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A--ORGANIZATION

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ORGANIZATION	AB
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REF: ARTICLE I - NAME, DURATION, NON-PROFIT STATUS (See also ARTICLE I and II SWSB Charter)	
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REF: Sisseton-Wahpeton School Board Charter as cited: ARTICLES I, II, AND IV, VI, XII	

ORGANIZATION	ABA
AUTHORITY	
REF: Charter and By-laws of the Sisseton-Wahpeton School	

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Board ARTICLE II
Sisseton-Wahpeton School Board Charter ARTICLE III
Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE III

ORGANIZATION

ABB

POWERS AND DUTIES

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE V, Section 5
REF: Sisseton-Wahpeton School Board Charter ARTICLE IV and VII
ORGANIZATION ABC BOARD MEMBER LEGAL STATUS
REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE V, Sections 1 and 2
Sisseton-Wahpeton School Board Charter ARTICLE V

ORGANIZATION

ABCA

NUMBER OF BOARD MEMBERS

CROSS REF: BBA - Officers of the Board
REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE V, Section 1

ORGANIZATION

ABCB

QUALIFICATIONS

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE V, Sections 1 and 2

ORGANIZATION

ABCC

TERM OF OFFICE

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE V, Sections 1, 19 and 20

ORGANIZATION

ABCD

METHOD OF ELECTION

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board - ARTICLE V, Section 1

ORGANIZATION

ABCD A

UNEXPIRED TERM FULFILLMENT

REF: Charter and By-laws of the Sisseton-Wahpeton School
Board ARTICLE V, Section 19 and 20

ORGANIZATION

ABCE

RESIGNATION

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE V, Section 19

ORGANIZATION

ABCF

REMOVAL FROM OFFICE

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE V, Section 20

ORGANIZATION

ABD

SUPERINTENDENT LEGAL STATUS

The Superintendent is appointed by the Board and serves as the chief executive officer.

ORGANIZATION

AC

ORGANIZATION PLAN

Tiospa Zina Tribal School will be organized to meet the standards approved by the Board.

ORGANIZATION

AD

SCHOOL ATTENDANCE AREA

The school attendance area will be the exterior boundaries of the Sisseton-Wahpeton Oyate and any Indian communities outside of the exterior boundaries.

ORGANIZATION

ADA SCHOOL

CENSUS

Each year, the Superintendent will make enrollment projections for the ensuing school year. This projection will be the basis for determining teacher needs and the school budget.

ORGANIZATION

ABD

AVERAGE DAILY MEMBERSHIP

Average daily membership will be the total number of students enrolled during each school day divided by the total # of school days.

ORGANIZATION

AE

SCHOOL YEAR

Tiospa Zina Tribal School will be in operation for the days needed to meet accreditation standards of the accrediting agency of the school. School year is July 1 to June 30.

ORGANIZATION

AEA

SCHOOL CALENDAR

The school calendar, adopted annually by the Board, will provide for the number of teaching and working days as required by Tribal law. The school calendar will include the date for teachers to report and the date their services for the year will be completed, the holidays to be observed, and the days identified for staff development.

ORGANIZATION

AEAA

VACATIONS

Vacations for all staff will be part of the approved school calendar.

ORGANIZATION

AEAB SCHOOL CALENDAR -

HOLIDAYS

Employees will not work during those days identified by the Board as days of legal discontinuance. However, only instructional staff is excluded from having to work vacation days identified by the Board during the school term. Other staff are required to work during those days or have annual leave approved. Staff are required to be on duty during those days in which classes are discontinued for purposes of parent/teacher conferences or staff development.

ORGANIZATION

AF

SCHOOL DAY

The length of the school day for students and teachers will be in compliance with approved accreditation standards adopted by the board.

ORGANIZATION

AFC

EMERGENCY CLOSING

In the event it is required to close school because of inclement weather, facility equipment or services breakdown, epidemic, or other disasters, the Superintendent will have authority to close school for protection of students and staff. School closure days may be added to the end of the school term and employees will be required, as a condition of their contract, to provide services to the end of the school term at no additional compensation, to meet accreditation and other requirements of the School Board. In the event of school closure, the Superintendent of the school will make every practical attempt to promptly notify parents, students, and staff of the date and times of school closure. At those times when school has been closed for classes only, all staff except those who are on school term contracts are required to report to work unless travel to their work site would endanger their health and safety (unsafe road conditions). The immediate supervisor of those not able to safely travel to work in this situation may approve leave for the employee. In the event that a severe Winter Weather is advised by the National Weather Service, (BLIZZARD WARNING OR A WIND CHILL OF -30 OR HIGHER); Tiospa Zina Tribal School WILL CLOSE. Announcements: KSFY, KELO, (local TV networks to monitor) KSXW, KBWS (local radio stations to monitor) TZTS Robo-Calls, TZTS Facebook.

B--BOARD OPERATIONS

BA	GOALS AND OBJECTIVES
BB	INTERNAL ORGANIZATION
BBA	OFFICERS
BBAA	METHOD OF ELECTION DUTIES
BBABA	PRESIDENT
BBABB	VICE PRESIDENT
BBABC	SECRETARY
BBB	MEMBERS
BBBB	NEW MEMBER ORIENTATION
BBBC	BOARD MEMBER DEVELOPMENT OPPORTUNITIES
BBBD	BONDED MEMBERS
BBBE	COMPENSATION AND EXPENSES
BBC	BOARD COMMITTEES
BBD	BOARD-SCHOOL SUPERINTENDENT RELATIONS
BBE	SCHOOL ATTORNEY
BBF	ADVISORY COMMITTEES
BBG	CONSULTANTS
BBH	AWARDS, RECOGNITION, CERTIFICATES
BBI	BOARD-STAFF RELATIONS
BC	MEETINGS
BCA	TYPES
BCAB	REGULAR
BCAC	SPECIAL
BCAE	PUBLIC HEARINGS
BCB	PROCEDURES
BCBB	NOTIFICATION
BCBD	AGENDAS
BCBE	DISTRIBUTION OF MATERIALS
BCBF	RULES OF ORDER
BCBFA	QUORUM
BCBG	VOTING METHOD
BCBH	MINUTES
BCBI	PUBLIC PARTICIPATION

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BCBJ	BOARD MEETING NEWS COVERAGE
BCBK	EXECUTIVE SESSIONS
BCBL	CODE OF CONDUCT
BD	POLICY DEVELOPMENT
BDBB	STAFF DEVELOPMENT
BDC	POLICY ADOPTION
BDD	POLICY DISSEMINATION
BDE	POLICY REVIEW
BDF	REVIEW OF ADMINISTRATIVE RULES
BDG	ADMINISTRATION IN POLICY ABSENCE
BF	ANNUAL REPORTS
BG	MEMBERSHIPS
BHA	ETHICS
	BACKGROUND CHECKS
	CONDUCT

BA

GOALS AND OBJECTIVES

PERFORMANCE BASED LEARNER OUTCOMES AND COMPETENCIES AND TRIBAL STANDARDS

Effective Communicators who demonstrate the ability to express themselves clearly in all aspects of life:

- * express themselves in writing
- * read and interpret written selections
- * listen and process information
- * express themselves clearly through speaker
- * listen actively and attentively
- * use appropriate body language (perceiving and interpreting nonverbal communication)
- * follow written and verbal directions and instructions
- * are knowledgeable of media transfer of communication

Enlightened Representatives who incorporate lead teachers of Dakota culture, modern and traditional values, and tribal affairs into their daily lives:

- * distinguish among the necessary choices for striving toward a drug-free lifestyle
- * demonstrate knowledge of traditional and modern Dakota government
- * demonstrate knowledge of traditional and modern Dakota history
- * demonstrate awareness of the shared values
- * demonstrate knowledge of education and moral stories
- * demonstrate awareness and respect for cultural events
- * possess information to make informed decisions regarding participation in tribal affairs
- * express themselves verbally and in writing through the Dakota language

Self-Directed Achievers who formulate goals and priorities, and continually evaluate their progress:

- * identify potential career opportunities
- * self-evaluate their behaviors and consequences
- * able to set goals, identify priorities, and analyze options
- * able to identify steps needed to achieve goals
- * able to evaluate goal achievement
- * revise skills for goal accomplishment as necessary

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- * formulate new goals
- * identify own strengths and interests

Balanced Individuals, exhibiting sensitivity, self-confidence, and respect, who model a holistic lifestyle and are able to live in harmony with self, others, and Mother Earth: * develop and model appropriate balance between vocational and avocation skills

- * employ environmentally safe procedures
- * employ a variety of problem-solving skills to ensure physical, mental, and social well-being * demonstrate behaviors which enable them to communicate and interact effectively with other in family, school, social, and work situations * exhibit a sense of self-confidence and self-esteem
- * develop appropriate family roles and healthy behavior

Creative Thinkers who use a variety of problem-solving techniques and resources to resolve challenges facing them:

- * identify and evaluate existing and potential problems
- * possess knowledge of available resources and information
- * apply inductive and deductive reasoning to solve problems
- * able to work individually and cooperatively to identify and solve problems
- * employ technology to solve problems
- * employ a variety of problem-solving strategies
- * able to work effectively as a member of a group to find solutions to problems * work collaborative to produce unique solutions to problems

Global Citizens who demonstrate respect for and acceptance of cultural diversity:

- * understand interrelationships of people of diverse cultures
- * understand how people respond to and modify their own environments
- * compare and contrast Dakota values with those of other cultures
- * understand and respect their culture and how it relates to other cultures * recognize prejudice and its influence

INTERNAL ORGANIZATION

BOARD OPERATIONS

BBA

OFFICERS OF THE BOARD

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE VI, Sections 1 through 9

BOARD OPERATIONS

BBAA

METHOD OF ELECTION

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE VI, Section 3

BOARD OPERATIONS

BBABA

DUTIES OF BOARD CHAIRPERSON

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE VIII, Section 6

BOARD OPERATIONS

BBABB

DUTIES OF BOARD VICE-CHAIRPERSON

CROSS REF: BBAA - Officers of the Board

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE VI, Section 7

BOARD OPERATIONS

BBABC

DUTIES OF THE BOARD SECRETARY/TREASURER

REF: Charter and By-Laws of the Sisseton-Wahpeton School,
Board ARTICLE VI, Section 8

BBBB

NEW BOARD MEMBER ORIENTATION

A new Board member who has been elected but not yet installed on the Board is afforded the Board's and the staff's fullest measure of courtesy and cooperation. Board and staff will make every effort to assist the new member to become informed about the Board's functions, policies, procedures, and problems. In the interim between election and actually assuming office, the new member will be invited to attend meetings and functions of the Board, including executive sessions, and is to receive reports and communications normally sent to Board members.

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- a. The first meeting after a new Board member is installed will include orienting the new member to his/her responsibilities, to the Board's method of operating, and to school policies and problems.
- b. The new member is to be provided with copies of all appropriate publications.
- c. The Board chairperson and members of the administrative staff will also confer with the new member as necessary on special problems or concerns.
- d. The Board chairperson and members of the administrative staff will confer with the new member as necessary on special problems or concerns.
- e. Within thirty days of being elected, the chairman and/or administration will provide new member orientation.

BOARD OPERATIONS

BBBC

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Board members are encouraged to attend and participate in school board development meetings.

BOARD OPERATIONS

BBBD

BONDED MEMBERS OF THE BOARD

The Board will be bonded and the Chairperson, Vice-Chairperson and/or Secretary/Treasurer will be additionally bonded, as check signers, in accordance with the Charter and By-Laws of the Board. The board may designate additional check signers as long as there is always one board member able to sign checks. All board check signers will be bonded.

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE VII, Section 8 (m)

BOARD OPERATIONS

BBBE

COMPENSATION AND EXPENSES

Stipend rates for Board members will be \$300.00 for the regular meeting and \$150.00 for any other special meeting monthly, not to exceed \$600.00 a month. All board development (retreats and training) opportunities will be considered special board meetings, for purposes of receiving stipends. In the event a Board officer is required to conduct official school business, the said officer will receive a stipend of \$25.00. Rev: 6/2021

REF: Charter and By-Laws of the Sisseton-Wahpeton School Board ARTICLE III Use of funds.

BOARD OPERATIONS

BBF

ADVISORY COMMITTEES

The Board may establish task forces to work on specific items that require research, alternatives, or specific work as recommended through the Superintendent. The use of standing committees will be discouraged in lieu of specific task force groups to complete work. The Board may appoint ad-hoc members to a department to expand the composition and abilities of the department.

BOARD OPERATIONS

BBG

CONSULTANTS TO THE BOARD

The Board may use consultants from time to time and will be hired for a particular assignment at a cost to be designated by the Board. Consultants for the board must file a written report upon completion of the assignment. All consultants for the board must be pre-approved by the Board.

BOARD OPERATIONS

BBH

AWARDS, RECOGNITIONS, CERTIFICATES

While there are many ways of recognizing and honoring accomplishments of people, it will be the intent of the Board to utilize traditional concepts and methods in recognition activities.

BOARD OPERATIONS

BBI

BOARD-STAFF RELATIONS

The Board desires to maintain a close relationship with its staff. In order to be better informed about school operations and programs, all supervisors and administrators employed by the Board will be required to provide written reports to the Board on a monthly basis at a time designated by the Board. Oral reports will be limited to (10) minutes, unless the Board requests additional information.

BOARD OPERATIONS

BBC

BOARD COMMITTEES

The board will have the authority to hire staff and assign standing committees
REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE VII, Section 1 and 2

BOARD OPERATIONS

BBD

BOARD-SUPERINTENDENT RELATIONS

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The Sisseton-Wahpeton School Board believes that the legislation of policies is the most important function of a Board, and the execution of the policies should be the function of the Superintendent. Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the school within the Board's policies, and frees the Board to devote its time to policy making and appraisal functions. The Board holds the Superintendent responsible for carrying out its policies within established guidelines and for keeping the Board informed about school operations. In their efforts to keep the Board informed, the Superintendent will notify Board chairperson as promptly as possible of any happenings of an emergency nature which occur in school.

BOARD OPERATIONS

BBE

SCHOOL ATTORNEY

The Board of Directors will retain an attorney for legal counsel. The attorney will serve at the pleasure of the Board and be reimbursed for services rendered. The attorney will be required to attend such Board meetings or other meetings where his or her services may be needed.

BOARD OPERATIONS

BCA

TYPES OF MEETINGS

- | | | |
|----|------------------|----------|
| 1. | Regular Meetings | See BCAB |
| 2. | Special Meetings | See BCAC |
| 3. | Public Meetings | See BCAE |

BCAB

REGULAR MEETING OF THE BOARD

REF: Charter and By-Laws of the Sisseton Wahpeton School
Board ARTICLE V, Section 8

BOARD OPERATIONS

BCAC

SPECIAL MEETINGS OF THE BOARD

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE V, Section 9

BOARD OPERATIONS

BCAE PUBLIC MEETINGS

Public hearings will be conducted in the traditional manner. Public meetings will be held two times a year for tribal consultation to include review of the annual budget, laws, and Every Student Succeeds Act (ESSA).

BOARD OPERATIONS

BCBB

NOTIFICATION OF BOARD MEETINGS

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE V, Section 10 and ARTICLE III, Section 2

BOARD OPERATIONS

BCBD

BOARD MEETING AGENDA

1. Items in Regular Board Meeting
Items may be placed on the Agenda of a regular Board meeting at least one day prior to the regular meeting. The Agenda will govern the order of business for the meeting. The Agenda will be approved by action of the Board before the meeting starts. The agenda for regular and special called meetings will be prepared by the Superintendent, in consultation with the Board Chairperson.
2. Item on Special Called Meetings
Meetings can be called with **a two day notice**. The agenda of a special meeting will contain only that mentioned in the notice of the meeting. The Board may approve additions to the Agenda by majority vote.

BOARD OPERATIONS

BCBE

DISTRIBUTION OF BOARD MEETING MATERIALS

Meeting materials will be delivered to Board members Friday prior to the meeting to allow their considered study of items on the Agenda. The materials will include minutes of the last regular meeting, the last special meeting if any, the Agenda for the coming meeting, and reports and proposals that will need advance study. Upon request, local news media representatives and citizens also may obtain copies of Board meeting materials from the Superintendent's office.

BOARD OPERATIONS

BCBF

RULES OF ORDER AT MEETINGS

In absence of any by-laws or statute to the contrary, the procedures described in the latest edition of Robert's Rules of Order (Revised) will be followed at all meetings of the Board.

REF: Charter and By-Laws of the Sisseton-Wahpeton School

Board ARTICLE XIII

BOARD OPERATIONS

BCBFA

QUORUM AT BOARD MEETINGS

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE V, Section 6

BOARD OPERATIONS

BCBG

VOTING METHOD AT BOARD MEETINGS

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE V, Section 7

BOARD OPERATIONS

BCBH

MINUTES OF BOARD MEETINGS

REF: Charter and By-Laws of the Sisseton-Wahpeton School
Board ARTICLE VIII A.

BOARD OPERATIONS

BCBI

PUBLIC PARTICIPATION AT BOARD MEETINGS

All meetings of the Board will be open to the public. So that the Board may hear the viewpoints of citizens throughout the area, and also conduct its business in an orderly and efficient manner, it will schedule one or more periods of a specified length of time during each meeting for brief comments and questions from the public. Members of the public wishing to make formal presentations before the Board should make arrangements by Friday before the meeting that such presentations may be scheduled on the agenda. If concerns arise regarding the Superintendent, issues will be directed to the Board Chairperson. Comments and questions at a regular meeting may relate with any topic concerned with the Board's conduct of the schools. Comments at special meetings can only deal with the call of the meeting. Speakers may offer concerns of school operations and programs. But during a meeting, the Board will not hear personal complaints against a person connected with the school system, they will be referred to follow the chain of command. Those who speak will be urged to limit discussion to three minutes. Groups will be urged to designate a spokesperson.

The Board Chairman will be responsible for calling on all speakers, who will properly identify themselves, for maintaining order, and for adhering to the time limits set. Questions will be answered immediately by the chairperson or referred to staff members present for reply. Those questions that require examination will be referred to the Superintendent for consideration and later response.

BOARD OPERATIONS

BCBJ

BOARD MEETING NEWS COVERAGE

All Board meetings are open to the public and to the news media except as provided by law. Local media may access information directly from the school's website for further information.

BOARD OPERATIONS

BCBK

EXECUTIVE SESSIONS

Closed sessions may be necessary to conduct business which, because of its special or sensitive nature, may be hindered by public scrutiny at that time. These sessions will comply with all Laws and ethics pertaining to the actions of public policy-making bodies. The Board may call a closed session for the following reasons:

1. Meetings held for investigative purposes under duties or responsibilities imposed by laws.
2. Meetings when...discussing the matters of real estate;
3. Meetings when...discussing the appointment, employment, disciplinary action or dismissal of a public officer or employee;
4. Meetings when...hearing complaints or charges brought against a public officer or employee unless the person being charged requests a public meeting.
5. Attorney-client privilege recognized by tribal and federal laws; and
6. Meeting when...conducting a hearing or an appeal of a student disciplinary action.
7. All executive sessions are to be kept confidential.

BOARD OF OPERATIONS

CODE OF CONDUCT

BCBL

1. Refrain from activities that may reasonably interfere with his or her ability to effectively perform his or her duties as a School Board Member and the legitimate operational interests of Tiospa Zina Tribal School.
2. Comply with the Sisseton-Wahpeton Oyate Code of Conduct found in Chapter 55.
 - a. Board member who fail to comply with the Code of Conduct may, upon resolution of the School board, be barred from participating in Board meetings or proceedings.
 - b. No Board member who has been convicted of any felony will be permitted to participate in Board meetings or proceedings.
 - c. No Board member who is a registered sex offender as defined under federal law, state law, or Sisseton - Wahpeton Oyate law will be permitted to participate in Board meetings or proceedings.

BOARD OPERATIONS

BD

POLICY DEVELOPMENT (BY-LAWS)

The Tribal Council places control and management of the Tiospa Zina Tribal School under the School Board. Implied in this authority is the power to develop school board policies as necessary and appropriate. Policies cannot conflict with tribal and federal laws.

BOARD OPERATIONS

BDBB

STAFF INVOLVEMENT IN POLICY DEVELOPMENT

In the development of policies the Board may seek the input of staff before adopting policies. Members of the staff may initiate consideration of policies that will be processed through regular administrative channels and will be considered and acted upon by the Board. The intent and spirit of these provisions are to gain the most complete and reliable information on which to base decisions and to provide for the maximum practical interaction by way of regular administrative channels.

BOARD OPERATIONS

BDC

POLICY ADOPTION

Except for policy actions to be taken on emergency measures, the adoption of Board policies will follow this sequence which will take at least two regular meetings of the Board:

1. Announcement and distribution of proposed new or revised policies as an item of information;
2. Opportunity offered to concerned groups or individuals to react to policy proposals;
3. A committee of those affected has had opportunity to study the proposed policy; and
4. Discussion and final action by the Board on policy proposals.

The final vote to adopt or not to adopt will follow by at least one subsequent meeting from the time at which policy proposals are first placed on the agenda.

1. Prior to enactment, all policy proposals will be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.
2. Insofar as possible, each policy statement will be limited to one subject.
3. Policies and amendments adopted by the Board will be attached to and made a part of the minutes of the meeting at which they are adopted and will also be included in the policy manual of the school.
4. Policies and amendments to policies will be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

EMERGENCY PROCEDURE

For matters of unusual urgency, the Board may waive the two meeting limitation and take immediate action to adopt new policies or revise existing policies.

BOARD OPERATIONS

BDD

BOARD POLICY DISSEMINATION

The Superintendent will create and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the rules and regulations needed to put them into effect. The Superintendent will provide easy access to an up-to-date policy collection for members of the Board and all employees of the school system and will disseminate to staff members all new policies that affect them and their work. Because the board policy handbook is a matter of public record, it will be open for inspection at the Superintendent's office during the working day.

BOARD OPERATIONS

BDE POLICY REVIEW

All policies will be reviewed on an annual basis through a procedure established by the Board.

BOARD OPERATIONS

BDF

SCHOOL BOARD REVIEW OF ADMINISTRATIVE RULES

The Board reserves the right to review administrative rules at its discretion, but it will revise or veto such rules only when, in the board's judgment, they are inconsistent with its adopted policies. Administrative rules need not be reviewed by the Board in advance of issuance, except in cases where strong community attitudes, or possible student or staff reaction, make it advisable for the regulation to have the board's advance review. The board itself will formulate and adopt administrative regulations, only when specific tribal law requires them to do so.

BOARD OPERATIONS

BDG

ADMINISTRATION IN POLICY ABSENCE

In cases where action must be taken within the school and the Board has provided no guides for administrative action, the Superintendent will have the power to act. Such decision, however, will be subject to review by action of the Board at its regular meeting. It will be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

BOARD OPERATIONS

BE

SCHOOL BOARD RECORDS

All records of the Board will be kept and safeguarded by the Board secretary. He/she will also be responsible for the safekeeping of all papers, including titles, contracts, obligations, and other documents. The official minutes of the Board, its written policies, and its financial records will be open for the inspection of any citizen desiring to examine them during hours when the office of the secretary is open. However, no records pertaining to individual students or staff members will be released for inspection by the public or any unauthorized persons, either by the Board secretary or other persons responsible for the custody of confidential files.

BOARD OF OPERATIONS

BG

SCHOOL BOARD MEMBERSHIPS

School Board members may become members of professional school board organizations.

BOARD OPERATIONS

BHA

CODE OF ETHICS FOR SCHOOL BOARD MEMBERS

Members of the Sisseton Wahpeton School Board of Directors recognize:

1. That fellow citizens have entrusted the Board with the educational development of the children and youth of this community.
2. That the public expects **THE BOARD'S FIRST AND GREATEST CONCERN TO BE IN THE BEST INTEREST OF EACH AND EVERY ONE OF OUR YOUNG PEOPLE WITHOUT DISTINCTION AS TO WHO THEY ARE OR WHAT THEIR BACKGROUND MAY BE.**
3. That the future welfare of this community, of this Tribe, and of the Nation depends in the largest measure upon the quality of education the Board provides in the tribal school to fit the needs of every learner.
4. That Board members must take initiative in helping all the people of this community to have all the facts all the time about their schools, because the people are entitled to know. In knowing, they will more readily provide the finest possible school program, school staff, and school facilities.
5. That legally the authority of the Board is derived from the Tribe and its operating charter.
6. That the Board must never neglect its personal obligation to the community and its legal obligation to the tribe, nor surrender these responsibilities to any other person, group, or organization.

It will be the Board's constant endeavor:

1. To devote time, thought, and study to the duties and responsibilities of school Board members so that effective and creditable service may be rendered.
2. To work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debate of points at issue.
3. To base personal decisions on all available facts in each situation; to vote honest convictions in every case; not swayed by partisan bias of any kind; thereafter, to abide by and uphold the final majority decision of the Board.
4. To remember at all times Board members, individually have no legal authority outside the meetings of the Board, and to conduct its relationships with the school staff, local citizenry, and all media of communication on the basis of this fact.
5. To resist every temptation and outside pressure to use the position as a school board member to benefit himself/herself of any other individual or agency apart from the total interest of the school district.
6. To recognize that it is as important for the Board to understand and evaluate the educational program of the school as it is to plan for the business of school operation.
7. To bear in mind that the primary functions of the Board are to develop and adopt the policies by which the schools are to be administered, continually evaluate and analyze those policies, and make certain that they are being administered as the Board intended.

Sisseton Wahpeton School Board Policy

Manual

(The administration of the educational program and school system business will be left to the employed Superintendent and his/her staff.)

8. To welcome and encourage active cooperation by citizens, organizations, and the media of communication in the attendance area with respect to establishing policy on current school operation and proposed future developments.
9. Finally, to strive step-by-step toward ideal conditions for most effective school board service to the community in a spirit of teamwork and devotion to tribal education as the greatest instrument for the preservation and perpetuation of our people.

BOARD OPERATIONS

BHB

BACKGROUND CHECKS

All board members will have completed background checks on file with the Human Resource Department.

BOARD OPERATIONS

BHC

CONDUCT

The board will not tolerate sexual harassment, assault or stalking amongst each other in the workplace.

Sisseton Wahpeton School Board Policy
Manual
C-GENERAL ADMINISTRATION

CA	GOALS AND OBJECTIVES
CB	ETHICS
CC	ORGANIZATION CHARTS
CE	SCHOOL SUPERINTENDENT
CEA	QUALIFICATIONS
CEE	COMPENSATION AND BENEFITS
CEF	EXPENSES
CEG	PROFESSIONAL DEVELOPMENT OPPORTUNITIES
CEH	CONSULTING
CEI	EVALUATION
CEJ	SEPARATION
CF	BOARD-SCHOOL SUPERINTENDENT RELATIONS
CG	ADMINISTRATIVE PERSONNEL
CGA	COMPENSATION GUIDES AND CONTRACTS
CGB	POSITIONS
CGBA	QUALIFICATIONS AND DUTIES
CGC	RECRUITMENT
CGD	HIRING
CGF	ASSIGNMENT
CGI	ADMINISTRATIVE PERSONNEL EVALUATION
CGM	SEPARATION
CGN	RESIGNATION
CGP	WORK CONDITIONS
CGPA	HEALTH EXAMINATIONS
CGPD	EXPENSES
CGPE	NON-SCHOOL EMPLOYMENT
CGPF	LEAVE AND ABSENCES
CH	PART-TIME
CI	INTERN PROGRAM
CGPE	CONSULTANTS
CK	DEVELOPMENT OPPORTUNITIES
CL	COUNCILS, COMMITTEES, CABINETS
CMA	ADMINISTRATIVE RULES
CMB	SEXUAL HARRASSMENT POLICY
CN	RECORDS

CO REPORTS
CP DEPARTMENTAL DESCRIPTIONS

GENERAL ADMINISTRATION

CA

GOALS AND OBJECTIVES

The overall administrative goals and objectives established by the Sisseton Wahpeton School Board incorporate a system of on-going, consultative management with results in:

1. The implementation of a program of instruction and interaction which promotes the school mission and philosophy;
2. The incorporation of traditional, cultural leadership styles which reflect and support the concepts of wisdom, generosity, respect, volunteerism, courage, and significance of the Tiospaye; including cultural sensitivity
3. Methods of planning, consultation, and fund-raising which continually increase the capacity of the institution to meet student needs;
4. Accurate sharing of information and ideas with the total school community, as well as enabling the total school community to evaluate the progress of the Tribal School;
5. A system of leadership which promotes, supports, and structures continual skill development and professionalism within staff;
6. Methods for implementing a cost-effective total school operation;
7. The ability and capacity to address real issues and difficulties which pose a barrier to student learning and development; and
8. An on-going reporting, data-gathering, and assessment (self-study) process to effectively and continually evaluate program progress.

GENERAL ADMINISTRATION

CB

ADMINISTRATIVE PERSONNEL ETHICS

All administrative/supervisory personnel are required to function from this Code of Ethics. Every member of a profession carries a responsibility to act in a manner becoming a professional person. This implies that each school administrator has an inescapable obligation to abide by the ethical standards of the profession. The behavior of each is the concern of all. The conduct of any administrator influences the attitude of the public toward the profession and education in general. These policies of ethical behavior are designed to inspire a quality of behavior that reflects honor and dignity on the profession of school administration. They are not intended as inflexible rules nor unchangeable laws. They serve to measure the propriety of an administrator's behavior in their working relationships. They encourage and emphasize those positive attributes of professional conduct which characterize strong and effective administrative leadership.

1. The professional school administrator constantly upholds the honor and dignity of the profession in all actions and relations with pupils, colleagues, school board members, and the public;
2. The professional school administrator obeys tribal and federal laws as appropriate; holds to high ethical and moral standards.

