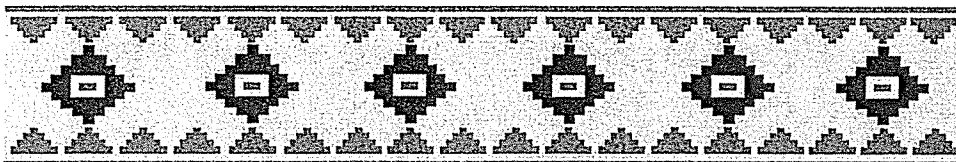


TIOSPAYE TOPA SCHOOL

STUDENT HANDBOOK

2020-2021

**Approved by TTS School Board Action
September 30, 2019**



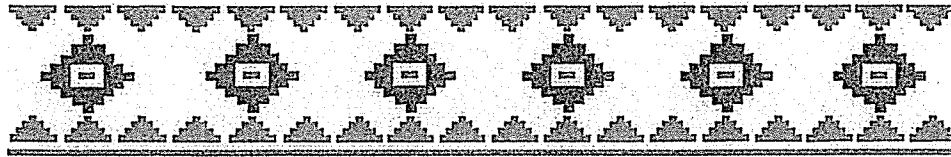
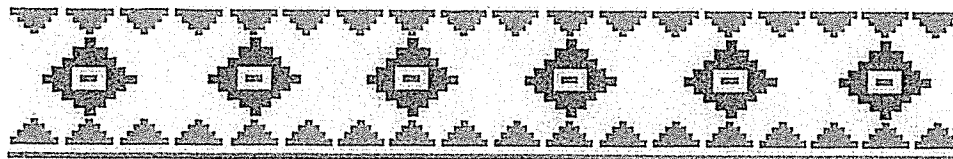
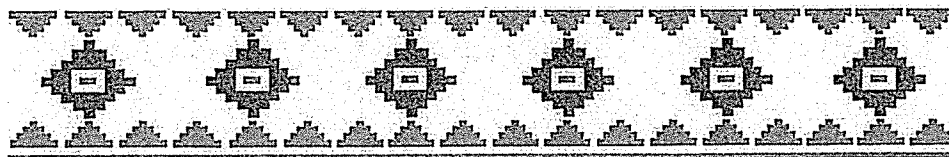


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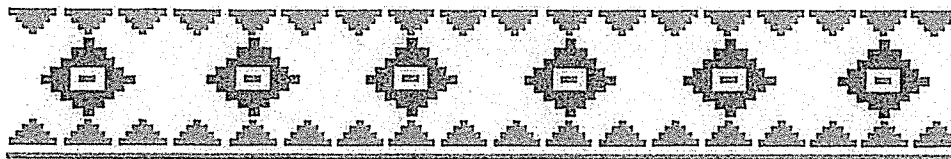
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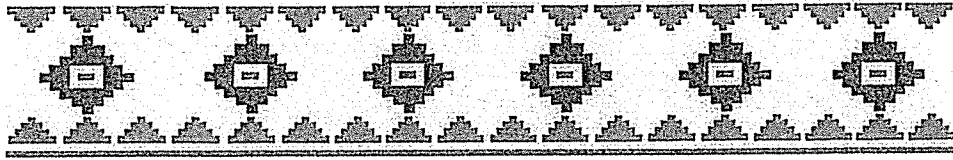
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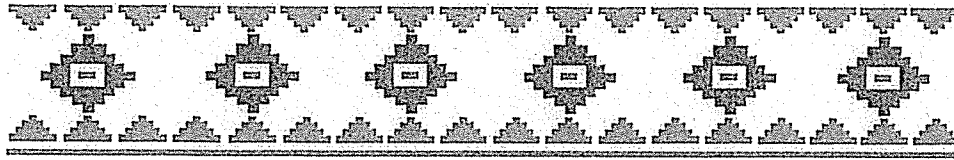
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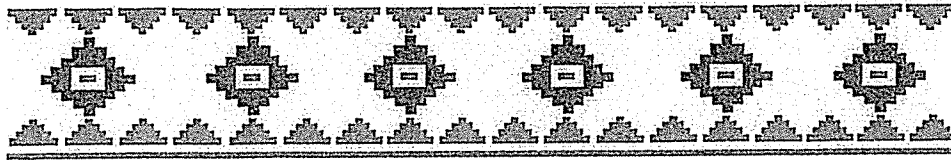
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SECTION 1: CORE VALUES

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.

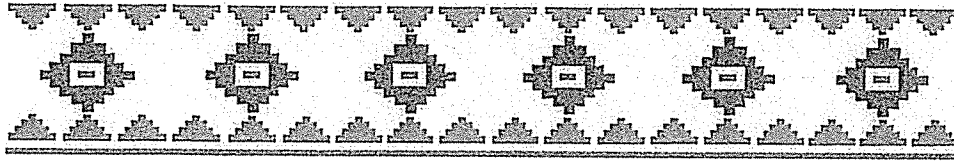
Recognizing the unique background of the communities, the school's primary purpose will be to promote positive self-image and achievements in equally important parts of the educational process.

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.

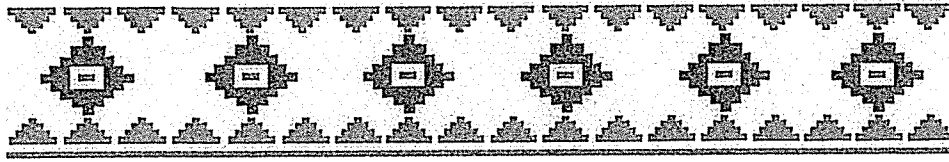
STUDENT LEARNING OUTCOMES

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.

SECTION 2: GENERAL INFORMATION

PRINCIPAL'S OFFICE:

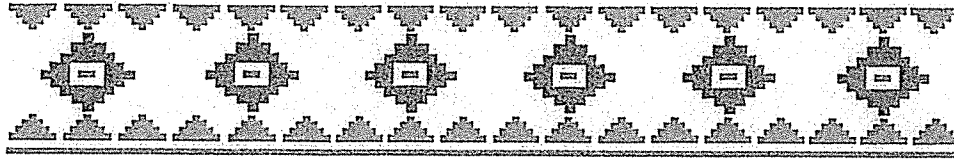
The Principal is the director of the School, and the policies and philosophy under which the School operates are interpreted through the office of the Principal. This office is designed to help students, parents, and teachers who want further information regarding the general policies of the School. 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 3:42 p.m. Monday – Thursday. School will dismiss at 1:00 every Friday to allow for Staff Development.

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

CLASS HOUR	MON-THUR	CLASS HOUR	FRIDAY
1	7:45-8:47	1	7:45-8:24
2	8:50-9:52	2	8:27-9:06
3	9:55-10:57	3	9:09-9:48
4	11:00-12:02	4	9:51-10:30
LUNCH	12:02-12:27	5	10:33-11:12
5	12:30-1:32	6	11:15-11:54
6	1:35-2:37	LUNCH	11:54-12:18
7	2:40-3:42	7	12:21-1:00

LUNCH TIMES:

- Lunch time for students in grades Kindergarten through Seventh grade shall be from 11:30 a.m. until 12:00 p.m. Monday through Thursday, and from 11:20 a.m. until 11:50 a.m. on Fridays.
- Lunch time for students in grades Eight through Twelve shall be from 12:02 p.m. until 12:27 p.m., and from 11:54 a.m. until 12:18 p.m. on Fridays.

