw:

1. The reason(s) for withdrawal.
2. The efforts and resources utilized to prevent withdrawal.
3. The outcome or location of the student.
4. Providing records to another School when records are requested.

The Principal will review the information prior to filing it for future reference and documentation.



#### **8.06: TRUANCY:**

TTS and Students shall abide by the laws of the Cheyenne River Sioux Tribe governing School attendance and Truancy.

All children older than five (5) years and younger than eighteen (18) years are mandated to attend school regularly unless they have graduated from high school or received an equivalency degree. Unless subject to a valid suspension, expulsion, or other order prohibiting them from attending school, children shall be in violation of this section if they:

1. Miss three or more consecutive days of school without a valid excuse written and signed by their parent(s) or guardian(s); or
2. Otherwise fail to attend school regularly; and
3. That the school and a child's parent(s), guardian or custodian have held a meeting or the child's parent(s), guardian or custodian has refused to attend a meeting to discuss the child's habitual and unjustified absence from school; and
4. That the school has provided an opportunity for counseling; and
5. That the school has conducted a review of the child's educational status which may include medical, psychological and/or educational testing of the child in accordance with the school regulations to determine whether social problems may be a cause of the child's absence from school and, if so, that appropriate action has been taken; and
6. That the school has sought assistance, from appropriate agencies and resources available to the local school board or private school, or has referred the matter to a local social services agency for the purpose of utilizing and coordinating such agencies and resources.
  - a. At the discretion of the Tribal Prosecutor, children who are in violation of this section may be treated as juvenile offenders alleged to have violated a Class B misdemeanor. Alternately, such children may be treated as children in need of care for all purposes of this Code, provided that in such cases the procedures set forth in Chapter 9 of this Code shall be amended and/or clarified as follows:
    - i. After a petition is filed, the Court shall set a date for an adjudicatory hearing, which shall not be more than thirty (30) days after the petition is filed, and direct the Court Clerk to issue the appropriate summons in accordance with Sections 9.07 (A)(2) -(5)
  - b. Indian parent(s) or guardian(s) of Indian children who are in violation of this section shall be guilty of a class B misdemeanor. Non-Indian and Indian parents or guardians of Indian children who are in violation of this section shall be subject to a civil fine not to exceed \$50.00 for each day their child fails to attend school.

#### **8.07: PARENT/GUARDIAN TRUANCY NOTIFICATION:**

The School will make every attempt to personally contact parents/guardians regarding daily, unexcused absences as specified below:

1. After the 3<sup>rd</sup> unexcused absence, the school will notify the parent/guardian.
2. After the 5<sup>th</sup> unexcused absence, the school will notify the parent/guardian and inform them their child will be dropped after ten (10) unexcused absences days.



3. After the 10th unexcused absence, the student will be dropped from the School roll.
4. The parent/guardian must come to the school and meet with Administration to re-enroll the student.

Parents will be notified in writing if affidavits are or will be filed with the Tribal Prosecutor by the School Resource Officer.

All late enrollees previously enrolled in another school, must provide proof of attendance at that school.

#### **8.08: PARENT'S/GUARDIAN'S RESPONSIBILITY:**

The parents/guardians are responsible for the following requirements:

1. Notify the School, in advance, of their child's absence.
2. Upon return of the child to the School, submit a written note or telephone call stating the reason for the absence(s).
3. Encourage the child to obtain and complete all make-up work.
4. Absences **MUST BE** excused the day of the absence.
5. Absences due to medical appointments or family obligations such as attending a funeral must be approved prior to the absence.

#### **8.09: STUDENT'S RESPONSIBILITY:**

For students in grades 9-12, it is the responsibility of the student to obtain an admit slip from the office when he/she is absent from any part, or all, of his/her classes.

1. Students will report to the office prior to the first morning bell.
2. Students will submit a written note from parent/guardian or have the parent/guardian telephone the school stating the reason for the absence.
3. An admit slip will be issued by the office for the classes/days missed.

For students in grades K-12, if a written excuse or telephone call is not received when the student returns to school, the absence is considered unexcused.

#### **8.10: REASONS FOR EXCUSED ABSENCES:**

1. Personal illness: Any absences exceeding three (3) days may require a medical statement.
2. Bereavement will be approved at the discretion of the administration.

#### **8.11: MAXIMUM ABSENCES:**

Any student missing ten (10) unexcused days will be dropped from the roll and the parent/guardian must re-enroll the student.



### **8.12: TARDY POLICY:**

In the event a student arrives late for school at any time during the day, the following procedure will be followed:

1. The student will report to the office to sign in.
2. The student will present an excuse for tardiness.
3. A Pass/Tardy admit slip shall be issued by the office for classes/days missed.

Students in grades K-7 will be counted as absent for ½ day if they arrive at school after 9:00 a.m. or are checked out of school before 2:30 p.m.

### **8.13: DAILY MAKE-UP WORK:**

For students in grades 8-12, it shall be the student's responsibility to meet with the teacher(s) in order to obtain make-up assignments. Classroom work will be made up within two (2) days for each absence. Failure to submit make-up work within the allowed time frame may result in forfeiture of classroom credit (8-12).

### **8.14: ABSENCES AND FINAL SEMESTER GRADE:**

All absences will become a consideration in the classroom teacher's final evaluation of the student's academic performance, contribution to class, and to the final grade.

1. **Exception.** Students may be counted as having perfect attendance if their only absences are excused absences for unique individual/community activities that are of an education/cultural nature as determined by the respective school administrator.
  - a. Student participants shall be counted for perfect attendance for the following events: State AAU, State Snow Queen Contest, State 4-H events, YMCA events, Paha Sapa Pow-Wow, United Tribes Pow-Wow, Denver March Pow-Wow, and Indian National Finals Sioux Rodeo.

This exception will apply only if the absence is excused in advance and all make up assignments or alternative assignments are complete within the allotted time frame.

Participation in school activities is not part of this policy. Refer to extracurricular activities for direction.

2. **Appeal Process.** Student or Parents/Guardians may request, in writing, a hearing after absences exceed the maximum allowed. The Hearing Committee will consist of the principal, the teacher of the class in question, and one counselor who is a student advocate/advisor. The Committee shall hear the appeal and shall render the final decision.

### **8.15: STUDENTS LEAVING SCHOOL**

Students may only leave campus with permission from the student's parent/guardian. If it is necessary for a student to be excused from school during school hours, the following procedure must be followed:





1. The school must be notified by phone or a written note for a student to leave class at a requested time.
2. Students must check out on the special checkout sheet provided in the office.
3. If the student returns to school the same day, he/she must check in on the same sheet and get an admit slip from the office.
4. Individual students are not to leave the school grounds for any reason without first securing a pass from the office and signing the checkout sheet. Failure to do so may constitute truancy.
5. Only a parent/guardian will be allowed to check out a student.

## **SECTION 9: STUDENT HEALTH**

### **9.01: COMMUNICABLE DISEASE POLICY**

Decisions regarding an infected student's ability to attend TTS will, at all times, be based on whether the student poses a direct threat to the health and safety of the TTS community. Students infected with communicable diseases have a right to education. When practicable, TTS will make reasonable accommodations for infected students if such accommodations eliminate any direct threat posed by the communicable disease at issue.

1. **Determination of Communicable Diseases.** The determination of whether a communicable disease poses a direct threat to the health and safety of the TTS community, as well as determinations regarding reasonable accommodations, shall be made by the Principal in consultation with the School, the Tribal Health Department, Indian Health Services, TTS legal counsel, and available medical evidence. Students who are determined to have a communicable disease which poses a direct threat which cannot be reasonably accommodated pursuant to this policy may appeal such determination. Such appeals shall be conducted pursuant to Section 4.16 of this Policy.
2. **Individualized Education Plans.** Under certain circumstances involving students with chronic communicable diseases which pose a direct threat to the health and safety of the TTS community, students may be removed from class until an individualized education plan can be developed that is in accordance with the Individuals with Disabilities Education Act ("IDEA") and its regulations. The Principal may require an Individualized Health Plan to be developed and in place for a student prior to readmission to the school. The Individualized Health Plan shall be developed by a team, including the Principal, one teacher, and the parents/guardians of the student to address the health condition.
3. **Absences.** Absences resulting from a communicable disease are excused absences for medical reasons. If the School determines that a parent/guardian is unable or unwilling to address a chronic health condition, the school may be required to report the case to the Tribal Health Department and/or Cheyenne River Sioux Tribe Child Protection Services to assist the family.
4. **Discrimination prohibited.** TTS shall not discriminate against any student on the basis of a communicable disease. TTS is committed to providing a learning environment free of discrimination. TTS staff will, at all times, maintain an atmosphere



of respect. Under no circumstances will harassment based on an individual's health status be tolerated. This includes persons with a communicable disease, perceived as being infected with a communicable disease, or student's family members' actual or perceived infection from a communicable disease. However, nothing in this Policy shall be construed as limiting TTS's ability to take action which protects the health and safety of others so long as such actions are in accordance with IDEA and its regulations.

5. **Confidentiality.** In recognition that an individual's health status is personal and private, TTS shall handle information regarding students with suspected or confirmed communicable disease in accordance with all applicable laws regarding confidentiality of student health records, including the Family Educational Rights and Privacy Act ("FERPA"). Such records shall be placed in a locked and secure location and shall only be accessible to TTS management personnel who have a legitimate work related need to know, such as emergency medical personnel. Unlawful disclosure of confidential health records will result in immediate disciplinary measures, up to and including termination.

#### **9.02: CONTROL GUIDELINES FOR COMMUNICABLE DISEASES:**

TTS has established the following infection control guidelines applicable to students for the purpose of protecting the health and safety of the TTS community. These guidelines will be maintained and implemented in cooperation with the Tribal Health Department and Indian Health Services.

1. Any person who knows or suspects that an individual has a communicable disease or otherwise believes that there has been an incidence of exposure to a communicable disease shall report the information to the Principal. It is improper for any student who has actual knowledge or reasonable grounds to suspect that he/she is infected with a communicable disease to willfully expose or infect another with such a disease or to knowingly perform an act or engage in conduct which exposes or infects another person with such a disease. If the Principal receives information that an employee or a student is afflicted with a communicable disease that may pose a direct threat to health and safety, the Principal will confer with the parent/guardian to assess the situation. The Principal may direct the parent/guardian to obtain a health examination of the student in order to ensure that the health and safety of the TTS community is protected.
2. If possible, all students who have open sores or other physical conditions by which others may be infected are required to refrain from direct contact with others and refrain from handling equipment until the condition is resolved. Any such physical conditions that can be covered with adhesive bandages that repel water and are designed to prevent potentially infections material from being shed must be used.
3. If the communicable disease at issue poses a direct risk to the health and safety of the TTS community, or there has been possible exposure, the Principal shall make a report to the Tribal Health Department as soon as possible.
4. In cooperation with the Tribal Health Department, the Principal shall notify employees, students, and others of their possible exposure to the communicable disease. The notice will include a fact sheet or similar information on possible communicable disease





exposure.

5. If any student or employee is suspected of having a communicable disease that could be detrimental to that individual's health, or the health of others in the TTS community, that student or employee may be sent home until the communicable disease no longer poses a direct threat, or until the disease can be reasonably accommodated. Such determinations shall be made in accordance with this policy.
6. In cooperation with the Tribal Health Department, the Principal will determine when a student or employee may be readmitted to the TTS. As a condition of continued or renewed re-admittance, TTS may require a statement from a student or employee's physician stating that the individual is in suitable condition to attend school.
7. No child having a contagious or infectious disease or living in a house where such disease or condition exists may attend school until permitted to do so by the school Principal after consulting with the Indian Health Service or the Tribal Health Department. Head lice are considered a communicable disease for purposes of this section, and the student may attend school only when permitted by the Principal.

### **9.03: HEAD LICE POLICY:**

The goals of this policy are to:

1. Identify infested individuals and see that they are properly treated.
2. Break the cycle of re-infestations.
3. Decrease school absences for students.
4. Provide information to students, parents, and teachers regarding appropriate management of head lice information.

The policy of the Tiospaye Topa School regarding head lice is that no student will be dismissed during the school day for live lice or nits. If a student is reported to have head lice, the School Nurse/Administrator will do the following:

1. The student will be examined to determine if there is an active infestation; live lice or many nits less than one-quarter inch from the scalp. (Due to the rate of hair growth, nits that are farther away from the scalp will not hatch or have already hatched).
2. If the School Nurse/Administrator determines that there is an active infestation, the student's parent/guardian will be notified and the Principal may require the student to leave the school until it is contained.
3. It is the responsibility of the parent to make arrangements with the School Nurse/Administrator for the student to be examined before re-entry into school. The parent must accompany the child or call for this examination so that the School Nurse/Administrator can check for the presence of live lice, review treatment, and provide any needed instructions or support.
4. Only one (1) day will be allowed as an excused absence for the purpose of treatment. More time out of school than this will be considered unexcused absences, due to parental/guardian non-compliance, and will be referred to the Principal for follow-up. It is recognized that no child should routinely be excluded from school due to head lice, and parents will be encouraged to treat promptly if needed, and return the child to



school the next day.

5. Chronic or repeated head lice infestations will be referred to the Department of Social Services for consultation. In the case of repeated head lice infestations, the child may be excluded from school as long as the case is active (live lice), and until effective treatment has been provided. At this time, a report will be filed with the Cheyenne River Sioux Tribal Courts in accordance with the Tribal Children's Code. School attendance is a parental responsibility and parents must be held accountable.
6. Parents should examine all members of the family for head lice, and all close contacts should be notified.
7. The School Nurse/Administrator will provide educational materials and resources to parents/guardians, students, and school staff regarding head lice infestations, management, and treatment.

Rationale:

1. A head lice infestation is a mild health condition without serious health consequences and should not be considered as a major health threat to those infested or those potentially exposed.
2. The most effective point of control of head lice is the head hair of those affected and others in the home.
3. Head lice screening programs have not been proven to have any effect on the incidence of head lice in the school setting over time.
4. No healthy student should be excluded from or allowed to miss school time because of head lice.

School Protocol:

1. An informational bulletin regarding head lice infestation and management may be sent home with each student at the beginning of the school year.
2. If a case of head lice is confirmed, the School Nurse/Administrator may conduct a classroom check or will check individual students as she deems necessary.
3. Siblings of any positive cases may be checked, plus the sibling's class if he/she proves positive and the School Nurse/Administrator deems it necessary.
4. The School Nurse/Administrator may send a letter to parents notifying them of a case of head lice if she/he deems it appropriate. The School Nurse/Administrator will notify the Principal if this is done.

\*\*\*Tiospaye Topa School does not provide medicated products for the treatment of head lice. The parent is advised to contact a health care provider for recommendations.\*\*\*

**9.04: VACCINATIONS:**

1. The parent(s) of each child admitted to school shall present certification from a licensed physician or authorized representative of the Indian Health Service that the child has been immunized against poliomyelitis, diphtheria, pertussis, rubeola, rubella, mumps, hepatitis B, Chicken Pox, and tetanus. Any student entering the sixth grade, or who is older than eleven years old is required to be immunized with one dose of Tdap vaccine (tetanus,



diphtheria, pertussis), and one dose of MCV4 vaccine (meningococcal ACYW). If a child is 10 years old when entering the 6th grade they have 45 days after their 11th birthday to be vaccinated.

2. Athletics and Extra-Curricular Activities.

Students who attend TTS who participate in any athletic program or face to face extracurricular activity will be required to follow the guidelines set forth by TTS, including health, attendance and eligibility requirements for activities. Students ages 12 and older are required to show proof of COVID-19 vaccination as a condition of participation. The requirement for a COVID-19 vaccination is effective starting on January 1, 2022. All students 12 and older are required to provide proof of vaccination to the Principal's Office. A copy of the vaccination record will be maintained as part of the student's health records.

- a. Any student 12 years or older who has been advised by a health care professional not to receive a vaccine due to an underlying health condition and a risk presented from the vaccine to the student's health, may file a written request for a reasonable accommodation with the Principal's Office. The student shall file the request, along with a statement from a health care professional that the student has been advised not to receive the vaccine due to a risk posed to the health of the student. The Principal, in consultation with the School Administration, will determine whether a reasonable accommodation can be granted based on a case-by-case evaluation of whether the student can perform the essential job functions, the risk to the health and safety of staff and students of granting the accommodation, and the financial and institutional impact of granting an accommodation. Unless granting the exemption would pose a significant difficulty or expense to the School, an accommodation will be granted. A student whose request for accommodations is denied may file a written appeal of the Principal's decision with the Principal's Office within five (5) days of the denial in writing. The School Board will review the appeal in writing and make a decision on the appeal based on the written record on file. No in person hearing shall be held on such appeals.
- b. Any student who has a spiritual/religious objection to vaccination based on a sincerely held spiritual/religious belief, observance, or practice, may file a request for a spiritual/religious exemption in writing with the Principal's Office. Based on the information provided in the request for religious exemption, the Principal will determine if granting an exemption would pose an undue hardship on school operations on a case by case basis. Unless granting the exemption would pose an undue hardship on School operations, the exemptions will be granted. A student whose request for accommodations is denied may file a written appeal of the Principal's decision with the Principal's Office within five (5) days of the denial in writing. The School Board will review the appeal in writing and make a decision on the appeal based on the written record on file. No in person hearing shall be held on such appeals.

## **SECTION 10: STUDENT CONDUCT, RIGHTS AND RESPONSIBILITIES**

**10.01: AUTHORITY:**

This Policy shall be effective from the date of its approval of the School Board and executed by signature of the Agency Principal, the School Supervisor, the Chairperson of Tiospaye Topa School Board, and the President of the Student Council.

Student Council may propose amendments at any time during the school year. Copies of the proposed amendments shall be mailed to the School Board and the Student Council President 10 days prior to the regular school board meeting. Amendments approved shall become effective immediately.