Manual

3. The professional school administrator accepts the responsibility to master and to contribute to the growing body of specialized knowledge, concepts, and skills which characterize school administration as a profession.
4. The professional school administrator strives to provide the finest possible educational experiences and opportunities to all persons in the school.
5. The professional school administrator applying for a position or entering into contractual agreements seeks to preserve and enhance the prestige and status of the profession.
6. The professional school administrator honors the public trust of the position above any economic or social rewards.
7. The professional school administrator does not permit considerations of private gain nor personal economic interest to affect the discharge of the professional responsibilities.
8. The professional school administrator recognizes that schools are the public's business and seeks to keep the public fully and honestly informed about their schools, six values.

GENERAL ADMINISTRATION

CEA

SCHOOL SUPERINTENDENT QUALIFICATION

The Superintendent will meet all requirements established by the School Board. In consideration of selection, Indian Preference is considered pursuant to SWO Tribe Education Code Chapter 66. Since Tiospa Zina Tribal School is a P.L. 100-297 tribal school, additional qualifications will include:

1. Prior experience in developing and administering a grant/contract school.
2. Knowledge of federal and state regulations regarding educational and support programs.
3. Technical skills in policy development, long-range planning, program and personnel evaluation, curriculum development, fiscal management, program planning and writing, and related skills.
4. Sensitivity to, and knowledge of, the special and unique educational and other needs of Indian students.
5. Specific skills in employee supervision processes and procedures.
6. Reporting and dissemination processes to enhance reporting to and consulting with the school, community, staff, and funding agency representatives.
7. Ability to assist the facilitation of task groups.

GENERAL ADMINISTRATION

CEE

SUPERINTENDENT COMPENSATION AND BENEFITS

In addition to the compensation and fringe benefits established by the Board, the Superintendent has access to a vehicle and it may be parked at the residence of the Tiospa Zina Tribal School Superintendent.

**GENERAL ADMINISTRATION
EXPENSES**

CEF

The superintendent will be reimbursed expenses as approved by board policies.

**GENERAL ADMINISTRATION
PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

CEG

The Board will offer the Superintendent encouragement and assistance for professional development. To keep the Board and professional staff informed of new and promising educational development, the Board will encourage the Superintendent to attend educational conferences, seminars, workshops and other professional meetings; visit other school systems; and use other means to keep abreast of modern educational thought and practices. The Superintendent will be eligible for reimbursement for staff development training in the same manner as authorized for other personnel. The superintendent will provide a professional development plan for approval by the school board.

**GENERAL ADMINISTRATION
SUPERINTENDENT CONSULTING**

CEH

The Superintendent will devote his time to the supervision of the school. The Superintendent should not be engaged in any other business. Only by prior agreement with the Board may the Superintendent undertake for remuneration consultative work, speaking engagements, or other professional obligations.

**GENERAL ADMINISTRATION
EVALUATION OF THE SUPERINTENDENT**

CEI

Annually in November, the Sisseton Wahpeton School Board will meet with the Superintendent for the purpose of evaluating the superintendent using a tool chosen by the school board based on the superintendent's job description. This evaluation will result in a document stating the effectiveness of the Superintendent in the performance of his/her duties and in carrying out the goals and objectives as prescribed by the Board.

**GENERAL ADMINISTRATION
SEPARATION OF SCHOOL SUPERINTENDENT**

CEJ

Throughout the term of his/her contract with the Board, the Superintendent will be subject to discharge or suspension for good and just cause. Provided, however, that the Board does not arbitrarily or capriciously call for his/her dismissal. The Superintendent will have the right to service of written charges, notice of hearing, and a fair hearing before the Board.

**GENERAL ADMINISTRATION
BOARD-SUPERINTENDENT RELATIONS**

CF

The Board believes that the legislation of policies is the most important function of a school board, and that the execution of the policies should be the function of the Superintendent. Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the schools within the Board's policies, and frees the Board to devote its time to

policymaking and appraisal functions. The Board holds the Superintendent responsible for carrying out its policies within established guidelines and for keeping the Board informed about school operations.

GENERAL ADMINISTRATION

CG

ADMINISTRATIVE PERSONNEL

Administrative personnel are the Principals.

GENERAL ADMINISTRATION

CGA

COMPENSATION GUIDES AND CONTRACTS

The base salary of administrative personnel will be based on policy and is established using a board approved matrix. The Principal base salary will be at least 150% of the base salary of certified teachers with a MA/MS. **LENGTH OF WORK YEAR AND OTHER CONTRACT PROVISIONS:**

1. The contract year for certified administrators will be dependent upon the duration of the contract and the school calendar approved by the Board.
2. The administrator contract duration will not exceed 12 months unless approved by the Sisseton Wahpeton School Board.
3. Administrative staff will not provide for the implementation of discretionary or competitive grant-writing activities with any other K-12 educational institution while under contract with the School Board.
4. As administrative personnel are considered full-time employees and therefore are exempt from overtime provisions of the Fair Labor Standards Act; this also applies to employees serving as directors, coordinators, or supervisors.

GENERAL ADMINISTRATION

CGB

ADMINISTRATIVE PERSONNEL POSITIONS

The Board directs the Superintendent to maintain continuously a comprehensive coordinated set of job descriptions for all such positions so as to promote efficiency and economy in the staff's operations.

GENERAL ADMINISTRATION

CGBA

QUALIFICATIONS AND DUTIES

Administrative personnel will meet all requirements as established by the School Board. The basic duties of administrative personnel are outlined in job descriptions. However, wishing to emphasize the supervisory role of certain administrative personnel, the following will also apply:

1. Principals have the responsibility for supervision of all phases of the school program. This includes the instructional program, guidance services, student support, health services, athletics and other school sponsored extra-curricular activities, and student management during the school day. Principals report directly to the Superintendent and are responsible for interpreting and complying with policies.

GENERAL ADMINISTRATION **CGC**
ADMINISTRATIVE PERSONNEL RECRUITMENT

The School Board will actively participate in the process to find the best persons available for administrative positions in the system. The Human Resource Manager will recruit administrative personnel candidates. The Board will encourage the identification and training of potential administrators for future duties.

GENERAL ADMINISTRATION **CGD**
ADMINISTRATIVE PERSONNEL HIRING

Race, creed, color, religion, national origin, sex, sexual orientation, marital status, status with regard to-public assistance or disability will not be considered in appointment, assignment or promotion.

GENERAL ADMINISTRATION **CGF**
ADMINISTRATIVE PERSONNEL ASSIGNMENT

Administrative personnel assignments will be made by the Superintendent, subject to approval by the Board.

GENERAL ADMINISTRATION **CGI**
ADMINISTRATIVE PERSONNEL EVALUATION

The Superintendent will implement and supervise an evaluation system. The Superintendent will report to the Board on the performance of all administrators and make recommendations regarding their employment and/or salary status. Formal evaluations will be made at least once a year, conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made permanently available to the administrator.
2. Evaluations will be made by the person to whom the administrator is immediately responsible.
3. Results of evaluations will be put in writing and will be discussed with the administrator by the person who makes the evaluation;
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation and rights of appeal through established grievance procedures; and
5. All results of the evaluations will be kept in confidential personnel files maintained at the Human Resource Manager's Office.
6. Newly hired administrative personnel will have a 90 day performance review, to set professional goals and review progress.
7. If the newly hired administrative personnel does not meet the standards of the 90 day performance review, he/she will be released from his/her contract.

The formal evaluation will be completed each year prior to the issuance of the contract.

GENERAL ADMINISTRATION **CGM**
ADMINISTRATIVE PERSONNEL SEPARATION

Administrative/supervisor personnel of the school are subject to separation procedures as indicated in the Personnel Policies and Procedures Handbook, consistent with Section G (Personnel) of this policy manual. (See GBN)

GENERAL ADMINISTRATION **CGN**

ADMINISTRATIVE PERSONNEL RESIGNATIONS

Resignations of administrative personnel will be handled in the same manner as for other personnel. (See Policy GBO)

GENERAL ADMINISTRATION **CGP**

ADMINISTRATIVE PERSONNEL WORK CONDITIONS

Administrative personnel are normally expected to work a full eight hour work day like all other personnel. However, being salaried leadership personnel, administrators are expected to work whatever hours necessary to fulfill their responsibilities as such situations may occur.

GENERAL ADMINISTRATION **CGPA**

ADMINISTRATIVE PERSONNEL HEALTH EXAMINATIONS

Administrative personnel are required to have a health examination as a pre-condition of employment.

GENERAL ADMINISTRATION **CGPD**

ADMINISTRATIVE PERSONNEL EXPENSES

Administrative personnel will be reimbursed for travel expenses incurred while on official school business at the same rate as provided for other school employees by federal travel regulations and board policy.

GENERAL ADMINISTRATION **CGPE**

NON-SCHOOL EMPLOYMENT CONSULTING

Administrative personnel are expected to give priority to the execution of their duties with the school system before engaging in non-school work or consultation commitments. In no way will non-school work or consultative work interfere with the performance of an administrator's regular assigned responsibilities. Administrative personnel serving as consultants must have prior approval of their immediate supervisor before accepting consultation positions. Personal and professional leave policies set up by the Board will be used in situation where personnel are serving as paid consultants.

GENERAL ADMINISTRATION **CGPF**

ADMINISTRATIVE PERSONNEL LEAVES AND ABSENCES

Administrative personnel will be allowed to take leaves and absences under the same policies as for other personnel. (See GBRI, et al.) Participation in a Dakota spiritual/cultural event will be granted four days of administrative leave annually.

GENERAL ADMINISTRATION **CMA**

ADMINISTRATIVE RULES

The Employee Handbook, Student Handbook and other manuals will be submitted to the Board for approval prior to publication.

GENERAL ADMINISTRATION

CMB

SEXUAL HARASSMENT POLICY

All employees must assured a safe and healthy work environment, free of feeling uncomfortable, unwarranted and unsolicited sexual assault and harassment. Supervisors have a responsibility to monitor the workplace and protect their employees from sexual assault, harassment and fear of retaliation. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature when:

- a. Submissions to such conduct is made either explicitly or implicitly.
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decision affecting such individual or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

If an employee feels that a violation has been committed by a fellow employee, the employee should take the following steps:

1. The employee should inform the peer that the verbal, physical, or visual behavior is unwelcomed.
2. File a written complaint with Human Resource Manager. A meeting of all parties involved will be established by the Human Resource Manager in an attempt to rule out any misunderstanding. The Human Resource Manager will then validate the complaint and the seriousness of the complaint. If valid, the employee's supervisor will be contacted and an investigation will begin within two business days from the date the written complaint is given to the Human Resource Manager.
3. An investigation will be completed by a designee of the Superintendent and or School Board Chairperson. The sole purpose of the investigation is to gather factual information pertaining to the complaint.
4. The investigator of choice will have five business days to complete the investigation.
5. After the investigation is completed, disciplinary action for sexual assault and harassment will include termination.

GENERAL ADMINISTRATION

CN

ADMINISTRATIVE RECORDS

Administrative records will be maintained and stored consistent with those requirements of the appropriate Tribal, Federal provisions.

GENERAL ADMINISTRATION

CO

ADMINISTRATIVE REPORTS

Administrative and supervisory personnel are required to furnish the Superintendent's office any pertinent information deemed necessary in order to administer the instructional program and any related program necessary for the efficient and effective operation of the school system. All

administrators, coordinators, directors, and other employees as designated by the Superintendent will be required to submit to the Superintendent a monthly narrative and statistical report including the School Improvement Activities, Attendance, Behavior, ELEOT Walk Through data, parent contacts, Dakota Studies, and evidence of Dakota Language and Culture in lesson plans of general education classrooms (K-12) and Special Education reports. The report will provide information as to the previous month's accomplishments and difficulties, as well as goals of the program for which they provide direction for the subsequent month.

GENERAL ADMINISTRATION

CP

DEPARTMENTAL DESCRIPTIONS-BUSINESS OFFICE

A. ORGANIZATION

1. The Business Office is organized and maintained in a manner to assist and provide the Superintendent with information necessary to create a solid financial basis on which the school system can operate.

B. FUNCTIONS OF THE BUSINESS OFFICE

1. To assist the Superintendent in preparing a budget for the operation of entire school system and provide current status reports on this budget.
2. To prepare all necessary reports to local, state and federal departments concerning the financial operation of the school system.
3. To prepare payroll for all personnel employed in the School.
4. To monitor and assist the school food service program in any area necessary.
5. To assume and carry out other responsibilities as may be assigned by the Superintendent.
6. Provide Information Technology services to all functions of the school.

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Revised: Summer 2018, Effective August 15, 2018

D-FISCAL MANAGEMENT

DA	GOALS AND OBJECTIVES
DB	PLANNING PROGRAMMING BUDGETING SYSTEM
DC	ANNUAL OPERATING BUDGET
DCB	FISCAL YEAR
DCC	PREPARATION PROCEDURES
DCCA	DEADLINES AND SCHEDULES
DCF	FINAL ADOPTION PROCEDURES
DCH	PERIODIC BUDGET RECONCILIATION
DD	STATE AND FEDERAL AID ELIGIBILITY DETERMINATION
DE	DEBT LIMITATION
DF	REVENUES
DFC	FEDERAL AID
DFE	SHORT TERM NOTES
DFK	GIFTS AND BEQUESTS
DFL	INVESTMENT EARNINGS
DFM	EQUIPMENT AND SUPPLIES SALES
DFN	PROPERTY SALES
DG	DEPOSITORY OF FUNDS
DH	BONDED EMPLOYEE
DI	ACCOUNTING AND REPORTING
DIA	ACCOUNTING SYSTEM
DIC	INVENTORIES
DID	AUDITS
DJ	EXPENDITURE OF FUNDS
DJA	CHECKING ACCOUNTS
DJAA	AUTHORIZED SIGNATURES
DJAB	CHECK-WRITING SERVICES
DJB	PETTY CASH ACCOUNTS
DJC	PAYROLL PROCEDURES
DJCA	PAY DAY SCHEDULES
DJCB	SALARY DEDUCTIONS

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DJD	EXPENSE REIMBURSEMENTS
DJEA	PURCHASING AUTHORITY
DJED	BIDS AND QUOTATIONS
DJEG	PURCHASE ORDERS AND CONTRACTS
DJEIA	SALES CALLS AND DEMONSTRATIONS
DK	STUDENT ACTIVITIES FUND MANAGEMENT
DL	CASH IN SCHOOL BUILDINGS
DM	RESERVE FUNDS
DN	SURPLUS FUNDS
DO	SCHOOL PROPERTIES DISPOSAL PROCEDURE

Sisseton Wahpeton School Board Policy
Manual

DA

GOALS AND OBJECTIVES

Tiospa Zina Tribal School can best achieve its purposes through wise use of its resources. The Board recognizes that sound fiscal management is necessary to protect the quality of education available to Tiospa Zina students. The Board has set the following goals for its fiscal management system:

1. Obtaining of stable financial base adequate to support education of high quality for Tiospa Zina students.
2. Adequate long-range planning, budgeting, and evaluation involving the Board and staff, to insure that expenditures reflect the values of Tiospa Zina Tribal School and the community it serves.
3. The establishment of management practices that meet the standards of accuracy and accountability of Tiospa Zina funding sources, and which embody the values on which the school was founded.

FISCAL MANAGEMENT

DB

PLANNING PROGRAMMING BUDGETING SYSTEM

The Board desires to improve ways of measuring the effectiveness of each program within the system. The Board will implement a system of program budgeting and evaluation in order to match school system performance with the Board's goals.

FISCAL MANAGEMENT

DC

ANNUAL OPERATING BUDGET

By July 1 of each year the Superintendent will prepare and submit to the School Board for review and approval an estimated budget for the subsequent academic term based on grants, contracts, and other sources of revenue available for operation of Tiospa Zina Tribal School. The School Board will attempt to implement activities designed to acquire input from the staff, parents, students, and other community members served by the Tribal School as to the program and other needs for the subsequent academic term, as a methodology for making budget determinations. The Superintendent will prepare the proposed budget in consultation with the Business Office and Supervisors.

FISCAL MANAGEMENT

DCB

FISCAL YEAR

The Sisseton Wahpeton School Board operates under a budget for the fiscal year that begins July 1 and ends June 30 of the subsequent year.

FISCAL MANAGEMENT

DCC

BUDGET PREPARATION PROCEDURES

The Board will review and approve a budget in accordance with the provisions for their certified fiscal accounting and reporting system, using forms, account codes, and other criteria incorporated into the certified fiscal accounting and reporting system.

DCCA

BUDGET DEADLINES AND SCHEDULES

The Superintendent will submit a budget for each fiscal year to the Board by July 1 that is based on estimated revenue and proposed expenditures for the subsequent term; the Board will approve the annual budget based on estimates by the end of July.

FISCAL MANAGEMENT

DCE

FINAL BUDGET ADOPTION PROCEDURES

1. The Board will conduct an open meeting during summer of each term to discuss the proposed budget for the next fiscal term.
2. Final approval of the proposed budget will be made by the Board within the month of July for the next fiscal term for which the budget has been proposed.
3. Copies of the budget adopted by the School Board will be disseminated to School Board members, Superintendent and program supervisors.

FISCAL MANAGEMENT

DCH

PERIODIC BUDGET RECONCILIATION

Monthly budget reviews will be made to determine if receipts and expenditures are in keeping with budgeted figures. Such review will cover the anticipated amount/time of receipts and the required expenditures for programs/projects included in the school's annual budget.

FISCAL MANAGEMENT

DE

DEBT LIMITATIONS The Board will not incur any debt which:

1. Obliges funding which is not within prescribed funding line item guidelines for repayment of the debt;
2. Does not have the expressed approval by Board action for approval of the debt;
3. For the purposes of contracted programs, exceeds the total amount of revenue that is estimated or approved for the conduct of the program;
4. Extends beyond the current fiscal term in the event the loan or debt requires approved federal funding as the resource for repayment of the debt obligation;

5. Is not within the prescribed and authorized scope of the operation of the Tribal School. The Board may on occasion acquire short term debt obligations occurring within a fiscal year through the use of a line of credit arrangement with their banking institution if the debt is for payment of services or other items which fall into approved line-item expenditures. The amount may not exceed the total amount of revenue authorized within a contract/grant, and if the debt is as a result of delays in contract/grant (approved) processing of items on a letter-of-credit.

FISCAL MANAGEMENT REVENUES

DF

Funding for the operation of the Tiospa Zina Tribal School and supplementary programs and services required in providing a quality program at the school are derived from federal as well as non-federal resources, in the form of donations, federal contracts, discretionary and entitlement grants, and other resources.

DFC

FEDERAL AID

The School is a federally-funded educational institution, and has access to other entitlement and discretionary contract and program (grant, other) resources, and is required to administer federally funded programs in compliance with federal guidelines.

FISCAL MANAGEMENT SHORT TERM NOTES

DFE

The Sisseton-Wahpeton School Board has the authority to acquire temporary loans within the limitations of DE of this policy manual.

FISCAL MANAGEMENT FEE, PAYMENTS AND RENTALS

DFG

The Board may provide for payment for lease/rental office facilities and equipment, within approved budget line items, for the conduct of the school operations and other supportive and supplementary programs and services required for effective administration of the school. The Board provides for a free education for enrolled members of an Indian Tribe. It may assess fees for tuition, food services, transportation, activities, or other items for certain programs and purposes as may be approved by the Board, with exception to the basic educational programs and services which by regulation provide for free participation and involvement by students. The Board may assess rental, food participation, or other fees of School employees when costs are incurred or services are provided specifically for participation of school employees.

FISCAL MANAGEMENT GIFTS AND BEQUEST

DFC

REF.: Charter and By-Laws of the Sisseton-Wahpeton School

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Policy Manual

Board Article VIII, Section 4

FISCAL MANAGEMENT DFL
INVESTMENT EARNINGS

The Superintendent in consultation with supervisors and the consent of the Board will seek opportunities for the investment of endowment and other funds of the School not legally disallowed from investment. The accountant will seek investment opportunities which are federally insured or secured and which provide a reasonable rate of return. The Superintendent will prepare for the Board recommendations on how to use investment income and will be included in the annual budget each year. The Investment Committee includes the Superintendent, Accountant, Secretary/Treasurer and Chairman of the Board.

FISCAL MANAGEMENT DFM
TUITION INCOME

The Sisseton-Wahpeton School Board may assess tuition charges of up to \$5,000.00 for participation in Educational programs of the Tribal School for students who are non-tribally enrolled. If not paid by the end school Year, the child will not be eligible to return the following school year. The revenue received from tuition income will be deposited in the tuition account of the school, and will be expended within approved line items established by the School Board for school operations and support. Children of staff members are exempt from the tuition fee. Other arrangements may be made by the school administration and school board for payment.

(02-05-2020)

FISCAL MANAGEMENT DFN
PROPERTY SALES

Sale of school property will be made in accordance with federal or other applicable laws. The revenue resulting from the sale of property by the Board will be budgeted and expended in accordance with the fiscal accounting and reporting procedures of the Board.

FISCAL MANAGEMENT

DG

DEPOSITORY OF FUNDS

Banking institution agreements will be considered annually. The banking agreements will be determined on quality and cost effectiveness of banking services. The Board will have the authority to change their banking institution at any time.

Specifications for bids for the financial services for the School.

1. Financial institutions will pay interest (or the maximum allowed by law) compounded daily on all checking balances. There will be no minimum balance required and no fees or service charges assessed under any circumstances.
2. Bank will handle wire transfers, investments, safe keeping, coin-wrapping, money orders, and cashier's checks at no charge.
3. Bank will provide "instant statement" of accounts during interim periods if needed.
4. Bank will provide monthly savings statements when combined with primary checking account.
5. No charge on checks made out by the Board which are tagged non-sufficient funds.

FISCAL MANAGEMENT

DH

BONDED EMPLOYEES

The following personnel are bonded in an amount determined by the Sisseton-Wahpeton School Board:

Superintendent	\$ 50,000
Board Chairperson	\$ 50,000
Board Vice-Chairperson	\$ 50,000
Board Secretary/Treasurer	\$ 50,000
Administrator Designee	\$ 50,000

Such bonds will be made payable to the Sisseton-Wahpeton School Board and will be conditioned upon faithful and true accounting for all public funds and all property coming into the bonded person's custody, control, care or possession.

FISCAL MANAGEMENT

DIC

INVENTORIES

The Business Office Technician will issue each department a list of equipment assigned to them at the beginning of the school year. The Principals, all departments, and staff will be responsible for keeping a complete and accurate count of their initial inventory and submit a final copy of this inventory to the Business Office by the last day of their contract (purchase of new equipment, transferring from one dept. to another).

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FISCAL MANAGEMENT

DID

AUDITS

The Board will conduct external audits of all school program accounts and sources of revenue within 90 days of the end of the fiscal term. Audits will be conducted by a certified CPA firm in accordance with all applicable federal, tribal, and state laws. The Board will review the auditing reports as presented by the auditor and will implement policy, procedure or other changes which will increase the accountability, documentation, and cost-effectiveness of the overall fiscal management of school funds. [REFERENCE - Local governments that receive \$100,000 or more a year in Federal financial assistance will have an audit made in accordance with OMB Circular A133, Section 12.16 through 12.92.]

FISCAL MANAGEMENT

DJ

EXPENDITURE OF FUNDS

The Superintendent is authorized to expend funds based on Board approved budgets. Any individual purchase over 10,000.00 requires a minimum of 2 bids, no bids are required when only one vendor is the only source of supply, and specific Board approval

FISCAL MANAGEMENT

DJA

CHECKING ACCOUNTS

Checking accounts necessary for the conduct of school business will be established and maintained in the school official depository.

FISCAL MANAGEMENT

DJAA

AUTHORIZED SIGNATURES

The Superintendent, or designee, as the Board's authorized agents, will sign all reports, requisitions, and other official documents.

FISCAL MANAGEMENT

DJAB

CHECK WRITING

All checks written on behalf of the Board are completed by the Accountant and then reviewed by the Business Office Technician with the exception of payroll, which is completed by the Accountant and then reviewed by the Human Resources Director. No other personnel are authorized to write checks on behalf of the School Board. No checks are to be written without the appropriate authorized signatures and attached documentation (travel authorization forms, purchase orders, etc.). Authorized signatures will consist of Chairperson, Vice-Chairperson, Secretary/Treasurer, and Superintendent, or designee.

FISCAL MANAGEMENT

DJB

PETTY CASH

No petty cash funds will be authorized by the Board.

FISCAL MANAGEMENT

DJC

PAYROLL PROCEDURES

All school personnel will be paid in accordance with the salary scale and terms stated in their annual contract of employment. Any adjustments in salary deemed necessary because of absences, termination or late employment will be made in accordance with the length of the work year approved for specific positions.

FISCAL MANAGEMENT

DJCA

PAY DAY SCHEDULES

The Board will approve salary pay period schedule which is consistent with the overall budget and funding timelines. Pay day will be every other Wednesday. No salary advances are allowed. An early check may only be given in an emergency situation, and be negotiated with the Superintendent and the Business Manager.

FISCAL MANAGEMENT

DJCB SALARY DEDUCTIONS

The Board will make salary deductions for the following:

1. Required federal or other taxes
2. Employee share of fringe benefits
3. SW Credit Union contributions and payments
4. SWHA rent deductions and other tribal entities
5. Deductions required as garnishment due to legal judgment from Tribal Court

FISCAL MANAGEMENT

DJD

EXPENSE REIMBURSEMENTS

Reimbursement for expenses incurred by school employees and others which is approved in advance for official school business will be reimbursed consistent with the following rates:

Mileage..... current federal standard mileage rate

Per Diem..... Figured by quarters based on current federal rates

(12 noon - 6 PM = 1 qtr. 6 PM to midnight = 1 qtr. etc.)

For travel in which overnight lodging is not required, meal allowances are as follows:

Breakfast..... \$ 10.00

Lunch..... \$ 12.00

Dinner..... \$ 23.00

Travel Authorizations may be approved for official school business. A Travel Authorization Form must be completed and approved prior to issuance of any funds. A Travel Statement must be completed by the employee within (5) days from their return from travel. Motel and airline receipts must be attached to Travel Statement. No travel authorization will be authorized for an employee unless all Travel Statements are up to date. If an employee does not complete a travel statement within (5) working days following their return from a trip from which a travel authorization has been issued, the amount of the travel authorization will be deducted from the next payroll check of the employee. In addition, the employee will not be granted permission to travel for the

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remainder of the school year. In order to be eligible for professional development opportunities, employees must have been employed for one school year. Summer training opportunities are encouraged. High rate area costs will be considered in processing of approved travel authorizations or requests for reimbursement for travel, if applicable.

FISCAL MANAGEMENT

DJEA

PURCHASING AUTHORITY

The Superintendent is authorized to sign and issue only those purchase orders which have been approved by the School Board as indicated in Policy DJ (Expenditure of Funds), with exception to those items indicated as emergency purchases in Policy DJ.

FISCAL MANAGEMENT

DJED

BIDDING AND QUOTATIONS

The Business Office Technician will serve as the primary negotiator with vendors of the Board, and will, whenever practical, allow for a process which enables the acquisition of bids and quotations for goods and services of vendors. Buy-Indian preference in award of bids will be considered by the School Board dependent upon cost-effectiveness of submitted bids. No bids are required when vendor is only source of supply. Advertisement of bids and quotations will be printed in the SOTA as well as other local newspaper, as needed. The School Board may approve a portion of bids submitted by more than one bidder, if comparative price on consumable or other items indicates awards of bids, by specific items instead of the entire bid package.

FISCAL MANAGEMENT

DJEG

PURCHASE ORDERS AND CONTRACTS

All purchases by the Board for the School will be made through the Business Office on approved purchase order forms of the school, except service calls, leases, insurance premiums and utilities. Employees are not allowed to make purchases or make obligations in the name of the Board without the approval of their supervisor, Superintendent and Accountant signatures. Purchases for the school will follow these procedures:

1. The employee requesting purchase of goods or services must acquire, complete, and submit a Purchase Request Form to their supervisor. The form must include all requested purchasing information and also the approving signature of the employee's immediate supervisor. The supervisor is responsible for keeping a Purchase Order Log.
2. The supervisor will submit the form to the Accountant, who will (a) review fund balances from which the item is to be purchased, (b) assign the appropriate accounting code, and (c) submit the Purchase Request Form to the Superintendent for final processing approval. Signatures of the Superintendent are to be on all purchase orders.
3. If the Superintendent provides final approval for the purchase, the Purchase Request Form is given to the Business Office Technician, who will:
 - (a) put all information on a Purchase Order,

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- (b) provide the vendor with a copy of the purchase request number, (d) file a copy of the purchase order in the vendor file, and
 - (e) file a copy of the purchase order in files maintained by her/him.
4. The vendor, upon submittal of an itemized invoice and upon review as to the purchase order number authorization, will receive payment.

FISCAL MANAGEMENT

DJEIA

SALES CALLS AND DEMONSTRATIONS

Solicitation, when approved, must be outside teaching hours and can only be accomplished by the Principal. All violations should be reported to the Superintendent immediately.

FISCAL MANAGEMENT

DK-R/JHB-R

STUDENT ACTIVITIES FUND MANAGEMENT

Volunteerism as well as student participation in fund-raising to support the activities programs of the School is supported by the Board. The management of Student Activities Fund Raising is under the immediate supervision of the Superintendent.