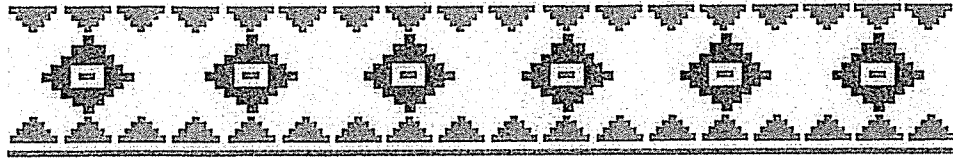
“NO SCHOOL” ANNOUNCEMENTS

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: EMERGENCY EXITS

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

7.03: LOCKERS

Each student in grades 9-12 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.

7.04: STUDENT BACKPACKS AND GYM BAGS

Due to health reasons, safety concerns, and fire hazards, student backpacks and gym bags may be used only to transport school materials from home to school. Backpacks and gym bags must remain in school lockers throughout the school day. When random locker searches are conducted, all items within the locker, including student backpacks and gym bags, will be searched.

7.05: MP3 PLAYERS, HEADPHONES, AND ELECTRONIC DEVICES

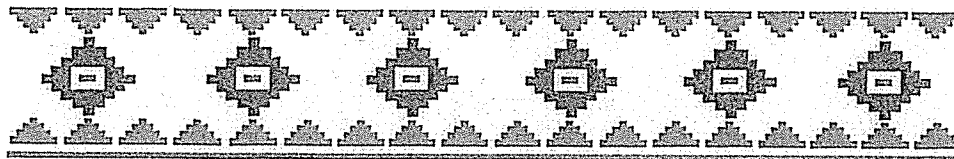
Students are not permitted to possess or use cell phones, iPods, MP3 Players, headphones, handheld gaming consoles, and any other similar entertainment or communication devices while on campus.

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 possess or use cell phones on campus.

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, 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.

A student will be searched when there is reasonable suspicion that the 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. Proper male/female supervisors will conduct personal searches. 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.

Faculty and Staff have the right to examine any personal property left unattended on school grounds. Such activity does not constitute a search.

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.

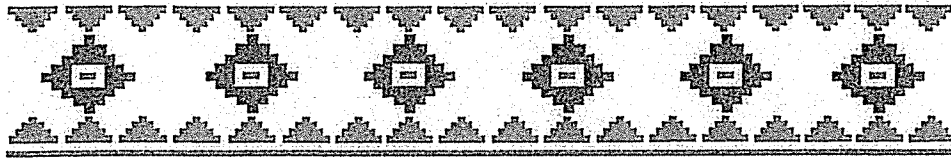
In order to maintain a safe and positive learning environment in the School, any student suspected of being intoxicated, under the influence of illegal substances, and/or in possession of illegal substances or contraband may be searched by school officials, including personal items such as bags, purses, etc.

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

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: 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.

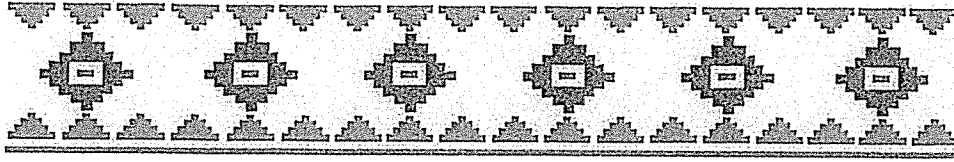
7.11: SCHOOL BUSES

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. 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 Bus Policy available to students.

7.12: 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 respective principal. Use of the building must comply with the established Building Use Policy. Copies of the policy are available upon request from office staff. Fees, etc., are subject to Board change.

1. **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.

7.13: SPIRITUAL ACTIVITIES AND SCHOOL SCHEDULING

Wednesday is traditionally reserved for spiritual activities. Therefore, the school will try to avoid scheduling conflicting activities on Wednesday nights or any other night upon which spiritual activities are likely to result on lowered attendance at such school activity events.

7.14: LOST AND FOUND

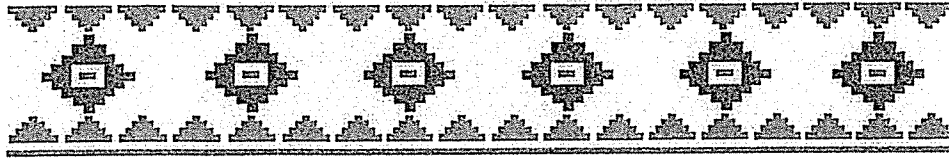
The School has a lost and found department in the front office. Please ask any of the secretaries for any item you may have lost. If you find an item, please turn it in to the office.

SECTION 8: STUDENT HEALTH

8.01: 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



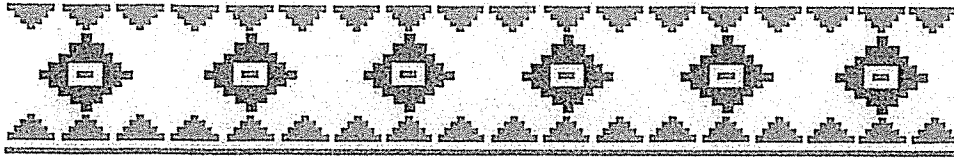
accordance with the Individuals with Disabilities Education Act ("IDEA") and its regulations. The Principal may require an Individualized Health Plan to be developed and in place for a student prior to readmission to the school. The Individualized Health Plan shall be developed by a team, including the 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.

8.02: CONTROL GUIDELINES FOR COMMUNICABLE DISEASES

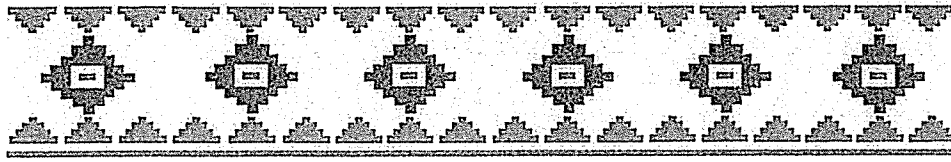
TTS has established the following infection control guidelines applicable to students for the purpose of protecting the health and safety of the TTS community. These guidelines will be maintained and implemented in cooperation with the Tribal Health Department and Indian Health Services.

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 infectious 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.



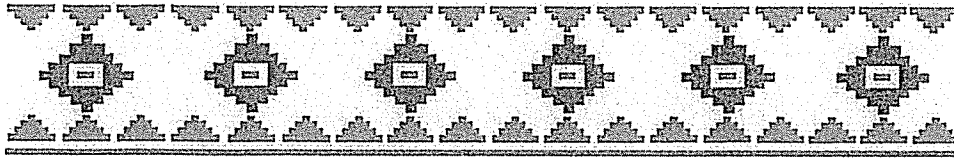
8.03: HEAD LICE POLICY

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:

- 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.
- The most effective point of control of head lice is the head hair of those affected and others in the home.
- Head lice screening programs have not been proven to have any effect on the incidence of head lice in the school setting over time.
- No healthy student should be excluded from or allowed to miss school time because of head lice.