**10.02: STUDENT RIGHTS:**

Students of Tiospaye Topa School have, and shall be accorded, the following rights:

1. The right to an education.
2. The right to support services necessary for student learning options and experiences that allow for maximum physical, mental, social, emotional, cultural, spiritual and professional growth and development.
3. The right to be free from unreasonable search and seizure of their person and property, to a reasonable degree of privacy, and to a safe and secure environment.
4. The right to make their own decisions where applicable.
5. The right to freedom of religion and culture.
6. The right to freedom of speech and expression, including those that are symbolic, and length of hair, so long as the symbolic expression is not unreasonable and does not disrupt the education process or endanger the health and safety of the student or others.
7. The right to freedom of the press, except when material in student publications is libelous, slanderous, or obscene.
8. The right to peaceably assemble and to petition the redress of grievances.
9. The right to freedom from discrimination on the basis of any protected class, which includes but is not limited to: race, age, color, religion/faith, sex (including gender, pregnancy, sexual orientation, and gender identity), national origin or ancestry, disability, genetic information, citizenship, veteran status.
10. The right to due process. Every student is entitled to due process in every instance of disciplinary action for alleged violation of school regulations for which the student may be subjected to penalties of suspension or expulsion as outlined by school policy.

**10.03: STUDENT RIGHTS AND DUE PROCESS PROCEDURES:**

Upon admission, all students of Tiospaye Topa School shall be given a copy of the regulations governing the conduct of students and shall be notified of any amendments thereto.

**10.04: DISCIPLINE OF STUDENTS WITH DISABILITIES:**

Discipline of students with disabilities will adhere to Individuals with Disabilities Education Improvement Act (H.R. 1350; referred to as IDEA-04 or IDEIA '04) regulations and procedures (effective July 1, 2005)



Students who are on an IEP or Section 504 Accommodation Plan may be scheduled for a manifestation determination meeting as follows:

1. NOTE: Under the new reauthorized IDEIA '04 (HR 1350, effective July 1, 2005): Unless a disciplinary infraction is the "direct result" of a student's disability, the student will be disciplined in the same manner as non-disabled students. Any infraction involving drugs, weapons, or serious bodily injury can result in the student being removed from the classroom for up to 45 days, without the case being required to go before a hearing.
2. An IEP or Section 504 Team conducts a manifestation determination no later than 10 school days after the disciplinary decision has been made to change placement to ascertain whether misbehavior is the result of a disability and whether the current IEP or Section 504 Accommodation Plan is appropriate for the following actions or conditions such as:
3. Bringing a weapon to school or to a school-related activity
4. Possessing and/or using illegal drugs
5. Seeking to sell or buy a controlled substance while on school premises or at a school-related activity, or
6. The IEP or Section 504 Team determines if the behavior was or was not a manifestation of the student's disability.

#### **10.05: DRESS CODE:**

This dress code policy has been established to promote non-disruption of the learning process, which is the primary concern of the school in regard to a student's dress and appearance. Haircuts and clothing articles (caps, T-shirts, jackets, etc.) that promote alcohol/drugs and harassment of any nature will not be permitted in the school. In addition:

1. There will be no grossly over-sized or under-sized clothes. This includes coats, pants, and accessories such as mesh, fish net, or any type of sleeveless shirt worn without an undershirt, clothing that exposes the midriff, waist and chest areas when bending or reaching, skirts or shorts higher than six inches above the knee when sitting, bending or reaching, caps, hats, belts, and shoes. All clothes must be worn right side out.
2. Pants must be pulled up to the waist. If a belt is worn, the tail of the belt must be able to fit in the belt loops without hanging down from the waist. The length of the pants must allow the shoes to be visible. This should keep the pants from being walked on by the students.
3. Shirts with tails must be tucked into the pants. Shirts that are not tucked in may not be any longer than the top of the inseam of the pants. No gang related or other inappropriate writing or pictures will be allowed on shirts.
4. Coats must fit correctly; the sleeves must allow for full visibility of the hands. No inappropriate writing or pictures will be allowed on coats or jackets.
5. Caps and hats may be worn outside. Students will be required to remove their caps and hats when they enter the building during the school day. Caps and hats may be worn during school sponsored activities, but they must be worn with the bill pointed forward.





This policy will be enforced by the School Staff and Administration. Should a problem arise, it will be dealt with by the implementation of the Respect and Protect Program, and in accordance with School Policy.

#### **10.06: HARASSMENT AND VIOLENCE POLICY:**

HARASSMENT AND VIOLENCE IS A FORM OF DISCRIMINATION AND IS PROHIBITED by Title VII of the Civil Rights Act of 1964. We, the staff of Tiospaye Topa School, have decided to take a positive and proactive approach to resolving issues involving violence/harassment in our school. We hope you will join us as partners in taking constructive, consistent measures to prevent and eventually eliminate all violence/harassment in our school.

Tiospaye Topa School will not tolerate violence/harassment. NO ONE IS ENTITLED TO USE VIOLENCE/HARASSMENT AT TIOSPAYE TOPA SCHOOL. Violence/harassment is any mean word, look, sign, or act that threatens or hurts a person's body, feelings or things. Harassing behaviors can include but are not limited to the following:

1. **Written Forms.** Suggestive or obscene letters, notes, drawings, including computer terminal messages, text messages, emails and other forms of electronic communication.
2. **Verbal Forms.** Suggestive or obscene comments, threats, jokes (including those pertaining to racial or gender-specific traits), propositions, and comments about a person's body or characteristics that are negative and/or embarrassing.
3. **Physical Forms.** Intentional pats, squeezes, touching, pinching, hitting, pushing repeatedly, brushing or pushing against another's body, assault, blocking movement.
4. **Visual Forms.** Suggestive looks, leering or staring, gesturing, displaying suggestive objects or pictures, cartoons, posters, magazines.
5. **Sexual Forms.** Sexual behavior to control a student's work environment is prohibited. Any unwelcome verbal, visual, or physical behavior of a sexual nature. This includes behaviors based solely on gender. Harassment can happen in a variety of configurations including: STUDENT TO STUDENT, ADULT TO ADULT, ADULT TO STUDENT, STUDENT TO ADULT, MALE TO FEMALE, MALE TO MALE, FEMALE TO FEMALE, FEMALE TO MALE, AND/OR SEXUAL ORIENTATION.

#### **10.07: ILLEGAL DRUGS AND SUBSTANCES:**

Any student using or possessing illegal drugs or substances will be subject to a 1-5 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; social services; and/or referral to the school board for expulsion. Proper law enforcement authorities will be notified of the infraction. Any student needing prescription drugs dispensed at school must give these medications to the school nurse. Possession of prescription drugs at school is considered possessing illegal drugs or substances. Aerosol containers of perfume/cologne/deodorant are not allowed on school grounds.

**10.08: TOBACCO, VAPING PRODUCTS, E-CIGARETTES, AND CBD PRODUCTS:**

Any student using or possessing any type of tobacco product, vape, e-cigarette or CBD Product without a prescription will be required to spend one (1) day in detention. The second offense would require the student to spend two (2) days in detention. The third offense would be considered a Level 3 and would warrant a three (3) day suspension.

**10.09: WEAPONS POLICY:**

In conjunction with State and Federal laws, the Tiospaye Topa Board of Education has adopted a ZERO TOLERANCE POLICY forbidding possession of, use of, and/or threat to use dangerous or illegal-weapons-on school premises-or-at school sponsored activities.

Students who possess, use and/or threaten the use of weapons, as defined in this policy, will be subject to expulsion or long-term suspension by the Board of Education.

School premises are defined as all school buildings and grounds including but not limited to the academic buildings, gymnasium, playgrounds, athletic facilities, parking lots, kitchen and dining facilities, and school owned or operated vehicles. Students who are participating in any school activities will be considered on school premises for the purpose of this policy.

Any weapon confiscated from a student shall be reported to the student's parents or guardians. Confiscation of weapons will be reported to the appropriate law enforcement agencies. Appropriate disciplinary and/or legal action shall be pursued by the administration. This disciplinary action shall include short-term expulsion by the school administration and administration recommendation for expulsion or long-term suspension from the Tiospaye Topa School by the Board of Education. Students will be afforded appropriate due process.

A dangerous weapon is defined as any firearm, air gun, knife or device, instrument, material or substance, whether animate or inanimate, which is capable of, used to, and/or used as a threat to inflict death or serious bodily harm.

Any verbal, written, and/or physical action, which constitutes the possibility of death or serious bodily harm, is considered a threatening act for purposes of this policy.

Similarly forbidden, are toy weapons, cap guns, water guns, or any other device appearing like a gun or dangerous weapon. Small toy weapons such as knives, daggers, and spears have no reasonable use in the school and are also forbidden. This policy also applies to other dangerous objects of no reasonable use to the pupil at school and to normal school supplies such as pencils, scissors, laser pointers, or compasses when used as a weapon or used as a threat to inflict death or serious bodily harm. Students who have possession of miniature weapons such as those that accompany small action figures will be subjected to disciplinary action.

No firearms are permitted on any school premises, school vehicle or any vehicle used for school purposes, in any school building or other building or premises used for school functions. An exception would be weapons under the control of law enforcement, personnel, starting guns while in use at athletic events, firearms or air guns at firing ranges, gun shows, and authorized





supervised training sessions for the use of firearms.

Any student bringing a firearm to school shall be expelled for not less than twelve (12) months and will be referred to law enforcement authorities. Pertaining to firearms only and not including other weapons the Principal and/or the BIA School Supervisor shall have the authority to recommend to the school board that this expulsion requirement be modified on a case-by-case basis. This policy shall be implemented in a manner consistent with the Individuals with Disabilities Education Act as amended in 1995 and Section 504 of the Rehabilitation Act of 1973, prohibiting discrimination of individuals with disabilities.

For the purpose of this portion of the policy, the term "firearm" includes:

1. Any weapon, including starter guns, except when used solely at athletic events, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
2. The frame or receiver of any weapon described above.
3. Any firearm muffler or firearm silencer.
4. Any air gun, BB gun, pellet gun, or similar device, which is capable of inflicting bodily harm.
5. Any destructive device, which includes:
  - a. Any explosive, incendiary, or poison gas
  - b. Bombs
  - c. Grenade
  - d. Rockets having propellant charge of more than four (4) ounces
  - e. Missiles having an explosive or incendiary charge of more than one quarter ounce.
  - f. Mines, or
  - g. Any similar device
6. Any weapon which will, or which may be readily converted to, expel a projectile by action of an explosive or other propellant, and which has a barrel with a bore of more than one-half inch diameter.
7. Any combination or parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

Any child found to violate the TTS weapons policy and is allowed to return to TTS shall be subject to random searches any time while on school property or attending school functions.

#### **10.10: ZERO TOLERANCE POLICY RELATING TO GANG AND GANG RELATED BEHAVIORS:**

In the interest of safety for all students, the Tiospaye Topa School Board forbids any student from wearing, carrying, or displaying gang clothing/paraphernalia or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or adversely affect the educational activities of another student, or the orderly operation of the school. Also, gang behavior which initiates, advocates or promotes activities that threatens the safety or wellbeing of persons or property on school grounds or which



disrupts the educational environment is strictly forbidden.

For the purposes of disciplinary action, a gang shall be defined as a group of three or more individuals who:

1. Have a name,
2. Claim a territory,
3. Have rivals/enemies,
4. Interact together to the exclusion of others,
5. Exhibit antisocial behavior often associated with crime or a threat to the community.

With this in mind, the Tiospaye Topa School Board empowers school administration to enforce the following Zero Tolerance Policy Relating to Gang and Gang Related Behaviors.

Tiospaye Topa School will not tolerate any gang or gang related activity or behaviors on school premises. This policy applies to school sponsored activities as well as the regular school day. The following are prohibited under this Policy:

1. Wearing gloves is NOT PERMITTED in the school between the hours of 7:30 a.m. and 5:00 p.m.
2. Head gear, including but not limited to cap hats, head wraps (i.e., headbands, and hairnets are) NOT PERMITTED in the school between the hours of 7:30 a.m. and 5:00 p.m.
3. Colored scarves/bandanas are NOT PERMITTED in the school.
4. Clothing must fit well. No oversized clothing is permitted.
5. Sagging and baggy pants are prohibited. Pants must be belted at the waist and no excess belt showing.
6. Gang-style graffiti is PROHIBITED.
7. Throwing hand signs, using verbal gang signals or any other form of gang signals are PROHIBITED.
8. Gang-style tattoos must be covered at all times while in school.
9. Individuals or group activities/gatherings that are threatening or intimidating to others are PROHIBITED on school premises.
10. Students who violate the provisions of Cheyenne River Sioux Tribe Ordinance No. 67 "Criminal Street Gang Ordinance" while on school premises during regular school hours, before and after school while the buildings are open for student use, and/or while in attendance at school sponsored activities shall be subject to referral to the proper authorities.

#### **10.11: BULLYING AND CYBERBULLYING:**

Bullying is conduct, verbal or otherwise, that is unwanted, involves a real or perceived **power imbalance**, with the intent to cause emotional, physical, or psychological harm to others, through verbal harassment, physical assault or other means which creates a hostile environment at school for the target of bullying, infringes on their rights at school or materially and



substantially disrupts school discipline and/or the education process and orderly operation of a school. Students will not, either on-campus or off-campus, including through electronic means, communicate threatening, abusive, or obscene language or gestures, nor shall students be allowed to possess obscene material while at school or while attending school related activities. Such conduct is detrimental to school discipline and is unacceptable. Disciplinary actions will follow the procedures as outlined for a major offense.

## 1. Purpose.

The Tiospaye Topa School is committed to providing a safe learning environment for all students, employees, volunteers and community that is free from harassment, intimidation or bullying. Bullying is not acceptable within our culture or values.

Everyone at Tiospaye Topa School is committed to making our school, buses, and school events safe and caring places for all students, staff, parents/guardians and visitors. We will treat each other with respect, and we will refuse to tolerate bullying. To this end Tiospaye Topa School will enforce this bullying policy both on-campus and off-campus, including the use of electronic media. Cyber bullying, even when it occurs off school grounds, which creates a hostile environment at school for the target of bullying, infringes on their rights at school or materially and substantially disrupts school discipline and/or the education process and orderly operation of a school will not be tolerated. The learning experience of the victims of bullying can suffer a wide range of negative consequences, including fear, chronic absenteeism, truancy, dropping out of school, or other serious results. Bullying may take many forms and can occur in any setting. It can create insecure and unwarranted anxiety that will affect the learning and social environment in a school. TTS has a responsibility to provide a free appropriate public education for all students. This responsibility includes the responsibility to provide a safe and secure environment for students. For this reason, the TTS will take disciplinary action against any student who engages in bullying of another student whether that conduct occurs on-campus or off-campus.

In appropriate circumstances, TTS will also report bullying to appropriate law enforcement agencies and/or Child Protective Services.

## 2. Definition.

Bullying is conduct, verbal or otherwise, that is unwanted, involves a real or perceived **power imbalance**, with the intent to cause emotional, physical, or psychological harm to others, through verbal harassment, physical assault or other means which creates a hostile environment at school for the target of bullying, infringes on their rights at school or materially and substantially disrupts school discipline and/or the education process and orderly operation of a school. Bullying includes, but is not limited to:

- a. Aggressive and involves unwanted or negative verbal and/or physical conduct directed at a student that:



- i. Repeatedly causes harm or fear of harm to a person, physically, emotionally, or to their property
  - ii. Causes an individual to become scared, intimidated, or fearful at school;
  - iii. Interfere with a person's education;
  - iv. Disrupt the school day or activities;
  - v. Involves the Use of technology or any electronics (e-mail, text messages, social networking sites, and so on) to bully
  - vi. Are acts of bullying toward a person as revenge because he or she reported bullying or provided information during a bullying investigation (retaliation); or
  - vii. Instigate or encourage others to do acts of bullying listed above; and
- b. Involve a pattern of behavior repeated over time; and
- c. The target of the bullying is negatively affected by the conduct.

### **EXAMPLES.**

Examples of bullying include, but are not limited to:

- Pushing, hitting, kicking, shoving or throwing things at someone;
- Stealing or damaging another person's property;
- Name calling or teasing;
- Threatening to hurt someone;
- Leaving someone out on purpose and without good reason or socially isolating a student from other students or staff;
- Spreading rumors about someone;
- Social Networking to use as a means to bully (any electronic device);
- Any act of intimidation;
- Glaring, or other non-verbal facial or body expressions intended to isolate or intimidate;
- Mocking, criticizing, making fun of, or making statements intended to hurt another student;
- Discriminatory comments based on a student's age, gender, sex, sexual orientation, national origin or race.

### **3. Cyber-Activity Prohibited.**

Users are responsible for the appropriateness of the material they transmit. Hate mail, harassment, discriminatory remarks, or any other electronic communication or conduct which disrupts or impedes school order and/or discipline is expressly prohibited and will be dealt with as a major offense as outlined in these policies. Cyber bullying includes, but is not limited to, the use of technology for the purpose of harassing students, staff, or others; or teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate email messages, instant messages, text messages, digital pictures or images, or web site postings including blogs. The author (poster or sender) of the



inappropriate material is often disguised (logged on) as someone else. In such scenarios, Tiospaye Topa School may conduct investigations to ascertain the actual identity of the author(s).

In situations in which cyber bullying originated from a non-school device, disciplinary action shall be based upon whether the conduct is determined to be disruptive of the educational process or impedes the day-to-day operations of the school. In addition, such conduct must also violate a school policy. Such conduct includes, but is not limited to, making a threat off school grounds to harm a member of the school staff or a student.