1. All funds raised by students or student activities will be turned in to the respective Principal who will deposit it in the appropriate account. All Board approved funds raised by the students or students will be deposited at the Dacotah Bank the student activity account.
2. The sponsor of each grade/activity will be required to complete a "Purchase Order Requisition" to make purchases against any student activity account being sure to indicate which activity/grade the purchase is to be charged to. All requests to purchase will be approved by the Principal and/or Athletic/Activities Director.
3. The Central Office Administrative Assistant will provide for monthly reporting of all revenues and expenditures of student activities funding to the School Board. A copy of the "Student Activity Report" will be provided to the sponsors each month.
4. Activity admissions charges or fees assessed for sponsored events through student activities will be established by the School Board. Student clubs and organizations are encouraged to participate in fund-raising activities to support their particular club, organization, or activity. Student clubs and other must seek approval from the superintendent prior to requesting funds from the tribal government. Fund-raising by any school-sponsored club, group, or other student organization must be conducted within the following boundaries:
 - a. Fund-raising on the behalf of any school-sponsored group, club, or organization must be conducted under the supervision of the sponsor for the group, club, or organization; the fundraising activity must be approved by the Principal.
 - b. To receive approval for any fund-raising activity, the school sponsored club, group, organization conducting the fund-raising activity must provide the Principal with the intent, purpose, and goals of the fund-raising activity, as well as the time lines in which the activity will take place.

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FISCAL MANAGEMENT

DL

CASH IN SCHOOL BUILDINGS

In no case will monies be left for more than 5 working days in school. The school will provide for making bank deposits after regular banking hours to avoid leaving money in school overnight.

FISCAL MANAGEMENT

DO

SCHOOL PROPERTIES DISPOSAL PROCEDURE

School system property deemed by the Board as having no use to the school system will be advertised for sale to the highest bidder. These will be by sealed bids. Interested persons may contact the school system office for any information on the condition of items being offered for sale.

FISCAL MANAGEMENT

DJEJ-R

PAYMENT PROCEDURES

ACCOUNTING MANUAL DISBURSEMENTS

Fill out purchase order.

Employee

Approval of purchase order.

Supervisor

Check out account codes with budget to see if cost is allowable. Sign purchase order.

Accountant

Sign as authorized purchasing agent.

Superintendent

Upon receipt of goods, match invoice, with the purchase order.
The invoice package must contain the purchase order and invoice.

Accountant

A voucher is filled out and signed for approval with invoice package included.

Accountant

Prepare the check with coding on the voucher.

Accountant

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Forward PO, Invoice, Voucher and check to Accountant.	Accountant
Review and compare the invoice package to the check and coding of check.	Accountant
Superintendent and authorized check signer sign check to satisfy two signatures required.	Superintendent Auth. Check signers
Return signed check and invoice package to accounts payable.	Authorized check signers
Forward check to vendor and stamp invoice "paid".	Business Office Technician
File invoice package with the carbon copy of check.	Accountant
Post to cash disbursement journal from coded voucher.	Accountant

FISCAL MANAGEMENT **DJEJ-R**
RECIEPT PROCEDURES - ACCOUNTING MANUAL

Request funds thru local BIE Office (signatures needed to process request)	Superintendent
Check with Bank in 3-4 days to see if funds have been received.	Accountant
Prepare cash receipts data entry forms.	Accountant
Compare cash, deposit slip, to cash and cash receipt form.	Accountant
Code cash receipt form to an individual account.	Accountant
Break down the amount of the cash receipts form into each program.	Accountant
Post cash receipts forms to CR journal.	Accountant

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File CR forms in the sequential file.

Accountant

Capitalization thresholds: Tiospa Zina establishes \$10,000 as the minimum threshold amount for capitalization. Fixed assets costing below this amount shall be expensed in its financial statements.

Capitalization method and procedure: Fixed assets shall be recorded at historical cost as of the date acquired, and depreciated beginning on the date the fixed asset is placed in service.

E--BUSINESS MANAGEMENT

EA	GOALS AND OBJECTIVES
EB	BUILDINGS AND GROUNDS MANAGEMENT
EBB	SAFETY
EBBA	FIRE PREVENTION
EBCC	SECURITY
EBCA	VANDALISM PROTECTION
EBF	
EBH	LEASING AND RENTING
EC	EQUIPMENT AND SUPPLIES MANAGEMENT
ECG	EQUIPMENT AND SUPPLIES RECORDS
ECI	TELEPHONE USE
ED	STUDENT TRANSPORTATION MANAGEMENT
EDCB	BUS CONDUCT
EDD	SCHEDULING AND ROUTING
EDDA	SPECIAL USE OF SCHOOL BUSES
EE	FOOD SERVICES MANAGEMENT
EEA	FREE FOOD SERVICE
EEC	FOOD SERVICES RECORDS
EED	VENDING MACHINES
EF	DATA MANAGEMENT
EG	INSURANCE MANAGEMENT
EGA	STAFF INSURANCE PROGRAM
EGAA	WORKMEN'S COMPENSATION
EGAB	LIFE
EGAC	HEALTH
EGAF	INCOME PROTECTION
EGB	STUDENT INSURANCE PROGRAM
EGC	PROPERTY

BUSINESS MANAGEMENT

EA

GOALS AND OBJECTIVES

The business operations of the school system are essential yet auxiliary to the School's central function of education. The Board serves as trustee of school facilities and supervisor of school business operation for the purpose of providing the facilities and services supporting the educational program. In the operation and maintenance of the school plant, equipment and services, the School will maintain high standards of safety, promote the health of pupils and staff, reflect the aspirations of the community, and support the efforts of the staff to provide good instruction.

BUSINESS MANAGEMENT

EB

BUILDINGS AND GROUNDS MANAGEMENT

The Board will maintain school properties in good physical condition; safe, clean, sanitary and as comfortable and convenient as the facilities will permit or requires. The Superintendent will have the general responsibility for the care, custody, and safekeeping of all school property and he/she will establish such procedures and employ such means as may be necessary to discharge responsibility. At the building level, the Principal will be responsible for overseeing the school plant and for the proper care of school property by the staff and students. The Facilities Management Department is responsible for maintenance of buildings, grounds, equipment, planning, and construction of buildings and additions. The Superintendent is responsible for the maintenance and operation of all buildings and facilities in the School. The work is scheduled on a priority basis to insure the performance of workmanship and to see that all school plants are maintained and operated efficiently and economically.

BUSINESS MANAGEMENT

EBB

SAFETY PROGRAM

The Board will make every effort to prevent accidents from occurring by taking all reasonable precautions to protect the safety of all students, equipment, visitors, and those present on School property or at school sponsored events. It is the responsibility of the Principal to assure the safety of children while under the supervision of school employees. The staff will adhere to recommended safety practices as they pertain to the school plants, special areas of instruction, student transportation, school sports, occupational safety, etc. The practice of safety will also be considered an aspect of the instructional program of the School, and instruction to accident prevention as well as fire prevention, emergency procedures, traffic, bicycle, pedestrian safety, and driver education will be provided in the appropriate classes. Each Principal will be responsible for the supervision of a safety program for his/her school. The Principal will see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

BUSINESS MANAGEMENT

EBBA

FIRE PREVENTION

Fire prevention measures in the schools will be administered in compliance with tribal safety code and if approved by the board, the state Fire Marshall, and in cooperation with the local fire

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departments. Fire prevention practices will reflect the top priority which the Board gives the welfare of the students and staff personnel. The Superintendent will be responsible for seeing that all staff members, particularly Principals, and others in charge of the safety of personnel and school property be kept informed of current state regulations and the recommendations of the local fire officials. When school property is in use for purposes other than instruction, those in charge of the building at the time will be responsible for compliance of the users with fire prevention measures.

**BUSINESS MANAGEMENT
SECURITY**

EBC

It will be the duty and responsibility of the-Activities/Athletic Director to provide adequate police protection at all extra-curricular school functions, as may be deemed appropriate. The Superintendent will be responsible for the security of the buildings at all times. When away from their buildings on leave or vacation, Principals will notify the Superintendent's office which person on their staff has been designated to ensure building security.

**BUSINESS MANAGEMENT
VANDALISM PROTECTION**

EBCA

Parents are reminded that School Board regulations state that parents are liable for any damage to school property incurred by their children whether during or after school hours or in the vacation weeks. Every citizen of the School area, students, and members of the police department are urged by the Board to cooperate in reporting any incidents of vandalism to property belonging to the School and the name(s) of the person or persons believed to be responsible. Each employee of the School will report to the Principal of the school every incident of vandalism known to him or her, and, if known, the names of those responsible. The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property, and is further authorized to delegate, as seen fit, authority to sign such complaints and to press charges.

**BUSINESS MANAGEMENT
REPAIRS**

EBG

It is the policy of the Board to maintain to the highest level possible all facilities in the School. The Superintendent will be responsible for the operation and maintenance of buildings and supervising custodial staff members as they carry out regular operational and normal maintenance duties. Each Principal will supply the Superintendent with a list of major repairs needed on a yearly basis. Major repairs are those for remodeling classrooms or school plant. The Superintendent will set up procedures for handling minor repairs expediently.

Plant Management and Custodial

- Requests for routine repair or maintenance work should be written up on Work Request Forms and placed in the Maintenance mailbox.
- If work is not done in a reasonable amount of time, a second request will be filed and ask for a reason why it was not done.
- After this, if work is still not done, contact the Superintendent.
- In cases of emergency needs (leaks, etc.), try to contact the Superintendent.

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- If your area is not being cleaned regularly please notify the Transportation/Facility Supervisor.
- All employees are asked to help keep School looking presentable and to have students learn respect for the school. Keep work areas neat and dusted. Have students clean their desks, pick up papers, etc.

BUSINESS MANAGEMENT

EBH

LEASING AND RENTING OF BUILDING OR GROUNDS

Use of school facilities by groups is allowed, and will be approved by the Superintendent through the use of lease and rental agreements.

BUSINESS MANAGEMENT

EC

EQUIPMENT INVENTORY AND SUPPLIES MANAGEMENT

Inventory is tagged with a number and location and kept on a data base with the auditing firm. The auditing firm calculates the depreciation of the fixed assets. The school keeps a copy of all equipment purchased with the cost, tag number and the person who ordered the equipment. General classroom supplies can be obtained from the supervisor.

BUSINESS MANAGEMENT

ECG

EQUIPMENT AND SUPPLIES RECORDS

The administration will ensure that proper records are kept on all textbooks, materials, supplies, and equipment owned by the district. Records will include records of the issuance of such items to the various schools; records of issuance within each school to individual teachers; and teacher records of issuance to students. Staff and students will be held responsible for items that have been issued for their use. All school-owned equipment for extra-curricular activities-will be issued at the beginning of each season and returned at the end of each season and complete records will be kept on all such equipment. Teachers will at least once a year make a careful inspection of textbooks and permanent supplies in use by students. All property of the school will not be loaned to students or any other individual or group unless an official receipt is signed by the borrower. A deposit may be required, as determined by the Principal, the business office, or the Superintendent.

BUSINESS MANAGEMENT

ECH

AUTHORIZED USES OF EQUIPMENT

Employees are to utilize school facilities, equipment, and materials for school business use only; employees are prohibited from using school materials, equipment or facilities for their personal use. Specific examples include:

1. **Telephone.** Employees are to refrain from using telephones for personal calls.
2. **Vehicles.** School vehicles are to be used for official school business use only, and not for personal use. Documentation logs including mileage and the signature of the authorized person driving will be kept up to date. The Transportation Director is responsible for scheduling the use of school vehicles, so if you have any school business vehicle needs,

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contact this resource. All school vehicles need to be kept in the bus barn unless other arrangements are approved by the superintendent.

3. **Postal Services.** School envelopes, postage, etc., are to be used for school mail. Mailboxes for each employee are provided, and employees are to check their mailbox of items on a daily basis.
4. **Copier Machines.** Copier machines are to be used for school business.

BUSINESS MANAGEMENT

ED

STUDENT TRANSPORTATION MANAGEMENT

The School's transportation program will be designed to transport to school those students living an unreasonable walking distance from school and back in an efficient, safe, and economical manner. General responsibility for the transportation is vested in the Superintendent. All other people engaged in the transportation program are responsible to that administrator. Other purposes include the provision of transportation for academic field trips in direct support of the curriculum, co-curricular program (athletics, music, drama, and the like), senior citizens and other community uses. The criteria for the management of school transportation will be:

1. **Adequacy:** Does the program provide both necessary and sufficient transportation to and from schools and for all other school programs?
2. **Safety:** Does the scheduling and operating of the program take into account hazards, potential dangers to pupils, and all appropriate safeguards?
3. **Economy:** Is the program operated in the most efficient manner possible after considering the constraints imposed by the criteria of adequacy and safety?

All vehicles (buses) may be parked at employer homes because of cost effectiveness. Bus drivers will be responsible for determining safe road conditions for providing transportation services for students, and will provide the Superintendent with this information as a basis for determining school closure due to inclement weather or unsafe travel conditions. Under no circumstances will a bus driver transport when conditions are unsafe. In the event school closes, following the beginning of a school day, school personnel will ensure that parents or guardians are present in the home prior to returning a student to their home. No bus driver will leave a student at a home where no parent or guardian is present to provide care and supervision for students. The bus driver will bring the student back to the school and notify law enforcement.

BUSINESS MANAGEMENT

EDAA

SCHOOL-OWNED BUSES

Driver Requirements

- A. Drivers of school buses, both regular and substitutes, will be selected and recommended for employment by the Superintendent and approved by the Sisseton-Wahpeton School Board. The Board will hire Bus Drivers.
- B. The board will select drivers and make recommendations on the basis of the following minimum standards, namely:
 1. Mental and moral fitness and physical examination by a licensed Doctor of Medicine within 30 days prior to the date of employment in accordance with the approved test.

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2. Current CDL with school bus driver passenger endorsement and air brakes endorsement
 3. Driving ability.
 4. Character and integrity.
 5. Emotional stability.
 6. Knowledge of driving.
 7. Appearance and personality.
 8. Knowledge of first aid.
- C. To be considered for re-employment it will be mandatory that the driver pass the annual medical examination not more than 30 days before the beginning of the school term.
- D. Full-time drivers will be entitled to sick leave benefits in accordance with policies adopted by the Sisseton-Wahpeton School Board.
- E. All school bus drivers will keep their seat belts fastened while transporting school children.
- F. All drivers or substitute drivers will be required to sweep and clean their bus after each trip. Any violation of this rule will result in the denial of future use of the bus.
- G. The bus driver will be responsible for all loading and safety regulations of the SissetonWahpeton School Board. Bus drivers and monitors will be responsible for certifying that buses are empty of all student passengers and items.
- H. The driver will personally be responsible for all fines and expenses incurred in traffic violations.
- I. All bus drivers are required to participate in an annual bus driver safety course.

Use of School Buses

- A. The primary utilization of school buses in order of priority will be:
1. educational field trip specifically related to classroom activities that will enhance the instructional program of the schools.
 - a. All field trips will be limited to 200 miles one way in order to maintain reasonable safety standards and must be submitted at least one week in advance.
 - b. Requests for field trips to be taken on non-school days must be submitted at least two weeks in advance to the Principal. Final approval will be given by the Superintendent.
 - c. All trips will be chaperoned by a faculty member or members, designated by the Principal, who will ride the bus and be responsible to maintain proper discipline of students.
 2. For trips directly related to school connected activities, such as athletics, student activities, and school-related clubs or organizations.

BUSINESS MANAGEMENT

EDCB/JCDAD

STUDENT BUS CONDUCT

The driver of a school bus and/or bus monitor will be responsible for the safety of the students on his/her bus, both during the ride and while students are entering or leaving the vehicle. The bus

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driver/and or bus monitor will notify the Principal of the school involved if any student persists in violating the established rules of conduct. After due warnings have been given to the student and to his/her parents, the Principal may deny the student the privilege of riding the school bus.

Tiospa Zina Tribal School provides transportation for students who live in the immediate and outlying areas of the community. This transportation is available to students for the most part, and it is imperative that behavior of students on buses is positive to provide for the safest possible transportation services Tiospa Zina Tribal School can provide. In the event that a student's behavior becomes disruptive or destructive, or violates the Eight Basic Values as listed (EDCBRJCDAD-R), the following disciplinary alternatives may be enforced by the administration:

1. Suspension from riding the bus for a period of time to be designated by the Principal.
2. Discontinuance of transportation services for abusers of behavior boundaries.
3. Ineligibility for transportation services to school-related activities for a period of time as designated by the Principal.
4. Other disciplinary actions (suspension, expulsion, work detail) as determined by the Principal.

It is hoped that students will assist in monitoring the activities on their buses to insure their own and other's safety. Students riding in buses may report any incidents occurring on buses to the respective Principal for disciplinary action.

BUSINESS MANAGEMENT

EDCB-R/JCDAD-R

STUDENT BUS CONDUCT

Students are to follow the directions of the bus driver at all times to help make certain that distractions to the driver are minimal. This increases bus safety for all students riding the bus.

Basic bus conduct expected of all students includes:

1. Students are to be on time; bus will wait no more than (3) minutes.
2. No student is to extend arms, legs, or head out bus windows at any time while on the bus.
3. Students are to avoid unnecessary conversation with the bus driver.
4. Students are not to throw litter, waste paper, or rubbish on the bus floor or out vehicle windows.
5. Students are to follow the same classroom behavior expectations.
6. Students are not to mark on or damage any portion of the bus.
7. Students are not allowed to get on a bus without permission from the parent and Principal or designate. All safety precautions will be taken for students getting on and off the bus.
8. During inclement weather, students will not be allowed to get on/off the bus without proper winter attire.

Failure of students to comply with the listed expectations may result in termination of bus transportation services for that student until the following semester and/or other disciplinary action up to and including suspension from school for the remainder of the school year.

BUSINESS MANAGEMENT

EDD

SCHEDULING AND ROUTING OF BUSES

In transporting special education students, bus routes will be drawn so as to provide the most economical operation of the school bus fleet and will be designed to achieve the maximum safety level possible. The Superintendent is responsible for determining route assignments, following approval of routes by the School Board.

BUSINESS MANAGEMENT

EDDA

SPECIAL USE OF SCHOOL VEHICLES

Vehicles of the Board will be used specifically for school-sponsored activities and official school business. All other use will require specific approval.

BUSINESS MANAGEMENT

EDG

ACCIDENT REPORTING-STUDENT TRANSPORTATION

The Superintendent will report in writing any and all accidents to the Board and may include law enforcement.

BUSINESS MANAGEMENT

EE

FOOD SERVICES MANAGEMENT

Tiospa Zina will operate a school breakfast and lunch program in its school. The cafeteria staff will cooperate with each school Principal in matters essential to the proper functioning of the food service program. The control of students using the school cafeteria will be the responsibility of the building Principal. Food Services will include hot lunches and breakfasts, through participation in the Child and Adult Nutrition Services. As required for participation in the Child and Adult Nutrition Services, the Board agrees to the following regulations:

1. That the food service programs operate on a non-profit basis;
2. That lunch will be available for students to meet at least one-third of their daily food requirements;
3. That free and reduced-price lunches be provided students unable to afford price of the lunch. Students may bring their lunches from home.

BUSINESS MANAGEMENT

EEA

FREE AND REDUCED PRICE FOOD SERVICES

Tiospa Zina Tribal School will take part in National School Lunch Program to assure all children in the school receive proper nourishment. The administration will establish rules, regulations and procedures which conform to tribal, and federal requirements regarding participation in programs for free and reduced price meals and supplementary food. Regulations will be presented to the Board from time to time for its approval. Kitchen facilities may be used by the community according to procedures established by the Superintendent.

BUSINESS MANAGEMENT

EEC

FOOD SERVICE RECORDS

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Tiospa Zina Tribal School will comply with all regulations regarding the keeping of accounts and records and the making of reports prescribed by the National School Lunch Program. Such accounts and records will be available at all time for inspection and audit by authorized officials and will be preserved for a period of five years. The Kitchen Supervisor is responsible for maintaining accurate meal participation records. All other reports and records is the responsibility of the Kitchen Supervisor.

**BUSINESS MANAGEMENT
VENDING MACHINES**

EED

The school system may contract with a firm to maintain a vending machine on the school premises at a cost to the determined by the Board.

**BUSINESS MANAGEMENT
INSURANCE MANAGEMENT**

EG

The Superintendent, Human Resources Manager, and Business Office Technician respectively, will be responsible for the management of all insurance programs and the safekeeping of policies. Purchase of insurance will be according to Board policies and Tribal law and all regulations pertaining to other school purchasing. The Board may procure insurance against liability of the Tiospa Zina Tribal School or its officers or employees for damage resulting from wrongful acts and omissions of the Tiospa Zina Tribal School and its officers and employees.

**BUSINESS MANAGEMENT
FRINGE BENEFITS**

EGA

The School Board will provide employee costs of fringe benefits approved by the Board on an annual basis, contingent upon available budget resources. Fringe benefit options will include major medical (inclusive of dental and visual if feasible), accidental death and disability, Worker's Compensation (required), disability income, liability, retirement, provisions for family or dependent coverage at employee expense and free breakfast and lunch.

**BUSINESS MANAGEMENT
COMPENSATION**

EGAA WORKER'S

All employees of Tiospa Zina Tribal School are covered by Worker's Compensation Insurance.

**BUSINESS MANAGEMENT
LIFE INSURANCE**

EGAB

Tiospa Zina Tribal School provides life insurance in the amount of \$20,000 for all full-time employees. Additional insurance is also available through this group policy at the employee's expense.

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BUSINESS MANAGEMENT

EGAC

HEALTH INSURANCE

Tiospa Zina Tribal School Board provides a group health insurance plan for all full-time employees, within budget limitations. The cost for family health coverage is the responsibility of the employee. Employees may decline health benefits with the option of providing half the premium to the new school fund and future school funding projects. Employee will receive half premium twice per school year.

BUSINESS MANAGEMENT

EGAF

INCOME PROTECTION-UNEMPLOYMENT INSURANCE

Federal

regulations state that employee benefits in the form of employer's contributions or expenses for unemployment insurance coverage as properly provided such benefits are granted under approved plans and are distributed equitably to grant programs and to other activities. It is the practice of the school to charge each fund or activity direct or prorate expenditure.

BUSINESS MANAGEMENT

EGB/JGA

STUDENT INSURANCE

Students participating in athletics will be covered by insurance in accordance with criteria established by the South Dakota High School Activities Association and/or Indian Health Service.

BUSINESS MANAGEMENT

EGC

PROPERTY INSURANCE

The Board will carry necessary and appropriate property insurance to adequately cover possible losses in the use of its buildings and vehicles.

F--FACILITY EXPANSION PROGRAM

FA	GOALS AND OBJECTIVES
FB	BUILDING COMMITTEES
FC	COST ESTIMATES
FD	LONG-RANGE PLANNING
FDC	NAMING NEW FACILITIES
FE	PROJECT PLANNING
FEAB	ARCHITECTS
FF	REVENUE
FG	BIDDING PROCESS
FGBD	CONTRACT AWARDS PROCEDURE
FGCC	BID OPENING PROCEDURES
FGEB	LIABILITY
FGI	BUILDING PROJECT RECORDS AND REPORTS
FH	COMPLETED PROJECT
FI	TEMPORARY FACILITIES

FACILITY EXPANSION PROGRAM LONG-RANGE PLANNING

FD

The Sisseton-Wahpeton School Board is authorized to make comprehensive studies to determine the need and location of school buildings, to determine the safety and educational requirements of school buildings, and to plan the methods of financing the cost of constructing and equipping such buildings. The construction of all school buildings must be approved by the Board and must be according to the plans furnished by an architect to the appropriate federal agencies. The Board is required to have a comprehensive, updated facility inventory to qualify for federal funds. The Board will have a local facilities plan stating all new facility needs, those scheduled to be abandoned, and those requiring renovation within the next five years. At least once every five years, the appropriate agencies will conduct a comprehensive facilities survey. All members of the survey team must be approved as qualified to conduct the survey and must be approved by the Board.

FACILITY EXPANSION PROGRAM

FDC

NAMING NEW FACILITIES

It is the Board's responsibility to name all new facilities. Suggestions from citizen groups and staff will be given consideration.

FACILITY EXPANSION PROGRAM ARCHITECTS

FEAB

Architects will be used for renovation/modification and construction projects as required by tribal, federal and local regulations. Architects are recommended by the Superintendent for submission to and approval by the Board. The architect will advise the administration on the phases of the program for which they have technical training and experience. The architect performs other functions as follows:

1. Translates the educational program for which the facilities are needed into building design and specification.
2. Advises the Superintendent on letting of contracts.
3. Supervises or direct construction.
4. Advises the Superintendent as to costs on additions.
5. Recommends approval and acceptance of completed facilities.

FACILITY EXPANSION PROGRAM BID OPENING PROCEDURES

FGCC

Bid opening procedures for new construction and major renovations will be specified in the bid proposal documents.

FACILITY EXPANSION PROGRAM CONTRACT AWARDS PROCEDURE

FGDB

A. Procedures

1. The selection of a site for a new building is made in accordance with the criteria for the selection of school site is approved by the Board.
2. For each project an architect is assigned on a contingent basis.
3. Architectural and construction contracts are signed by the Superintendent with the authorization of the Board.
4. For each project a preliminary plan is developed and is approved by the appropriate federal agencies, Tribe, Superintendent and the Board.
5. The plans and specifications (working drawings) are prepared to conform to all local federal codes governing public buildings. Working drawings are approved by the federal agencies, and federal health departments.
6. Each addition to an existing building and the construction of a new building is advertised for construction bids over authorization by the Board.
7. Sealed bids are received on the date as advertised and opened and read in public.

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8. The tabulation of the bids for each project is presented to the Board with the certification of the Superintendent.
9. All bidders are required to furnish the Board a one hundred per-cent performance bond.
10. The low bid is analyzed and is compared to bids on similar projects and compared to the architect's cost estimates and to the control budget.
11. The Board reviews the bids with the right to accept or reject any and all bids.
12. With the authorization of the Board, a construction contract is executed, which includes the Performance Bond, Payment Bond, Builders Risk Insurance, Worker's Compensation, Owners Protective Liability Insurance and Contractors Protective Liability Insurance.
13. Indian preference will be a major consideration on any contracts awarded by the Board.

FACILITY EXPANSION PROGRAM

FGEB

LIABILITY INSURANCE

All contractors providing services for the Tiospa Zina Tribal School must have liability coverage to protect the public unless the contractor is performing services on an hourly basis.

FACILITY EXPANSION PROGRAM

FGI

BUILDING PROJECT RECORDS AND REPORTS

In general, the Superintendent will be responsible for making reports to the Board on the progress of district building projects. However, at the invitation of the Superintendent, the architects supervising particular projects may be asked to appear before the Board. The Superintendent office will be responsible for keeping the appropriate records and documents concerned with each building project, such as copies of contracts, cost analysis sheets and plans and specifications.

FACILITY EXPANSION PROGRAM

FH

COMPLETED BUILDING PROJECTS

Upon completion of the building construction and a final inspection of all aspects by the architects, contractors, and school officials, a recommendation for its acceptance will be made.

G-PERSONNEL

GA	GENERAL SECTION
GAA	GOALS AND OBJECTIVES
GAAA	EQUAL OPPORTUNITIES
GAC	STAFF INVOLVEMENT IN DECISION-MAKING
GAD	PROFESSIONAL DEVELOPMENT OPPORTUNITIES
GAE	COMPLAINTS AND GRIEVANCES
GAEA	STAFF PROTECTION
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GAG	CONFLICT OF INTEREST (NEPOTISM)
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GAK	PERSONNEL RECORDS
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GB	PROFESSIONAL PERSONNEL
GBA	COMPENSATION GUIDES AND CONTRACTS
GBB	PERSONNEL POSITIONS
GBBA	QUALIFICATIONS AND DUTIES
GBC	PERSONNEL RECRUITMENT
GBD	HIRING
GBE	ASSIGNMENT
GBF	ORIENTATION
GBG	PROBATION
GBH	SUPERVISION
GBI	EVALUATION
GBJ/GCJ	PROMOTION
GBK	SUSPENSION/SEPARATION
GBKA	LAY-OFF (REDUCTION-IN-FORCE)
GBL	TENURE
GBM/BCM	TRANSFER
GBN	SEPARATION (TERMINATION)
GBO	RESIGNATION
GBO/GCQ	RETIREMENT
GBR/GCR	WORKING CONDITIONS
GBRA/GCRA	HEALTH EXAMINATIONS
GBRB	TIME SCHEDULES
GBRD	STAFF MEETINGS

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GBRE	EXTRA DUTY	
GBRF	EXPENSES	GC
GBRG	NON-SCHOOL EMPLOYMENT	
GBRGB	TUTORING FOR PAY	
GBRHB	CONFERENCES AND VISITATIONS	
GBRH-R/GBRI-R	LEAVES AND ABSENCES	
GBRIA	LEGAL LEAVE	
GBRIB	ILLNESS (SICK LEAVE)	
GBRIC/GCRGC	MATERNITY/PATERNITY LEAVE	
GBRID	MILITARY LEAVE	
GBRJ	ARRANGEMENT FOR SUBSTITUTES	
GBRK/GCRH	PERSONAL LEAVE (VACATIONS)	
GBS	ORGANIZATIONS	
GBT	PUBLISHING	
GBU	CODE OF PROFESSIONAL ETHICS	
	NON-PROFESSIONAL PERSONNEL SUPPORT STAFF SECTION	

PERSONNEL: GENERAL SECTION

GAA

GOALS AND OBJECTIVES

The purpose of this manual is to provide a system of personnel administration. The following principles will govern personnel matters:

1. All appointments, promotions, measures for control, separations, etc., will be on the basis of objective criteria.
2. Fair and equitable rates of pay with due observance of the principle of equal pay for equal work and suitable differences in pay for differences in work.
3. Service to Tiospa Zina Tribal School will be made attractive as a career, and employees will be encouraged to render their best services to the public in return, for which recognition will be provided.