School Protocol:

- An informational bulletin regarding head lice infestation and management may be sent home with each student at the beginning of the school year.
- 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.
- 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.
- 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.

SECTION 9: SUSPENSION AND EXPULSION HEARINGS

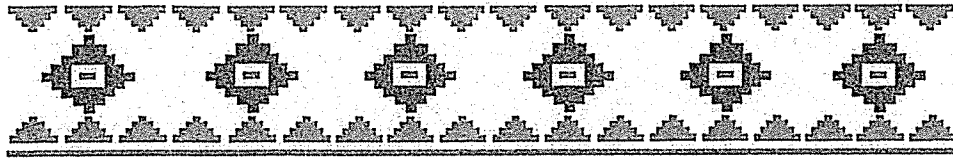
9.01: DUE PROCESS

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

9.02: 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.

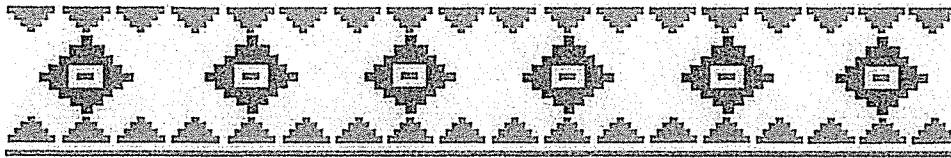
Written notice of the hearing date, time, place, and procedural hearing rights will be made to the student and the student's parent or legal guardian at least five (5) days prior to the hearing.



9.03: 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.



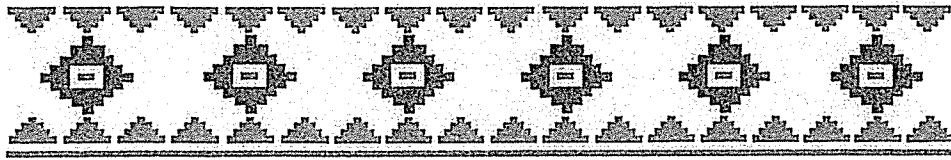
9.04: EXPULSION HEARINGS AND HEARINGS TO APPEAL OUT-OF-SCHOOL SUSPENSION DETERMINATIONS

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.

9.05: 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,



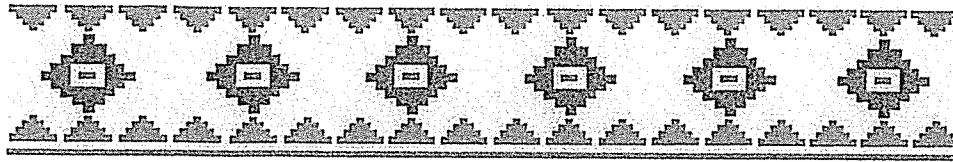
and place of expulsion hearing before the TTS Board, no less than 48 hours before the hearing. The hearing shall be scheduled within five (5) days from the date of the notice of expulsion, unless there is good cause by the TTS Board for an extension of time. Failure of the student and the student's parent 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

9.06: 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:

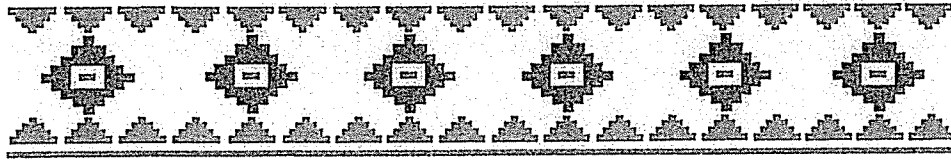
1. Behavior that shall cause serious bodily injury to any other student or staff member at the Tiospaye Topa School.
2. Carrying weapons that could inflict bodily injury, making threats of bodily injury, inflicting bodily injury through the use of a weapon or object that could cause serious bodily injury.
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 20th incident, he/she may be recommended for expulsion to the Tiospaye Topa School Board.

9.07: 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 10: STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

10.01: AUTHORITY

This Student Bill of Rights and Responsibilities 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.

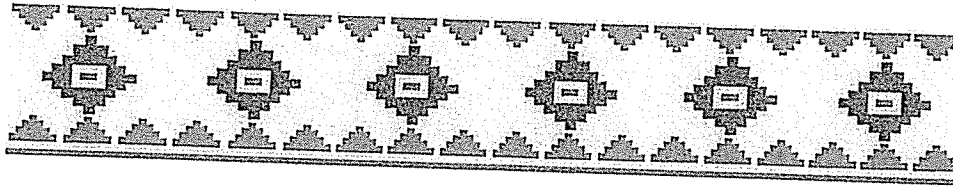
10.02: STUDENT RIGHTS

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.
10. The right to due process. Every student is entitle 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: 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.

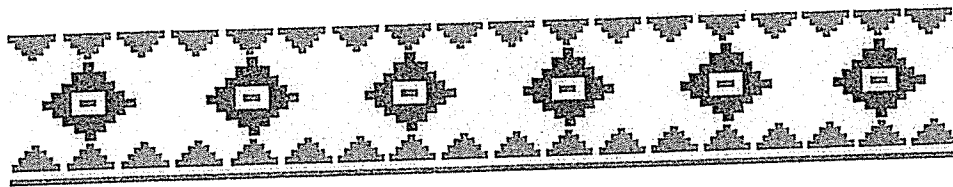
Violence/harassment is any mean word, look, sign, or act that threatens or hurts a person's body, feelings or things. Harassing behaviors can include but are not limited to the following:

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.

10.05: ILLEGAL DRUGS AND SUBSTANCES

Any student using or possessing illegal drugs or substances will be referred to the school board for further actions. 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.

10.06: TOBACCO



Any student using or possessing any type of tobacco product will be required to spend one (1) day in detention or spend one-half (1/2) day performing janitorial duties under the supervision of the janitorial staff. The second offense would require the student to spend two (2) days in detention or spend one (1) day performing janitorial duties. The third offense would be considered a Level 3 and would warrant a three (3) day suspension.

10.07: 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.