#### **4. Procedure for Reporting Bullying.**

- a. Students are expected to report all violations of the Policy they witness, are told about, or are subjected to a member of the School staff, and are encouraged to report to their parents or legal guardians. Parents/guardians are expected to report all acts of bullying they witness, are told about, or to which students are subjected to a member of the School staff immediately. A copy of a reporting form is attached to this Handbook as **Appendix 2**.
- b. All acts of harassment, intimidation, or bullying witnessed or reported by students to an employee must be reported verbally to the school Principal on the same day when staff witnesses or becomes aware of the incident. School staff must submit a written report of the incident to the principal within 24 hours. If bullying is reported to or witnessed by a Facilities, Transportation, or Administrative employee, the employee will verbally report the incident to the Principal who shall follow up with a written report within twenty-four (24) hours. School Staff are all required to report all violations of this Policy they witness, are told about, or are subjected to on an Incident Report Form. Every behavior should be reported on an Incident Report Form. Any failure of school personnel to report violations of this Policy will result in disciplinary action up to and including termination of employment.
- c. The principal must inform the parents or guardians of all students involved in the alleged incident immediately and may discuss the availability of counseling and other intervention services as outlined in the Anti-Bully Policy Steps 1-3.
- d. The principal/ principal designee must initiate an investigation of the incident within one school day of the report.
- e. The investigation must be completed as soon as possible. The Principal will complete a report no later than 5 school days after the principal/principal designee had received the initial written report of the incident. The report of the investigation may be amended if new information becomes available.
- f. The completed report should be completed by the principal/ principal designee with recommendations no later than 5 days after the reported incident. A principal may extend the time to complete an investigation for an additional 5 days if information is not available yet, but will still file a report no later than 5 days after the initial written report of the incident is received. Any determination that a violation of the bullying policy in fact occurred must be based on specific information/evidence and such





information/evidence must reasonably suggest that the conduct had or is likely to have a disruptive effect on the operation and discipline of the school.

- g. The principal or their designee will ensure that all steps are followed when a Bully Incident is reported. The Principal or their designee will make contact with parent(s)/guardian(s) and set up meetings when necessary as outlined in the policy.
- h. In appropriate circumstances, TTS will also report bullying to appropriate law enforcement agencies.

## **5. Additional Procedures for Reporting Bullying from Other Schools.**

If a student from another school bullies a TTS student such as at a school-sponsored athletic event, the procedures for reporting bullying are the same as set forth in the section above which is for all TTS students to report such acts of bullying they witness, are told about, or are subject to a TTS staff member such as their Coach or the Athletic Director, and are encouraged to report to their parents/ legal guardians. In addition to the reporting procedures set forth above, the TTS Staff member shall report the incident to the Principal or designee, who shall report the incident to the administration of the other School. If the incident occurred at a SDHSAA event, the Principal shall report such incident to the proper SDHSAA authorities. The Principal shall ensure that all steps are followed when such an incident is reported and to make contact with all responsible parties and the proper authorities.

## **6. Bullying Intervention Steps.**

### **a. Step 1: Intervention, Warning, Redirection and Team Meeting.**

The staff member who witnesses or receives the report will ensure that the immediate behavior stops and will reinforce to the student that bullying will not be tolerated. The staff member will ensure that the proper documentation is made with the Principal, who will ensure that Parent/Guardian (of student being bullied and the student bullying) notification will be made by phone call, incident report and team meeting when necessary. The team meeting will consist of the student meeting with the Intervention Team which shall include the classroom teacher, the Principal, one of the student's assigned teachers, and the counselor or family advocate; and for students on an IEP or 504 Plan, a special education teacher, to discuss the problem, solutions to the problem and to reinforce that bullying will not be tolerated. A plan will be developed with future consequences if the behavior continues. The Student must sign the form. A copy of the incident report and plan will be sent home. The Student must meet with family advocate or counselor for bullying education.

### **b. Step 2: Formal meeting with parents and administration.**

School staff will notify parents/guardians of the involved student(s). The parents/guardians will be required to meet with the Intervention Team to develop an



Individual Behavior Plan, or in the case of a student on an IEP, if applicable, amendments to the existing IEP. Previous documentation will be reviewed with the parent/guardian. The student will be required to sign the anti-bullying contract with a parent/guardian and administration signatures as witnesses. The student(s) will begin individual sessions with the school counselor and consequences will be included in the Anti-Bullying Contract including but not limited to the following:

Student and parent/guardian will attend Bully Education (DVD's/ lessons, etc.) with the family advocate or counselor.

Mandatory Counseling Sessions to be provided by one of the following: School Counselor, IHS, Contracted counseling services, with progress notes and further recommendations sent to the school.

- Temporary removal from the classroom
- Reassignment to a different class schedule where appropriate to protect the target.
- Loss of privileges including extracurricular activities
- Classroom or administrative detention
- In-school suspension or placed on restriction from participation in school related activities during the school week
- Out-of-school suspension (1-9 days)
- Legal action in tribal court or referral for criminal prosecution where appropriate
- If a parent/guardian does not to meet with the Intervention Team to develop an Individual Behavior Plan, the student will be placed on Out-of-school suspension until the parent/guardian meets with the Intervention Team for up to nine (9) days.

**c. Step 3: Student Hearing.**

The Principal should review that all steps have been followed before a Student Hearing requested. A Student Hearing shall be held to determine if expulsion is warranted in accordance with this Policy. A student will be placed on in-school suspension for up to ten (10) calendar days while awaiting a Student Hearing.

**d. Chain of Command/Due Process Steps.**

Steps 1-3 will be followed; however, when parents/guardians and or staff feel that steps 1-3 have not been followed, the parents/guardians may file a grievance under the grievance policy. It will be noted that the Anti- Bullying Policy shall be implemented. The staff person taking a complaint from a parent/guardian has 24 hrs. to follow up and report back to person making the complaint. Parents/Guardians may not have access to confidential information about the target student or other students involved in a bullying incident, but will be provided with a copy of School Policies, and a plan of intervention for the student.

**e. Additional Procedures for Reporting Bullying from Other Schools.**





If a student from another school bullies a TTS student such as at a school-sponsored athletic event, the procedures for intervention and notice are the same as set forth in this section above. In addition to the reporting procedures set forth above, the TTS Staff member shall report the incident to the Principal or designee, who shall report the incident to the administration of the other School. If the incident occurred at a SDHSAA event, the Principal or designee shall report such incident to the proper SDHSAA authorities. The Principal shall ensure that all steps are followed when such an incident is reported and to make contact with all responsible parties and the proper authorities. If such an incident occurred at a SDHSAA or school-sponsored athletic event, a copy of the incident report shall be given to the Athletic Director.

## **7. Parent Notification.**

The parents and or/guardians of both the student who was bullied (target) and the student (aggressor) will be notified of all incidents of bullying that involve their student within 24 hours of the incident being reported to School staff. The parents and or/ guardian of the student who was bullied will also be notified generally of the action taken by the school to prevent any further acts of bullying or retaliation toward their child.

## **8. Protecting Students and Staff Who Report.**

The administration and school staff will support students and coworkers making reports and protect them against any potential retaliation for making such a report.

Retaliation against students for reporting bullying is prohibited. Students who retaliate against others will receive appropriate consequences as outlined in the student discipline policy. Students may report bullying anonymously. No disciplinary action will be taken solely on the basis of an anonymous report unless substantiated by further investigation. False accusations of bullying against others are not allowed and will result in consequences outlined in our student discipline policy. When interviewing the student accused of bullying or other students about bullying, do not name the student who reported if possible. In some cases, however, the bullying may be too severe to protect confidentiality. In these cases, assure the student that the adult will do everything they can do to protect them from retaliation.

## **9. Staff Education and Responsibilities.**

Each year, our school will provide the Anti-Bullying Policy to all staff. Staff will be trained annually on the plan and prevention activities chosen by our school. The training will cover ways to prevent and intervene in bullying, information about the complex nature of bullying, research on bullying and students who may be more vulnerable to bullying by others, and information on cyber and internet safety.

Staff at our school will do the following things to prevent bullying and help students feel safe at school:



- Closely supervise and interact with students in all areas of the school, bus, and playground and before, during and after school sponsored activities including athletic events.
- Watch for signs/signals of bullying and (preceding bullying when possible) stop it when it happens
- Incorporate lessons that support social and emotional skills
- Teach students about bullying
- Respond quickly and sensitively to all reports of bullying
- Take families' concerns about bullying seriously
- Complete all documentation within 24hrs of an incident being reported (incident forms and NASIS)
- Report suspected bullying to the administration

#### **10. Family Education.**

Each year, our school will provide families with information about the Anti-Bullying Policy, prevention activities and how families can reinforce anti-bullying at home and in the community. Students and their parents/legal guardians will be made aware of the policy at the beginning of the school year and required to sign off that they have read and understand the policy. Families will be provided with information throughout the year in regards to the Anti-Bullying Policy, ways to prevent bullying and working with school staff to create a safe school environment through Parent Involvement Nights, School Newsletters, phone calls and conferences.

#### **11. Policy Dissemination.**

This policy shall be disseminated annually to all school staff, students, and parent/s or legal guardian/s during functions such as Parent Involvement meetings, Parent-Teacher Conferences, other school sponsored activities/programs, and other written communications. A parent reporting form for bullying is attached to this Policy as **Appendix 2**. The Policy will also be posted on the school's web site. Additionally, a written or verbal statement will explain that this Policy applies to all acts of bullying that occur on school property, at school sponsored functions, or on any form of school transportation. The Principal or his/her designee shall develop an annual process for discussing with the students and school staff the School policy on bullying. All employees, students, and parents/legal guardians will sign a written statement indicating they have received, read, and understood the policy and agree to abide by the provisions of the policy. Failure to abide by this policy or neglecting to report acts of bullying will result in administrative action.



### **10.12: POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT:**

There are three School-wide behavioral expectations at the Tiospaye Topa School:

1. Be Safe
2. Be Respectful
3. Be Responsible

Schools are successful when they help children grow academically, socially, and emotionally. For this to happen, a safe environment that is supportive and conducive to growth is imperative. The School achieves this goal by setting forth clear social and behavioral expectations and directly teaching students about those expectations to create a positive atmosphere for optimal learning. To that end, the School uses Positive Behavior Interventions and Supports (PBIS). The PBIS has four components:

1. A matrix of behavioral expectations
2. Lesson plans to teach students the behavioral expectations
3. An acknowledgement and reinforcement system
4. Behavioral infraction notices

Through PBIS, students are taught school-wide expectations and have opportunities to practice them. Staff members teach what behaviors are expected in the hallways, cafeteria, bathroom, playground, classroom, bus, before school, after school, and at assemblies.

The PBIS system makes use of consistent positive rewards to celebrate students' success. Students who are "caught" following the behavioral expectations are reinforced with Thunderhawk Tickets. These tickets will then be used in weekly drawings for prizes and monthly celebrations for students who do not receive behavioral referrals.

While the PBIS system emphasizes appropriate behaviors, some students may still violate School rules. In these situations, students will receive warnings, time outs, detention, referrals to the Principal's office, or other disciplinary action as necessary.

### **10.13: STUDENT CONDUCT & DISCIPLINE PROCEDURES:**

Students are expected to conduct themselves in a respectful manner while at school or at school related activities. The student is responsible for learning the following rules that govern the activities of the School environment. Unacceptable behavior by the student will result in immediate disciplinary action by the Principal or the Principal's designee. The School rules are in addition to the rules below, and are hereby incorporated by reference in the respective Student Handbook and made a part of these policies. Students are responsible for following those rules as well.

#### **Minor School Rules:**

1. Students will follow good health and safety practices at all times, at school and at school related activities.



2. Students will attend and be on time for all scheduled classes.
3. Students will return home at the end of the school day.
4. Students are responsible for care and cleanliness of school property. Any student committing minor vandalism (writing with pencil or other utensil on school property, creating a mess, destroying school property, etc.) may be subject to detention, including cleaning up and/or fixing the vandalism.
5. Students will adhere to all reasonable requests. Students are expected to follow all teacher/staff directions in class, in hallways, and on all school premises. Any student who fails to follow the directions or requests of a school staff member may be required to serve detention.
6. Students will adhere to the school dress code. Any student in violation of the dress code may be required to change clothes either brought from home or given from the counselor.
7. Students will adhere to the internet usage and social media policy. Students found using any social networking site (including Facebook, Bebo, etc.), downloading music onto computers, or playing games during work time may serve detention and may have internet privileges limited or revoked.
8. Students shall not engage in inappropriate displays of affection. Inappropriate displays of affection include kissing, groping, excessive hugging, giving or receiving hickies, or any vulgar acts. Holding hands and short hugs will generally not be regarded as inappropriate.

All minor rule infractions will result in disciplinary action appropriate to the age, circumstances, and educational level of the student. The matrix of disciplinary action for infractions is set forth in this Policy. The goal of this process is to educate the student on all school rules and their consequences and to teach proper behavior.

### **Major School Rules:**

1. Students will neither cause damage to nor steal school or another's property.
2. Students will not endanger the life, health, or safety of themselves or others while at school or at school related activities.
3. Students will not come to school under the influence of any drug or alcohol. If a student is suspected of being under the influence, the Principal and security will be notified to investigate. If school officials have reasonable suspicion that a student is intoxicated or under the influence, Public Safety Officers will be notified and the offending student may be removed from the school premises to ensure the school campus is safe for all teachers and students.
4. Students will not engage in any gang related activity including but not limited to writing, paraphernalia, insignia, signals, graffiti, and phrases or related clothing. Violation of this Rule will be considered a safety risk and a violation of the Tribal code. Principal may notify Public Safety Officers and report as gang-promotion.
5. Students will remain on the school campus during the school day until and unless dismissed.
6. Students will not violate the School Bullying Policy.



7. Students will not instigate or participate in a fight while at school or school related activities. Any student involved in the instigation of a fight may also be subject to criminal prosecution for assault. Any student witnessing, recording, or encouraging a fight may also face discipline or prosecution. The school security and the Principal will attempt to determine the instigator(s) in the incident, who may be subject to more severe discipline. In the case of a fight, the school will hold students and contact Public Safety immediately to remove the student(s) from the premises. If a student leaves the premises after participating in a fight, Public Safety will be advised and the student will not be allowed to return to school until they have met with Public Safety.
8. Students will not smoke cigarettes or possess any tobacco, e-cigarette, or vaping products while at school or at school related activities. Lighters are considered contraband for students and not allowed in the school. No student, regardless of age, will be allowed to possess or use tobacco, e-cigarette, or vaping products on school grounds.
9. Alcohol or illegal drug possession and use are strictly prohibited while on school grounds or school related activities. TTS does not permit the possession or use of CBD products or any products containing THC, unless the student has a medical prescription and the medication is dispensed by authorized school personnel as with all other prescription medications. The following may also be considered prohibited drugs due to their history of illegal use or danger to students' health: air duster, computer cleaner, paint thinner, synthetic drugs, etc. The following may be considered an illegal drug especially if the student is suspected of using inappropriately or for huffing: Any aerosol cans (including hairspray), glue, cleaning supplies, etc.
10. Students will not carry or use any weapon or object that can be used as a weapon including guns (of any kind including BB gun or pellet gun), knives (including kitchen and pocketknives), brass knuckles, or any other object that is used with intent to cause bodily harm.

Major rule infractions are those behaviors which endanger the life and safety of others or the offending student. These also include damage to private or public property. All major rule infractions will result in disciplinary action appropriate to the age, circumstances, and educational level of the student. The goal of this process is to educate the student on all school rules and their consequences and to teach proper behavior, and to prevent and remedy threats or damage to the health and safety of students, staff and the School. In addition, the School Principal shall offer counseling to the Parent and the student.

#### **10.14: TIOSPAYE TOPA RESPECT AND PROTECT POLICY OFFENSES & CONSEQUENCES:**

This Matrix provides a guide to the consequences for violations of School Policies by students. However, the School reserves the right to impose any form of discipline necessary to protect the health and safety of students and employees. In the event student conduct poses an immediate threat to the health and safety of any student, employee, or visitor at the School, or results in





bodily injury to any student, employee or visitor, the School may suspend or expel the student in accordance with the suspension and expulsion procedures set forth in Section 10.

<b>MINOR SCHOOL RULES</b>			
<b>NATURE OF OFFENSE</b>	<b>FIRST INCIDENT</b>	<b>SECOND INCIDENT</b>	<b>THIRD INCIDENT</b>
<b>Violation of School Rules while attending school activities</b>	Meet with counselor; phone contact with parent; behavior plan; written contract; or 1 day in school suspension. Record on log; file misbehavior report; and/or report in student discipline record.	Same as first incident; meet with administrator(s); or parent meeting in person. Record on log; file misbehavior report; and/or report in student discipline record.	Same as second incident; or mandatory meeting with parent/ student/ teacher/ and task force. Record on log; file misbehavior report; and/or report in student discipline record.
<b>Excessive Tardies (15)</b>	Meet with counselor; phone contact with parent; behavior plan; written contract; or 1 day in school suspension. Record on log; file misbehavior report; and/or report in student discipline record.	Same as first incident; meet with administrator(s); or parent meeting in person. Record on log; file misbehavior report; and/or report in student discipline record.	Same as second incident; or mandatory meeting with parent/ student/ teacher/ and task force. Record on log; file misbehavior report; and/or report in student discipline record.
<b>Skipping class including but not limited to: roaming hallways; or leaving class without permission.</b>	Meet with counselor; phone contact with parent; behavior plan; written contract; or 1 day in school suspension. Record on log; file misbehavior report; and/or report in student discipline record.	Same as first incident; meet with administrator(s); or parent meeting in person. Record on log; file misbehavior report; and/or report in student discipline record.	Same as second incident; or mandatory meeting with parent/ student/ teacher/ and task force. Record on log; file misbehavior report; and/or report in student discipline record.