The Sisseton-Wahpeton School Board's specific personnel goals are:

1. To employ the best available personnel to staff the school system;
2. To provide attractive compensation and benefits for staff welfare;
3. To develop and implement personnel evaluation processes which will contribute to the improvement of staff capabilities and the learning program.
4. To provide staff development for all employees to improve the educational program and aid each staff member's career aspirations;
5. To assign personnel so as to ensure they are utilized as effectively as possible;
6. To develop a climate that will produce the highest staff performance, morale and satisfaction.

PERSONNEL: GENERAL SECTION

GAAA

EQUAL EMPLOYMENT OPPORTUNITIES

There will be no discrimination on the basis of race, creed, color, national origin, religion, sex, sexual orientation, age, or marital status or disability nor be a factor in the hiring, assignment, reassignment, promotion, demotion, or dismissal of the personnel of the school system. Indian Preference will be followed.

PERSONNEL: GENERAL SECTION

GAC

STAFF INVOLVEMENT IN DECISION-MAKING

The Superintendent will be responsible for ensuring procedures which are designed to involve employees in decision-making in matters affecting their conditions of employment, institutional evaluation, educational planning, school climate development, community involvement, student activities development, and related developmental activities. Employee supervisory personnel will be responsible for ensuring proper, appropriate, and timely involvement of staff in decision making, policy development recommendations, and other related activities in a non-restrictive communication approach which promotes Dakota traditional values, employee self-esteem and creativity, established policies and procedures of the Board, and professional ethics.

PERSONNEL: GENERAL SECTION

GAD

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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The School Board will encourage employee formal, in-service, and other types of on-going personal and professional development opportunities for employees of the Tribal School which are designed to increase employee abilities to continually improve performance in their role at the Tribal School. Reimbursement of costs for university-college course work will be at a maximum of \$1,000.00 per school year. All employees will be required to submit a copy of bills from a college or university and a passing grade before reimbursement will be approved. The maximum reimbursement rate will be \$ 200 for a one credit course, \$ 400 for a two credit course, \$ 600 for a three credit course and \$ 800 for a four credit course. If the cost of the course is less than the maximum reimbursement rate the actual cost will be reimbursed. The course reimbursement must be approved by the Superintendent. If an employee does not pass a course that was paid for by the school that employee will not be eligible for any school paid professional development for one year. (All travel

The Superintendent will be responsible for coordinating the implementation of Staff Development for all employees immediately prior to the beginning of each school term. Employees will, as a condition of employment at the Tribal School will be required to participate in the Staff Development each year. The Superintendent may approve employee paid participation in conferences, training or other professional development opportunities for employees within budget limitations prescribed by the Board, and if training or conference participation by an employee is beneficial to the institution. If the school pays for more than 50% but less than 80% of an advance degree the staff person is required to provide at least Five years of service to the school after the degree is received. If the school pays for more than 80% of an advance degree the staff person is required to provide at least five years of service to the school after the degree is received. If an employee resigns or leaves prior to the completion of the service requirement, the education expenses paid by the school will be considered a loan, and the employee is obligated to reimburse the school. Failure to reimburse the school is cause for civil action in tribal or federal court.

ANNUAL CAP ON TRAVEL TO CONFERENCES NOT TOO EXCEED \$5,000.00

PERSONNEL: GENERAL SECTION

GAE

COMPLAINTS AND GRIEVANCES

It is the intent of the Board to provide employees with a process and method for dealing with any complaints or grievances which they may have regarding their employment. This process and method is appropriate for any type of grievance or complaint that an employee may have which is work-related, inclusive of conditions of employment, a decision or disciplinary action of their immediate supervisor, or other similar items. In the case of a sexual harassment complaint, GAEA or CMB will be followed. In the event that the Superintendent is the immediate supervisor of an employee who issues a complaint or grievance, STEP (3) will be handled with HRO eliminated and STEP (4) will be the process to follow if no resolution is obtained satisfactorily by the employee in STEP (2). Specific steps to be followed in the processing of any employee complaints and grievances are as follows:

STEP (1): The employee is to meet informally with their immediate supervisor to discuss the grievance in an effort to resolve the difficulty through informal discussion. This step must be completed prior to initiation or implementation of any formal grievance procedure.

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STEP (2): If the employee is not satisfied with the results of the informal process in STEP (1), the employee must file a grievance in writing to their immediate supervisor within, two (2) days following the completion of STEP (1). The written grievance must include the date, reason for the grievance, a statement of the desired outcome (what the employee feels will resolve the difficulty), and the signature of the employee. A copy of the written grievance is to be filed with the Superintendent of the School.

The supervisor to whom the complaint is filed is required to meet with the employee to discuss the written grievance and attempt to resolve the difficulty within two (2)* days following the receipt of the written grievance. The supervisor will render a written response and decision regarding the formal grievance to the employee, with a copy of the written response to the Superintendent, within two (2)* days following the meeting indicated in this step.

STEP (3): If the employee is not satisfied with the response of their supervisor in STEP (2), the employee will submit their written grievance to the Superintendent or HRO, with a copy to their immediate supervisor and personnel file, within two (2)* days of the receipt of the written grievance of the employee issued in this step. The Superintendent will render a written response and determination pertaining to the matter grieved following an administrative hearing with the grievant, and their immediate supervisor; the written response will be given to their grievant and their immediate supervisor within two (2)* days following the administrative

STEP (4): If the employee is not satisfied with the decision of the Superintendent as a result of STEP (3) the employee may request a hearing with the School Board. The request for a hearing with the Board must be filed with the Superintendent within two (2)* days following the employee's receipt of the Superintendent's written decision in STEP (3). The Superintendent will be responsible for scheduling a hearing between the employee and the Board within five (5)* days following the receipt of the employee's request for a hearing. The Board will issue a decision within five (5)* days following the hearing. **THE DECISION OF THE SCHOOL BOARD WILL BE CONSIDERED FINAL.** *(working days) The Grievance process does not need to be followed as the School Board's decision is final. The School Board can suspend or terminate an employee when that employee violates School Policy per Factual evidence.

**PERSONNEL: GENERAL SECTION
STAFF PROTECTION**

GAEA

The Board will provide procedures which are designed to assure employees of a healthy, safe, and professional learning and working environment. The Board will also ensure employee access to the process in the resolution of complaints and grievances of the employee. The following procedures govern Employee Assistance, Sexual Assault and Harassment, Drug Free Workplace, Violence in the Workplace, Alcohol Use and Abuse, and Computer Network Use. Any violation of tribal or federal law will be reported to proper authorities.

EMPLOYEE ASSISTANCE PROGRAM

The Board established an Employee Assistance Program (EAP) to assist employees to resolve a wide range of personal problems that can have a negative effect on their job performance. The Board recognizes the following:

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- a. All employees of the School no matter their job title or responsibilities will have access to EAP.
- b. Most problems can be successfully resolved provided that the problem(s) is identified early and proper assistance is obtained.
- c. When employees' job performance, attendance, punctuality, or dependability is unsatisfactory and the employee appears to be unable to correct such behavior, either alone or with supervisory assistance, then s/he should be referred to the EAP. All employees will be given an opportunity to receive EAP assistance, however, any continual and/or habitual problems effecting their job performance will be addressed solely with the established policies governing disciplinary action.

DRUG FREE WORK PLACE

Any location which school business is conducted, whether at this or any other site, is declared to be a DRUG FREE WORK PLACE. To maintain a safe learning and working environment, and according to regulations established by the Drug Free Work Place Act, the following procedures are established:

1. All employees are prohibited from unlawfully manufacturing, distributing, dispensing, possessing, or using controlled substances/illegal drugs in the workplace. Any employee violating the above policy is subject to discipline, up to and including termination. Personnel can get a complete listing from the Human Resources Manager.
2. **All employees are subject to pre-employment, random, reasonable suspicion, and post-accident drug testing.** Pre-employment testing requires that all new employees submit to a drug test. Random testing requires that all employees will submit to a drug test. The random process will be based on the last digit of an employee's social security number. Reasonable suspicion testing is required when a supervisor suspects an employee of drug use. Post-accident testing is required when an employee is involved in a school related accident.
3. **Any employee convicted of violating any criminal drug statute, must inform the Superintendent of such conviction, (including pleas of guilt and nolo contendere) within five days of the conviction occurring. Failure to inform the school, subjects the employee to disciplinary action, up to and including termination. Any criminal drug conviction will result in termination. By law, the Board will notify the federal grants officer within 10 days of receiving notice of conviction.**

VIOLENCE IN THE WORKPLACE

Violence is not tolerated. Violence is any action or word that hurts living or non-living beings (including self, another person, animals, plants, earth, etc.).

Physical Violence against another person is any act that damages or that disregards potential damage to public or private property.

Nonphysical violence includes social, verbal and visual violence:

Social violence includes such acts as shunning, stealing, making faces/giving dirty looks, betraying a trust, ignoring a child's request for help as well as many other acts.

Verbal violence includes such acts as lying, calling a person names, making an unwelcome sexual advance, using profanity, ordering a person around, among others.

Visual violence includes drawing degrading pictures of a person, gesturing obscenities, displaying gang colors, glaring, staring deliberately, threatening with a fist, or similar action.

Employees who feel they have been threatened by violence will notify their supervisor who is responsible for conducting an informal investigation. Grievance procedures and discipline procedures will be used if deemed necessary.

SEXUAL ASSAULT AND HARASSMENT

All employees must be assured of a safe and healthy work environment free of unwarranted and unsolicited sexual assault and harassment. Supervisors have a responsibility to monitor the workplace and protect their employees from sexual assault and harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature and when:

- a. Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment; or
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decision affecting such individual or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

If an employee feels that a violation has been committed by a fellow employee, the employee should take the following steps:

- a. File a written complaint with his/her immediate supervisor, when the violator is the supervisor, the employee may file the complaint with the Superintendent.
- b. An investigation will be completed by a designee of the Superintendent. The sole purpose of investigation is to gather factual information pertaining to the complaint. The investigation will be completed within two working days from the date the written complaint is given to the Superintendent.
- c. A meeting of all parties involved will be established by the Superintendent in an attempt to rule out any misunderstanding. The Superintendent will then validate the complaint and the seriousness of the complaint. Disciplinary action for sexual assault and harassment will include termination.

ALCOHOL USE AND ABUSE

Research of arbitration cases clearly indicate that **school employees are held to a higher standard concerning alcohol use than employees in most other jobs, primarily because of school employee's involvement with children and young adults.** The Board has a strong commitment to the community, students and employees to provide a safe, learning and working environment. Although the Board does not intend to intrude into the private lives of its employees, the school board does expect its employees to conduct their work free from the influence from alcohol. Staff are requested to refrain from wearing clothes with schools logo in establishments that sell alcohol

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and are discouraged from alcohol use in places where students may frequent. The Board encourages all staff to live a drug and alcohol free life style.

- a. The use of alcohol on the job is cause for automatic referral to the Employee Assistance Program and disciplinary action up to and including termination.
- b. The use of alcohol prior to an employee's expected work day begins or when an employee returns to work is cause of automatic referral to the Employee Assistance Program and disciplinary action up to and including termination.
- c. An employee on duty and/or school property who appears to be under the influence or in possession of alcohol will submit to an alcohol test, removed from the site, automatically referred to the Employee Assistance Program and be subject to disciplinary action up to and including termination.
- d. Sale or possession of alcohol while on the job is subject to disciplinary action up to and including termination.
- e. Conviction of any alcohol related law violation will show cause for automatic referral to the Employee Assistance Program for assessment and related service is cause for disciplinary action including termination.

Pre-employment alcohol/drug testing requires all new employees to be tested prior to first work day. Reasonable suspicion testing is required when a supervisor suspects an employee of alcohol use. Post-accident alcohol testing is required when an employee is involved in a school related accident. Random testing requires that all employees submit to random alcohol testing. The random process will be based on the last digits of an employee's social security number.

NETWORK ACCEPTABLE USE POLICY

All employees who use the schools computer network will sign a Technology Use Agreement. The Technology Use Agreement states that the use of Tiospa Zina's technology resources is subject to the following terms and conditions:

1. The use of technology resources must be for educational and/or research purposes consistent with the mission, goals, and objectives of Tiospa Zina, along with Federal regulations.
2. Network user accounts are considered the property of Tiospa Zina. Network and school administrators may review school computers and user accounts to maintain system integrity and ensure that users are using the system responsibly.
3. Tiospa Zina does not guarantee that its technology resources will be uninterrupted or error free. Nor does it make any warranty as to the results obtained from the service or the accuracy of quality or the information obtained on or by the network. Access to the network is provided on an "as is" basis without warranties of any kind.

PERSONNEL: GENERAL SECTION **STAFF-STUDENT RELATIONS**

GAF/JP

Employees of the School will regard each student as an individual, will assist each student in their learning, and will treat each student with courtesy and consideration. Employees will relate to students within guidelines established in the Code of Ethics. Failure to adhere to policies regarding

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staff-student relations will result in disciplinary action. Employees will be prohibited from fraternizing with students in an unethical manner, inclusive of, but not limited to the following situations:

- a. Having romantic or intimate relationship with students.
- b. Contributing to the delinquency of a student.
- c. Violations of any Child Protection laws and ordinances.
- d. Providing overnight or other lodging of students without parental or legal guardian permission or knowledge.
- e. Providing of, distribution of, or consumption of alcohol/drugs with students.
- f. Other unethical conduct as prescribed by community norms.

PERSONNEL: GENERAL SECTION

GAG

CONFLICT OF INTEREST (NEPOTISM)

It will be the policy of the Board to employ the most capable, competent, qualified, and experienced personnel. To prevent situations in which conflict of interest regarding nepotism may arise, the following guidelines will apply to the selection, assignment, and supervision of employees:

1. Board members will excuse themselves from personnel interviewing, selection, or disciplinary action of personnel within duly called meetings of the Board in the event the individual being interviewed, being considered for employment, or if an employee is initiating grievance procedures, or being considered for disciplinary action is an immediate relative of a Board member. By this definition an immediate relative is defined as father, mother, son, daughter, brother, sister, husband, wife or cohabitant.
2. The Board will not assign the direct supervision of any employee to a relative as defined unless waived by 100% of the Board.

PERSONNEL: GENERAL SECTION

GAH

STAFF-COMMUNITY RELATIONS M

Staff members are considered to be a part of the community in which they work, and are encouraged to actively involve themselves in community activities. Staff will refrain from community involvement activities which create a conflict with personnel policies and procedures of the School or which may result in a conflict of interest or reduction in employee performance. Refrain from Fraternizing with staff members in the work place. (Board Members included)

PERSONNEL: GENERAL SECTION

GAHB

STAFF POLITICAL ACTIVITIES

Employment may not be offered as a consideration for the support or defeat of any political party or candidate for public office. The Board recognizes and encourages the right of its employees, as citizens, to engage in activities that exemplify good citizenship. However, school property and school time will not be used for political purposes. When a supervisor believes that repeated citizenship interferes with regular assigned duties, the supervisor may consider such service "as repeated failure to follow established policies and procedures" and can take disciplinary action.

PERSONNEL: GENERAL SECTION

GAIA/B & GAJ

SOLICITATIONS OF/BY STAFF MEMBERS

No employee of the school may accept gifts, money or gratuities from persons receiving benefits or services under this program. Employees will not sell, solicit for sale, advertise for sale merchandise or services or organize students for such purposes without the approval of the Superintendent. No organization may solicit funds from employees or may distribute flyers related to fund drives through the schools without the approval of the Superintendent. In recognition and support of local custom, those gifts given as part of community activities or in exercise of Dakota customs are acceptable.

PERSONNEL: GENERAL SECTION

GAK

PERSONNEL RECORDS

A personnel file will be maintained for each employee of the School, with access limited to the Superintendent or a designee, the individual employee, and Human Resource Director. The Human Resource Director will be responsible for personnel file maintenance. No portion of the personnel file may be removed. Contents of the personnel file will include:

- a. Application for employment or letter of application

- b. Training Profile and Professional Development Plan

- c. Transcripts, resume credentials

- d. Health examination certificate

- e. W-4 Form

- f. Employment Record - salary

- g. Evaluations

- h. Position Description

- i. Personnel Actions

All personnel records, except the applications and performance ratings will be considered confidential. They will not be open for inspection by unauthorized personnel.

PERSONNEL: GENERAL SECTION

GAL/DJCB

SALARY DEDUCTIONS

The Board will make salary deductions for required federal or other taxes, employee share of fringe benefits, Sisseton Wahpeton College, Sisseton Wahpeton Oyate, Sisseton Wahpeton Credit Union contributions and payments, Sisseton-Wahpeton Housing Authority, or deductions required as garnishment due to legal judgments and other tribal entity.

PERSONNEL: GENERAL SECTION

GAM

STAFF RIGHTS AND RESPONSIBILITIES

Staff rights and responsibilities will be determined through those policies and procedures approved by the Sisseton-Wahpeton School Board.

**PERSONNEL: GENERAL SECTION
EMPLOYEE CODE OF CONDUCT**

GAN

1. Report to work ready for duty and remain ready for duty during the shift or contract day.
2. Prepare for and diligently carry out all assigned duties as directed.
3. Comply with justifiable directives issued by duly recognized sources of authority.
4. Identify and control unsafe conditions and/or safety hazards and maintain safe and secure working and/or learning environments.
5. Demonstrate respect, fairness and dignity when interacting with students, staff, community members or others.
6. Comply with federal laws, state statutes and Tiospa Zina Tribal School policies that prohibit conduct that could reasonably be construed as coercive, retaliating, harassing, intimidating, bullying, discriminating or threatening.
7. Communicate truthfully and honestly with regard to any matter of interest to Tiospa Zina Tribal School and ensure that all records, disclosures or other written communications are full, fair, accurate, timely and understandable.
8. Acquire, use, maintain and dispose of Tiospa Zina Tribal School assets in an ethical and responsible manner.
9. Maintain the confidentiality of information as required under federal law, Sisseton-Wahpeton Oyate law and Tiospa Zina Tribal School policy.
10. Use established protocols to intervene against and/or report actions or behaviors that may represent one or more violations of federal law, state statute or Tiospa Zina Tribal School policy.
11. Refrain from activities outside of the contract day that may reasonably interfere with his or her ability to effectively perform duties as assigned or the legitimate operational interests of Tiospa Zina Tribal School.
12. Comply with all established federal laws, Sisseton-Wahpeton Oyate laws and Tiospa Zina Tribal School policies as well as established operational routines or procedures.
13. Refrain from posting photos of yourself consuming alcohol/drugs on Social Media.

As an employee of Tiospa Zina Tribal School staff will incorporate these climate changes in classrooms, the school and the community.

- Treat all students as unique individuals with all needs being met in a timely manner.
- Negative situations are handled in appropriate way, staying calm and thoughtful.
- Connections will be made with students both in the classroom and at school.

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- Use non-verbal cues (Facial expressions, body language, calm and silence) that are consistent with TZTS Dakota values.
- Verbal cues (tone of voice, kind words, calm) that are consistent with TZTS Dakota values.
- Use communication with carefully chosen words, self-awareness and respectful manner.
- Promote parental involvement by actively participating in extra-curricular activities.
- Communicate effectively and consistently with TZTS Dakota values.
- Make routine parental contacts.

PERSONNEL: GENERAL SECTION

GB

PROFESSIONAL PERSONNEL SECTION

All personnel policies and regulations in this section pertain to personnel who are required to hold a teacher's certificate and all staff in Section GC and GD.

PERSONNEL: GENERAL SECTION

GBA

COMPENSATION GUIDES AND CONTRACTS

SALARY AND WAGE RATES: Employee salary will be based upon rates and schedules approved by the School Board.

Fringe Benefits

- | | |
|------------------------------|--------------------------------|
| - required FICA, etc. | - Workmen's Compensation |
| - Single Health Plan | - Single Vision Plan |
| - (3% to 7%) Retirement Plan | - Disability |
| - Leave | - College Course Reimbursement |
| - Professional Development | - breakfast and lunch |

CONTRACTS: The Superintendent will be responsible for the issuance of contracts based on approval of the Board. The School Board will determine annually:

1. Employee renewal and non-renewal timelines,
2. Wage rates and salary schedules,
3. Contract and Wage Agreement Special Provisions (contingent upon funding; probationary period; other appropriated items) for employees,
4. Types of and conditions regarding employee leave,
5. Timelines for acceptance or non-acceptance of contracts and wage agreements,
6. Fringe benefits for employees,
7. Position description updates and revisions,
8. Employee contract duration, and
9. Other considerations regarding conditions of employment evaluation, etc.
10. Option to decline, (50% to School Fund.) (50% to Employee)

The Superintendent and Human Resources will be responsible for consulting with the board and employees regarding conditions of employment in a timely and process-oriented manner to ensure consultation, input, and communication. All employees will sign a contract which specifies designated number of school days in session within a school or work term approved by the Board,

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and will be responsible for completing the condition of the contract (providing instruction for the required days of instruction within the school term) at no additional compensation. Ten years of prior experience will be accepted for computation on the salary scale.

PROFESSIONAL PERSONNEL SECTION
PERSONNEL POSITIONS

GBB

The Superintendent in collaboration with the HRO will be responsible for the development of position descriptions for all employees of the School. The Board will approve all positions. Job descriptions will be given to each employee at the onset of their employment at the school, and a copy of the position description will be filed in the employee's personnel file. All substitute teachers or other emergency staff who work directly with students, will be approved by the board and will follow these policies and procedures including the drug and alcohol policy and the background check requirements prior to work.

PROFESSIONAL PERSONNEL
QUALIFICATIONS AND DUTIES

GBBA

The Board believes it significant and important to obtain the best-qualified and competent employee possible for each and every position. This belief is held to ensure students have access to the most qualified, educated, experienced, and trained human resources available to assist them with their learning, self-esteem, and other needs.

1. The Board will employ no person in any capacity who has not completed a GED or formal high school education program, except bus drivers.
2. Any employee required to be certified (teacher, administrator, counselor, coordinator, director, other) will submit a copy of their appropriate certificate to the HR for placement into the employee's personnel file prior to their first day of employment. The Superintendent may suspend salary payment of any employee who has failed to provide the required certificate. Failure of certified employees to submit a certificate is cause for termination of employment.

Qualifications for bus drivers include a current CDL with school bus driver passenger endorsement and air brakes endorsement

3. CDL license and no established medical history or clinical diagnosis of diabetes mellitus requiring insulin for control.
4. The Board may request provisional certification for an employee required to be certified for their role when in their best judgment, the employee possesses the skills, competencies, and experiences required to adequately provide their job role. However, this request will be made only when the Board is unable to acquire a fully qualified and suitable employee for the position following advertisement of the position vacancy for two weeks. The Board will not be responsible for request for re-issuance of a provisional certificate for the subsequent term, nor will the Board provide payment to the employee for program completion required to meet additional provisional certification requirements.

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Manual

5. The Board may require on-going educational participation by an employee as a condition of employment in the event that participation will eventually result in the employee meeting educational degree requirements for their position role, or in increasing their competency in their current or anticipated position role.

PROFESSIONAL PERSONNEL SECTION
PERSONNEL RECRUITMENT

GBC

1. ADVERTISEMENT: All position vacancies at the School, **will advertise in-house for a period of 5 days, and if no Tribal Member (TERO)**, applies TZTS will be advertised locally and regionally for a period of two weeks or until filled. The vacancy will be posted in local agencies and businesses as well as published in the SOTA. **7/20212**
2. REINSTATEMENT: The Board may reinstate employment of a prior term employee, to a similar position vacancy that occurs at the School, if the employee was, during the previous year, laid-off from their employment at the School due to funding limitations and if the employee was at the time of lay-off in good standing with their previous position role at the school. An employee terminated may not re-apply for any position until three (3) years after termination. An employee non-renewed (regular and extra duty contract) may not reapply for the same position for up to a maximum of 2 years, as determined by the Sisseton Wahpeton School Board based on recommendation from the Superintendent and Supervisor.
3. INTERVIEW: All applicants will be interviewed by the interview committee. The interview requirement includes new qualified applicants, and employees for whom reinstatement is being considered by the Board. Candidates for teaching positions will be interviewed using the modified Systematic Teacher Selection process. Candidates must have a satisfactory score in order to be considered for employment.
4. EMPLOYMENT PREFERENCE: The Board will consider Indian preference and Veteran's preference in employment when considering employee selection at the School. Preference may be considered and granted if applicants are considered of equal educational, experience, philosophical, mission, and other preparatory and skill backgrounds.
5. NOTIFICATION OF APPLICANT STATUS: The HRO is responsible for notifying applicants of the status of their application in a timely manner. The HRO will notify applicants of their non-selection for a position with two (2) weeks following the selection of an applicant by the Board and the acceptance of a contract by the selected applicant.
6. NON-DISCRIMINATION: All applicants will be considered on the basis of the needs of the school, and the merits and qualifications of the applicants.
7. APPLICATION REQUIREMENTS: New applicants for positions are required to submit the following information prior to consideration for employment. Failure to provide a

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complete application will result in the Board not considering the applicant for employment. Applicants will not be considered if the applicant does not meet the minimal qualifications of position.

a. Tiospa Zina Tribal School application form.

b. Verification of high school or GED completion, exception is bus drivers.

Three (3) recommendations from previous employers; if not previously employed, an applicant may submit recommendations from someone having knowledge of their skills and abilities regarding the position for which the person is applying.

d. Copy of teacher certificate

e. Placement and college credentials (if applicable)

f. Verification of Indian and/or Veteran's Preference (if applicable)

8. EMPLOYEE RECOMMENDATION FOLLOW-UP: The HRO will follow up by contacting two prior employers of an applicant to acquire additional information regarding the performance of an employee prior to the Board making a final decision on the applicant. The information acquired will remain confidential, and may only be presented to and discussed by the Board in executive session. Those individuals submitting employment recommendations for applicants may also be contacted regarding the applicant's potential performance capabilities and other appropriate information. This information will also be confidential. Other appropriate agencies may also be contacted to acquire additional information regarding the suitability of an applicant for employment. All new employees are required to complete a background check.

PROFESSIONAL PERSONNEL SECTION

GBD

HIRING

Final selection of all school positions will be made by the Board, after recommendations from the Superintendent. The Board may direct the Superintendent to hire employees within a specific time period. The administrator directly responsible for the work of the staff member will have the opportunity to aid in the selection. The School Board will have the opportunity to review all contracts on an annual basis for all positions including extra-curricular positions. The contract renewal decisions are final and cannot be appealed.

In consideration of the sensitive nature of positions involving the education of children, applicants who have been convicted of the following felonies will not be considered for any position: murder, voluntary manslaughter, criminally negligent homicide, kidnapping, aggravated kidnapping, rape, assault with intent to commit rape or murder, assault with a dangerous weapon, aggravated rape, public lewdness, indecent exposure, rape of a child, sexual abuse of a child, indecency with a child, assault, aggravated assault, injury inflicted on a child, bigamy, incest, sale or purchase of a child, solicitation of a child, public indecency including prostitution, obscenity, sale/distribution or display of harmful material to minors such as weapons and drugs, and any other violent felony defined by the school attorney based on federal and tribal law. (Indian Child Protection Act).

PROFESSIONAL PERSONNEL SECTION

GBE

PERSONNEL ASSIGNMENT

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Teachers may be assigned to specific duties and grade level placement by the Superintendent, provided that the Superintendent will have regard, both for the School, and the preparation and qualification of the staff member.

PROFESSIONAL PERSONNEL SECTION

GBF

ORIENTATION

A program for the orientation of all employees in the school system will be developed and implemented by the Superintendent. The program will assist new employees in becoming acquainted with the community and School.

PROFESSIONAL PERSONNEL SECTION

GBG

PROBATION

All new employees will be considered to be on probationary status for a period of 90 calendar days from the first day of employment. The Board may choose to extend the probation, suspend, or terminate an employee at any time during their probationary period. Probationary employees may not use any paid leave.

PROFESSIONAL PERSONNEL SECTION

GBH

SUPERVISION

The Board expects its administrative and supervisory staffs to help and encourage staff members to develop their teaching personalities and instructional abilities to an optimum degree. Each Principal is required to visit the classroom of each teacher on a weekly basis to offer suggestions and give encouragement and to review lesson plans. Each employee will be notified as to their immediate supervisor at the onset of their employment. Responsibilities of the supervisor will include time and attendance, evaluation, technical assistance, consultation, assistance in planning, assistance in problem-solving and conflict resolution, identification of professional development needs and resources, assistance in material and supply acquisition, approval/disapproval of leave, and other duties.

PROFESSIONAL PERSONNEL SECTION

GBI

EVALUATION

The purpose of employee evaluation will be to assist employees to develop and strengthen their professional abilities through an assessment of their strengths and weaknesses. Formal evaluation will be made by the Principal or other authorized administrative personnel, using evaluation procedures recommended by the Superintendent and approved by the Board. The self-evaluation will be done by the staff person and finalized by their supervisors (NEOGOV). A Plan of Assistance will be developed when a staff person is rated as Skilled or In Progress. The evaluation will consist of a self-evaluation, supervisor evaluation, a rubric assessment based on specific duties, portfolios, and formal and informal observation in the classroom and on campus.