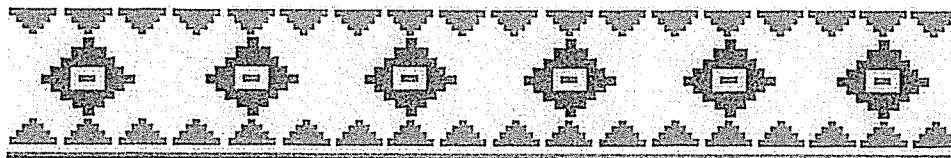
School premises are defined as all school buildings and grounds including but not limited to the academic buildings, gymnasium, playgrounds, athletic facilities, parking lots, kitchen and dining facilities, and school owned or operated vehicles. Students who are participating in any school activities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



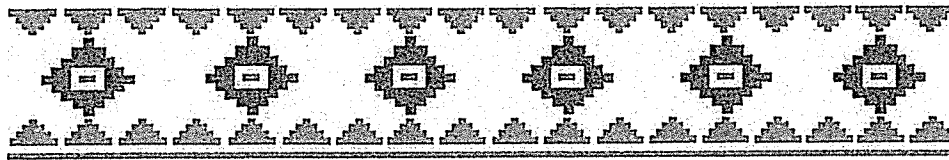
No firearms are permitted on any school premises, school vehicle or any vehicle used for school purposes, in any school building or other building or premises used for school functions. An exception would be weapons under the control of law enforcement, personnel, starting guns while in use at athletic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



10.08: 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:

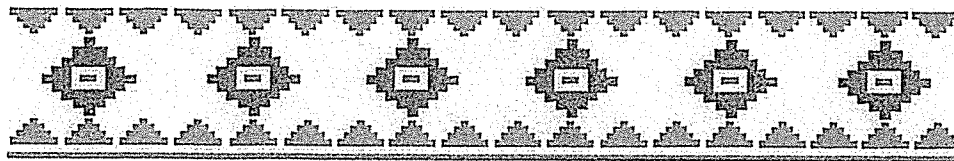
3. Bringing a weapon to school or to a school-related activity
4. Possessing and/or using illegal drugs
5. Seeking to sell or buy a controlled substance while on school premises or at a school-related activity, or
6. The IEP or Section 504 Team determines if the behavior was or was not a manifestation of the student's disability.

10.09: 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 students, 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.

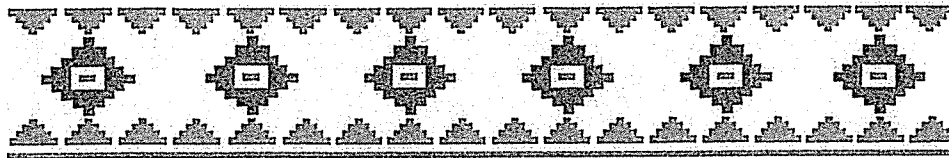
Tiospaye Topa School will not tolerate any gang or gang related activity or behaviors on school premises. This policy applies to school sponsored activities as well as the regular school day. The following are prohibited under this Policy:

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.

10.10: BULLYING AND CYBERBULLYING

Bullying is defined as intentional, repeated hurtful acts, words or other behavior, such as name-calling, threatening and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victim, and for such acts to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim. Bullying needs to be reported immediately to three (3) Tiospaye Topa staff members.

Examples of Bullying include, but are not limited to, name calling, hitting, invasion of space, fistfights, repeated physical attacks, mimicking, kicking, extortion, spitting, indifference/exclusion, pushing, shoving, hazing, defacing another's property, same gender



or cross gender sexual harassment.

10.11: 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.

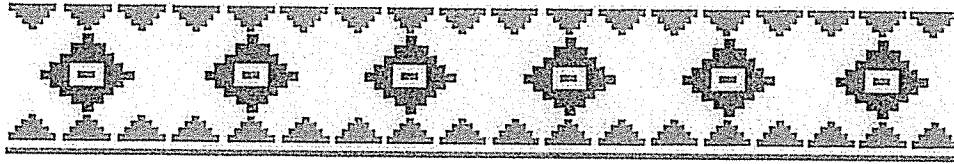
The PBIS system makes use of consistent positive rewards to celebrate students' success. Students who are "caught" following the behavioral expectations are reinforced with Thunderhawk Tickets. These tickets will then be used in weekly drawings for prizes and monthly celebrations for students who do 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.

10.12: 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:

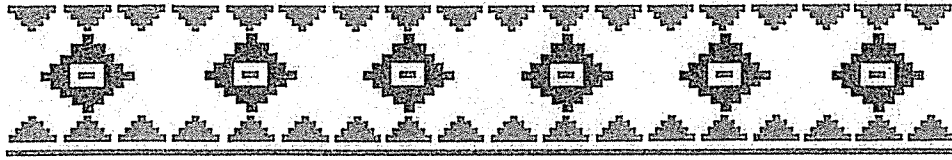


1. Students will follow good health and safety practices at all times, at school and at school related activities.
2. Students will attend and be on time for all scheduled classes.
3. Students will return home at the end of the school day.
4. Students are responsible for care and cleanliness of school 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 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 School Board will adopt a matrix of disciplinary action for infractions annually and include the Matrix in the Student Handbook. 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:

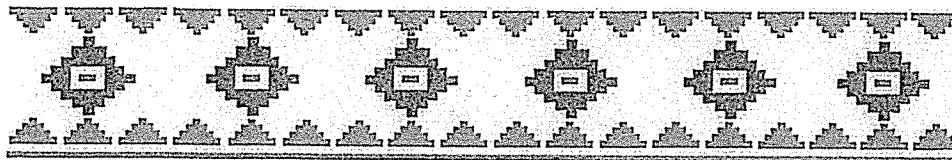
1. Students will neither cause damage to nor steal school or another's property.
2. Students will not endanger the life, health, or safety of themselves or others while at school or at school related activities.
3. Students will not come to school under the influence of any drug or alcohol. If a student 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 products while at school or at school related activities. If a student under 18 years of age is found possessing or using tobacco products, Public Safety will be contacted. 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 on school grounds.
9. Alcohol or illegal drug possession and use are strictly prohibited while on school grounds or school related activities. The following may 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 School Board will adopt a matrix of disciplinary action for infractions annually and include the Matrix in the Student Handbook. 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.

SECTION 11: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT **POLICY (FERPA)**

11.01: COMPLIANCE STATEMENT

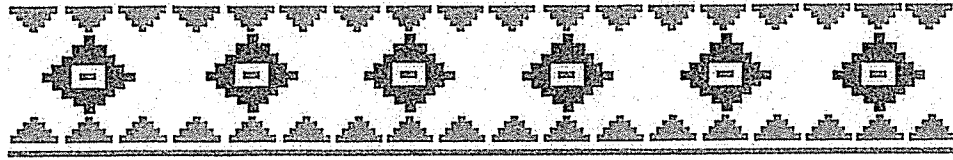
To be in compliance with the Family Education Rights and Privacy Act of 1974, as amended, enacted as Section 438 of the General Education Provisions Act as in effect May 9, 1994, the Tiospaye Topa Board of Education hereby makes the following annual public notification of its intent to disclose to the 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 12: EDUCATING STUDENTS WITH DISABILITIES

12.01: "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.

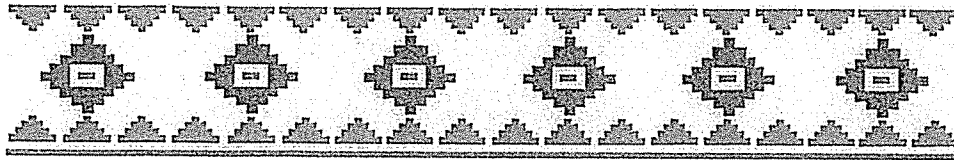
12.02: PROCEDURAL SAFEGUARDS NOTICE

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.

12.03: 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.