<b>MINOR SCHOOL RULES</b>			
<b>NATURE OF OFFENSE</b>	<b>FIRST INCIDENT</b>	<b>SECOND INCIDENT</b>	<b>THIRD INCIDENT</b>
<b>Minor Vandalism</b>	Classroom management from staff. File misbehavior report and verbal promise.	Behavior Referral to Office. File misbehavior report and verbal promise.	
<b>Disrespect/ Non-compliance including but not limited to:</b> <ol style="list-style-type: none"> <li>1. disobeying classroom rules;</li> <li>2. littering;</li> <li>3. playground, cafeteria misbehavior;</li> <li>4. vulgarity/profanity;</li> <li>5. failure to cooperate with substitute teachers;</li> <li>6. failure to follow a staff directive repeatedly;</li> <li>7. breaking contracts;</li> <li>8. spitting; or</li> <li>9. bus misbehavior.</li> </ol>	Classroom management from staff. File misbehavior report and verbal promise. Additionally, meet with counselor; phone contact with parent; behavior plan; written contract; or 1 day in school suspension. Record on log; file misbehavior report; and/or report in student discipline record.	Same as first incident; meet with administrator(s); or parent meeting in person. Record on log; file misbehavior report; and/or report in student discipline record.	Same as second incident; or mandatory meeting with parent/ student/ teacher/ and task force. Record on log; file misbehavior report; and/or report in student discipline record.
<b>Dishonesty/ Cheating</b>	Classroom management from staff. File misbehavior report and verbal promise.	Behavior Referral to Office. File misbehavior report and verbal promise.	
<b>Dress Code</b>	Meet with counselor; phone contact with parent; behavior plan; written contract; or 1 day in school suspension. Record on log;	Same as first incident; meet with administrator(s); or parent meeting in person. Record on log; file misbehavior report; and/or	Same as second incident; or mandatory meeting with parent/ student/ teacher/ and task force. Record on log; file misbehavior report; and/or report in



<b>MINOR SCHOOL RULES</b>			
<b>NATURE OF OFFENSE</b>	<b>FIRST INCIDENT</b>	<b>SECOND INCIDENT</b>	<b>THIRD INCIDENT</b>
	file misbehavior report; and/or report in student discipline record.	report in student discipline record.	student discipline record.
<b>Internet Usage Policy/ Social Media Policy/ Technology Usage Policy</b>	Classroom management from staff. File misbehavior report and verbal promise. Subject to detention and/or internet privileges limited or revoked.	Behavior Referral to Office. File misbehavior report and verbal promise. Subject to detention and/or internet privileges limited or revoked.	
<b>Inappropriate display of affection</b>	Meet with counselor; phone contact with parent; behavior plan; written contract; or 1 day in school suspension. Record on log; file misbehavior report; and/or report in student discipline record.	Same as first incident; meet with administrator(s); or parent meeting in person. Record on log; file misbehavior report; and/or report in student discipline record.	Same as second incident; or mandatory meeting with parent/ student/ teacher/ and task force. Record on log; file misbehavior report; and/or report in student discipline record.

<b>MAJOR SCHOOL RULES</b>				
<b>NATURE OF OFFENSE</b>	<b>FIRST INCIDENT</b>	<b>SECOND INCIDENT</b>	<b>THIRD INCIDENT</b>	<b>FOURTH INCIDENT</b>
<b>Truancy</b>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents;	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension with parent/ team meeting.	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent returning child to school.	Referral to the School Board for expulsion.



<b>MAJOR SCHOOL RULES</b>				
<b>NATURE OF OFFENSE</b>	<b>FIRST INCIDENT</b>	<b>SECOND INCIDENT</b>	<b>THIRD INCIDENT</b>	<b>FOURTH INCIDENT</b>
	legal action; outside intervention; written contract; law enforcement; or social services.			
<b>Vandalism; or intentional destruction</b>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; or social services.	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension with parent/ team meeting.	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent returning child to school.	Referral to the School Board for expulsion.
<b>Insubordination</b>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; or social services.	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension with parent/ team meeting.	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent returning child to school.	Referral to the School Board for expulsion.
<b>Stealing; or Theft</b>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent	Referral to the School Board for expulsion.



<b>MAJOR SCHOOL RULES</b>				
<b>NATURE OF OFFENSE</b>	<b>FIRST INCIDENT</b>	<b>SECOND INCIDENT</b>	<b>THIRD INCIDENT</b>	<b>FOURTH INCIDENT</b>
	referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; or social services.	with parent/ team meeting.	returning child to school.	
<b>Possession or Use of alcohol, drugs, or inhalants</b>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; or social services.	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension with parent/ team meeting.	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent returning child to school.	Referral to the School Board for expulsion.
<b>Possession or Use of weapons, including tasers, knives, or other weapons</b>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; or social services.	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension with parent/ team meeting.	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent returning child to school.	Referral to the School Board for expulsion.
<b>Bomb threat; arson; shooting</b>	Immediate suspension or expulsion from school; referrals to law enforcement; agency referral; psychological evaluation, etc.			





<b>MAJOR SCHOOL RULES</b>				
<b>NATURE OF OFFENSE</b>	<b>FIRST INCIDENT</b>	<b>SECOND INCIDENT</b>	<b>THIRD INCIDENT</b>	<b>FOURTH INCIDENT</b>
<b>threat; or death threats/serious bodily harm to staff or students</b>				
<b>Gang affiliation; or related activity</b>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; or social services.	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension with parent/ team meeting.	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent returning child to school.	Referral to the School Board for expulsion.
<b>Leaving campus without permission</b>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; or social services.	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension with parent/ team meeting.	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent returning child to school.	Referral to the School Board for expulsion.
<b>Bullying Policy</b>	Step 1: intervention, warning, redirection, and team meeting.	Step 1 and if necessary, Step 2: formal meeting with parents and administration .	Step 1 – 2 and if necessary, Step 3: Student Hearing.	



MAJOR SCHOOL RULES				
NATURE OF OFFENSE	FIRST INCIDENT	SECOND INCIDENT	THIRD INCIDENT	FOURTH INCIDENT
<b>Abusive or threatening language; encourage a conflict; disruption of the learning environment including but not limited to:</b> <ol style="list-style-type: none"> <li><b>1. Verbal abuse of staff members; or</b></li> <li><b>2. Intimidation or threats against school staff, or students.</b></li> </ol>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; or social services.	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension with parent/ team meeting.	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent returning child to school.	Referral to the School Board for expulsion.
<b>Fighting- including students who witness, record, or encourage fighting.</b>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; or social services. If there is intervention by Public Safety, the students will not be allowed to return to school until they have met with Public Safety.	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension with parent/ team meeting.	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent returning child to school.	Referral to the School Board for expulsion.



<b>MAJOR SCHOOL RULES</b>				
<b>NATURE OF OFFENSE</b>	<b>FIRST INCIDENT</b>	<b>SECOND INCIDENT</b>	<b>THIRD INCIDENT</b>	<b>FOURTH INCIDENT</b>
<b>Tobacco, E-cigarettes, vapor pens, or CBD product w/out a prescription</b>	1 day in detention.	2 days in detention.	3 day suspension.	
<b>Harassing Behaviors including sexual or racial harassment.</b>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; or social services.	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension with parent/ team meeting.	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent returning child to school.	Referral to the School Board for expulsion.
<b>Other offenses including but not limited to:</b> <ol style="list-style-type: none"> <li><b>Self-destructive behaviors;</b></li> <li><b>Aggressive or physical behavior (non-directed);</b></li> <li><b>Violation of school, tribal, state, and/or federal law;</b></li> <li><b>Forgery or intent to deceive;</b></li> <li><b>Unauthorized use of school vehicle</b></li> </ol>	1-3 day out of school suspension with parent/ team meeting; behavior plan; removal from class; agency referral; psychological/ social evaluation; parenting class for parents; legal action; outside intervention; written contract; law enforcement; or social services.	Same as 1 <sup>st</sup> incident; 1-5 day out of school suspension with parent/ team meeting.	Same as 1 <sup>st</sup> -2 <sup>nd</sup> incident, 1-5 day out of school suspension with parent returning child to school.	Referral to the School Board for expulsion.



MAJOR SCHOOL RULES				
NATURE OF OFFENSE	FIRST INCIDENT	SECOND INCIDENT	THIRD INCIDENT	FOURTH INCIDENT
6. during school hours; or Display of pornography.				

## **SECTION 11: DETENTION, SUSPENSION AND EXPULSION HEARINGS**

### **11.01: IN-SCHOOL DETENTION POLICY:**

The Detention Policy shall apply only to students in grades K-12. All students placed in detention will be referred by administration.

Students spending time in detention should understand they are responsible for their own conduct and behavior while attending school. It will be the responsibility of the student to make up any work missed while serving time in detention.

The School will have a detention room for students who are in violation of the following rules:

1. Three (3) tardies in one day shall result in one (1) day of lunch detention.
2. Other violations as determined by the Administration that may warrant time in detention in accordance with.

Detention Room Rules: While a student is serving detention he/she:

1. Will be seated away from other students;
2. Will be provided school work;
3. Will be served lunch in the detention room;
4. Will not be allowed to sleep, draw, visit, or groom themselves;
5. Will cooperate with the detention room supervisor. Failure to cooperate with the detention room supervisor will be considered a Level 3 offense and will result in OSS; (Out-Of-School Suspension)

Student detention will be for seven (7) full class periods, lasting until the period on the following day which the infraction occurred. The student must serve a total of seven (7) periods of detention.

The student will be expected to make a formal apology (written and/or verbal) to the staff member where the violation occurred.

If a student in detention has a game or an away event, the student(s) participation and travel will be determined by TTS Administration, but must make up the time when he/she returns. For example, if a student serves periods 1, 2, and 3 in detention and then needs to leave for an event, the following day, the student will serve periods 4, 5, 6, and 7 for a total of



seven (7) full class periods.

Four (4) suspensions from detention will result in referral to the school board.

#### **11.02: SUSPENSION POLICY:**

There are two forms of suspension: short-term suspension and long-term suspension.

1. **Short-Term Suspension.** Short-term suspension is a suspension from regular school classes and activities for a term not to exceed (ten) 10 days.
2. **Long-Term Suspension.** Long-term suspension is a suspension from regular school classes and activities for a term exceeding (ten) 10 days, as determined by TTS Board action (refer to page 12).

#### **11.03: DUE PROCESS:**

Every student is entitled to due process in every instance of disciplinary action for alleged violation of school regulations.

#### **11.04: OUT-OF-SCHOOL SUSPENSION HEARING PROCEDURES:**

Hearings before the School Board shall be held only in cases of out-of-school suspension lasting longer than ten (10) school days. A hearing shall be held within ten (10) calendar days of the date of the incident unless the school shows good cause for scheduling the hearing at a later time.

Written notice of the hearing date, time, place, and procedural hearing rights will be made to the student and the student's parent or legal guardian at least five (5) days prior to the hearing.

#### **11.05: STUDENT RIGHTS AT OUT-OF-SCHOOL SUSPENSION HEARING:**

The following provisions apply to the hearing before the Principal:

1. Students have the right to a fair and impartial hearing.
2. Participants at the hearing shall be limited to involved parties.
3. All hearings shall be closed to the public. The school has the right to sequester witnesses.
4. The Principal shall designate a panel to include the three (3) employees appointed by the Principal for all hearings require under this section, preferably not from the same school (elementary, middle, high).
5. The student and the student's parent or legal guardian may be represented by a personal representative or an attorney of her/his choosing at the student's own expense. At all times during the hearing, the student has the right to have her/his parent(s) or their designee present.
6. The student has the right to confront and cross-examine any witness(es) against her/him and to produce witness(es) on her/his behalf. The school will not allow another student to be a witness against the student without the permission of that student's parent or legal guardian. The school will make every effort to protect any student who is a witness from any adverse actions against him/her as a result of testifying against the student. No student will be compelled to testify against herself/himself. The school reserves the right to protect student witnesses from harsh, threatening, or intimidating cross-examination.





7. The student and/or her/his parent(s)/legal guardian or legal counselor must be given enough time to examine all the evidence to be used against her/him to allow him/her to adequately prepare for defense. If the student and/or her/his parent(s)/legal guardian or legal counsel feels they have not had enough time to properly prepare a defense, the hearing panel Chairperson may grant a reasonable postponement.
8. The hearing panel may issue an oral decision at the end of the hearing, or it may choose to issue a written decision, which must be provided to the student and the student's parent or legal guardian within three (3) calendar days of the end of the hearing. Its decision shall constitute a final decision of the hearing panel.
9. Unless there is death in the immediate family, illness or serious injury of the student, if the student and the student's parent or legal guardian fails to appear at a hearing on the appointed date, s/he forfeits by default and the Principal's recommendation for expulsion will become effective.
10. Upon written request, the student and her/his parent(s)/legal guardian or legal counsel must be provided with an accurate transcription of the hearing; including, written finding of fact and conclusions in the case. In case of appeal, an accurate record must be furnished to the Principal's office. Hearing records will be maintained for one (1) year.

#### **11.06: EXPULSION HEARINGS AND HEARINGS TO APPEAL OUT-OF-SCHOOL SUSPENSION DETERMINATIONS:**

1. If the student and the student's parent or legal guardian is dissatisfied with the decision of the Hearing Panel, or if the case involves an expulsion, the parent/legal guardian may appeal to the School Board. Expulsion cases will be heard by the Board directly without a hearing panel proceeding if requested by the parent/legal guardian. An appeal must be requested in writing to the Principal within five (5) calendar days of the date of the decision of the hearing panel or the student and the student's parent or legal guardian waive their right to appeal. An appeal hearing must be held within ten (10) calendar days of the appeal request. The School Board shall not hear any new evidence or receive any new documents if a hearing panel has issued a decision, but must make its decision based upon the record established by the Principal, including, but not limited to all of the files and documents considered by the hearing panel, unless there is new evidence or witnesses unavailable at the time of the hearing panel.
2. The student and the student's parent or legal guardian may be represented by a personal representative or an attorney of her/his choosing at their own expense. The student and the student's parent or legal guardian must argue that the decision of the Principal was legally or procedurally flawed, and not argue or present new evidence. The Tiospaye Topa School shall be represented by the School's attorney.
3. The School Board may issue an oral decision at the end of the appeal hearing, and shall issue a written decision, which must be provided to the student and the student's parent or legal guardian within three (3) calendar days of the end of the hearing. The decision of the School Board shall be final.
4. Unless there is death in the immediate family, illness or serious injury of the student, if the student and the student's parent or legal guardian fails to appear at an appeal hearing on the appointed date, s/he forfeits by default and the decision of the hearing panel will stand.



5. If the student is found not guilty of the charge(s) against her/him, all allegations of misconduct and any information pertaining thereto will be expunged from the student school record.

#### **11.07: EXPULSION PROCEDURES:**

In all disciplinary actions that may result in a recommendation for expulsion, the Principal will:

1. Immediately suspend the student from school until the hearing which will be set with the scheduled board meeting time-frame.
2. Give the accused student and the student's parent or legal guardian written notice of the charge(s) against the student and the nature of the evidence supporting the charge(s). All requests to expulsion hearings will be determined through the Principal's office, in consultation with the Dean of Students.
3. Inform the student and the student's parent(s) or legal guardian of the date, time, and place of expulsion hearing before the TTS Board, no less than 48 hours before the hearing. The hearing shall be scheduled within five (5) days from the date of the notice of expulsion, unless there is good cause by the TTS Board for an extension of time. Failure of the student and the student's parent or legal guardian to appear for the scheduled hearing at the scheduled time, time and place effectively waives the right for any further hearing and the expulsion shall become final.
4. There shall be no appeal of the Tiospaye Topa School Board's decision regarding an expulsion. It is a final decision of the Tiospaye Topa School Board.
5. Through established procedures outlined in this section, a student may be expelled from school for conduct that disrupts the educational process or endangers the health or safety of the student, her/his classmates, or school personnel. Any student found on TTS property with a weapon of any kind, including but not limited to knives, guns or explosives, may be immediately removed from school. A student who has been expelled for a weapons violation will be expelled for not less than one semester or trimester from the date of the expulsion, and must complete a re-admission threat assessment and evaluation, and complete any recommended counseling. The School Board may modify a weapon-related expulsion on a case-by-case basis.
6. The School Board shall issue its decision in writing. If the School Board decides not to expel a student, the School Board may place conditions on the re-admittance following the suspension from school including but not limited to:
  - a. A Behavior Plan
  - b. No further violations of school rules
  - c. Mandatory student counseling
  - d. Mandatory family counseling
  - e. Mandatory psychological evaluation to assess threat level
  - f. Mandatory completion by the student of alcohol or drug counseling, rehabilitation programming or assessment

#### **11.08: IMMEDIATE EXPULSION CONDUCT DEFINED:**

A behavior which may result in a student(s) immediate suspension and expulsion from school include, but is not limited to:



1. Behavior that shall cause serious bodily injury to any other student or staff member at the Tiospaye Topa School.
2. Carrying weapons that could inflict bodily injury, making threats of bodily injury, inflicting bodily injury through the use of a weapon or object that could cause serious bodily injury.
3. Any behavior that promotes gang violence including gang colors, gang activity.
4. Selling, distribution, possession, manufacture, or use of alcohol or drugs.
5. Habitual disobedience. The maximum number of behavior incidents resulting in detention or more serious consequences will not exceed 20 a school year. When the student reaches the 20<sup>th</sup> incident, he/she may be recommended for expulsion to the Tiospaye Topa School Board.

### **11.09: IN-SCHOOL SUSPENSIONS:**

Student violations of minor rules or major school rules may result in students attending the in-school suspension program and follow the procedures as defined by the respective school building handbook. This is only applicable if ISS is an available option.

## **SECTION 12: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT POLICY (FERPA)**

### **12.01: COMPLIANCE STATEMENT:**

To be in compliance with the Family Education Rights and Privacy Act of 1974, as amended, enacted as Section 438 of the General Education Provisions Act as in effect May 9, 1994, the Tiospaye Topa Board of Education hereby makes the following annual public notification of its intent to disclose to the press, media and others authorized by school officials personally identifiable data designated as Directory Information. The parent of a student or an eligible student may refuse to personally identify in any or all of the information categories. Such refusal must be made in writing and submitted to the student's principal within 15 days after publication of the notice. The following information will be included in the Directory Information:

1. Student's name, address, and telephone listing
2. Student's date and place of birth
3. Student's major field of study
4. Student's participation in officially recognized school activities and sports
5. Weight and height of students who are members of athletic teams
6. Dates of student attendance
7. Degrees, honors, and awards a student receives
8. Any other forms of information which denote accomplishments, achievements, or special recognition given to a student.
9. Most recent previous educational agency or institution attended by a student
10. Individual and group photographs pertaining to any of the above activities

The parent or eligible student has a right to do the following:

1. Inspect the student's education records



2. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
3. Consent to disclosure of personally identifiable information in the student's education record, except that the FERPA and the regulations in the school's comprehensive plan authorize disclosure without consent.
4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the FERPA and the district's comprehensive plan. Locate and obtain a copy of the district's policy.