A. Employee within first (5) years of Employment at Tiospa Zina

All supervisors will be responsible for conducting a minimum of (2) employee formal performance observations evaluations for each employee for whom they provide direct

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supervision, utilizing a format and process approved by the Board, within the following requirements:

1. First formal observations performance evaluation completed by November 1 of each school term.
2. Second formal observations performance evaluation completed by March 1, of each school term.
3. Results of formal observation performance evaluations will be considered as one criteria for contract renewal or non-renewal for the subsequent school term.
4. Results of observations performance evaluations will be maintained in the employee's personnel file, with a copy to the employee and supervisor.
- B. Employee with (5) or more years of employment of Tiospa Zina

All supervisors will be responsible for conducting a minimum of (1) formal performance evaluation for each employee for whom they provide direct supervision, utilizing a format and process approved by the Board, with the following requirements:

1. The formal observation performance evaluation to be completed by March 1, of each school term.
2. Results of observation formal performance evaluations will be considered as one criteria for contract renewal or non-renewal for the subsequent school term.
3. Results of performance evaluations will be maintained in the employee's personnel file, with a copy to the employee and supervisor.

Employees will be provided the opportunity to work with their immediate supervisor to assist in developing the format and process for employee evaluation, prior to adoption of the format and process by the School Board.

PROFESSIONAL PERSONNEL SECTION
PROMOTION AND TRANSFER

GBJ/GCJ

The Board may, upon recommendation from the Superintendent, promote or transfer an employee when a position vacancy occurs within the institution. The promotion or transfer of an employee to a position vacancy at the School will take into consideration the following:

- a. the ability of the employee to competently perform the duties and responsibilities of the position vacancy;
- b. the educational, experience, and other background and preparation of the employee in regard to the position vacancy; and
- c. the employee must be properly endorsed and certified or meet other requirements of the position vacancy to ensure standards of compliance for accreditation and other requirements of the school.

Promotions and transfers will be recommended to the Board by the Superintendent. Internal advertisement of an open position will be 5 working days.

PROFESSIONAL PERSONNEL SECTION

GBK

SUSPENSION/SEPARATION

It is the responsibility of employees in administrative and supervisory roles to administer Board policies in an equitable and consistent manner, for any violations of policy or procedure by an employee for which they provide immediate supervision. Employees are to be informed of their Due Process Rights when there is consideration for any disciplinary action.

A. The Superintendent will have the authority to immediately suspend an employee from their position in the event of employee serious misconduct (any act which results in serious damage to Tiospa Zina Tribal School, employees or students or the School, of facilities and equipment or other property of the School).

In considering employee suspension, the Superintendent will:

1. Consult with the immediate supervisor of the employee and the employee (unless the employee is AWOL) prior to the issuance of suspension action.
2. Receive written recommendation for employee suspension from the immediate supervisor of the employee based on the Tiospa Zina Employee Code of Conduct Rubric.
3. Determine methods of administering suspension or other disciplinary action following consideration of methods that minimize any potential disruption to services at the Tribal School. These alternatives may include, in consultation with the employee, but not be limited to:
 - a. Consecutive work day suspension.
 - b. Alternative work day suspension.
 - c. Volunteer services at no pay for a time equal to the proposed suspension period.
 - d. Apportioned suspension times over a period of days which will equal the proposed suspension period.
 - e. Other feasible and equitable alternatives which accomplish the same outcome and penalties appropriate to the nature of the violation resulting in an act of serious misconduct.
4. Report any action taken to the School Board for their review.

B. In instances where employee performance is not consistent with policies and expectations of the personnel policies and procedures handbook, and are not included under the definition of serious misconduct (such as: failure to carry out duties, repeated tardiness, and other similar performance issues), the following procedure will be initiated in an effort to improve employee performance by the supervisor:

1. Order and Documentation. Documentation of the reason for employee disciplinary action, including employee name, date, expected improvement, and signature of the supervisor. This is to be completed by the immediate supervisor of the employee, a copy given to the employee, and a copy placed in the employee's personnel file. This is to be completed for every instance in which a disciplinary procedure is initiated.
2. Conflict Resolution. It is the intent of this procedure to improve performance through conflict resolution at the lowest administrative level;
 - a. Verbal Warning: Documented verbal discussion about performance.
 - b. Written Warning: Documented written discussion about performance. Supervisor will hold warning for 30 days with options of expungement of warning based on met criteria by employee. If not, warning will be part of employee's permanent file. (02-05-2020)
Rev.

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- c. Written Reprimand: Completed in accordance with order and documentation procedures, with copies to the employee, personnel file of the employee, and to the Superintendent.
- d. Suspension: Initiated by the Superintendent at the supervisor's recommendation if unacceptable performance continues following the written reprimand. The suspension notice will follow documentation procedures as indicated in the order and documentation portion of this handbook. A suspension will not exceed (10) working days.
- d. Termination: May be implemented by the School Board at the recommendation of the Superintendent' if previous efforts at improving performance are not effective. Contract termination requires Board action. The employee is allowed a due process hearing. Depending upon the nature of the serious misconduct, the Superintendent may suspend an employee and recommend a hearing with the Board to review the matter for determination of any additional disciplinary action, or possible termination of employment. If a suspension is issued as a disciplinary action to an employee, the Superintendent will notify the employee in writing (copy in personnel file) of the date, timelines, and reasons for suspension by the first day of the suspension. In the event of a suspension and Board hearing action, the Superintendent will also advise the employee of the date, time, and location of the Board hearing.

Behaviors or acts that constitute serious misconduct / immoral conduct: (02-05-2020) Rev.

- 1. Missing work without reporting in or acquiring leave approval.
- 2. Use, distribution or selling of drugs on the job or at school-sponsored activities.
- 3. Physical assault of a student, employee, or other individual at the School.
- 4. Failure to report child abuse or neglect.
- 5. Failure to use established procedures in working toward a resolution of a grievance.
- 6. **Conviction of a felony. 2/2020**
- 7. Repeated gross inefficiency and failure to perform duties after reasonable written notice.
- 8. Repeated failure to follow established policies and procedures of the Board after reasonable written notice.
- 9. Theft, misuse, or embezzlement of school property and funds.
- 10. Falsification or misrepresentation of information for which an employee bears responsibility.
- 11. Failure to provide adequate supervision of students which results in physical or emotional injury to a student, consistent with the intent of child protection laws.
- 12. Use of corporal punishment or physical force with students as a disciplinary measure.
- 13. Miscommunication regarding the school, students, or employees of the school which results in an intentional and purposeful disparagement of the school, students, or employees of the school; this is especially true in public expressions as an employee of the School.
- 14. Communication of confidential information regarding students or employees of the school which was expressed in confidence and pertaining to confidential and personal matters.
- 15. Open and public non-support of the School in matters pertaining to situations which grievance and other procedures are available to process concerns. This normally results in

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disruption of normal school activity, professional relationships, and overall school climate.

If an employee does not agree with a suspension action, they must follow established grievance procedures.

PROFESSIONAL PERSONNEL SECTION GBKA
LAY-OFF (REDUCTION-IN-FORCE)

The Board may lay-off an employee due to budget constraints or other conditions which impede the Board's ability to meet employee contract obligations as to salary payment. An employee that is laid-off due to this type of situation will have priority in subsequent position vacancies for which they are qualified. Considerations to be viewed in this type of action include:

1. Basic services required for school operations.
2. Particular funding resources reductions requiring action.
3. Length of service to the School and its students.
4. Positions required to meet accreditation, program, and contract requirements.

PROFESSIONAL PERSONNEL SECTION GBL
TENURE

There is no tenure policy or provision at the School. The School Board will renew contracts on an annual basis for all positions including extra duty positions. The contract renewal decisions are final and cannot be appealed. The board may consider a 2 year contract to the administrators and certified staff who have 10 or more years of continuous service to Tiospa Zina Tribal School, based on the recommendation and evaluation from the immediate supervisor. (02-05-2020)

PROFESSIONAL PERSONNEL SECTION GBN
SEPARATION (TERMINATION)

Involuntary Terminations

The Board will give careful consideration prior to any decision to discharge an employee for cause before the expiration of the term of the contract. Notification of this intention will be given the employee in writing at least ten days prior to the contemplated discharge. The notice will include the time and place for a special meeting of the Board to be held for such purpose as well as his/her right to demand specific reasons for such discharge. Such reasons must be furnished on demand by the employee not less than five days prior to the meeting.

If the employee contemplates contesting the charges brought against him/her, he/she will so notify, in writing, the Board at least two days prior to the meeting held on the question of the contemplated discharge. The Board will sustain the charges only based on evidence produced at such hearing. Witnesses will be subject to cross-examination by the employee or his/her representative. The employee may then produce such evidence and witnesses as may be necessary to refute the charges, which witnesses will also be subject to cross-examination. The proceedings may, at the request of either party, be transcribed by a court reporter at the expenses of the person requesting such transcript. The meeting will be in executive session of the Board unless both the Board and

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the employee requesting such meeting will agree that it will be open to other persons or to the public.

The Board **may terminate with facts** or with recommendation by the Superintendent, or a serious violation by an employee may result in dismissal effective immediately, for any of the following causes:

1. Immoral conduct as judged by community standards;
2. Insubordination;
3. Conviction of a felony;
4. Conduct unbecoming a teacher which requires the immediate removal of a teacher from his/her classroom duties;
5. Failure without justifiable cause to perform contracted duties; and
6. Gross inefficiency which the staff member has failed to correct after reasonable written notice.

Immediate dismissal is warranted in the case of serious misconduct (any act that result in serious damage to the School, personnel, students, or equipment) or when three consecutive days of work is missed without reporting in.

PROFESSIONAL PERSONNEL SECTION
RESIGNATION

GBO

Any certified teacher who requests a resignation from a contract, from issuance to May 1, prior to start of the contract, will pay a \$ 500 penalty. Any certified teacher who breaks a contract thirty days before the beginning of the school year, or while school is in session, and does so without the Board's consent, may have his/her certificate suspended and be liable for payment of penalty of 5% of their contract.

Employees wishing to resign their position at the School must provide the Superintendent with a minimum of (10) working days' notice of separation for all but certified staff. Certified personnel must provide a minimum of (30) days' notice. Failure to provide adequate notice or Board's no acceptance of resignation or separation request may result in a penalty up to 10% of salary and/or Board request of certification revocation. The Board must approve all resignations or requests for separation from duty.

Employees who resign or are approved on approved leave of absence for education purposes may reapply for a position that they are qualified for but will lose the vesting in the school retirement plan, their probation period will be re-issued, they will be considered a first time employee including allowing a maximum of 10 years' experience for salary purposes, and will start from zero years' experience when consideration of leave and retirement. Employees on approved leave of absence for education purposes will verify completion of their educational program. Failure to verify completion will nullify preference in re-applying.

PROFESSIONAL PERSONNEL SECTION

GBQ/GCQ

RETIREMENT

There is an employee retirement program at the School. The school will pay 3% for first year staff and increase the amount yearly by 1% until the school maximum of 7% is reached. The program will have five year vesting.

PROFESSIONAL PERSONNEL SECTION

GBR/GCR

WORKING CONDITIONS

Due to inadequacy of space and facilities, items such as housing; office space and classroom space are commodities, not given. The space you are presently utilizing has been assigned to you so you will be able to carry out your job responsibilities. At times there might have to be changes in such areas for no reason other than better utilization of existing facilities to meet the overall needs of the students. We try to be humanistic about such changes, and you will be consulted for input into the decision. Education is a proud, honorable and very visible profession. Part of that visibility is the modeling that is expected for students, and community in which we perform our duties as a professional. The appropriate dress/attire required for our work as professional educators will include the following:

- No exposure of inappropriate body jewelry (skin punctured) larger than ¼ of an inch. Earrings are allowable
- No excessive or inappropriate dress/attire that is offensive to students or co-workers. This will be determined by the supervisor and documented in writing to the Superintendent.
- All staff will adhere to any policies of dress specified or prohibited for students.
- The staff dress code is enforceable during the school day and at any school sponsored event or activity. Failure to comply will show cause for disciplinary action up to and including termination of contract.

PROFESSIONAL PERSONNEL SECTION

GBRA/GCRA

HEALTH EXAMINATIONS

All employees will have a physical examination prior to employment and will file a medical certificate attesting to their freedom from communicable disease by the opening day of school. Such certificate must be filed with the office of the Superintendent prior to employment.

PROFESSIONAL PERSONNEL SECTION

GBRB

TIME SCHEDULES

The working day for certified teacher will be determined by the school day established for students, and by the instruction and activity schedules established by the Superintendent and Principals. Every effort will be made by the administration to provide a uniform workday for employees, where this is practical and consistent with the safe and efficient administration of the school. All

non-certified hourly wage employees may use a time card to verify time and attendance except for those employees who work off campus.

PROFESSIONAL PERSONNEL SECTION GBRD

STAFF MEETINGS

The Board recognizes the need to conduct periodic and regular staff meetings on varying levels involving all and special members of the staff. Such meetings should be scheduled to cause as little inconvenience to the staff members as possible. Supervisors are to conduct staff meetings with those whom they immediately supervise at least once weekly to ensure planning, organization, consultation, problem solving, and other activities on a continual basis.

PROFESSIONAL PERSONNEL SECTION GBRE EXTRA DUTY

Each staff member agrees to assume his or her must-share of duties incidental to the programs of extra-curricular activities and community activities assigned by the Principal. There are many extra duties that are contracted. The extra duty contracts are not considered full time and generally performed after the normal school day. The extra duty contract work will be supervised by the respective Principal and/or Activities/Athletic Director. The extra duty contracts will be issued on an annual basis. Extra duty contracts will be paid at the end of the specific season or in December and May for those contract that are yearlong. All employees entering into extra duty contracts are required to submit 2 reports (mid-term and final) to their supervisor for approval. Failure to submit reports or failure to complete assigned tasks is cause for partial or non-payment of contract.

PROFESSIONAL PERSONNEL SECTION GBRF EXPENSES

Employees who are authorized to travel in performance of some special duty will be reimbursed the federal mileage rate and other expenses when appropriate as approved by the Superintendent. Authorization for such travel reimbursement must be obtained in writing from the Superintendent prior to incurring such expenses.

PROFESSIONAL PERSONNEL SECTION GBRG NON-SCHOOL EMPLOYMENT

Employees will not engage at any time in any employment that would interfere with their effectiveness in performing regular assigned duties; would compromise or embarrass the school system; would adversely affect their employment status or professional standing; or would in any way conflict with assigned duties. Employees will not be employed or involved in any private business during the hours necessary to fulfill appropriate assigned duties.

PROFESSIONAL PERSONNEL SECTION

GBRGB

TUTORING FOR PAY

Teachers will receive compensation for tutoring during scheduled tutoring times,
to be determined by the Supervisor. Not to exceed \$20.00 per hour. (02-05-2020)

PROFESSIONAL PERSONNEL SECTION

GBRGC

CONFERENCES AND VISITATIONS

The Superintendent may authorize professional leave for visitations, attendance of personnel at State, regional, and national meetings, workshops, and conferences without pay deduction. The Superintendent will be responsible for judging which absences for professional leave will be allowed. The Superintendent will consider the factors of limitations for employing substitutes and reimbursement for travel, meals and lodging.

PROFESSIONAL PERSONNEL SECTION

GBRH-R/GBRI-R

LEAVES AND ABSENCES

Employees of the Tribal School that are enrolled in courses in a higher educational institution may be granted 2 hours per day with a maximum of (8) hours per month for educational leave, as long as participation does not significantly interrupt the delivery of instructional services to Tribal School students. Educational leave can only be used for actual class time. This leave must be approved by the Superintendent and reported to the Board.

PROFESSIONAL PERSONNEL SECTION

GBRIA

LEGAL LEAVE / ADM LEAVE

Leave will be granted to all employees duly called and accepted for jury duty, whether or not they have asked the court to be excused. The School will pay them the difference between the amount they receive for such service and their regular salary. If a previous board member or previous employee passes away, there is a possibility to close the school in honor of that individual. The Chairperson of the board can make that call.

PROFESSIONAL PERSONNEL SECTION

GBRIB

Family and Medical Leave

It is a policy of the Board to provide up to 12 weeks of unpaid Family and Medical Leave to the employees of the School. To be eligible the employee must meet all of the following conditions.

1. The employee must have worked for Tiospa Zina for the past 12 months; and the employee may take FM leave for one of the following reasons:
 - a. the birth of a child and in order to care for that child;
 - b. the placement of a child for adoption or foster care;
 - c. to care for a spouse, child, or parent with a serious health condition; or
 - d. the serious health condition of the employee.

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An employee may take FM leave because of a serious health condition that makes the employee unable to perform the functions of the employee's position. A serious condition is defined as a condition which requires inpatient care at a hospital, hospice or residential medical care facility, or a condition which requires continuing care by a licensed health care provider. Tiospa Zina will require employees to obtain a doctor's certification of the serious health condition. All employees requesting FM leave under this policy must submit the request in writing to their immediate supervisor, with a copy to the Human Resources Department. When an employee takes FM leave under the policy, the employee must give at least a 30 day notice, when the employee is unable to give proper notice, the employee must give notice as is practicable. If an employee fails to provide 30 day notice with no reasonable excuse for the delay, the leave request may be denied until at least 30 days from the date Tiospa Zina is notified of the leave request. While on FM leave it is the responsibility of the employee to report weekly to the Human Resources Manager regarding the status of the medical condition, and their intent to return to work. An employee may authorize a maximum of 40 hours of leave per year to be transferred to another employee for emergency medical reasons or death in the immediate family. An employee may receive unlimited hours in a year for medical reasons or death in immediate family. (02-05-2020) Rev.

PROFESSIONAL PERSONNEL SECTION GBRIC/GCRGC
MATERNITY/PATERNITY LEAVE

Employees are encouraged to report pregnancy as soon as possible so health can be safeguarded and plans can be made for temporary replacements. The employee will be paid from leave balances of the employee.

PROFESSIONAL PERSONNEL SECTION GBRID
MILITARY LEAVE

Any employee of the Board who is a member of the national guard, member of the armed forces reserve of the United States, subject to call in the federal service by the President of the United States, when ordered by proper authority to active non-civilian employment, will be entitled to a leave of absence without loss of status or efficiency rating. If such a person has been in the continuous employ of the School for ninety days immediately preceding the leave of absence, the first fifteen days of such leave will be without loss of pay. Employees who are called to funeral honors duty will be allowed 8 hours of military leave per year. This leave must be approved by the immediate supervisor.

PROFESSIONAL PERSONNEL SECTION GBRJ
ARRANGEMENTS FOR SUBSTITUTES

Selection

1. Principals will select substitute teachers from an approved list compiled and promulgated by the Superintendent's office. Preference should be given to those approved persons who are certified to teach.

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2. All substitutes are required by the Board to have an application form completed and approved by the Board.
3. All substitutes for teachers are required to participate in 6 hours of training prior to their first day of substituting. A certificate of completion will be issued to those who complete the training.

Payment

1. All substitute teachers will be paid on the basis of information submitted by the Principals and other Supervisors.

Tiospa Zina Substitute Certificate

Less than A.A.	\$ 12.50/hr.
A.A.	\$ 14.50
B.S. - B.A.	\$ 17.50
B.S. & Certification	\$ 20.00

Substitutes for other staff positions will be paid the entry level rate for that position.

Para-educators will be paid an additional \$ 5.00 per hour when substituting for teachers for less than 10 consecutive days. Para-educators who are long term teacher substitutes (more than 10 consecutive days) will be paid an additional \$ 6.25 per hour.

PROFESSIONAL PERSONNEL SECTION

GBRK/GCRH

PERSONAL LEAVE

A personal leave fringe benefit will be granted to employees through an earning process at the following rates:

Earned leave per pay period

	0-3 yrs.	4-7 yrs.	8 yrs. or more	11 yrs. or more
School Year	4 hrs.	5 hrs.	6 hrs.	
Year Round	4 hrs.	5 hrs.	6 hrs.	7 hrs.

Up to 700 hours of Personal Leave may be carried over, with 120 hours paid, at current rate, when employee voluntarily leaves the system. At the end of each contract year the employee will have the option to sell back up to a maximum of 200 hours at \$5.00 per hour. This extends to employees who have 15+ years of service.

Repeated failure to notify the supervisor will result in Leave without Pay. Abuse of this fringe benefit will result in leave without pay and other disciplinary action up to and including recommendation for termination.

Staff are expected to perform their duties within the conditions specified in their contract, which includes personal leave days awarded during the contract year. If an employee has used all eligible personal leave and accumulates an additional 3 days of leave without pay, they will be subject to disciplinary action including termination of contract or recommendation for non-renewal of contract.

A person must have a doctor's and/or personal statement **if more than 3 consecutive days of personal leave** is requested for an extended illness. The leave may be approved by the employee's immediate supervisor up to the amount offered (contracted) or earned by the employee. Leave may be used in the event of an illness of an employee's immediate family (child, spouse, sibling, parent, and grandparent).

PROFESSIONAL PERSONNEL SECTION

GBT

PUBLISHING

Employees are encouraged to write and prepare professional material for publication in their areas of expertise. Employees who prepare material are required to submit such material for review and approval prior to publication when the material is about Tiospa Zina Tribal School. Employees who desire to copyright or patent, and to market, material prepared totally or partially on school time, will submit a copy of such material to the Superintendent for review. The material will be accompanied by the following information:

1. The names of persons who participated in preparation of the material;
2. The percentage of duty time spent by these persons during preparation;
3. A statement as to whether royalties would be waived in any purchase of the material which might be made by the Tiospa Zina Tribal School.

The Superintendent may authorize the sale of copies of, or reproduction rights to, instructional material prepared by the School to other school systems, organizations or commercial firms. If the materials so produced are produced for the School, the School may choose to own the copyright.

PROFESSIONAL PERSONNEL SELECTION

CODE OF PROFESSIONAL ETHICS FOR TEACHERS

GBU

- (1) Not, without just cause, restrain students from independent action in their pursuit of learning;
- (2) Not, without just cause, deny to the students access to varying points of view in the classroom; (3) Present subject matter for which they bear responsibility without deliberate suppression or distortion;
- (4) Make a reasonable effort to maintain discipline and order in the classroom and the school to protect the students from conditions harmful to learning, physical and emotional wellbeing, health, and safety;
- (5) Conduct professional business in such a way that they do not expose the students to unnecessary intimidation, embarrassment, or disparagement;
- (6) Accord just and equitable treatment to every student, regardless of race, color, creed, sex, sexual preference, age, marital status, handicapping condition, national origin, or ethnic background;
- (7) Maintain professional relationships with students without exploitation of a student for personal gain or advantage;
- (8) Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
- (9) Maintain professional relationships with students in a manner which is free of vindictiveness, recrimination, and harassment;

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- (10) Not engage in or be a party to any sexual activity with students including sexual intercourse, sexual contact, sexual photography, or illicit sexual communication;
- (11) Take precautions to distinguish between their personal views and those of the local school or governing body;
- (12) Not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions;
- (13) Not interfere with a colleague's exercise of political and citizenship rights and responsibilities;
- (14) Not exploit the local school or governing body for public or personal gain;
- (15) Not exploit the local school or governing body to promote political candidates or partisan political activities;
- (16) Neither accept nor offer any gratuities, gifts, services, or things of value that impair professional judgment, offer special advantage, or provide personal benefit;
- (17) Engage in no act that results in a conviction;
- (18) Exemplify high moral standards by not engaging in or becoming a party to such activities as fraud, embezzlement, theft, deceit, moral turpitude, gross immorality, sexual contact with students, illegal drugs, or use of misleading or false statements; (19) Not misuse or abuse school equipment or property;
- (20) Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
- (21) Maintain confidentiality of professional information acquired about colleagues in the course of employment, unless disclosure serves professional purposes;
- (22) Discuss professional matters concerning colleagues in a professional manner;
- (23) Accept a position or responsibility, only on the basis of professional preparation and legal qualifications;
- (24) Adhere to the terms of a contract or appointment unless the contract has been altered without the consent of the affected parties, except as provided by law, legally terminated, or legally voided;
- (25) Use sound professional judgment in delegating professional responsibilities to others; (26) Not use coercive or threatening means in order to influence professional decisions of colleagues;
- (27) Not knowingly misrepresent their professional qualifications;
- (28) Not knowingly distort evaluation of colleagues; and
- (29) Not criticize a colleague before students, except as unavoidably related to an administrative or judicial proceeding;
- (30) Perform duties in accordance with local, tribal, and if applicable state, and federal rules and laws.

NON-PROFESSIONAL PERSONNEL SUPPORT STAFF SECTION GC

The Board considers its support personnel who serve as secretaries, cafeteria workers, custodians, maintenance personnel, and other non-certified positions vital to the smooth functioning of the school system. Certified and non-certified personnel should work together as partners to provide the best possible learning situation for the children and youth of the School. Members of the support staff will be appointed by the Board upon the recommendation of the Superintendent. The

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Superintendent will confer with other supervisory personnel prior to making his/her recommendations. All vacancies will be made known to the present staff. Anyone who believes himself/herself qualified for a position may submit an application. Assignments of members of the support staff will be made by the Superintendent in the best interest of the School. Such assignments may be either permanent or temporary. The preference of employees will be taken into consideration in making assignments. Employees may request a transfer of assignment from job to job or one unit or division to another unit or division, which will be granted when to the advantage of the School. Within the school, the Superintendent may assign members of the support personnel to tasks appropriate to their positions and qualifications.

Revised: Summer 2018, Effective August 15, 2018

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INSTRUCTIONAL PROGRAM

IA

PHILOSOPHY

The Board will provide educational policies, facilities, programs and human resources necessary to assist students in realizing the desired student outcomes. A comprehensive planning strategy will include professional evaluation of both personnel and program performances including a continual review of curriculum and instructional methods designed to maximize learning and growth for all students.

INSTRUCTIONAL PROGRAM

IAC

EQUAL EDUCATIONAL OPPORTUNITIES

It is the policy of the Board not to discriminate on the basis of sex, sexual orientation, age, marital status, race, handicap, religion, or national origin in the educational programs and activities or admissions to facilities operated by the Board.

INSTRUCTIONAL PROGRAM

IB

GOALS AND OBJECTIVES

1. To provide opportunities for students to develop and actualize their personal educational goals.
2. To provide educational experiences that will enable each student to participate productively in today's society as well as to adapt to and plan for the world of the future.
3. To provide students with experiences that will encourage the greatest possible physical, emotional, moral, aesthetic, and academic development.
4. To provide students with personal development choices and experiences which enable them to lead active, self-satisfying adult lives.
5. To provide an environment that will encourage Tiospa Zina Tribal School personnel to achieve their highest level of professional competence.
6. To maintain meaningful and comprehensive assessment and reporting program which will monitor each student's progress throughout his/her participation in the school system.
7. To maintain a communication system that encourages open interaction and feedback between all members of the school system and all members of the community.
8. To maintain a teacher evaluation program which provide constructive feedback for the teacher, the administration, and staff development.
9. To ensure a well-integrated educational program for each student from K-12. The school will have a set of standards, benchmarks and assessment tools for learning and teaching.
10. To ensure the use of the most effective educational programs and media to meet student needs.
11. To encourage active participation of the Sisseton Wahpeton College and Tiospa Zina Tribal School personnel in making and implementing decisions.
12. To identify and meet individual needs.
- 13.

INSTRUCTIONAL PROGRAM

IBA DAKOTA

LANGUAGE EDUCATION

The Board recognizes the importance of maintaining the Dakota language. The School will emphasize a Dakota language program that will continually enhance the students' understanding and awareness of the language. The program will encourage and seek out the participation of students, parents and the community.

INSTRUCTIONAL PROGRAM

IC

CURRICULUM DEVELOPMENT AND PLANNING

Continuous work is required to maintain an up-to-date and effective curriculum in a constantly changing world. The Board will encourage and support the professional staff, in its efforts to investigate new curricular ideas, develop improved programs, and evaluate results. The Superintendent, as director of the Curriculum Committee, will coordinate the development of new curriculum for the system and make recommendation for revision as appropriate to the Board. The Superintendent may set up such curriculum committees for the study of curriculum improvements, including the selections of new instructional materials, as found necessary and desirable. Curricula development must conform to the Performance Based Student Outcomes structures.

- A. New courses and programs will be submitted to the Superintendent prior to the desired effective date of approval. The Superintendent will submit the proposal of revised courses and programs along with his/her recommendation to the Board for review, at least 30 days prior to the effective date of the program.
- B. Proposals for new courses, and programs will include the following:
 - 1. A statement signifying whether the course is to be required or elective; whether it is to be offered during the regular term, summer session, or both; and, at the secondary level, the amount of unit credit to be awarded.
 - 2. Designation of the grade level(s) at which the course is to be taught, and/or the nature of the student group for whom the course has been planned.
 - 3. Identification of the basic test(s) or supplementary materials to be used.
 - 4. A statement indicating the qualification of instructors for the course.
 - 5. An outline of the course content and its objectives.
 - 6. A statement of additional personnel positions needed, if any, and future implications for such needs.
 - 7. A statement of need, if any, for the transfer of authorized positions.
 - 8. A statement of additional costs and/or the need for transfer of authorized funds.
 - 9. A statement of evaluation procedures to determine the effectiveness of the course.
 - 10. Recommendation from the appropriate curriculum committee for each proposed course or program, if applicable.
- C. Proposals for new courses, programs and pilot studies will be submitted in writing to the Superintendent.
- D. All recommendations for new courses and programs will be coordinated with the business and personnel offices for verification of impact on funding, personnel, and support functions.

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- E. Procedures for submission of revised courses and programs which have been previously approved but have been revised completely or in part will be proposed with the following:
- a. A statement of need for revision based upon the results of the evaluation of the original course of program.
 - b. Re-submission of the proposal as required for new courses and programs as noted.

INSTRUCTIONAL PROGRAM ICC CURRICULUM RESEARCH

The Board encourages involvement of teachers in an effective curriculum research program that will be beneficial to its students.

The basic objectives of such research will be:

1. To induce change in the curriculum and techniques under conditions which are conducive to the growth of the educational program;
2. To encourage and coordinate creative efforts so that duplication, conflict, and waste of time may be avoided;
3. To create a climate for professional growth through creativity and innovation;
4. To establish criteria for change in educational practices through innovative development and creativity.