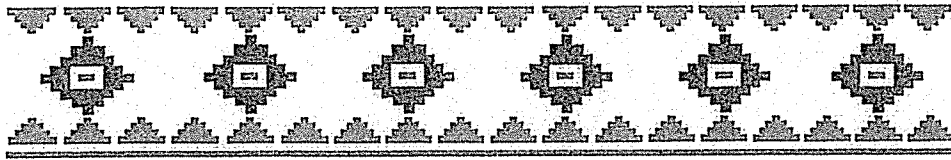
A parent/legal guardian is permitted to request a reevaluation of their student child at any time. If the parent insists upon additional testing, the Case Manager shall work with the parent through the established resolution process to seek resolution of the disagreement between school and parent.

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.

12.04: 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.

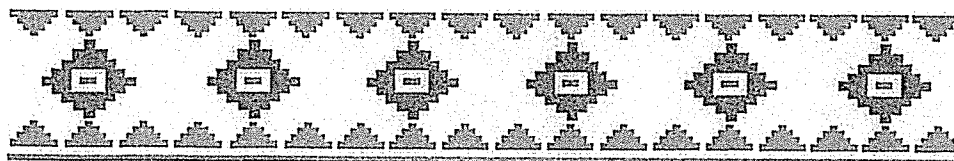
Section 504 of the Rehabilitation Act of 1973 protects students from discrimination based on their disability status. A student is eligible for accommodations under Section 504 if the student has a mental or physical impairment that substantially limits one or more of a student's major life activities 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.

12.05: 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.

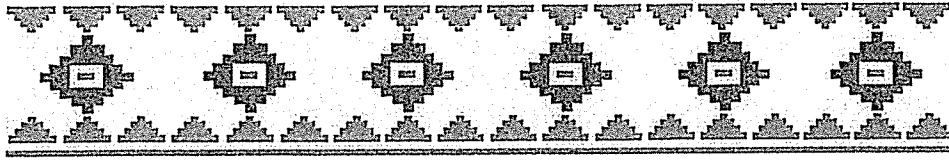
The parent shall receive prior written notice ten (10) days in advance of any Multidisciplinary Team (MDT Team) meeting and prior to any evaluation. The notice shall be conveyed to the parent in a language they can understand (orally or in writing, but when orally notations must be made regarding the 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.

12.06: 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.

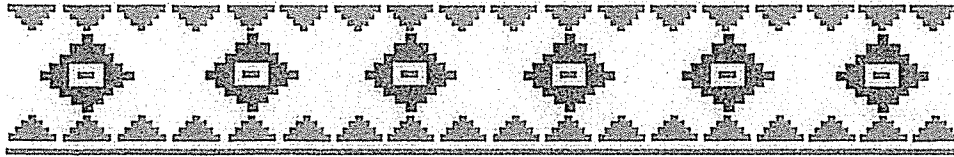
12.07: EDUCATIONAL PLACEMENT

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.

12.08: 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).



12.09: 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.

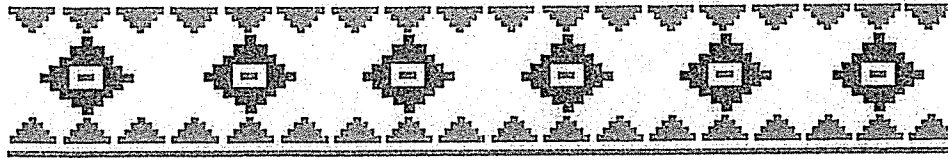
Written notice shall include:

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.

12.10: 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.



12.11: 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.

12.12: 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).

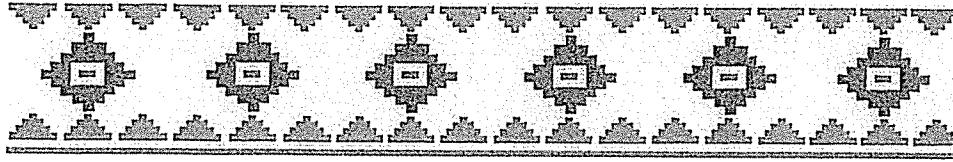
12.13: MANIFESTATION DETERMINATION

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.

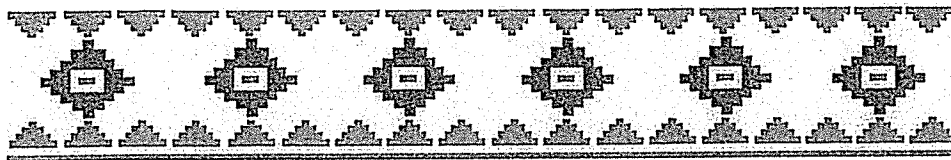
12.14: DISCONTINUATION OF SERVICES, GRADUATION AND GRADING

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 13: SCHOOL CURRICULUM AND ACADEMIC INFORMATION

13.01: ACADEMIC INFORMATION

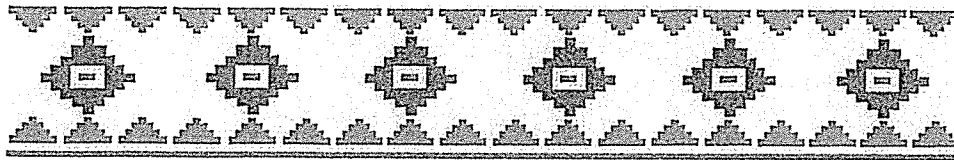
All students must be enrolled in a class each period of the school day. A student must be enrolled in (6) subjects that will earn credit toward graduation. Graduating seniors who are on track for graduation may have a modified schedule with prior approval of the administration.

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

13.02: 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>.

13.03: LAKOTA LANGUAGE

Lakota Language is a required course for all students. All students must be enrolled in a Lakota Language class.

13.04: 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.

13.05: ADVANCED ENDORSEMENTS

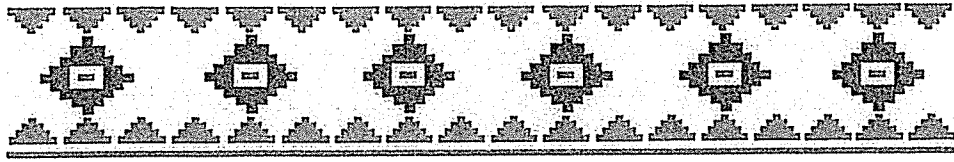
In addition to the base requirements for the High School Diploma, students may earn advanced endorsements that are in alignment with the student's personal learning plan. Advanced endorsements outline specific coursework within the base diploma requirements to denote specific emphasis. Students may earn 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

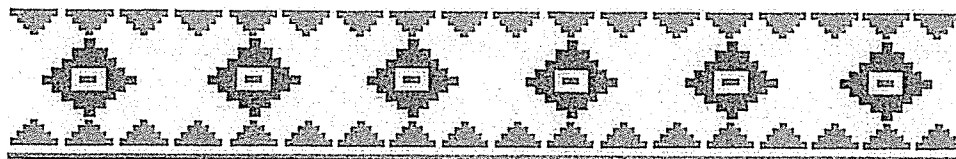


- Any other lab sciences - 2 units
4. Three units of Social Studies - must include:
 - US History - 1 unit
 - US Government - .5 unit
 - Tribal Government - .5 unit (Tiospaye Topa requirement)
 - Social Studies electives – 1 unit
5. One unit of the following – any combination:
 - Approved Career & Technical 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.