For further information or any questions, please contact:

Family Compliance Office

U.S. Department of Education, 400 Maryland Avenue, S.W.

Washington, DC 20202-5920

As required by the Department of Education's General Education Provision Act (GEPA) Section 427, Tiospaye Topa School will ensure equitable access for all participants served, including students, faculty, and community members regardless of gender, race, national origin, color, disability, or age. We will evaluate the sites used, the curriculum, software, and the audiovisuals accessed, and the methods of instruction to prohibit discrimination against these groups.

### **SECTION 13: MCKINNEY-VENTO SCHOOL HOMELESS POLICY AND FOSTER CARE PLAN**

#### **13.01: MCKINNEY-VENTO SCHOOL HOMELESS POLICY:**

Tiospaye Topa School shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

##### **1. Definitions.**

“School of Origin” shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

“Homeless children and youths” shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

- a. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;



- b. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- c. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- d. Migratory children who qualify as homeless because they are living in circumstances described in (i-iii).

“Unaccompanied youth” shall mean a homeless child or youth not in the physical custody of a parent or guardian.

## 2. School Stability.

- a. **School Selection:** Each school shall presume that keeping a homeless child or youth enrolled in the child’s or youth’s school of origin is in the child’s or youth’s best interest, except when doing so is contrary to the request of the child’s or youth’s parent or guardian or, in the case of an unaccompanied youth, the youth.

To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including; the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child’s or youth’s parent or guardian or, in the case of an unaccompanied youth, the youth.

- b. **Enrollment:** Once the school is selected in accordance with the child’s or youth’s best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or enrollment deadlines during any period of homelessness.
- c. **Transportation:** If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child’s or youth’s best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

## 3. Records.

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

- a. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;





- b. Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; and
- c. In a manner consistent with the Federal Education Rights and Privacy Act.

#### 4. Services.

Local Homeless Liaison: Tiospaye Topa School shall identify an appropriate staff person to be the Local Homeless Liaison (LHL) for all homeless children and youth attending Tiospaye Topa School. The LHL responsibilities shall include, but are not limited to:

- a. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the BIE McKinney-Vento Point of Contact, community, and school personnel responsible for education and related services to homeless children and youths;
  - b. Receive appropriate time and training in order to carry out the duties required by law and this policy;
  - c. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services;
  - d. Ensure that homeless children and youths:
    - i. Are enrolled in school which includes attending classes and participating fully in school activities;
    - ii. Have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
    - iii. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports.
    - iv. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LHL to receive verification of such status for purposes of the Free Application for Federal Student Aid.
  - e. Ensure that public notice of the educational rights, and available transportation services, of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths, and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.
  - f. Ensure the dispute resolution process identified below is carried out in accordance with the law and school policy.
- #### 5. Dispute Resolution.
- a. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.



- b. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The district shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, the youth a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LHL contact information. The LHL shall carry out the dispute resolution process within 30 calendar days from the date of said writing pursuant to the BIE McKinney-Vento Dispute Resolution Process.
- c. Appeals: Any parent, guardian or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of a school after the dispute resolution process may file an appeal with the BIE Point of Contact within thirty calendar days of receipt of the decision by following the BIE McKinney-Vento Dispute Resolution Process.

### **13.02: FOSTER CARE PLAN:**

Under the requirements of the federal Every Student Succeeds Act (ESSA) Section 1112(c)(5)(B) Title I educational stability provisions, each school district shall have a Foster Care Plan developed and disseminated to all stakeholders.

In Section 1111(c)(5) of ESSA, the school district must collaborate with the Child Welfare Agency and Tribal Child Welfare Agencies (CWA) to implement the Title I educational stability provisions. Therefore, each school district shall develop a clear, written Foster Care Plan.

As such, the Foster Care Plan for Tiospaye Topa School shall be as follows:

#### **1. Foster Care Point of Contact and Responsibilities.**

The Tiospaye Topa School will designate at least one person to serve as the Foster Care Point of Contact (POC). The POC may also be the homeless student coordinator. This designation will be updated annually. If additional staff members are needed to meet the requirements, the School will make assignments as deemed necessary. The POC will work in the best interest of the child to ensure that all educational requirements are being met.

The POC will work closely with the Child Welfare Agency (CWA) to:

- Coordinate with the corresponding child welfare agency POC to implement Title I provisions;
- Lead the development of a process for making the best interest determination;
- Document the best interest determination;
- Facilitate the transfer of records and immediate enrollment;



- Facilitate data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols;
- Develop and coordinate local transportation procedures;
- Manage best interest determinations and transportation cost disputes;
- Ensure that children in foster care are enrolled in and regularly attending school; and
- Provide professional development and training to school staff on Title I provisions and educational needs of children in foster care, as needed.

## 2. Decision-Making Process.

A committee will meet to determine if the school of origin is not in the best interest of each foster care child and the appropriate placement of the child. The committee will be comprised of the site administrator or representative, the POC, and a member of the CWA. In emergency circumstances the CWA has the authority to make an immediate decision regarding the school placement, and then consult with the LEA and revisit the best interest determination of the child.

In the event of a disagreement regarding school placement for a child in foster care, the CWA will be considered the final decision maker in making the best interest determination. The CWA is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and other components of the case plan. The CWA also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties including parents, children, schools and the court in making these decisions.

## 3. Documentation or Records that Should be Shared Between Parties.

Foster care parents, social workers or other legal guardians will be allowed to immediately enroll children in foster care in the school district without having the necessary paperwork (birth certificates, shot records, academic records, special education records, etc.) This is to help aid the student with a smooth transition into the district. The receiving school district will contact the school district of origin for the records and make adaptations as needed. After enrollment, the following guardianship or legal custody documents shall be provided for verification by the foster family or CWA:

- Power of attorney
- Affidavit
- Court Order

Tiospaye Topa School will share education records with the CWA that are allowed by the Family Educational Rights and Privacy Act (FERPA) and other state privacy laws. This



allows educational agencies to disclose without parental consent educational records, including IDEA, of students in foster care to the CWA.

4. Collaborative Structure.

The POC will meet with the site administrator, school counselor, classroom teacher, and foster parent as needed to discuss the progress of the child in foster care and will document the results of meetings. All decisions will be made utilizing a collaborative team approach to determine what will be in the best interest of the child.

5. The best interest determination document regarding the child's school placement (school of origin or the receiving school).

Tiospaye Topa School shall utilize a designated form in making a "best interest" determination for each child in foster care. The final determination as to what is in the best interest of the child will be made by the CWA.

6. Transportation Procedures.

Children in foster care will be entitled to transportation services in the same manner as all other children in the school district. In addition to regular transportation routes, the school district will collaborate with the CWA when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. Under the supervision of [School's Designee], the POC will invite appropriate district officials, the CWA, and officials from other districts or agencies to promptly arrange cost-effective transportation for the student.

7. Responsibilities and costs related to student transportation.

Tiospaye Topa School will collaborate with the CWA to develop and implement clear, written procedures governing how transportation is provided to maintain children in foster care in their schools of origin. The school district will also work with the CWA to reach an agreement in regard to covering the transportation costs. The agreement will cover how the transportation will be provided, arranged, and funded for the duration of the child's time in foster care. Each agreement can/will vary greatly because the unique needs of each child should be considered in making the decision on transportation.

8. Clear, written policies that will remove barriers to immediate enrollment and record transfers for children in foster care.

Tiospaye Topa School board of education has modified existing board policy to eliminate any barriers to enrollment and/or transfer of educational records for children in foster care.

## **SECTION 14: EDUCATING STUDENTS WITH DISABILITIES**



#### **14.01: “CHILD WITH A DISABILITY” DEFINED:**

The term “Child with a Disability” means a child:

1. With cognitive impairment, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as `emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and
2. Who, by reason thereof, needs special education and/or related services.

#### **14.02: PROCEDURAL SAFEGUARDS NOTICE:**

A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents only one time a school year, except that a copy also must be given to the parents:

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the first State complaint under and upon receipt of the first due process complaint in a school year;
3. In accordance with the discipline procedures (on the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must provide the parents the procedural safeguards notice; and
4. Upon request by a parent.

Copies of Referral forms and Notices are available from the School Special Education Director to all parents and students.

#### **14.03: STUDENT EVALUATIONS AND ASSESSMENTS**

1. **Initial Evaluations.** Either a parent/guardian of a child or a public agency including the School may initiate a request for an initial evaluation to determine if the child is a child with a disability.
  - a. The initial evaluation must be conducted within 60 days of receiving parental/guardian consent for the evaluation; and
  - b. Must consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.
2. **Reevaluations.** The School will re-evaluate a child with a disability:
  - a. If the School determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
  - b. If the child’s parent or teacher requests a reevaluation.
  - c. A reevaluation:
    - i. May occur not more than once a year, unless the parent and the School agree otherwise; and
    - ii. Must occur at least once every 3 years, unless the parent and the School agree that a reevaluation is unnecessary.

The School will ensure that assessments and other evaluation materials used to assess a child are





provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.

A parent/legal guardian is permitted to request a reevaluation of their student child at any time. If the parent insists upon additional testing, the Case Manager shall work with the parent through the established resolution process to seek resolution of the disagreement between school and parent.

A parent/legal guardian is also permitted to request an independent evaluation. All requests made for an independent evaluation are forwarded to the Principal. The Case Manager sends a packet of information to the parent requesting such independent evaluation which includes, but is not limited to, where an independent evaluation may be obtained, the required qualifications of an independent examiner, the eligibility for specific disability categories, and the maximum allowable charges for specified assessments to eliminate unreasonably excessive fees, including travel costs. The Principal can make any one of the following decisions once an independent evaluation is requested: wait for the parent to act on the request, or request the parent/legal guardian to enter into the conflict resolution process. If an independent evaluation is completed by the parent/legal guardian, the Multidisciplinary (MDT) Team shall include that information in with all other information in developing or amending the student's IEP.

#### **14.04: SECTION 504 PLAN:**

Section 504 is the part of the Rehabilitative Act of 1973 that applies to individuals with disabilities. This act protects the civil rights of persons with disabilities. A free appropriate public education is one provided by the elementary or secondary school that includes general or special education and related aides and services that:

1. Are designed to meet the individual educational needs of an eligible student with a disability as adequately as the needs of an eligible student who is non-disabled are met; and
2. Are based on adherence to evaluation, placement, and procedural safeguard requirements.

Section 504 of the Rehabilitation Act of 1973 protects students from discrimination based on their disability status. A student is eligible for accommodations under Section 504 if the student has a mental or physical impairment that substantially limits one or more of a student's major life activities that impacts education. "Major Life Activities" include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition does not substantially limit a major life activity that impacts education, the student does not qualify for protection under Section 504. Principals are responsible for initiating and monitoring of any 504 plans for students in their learning circle/building. Copies of Referral Forms and Notices regarding Section 504 are available to all parents and students from the School Special Education Director's Office.



#### **14.05: STUDENTS SERVED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA):**

To be eligible for services under the TTS Special Education Program, a child must have a disability that adversely affects educational performance and requires specially designed instruction as defined in the “Child with a Disability” definition of this Policy.

When any parent, child, family member, public or private agency, school personnel or screening refers a child for the TTS Special Education Program, the Child Study Team shall conduct a meeting in order to complete any additional required fact-finding, to brainstorm, and to establish a plan and time line with specific direction to appropriate staff to address whether further evaluation is needed. The Child Study Team shall be comprised of the following: Special Education Coordinator/Director, Principal, Counselor, Special Educator, one General Educator, and the parent/legal guardian and any person the parent/legal guardian wishes to bring to the meeting. The parent must be notified by the Special Education Coordinator/Director of the referral if the parent did not make the referral. If further evaluation is needed, the parent’s consent must also be obtained to complete further evaluation. Note, if the child is emancipated due to age or otherwise, the child must also be notified and included in the process and all rights possessed by the parent in this process now become the rights of the adult student. The parent must remain involved after the student obtains age eighteen (18) if the parent has obtained a guardianship over the student.

If further evaluation is not warranted, the Child Study Team will work together to provide other services for the child. The parent/legal guardian and/or child must be notified of the reasons the child will not be considered for the TTS Special Education Program. If further evaluation is warranted, the information shall be turned over to the Multidisciplinary (MDT) Team. The Multidisciplinary (MDT) Team shall consist of a Special Educator, the Special Education Coordinator/Director, the Principal, one General Educator and the parent/legal guardian of the referred child and any person the parent/legal guardian wants to be present. The Case Manager shall complete an Evaluation Plan for the child. The Evaluation Plan may include, but is not limited to: medical history; health status; motor skills, speech/language or hearing evaluations; classroom observations; family history; psychological information; all academic achievement information including assessment results; and educational history.

The MDT Team shall determine whether a child is eligible for services under the IDEA under an Individualized Education Plan (IEP) based upon the results of the Evaluation Plan. The MDT Team is required to make the following determinations, all of which are required to determine a child is eligible for IDEA services and an IEP:

1. Whether the child has a disability;
2. Whether that disability adversely affects the child’s educational performance;
3. What specific special education and/or other related services are required based upon the findings in 1 & 2; and
4. If the child is eligible under 1 & 2, and based upon the determination in 3, what placement is the least restrictive environment for the child.



The parent shall receive prior written notice ten (10) days in advance of any Multidisciplinary Team (MDT Team) meeting and prior to any evaluation. The notice shall be conveyed to the parent in a language they can understand (orally or in writing, but when orally notations must be made regarding the oral notification), shall include a description of the proposed evaluation, and an explanation of why the evaluation is taking place. All of the documentation generated throughout the entire process shall be held in the child's student file confidentially. All communication with the parents (whether oral or written) shall be documented in the student's file especially with regard to attempts to notify of meetings, consents, and additional information regarding the student's needs.

If the parent refuses to consent to evaluation, TTS may still be required to provide special education services. The Special Education Coordinator/Director shall develop a process by which to resolve issues between the school and a non-consenting parent. The parent may also refuse the special education services proposed by the MDT Team. When this occurs, the Special Education Coordinator/Director shall develop a process by which to resolve the issues between the school and the non-consenting parent.

#### **14.06: INDIVIDUALIZED EDUCATION PLAN (IEP):**

The term Individualized Education Plan or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting. For every child eligible under the IDEA, the TTS Special Education Department shall ensure an IEP is in place, and is reviewed not less than annually. An IEP must include:

1. A statement of the child's present levels of academic achievement and functional performance;
2. A statement of measurable annual goals, including academic and functional goals designed to:
  - a. Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
  - b. Meet each of the child's other educational needs that result from the child's disability;
3. For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
4. A description of:
  - a. How the child's progress toward meeting the annual goals will be measured; and
  - b. When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
5. A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child;
6. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on School assessments; and if the MDT Team determines that the child must take an alternate assessment instead of a particular regular School assessment of student achievement, a



statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

#### **14.07: EDUCATIONAL PLACEMENT:**

Once it is determined that a child is eligible for the TTS Special Education Program, TTS shall provide an education through the least restrictive environment. The cost of the TTS Special Education Program shall be borne by TTS unless the child is placed there by another school, agency or court order. If the child is placed in the Program by another school, agency or court order, the other school, agency or court shall be responsible for the costs of the Program. The responsibility of TTS to pay for such an education begins when an eligible child is five (5) years of age and enrolled in TTS. The responsibility ends when the child receives a regular high school diploma as discussed below, no longer qualifies for special education, OR the child turns age twenty-two (22), whichever occurs first.

#### **14.08: SERVICES:**

TTS shall make available the following services through its Special Education Program:

1. Educational programs and services available to other children serviced by the school;
2. Non-academic and extracurricular activities available to other children serviced by the school;
3. Physical education available to other children serviced by the school unless the child is enrolled full time in a separate facility OR the child needs a specially designed physical education program due to the child's IEP or disability(ies).

#### **14.09: NOTICES**

The Case Manager shall do their best to communicate all notices in a language and manner (if parent is blind or deaf, Brail or sign) which the parent understands. A minimum of ten (10) days' notice is required when any of the following are going to occur with the student child:

1. Initial evaluation;
2. Initial eligibility determination;
3. IEP review and amendment;
4. Reevaluation;
5. Reevaluation of the eligibility determination;
6. Significant discipline incidents.

Written notice shall include:

1. A description of the action proposed or refused by the School;
2. An explanation of why the School proposes or refuses to take the action and a description of each evaluation procedure, assessment, record, or report the School used as a basis for the proposed or refused action;



3. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
4. Sources for parents to contact to obtain assistance in understanding the provisions of this part;
5. A description of other options considered by the MDT Team and the reason why those options were rejected; and
6. A description of the factors that are relevant to the School's proposal or refusal.

The parent shall receive prior written notice ten (10) days in advance of any Multidisciplinary Team (MDT Team) meeting and prior to any action taken regarding a child on an IEP. The notice shall be conveyed to the parent in a language they can understand (orally or in writing, but when orally notations must be made regarding the oral notification), shall include a description of the proposed action to be taken, and an explanation of why the action is taking place. All of the documentation generated throughout the entire process shall be held in the child's student file confidentially. All communication with the parents (whether oral or written) shall be documented in the student's file especially with regard to attempts to notify of meetings, consents, and additional information regarding the student's needs.

#### **14.10: RE-EVALUATION AND CASE MANAGEMENT:**

The Case Manager shall keep a list of all special education students and the dates of their next reevaluation are due. This information will be provided to the child's special educator(s). The Case Manager shall notify the parent at least thirty (30) days prior to any reevaluation so the parent may be included in that process as well. The Case Manager will establish the Multidisciplinary (MDT) Team and the decision making process for the reevaluation.

#### **14.11: TRANSITION SERVICES:**

Every child on an IEP that is the term "transition services" means a coordinated set of activities for a child with a disability that:

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
2. Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
3. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.