INSTRUCTIONAL PROGRAM ICFA CURRICULUM GUIDES AND COURSE OUTLINES

Separate course-of-study guides will be prepared for each content area identified in the program of studies. Local course guides will be assessed continuously by teachers, Principals, and system instructional personnel and revised as necessary under direction of the Superintendent. Assessment proceedings will include, but not be limited to, an evaluation of student achievement scores based on accrediting agency and locally administered tests and current research on the teaching of particular content items.

INSTRUCTIONAL PROGRAM CURRICULUM DESIGN

ID

The curriculum guides will be designed to assist all users in strengthening and clarifying the teaching of a subject, suggest a variety of possibilities for instruction, variations of approaches, and materials.

1. Curriculum guides should be developed by the staff and teachers who will use them.
2. The entire staff will participate in the development and updating of the guide.
3. Curriculum guides should serve as a framework from which a teacher may develop units of study, individual lesson plans, and approaches to instruction to serve the pupils' particular needs at a particular time. The guides will be used to map basic concepts, content, objectives and the logical sequence of instruction.
4. In subjects where sequence is important, teachers will be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may use the guide with a greater degree of freedom in respect to sequence.
5. In all cases, sufficient latitude will be permitted to provide the teacher with time to teach the current, topical and incidental material which add to motivation and meaningful teaching and learning.

INSTRUCTIONAL PROGRAM

BASIC PROGRAM

IDA

The program of studies for pre-kindergarten through 12th grade in the school will comply with accrediting agency requirements. The Board will establish and enforce minimum standards for school operation to ensure equal educational programs, curricula, offerings, and opportunities.

The student is recognized as possessing at least eight major components which are: PBLO's

1. Mental Self: defined area of learning, concerned with the development of basic cognitive skills in academic areas such as math, reading, language and basic intellectual development.
2. Physical Self: motor skills development, appearance, personal hygiene, physical development, safety, health, etc.
3. Spiritual Self: knowledge of different spiritual beliefs, necessity for owning own beliefs, perspective of life and death, purpose, personal assessment of spiritual beliefs, self-attitude towards spiritualism, effects upon behavior.
4. Cultural Self: personal assessment, beliefs, values, attitude, identification, selfconcept development, rituals, ceremonies, traditions, etc.
5. Professional Self: knowledge of career options, importance of occupational roles in society, self-development, responsibilities ownership of behavior, assertive coping, leadership style, etc.
6. Social Self: self-talk and self-image, alternatives to develop self-usage interaction with others, communication skills, modes of decision-making, problem-solving skills, multiple loyalty considerations, approval-seeking behaviors, abnormal behavior, environmental and sociological considerations, etc.
7. Emotional Self: identification of feelings and emotions, effects of emotions upon behavior, effects of emotions in communications, identification of personal emotions, conflict and frustration, defense mechanisms, expression of emotions,

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effects of emotions on effective decision making, emotional behaviors, stereotypes, etc.

8. Creative Self: self-expression through hobbies, fine arts, or other media. Development of skills in creativity, relaxation through creativity, the necessity for expression, vocational concerns, self-concept development, identity self acceptance, etc.

The various instructional programs will be developed with the view toward maintaining balanced, integrated, and sequentially articulated curricula which will serve the educational needs of all school-age children. The elementary, middle school, and high school program will include those courses as required by law as well as that established by the Board, following the recommendation of the superintendent and curriculum study committees.

**INSTRUCTIONAL PROGRAM
EDUCATION**

IDAD CAREER

The Board believes that career education is a concept through which all educators assist each individual at every educational level to make continuous progress in acquiring the abilities necessary to satisfactorily manage a personally, meaningful and productive career.

In pursuit of this concept, the schools will help the students to:

- know through broad experiences how one's own abilities, achievements, and interests relate to work and educational alternatives
- know how learning acquired in school is used in work-related activities
- identify with work, workers, and work values
- develop skills and attitudes needed for continued learning, career decision making, planning, job preparation, job seeking, and career success.

The Board believes understanding of the dignity of all kinds of work should be part of the existing curriculum even in the beginning grades.

INSTRUCTIONAL PROGRAM

IDAC

KINDERGARTEN PROGRAMS

The Board will provide for a Kindergarten educational program for students having attained the age of 5 years by September 1 of the academic term, and may provide for the implementation of Pre-School educational programs. Pre-school programs authorized by the Board will be administered in accordance with applicable educational policies of the School and will also be in compliance with program and accreditation standards as issued by the accrediting agency of the School.

INSTRUCTIONAL PROGRAM

IDAE

INSTRUCTION IN DAKOTA LANGUAGE AND CULTURE

The Dakota Studies Department is formally established to provide specific expertise in the development of Dakota Language and Culture curriculum, as well as to serve as the central department in monitoring the implementation of culture-based and traditional Dakota cultural activities at the School. The Dakota Studies faculty and staff will serve as the coordinating and responsible department for the development, evaluation and implementation of Dakota Studies Standards, Benchmarks, Rubrics and Curriculum as well as the resource for defining and

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articulating Dakota traditions, language, custom, beliefs, legends and all other aspects of Dakota culture and tradition.

- A. The Board will support the participation of students in competition singing or dancing. The participation will be supported during the school term. The Board supports these activities in the tradition and intent of "oskate", and not for commercial purposes.
- B. All Dakota Studies sponsors, advisors, etc., are expected to consult and work with each other and other employees of the School to acquire the support and assistance needed to advance student participation in Dakota Studies and club activities.
- C. All School employees and board members are required to attend the annual Open House Wacipi. This is an activity designed to allow the staff to meet with the Community, and therefore is a community involvement requirement for all staff.
- D. Club advisors are each responsible for preparing and collecting approved parental permission forms as needed for activities and travel. If off-site travel is required, the parental permission form will include the activity description, location of activity, date and time of departure and return, itinerary, parent to indicate who to call in the event of an emergency, who is chaperoning, and other appropriate information.
- E. Club advisors are responsible for requesting transportation for related activities through the Transportation Supervisor, well in advance of the date of the activity. Also, club advisors are responsible for accident reporting if needed, as well as cleaning the vehicle used upon their return. Failure to do so will result in future transportation requests being denied.
- F. Club advisors will be responsible for receiving approval for and implementing fundraising activities designed to help support their club activities, and for documenting receipts and expenditures through the Business Office.

**INSTRUCTIONAL PROGRAM
EDUCATION PROGRAM**

IDB HEALTH

The school is committed to a sound, comprehensive health education program as an integral part of each student's general education. The health education program will emphasize a contemporary approach to the presentation of health information, skills, and knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. The Health and Physical Education Teachers will spearhead efforts to insure that a relevant health program is in operation at all levels. The Principal may excuse a student from participation from physical education class activities in the event that the student has a medical difficulty which would be complicated if they were to participate in physical education activity. A doctor's statement is required.

Nutrition Education Component:

At each Tiwahe level, nutrition education will be offered as part of a sequential, comprehensive, standards-based program designed with the knowledge and skills necessary to promote their health. Nutrition education will be incorporated into the school day as often as possible. The primary goal of nutrition education is to influence students' eating behaviors.

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- teaches consistent nutrition messages throughout the school, classroom, cafeteria, home, community, and media;
- is part of health education classes and/or stand-alone courses;
- is included in the scope and sequence of the curriculum in core subjects such as math, science, language arts, social sciences, and elective subjects;
- includes the school cafeteria which serves as a "learning laboratory" to allow students to apply critical thinking skills taught in the classroom;
- uses Health Education Standards and addresses nutrition concepts progressively in grades K through 12;
- provides enjoyable, developmentally appropriate, culturally relevant, and participatory activities (e.g. contests, promotions, taste testing, farm visits, and school gardens);
- offers information to families that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families;
- will be taught by staff who are adequately prepared and who participate in professional development activities in order to deliver an effective program; and
- include a school nutrition/health team to conduct nutrition education activities and promotions that involve parents, students, and the community.

Eating Environment

Students and staff will have adequate space to eat meals in clean, safe, pleasant surroundings and will have adequate time scheduled as near the middle of the school day as possible to eat, relax, and socialize. Safe drinking water and convenient access to facilities for hand washing and oral hygiene will be available during all meal periods. Consideration will be given for passing time, bathroom break, hand washing, and socializing so as to allow ten minutes for breakfast and twenty minutes for lunch once the student is seated.

Recess before Lunch

Schools will schedule recess for elementary grades before lunch so that children will come to lunch less distracted and ready to eat. Activity before lunch also encourages nutrient intake.

Vending Machines

Vending machines with food and beverages will not be available in elementary schools. The school will provide healthy snacks as a part of the after-school care activities. In the event that these snacks are not available as a part of the after-school care activities, the school may provide vending services with healthy choices. No vending services will be available one hour before and one hour after the breakfast and lunch service.

Fundraising

School fundraising activities will support healthy lifestyles. Such activities may include physical activity (e.g. walk-a-thon), school support (e.g. selling school memorabilia) and/or academic achievement (e.g. spelling bee). The sale of food or beverages as a fund raiser will not take place from one hour before and one hour after the breakfast and lunch service. Schools will encourage fundraising activities that promote physical activity. The school will make available a list of ideas for acceptable fundraising activities.

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Students' life-long eating habits are greatly influenced by the types of foods and beverages available to them. Foods of good nutritional content including fruits, vegetables, low-fat dairy foods, and low-fat grain products will be available wherever and whenever food is sold or otherwise offered at school during the normal school day. Examples may include a la carte, snacks, vending machines, fund raising activities, parties, celebrations, and school sponsored events.

General Guidelines

Food pricing strategies will be designed to encourage students to purchase nutritious items. Procedures will be in place for providing information to families, upon request, about the ingredients and nutritional values of the foods served. Food and beverages sold or served on school grounds or at school sponsored events during the normal school day will meet the Dietary Guidelines for Americans and the Standards for Food and Beverages set forth in this document.

The school food service program will operate in accordance with the Healthy, Hunger-Free Kids Act of 2010, as amended. All schools will comply with USDA regulations. Schools will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans. For the purpose of this policy, "Dietary Guidelines for Americans" refers to the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks.

Menus will be planned with input from students, family members, and other school personnel and will take into account students' cultural norms and preferences. Students with special dietary needs (e.g. diabetes, celiac sprue, allergies,) will be accommodated as required by USDA regulation.

A La Carte Offerings in the Food Service Program

A la carte items available during the school day will meet the Standards for Food and Beverages set forth in this document. Healthy snacks will include fresh, dried, or canned fruits (in 100% juice only); vegetables; 1% or skim milk; and grains meeting the Standards for Food and Beverages.

Parties and Celebrations

Schools should limit celebrations that involve food during the school day. Each party should include no more than one food or beverage that does not meet the Standards for Food and Beverages. The school will disseminate a list of healthy party ideas to parents and teachers.

School Sponsored Events (such as but not limited to athletic events, dances, or performances) Healthy choices of food and beverages that meet the Standards for Food and Beverages will be offered at school-sponsored events outside the school day.

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Content of Vending Machines

These guidelines should be applied to all vending machines in the school

Best Choices:

Granola bars, whole-grain fruit bars, Nut mix, Fresh fruit of all varieties, Beef jerky (or buffalo jerky), String cheese, 1 % or skim milk, Dry roasted peanuts, tree nuts, and soy nuts Frozen fruit juice bars, (no sugar or high fructose corn syrup), Nuts and seeds-plain or with spices Trail mix-plain, Dried fruit, Yogurt, low fat and no sugars added
Fruit/Vegetable juice (100% juice) Plain water, Fruit bars

Good Choices:

Nuts with light sugar covering; honey-roasted Individually packed fruit in natural juices only, Animal crackers and graham crackers, Low fat ice cream and sherbet bars, Low-fat pudding, Popcorn without hydrogenated fats Fruit leather, Pretzels, Peanut butter and crackers, baked chips, corn nuts

Physical Activity Component

The primary purpose of the school's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active and healthful lifestyle.

Daily Recess

All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which students are encouraged (verbally and through the provision of space and equipment) to engage in moderate to vigorous physical activity. When feasible, recess will occur prior to lunch to ensure appropriate healthful food intake. Extended periods of inactivity, two hours or more, are discouraged. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, students will be given periodic breaks during which they are encouraged to stand and be moderately active.

Safe Routes to School

The school will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the school will work together with local public works, public safety, and/or police departments in those efforts.

Use of School Facilities Outside of School Hours

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School spaces and facilities will be available to students, staff, and community members before, during, and after the school day; on weekends; and during school vacations. Schools will educate the community, including parents and staff, about utilizing the facility. These spaces and facilities also will be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

Community Access to Facilities for Physical Activity

Schools will provide community access to the school's physical activity facilities outside of the normal school day and/or form city-school partnerships to institute recreation programs utilizing school facilities when possible.

**INSTRUCTIONAL PROGRAM IDBA SEX
EDUCATION PROGRAM**

The tiospaye will be a fundamental element in the sex education program of the School. Development of a strong family institution is dependent in large part on sexual maturity. It is necessary that children are provided with appropriate and timely information regarding sexuality, from birth to the establishment of their own families. The school plays a vital part, in concert with and reinforcing parental endeavors, in providing information. Therefore, the Board considers it appropriate that family life and sex education be included as part of the general education provided the students. Customary policies and regulations concerning the approval of new curriculum content, units, and materials will apply to family life and sex education. If a parent requests that his/her child not participate in a given aspect of the program, an alternate educational assignment will be arranged for the student with the approval of the Principal.

**INSTRUCTIONAL PROGRAM IDBB DRUG
EDUCATION PROGRAM**

The tiospaye will be the fundamental element in the drug education program of the School. Development of a strong and traditional family institution is dependent upon the reduction or elimination of addiction/co-addiction behaviors within the family structure. It is necessary that children be provided with the appropriate and cultural view of abuse of drugs and resultant effects upon the individual as well as family structure. The School plays a vital role in reinforcing traditional cultural parental expectations as well as role within the traditional family structure. Therefore, the Board considers that drug education is vital to limiting those learning and developmental barriers which affect the self-concept as well as learning capability of students of the School. This concept is also applicable to employees, who, in their parental role as members of the "tiospaye", serve as models as well as resources of information to re-establish or maintain a positive family structure. If a parent request that their child not participate in aspects of the drug education program, appropriate follow-up and consultation will be implemented to ensure that all students are active participants in the drug education program.

**INSTRUCTIONAL PROGRAM IDC EXTENDED
PROGRAMS**

Extended day programs are school programs which extend a minimum of one (1) hour beyond the regular school day. Extended day programs will be approved annually by the Superintendent and conducted in accordance with accrediting agency and Board regulations.

**INSTRUCTIONAL PROGRAM IDCA SUMMER SCHOOL
PROGRAM**

Upon recommendation of the Superintendent, the Board will operate summer sessions for students who need advanced, developmental, remedial, or make-up work in basic skills, academic courses, and vocational areas.

**INSTRUCTIONAL PROGRAM IDCE
ADVANCED COLLEGE PLACEMENT**

The MOU between Tiospa Zina Tribal High School and Sisseton Wahpeton College will be open only to those students who meet or exceed the criteria. The enrollment procedures are to be worked out by the Superintendent, the Board, the College President and College Board.

**INSTRUCTIONAL PROGRAM IDCF
WORK STUDY PROGRAMS**

The Board recognizes the value of cooperative education programs to the student's development as a productive member of society. The program of studies offered to students each year will include work study programs that comply with tribal and accrediting agency requirements.

INSTRUCTIONAL PROGRAM IDCG HONOR COURSES

Honor courses may be offered to qualified students. The courses carry bonus points used in calculating grade point averages.

INSTRUCTIONAL PROGRAM IDDB REMEDIAL EDUCATION

The School will offer courses for remedial instruction as dictated by student needs with particular emphasis in reading and mathematics. The purpose of a remedial education program is to provide supplemental instruction to identified students who are functioning below their expected level of performance because of inadequate skills development, lack of maturity, lack of motivation, or insufficient previous educational opportunities.

**INSTRUCTIONAL PROGRAM IDDC HOMEBOUND
INSTRUCTION**

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The Board will provide instruction, as appropriate, for students confined to home or hospitalized for a period exceeding 10 consecutive school days upon the request of parents and with the approval of the family physician.

1. The physician must certify that the student will be unable to attend school for the length of time specified and that he/she is capable of receiving home instruction. The physician also will give an estimate of the probable length of the student's convalescence.
2. If the student's illness is expected to exceed that period, a parent may and should request the homebound/hospital instruction prior to the end of 10 days so that instruction may begin as soon as the student is able to receive it.

Homebound instruction, although correlated with what the student is missing in the classroom, will be geared to the child and his/her needs, and what his/her capabilities are during his/her convalescence. Textbooks and materials will be provided by the school. The school will provide for home study in instances when students are unable to attend school regularly because of social or medical reasons. Home Bound Instruction may also be provided to students who are a safety concern to themselves or others.

HOME BASED PROGRAM PROTOCOL

The Board has established the following protocols for parents/guardians who wish to provide a Home Based education their children.

1. Chapter 66-10-01 SWO Education Code requires children between the ages of 5 and 18 to attend school according to the SWO Juvenile and Penal Code.
2. Chapter 66-10-02 SWO Education Code allows children to be excused from school if the school provides required services in a home-based or other program approved by the SWO Board of Regents.

INSTRUCTIONAL PROGRAM

IDDD

GIFTED AND TALENTED STUDENTS

There are identifiable children who, because of high mental ability and specific gifts need an educational program specially designed for them. The Board endorses the development and operation of programs for students who have high mental ability and the potential for exceptional gifted and talented areas. Gifts and talents include areas such as intellectual, creative, artistic, or leadership capacity, and/or in specific academic fields.

INSTRUCTIONAL PROGRAM

DDE

DRIVER TRAINING

The Board may provide the facilities and the personnel necessary for a driver training program. This program will be open to all students who are eligible for a driver's permit.

INSTRUCTIONAL PROGRAM

IDDF SPECIAL EDUCATION

Tiospa Zina Tribal School is committed to meeting the special education needs of students and ensuring that they make progress. It is the policy of Tiospa Zina to comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) concerning the identification, evaluation, educational placement, and provision of a free appropriate public education to children with disabilities. The purpose of this policy is to ensure that the District fulfills its legal responsibilities to children who are suspected to be children with disabilities. The overall purpose of the Special Education Department is to provide administrative support necessary to ensure that the District is in full compliance with applicable federal laws (Please see Special Education Policy Manual for more information). The Individuals with Disabilities Education Act (IDEA), identifies thirteen categories of disability all of which in order to meet the definition-a child's educational performance must be adversely affected.

- a. Autism-a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a child's educational performance.
- b. Deaf-Blindness-means simultaneous hearing and visual impairments, which causes severe communication and other developmental/educational needs.
- c. Deafness-A hearing impairment so severe that a child is impaired in process linguistic information through hearing.
- d. Developmental Delay-A delay in physical development, cognitive development, communication, social or emotional development or adaptive development.
- e. Emotional Disturbance-a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: an ability to learn that cannot be explained by intellectual, sensory, or health factors, an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, inappropriate types of behaviors or feelings under normal circumstances, a general pervasive mood of unhappiness or depression, a tendency to develop physical symptoms or fears associated with personal or school problems.
- f. Hearing Impairment-an impairment in hearing that adversely affects a child's educational performance.
- g. Intellectual Disability-means significantly sub average general intellectual functioning, existing at the same with time with deficits in adaptive behavior that adversely affects a child's educational performance.
- h. Multiple Disabilities-means simultaneous impairments the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for on impairment.
- i. Orthopedic Impairment-means a severe orthopedic impairment that adversely affects a child's education performance.
- j. Other Health Impairment-means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that is due to chronic or acute health problems.

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- k. Specific Learning Disability-means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written.
- l. Speech or Language Impairment-a communication disorder such as stuttering, impaired articulation or language impairment
- m. Traumatic Brain Injury-an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability that adversely affects a child's educational performance.

504 PLANS

A 504 plan offers students supports and accommodations in the regular education setting. These plans are for students who don't need special education but who do need support to learn.

INSTRUCTIONAL PROGRAM

IDE/IDF/IDFA

CO-CURRICULAR ACTIVITIES

The School encourages the involvement of students in regular and extra-curricular programs and activities. Thus far, the students at School have accomplished many significant honors and established many fine traditions – in academic as well as athletic activities. In order for students to be involved in the co-curricular activities at Tiospa Zina Tribal School, they must meet the eligibility criteria as set forth by the Board.

INSTRUCTIONAL PROGRAM

IDE/IDF/IDFA-R

CO-

CURRICULAR/ INTERSCHOLASTIC ACTIVITIES AND ATHLETICS

It is the intent of the Board and staff to provide students with those extra-curricular student activities options which increase school climate, provide for organized athletic or other participation with other schools, enable students' additional learning options for social, emotional, recreational, and creative development, and promote a positive student self-image. Students have many interest areas, and the School hopes to provide supervised programs to assist students in developing their talents, skills, and abilities in recreational, creative, and social areas. All activities require sponsorship/supervision by staff. If there is a group of students who are interested in having an activity option that is not present at the School, this can become initiated by the group:

- a. Find a staff person that would be willing to serve as a sponsor.
- b. Consult with the Principal regarding the purpose, intent, and goals of the activity which you wish to begin, including a budget estimate.

As with regular classroom activities, students are to adhere to standards of conduct listed in the student handbook, and are to put forth their best efforts.

INSTRUCTIONAL PROGRAM IDG ADULT EDUCATION

An adult education program may be instituted and administered by the Board and staff when the need and opportunity arises and will be coordinated with the Sisseton-Wahpeton Community College.

INSTRUCTIONAL PROGRAM

IEA

GROUPING FOR INSTRUCTION

School personnel will make certain that every available indication as to a student's achievement and ability is utilized in determining his/her placement. Among items which will be considered are: grades on permanent records, scores on standardized tests, teacher observations, temperament of the child, and ability of the teacher to work with certain types of children. A student's assignment to a group or level will not be considered permanent. If, in the judgment of the teacher, a change is deemed advisable, the teacher will discuss the matter with the Principal.

Every effort will be made to assign the student to a group in the best educational interests of the student. The placement of a student will be discussed with the parent, and at high school level, should be cooperatively decided by the student, parent, teacher, guidance counselor, and administrator. Grouping will be conducted so as not to discriminate against any student on the basis of race, ethnic background, marital status, sex, sexual orientation, creed, disability, and status with regard to public assistance. Grouping will also be conducted in accordance with applicable laws and regulations covering education of the handicapped.

INSTRUCTIONAL PROGRAM

IEC MAXIMUM CLASS

SIZE

The Board is aware that class size has bearing upon effective teaching. Therefore, the Board directs the Superintendent to work with Principals in establishing a reasonable and equitable class enrollment for each teacher.

INSTRUCTIONAL PROGRAM

IED

SCHEDULING FOR INSTRUCTION

It is the responsibility of each Principal to see that a satisfactory instructional program is scheduled for each student.

INSTRUCTIONAL PROGRAM IEE-R STUDENT SCHEDULES

The Principal may approve a change of class schedule for a student with teacher approval if the change is deemed to be in the best learning interests of the student.

INSTRUCTIONAL PROGRAM

IEI

INDIVIDUALIZED INSTRUCTION

The Board will encourage those programs and instructional arrangements, which provide opportunities for each student to progress in school at his/her own pace and attain the highest educational achievement possible for him/her as an individual. The Board will support and encourage the staff to examine, study, and try out new programs to individualize instruction and learning. All new programs will follow the prescribed procedures for adoption.

INSTRUCTIONAL PROGRAM

IFA

INSTRUCTIONAL MATERIALS

The Superintendent will approve the selection of instructional materials upon the recommendation of the Principal. It will be the responsibility of the professional personnel and the Principal to recommend instructional and library materials which:

1. Will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils;
2. Will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. Will bring forth opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of analytical reading and thinking;
4. Will 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.

INSTRUCTIONAL PROGRAM

IFAA TEXTBOOK

SELECTION AND ADOPTION

The Superintendent will be provided with a list of books in current use, and proposed for future use annually for review and adoption. This list will be generated by teachers and approved by the Superintendent.

INSTRUCTIONAL PROGRAM

IFAB

PARAPROFESSIONALS

The utilization of paraprofessionals will be individually determined and will require a detailed written recommendation by the Principal and approval by the Superintendent. The use of assistants will permit teachers more time to devote to instruction, more effective grouping for instructional purposes, and greater individualized attention for meeting pupil needs. Assistants may not have direct responsibility for or supervision of student instruction or activities, but will be under the supervision of a professional staff member.

INSTRUCTIONAL PROGRAM
SCHOOL LIBRARIES

IFBD

The Board subscribes to the philosophy set forth by the School Library “Bill of Rights” as it relates to the educational program of a school. Following approval of the Superintendent, books and materials purchases will be those recommended by personnel concerned, including teachers, coordinators and administrators. Factors influencing selection will be:

1. The book’s contribution to the curriculum;
2. Reading interests and abilities of students;
3. Background of students;
4. Size of budget;
5. Need to develop a balanced collection;
6. Authoritativeness;
7. Appropriateness;

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8. Substantial format – good binding and paper, clear print, suitability.

INSTRUCTIONAL PROGRAM

IFCA

COMMUNITY RESOURCE PERSONS

The use of resource persons from the community in the classroom can be an invaluable educational instrument. The Board wishes the professional staff to be concerned with locating people in various areas of interest and expertise who might serve as resource persons in particular units of study. Resource persons must be approved by the respective Principal.

INSTRUCTIONAL PROGRAM

IFCB

FIELD TRIPS AND EXCURSIONS

The Board recognizes that the first-hand learning experience provided by field trips are most effective and worthwhile means of learning. It is the desire of the Board to encourage field trips as an integral part of the program of the schools. All work must be completed prior to attending the field trip.

- All field trips or activity trips must be authorized by supervisors.
- Field trip requests will be submitted to supervisors as far in advance of the trip as possible.
- The person requesting the trip must arrange transportation, food, fiscal, etc.
- Parents must be notified and parental consent forms must be signed, the person requesting the trip will be responsible for parental permission.
- Children in the elementary school will be assigned adult supervision 24 hrs. a day

INSTRUCTIONAL PROGRAM

IFCD SCHOOL

VOLUNTEERS

The Board believes that volunteers can make many valuable contributions to our schools. The Board endorses a volunteer program in the schools subject to regulations and safeguards. All volunteers must be approved by the Board. Volunteers will need to have a background check on file with the school.

INSTRUCTIONAL PROGRAM

IG GUIDANCE PROGRAM

Guidance services will be available for every student. These will be supervised at all grade levels by a staff member designated by the Superintendent and will include school psychological services, guidance services, testing services and in-service programs in guidance and psychological areas. Guidance will include aiding the student in discovering and measuring their capacities, abilities, and real interest; in helping students to obtain adequate and accurate information about schools, courses, occupations, and careers and in helping students to solve personal and academic problems. Students and parents will be encouraged to avail themselves of the help of guidance personnel. Guidance personnel will use varied delivery systems consisting of small group sessions, individual counseling, structured training sessions, and other processes. Guidance 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.

**INSTRUCTIONAL PROGRAM IH ACADEMIC
ACHIEVEMENT**

To be classified as a sophomore a student must have earned 5 credits; junior must have earned 11 credits; senior must have earned 15. Students will be tracked with their cohort group when they enter their freshman year in High School. Students may be placed on academic probation if they do not pass at least 2 semester classes for two consecutive semesters. The Board feels that teachers must have as much and as accurate knowledge of each student as is possible through tests and observation of student's achievement, work habits, skills, health, competencies, home environment, and self-concept indicators. Achievement will be judged (1) in relation to a student's learning capacity, (2) in terms of his/her degree of mastery of the course work as ascertained by the teacher and established desired student outcomes, and (3) self-concept indicators. The Board will approve a method of evaluating and recording pupil progress to be devised by the administration and professional staff. The records and reports of individual pupils will be kept in a form, which will be meaningful to parents as well as teachers. The Principal may recommend to the Superintendent a change of grade after a thorough review of student work. The Superintendent may change a grade if convinced by the respective Principal.

CONSEQUENCES OF ACADEMIC FAILURE

- **Mandatory Tutoring** – Teachers may require students to attend a mandatory tutoring held by the teacher if the student is not currently passing.

**INSTRUCTIONAL PROGRAM IHA
GRADING SYSTEM**

ACADEMIC GRADING SYSTEM

Rubric	Percent	Letter Grade	GPA
Exemplary	100+	A+	4.33
	95-100	A	4.00
	92-94	A-	3.50

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Proficient	89-91	B+	3.49
	86-88	B	3.00
	83-85	B-	2.67
Skilled	79-82	C+	2.66
	74-78	C	2.00
	70-73	C-	1.67
In Progress	66-69	D+	1.66
	60-65	D	1.00
Not Yet	0-59	N	(0.0) = No Credit or
			grade given

Each Teacher is responsible for notifying student and parent when a students' academic performance falls below "skilled".

Criteria for Honor Roll

A Honor Roll will be considered as a grade point average of 3.5 or above

B Honor Roll will be considered as a grade point average of 2.67 or above

HIGH SCHOOL ACADEMIC ELIGIBILITY FOR PARTICIPATION IN ALL STUDENT ACTIVITIES

Students must have passed 5 classes the previous semester to be eligible at the beginning of the current semester. All students must maintain eligibility during the current semester by passing 5 classes. Eligibility for the current semester will be determined at each mid-term, quarter and semester. If a student is determined to be ineligible he/she will not participate in one activity/game. Students can become eligible after the one activity/game if they show proof of eligibility through the use of an eligibility slip signed by their teachers. (02-05-2020)

INSTRUCTIONAL PROGRAM

IHAB

REPORT CARDS

The type of progress reports sent to parents will be developed by the professional staff in cooperation with parents and approved by the Principal. A written report will be provided parents four times a year, with supplementary reports as needed. Conferences with parents will be used at the elementary and secondary level as a part of the reporting system.