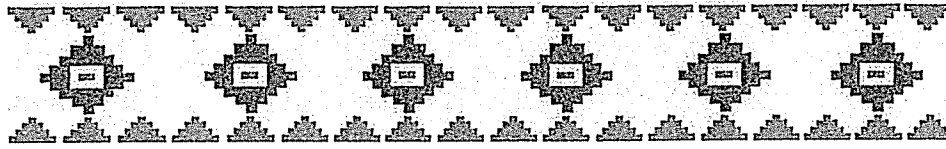


7. One unit of Fine Arts
8. One-half unit of Personal Finance or Economics
9. One-half unit of Physical Education
10. One-half unit of Health or Health Integration
11. Four and a half units of elective courses.

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)
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



- 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.

13.18: 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.

13.19: 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.

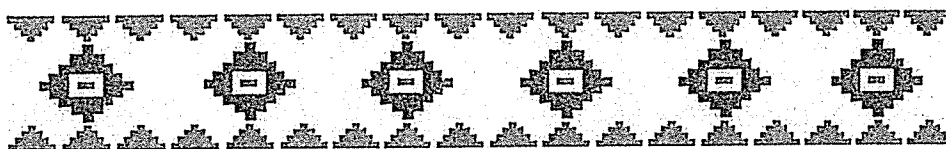
13.20: SEX EDUCATION

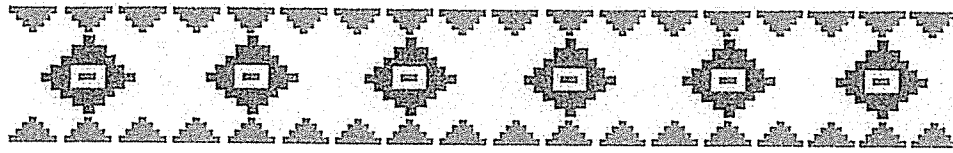
The family shall be a fundamental element in the sex education program of the school. Development of a strong family institution is largely dependent on sexual maturity. Students will be provided with appropriate and timely information regarding sexuality from birth to the establishment of their own 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.

13.21: 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.

13.22: 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.

13.23: GROUPING FOR INSTRUCTION

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

13.24: INTERSCHOLASTIC ATHLETICS

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

13.25: ADULT EDUCATION

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

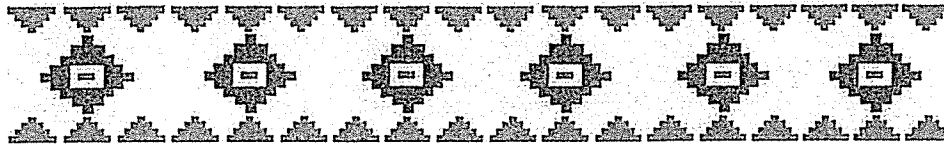
13.26: INSTRUCTIONAL MATERIALS

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.





13.27: 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.

13.28: MEDIA CENTER

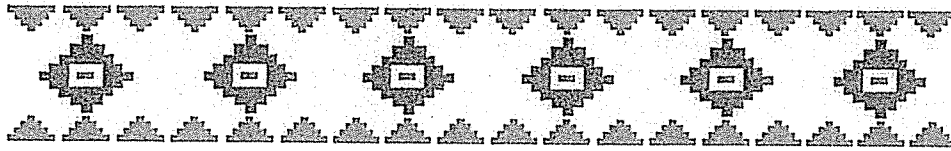
Students are encouraged to use the services of the Media Center before and after school. During classes, a student must secure a pass from the teacher in order to be in the Media Center. The Library is considered a quiet place for students to read and study individually; it is not a place to visit or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

13.29: 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.

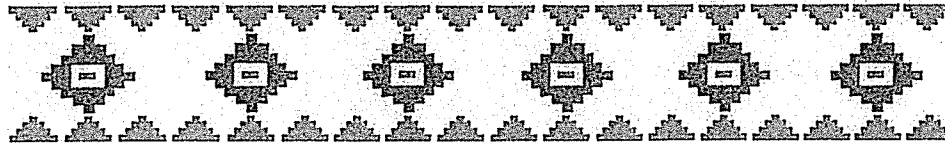
An Internet Use Agreement for all students and adults is in place at the School. All staff members, students and their parent/guardian must read the agreement, agree to the terms, and sign and date the permission slip. It will be on file at the school. Nobody will gain Internet access without complying 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.

13.30: 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.

13.31: CAREER AWARENESS PROGRAMS

The School shall establish a comprehensive career awareness program.

13.32: 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.

13.33: SCHOOL VOLUNTEERS

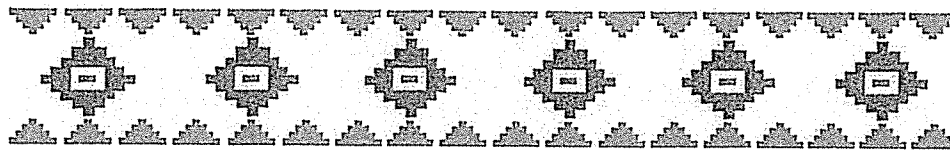
The Board endorses a Volunteer Program subject to appropriate regulations and safeguards. All volunteers shall receive training and shall submit to a drug test and a state, tribal, and federal background check prior to volunteering.

13.34: 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.

13.35: TESTING PROGRAM

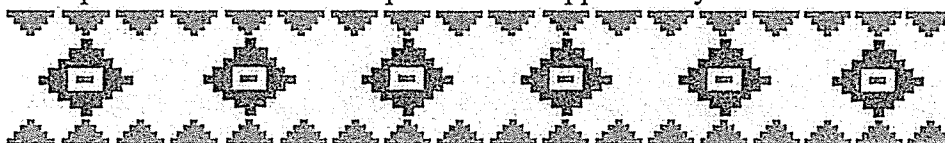
The objective of the standardized testing program is to enable school personnel to do a more effective job in planning for and educating the children of the School and shall be coordinated through the Principal. Standardized testing which may include: SAT-CPP-ASVAB-ACT, Smarter Balanced, South Dakota 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.

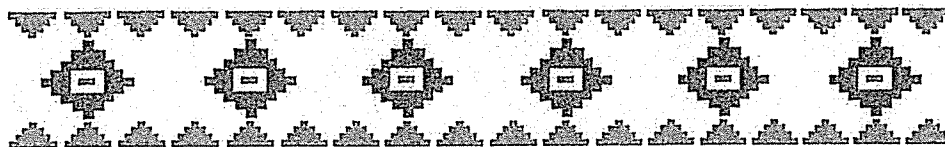
13.36: ASSESSMENT OF INSTRUCTIONAL PROGRAMS

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.





13.37: 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.

13.38: 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.

13.39: CONTROVERSIAL SPEAKERS

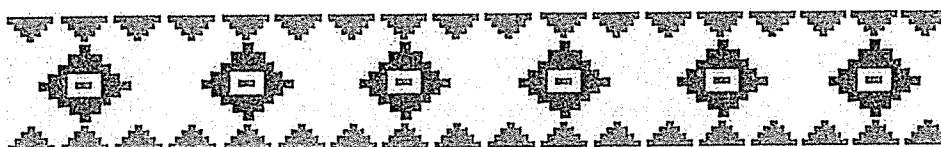
When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing goals of citizenship education. However, a serious responsibility is placed on professional staff members to correctly structure learning situations involving a speaker.