#### **14.12: TRANSFER OF RIGHTS:**

Beginning not later than one year before the child reaches the age of eighteen (18), the IEP must include a statement that the child has been informed of the child's right, if any, that will transfer to the child on reaching the age of eighteen (18).

#### **14.13: MANIFESTATION DETERMINATION:**

Within ten school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the child's MDT Team (as determined by the parent and the School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the School's failure to implement the IEP.

A child with a disability who is removed from the child's current placement (a disciplinary change in placement for more than ten (10) consecutive school days where the behavior is determined not to be a manifestation of the disability) or (a removal for special circumstances related to drugs, weapons or serious bodily injury) must:

1. Continue to receive education services, as provided in 34 CFR 300.101(a) (free appropriate public education (FAPE) requirements), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

If the School, the parent, and relevant members of the MDT Team make the determination that the conduct was a manifestation of the child's disability, the MDT Team must either conduct a functional behavioral assessment, unless the School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child or, if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

#### **14.14: DISCONTINUATION OF SERVICES, GRADUATION AND GRADING:**

If it is suspected that a student no longer meets the eligibility criteria for the TTS Special Education Program, the reevaluation team, including the parent, must meet to review existing data and arrange to have additional assessments if necessary. If the student is not eligible, the Director must provide the parent with written notice of the decision to discontinue special education services.



Services will not be discontinued if the parent files a grievance pursuant to the appropriate provisions of the TTS Policies and Procedures.

TTS's obligation to provide special education services ends when the student meets the school's requirements for the receipt of a high school diploma. The coordinator must provide the parent with a written notice prior to graduation of the discontinuation of special education services. For children who have not yet graduated from high school by meeting the requirements for receipt of a high school diploma, TTS is obligated to provide special education services until the student reaches age twenty-two (22). If a child is turning twenty-one (21), the Director will provide the parent/legal guardian with prior written notice regarding discontinuing special education services, and develop a transition plan.

TTS's obligation to provide special education services also ends when: 1) the student transfers to another school; 2) the parent/legal guardian withdraws the student from school and the parent has made other provision for the student's educational needs, or the student is eighteen (18) years of age, is deemed legally competent, and withdraws from school; and 3) the student drops out of school.

If a parent requests that a student be withdrawn from special education services, the MDT Team must determine whether the student is still eligible for special education services. Written notice must be sent to the parent following the determination. If the MDT Team, including the parent, determines that services need to continue, TTS will provide services unless the parent has invoked the grievance procedure appropriately under the TTS Policies and Procedures.

## **SECTION 15: SCHOOL CURRICULUM AND ACADEMIC INFORMATION**

### **15.01: ACADEMIC INFORMATION:**

All students must be enrolled in a class each period of the school day. A student must be enrolled in (6) subjects that will earn credit toward graduation. Graduating seniors who are on track for graduation may have a modified schedule with prior approval of the administration.

½ Credit is earned upon each semester of successful completion of Lakota Language. Semester courses will count as one-half unit of credit.

### **15.02: HIGH SCHOOL COURSES REQUIRED FOR GRADUATION:**

Except where otherwise noted, these requirements begin with students who entered 9th grade in the 2019-2020 school year. A student's Personal Learning Plan must document a minimum of 22 credits that include the following:

1. Four units of Language Arts - must include:
  - Writing - 1 unit
  - Speech or Debate - .5 unit
  - Literature - 1 unit (must include .5 credit of American Literature)
  - Language Arts elective - 1.5 unit
2. Three units of Mathematics – must include:
  - Algebra I - 1 unit



- Mathematics electives – 2 units
- 3. Three units of Science – must include:
  - Biology - 1 unit
  - \*Science electives – 2 units
  - Any Physical Science - 1 unit
  - \*Chemistry or Physics - 1 unit
- 4. Three units of Social Studies - must include:
  - US History - 1 unit
  - US Government - .5 unit
  - Tribal Government - .5 unit (Tiospaye Topa requirement)
  - Social Studies electives – 1 unit
- 5. One unit of the following (required beginning Sept. 1, 2019) – any combination:
  - Approved Career & Technical Education
  - Capstone Experience or Service Learning
  - World Language
- 6. One unit of Fine Arts
- 7. One-half unit of Personal Finance or Economics
- 8. One-half unit of Physical Education
- 8. One-half unit of Health or Health Integration
- 9. Five and a half units of elective courses.

\*\*\*A state-approved advanced computer science course may be substituted for one unit of a science elective, but may not replace Biology. A list of approved courses is available at <http://doe.sd.gov/gradrequirements>.\*\*\*

### **15.02. TRANSFER CREDITS:**

The Principal, in consultation with the Registrar, School Counselor and any other designated personnel shall determine which credits from other schools will be applied to these graduation requirements. The School accepts all credits from schools that are accredited by a State Department of Education, Tribal Department of Education or the Bureau of Indian Education. For students with credits from a non-accredited school, Tiospaye Topa School will grant credit for elective courses, but does not accept Core credits unless the student meets the requirements of the grade level assessment. Core credits are credits in Language Arts, Mathematics, Science and Social Studies.

### **15.03: LAKOTA LANGUAGE:**

Lakota Language is a required course for all students. All students must be enrolled in a Lakota Language class every semester they attend the School

### **15.04: CORRESPONDENCE COURSES:**

No correspondence courses will be offered to a student not participating in the regularly scheduled class hours. Correspondence courses will be allowed through other extension institutions, providing a student is enrolled on a full-time basis, at the student's expense.



### **15.05: ADVANCED ENDORSEMENTS:**

In addition to the base requirements for the High School Diploma, students may earn advanced endorsements that are in alignment with the student's personal learning plan. Advanced endorsements outline specific coursework within the base diploma requirements to denote specific emphasis. Students may earn one or more of three advanced endorsements: Advanced Endorsement, Advanced Career Endorsement, and Advanced Honors Endorsement.

The requirements for each advanced endorsement are listed below:

#### **Advanced Endorsement Requirements**

(Indicates a student has pursued coursework consistent with entrance requirements for postsecondary education at a university)

1. Four units of Language Arts - must include:
  - Writing - 1 unit
  - Speech or Debate - .5 unit
  - Literature - 1 unit (must include .5 credit of American Literature)
  - Language Arts elective - 1.5 unit
2. Three units of Mathematics – must include:
  - Algebra I - 1 unit
  - Algebra II - 1 unit
  - Geometry - 1 unit
3. Three units of Lab Science – must include:
  - Biology - 1 unit
  - Any other lab sciences - 2 units
4. Three units of Social Studies - must include:
  - US History - 1 unit
  - US Government - .5 unit
  - Tribal Government - .5 unit (Tiospaye Topa requirement)
  - Social Studies electives – 1 unit
5. One unit of the following – any combination:
  - Approved Career & Technical Education
  - Capstone Experience or Service Learning
  - World Language
6. One unit of Fine Arts
7. One-half unit of Personal Finance or Economics
8. One-half unit of Physical Education
8. One-half unit of Health or Health Integration
9. Five and a half units of elective courses.

#### **Advanced Career Endorsement Requirements**

(Indicates a student has career experience in a concentrated area, based on academic



and/or workplace experience and a related credential)

1. Four units of Language Arts - must include:
  - Writing - 1 unit
  - Speech or Debate - .5 unit
  - Literature - 1 unit (must include .5 credit of American Literature)
  - Language Arts elective - 1.5 unit
2. Three units of Mathematics – must include:
  - Algebra I - 1 unit
  - Algebra II - 1 unit
  - Geometry - 1 unit
3. Three units of Lab Science – must include:
  - Biology - 1 unit
  - Any other lab sciences - 2 units
4. Three units of Social Studies - must include:
  - US History - 1 unit
  - US Government - .5 unit
  - Tribal Government - .5 unit (Tiospaye Topa requirement)
  - Social Studies Electives – 1 unit
5. Two units of the following – any combination:
  - Approved Career & Technical Education from the same career cluster, **OR**
  - Capstone Experience or Service Learning
6. Attainment of an industry-recognized credential or National Career Readiness Certificate of Silver or higher.
7. One unit of Fine Arts
8. One-half unit of Personal Finance or Economics
9. One-half unit of Physical Education
10. One-half unit of Health or Health Integration
11. Four and a half units of elective courses.

### **Advanced Honors Endorsement Requirements**

(Indicates a student has pursued advanced rigorous, academic coursework consistent with § 13-55-3.1 (high school requirements for opportunity scholarship eligibility))

1. Four units of Language Arts - must include:
  - Writing – 1.5 units
  - Speech or Debate - .5 unit
  - Literature - 1 unit (must include .5 credit of American Literature)
  - Language Arts elective - .5 unit
2. Four units of Mathematics – must include:
  - Algebra I - 1 unit
  - Geometry – 1 unit
  - Algebra II - 1 unit
  - Advanced Mathematics - 1 unit

(Details at [sdos.sdbor.edu/require/require.html](https://sdos.sdbor.edu/require/require.html))





3. Four units of Lab Science – must include:
  - Biology - 1 unit
  - Any Physical Science – 1 unit
  - Chemistry or Physics – 1 unit
  - Science elective – 1 unit
4. Three units of Social Studies - must include:
  - US History - 1 unit
  - US Government - .5 unit
  - World History - .5 unit
  - Geography - .5 unit
  - Tribal Government – .5 unit (Tiospaye Topa requirement)
5. Two units of the following – any combination:
  - Approved Career & Technical Education from the same career cluster, **OR**
  - Capstone Experience or Service Learning
6. Modern or Classical Language (including American Sign Language); must be in the same language
10. One-half unit of Health or Health Integration
11. Two and a half units of elective courses

#### **15.06: CLASS STANDINGS:**

Upon completion of the freshman year, students must have the following successful credits to advance in class standings:

Sophomore	5 ½ Successful Credits
Junior	11 Successful Credits
Senior	1 ½ Successful Credits

#### **15.07: GRADING SYSTEM:**

Kindergarten, First and Second Grade at Tiospaye Topa School are non-letter- graded classes. Students receive E (Excellent), S (Satisfactory), etc.

LETTER GRADE	PERCENTILE
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	Below 59%

Each teacher will inform each student of the standards for his/her course(s).

#### **15.08: STUDENT RECORDS:**

Access to student records shall be confined to authorized school personnel as required in



connection with duties. All persons having access to student records shall be instructed that the information therein shall be kept confidential.

Except when required by law, persons outside the school system shall not have access to any student records without the proper permission from the student's parent or legal guardian. This request must be in written form. Students age 18 and older must give permission for access to their records. Their parents no longer have this right.

All students and/or parents/guardians (of students under 18 years of age) shall have access to all of their school records. Students must see the principal or counselor for this information, and file any required requests for release of records forms required by TTS to comply with the Federal Educational Right to Privacy Act (FERPA).

#### **15.09: REPORTING PERIODS:**

Report cards will be distributed to the students and parents four (4) times during the year. Report cards will be available for the parent/guardian during the week following the end of each quarter grading period. K-12 will mail midterm letters to the parents of student informing them of the student's progress/deficiencies. Report cards and progress reports will also be available on the parent portal.

#### **15.10: NATIONAL HONOR SOCIETY (NHS) AND NATIONAL JUNIOR HONOR SOCIETY (NJHS):**

Membership in NHS and in NJHS is one of the highest honors that a student can be awarded. Our chapters have worked hard to bring the accomplishments of outstanding students to the attention of parents, teachers, peers, and the community. Our chapters strive to give practical meaning to the Society's standards of scholarship, leadership, service, and character, (and citizenship for NJHS).

#### **15.11: HONOR ROLL:**

1. **Grades 3-8.** For students in grades 3-8, there are two Honor Rolls:
  - a. Excellent Honor Roll will be composed of those students receiving all A's or B's in core subjects (English, Language Arts, Math, Science, Social Studies).
  - b. Superior Honor Roll will be composed of those students receiving all A's in Core subjects (English, Language Arts, Math, Science, Social Studies).
2. **Grades 9-12.** For students in grades 9-12, the following criteria apply for Honor Roll:
  - a. The student must be attending the School on a full-time basis.
  - b. Excellent Honor Roll will be composed of those students with a 3.0-3.49 GPA.
  - c. Superior Honor Roll will be composed of those students with a 3.5-4.0 GPA.
  - d. Grades earned in Exceptional Education classes receive the same grade points as any other class.



## **15.12: NATIVE AMERICAN STUDENT INFORMATION SYSTEM (NASIS)**

### **PARENT PORTAL:**

NASIS is a database system that manages student information and maintains student records. It is designed to track attendance, grades, schedules, test scores, and other information about each student at Tiospaye Topa School. The Parent Portal is a secure website where a parent or guardian can access information about his/her student. Parents and guardians must agree to the terms of the Acceptable Use Policy and will be given an activation code, which will allow access to view and print attendance, records, grades, schedules, etc. via the Internet.

### **15.13: CAREER INFORMATION:**

The Counseling Center and the Library have a number of resource catalogs available for use by the students.

Some of the areas include: college, university, and vocational school catalogs; armed forces career information; self-awareness materials; resume writing; job interviews; choosing a career; audio-visual career aids describing various occupations; etc.

### **15.14: CURRICULUM DEVELOPMENT:**

A committee consisting of Board, staff, student, parent/legal guardian and community representatives may be organized by the Principal at the end of each school year to investigate new curriculum ideas, develop improved programs, and to evaluate the results. Any such committee will meet on a regular basis, in a schedule approved by the Principal. The committee shall present its recommendations to the Board regarding curriculum changes. The Principal will ensure the curriculum is aligned and in accordance with tribal, federal, and state standards, and the standards of the accreditation agency. School programs shall include those courses required by law as well as those established by the Board following the recommendation of the Principal. The School curriculum shall be reviewed at least every two years.

### **15.15: CURRICULUM PLANNING:**

Proposals for new courses and programs which have not received Board approval shall be submitted to the Principal and include:

1. A statement signifying elective or required status and when it will be offered;
2. The unit of credit to be awarded;
3. Designation of the grade level(s) at which the course is to be taught;
4. The nature of the student group for whom the course has been planned;
5. Identification of the basic text(s) or materials to be used;
6. A statement indicating the qualifications for instructors of the course;
7. An outline of the course content, objectives and exit outcomes;
8. A statement of any additional positions needed and the implications of such needs;
9. A statement of any additional costs.

Proposed courses or programs must be approved by the Board one semester prior to being sent to the accreditation agency for their approval.



#### **15.16: SPECIAL PROJECTS:**

Whenever the School implements educational programs designed to explore or develop new research-based methods or techniques, the parent(s)/legal guardians of children involved in such programs shall be notified in writing by the Principal and shall:

1. Have the right to inspect all instructional materials to be used in connection with such program. Parents/legal guardians shall make a written request to review material to be used to the personnel in charge of the program;
2. Be notified in writing by the personnel in charge of the program about a time and place for inspection of such material within ten (10) working days.

The Principal shall annually submit a report and assessment on all special programs to the Board with such assessment to be completed by outside agencies.

#### **15.17: PLANS OF STUDY, AND SYLLABI:**

Instructional materials shall be designed to assist users in strengthening and clarifying teaching of subject matter, suggest a variety of possibilities for instruction, variations of approaches and materials to be used.

1. Curriculum guides shall serve as a framework from which a teacher may develop units of study, individual lesson plans, and approaches to instruction to serve the students.
2. Sufficient latitude shall be permitted to provide the teacher with the time to teach current, topical and incidental material, which add to motivation and meaningful teaching and learning.
3. All curriculum developed will adhere to School standards which are in compliance with state content standards.

All staff shall submit a syllabus, or plan of study or pacing calendar (for areas that have curriculum materials) to their respective Principal no later than the second week in September. The only exception is if the current curriculum is a grant obligation and includes the above items.

#### **15.18: BASIC INSTRUCTIONAL PROGRAM:**

A mastery of core content knowledge (reading, writing, science and math) is vital to student success. To enhance the understanding for individual students to develop specific talents and interests in more specialized fields, all teaching may include: reading across the curriculum, writing across the curriculum, and math across the curriculum. The only exception is if the current curriculum is a grant obligation and includes the above items.

#### **15.19: HEALTH EDUCATION:**

The Board is committed to a sound comprehensive health education program as an integral part of each student's general education. Education programs shall emphasize a contemporary approach



to the presentation of health information necessary for students to understand and appreciate the functioning and proper care of the human body, diabetes, and other health conditions. The health program shall include traditional Lakota holistic health education.

**15.20: SEX EDUCATION:**

The family shall be a fundamental element in the sex education program of the school. Development of a strong family institution is largely dependent on sexual maturity. Students will be provided with appropriate and timely information regarding sexuality from birth to the establishment of their own families. Sexuality, Sex Education, AIDS Education and Prevention of Sexually Transmitted Disease may be included in the curriculum according to state standards.

Should a parent request their child not participate in a given aspect of the program, an alternate educational assignment shall be arranged for the student by the respective Principal.

**15.21: DRUG AND ALCOHOL EDUCATION PROGRAM:**

The Board believes that alcohol and drug abuse prevention requires education, which will create an awareness of drug and alcohol dependency problems. Drug, alcohol and inhalant abuse education shall be included in the curriculum.

Should a parent request their child not participate in a given aspect of the program, an alternate educational assignment shall be arranged for the student by the respective Principal.

**15.22: SAFETY INSTRUCTION:**

Principals are responsible for supervision of a safety program for their respective school. Practice of safety shall be considered an aspect of the instructional program and instruction in accident and fire prevention, emergency procedures, traffic, bicycle, pedestrian safety, or driver education may be provided.

**15.23: GROUPING FOR INSTRUCTION:**

Grouping shall be conducted so as not to discriminate against students.

**15.24: INTERSCHOLASTIC ATHLETICS:**

The Board shall annually approve membership in the South Dakota High School Activities Association.

**15.25: ADULT EDUCATION:**

The Board will approve adult education programs when practical and feasible.