INSTRUCTIONAL PROGRAM IHAC STUDENT CONFERENCES

All students are required to prepare and present at least one Exit Interview at the end of each school year. The Student Presentation will be based on the Performance Based Learner Outcomes and the specific academic content the student participates in during that specific academic year. Additional presentations will be provided during the school year.

INSTRUCTIONAL PROGRAM IHAD PARENT CONFERENCES

Parent/teacher conferences are scheduled to deal with individual situations and will be conducted throughout the school year. Parents are encouraged to visit the school, visit with teachers and other staff, and help in working through issues and conflicts which affect the learning and self-image of their child. Parents are requested to contact the Principal when arriving at the school so that a private conference can be arranged or so that any visits can be coordinated so as not to interrupt normal school activity.

INSTRUCTIONAL PROGRAM IHB HOMEWORK

Classroom teachers will assign homework for students and it is expected that homework will be completed by the assigned time. Failure of a student to complete homework assignments as assigned by the classroom teacher will have their grade decreased.

INSTRUCTIONAL PROGRAM IHE PROMOTION AND RETENTION OF STUDENTS

Retention will be used only when it is to the advantage of the student. In the elementary school, retention will be recommended by teachers, however, the assignment will be made with the approval of the Principal, following a review of the individual case. When retention of a pupil is being considered, teachers must confer with the pupil's parents well before the end of the school year. The parent must approve of the retention or acceleration of their child. In the secondary school, students failing a required course must re-enroll in that course the following semester or school year.

INSTRUCTIONAL PROGRAM

IHF

BASIC GRADUATION REQUIREMENTS

(Tiospa Zina Tribal School = includes paper and leather diploma, eagle feather/plume)

COMMUNICATION [English] (4.0 Credits):

Communications 9	1.0 credit
Communications 10	1.0 credit
Communication 11 (02-05-2020) Rev.	1.0 credit
Communications 12	1.0 credit

MATHEMATICS (3.0 Credits):

Algebra I	1.0 credit
Geometry	1.0 credit
Pre-Algebra, , Algebra II, etc.	1.0 credits

SCIENCE (3.0 Credits):

Lab Science courses including Biology, Earth Science/Astronomy, Advanced Biology, Physical Science, Chemistry, Physics, etc.,)	3.0 credits
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SOCIAL STUDIES (3.0 Credits):

Geography/ World History	1.0 Credit
American Indian/ U. S. History	1.0 Credit
American Indian Law/Tribal/ state/U S. Government	1.0 Credit

DAKOTA STUDIES (2.0 Credits):

Dakota Language 1	1.0 credit
Dakota Studies 1, or other	1.0 credit

PHYSICAL EDUCATION/HEALTH/PERSONAL FINANCE (1.5 credit):

Physical Education	.5 credit
Personal Finance	.5 credit
Health	.5 credit

CAREER AND TECHNICAL EDUCATION (2 credits)

Senior Experience/Capstone	1.0 Credit
Other	1.0 Credit

FINE ARTS (1.0 Credits):

Fine Arts elective (Music, Art, Theatre, etc.)	1.0 credit
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ELECTIVE COURSES /College Courses/Alternative Credit

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Approved elective course offerings 2.5 credits

TOTAL CREDITS REQUIRED FOR GRADUATION 22 credits

Students must pass all required courses in order to participate in the graduation ceremony.

HIGH SCHOOL ACADEMIC ELIGIBILITY FOR PARTICIPATION IN ALL STUDENT ACTIVITIES

ACADEMIC SCHOLAR GRADUATION REQUIREMENTS

(Requires Proficient/3.0 GPA) (Includes paper, leather & Regents Scholar, eagle feather/plume, laptop computer)

COMMUNICATION [English] (4.0 Credits):

Communications 9	1.0 credit
Communications 10.....	1.0 credit
Communication 11	1.0 credit
Communications 12	1.0 credit

MATHEMATICS (4.0 Credits):

Algebra I	1.0 credit
Geometry	1.0 credit
Algebra II, etc.	2.0 credit

SCIENCE (4.0 Credits):

Any combination of Lab Science courses including Biology, Advanced Biology, Physical Science, Chemistry, Physics, etc.)	4.0 credit
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DAKOTA STUDIES (3 Credits):

Dakota Language I5 credit
Dakota Language II5 credit
Dakota Studies 1	1.0 credit
Dakota Elective.....	1.0 credit

SOCIAL STUDIES (3.0 Credits):

Geography/World History	1.0 credit
American Indian/ U. S. History.....	1.0 credit
American Indian Law/Tribal/State/U. S. Government	1.0 credit

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CAREER AND TECHNICAL EDUCATION (3.0 Credits):

Senior Experience/Capstone.....	1.0 credit
Other	2.0 credit

FINE ARTS (1.0 Credits):

Fine Arts elective (Music, Art, Theatre, etc.)	1.0 credit
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ELECTIVE COURSES (3.0 Credit):

Approved elective course offerings	3.0 credit
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TOTAL CREDITS REQUIRED FOR GRADUATION.....	25 credits
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INSTRUCTIONAL PROGRAM II-R TESTING PROGRAM

The main objective of the School's testing program is to enable the schools to do a more effective job in planning for and educating the children in the School. Secondary objectives are (1) to secure objective evaluative criteria which are needed for the School's use, and (2) to provide teachers with backup data for grades, reports, and counseling. The School implements a student assessment program during each school term. Assessment includes academic achievement testing, self concept testing, and other assessment processes to enable the school to more accurately assess the needs and interests of students. Students are expected to complete all assessments/testing instruments to the best of their ability. Results of the testing and assessment activities will be reviewed confidentially with the student through the counselor upon request, results will be shared with parents. Group survey results will also be reviewed with students. Students will be notified as to those assessment results that will become a portion of the individual student's permanent school records. As with any effort, students are expected to do their best in accurately completing any achievement testing, surveys, or other items that assess or measure the various performance or needs of students and the school.

**INSTRUCTIONAL PROGRAM IIC
USE AND DISSEMINATION OF TEST RESULTS**

All parents and students over the age of 18 have full access to all records or data relating to the student. Student records will not be released to a third party without prior written consent of the parents or the student if over the age of 18, with exceptions made for other school officials and governmental education agencies.

**INSTRUCTIONAL PROGRAM IJ
EVALUATION OF INSTRUCTIONAL PROGRAM**

Reports will be made periodically by the Superintendent to the Board in order to ascertain the strengths and weakness of the school program and to make recommendations for curriculum improvement.

INSTRUCTIONAL PROGRAM **IKB** **TEACHING ABOUT CONTROVERSIAL ISSUES**

Controversial issues are defined as those problems, subjects or questions about which there are major differences of opinion, for which there are no easy answers, and discussion of which generally creates strong feelings among people. Controversial issues, however, provide stimulation to learning by creating intellectual excitement and are thus an important part of the classroom environment. Free inquiry in a democratic society requires that controversial issues arising in the classroom be handled as a regular aspect of instruction and learning in such a way as not to inhibit the dignity, the personality, or the intellectual integrity of either the teacher or the students.

INSTRUCTIONAL PROGRAM **IKBA CONTROVERSIAL** **SPEAKERS**

The Board recognizes that visiting speakers may be of specific persuasions and that their topics may be controversial. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to study issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints and drawing tentative conclusions. When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing the goals of citizenship education. However, this places a serious responsibility on the professional staff members to correctly structure the learning situation involving a speaker. All speakers must be invited through the school Principal, who will endeavor to engage speakers for both sides of the issues. In no instance will a speaker who advocates illegal acts or procedures be permitted to address students.

INSTRUCTIONAL PROGRAM **IKD** **SCHOOL CEREMONIES AND OBSERVANCES**

It will be the tradition as well as policy of the Board to utilize traditional cultural and other methods of observing special events, honoring, ceremonies, and observances within the School. Thus, students will be afforded the opportunity to participate in a variety of activities inclusive of:

- a. Flag Song.
- b. Akicita Victory Song
- c. Other.

The Dakota Studies Department will function as the responsible department and resource in determining appropriate, traditional, respectful methods of observing and implementing school

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ceremonies and observances. The Board will promote activities which enhance student understanding of spirituality, however, may prohibit activities which are designed to promote a specific "religious" or denominational belief. The administration will ensure proper planning and coordination of activities which will provide students with a comprehensive rather than restricted definition of spirituality.

INSTRUCTIONAL PROGRAM **IKD-E**
SCHOOL CEREMONIES AND OBSERVANCE

The following are recognized:

- 1) the right to freedom of religion, and the right to be free from religious proselytization;
- 2) the right to cultural self-determination based upon tribal thought and philosophy;
- 3) the right to freedom of speech and expression, including choice of dress, and length of hair;
- 4) the basic right to an education requiring a staff which recognizes, respects and accepts the students' cultural heritage, its values, beliefs and differences; and the right to a meaningful education which will be designed to insure that tribal elders and members having a practicing knowledge of tribal customs, traditions, values and beliefs are utilized in the development and implementation of cultural programs.

INSTRUCTIONAL PROGRAM **IKG SCIENCE FAIRS**

Recognizing the instructional value of academic competitions, the Tiospa Zina Tribal School Board of Directors encourages students to participate when eligible. Further, the instructional staff is urged to aid the student in appropriate ways as the student prepares for the competition.

INSTRUCTIONAL PROGRAM **IKI**
LESSON PLANS

Teachers will prepare lesson plans in advance. The Principal will monitor teachers' lesson plans and keep a lesson plan log to insure they comply with appropriate accrediting agency requirements. The Principal will review the lesson plans with teachers. Lesson plans (written or electronic) are to be turned to the respective supervisor at the end of the school year. Teachers are encourage to place their course descriptions, unit and lesson plans on the school web site.

J-STUDENTS

JAA	EQUAL EDUCATION OPPORTUNITIES
JBA	COMPULSORY ATTENDANCE
JBB	ENTRANCE AGE
JBC	SCHOOL ADMISSION
JBCA	RESIDENT STUDENTS

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JBCB	NON-RESIDENT STUDENTS
JBCCB	ASSIGNMENT TO CLASS
JBD	ABSENCES AND EXCUSES
JC	STUDENT RIGHTS AND RESPONSIBILITIES
JCAA	DUE PROCESS
JCDA	BEHAVIOR CODE
JCDAA	SMOKING
JCDAC	DRUG (CHEMICAL) USE
JCDAD/EDCB	STUDENT BUS CONDUCT
JCDAE	WEAPONS
JCDB	DRESS CODE
JCE	COMPLAINTS AND GRIEVANCES
JCEC	DEMONSTRATIONS AND STRIKES
JD	DISCIPLINE
JDA	CORPORAL PUNISHMENT
JDB	DETENTION
JDD	SUSPENSION
JDE	EXPULSION
JE	GUIDANCE PROGRAM
JF	ACADEMIC ACHIEVEMENT
JGA	INSURANCE
JGCA	PHYSICAL EXAMINATION
JGCC	COMMUNICABLE DISEASES
JGCD	HEALTH SERVICES - MEDICINES
JGD	PSYCHOLOGICAL SERVICES/TESTING
JGE	SOCIAL SERVICES
JGF	SAFETY
JH-R/DK-R	ACTIVITIES FUND MANAGEMENT
JHC	ORGANIZATIONS
JHCA	CLUBS
JHCB-R	GOVERNMENT
JHD	SOCIAL EVENTS
JHE	PERFORMANCES
JI	VOLUNTEERS

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JGFA/EBBC	EMERGENCY DRILLS
JGFA-R/EBBC-R	FIRE DRILL (EVACUATION PROCEDURES)
JGFB	SAFETY/SUPERVISION
JGFC	DISMISSAL PRECAUTIONS
JGFE	BICYCLE
JGFF	AUTOMOBILE USE
JGFG	HEALTH SERVICES (ACCIDENTS)
JGG	TRANSPORTATION
JGH	FOOD SERVICE
JGI	CHILD ABUSE
JH	ACTIVITIES
JJ	EMPLOYMENT OF STUDENTS
JK/KE	FUND-RAISING
JO/KE	STUDENT/COMMUNITY RELATIONS
JP/GAF	STAFF-STUDENT RELATIONS
JQH	DROP-OUTS
JQJ	POLICIES RELATING TO STUDENTS 18 YEARS OLD OR OLDER
JQK	EXCHANGE STUDENTS
JR	STUDENT RECORDS
JS	STUDENT FEES, FINES, AND CHARGES

STUDENTS

JAA

EQUAL EDUCATIONAL OPPORTUNITIES

Every student will have equal education opportunities and access to all extra-curricular activities and supportive services regardless of race, color, creed, sex, sexual orientation, national origin or place of residence.

STUDENTS

JBA

COMPULSORY ATTENDANCE

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It will be the responsibility of the Board to enforce the Compulsory Attendance Law as prescribed by Sisseton Wahpeton Oyate Ordinance.

STUDENTS

JBB

ENTRANCE AGE

Children five years of age by September 1 of the ensuing school term will be eligible to enroll in Kindergarten. Students may enroll as a first grade student if they have completed kindergarten, or attained age 6 prior to September 1 of the ensuing school term.

STUDENTS

JBC

SCHOOL ADMISSION

1. Student must be living with parents/guardians within the boundaries of the Lake Traverse Dakota Reservation or be an independent.
2. Student must complete prior grade level or class requirements prior to being enrolled in the next grade level or classes. Student will be classified as a sophomore when 5 credits are completed, a junior when 11 credits are completed and a senior when 15 credits are completed. Students will be tracked with their cohort group when they enter their freshman year of High School.
3. A transcript from the previous school is required before a student is accepted for permanent enrollment.
4. The parent/guardian is required to complete all enrollment forms and attach the following:
 - a. Birth Certificate
 - b. Medical (Immunization) Form
 - c. Free and Reduced Lunch Application
 - d. Tribal Enrollment card/number
 - e. Social Security card/number
5. Students are enrolled provisionally according to policy until approved for full admission by the school board at the next regular school board meeting. The school board reserves the right to deny admission if the school's requirements are not met or for other Extenuating circumstances. The school board also reserves the right to close enrollment.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001

The Education for Homeless Children and Youths (EHCY) program, authorized under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), is designed to address the needs of homeless children and youths and ensure educational rights and protections for these children and youths. The Every Student Succeeds Act (ESSA) amended the McKinney-Vent Act, and changes made by the ESSA will take effect on October 1, 2016.

ENROLLMENT CONCERN POLICY

What is an enrollment concern?

An enrollment concern exists when a student's presence among the student body and school staff presents a concern for the safety and well-being of others, including an adverse impact on the overall learning environment. This includes students who have been long term suspended or expelled from the previous school year.

Scope and Applicability.

This policy applies to students seeking enrollment.

Intent.

This policy is intended to provide (i) a procedure for the receipt of reliable information pertaining to students, (ii) to provide for the safety and general well-being of the student body and (iii) the development of each individual student.

Role and Duties of the Superintendent.

The Superintendent will obtain and receive information relating directly to a student's ability and fitness to attend Tiospa Zina as a productive student, including, without limitation, information relating to criminal background such as convictions, complaints and investigations and any other information where a student may present an enrollment concern. When possible, the Superintendent will have an agreement or understanding with officials from the local, state, tribal, and federal governments to receive information pertaining to students that present a safety and enrollment concern.

Formal. The Superintendent will act as the representative of Tiospa Zina to contact and enter into agreements or understandings to obtain the information described above from local, state, tribal, and federal governments possessing information relating to an enrollment concern.

Informal. The Superintendent may, in his/her discretion, receive information deemed reliable that relates to an enrollment concern.

Information and Recommendation to the School Board

The Superintendent will inform the School Board of any information relating to an enrollment concern, including how the information was obtained and the reliability of the information. The Superintendent will also make a recommendation to the School Board, which may include short and long term solutions.

Preliminary Determination

The School Board will review the information and recommendation provided by the Superintendent and make a preliminary determination on whether an enrollment concern exists.

Preliminary Determination - No Enrollment Concern

If the School Board makes a preliminary determination that no enrollment concern exists, the student will be enrolled at Tiospa Zina. The School Board may request the

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Superintendent and/or other school officials to monitor the progress of the student and make periodic reports to the School Board.

Preliminary Determination - Enrollment Concern Exists

If the School Board makes a preliminary determination that an enrollment concern exists, the School Board will institute the following procedure. Prior to denying enrollment or placing restrictions and/or conditions on enrollment, the School Board will provide the student and/or the parent/guardian/extended family member with an opportunity to present any evidence, whether by documents or testimony, that may refute or mitigate the School Board's preliminary determination that an enrollment concern exists.

Preliminary Determination - Scheduling a School Board Meeting

When making a preliminary determination that an enrollment concern exists the School Board will schedule a special meeting or add to the regular meeting's agenda to make a final enrollment determination. At the meeting the School Board will consider the evidence the student and/or parent/guardian/extended family member may choose to provide to refute or mitigate the School Board's preliminary determination that an enrollment concern exists.

Final Enrollment Determination

After considering all the evidence the School Board will make a determination on whether to permit enrollment, deny enrollment, or enroll the student subject to restrictions and/or conditions. The School Board's enrollment determination will be final.

Confidential

The enrollment process will remain private and confidential at all stages.

Emergency and Unique Enrollment Decisions

The School Board reserves the right, in its discretion, to deviate from these policies. Circumstances may exist that preclude the School Board from effectively utilizing this enrollment procedure, such as emergency or other circumstances. Whenever possible, the School Board will utilize this enrollment policy.

STUDENTS

JBCA

RESIDENT STUDENTS

No student within the Reservation/Attendance boundaries will be admitted to Tiospa Zina Tribal School after 10 school days into the first and second academic semester. A students' parent may petition the Superintendent to enroll after the 10 days only if the student as a 3.0 Grade Point

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Average, a 90% or higher attendance rate and has less than 3 discipline referrals. The Superintendent will allow a student to enroll only if all 3 criteria is met. Any student who transfers, withdraws, or drops out of Tiospa Zina Tribal School will be eligible to re-enroll the following semester.

STUDENTS

JBCB

NON-RESIDENT STUDENTS

A transcript from the previous school attended by the student is required before a transfer student is officially accepted for enrollment at school. Students re-accepted into Tiospa Zina will be referred to the Multidisciplinary Team for progress monitoring for a minimum of six weeks.

STUDENTS

JBCCB

ASSIGNMENT TO CLASS

The Attendance Clerk is responsible for the issuance of class and school admittance slips for students who have been absent for class or school, for students who are tardy (late for class), and students who have skipped (missing complete class) a class. Teachers are not to admit a student who has been absent from school or class without an admittance slip. Passage about the school campus while classes are in session requires a pass from a staff person. Students wishing to leave the campus must be signed out by their parent/guardian.

STUDENTS

JBD

ABSENCES AND EXCUSES

ABSENCES AND EXCUSES

Sisseton Wahpeton Oyate Tribal Law








1. SWO Penal Code-24-06-10 defines child neglect as any person who willfully causes or permits any child who under 18 years old, to have more than 10 days unexcused absences from school in a quarter or other standard school term. (Punishable by fine up to \$ 360 and/or up to 90 days in jail)
2. SWO-Juvenile Code-38-03-13 define a Child in Need of Supervision as a child found to be habitually truant.
3. SWO-Juvenile Code-38-03-36 defines a neglected child as one who is 18 or under and has more than 10 unexcused absences from school in a quarter.
4. SWO-Education Code-66-10-1 Mandatory Attendance. Every person who has a child under their care between the ages of five and eighteen years will assure the attendance of the child(ren) in school according to the Juvenile and Penal Code.

25 CFR § 39.210 - When must a school drop a student from its membership?

CFR

§ 39.210 When must a school drop a student from its membership?

If a student is absent for 10 consecutive school days, the school must drop that student from the membership for ISEP purposes of that school on the 11th day.

Calendar Info		
Calendar ID	School	
87	01 Tiospa Zina Tribal School (schoolID:1)	
*Name	Number	Sequen
19-20 TZ HS	02	
*Start Date	*End Date	Summer
08/21/2019 	05/20/2020 	
Student Day (instructional minutes)	Teacher Day (minutes)	Exclude
350	480	
Whole Day Absence (minutes)	Half Day Absence (minutes)	School C
350	175	
Type	Title 3	4 Day S
I: Instructional		
*BIE Type		
I: Instructional		

Excused absence:

- a. Illness to self or immediate family member making presence at home necessary, or presence in school would be hazardous to other students

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- b. When a student is instructed by a competent person for a like time, with possible instruction in Dakota and/or English languages and periodic reports of students work filed with Tribal Education Department.
- c. When a student's physical or mental condition is such to render attendance at school unsafe, impractical, or harmful to self or others. Evidence of such condition is a certificate from a physician, dentist or other person who may lawfully treat sickness or disease or a certificate of a mental health professional.
- d. Prior approved Dakota cultural activities.

Students must go to their teachers and request make-up work immediately upon their return. The number of days absent plus one will be allowed for every consecutive day missed. The first three consecutive absences will only require a phone call to be excused. However, any absence after three will require a call and a doctor's note upon the return of the student to be excused.

Explained Absence: An explained absence (not an absence due to illness, doctor's appointment, serious illness, or death of a family member) is when a parent/guardian takes the student out of school with the principal's prior knowledge and approval. Students will be required to obtain assignments for classes to be missed and an assignment form completed prior to leaving the school. The assignments will be due on the day the student returns to school. Failure to follow this policy will result in the absence being recorded as an unexcused absence.

Extra-Curricular Activity Absences: Activity absence is any absence that is school related or school sponsored. Extra-curricular activities include, but are not limited to, field trips, competitive events, and student activities. Students will be required to make up worked missed prior to attending the event.

Truancy: A student who leaves school without parental consent or is absent from school on a regular basis without school authorization, or has a high rate of absenteeism, which will be reported to the SWO Tribal Court. Parents/Guardians are compelled to send their child to school and could incur legal liability for failure to do so. (Chapter 38-03013 Juvenile Code)

Unexcused Absence: An absence in which the student is out of school that does not qualify as excused or explained. All missing work must be made up and submitted to the teacher. When a parent does not call to report an absence by 9:30 AM the morning of an absence, the school will attempt to reach the parents at home or work.

The school will follow current laws of the SWO specific to compulsory attendance, parental responsibility, and consequences. Child Neglect or Child in Need of Supervision charges will be filed in tribal court by the Superintendent, against the parent/guardian, when a student is at least 5 and 18 years of age or younger and misses the 11th day unexcused day in a semester.

Tier 1 – The school will recognize good and improved attendance.

The school will contact the parent/guardian when a students' name appears on the daily absence roster.

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The school will monitor attendance of all students to establish a positive and engaging communication with parents and students.

A daily list of students who missed the previous day will be generated and reviewed by the Principals.

Tier II – When a student misses the 4th day unexcused in a semester, a letter will be sent to the parent/guardian notifying them of the attendance concern.

Students that miss 6 to 9 unexcused days will be considered at risk and will be offered additional interventions from the counseling staff and outside agencies. Students will be referred to the M Team for additional assistance and support. Students will also be referred to the Tribal Truancy Officer at the Tribal Education Department for assistance. At six days unexcused absences and not passing 4 or more classes, the parents will need to meet with the principal, student support and counseling to develop a success plan.

Tier III – Intensive case management, by a school counselor, outside agencies and law enforcement.

When the 12th unexcused day is missed and are no longer passing at least 4 Classes, Student will be mandated to make an effort to complete their school work and be passing all their classes within the next 2 weeks or they will be dropped from school for the remainder of the semester. The student will be referred to the SWO Courts for adjudication. The student and the parent will be provided a due process hearing, if requested, before the Board, at the next regular meeting. Students with 12 consecutive unexcused days will be dropped from school for the remainder of the semester. (02-05-2020) Rev.

Refusal to attend class/Trespassing – Student will be sent home for the remainder of the day. Parents will be required to attend a meeting with the student and Principal prior to reentry into school. The school may call SWO Law Enforcement to transport students who refuse to leave the campus voluntarily and may file trespassing charges in SWO Tribal Court.

1. Skipping an entire class (calculated each semester) [student will not receive any academic credit for each skip]

a). Tier I - Skip # 1 to 5– The teacher will use classroom intervention strategies.

b). Tier 2

1. Student will be sent home and return with parent for a conference.
2. Students are referred to School Counselors.
3. Student will be referred to M Team
4. Student will need to work with staff to create a student success plan
5. Student will need to meet with the Superintendent

2. Tardiness [not there at the beginning of school/class]:

a). To School - This procedure will only cover tardiness where students are late (after 9:30) for the school day. Students will be referred to counselors for assistance.

b). To Class - Teachers will use classroom intervention strategies.

***Those students who are part of Mass Customized Learning will have a separate hall pass to allow them to move through the school.

STUDENTS

JC

STUDENT RIGHTS AND RESPONSIBILITIES RIGHTS OF THE STUDENT

In order to maintain integrity, values and promote high ideals of education, students are expected to follow high standards of personal conduct. Students have the following rights:

1. The right of a free and appropriate education.
2. The right to freedom of religion and culture.
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 freedom of the press, except where the material in student publications is libelous, slanderous, obscene, or prejudicial.
5. The right to freedom of speech and expression, including symbolic expression, so long as the symbolic expression does not disrupt the educational process or endanger health and safety of student or others.
6. The right to freedom from discrimination.
7. The right to be free from cruel and unusual punishment.
8. The right to peaceable assembly and to petition for the redress of grievance.
9. The right to due process. Every student is entitled to due process in every instance of disciplinary action for alleged violation of school regulations for which the student may be subjected to penalty of suspension, expulsion, or transfer.
10. Students with handicapping conditions have the right to a manifestation determination hearing prior to a suspension/expulsion for more than 10 days in a semester.

RESPONSIBILITIES OF THE STUDENT

The declaration of rights implies corresponding responsibilities. The student must accept these responsibilities and not infringe upon the rights of others within the school community.

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1. To obtain an education. The student must regard the opportunity of obtaining an education as one of their duties to the community. It is their responsibilities to attend class regularly and complete their assignments.
2. To follow school rules. The student must obey recognized laws, rules, and procedures developed by the school and tribe.
3. To practice self-control. The student must refrain from inflicting bodily harm on other individuals and respect the privacy of their person and property.
4. To know the grievance procedure. The student must inform her/himself of proper methods and channels of complaints and make use of them when necessary

STUDENTS

JCAA

DUE PROCESS

DUE PROCESS HEARING PROCEDURES

It will be the responsibility of the Principal to insure a **fair and impartial hearing** for any student facing allegations that could result in suspension, expulsion, or transfer. When a student requests a hearing on a disciplinary action the following will take place:

- a. Allegations must be made within **48 hours** of the incident and must specify the violation, the date, and the person alleging the violation.
- b. A request for a **hearing** must be made within **5 days** of the allegation.
- c. The Principal will appoint a hearing panel of three to five people. The hearing panel should be composed of people who, as far as can be determined, have not pre-judged the student or situation. The panel should include teachers and students.
- d. The panel will meet to hear the case no more than 5 working days after the student and/or his/her parent(s)/guardian(s) have requested a hearing.
- e. The student must be given enough time to examine the evidence to be used against him/her, to enable him/her to prepare a defense. If the student feels they have not had enough time to prepare a defense, the panel chairperson may grant a reasonable postponement.
- f. The student has the **right to be represented by lay or legal counsel** of his/her choice. Attorney's fees are to be borne by the student.
- g. The student has the **right to confront and cross-examine** all witnesses against him/her and to produce witnesses on his/her behalf.
- h. No student will be compelled to testify against himself/herself.
- i. The student has the right to have his/her parent(s)/guardian(s) or their designee present at all times.
- j. The school must keep an accurate written account of the hearing. Upon request, the student will be given a copy of the hearing proceedings; including written findings of fact and conclusion in the case. The hearing panel will have a written findings of fact and conclusion within five (5) days of the hearing.
- k. The **student may appeal** the decision of the panel within **five (5) days** to the SissetonWahpeton School Board.
- l. If the student fails to appear at the hearing on the appointed date, he/she loses by default and the school will proceed to present the allegation to the panel for the record.

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- m. In the event the student is found not guilty of the allegations, the allegations of misconduct and information pertaining thereto will be expunged from the student's school record.

STUDENTS

JCDA

BEHAVIOR GUIDANCE

VIOLENCE IS NOT TOLERATED AT TIOSPA ZINA TRIBAL SCHOOL. VIOLENCE is any action or word that hurts living and non-living beings (including self, another person, animals, plants, earth, etc.)

Physical violence against another person is any act that does bodily harm or that disregards potential harm. Physical violence against property is any act that damages or that disregards potential damage to public or private property. Nonphysical violence includes social, verbal and visual violence.

Social violence includes such acts as shunning, stealing, making faces/giving dirty looks, betraying a trust, ignoring a child's request for help as well as many other acts.

Verbal violence includes such acts as lying, calling a person names, making an unwelcome sexual advance, using profanity, ordering a person around, among others.

Visual violence includes drawing degrading pictures of a person, gesturing obscenities, displaying gang colors, glaring, staring deliberately, threatening with a fist, or similar actions including placement on social media.

Media violence includes any violence mentioned in social media (such as Facebook, Snapchat, Instagram) meant to harm others or the school.