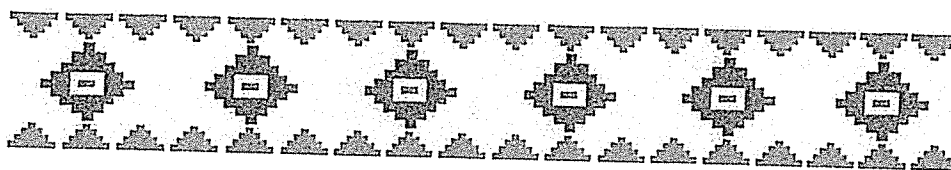
All speakers must be invited through the Principal, who shall endeavor to engage speakers for both sides of controversial issues. Any speaker who advocates unconstitutional or illegal acts or procedures shall not be permitted to address students.

13.40: LESSON PLANS

All instructional staff is required to prepare lesson plans and utilize the process designated by their respective principal. Teachers will provide the respective Principal with a copy of their weekly lesson plans by Friday of the week before they will be implemented or the Monday of said implementation week.

The respective Principal or his/her designee shall monitor teacher lesson plans to ensure the daily instructional objectives are referenced to the basic curriculum content, objective and competency, and designated content standards.





13.41: 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. 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.

13.42: 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.

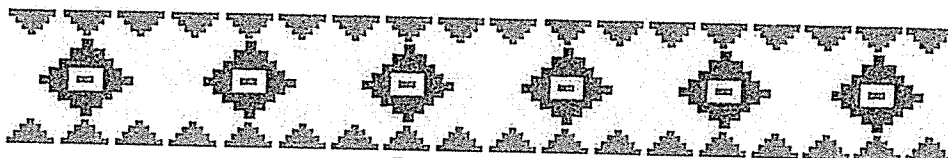
SECTION 14: STUDENT ATTENDANCE

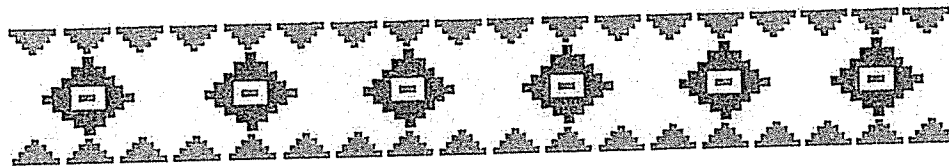
14.01: TRUANCY

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 shall 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 to determine whether a curriculum change would resolve the child's problem and if the local school board or governing authority of a private school provides an alternative education





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

14.11: 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.

14.12: 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 15: CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

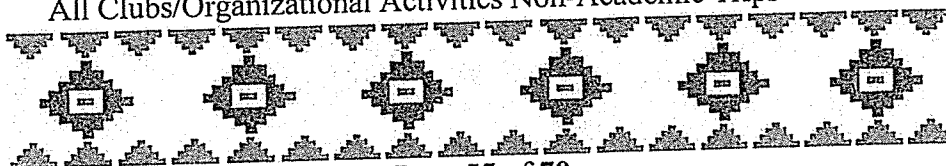
15.01: SCHOOL TRADITIONS

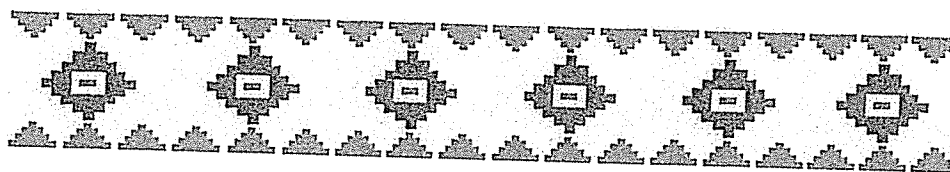
School Name: THUNDERHAWKS
School Colors: RED, BLACK, WHITE
School Paper: THUNDERHAWK TIMES
School Song: ON WISCONSIN

15.02: 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





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.

15.03: 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.

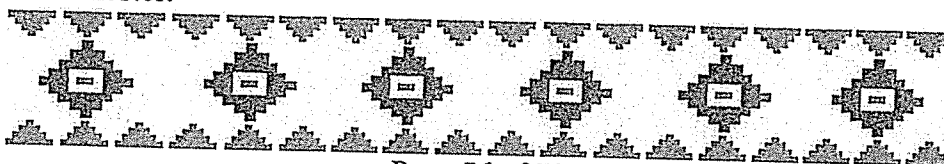
15.04: PHYSICALS

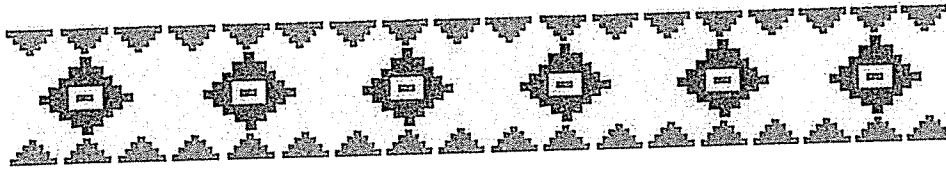
All students participating in athletics must have a physical prior to their participation in any sport. Physical forms are available from the Athletic Director. It is required that a parent/guardian sign a consent slip at the time of registration in case of a medical emergency.

15.05: 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.





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

5. Have reached your 20th birthday.
6. 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.
7. Have not passed 20 hours of high school work per week during the current semester.
8. Have not enrolled in or attended a minimum of 20 hours of class per week during the current semester.
9. Have graduated from a 4-year high school or equivalent institution.
10. Have not enrolled by the 16th day of the current semester. Date of regular entry into classes is considered the date of enrollment.
11. Have been absent for 10 consecutive school days--except illness/emergency.
12. Transferred from one high school to another without a corresponding change in the residence of your parents.
13. Do not have a signed physical and parent's permission slip on file in the principal's office.
14. Have ever participated in an athletic contest under an assumed name.
15. Have ever participated in athletics in any institution of learning with a higher rank than a standard secondary school.
16. Have ever violated your amateur status.
17. During the high school sport season, you compete on an unattached basis as an individual or as a member of a non-school team.

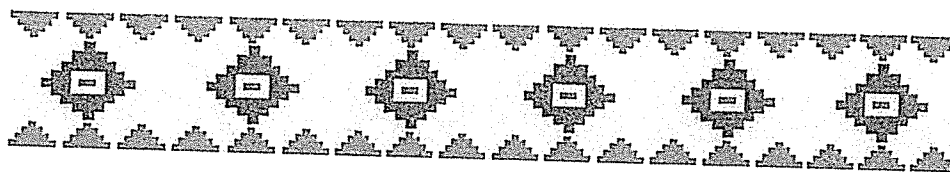
Any questions regarding the above mentioned athletic requirements should be directed to the Athletic Director and/or administration.

15.06: 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.