**15.26: INSTRUCTIONAL MATERIALS:**

The Curriculum Committee shall meet by May 30th of each school year and at the discretion of the Principal to recommend instructional and library materials that will:

1. Enrich and support the curriculum, taking into consideration the varied interests, abilities





- and maturity levels of students;
2. Stimulate growth in factual knowledge, literacy appreciation, aesthetic values and ethical standards;
  3. Bring forth opposing sides of controversial issues so that young citizens may develop, under guidance the practice of analytical reading and thinking;
  4. Represent the many religions, ethnic, and cultural groups, showing their contributions to our American heritage, with emphasis on the Native American culture, heritage and language.

The Curriculum Committee must ensure that all recommendations are aligned with applicable tribal, state, and federal accreditation requirements. The Committee shall make recommendations to the School Board. All changes in curriculum must be approved by the School Board.

#### **15.27: TEXTBOOK SELECTION AND ADOPTION:**

The Curriculum Committee shall meet by May 30th of each school year and on a regular basis to recommend a list of approved learning resources including textbooks for approval by the Board.

#### **15.28: MEDIA CENTER:**

Students are encouraged to use the services of the Media Center before and after school. During classes, a student must secure a pass from the teacher in order to be in the Media Center. The Library is considered a quiet place for students to read and study individually; it is not a place to visit or socialize

Books checked out are to be returned in the same condition as received. A due date of two (2) weeks will be established when a book is checked out. Book check-out may be extended for an additional 2-week period. Any lost or damaged books are the responsibility of the person who checked the book out.

The School Board affirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through development of informed and responsible citizens. The purposes of the library media center are:

1. To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.
2. To provide materials that will support the curriculum, taking into consideration the individual needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.
3. To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.
4. To provide materials, which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the Lakota and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgements.



5. To provide a written statement, approved by the School Board, of the procedures for meeting the challenge of censorship of materials in school library media centers.
6. To provide qualified professional personnel to serve teachers and students.
7. To provide a professional collection of instructional materials selected to enhance technological advancement, current research and historical development.

Librarians are responsible for ordering materials and equipment for the libraries. Factors used to evaluate materials will be the:

1. Educational suitability of the resource(s),
2. Intended use(s),
3. Need of materials for the educational program(s),
4. Interest(s) and appropriateness for the intended user(s),
5. An amount of American Indian, Lakota, and Indian Treaty materials to ensure a sufficient resource base for the exploration of Indian culture.

### **15.29: INTERNET USE:**

Internet access is available to students and staff members at Tiospaye Topa School. We are very pleased to have Internet access, as we believe it offers valuable, diverse, and unique resources. Our goal in providing this service is to promote educational excellence in the school by facilitating resource sharing, innovation, and communication.

In compliance with the Children's Internet Protection Act (CIPA), the School enforces a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain inappropriate visual depictions. All online activities will be monitored.

An Internet Use Agreement for all students and adults is in place at the School. All staff members, students and their parent/guardian must read the agreement, agree to the terms, and sign and date the permission slip. It will be on file at the school. Nobody will gain Internet access without complying with this agreement. A copy of the Internet Use Agreement and Permission Slip are on file in the office and will be part of the student registration packet. Any questions may be directed to the system administrator. The purpose of the Internet Use Agreement, in compliance with CIPA, is to ensure that the use of Internet resources is consistent with the School's stated mission, goals, and objectives. The smooth operation of the network relies upon the proper conduct of the students and faculty who must adhere to strict guidelines.

### **15.30: FIELD TRIPS AND EXCURSIONS:**

The Board recognizes that first-hand learning experiences provided by field trips are an effective and worthwhile means of learning. Specific procedures developed to screen, approve and evaluate trips include:

1. All field/activity trips must be authorized by the respective supervisors.
2. Field Trip Request forms will be submitted to respective principals two (2) weeks in advance, for his/her approval, prior to any field trip activity.



3. The person requesting the trip is responsible for arranging transportation, food, money, etc.
4. Parents must be notified and sign Parent Consent forms. The person requesting the trip is responsible for obtaining parental permission.
5. All out of state trips shall be presented to and approved by the Board (with the exception of towns located within a 125-mile radius).
6. All students attending field trips and excursions will not be permitted to accept a ride from anyone unless authorized by respective parent and principal with written permission received prior to departure from the school.
7. The Principal may designate minimum requirements students must meet to be eligible for field trip participation.

**15.31: CAREER AWARENESS PROGRAMS:**

The School shall establish a comprehensive career awareness program.

**15.32: COMMUNITY RESOURCE PERSONS:**

The Board recognizes the need to use community resource people to enhance student learning. All requests for resource persons must be cleared with the respective Principal.

**15.33: SCHOOL VOLUNTEERS:**

The Board endorses a Volunteer Program subject to appropriate regulations and safeguards. All volunteers shall receive training and shall submit to a drug test and a state, tribal, and federal background check prior to volunteering.

**15.34: GUIDANCE PROGRAM:**

Guidance/Counseling services may be available to every student and include psychological services, guidance services, testing services and in-service programs in guidance and psychological areas. Guidance/Counseling shall include aiding the student to discover and measure their abilities, capabilities, and real interest; to help students obtain adequate and accurate information about schools, courses, occupations, and careers; and, to help students solve personal and academic problems.

Guidance/Counseling personnel will use varied delivery systems which may consist of small group sessions, individual counseling, structured training sessions, and other processes. Students and parents are encouraged to utilize the help of guidance personnel. Guidance/Counseling personnel will assist in developing, gathering and disseminating effective learning activities to instructional personnel as resource material for incorporating learning activities designed to enhance the total development of students.

The Guidance and Counseling staff will pay special attention to the needs and challenges that are so demanding and unique during the high school years. Emphasis will be directed towards individual, group counseling, and career awareness. The counseling program will handle such problems (i.e. parental, peer pressure, emotional, academic, substance abuse, etc.) as they arise through individual and group counseling. In the area of career awareness, the student will be given the opportunity to work out career/vocational plans for themselves.



This means helping the student define problems in this area to resolve them in as realistic a manner as possible.

#### **15.35: TESTING PROGRAM:**

The objective of the standardized testing program is to enable school personnel to do a more effective job in planning for and educating the children of the School and shall be coordinated through the Principal. Standardized testing which may include: SAT-CPP-ASVAB-ACT, Smarter Balanced, South Dakota Science Assessment, and other appropriate measures of assessment which shall comply with minimum requirements of the accrediting agency. Psychological services and testing of students that is not part of a Special Education Services activity shall be coordinated through the appropriate Principal.

#### **15.36: ASSESSMENT OF INSTRUCTIONAL PROGRAMS:**

Professional accountability for student performance and progress is a shared responsibility of teachers, administrators, and the Board. Individual progress and instructional efforts shall be systematically assessed. The purpose of Assessment of instruction shall be:

1. To indicate and utilize instructional strengths and weaknesses,
2. To provide information needed for advance planning,
3. To provide data for public information,
4. To demonstrate relationship between outcomes and school system's stated goals,
5. To check suitability of instructional program in terms of community requirements.
6. To provide comprehensive school wide measurement process based upon state standards.

The professional staff and Board shall provide continuous assessment of the educational program and instructional processes. An annual report shall be approved by the Board.

#### **15.37: TEACHING METHODS:**

The School requires the best practices and scientifically based and researched teaching strategies to be used to bring about learning at the school. Instructional staff shall keep abreast of innovative, scientifically based research instructional methods, ideas and practices developed in the school system, and throughout the nation, and apply those that have proven to be successful at increasing student achievement.

#### **15.38: TEACHING CONTROVERSIAL ISSUES:**

Free inquiry in a democratic society requires controversial issues arising in the classroom be handled as a regular aspect of instruction and learning in such a way as to not inhibit dignity or the personal or intellectual integrity of either the teacher or the student. Controversial issues provide stimulation to learn by engaging the attention of students in an inquiry-based process and in the development of executive level functioning skills, and are thus an important part of the classroom environment. Controversial issues shall be presented in a fair and unbiased manner and teachers should consult with the Principal when planning to discuss controversial issues with students.

#### **15.39: CONTROVERSIAL SPEAKERS:**

When correctly handled, the use of controversial speakers becomes an invaluable component in



accomplishing goals of citizenship education. However, a serious responsibility is placed on professional staff members to correctly structure learning situations involving a speaker.

All speakers must be invited through the Principal, who shall endeavor to engage speakers for both sides of controversial issues. Any speaker who advocates unconstitutional or illegal acts or procedures shall not be permitted to address students.

#### **15.40: COMMENCEMENT EXERCISES:**

No student shall be compelled to participate in commencement exercises. However, no student will be disallowed to participate in commencement exercises unless the student wears a cap and gown, or traditional dress provided by the student. It is the student's responsibility to be in attendance, or to make other arrangements, on the date scheduled for measuring and ordering caps and gowns. If a student does not get measured, it will be assumed that he/she will not be participating. Non-graduating seniors will not be allowed to participate in the commencement exercises without approval from the Principal. Any graduating senior who commits a major infraction within a ten-day period prior to graduation, may not be allowed to participate in graduation ceremonies. Participation in graduation ceremonies is a privilege earned, not a right.

#### **15.41: GRADUATION:**

To graduate from Tiospaye Topa High School, a student must have completed the last semester of his/her education at the School. Graduation requirements are listed under ACADEMIC INFORMATION in this handbook.

### **SECTION 16: CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES**

#### **16.01: SCHOOL TRADITIONS:**

School Name: THUNDERHAWKS  
School Colors: RED, BLACK, WHITE  
School Paper: T-HAWK TIMES  
School Song: ON WISCONSIN

#### **16.02: CO-CURRICULAR ACTIVITIES:**

Co-curricular activities are all school-sponsored events, programs, and activities, including:

1. Athletics (including practice) Rodeo Activities and Events;
2. Traditional/Cultural Activities and Events Band/Chorus;
3. Cheerleading;
4. All Clubs/Organizational Activities Non-Academic Trips; and
5. All Activities in which Tiospaye Topa School is represented.

All rules that apply to classroom behavior also apply to students participating in school-sponsored events.





### **16.03: STUDENT ORGANIZATIONS:**

Students are free to organize within the school for political, social, service, athletic, and other proper and lawful purposes. No student shall be discriminated against because of membership in any such organization.

Student organizations require staff advisors. Advisors must be current staff members and must be approved by the administration.

The approval for the use of school facilities, audio-visual equipment, announcements in the school paper, and other media shall be made through the organization's advisor and administration.

All student organizations wanting to use the school facilities for fund-raising purposes shall have a Plan of Operation on file with the administration.

Any official student publication of the school or publication of any student organization shall enjoy freedom of expression and opinion within the guidelines stated in the Student Rights Section of this Handbook.

### **16.04: PHYSICALS:**

All students participating in athletics must have a physical prior to their participation in any sport. Physical forms are available from the Athletic Director. It is required that a parent/guardian sign a consent slip at the time of registration in case of a medical emergency.

### **16.05: ELIGIBILITY:**

To participate in all school sponsored activities a student is required to:

1. Attend all assigned classes the day of the activity, unless excused by the Principal in advance.
2. Attend school on the final day of the school week for any weekend activities.
3. In case of an emergency, only the Principal may allow exception to this rule.
4. Have passed at least four full-time required credit subjects in the previous semester.
5. Maintain passing grades for each grading week. A student shall become ineligible when a student has been given a one week warning of failing grade in one or more classes, and has failed to improve the grade to passing within the week. Any failing grade following the one-week warning will result in a one-week academic ineligibility suspension from all activities. Eligibility reports will be run at 12:00 PM each Tuesday. All 6-12 teachers are to post grades by 12:00 PM every Tuesday or the second full day of school each week. All students who are academically ineligible are still required to practice with team unless academic arrangements are made with coach, teacher and TTS administration.
6. In Addition to these Policies, Student Athletes must meet all requirements set forth in the Tiospaye Topa Athletics/Activities Handbook.

In addition, to protect your athletic eligibility, according to the SDHSAA, you are NOT



ELIGIBLE if you:

1. Have reached your 20<sup>th</sup> birthday.
2. Have attended more than 4-first semesters and 4-second semesters in grades 9-12. Enrollment in school for 15 school days or participation in an inter-school contest shall constitute a semester. Once a student enrolls as a ninth grader, all semesters must be consecutive unless verified in writing by a physician that withdrawal from school is necessary due to a serious illness or injury.
3. Have not passed 20 hours of high school work per week during the current semester.
4. Have not enrolled in or attended a minimum of 20 hours of class per week during the current semester.
5. Have graduated from a 4-year high school or equivalent institution.
6. Have not enrolled by the 16<sup>th</sup> day of the current semester. Date of regular entry into classes is considered the date of enrollment.
7. Have been absent for 10 consecutive school days--except illness/emergency.
8. Transferred from one high school to another without a corresponding change in the residence of your parents.
9. Do not have a signed physical and parent's permission slip on file in the principal's office.
10. Have ever participated in an athletic contest under an assumed name.
11. Have ever participated in athletics in any institution of learning with a higher rank than a standard secondary school.
12. Have ever violated your amateur status.
13. During the high school sport season, you compete on an unattached basis as an individual or as a member of a non-school team.

Any questions regarding the above-mentioned athletic requirements should be directed to the Athletic Director and/or administration.

## **16.06: PROCEDURE FOR DISMISSAL OF STUDENTS FROM A CO-CURRICULAR ACTIVITY:**

### **Section I. Requirements of Administration/Athletic Director.**

1. The student shall be notified, in writing, of the school policies and rules which affect the activity they are participating in and notified of all requirements. Additional Student athlete requirements are set forth in the Athletics/Activities Handbook

### **Section II. Steps Taken When Violations Occur.**

1. The student shall be advised, either orally or in writing, of the violation. If done orally, it shall be done in private. The student will be granted a hearing if excluded for the remainder of the season/year.
2. The student shall be given the chance to explain his/her position regarding the said violation.
3. The parent/guardian of the student shall be notified of the violation and an explanation will be given as to the reason for dismissal or potential violation.



4. The school shall provide for a conference, which may include students, parent, sponsor/advisor/coach, administrators, and witnesses, if requested by student or parent.

#### **16.07: DANCE POLICY:**

1. **Non-Student Attendance.** Students not attending Tiospaye Topa will be allowed to attend sponsored dances with certain restrictions. In such cases, the person must be a guest of a student. A guest ticket must be obtained prior to entrance to the dance and is subject to the Principal's approval. Advance tickets or guests lists, approved by the Principal, may also be required.

7<sup>th</sup> and 8<sup>th</sup> graders are allowed to attend Tiospaye Topa High School dances, if invited by a student in grades 9-12. The TTS Prom is included in this policy. Prom King and Queen will be voted on by prom attendees only.

2. **Chaperones.** Chaperones will be pre-arranged in accordance with the application to sponsor a dance. The following is a list of the minimum number of chaperones for a dance:
  - a. Four (4) Teachers/Staff
  - b. One (1) Administrator
  - c. Two (2) Parents of students from the school community
  - d. One (1) Police Officer
3. **Parking Lot.** The police department will patrol the parking lot at frequent intervals during the dance.
4. **Cleaning the Facility.** A \$50.00 clean-up deposit will be made by the dance sponsor, as provided for on the initial dance application. If the gym, lobby, and/or parking lot are not cleaned within 24 hours of the close of the dance, the \$50.00 deposit will be forfeited to the student council who will assume the responsibility of the cleaning.
5. **Leaving the Dance.** No student or guest will be allowed to leave the dance and re-enter for any reason.
6. **Hours.** Dances will run from 8:30 p.m. MST to 12:00 midnight MST, unless an athletic event delays the starting time.
7. **Drinking and Drugs.** No person will be allowed to purchase a ticket or enter the dance if any chaperone believes that such a person has been drinking or abusing any other substance.

#### **16.08: FUND RAISING POLICY:**

All school fund-raisers must have prior advisor and administrative approval. The advisor is responsible for depositing earnings with the Business Technician. This Policy is binding regardless of the policies of other entities regarding fundraising activities.

#### **16.09: TIOSPAYE TOPA PARTICIPATION POLICIES, RULES, AND RESPONSIBILITIES:**

A Tiospaye Topa Student Athlete and Participant of School Activities:

1. Presents a positive attitude;
2. Is aware of the prestigious position of being a role model; and



3. Sets an example for other students.

Students have a responsibility to themselves, Tiospaye Topa and others.

1. **Responsibilities to yourself.** The most important responsibility is to broaden your self-image and develop strength of character. You deserve to get the greatest possible good from your school experience.
2. **Responsibilities to your school.** Tiospaye Topa cannot have a reputation of being an outstanding school unless you do your best in whatever activity you wish to engage. By participating in our activities and by doing your best, you will be contributing to the reputation of our school.
3. **Responsibilities to others.** As a member of a team, you share a responsibility to your teammates and coaches. It is also important to remember that the younger students in our school are watching you. They will copy you in many ways. Set good examples for them and do not let them down.

#### **16.10: STUDENT BEHAVIOR AND SPORTSMANSHIP:**

There are certain standards of behavior that must be upheld by the student participant. The participant's actions both in and out of school reflect the character of the participant as well as the values of the school. It is a privilege to be a member of a team. Tiospaye Topa will hold all participants accountable for their behavior. Tiospaye Topa participants should be honored to be a part of a team and therefore should show pride in themselves and the school by demonstrating exemplary behavior. All participants will be expected to exercise fair play and good sportsmanship during practices, games or contests, regardless of whether they win or lose. They will also be expected to respect the judgment and calls made by the officials.

Tiospaye Topa believes that extra-curricular activities best serve students when the activities are placed into a broad perspective which includes human relationships, character-building, and exemplary conduct, along with competition and participation. Therefore, it is a paramount duty of Tiospaye Topa to encourage the practice of good sportsmanship on the part of teams, cheerleaders, coaches and spectators.

#### **16.11: ABSENTEEISM AND TARDINESS:**

We believe it is important for participants to give schoolwork their full attention, while also participating in a sport or extra-curricular activity. Part of the challenge of participating is keeping up with academic expectations while balancing the commitment to a team. Participants must attend a full day of school in order to participate in a practice, game or extra-curricular activity that day. Participants must attend a full day of school the Friday before a week-end practice, game or extra-curricular activity.

Exceptions to this exist if a student has a medical appointment, or other family obligation such as attending a funeral or wedding or other situation deemed acceptable by the Principal. Should this be the case, a written note signed by a parent or guardian identifying why the student will miss a portion of the school day **MUST** be presented to the Principal prior to the absence.

**16.12: EARLY DISMISSAL FOR GAMES:**

Attending academic classes is a priority at Tiospaye Topa; however, early dismissals due to traveling distances for away games/events sometimes cannot be avoided. At Tiospaye Topa, we realize that it is difficult for teachers and participants when students miss all or part of a class. Student participants will be held accountable for any missed work or test. It is also the responsibility of the student to communicate to the teacher in advance the need for an early dismissal and to prepare the needed assignments in a timely manner.

**16.13: DRIVING:**

Teams/participants will ride together in Tiospaye Topa vehicles to away events. Participants will be expected to travel together, as it adds to the overall team unity.

Participants may be released from riding a school vehicle home from school-sponsored events, provided they submit to their Coach/Advisor a signed Transportation Consent Form for each designated event.

**16.14: STUDENT CONDUCT POLICY:**

The students are to conduct themselves in a socially acceptable manner when they participate in any activity. Failure to exercise that responsibility during any activity, whether on or off school premises, will result in immediate temporary removal from that activity. The staff person in charge, the Athletic Director, or the Principal may take this action. Any further disciplinary action will be taken only after the Principal and Athletic Director conduct a full investigation. Student due process rights will be adhered to throughout this process and the student may appeal through the chain of due process.

**16.15: STUDENT CONDUCT PROCEDURE:**

All charges of an infraction must be submitted in writing to the Principal or Athletic Director as soon as possible but no later than two (2) school days from the incident. The Administration and Athletic Director, upon receipt of the written notice will investigate the incident. Should the investigation warrant a hearing, a hearing shall be set with the Review Committee. The Review committee will consist of the Principal, the Athletic Director, the Head Coach/Advisor and one other staff member of the student's choice, not involved in the activity. Within five (5) school days of the incident a meeting of the Review Committee, the student and his/her parent/guardian will be held to ascertain the accuracy of the allegations and to determine the consequences to be applied. The final decision will be determined by the Administration. The student's right to due process will be adhered to throughout this procedure in accordance with 25 CFR.

**16.16: ACADEMIC REQUIREMENTS:**

Students participating in extra-curricular activities must meet all the academic eligibility requirements established by the South Dakota High School Activities Association.

**16.17: HICKIES:**

Any student with a visible hickey will not participate in any school-sponsored activity or class





trip.

### **16.18: GENERAL RULES:**

Infractions of a lesser degree will fall under the Coach/Advisor's discretion. During the first week of practice, each coach/Advisor will post the rules for that specific activity and the consequences for noncompliance. A copy of the rules will be submitted to the Athletic Director and Principal within the first week of practice. The following will be addressed as general rules and Coach's discretion is limited to these five areas:

1. Tardy to practice;
2. Missing games or practices;
3. Unsportsmanlike attitude at practice, games or contests;
4. Unacceptable language; and
5. Curfew.

### **16.19: DETAILS FOR IMPLEMENTATION:**

1. Violations accumulate throughout the school year.
2. At the beginning of each sport season/extra-curricular activity, the coach/Advisor will give out a copy of the training regulation, explain them, and ask the student to sign a form stating that the student has been informed of the rules and regulations.
3. Tiospaye Topa adheres to the South Dakota High School Activities Association Regulations and Tiospaye Topa students will abide by them.
4. In addition, students will abide by the Tiospaye Topa Student Handbook.

### **16.20: PARENTS/GUARDIANS OF TIOSPAYE TOPA STUDENT ACTIVITIES PARTICIPANTS/ATHLETES:**

I will be the positive role model my child needs to become a successful adult. In victory I will be respectful, humble and thankful. In defeat, I will be courageous, honest and accepting.

I will make sure my child knows I love them in the thrill of the victorious moment and the hours of agony brought on by defeat.

I will accept my child's strengths and weaknesses as they are and focus on helping them to just do their best.

I will let the coaches/advisors do their job of coaching/advising. My role is to support, encourage and motivate progress on a daily, weekly, monthly and yearly basis.

I will teach my child to enjoy the thrill of competition, the fulfillment of being part of it all, and the satisfaction of having done their very best.

I will not re-live my athletic/activity career through my child in any way.

I will not compete with the coach/advisor; together we will be a team to work toward the improvement of my child as a person, student, athlete and participant.



I will not compare and contrast the skills, courage, or attitude of my child, with that of their teammates, opponents, or fellow competitors in a negative manner.

I will temper my reactions towards my child's tales of woe or heroism; we all tend to inflate reality to make it kinder to our personal standing.

I will take time to know my child's coach/advisor in a way that allows me to understand their philosophy, ethics, knowledge, goals, aspirations, and responsibilities.

I will prioritize the agendas that drive my interest in the extra-curricular program or any individual sport; the team agenda comes first-my personal agenda follows.

As a supporting adult and fan of my child:

1. I agree to be a fan and a spectator.
2. I am not the coach/advisor, so I won't coach/advise.
3. I am not an official, so I won't referee
4. I am a host for all visiting teams/participants and will treat them with respect and dignity
5. I am a cheerleader for Tiospaye Topa, not a cheerleader against the opposition.



## **APPENDIX 1: TTS BUS RULES**

### **Tiospaye Topa School Bus Rules**

1. Obey the bus driver. (He is responsible for the student safety and must be obeyed).
2. Students are not allowed to:
  - a. Bring alcohol, tobacco, narcotics, or drugs on the bus.
  - b. Put their arms, head, or legs out of the bus windows.
  - c. Use any abusing or profane language.
  - d. Throw any objects from the bus windows.
  - e. Leave their seats while the bus is in motion.
  - f. Fight, push, or otherwise abuse another student while riding the bus.
  - g. Be excessively noisy while riding the bus.
  - h. Board or leave the bus except at their regularly scheduled bus stop without permission from the parent/guardian.
3. No student will be allowed to ride the bus unless they are registered to that particular bus or unless permission is granted by administration.
4. Students are expected to enter and leave the bus in an orderly fashion.
5. Students are to be absolutely silent while the bus is approaching and proceeding across any railroad crossing.
6. If it is necessary to cross the road after leaving the bus, students are to cross ten feet in front of the bus after receiving a clear signal from the bus driver and all approaching traffic has stopped.
7. Students are to report promptly to their principal when instructed to do so by their driver.
8. Students shall observe classroom conduct while riding the school bus. Treat bus equipment as you would valuable furniture in your own home. Damage to seats, windows, etc., must be paid for by the offender.
9. Drivers will have the authority to assign seats on the bus.

The school bus is an extension of the school. The bus driver has full authority the same as teachers. All school rules and regulations which pertain to student conduct in the school are applicable to student conduct on a school bus. The School has installed cameras on the buses and will review video regarding any violations of bus rules.

Riding to school in a school bus is a privilege and convenience. Students can best show their appreciation by following the rules and regulations. Failure to follow the rules and regulations may result in forfeiture of the right to school bus transportation.

In case of rule infraction, the bus driver and principal will try to resolve the problem. When any violation occurs the bus driver will fill out an incident report and file it with the principal. The principal will administer disciplinary action as deemed appropriate.



As a student of Tiospaye Topa School I agree to abide by all rules and regulations concerning school transportation.

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

As a parent of student(s) attending Tiospaye Topa School, I agree with the terms regarding school transportation.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **APPENDIX 2: PARENT/GUARDIAN STUDENT BULLYING REPORT FORM**

In accordance with the school's goal to provide a safe and supportive learning environment, Tiospaye Topa School provides this form for parents to report bullying behavior.

**Name of Parent Filing Report:** \_\_\_\_\_

**Name of Student Whose Effected by Conduct or Action:** \_\_\_\_\_

**Name of Student Whose Conduct or Action is the Subject of This Report:** \_\_\_\_\_

**If Above-Named Student Attends a Different School, List School Name:** \_\_\_\_\_

**Date of Filing Report:** \_\_\_\_\_

**Date the Action or Incident Occurred:** \_\_\_\_\_

**Describe in detail what bullying behavior occurred to cause you to file this report, including the actual behavior, length of time bullying has occurred, and any information relevant to the incident. Please refer to the Tiospaye Topa School Student Handbook Section 10.11 for definition and examples of bullying behavior:**

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**Please list any action already taken in relation to this conduct, including the student already filing a report or telling a staff member, conversations between parents, or any other methods to remedy the behavior:**

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**Please list steps you believe need to occur for the school to remedy the bullying behavior:**

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**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date Received by TTS:** \_\_\_\_\_

**Signature of Receiving Official:** \_\_\_\_\_





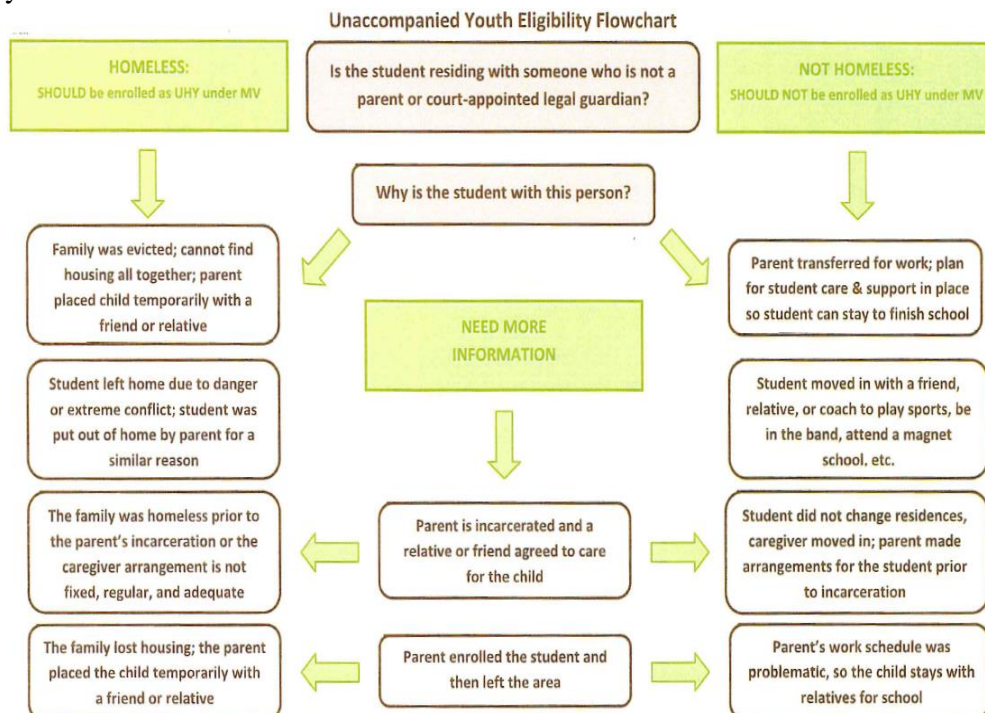
### **APPENDIX 3: MCKINNEY-VENTO ENROLLMENT/REFERRAL FORM**

#### **Determining McKinney-Vento Eligibility of Unaccompanied Youth**

1. Is the student residing with someone who is not his/her parent or court appointed guardian?  
If yes, continue to the next question. If no, the student may be homeless, but is not unaccompanied.
2. Does the student meet the definition of homeless under McKinney-Vento?  
These are sample questions that can be asked to determine McKinney-Vento eligibility.  
*Reminder: homeless is defined as “lacking a fixed, regular, and adequate nighttime residence.”*
  - Why is the student living with someone who is not his/her parent/guardian?
  - Is the student placed in this residence as a temporary plan for housing because the entire family became homeless?
  - Did the student leave home because of severe family conflict?  
How long can the student continue living where he or she is?
  - Does the student have his or her own space/bedroom in the residence?
  - Does the student have adequate privacy?
  - Can the student come and go as needed?
  - Where would the student live if not able to live there?
  - What are the expectations of the student while staying there?

A student who is considered homeless (lacking a fixed, regular, and adequate nighttime residence) and unaccompanied (not in the physical custody of a parent or guardian) can be registered as an unaccompanied homeless youth under the McKinney-Vento Act.

A student who is not homeless, even though residing with a person other than the parent or court-appointed guardian, does not qualify as an unaccompanied homeless youth under the McKinney-Vento Act.



**NOTE:** The information contained in this flowchart is intended to serve as a general guide. All McKinney-Vento eligibility determinations should be made on a case-by-case basis weighing the individual circumstances of each student. To be eligible for McKinney-Vento services as an unaccompanied homeless student, the student must meet the criteria of both homeless and unaccompanied.

# McKinney-Vento Enrollment Form

The McKinney-Vento Enrollment Form serves as authorization that this student has Homeless Status and is therefore covered under the McKinney-Vento Homeless Assistance Act, (Subtitle B-Education for Homeless Children and Youth). Completed forms should be submitted to the School Counselor to submit them to the McKinney Vento Liaison.

## Student Information

Name of Student \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_  
 School: - Grade: Date of Birth: Gender: ☐ Male ☐ Female  
 Current Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Phone: \_\_\_\_\_ NOTES:  
 Check all that apply: ☐ Special Education ☐ Bilingual/EL ☐ Migrant

## Family Information

Sibling Names:	Date of Birth	Grade	School (if applicable)

*My signature indicates that the above information is true and correct to the best of my knowledge. I understand that intentional misrepresentation of the information may be punishable under State and Federal laws.*

Signature, if available, of Parent/guardian/unaccompanied youth \_\_\_\_\_

Date \_\_\_\_\_

## THE FOLLOWING SECTIONS ARE TO BE COMPLETED BY THE McKinney Vento Liaison

## Current Living Situation

Unaccompanied Homeless Youth: Yes No

### Current Living Situation:

In a shelter

Doubled up with relatives or others due to lack of housing

In a motel/hotel, campground, or other similar situation  
 due to lack of alternative, adequate housing

At a train or bus station, park or in a car

In an abandoned apartment or building

Disaster victim

Other *(please indicate below)*

### Living arrangements for PowerSchool Identification:

In a shelter

Doubled up

In a hotel/motel

Unsheltered (on the street, car, park,  
 campground, abandoned building)

Notes/explanation of current living situation:

**Previous School District Information (if applicable)**

School District of Origin: \_\_\_\_\_

School District of Residence: \_\_\_\_\_

Students identified as homeless have the right to attend the public school that he/she attended prior to becoming homeless or the last public school he/she attended (school of origin), if feasible and when it is in the student's best interest.

- ☐ The student is unable to continue at the public school of origin. It is in the best interest of the child to enroll in a public school serving his/her temporary residence.

**Transportation**Transportation provided\*\*? ☐ Yes ☐ No

Type of transportation:

- ☐ School bus ☐ Taxi  
☐ City bus/public transportation ☐ Other, please specify: \_\_\_\_\_  
☐ Gas reimbursement/Fuel Cards

Transportation costs are shared with School District \_\_\_\_\_  
*(District of origin and district of residence will share transportation costs evenly (50/50), if no other agreement is in place.)*

Notes:

**\*\*Homeless Education Program busing (if none of the above apply and the student is attending his/her school of origin, transportation can be arranged through the Homeless Education Program.)**

**Services**

- ☐ Free breakfast and lunch through the end of the school year  
☐ Enrollment assistance  
☐ Assistance in obtaining records (school, medical, immunization, etc.)  
☐ Enrollment in before or after school programs  
☐ Tutoring services  
☐ School supplies/books  
☐ Waiver of school/co-curricular fees  
☐ Information and referral assistance (school, medical, immunization, etc) for basic needs and community

**Child Find Responsibility**Parent is concerned that this student has a disability ☐ Yes ☐ No

Action taken \_\_\_\_\_

\* Student was identified as a student with a disability. Has an IEP. ☐ Yes ☐ No

Parent is concerned that the following sibling has a disability: ☐ Yes ☐ No

Sibling Name \_\_\_\_\_

Action taken \_\_\_\_\_

Homeless Liaison Authorization \_\_\_\_\_ Date \_\_\_\_\_

The parent/guardian/adult caretaker or unaccompanied youth must be provided with a copy of the "Rights Under McKinney-Vento" handout and Homeless Education Program (HEP) brochure.



#### APPENDIX 4: TRANSPORTATION PLAN FOR STUDENTS IN FOSTER CARE

The CWA and LEA verify that it is in the student's best interest to remain in the school of origin.

Student's Name	State ID	
Gender	DOB	Grade
Current School	Phone	
Case Manager	Phone	
Date of Meeting	Location	

**Check all determined transportation procedures:**

- |                            |                           |
|----------------------------|---------------------------|
| Existing bus route         | Contracted transportation |
| Modified bus route         | Public transportation     |
| Specialized transportation | Foster parent             |
| County car                 | Agency vehicle            |
| District vehicle           | Other                     |

*If applicable, describe in detail the transportation procedures:*

**Check how all determined transportation is funded:**

- |                           |                                             |
|---------------------------|---------------------------------------------|
| CWA agrees to pay         | CWA agrees to reimburse foster parents      |
| LEA agrees to pay         | LEA and CWA agree to share the costs        |
| Eligible under Title IV-E | SOO and other district agree to share costs |
| Other                     |                                             |

*If applicable, describe in detail the cost sharing arrangement:*



Dispute resolution: CWA and LEA cannot resolve transportation costs.

***\*While disputes over cost are pending or being addressed, the district must ensure that the child remains in his or her school of origin, which may include providing or arranging transportation if necessary.***

This transportation arrangement will be maintained through the end of the school year in order to maintain the child's educational stability.

**Authorized Signatures:**

Transportation Procedure Attendance (Print Name)	Title or Relationship to Foster Child	Signature	Agree with determination? (circle)
			Yes No
			Yes No
			Yes No
			Yes No
			Yes No
			Yes No
			Yes No
			Yes No
			Yes No