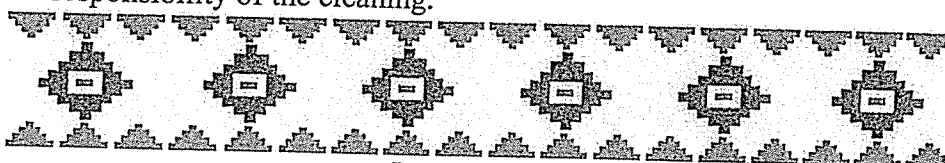
Section II. Steps Taken When Violations Occur

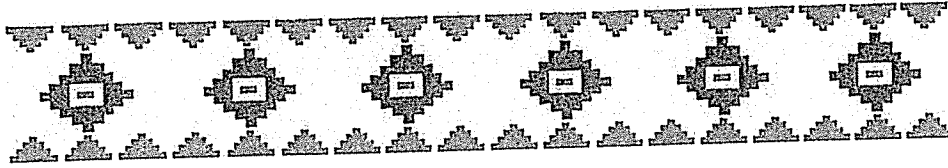
1. The student shall be advised, either orally or in writing, of the violation. If done orally, it shall be done in private. The student will be granted a hearing if excluded for the remainder of the season/year.
2. The student shall be given the chance to explain his/her position regarding the said 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.

15.07: 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.

7th and 8th 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.

15.08: 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.

15.09: TIOSPAYE TOPA PARTICIPATION POLICIES, RULES, AND RESPONSIBILITIES

A Tiospaye Topa Student Athlete and Participant of School Activities:

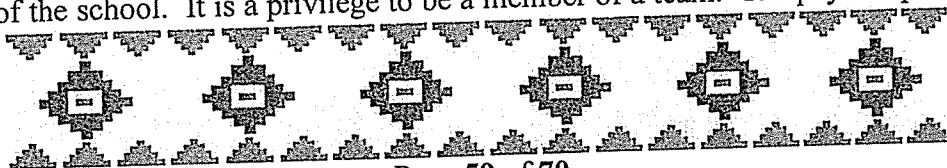
1. Presents a positive attitude
2. Is aware of the prestigious position of being a role model
3. Sets an example for other students

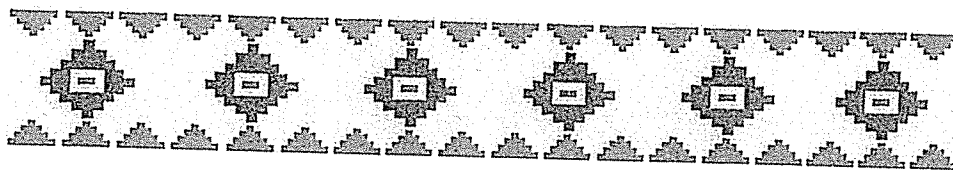
Students have a responsibility to themselves, Tiospaye Topa and others.

4. **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.
5. **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.
6. **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.

15.10: 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.

15.11: 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.

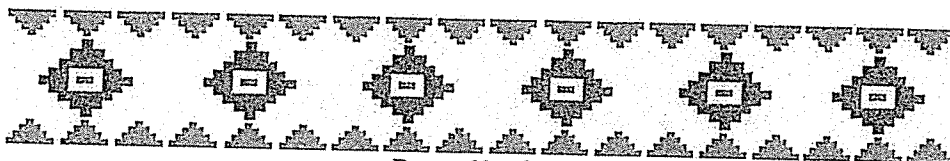
Exceptions to this exist if a student has a medical appointment, or other family obligation such as attending a funeral or wedding or other situation deemed acceptable by the Principal. Should this be the case, a written note signed by a parent or guardian identifying why the student will miss a portion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

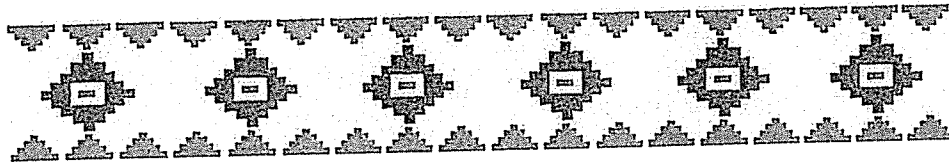
15.12: EARLY DISMISSAL FOR GAMES

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.

15.13: 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.





Any student who drives or rides in a vehicle with another student must complete the STUDENT DRIVER LIMITATION/PERMISSION FORM (signed by a parent/guardian). This form is to be turned into the Principal before this situation occurs.

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.

15.14: 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.

15.15: STUDENT CONDUCT PROCEDURE

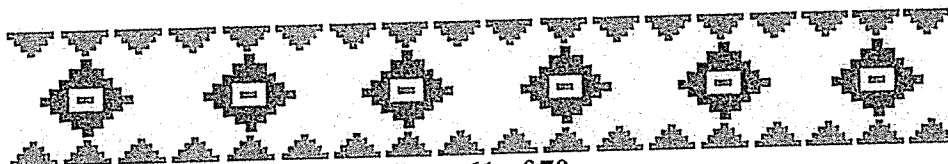
All charges of an infraction must be submitted in writing to the Principal or Athletic Director as soon as possible but no later than two (2) school days from the incident. The Administration and Athletic Director, upon receipt of the written notice will investigate the incident. Should the investigation warrant, a hearing would 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.

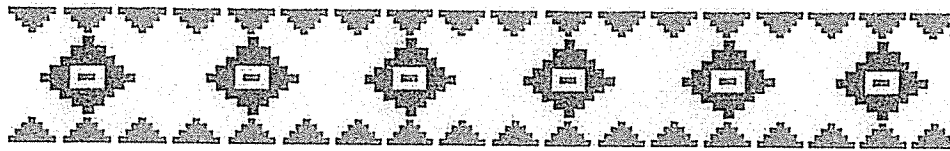
15.16: ACADEMIC REQUIREMENTS

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

15.17: HICKIES

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





15.18: 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
5. Curfew

15.19: 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.

15.19: PARENTS/GUARDIANS OF TIOSPAYE TOPA STUDENT ACTIVITIES PARTICIPANTS/ATHLETES

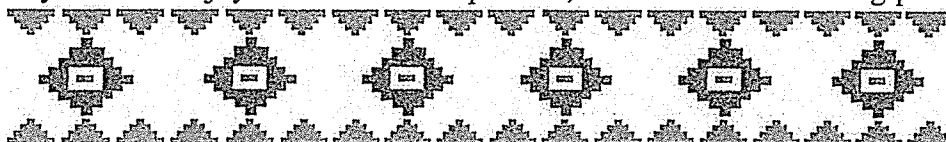
I will be the positive role model my child needs to become a successful adult. In victory I will be respectful, humble and thankful. In defeat, I will be courageous, honest and accepting.

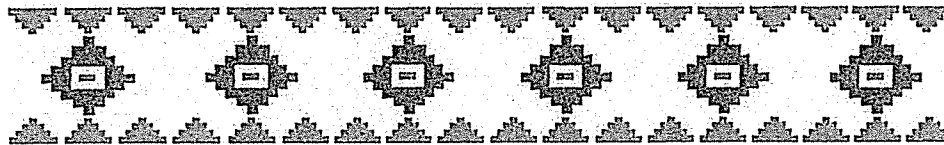
I will make sure my child knows I love them in the thrill of the victorious moment and the hours of agony brought on by defeat.

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.