Student actions, attitudes, and appearance are a reflection of that student as a person, as a member of Tiospa Zina Tribal School, and of the community. Students are expected to treat each other and adults with courtesy and respect. It is the responsibility of each student to learn the following rules that govern the daily activities of the school environment:

CONSEQUENCES OF INAPPROPRIATE BEHAVIOR

The school administration reserves the right to discipline any student when, in the judgment of the administrator, the student knowingly and deliberately exhibits behavior that violates the rules of the classroom or school. Students with handicapping condition will be afforded a manifestation hearing prior to suspensions for more than 10 days in a semester. Consequences are determined using the Upslope Student Disciplinary Code (provide explanation) Consequences will be used to discipline students and/or encourage them to modify their behaviors, include but are not limited to:

- A. **Parent/Guardian Conference** - A school administrator or teacher will either call or send notification to parent/guardian requesting a meeting to discuss an infraction.

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- B. **Detention** - Time spent with a teacher or Principal either before school, during lunch or after school. The teacher or Principal will determine the length of time spent in detention. After School Detention will be on Tuesdays and Thursdays. Failure to serve detention will result in the student being assigned to In School Suspension.
- C. **Behavior Management Contract** - A document containing appropriate behavior and consequences for inappropriate behavior.
- D. **In School Suspension (ISS)** - Temporary denial to a student by a Principal or teacher of participation in a class. Student will be sent to ISS when behavior prevents other students from learning or prevents the teacher from providing full attention to the needs of all students. Student will receive no credit for work missed while serving ISS. Time missed from class while serving in school suspension will accumulate to unexcused absences.
- E. **Out of School Suspension (OSS)** - Temporary denial to a student of participation in all classes and school activities. Student will receive no credit for work missed while serving OSS. The time in OSS will be considered as unexcused absences.
- F. **Supervised Work Suspension** - Temporary denial to a student of participation in all classes and school activities. Student will receive 50% credit for independent assignments missed while serving SWS. Student will work within the school or at a nonprofit organization under the supervision of an adult. Time spent in SWS will be considered as unexcused absence.
- G. **Long Term Suspension** - Temporary denial to a student of participation in school and school activities for 10 or more days, but not to exceed 90 days.
- H. **Expulsion** - Denial of a student to participate in school for a period not to exceed one year. (Terroristic threats made to students or staff)

Within any Tiospaye or society, there are certain standards of behavior that are insisted upon and enforced within that group. These are often referred to as "RULES" or standards of conduct. The schools intent in setting boundaries and limits, which will govern student conduct, are to: A.

Ensure a safe environment for learners and workers.

- B. Enforce already existing laws of the Tribe or other governments.
- C. Provide a climate of support and help to create a fun learning environment.
- D. Provide a climate of support and help that is conducive to helping students develop and maintain a good and positive self-image.

STUDENTS

JCDAA

SMOKING / VAPING

Tribal law (Juvenile Code 38-03-36-8) states that a neglected child is one who is under 18 and is allowed to have access to alcoholic beverages, drugs or tobacco.

Child neglect (Penal Code 26-16-01 and 02) is defined as any person who willfully fails or refuses to provide care necessary for the child's health. Child neglect is punishable by a fine of up to \$350 and/or jail time of up to 90 days.

STUDENTS

JCDAC

DRUG (CHEMICAL) USE

One of the major goals of the school is to provide the structure and resources necessary to provide for health, safety, and individual development of students. It is a goal to provide a structure in which students learn to become responsible for their own behavior. As the use of mind-altering substances is illegal, the Board is obligated to provide policies created to enforce existing ordinances governing such use, and is obligated to provide resources for students which will enable them to have an awareness of the concept of abuse of controlled substances and the legal implications of use, abuse, and possession of chemical substances. Parent and law enforcement agency will be notified and student will be subject to drug test before student is readmitted to the school. To provide the structure and resources necessary to provide for the above learning experiences, the Student Council and the Board will implement processes and procedures governing student use, abuse, and possession of chemicals while on campus during the school day, and while participating in school-sponsored activities of the School.

STUDENTS

JCDAD/EDCB

STUDENT BUS CONDUCT

Tiospa Zina Tribal School provides transportation for students who live in the immediate and outlying areas of the community. Students are to follow the directions of the bus driver at all times to help make certain that distractions to the driver are minimal. This increases bus safety for all students riding the bus. Basic bus conduct expected of all students includes: a.

Students are to be on time; bus will wait no more than (3) minutes.

- b. No student is to extend their arms, legs, or head out bus windows.
- c. Students are not to move out of their seat when the bus is motion.
- d. Students are not to throw litter, waste paper, or rubbish on the bus floor or out vehicle windows.
- e. Students are to not mark on or damage any portion of the bus.
- f. All other listed examples in this section of the Student handbook are applicable to bus conduct expectations of students.

Failure of students to comply with the listed expectations may result in termination of bus transportation up to and including until the following semester. It is hoped that students will assist in monitoring the activities on their buses particular to insure their own and other's safety. Students riding in bus may report any incidents occurring on buses to the Principal for disciplinary action, according to the Student Handbook.

STUDENTS

JCDAE

WEAPONS

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Firearms, knives, or any other weapons are prohibited from the school campus, vehicles, and facilities. Violators will be referred to law enforcement as well as being subject to disciplinary procedures up to and including expulsion.

STUDENTS

JCDB

DRESS CODE

The school does not specifically subscribe to any particular dress code for students. Students are expected to dress in accordance with acceptable community standards. Clothing items that contain obscenities (pictures, emblems, words) and endorsements of alcohol and drugs, are prohibited. Exhibition of gang related clothing including gloves, scarves, sagging pants, bandanas, head bands, hoods, head wraps, nets, etc. is prohibited. Students who do not adhere to these limits will be subject to disciplinary procedures up to and including expulsion.

Rules concerning student dress may be established by the administration to assure that student dress meets standards of healthfulness and safety and does not disrupt the educational process. Otherwise, the responsibility for the dress and appearance of student will rest with individual student and their parents. Student, faculty or parents groups may recommend appropriate dress for school occasions, but no student will be prevented from attending school or a school-sponsored activity because of appearance in style, or taste is the sole criteria for such action.

STUDENTS

JCE

COMPLAINTS AND GRIEVANCES

In most instances, students are recommended to talk to their Principal or counselor if they are having any difficulties with students, staff, and other things at the school. The Board and staff want to encourage students to use methods other than physical assault, verbal abuse, dropping out, or other counterproductive methods of resolving difficulties. Students can assist by not avoiding situations, but rather approaching any difficulties openly, visiting with those that you're having difficulty with or other methods that would tend to help resolve issues. A concern form will be utilized to document issues. If a complaint is with a principal the completed form should be given to the Superintendent.

Conflict is normal. People have different ways of looking at situations; different attitudes about things; different ways of resolving conflict; perhaps, different feelings about things than others have. It is these differences that make a person unique and significant in the world; many times differences increase our awareness of the world. People aren't exactly the same; they are all different in some way (attitudes, values, and many other things) from other individuals in the world. It is important for everyone to understand that the term, "different from," doesn't mean, "better than," or "less than."

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We hope that students do everything they can to conduct themselves in a manner that is consistent with the traditional virtues of the Dakota people and demonstrate the values of OHODA, OKCIYA, TEHINDA, WICAKE, and WAUNSIDA. The object of the grievance procedure is to resolve complaints from students and parent(s)/guardian(s) informally within the framework of the school. At all times, the purpose is to insure fairness and justice to the participants while maintaining the dignity of all. Any student or parent/guardian who feels he/she has been discriminated against, believes her/his rights have been violated, or has any other grievance concerning affairs of the school, or administrative decisions, may report said grievance in the following manner:

- A. Complaints and concerns of students and parent(s)/guardian(s) should be taken to the Student Support Personnel.
- B. Principals must complete all efforts to resolve the complaint within five (5) working days.
 - 1. The Principal will meet with the parties involved to discuss the issues of the complaint.
 - 2. The Principal will seek a solution to the matter on an informal basis.
 - 3. The Principal will keep a written record of all activities and findings in the complaint.
 - 4. The Principal will make a written reply to the issues raised by the complaint.
- C. If the Principal is unable to resolve the complaint to the satisfaction of the parties concerned, the complaint will be brought to the attention of the Superintendent.
- D. Superintendent will follow the same procedure as the Principal in an effort to resolve the complaint. If the Superintendent is unable to resolve the complaint to the satisfaction of the parties concerned, the complaint may be brought to the attention of a hearing panel.

STUDENTS

JCEC

DEMONSTRATIONS AND STRIKES

The Board is responsible for providing an appropriate educational program for the children of school age in the school. The right of a child to attend school and receive a suitable education is determined under Tribal law. The Board will not tolerate any disruption or interference through violence, vandalism, seizure of any area of school property, sit-ins, walk outs, or other methods of disruption that violate this right.

STUDENTS

JD

DISCIPLINE

- A. Parents will be informed, in writing, of any incident that involves an infraction or violation of any behavior boundary or limit of their child. Principals will be responsible for accurately recording and distributing reports to parents of incidents that have resulted in the application of disciplinary procedures with their child.
- B. Students are expected to adhere to reasonable standards of behavior and conduct themselves in an acceptable manner. To describe acceptable behaviors, Tiospa Zina Tribal School has identified DAKOTA VALUES, which when exhibited, would demonstrate acceptable behavior and conduct.

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OHODA respects, admiration, esteem, consideration, favor, obey.

Learners exhibit Ohoda by holding in high regard self, others, things, the earth and everything related to the living.

OKCIYA sharing, generosity, giving, helping another.

Learners exhibit Okciya by sharing their thoughts, time, and possessions with others and taking care of those in need.

TEHINDA cherish, nourish, cultivate, foster, value, treasure, feel for children, treasure life, respect property.

Learners exhibit Tehinda by showing extreme tenderness toward children and doing whatever is necessary to foster their development.

WICAKE honesty, to esteem truth.

Learners exhibit Wicake by telling and acknowledging the truth.

WAUNSIDA compassion, love, caring, empathy, tenderness, kindhearted, softhearted.

Learners exhibit Waunsida by showing empathy to all living things.

WOKSAPE Learners exhibit Woksape by gaining understanding through observation and participation.

WADITAKE Learners exhibit Waditake by showing bravery, strength, and fortitude to do what must be done.

SEXUAL ASSAULT AND HARASSMENT REPORTING AND INVESTIGATION

All students are assured of a safe and healthy environment free of unwarranted and unsolicited sexual assault and harassment. Staff has a responsibility to monitor the school and protect students from sexual assault and harassment.

Sexual Assault is defined as an attempt or offer, with force or violence upon another person with intent of performing any sexual activity as defined by Sisseton Wahpeton Oyate Penal Code Section 26-15-02 or the Sisseton Wahpeton Oyate Juvenile Code Section 38-03-05. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

If a student feels that a violation has been committed by a fellow student or staff member, the student should file a written or verbal complaint with his/her Principal.

- The Principal is to document the date and time of the complaint.
- If the complaint is a verbal complaint the Principal is to take detailed notes and have the complainant sign the detailed notes.
- The Principal will notify the parents of the alleged victim and alleged perpetrator within 2 hours of the complaint.
- The Principal will also notify the Sisseton Wahpeton Law Enforcement within 2 hours of the complaint.
- The Principal will also notify the Superintendent within 2 hours of the complaint.
- The Superintendent will suspend the alleged perpetrator until an internal investigation is completed.

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- An internal investigation will be completed by the Principal. The investigation will be completed within 48 hours of the complaint.
- At a minimum the investigation will include interviews of all persons in and around the area where the alleged assault or harassment happened and the collection of any physical evidence.
- The superintendent will review the evidence collected immediately after the evidence is collected to determine disciplinary action.
- The Superintendent will turn over the evidence collected to law enforcement.
- The Superintendent is authorized to suspend the perpetrator until the next Sisseton Wahpeton School Board meeting.
- The Superintendent will recommend long term suspension or expulsion for the rest of the school year or present evidence that the student is an enrollment concern.

STUDENTS

JDA

CORPORAL PUNISHMENT

To provide for a structure designed to promote the values significant to the Dakota Society, the use of corporal punishment will not be permitted: corporal punishment being defined as inflicting physical pain or injury upon a child in order to punish him or her for misconduct.

STUDENTS

JDD

SUSPENSION

The school Principal reserves the right to immediately suspend any student when, in its judgment, the student knowingly and deliberately exhibits behavior that endangers the health and safety of self, other students or staff, or that causes damage to school property. Suspension will not exceed ten (10) days. The Superintendent is authorized to long term suspend a student for up to 90 days or the end of the semester.

STUDENTS

JDE

EXPULSION

The Board may expel a student for up to 12 months for conduct that disrupts the educational process or endangers the health or safety of the student, other students, or school staff. In this process:

- a. The Principal may give, the student accused and their parents, written notice of charges against the student and the nature of evidence supporting those charges.
- b. The Principal must inform the student and parent in writing of the date, time, and location of the hearing for expulsion within five (5) days prior to the hearing.
- c. The Principal will inform the students and parent of their procedural rights prior to the hearing and provide the student with a written copy of their procedural rights at that time.
- d. The Board will conduct a hearing in accordance with the basic principles of due process.

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- e. If the Board so determines at any time, they may forego the expulsion and set an appropriate reprimand.

STUDENTS

JE

GUIDANCE PROGRAM

Guidance service shall be available for every student in the school. These will be supervised at all grade levels by a staff member designated by the Superintendent and will include school psychological services, guidance services, testing services and in-service programs in guidance and psychological areas. Guidance will include aiding the student in discovering and measuring their capacities, abilities, and real interest; in helping students to obtain adequate and accurate information about schools, courses, occupations, and careers and in helping student solve personal and academic problems. Students and parents will be encouraged to utilize the services of guidance personnel. Guidance personnel, including social worker, will use varied delivery systems consisting of small group sessions, individual counseling, structured training sessions, and other processes. Guidance personnel will assist in developing, gathering, and disseminating affective learning activities to instructional personnel as resource material for incorporating learning activities designed to enhance the holistic development of students.

STUDENTS

JF

ACADEMIC ACHIEVEMENT

The Board feels that teachers must have as much and as accurate knowledge of each student as is possible through tests and observation of student's achievement, work habits, skills, health, competencies, home environment, and self-concept indicators. Achievement will be judged (1) in relation to a student's learning capacity,

(2) in terms of his/her degree of mastery of the course work as ascertained by the teacher and established desired student outcomes, and (3) a self-concept indicators.

The Board will approve a method of evaluating and recording student progress to be devised by the administration and professional staff. The records and reports of individual pupils will be kept in a form that will be meaningful to parents as well as teachers. The grading system will be uniform at comparable grade levels. All students will be protected from prejudicial, unjust, or inconsistent academic or personal evaluations. The Principal may authorize a change in grade reports of a student after teacher consultation provided the student has completed an acceptable amount of work. If a student files a grievance within the two-week time line as to the grade issued by a teacher and the results of that grievance, show cause for a change of grade, this will be done. No grade may be changed following the time line unless an error in reporting was the cause for a need to change.

STUDENTS

JGA

INSURANCE

Students will be covered by Indian Health Service and insurance purchased from the SDHSAA.

STUDENTS

JGCA

PHYSICAL EXAMINATION

All students participating in athletic activities are required to have a physical examination.

STUDENTS

JGCC

COMMUNICABLE DISEASES

Communicable

Disease is a disease that has a definite period of time in which an individual with the disease is considered to be contagious. A full recovery from the disease means that the individual is no longer capable of transmitting the infection to others.

A student with a communicable disease may attend school in the regular classroom setting whenever, through reasonable accommodations, the risk of transmission of the disease is considered to be remote. Determining whether a student with a communicable disease may attend school will be made in accordance with established procedures.

In recognition that certain communicable diseases may constitute serious health problems for students, the Board has established the following policy:

- A suspected case of a student having a communicable disease must be reported to the school nurse. The nurse will notify the principal of the situation and will contact the parents to verify the student's medical condition.
- The principal will notify the superintendent about the case under review.
- The principal and nurse, in consultation with appropriate medical authorities, will determine the risk of transmitting the disease.
- The privacy of a student known to have a chronic infectious disease will be respected by maintaining confidential records in accordance with federal and state laws.
- The nature of the disease may require providing an educational program in an alternative setting.
- Returning to school will require a statement from the family physician indicating that the student is no longer at risk of transmitting the disease and qualifies for readmission.
- The principal will be responsible for communicating and interpreting the school's policy on communicable disease.

Chronic Infectious Disease

*Some diseases do not permit an individual to experience a full recovery. A Chronic **Infectious Disease** exists when an individual retains the capability of transmitting the disease indefinitely after recovering from the acute phase of an illness.*

In recognition that certain chronic infectious diseases may constitute serious health problems for students of this school district, the Board has established the following policy:

- A student known to have a chronic infectious disease will be individually evaluated to determine if behavior or physical condition poses a high risk of spread of disease. An appropriate education program for the student will be determined by the superintendent and his staff after consultation with a review team which may consist of a medical

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advisor(s), school nurse, school administrator(s), health official(s), the family physician, the student, the student's teachers, and the student's parents.

- Where an individual evaluation of a student known to have a chronic infectious disease demonstrates that the student's medical condition warrants review, the School will develop an Individualized Educational Plan (IEP) for the student in compliance with special education laws. The Individualized Educational Plan will identify the student's educational program, the health-related conditions of the placement, specific health instructions, and other relevant information as required.
- A student's due process will be accorded by application of the special education laws.
- A student with a chronic infectious disease will be allowed to attend school in a regular classroom setting unless an individual evaluation results in the need to place specific limitations on attendance. A student will be excluded from school for the period in which there is any significant risk of transmitting the disease to other students or employees. A more restrictive environment would be appropriate for some students such as those who cannot control their bodily functions or behavior.
- The review team will monitor the condition of each student known to have a chronic infectious disease to determine the need for a more restrictive environment (i.e., hospital or homebound instruction).
- The privacy of a student known to have a chronic infectious disease will be respected by maintaining confidential records in accordance with tribal and federal privacy laws.
- The superintendent will notify students and parents or guardians of the school's policy and of any other relevant information concerning chronic infectious diseases.

STUDENTS

JGCD

HEALTH SERVICES - MEDICINES

Students will not take medication, whether prescription or other drugs, including aspirin, while at school unless such medicine is given them by the School Nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician.

STUDENTS

JGD

PSYCHOLOGICAL SERVICES/TESTING

The school will provide psychological services and testing for students referred for such need by the Counselor. The Counselor is responsible for the implementation of parental conferences and appropriate parental authorization for such services. Psychological services and testing will be provided for by the school psychologist, or contracted psychologist. The Counselor will be responsible for follow-up activities as recommended by the psychologist, or other service agencies (Social Services, Juvenile Probation, other).

STUDENTS

JGE

SOCIAL SERVICES

The Guidance Counselor and Social Workers are to seek and use all non-school resources available to students.

STUDENTS

JGF

SAFETY/SUPERVISION

The safety of students at Tiospa Zina is our primary concern. All crisis responses will be discussed and practiced in each Tiwahe.

The safety of students will be secured by the school through close supervision of students in all school buildings, school grounds, and off-site activities, through attention to the following:

1. Maintaining a safe school environment (safety experts will inspect periodically the physical condition of all buildings and grounds);
2. Observation of safe practices on the part of school personnel and students, particularly in those areas of instruction or extra-curricular activities offering special hazards;
3. Offering safety education to students in subjects such as laboratory courses in science, shop courses, and health and physical education;
4. Providing the first-aid care, through the services of the school nurse, for children in case of accident or sudden illness.
5. Development of structure for sponsors and supervisors of students and activities. The administration will develop safety rules and regulations to carry out the above policies, including other ways in which student safety requires special supervision and school protection. These will include precautions at dismissal and instruction for safety on the way home from school.

STUDENTS

JGFA/EBBC

EMERGENCY DRILLS

The Principal of each school will be responsible for updating and implementing a school Disaster and Crisis Management Plan that complies with approved Civil Defense procedures, for emergencies arising from natural or man-made disasters. A copy of this plan will be on file in the Principal's and Superintendent's offices. Fire drills will be conducted in each school as a part of the school's disaster plan. A copy of the evacuation route for fire drills will be posted in each classroom of each school. Monthly fire drill reports will be sent to the Superintendent for record and file.

STUDENTS

FIRE DRILL

JGFA-R/EBBC-R

(EVACUATION PROCEDURES)

FIRE ALARMS AND EXTINGUISHERS

Fire extinguishers are designed to suppress a fire. When they are released by students, they can cause a hazardous situation. Any student found guilty of such conduct may pay for the cost of recharging and will be suspended out of school for one day.

FIRE AND DISASTER DRILL

There will be fire and disaster drills during the course of the school year for the express purpose of practicing building evacuation. All students and teachers will immediately leave the building according to the designated plan during a drill exercise. Students will remain with their classroom group and teacher outside the school building.

EMERGENCY EXIT

Detailed instructions for emergency exit from the school building will be posted in each individual classroom. Teachers are responsible for making sure their students know these rules and how to safely exit the classroom(s)/school.

1. NEVER assume it is just a drill.
2. WALK...do not run.
3. MOVE QUICKLY in single file out of the building.
4. BE QUIET and listen closely to directions.
5. STAND at least one hundred (100) feet from the building.
6. REMAIN with your classroom group at all times.
7. WAIT for a signal from authorized personnel before re-entering the school building.

The school disaster and crisis management plan is incorporated into this policy manual.

STUDENTS

JGFC

DISMISSAL PRECAUTIONS

Procedures will be established by each school for the approval of requests for early dismissal to ensure that children are released only for proper reasons and into proper hands. No student may be released on the basis of only a telephone call. Children of estranged parents may be released only upon the written request of the parent whom the court holds directly responsible for the child and who is the parent or guardian registered on the school records. The school will not take part in other arrangements with estranged parents. If school is dismissed during the school day in the event of inclement weather, power outage, etc., the students will be transported to their home accompanied by teachers or designee to make certain parents are home to provide for safety and supervision. If school is dismissed because of inclement weather prior to the school day beginning, the Superintendent or designee will contact local radio and television stations to notify parents and students.

STUDENTS

JGFE

BICYCLE USE

The school assumes no responsibility for theft, damage, or accidents resulting from student use of a bicycle/motorcycle while on school premises. Students will not be allowed to ride their own or others bicycle/motorcycle during the school day.

STUDENTS

JGFF

AUTOMOBILE USE

Driving on school roads and parking on school property is a courtesy offered by the school. The school will not assume responsibility for damage to cars, for theft, or accidents resulting from students driving automobiles. Violation of traffic laws will be reported to the police by the Principal. Students are not allowed to drive automobiles during the school day unless they have written permission from parent/guardian to leave campus for the rest of the day. Student drivers who leave campus without permission will be reported to the parents and the police. Student drivers must provide proof of licensure and insurance to the principal. The Principal may require that a student driver turn in their keys.

STUDENTS

JGFG

HEALTH SERVICE (ACCIDENTS)

A school nurse or other assigned staff member will provide emergency services in case of injury to, or sudden illness of, a child or staff member. Procedures will be developed at each school for the proper handling of such emergencies and made known to the staff. Should the illness or injury appear serious, every effort will be made to contact the parent and/or guardian or family physician immediately. No young child who is ill or injured will be sent home alone. Serious accidents to students will be reported as soon as possible to the Principal and the Board in written form. If a student is injured while on activities, IHS will provide costs for care if the school is notified within 72 hours of the injury.

STUDENTS

JGG

TRANSPORTATION

Transportation is free during routine routes and scheduled out of town activity trips.

STUDENTS

JGM FOOD SERVICE

Free

breakfast and lunch is provided.

STUDENTS

JGI

CHILD ABUSE

All adults of the school are required to report suspected child abuse to the supervisor of the school or activity. The supervisor is required to report the information to the Child Protection Program.

STUDENTS

ACTIVITIES

JH

The school encourages the involvement of students in regular and extra-curricular programs and activities at the school. Students have accomplished significant honors and established fine traditions - in academic as well as athletic activities. The school students are known for respectful attitudes and behaviors exhibited towards each other and other individuals they associate with. The friendliness and respectful behavior by students during the regular school day and at differing activities has been well received by the many schools we participate with and the visitors who constantly visit the school. There are presently many activity options for school students to participate in and the students are encouraged to seek sponsors for any new activities in which they are interested in and also the activities in which they desire to acquire more wisdom and knowledge.

STUDENTS

ACTIVITIES FUND MANAGEMENT

JB -R/DK-R

Volunteerism as well as student participation in fund-raising to support the activities programs of the school is supported by the Board. The management of student activities funding will be conducted in the following manner, under the immediate supervision of the Principal:

1. All funding raised by students or student activity sponsors must be deposited in the appropriate Student Activities account.
2. The student activity accountant will be responsible for documenting all revenue received for various clubs and organizations included in approved student activities programs and for documentation and processing of all approved expenditures of student activities programs.
3. Activity admissions charges or fees assessed for sponsored events through student activities will be established by the Board.
4. The Superintendent will provide for monthly reporting of all revenues and expenditures of student activities funding to the Board. The Student Activities Accountant will also provide individual club/activity sponsors with a copy of the student activity budget for all clubs/activities on a monthly basis.

STUDENTS

ORGANIZATIONS

JHC

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

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- B. Student organizations require staff sponsorship. Sponsors may be staff members chosen by the organization providing said sponsorship is agreeable to the staff members so chosen. Sponsors must be approved by the Board and the Student Council.
- C. The use of school facilities, audio-visual materials, at announcements in the school papers, and other media will be made available through normal channels and with normal protective controls to approved recognized student organizations.
- D. Any official publication of the school or publications of any student organization will enjoy freedom of expression Board encourages the establishment of school clubs. However, no club will be organized without the approval of the building Principal. The assessment or collection of any dues for such clubs is prohibited.

All funds raised by organizations or clubs will be deposited in the Student Activity account and expenditures will be authorized by the club sponsor.

STUDENTS

GOVERNMENT

JHCB-R

OYATE ITANCAN (ITANCANPI)

The "Oyate Itancan," or Leader of People, is comprised of the Oyate Itancan Chairperson, who is elected at-large to a one-year term by the students and other members consisting of the class representatives from the each respective Tiwahe level. The functions of the Oyate-Itancan include:

- a. Formulating policy regarding students, instruction, and other areas of school operation for presentation to the Board for review and approval.
- b. Serving as a hearing committee in the event of a student grievance hearing.
- c. Provide student Board representatives with ideas and suggestions regarding school operation and development.
- d. Assign grade committees to work tasks for data gathering or coordination of activities for school students, pending approval by the Principal.
- e. Make suggestions or recommendations to the school administration regarding school operations, development, improvement, and evaluation.

CLASS REPRESENTATIVES

Each of the grade levels at the Tiwahe levels will have a class governmental structures, and elects persons at-large to serve in one-year terms of office in the class governments (elected at-large by members of the same grade level). The functions of the class governments include:

- a. Organizing ideas, needs, and suggestions for presentation to the Oyate Itancan by the class government chairperson.
- b. Help in coordinating, planning, and implementing special fund-raising or other activities for members of their class or for the school, with Principal approval.
- c. Formulate policies for review and consideration by the Oyate Itancan for processing through the Board.
- d. Assist with the conduct of surveys and needs assessments to determine areas of improvement suggested by their classmates (school improvement).

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- e. Provide a forum for the introduction and presentation as well as discussion of ideas on items that affect school students.
- f. Help in the coordination and sponsorship of workshops and training session for their grade level.
- g. Provide assistance and support to their Mentor grade level (the grade level students for which they serve as Mentors or helpers).

The basic purpose of Mentorship to other grade levels is to provide support, help, and assistance to the needs of the students in lower grade levels ... to provide that support that is considered significant in the Tiospa. Sample activities, which could be implemented with Mentor recipients, include:

- 1. Provide assistance by helping to tutor students needing extra tutorial help.
- 2. Help with their class fund-raising activities.
- 3. Go along on field trips to provide assistance in supervising and helping younger students.
- 4. Be a listener for the younger students; help them work through some of the difficulties that they encounter so that they have a good self-image.
- 5. Be a support resource and friend to younger students through visiting high school classes for a half-day, etc.
- 6. Be their advocate; help them with filing their grievances and in working through situations that they encounter.
- 7. Provide a good model for them; help them to protect their health and safety.
- 8. Help them get student activity programs or other activities started using procedures adopted by the Board.

The overall purpose of providing for student government is to make certain that students have the capacity to effect change, development, evaluation, and improvement of the overall learning climate of the school, through established procedures of the Board. In addition to the basic student governmental structure, two students are selected on an annual basis by the student population to serve as non-voting Board members. Thus, those items, which are addressed by the Oyate Itancan, are represented within and reported to the Board and administration at Board meetings by the non-voting student Board members.

STUDENTS

SOCIAL EVENTS

JHD

Providing students with appropriate social activities is beneficial to their overall development. These events may be on a school-wide basis or limited to a portion of the students in a school. All events will be under the authorization and supervision of the Principal and staff. Proper chaperoning will be provided under the direction of the Principal. Students sponsoring such activities will be responsible for cleaning any school facilities utilized for their particular activity, advertising, acquiring necessary law enforcement for monitoring (dance), and other organizational and planning activities.

STUDENTS

PERFORMANCES

JHE

Students will be encouraged to "showcase" their talents through presentations, exhibits, oratory, or other media. All performances will be scheduled through the Principal for authorization and assistance.

STUDENTS

VOLUNTEERS

JI

To promote the concept and value of generosity, students will participate in the design and implementation of community service activities in the school and within the community to demonstrate their competency and commitment to assisting the Dakota people. The Board encourages the use of student volunteers in the educational program and in useful community services. However, student volunteers should be able to carry the additional load without interfering with their academic achievement.

STUDENTS

EMPLOYMENT OF STUDENTS

JJ

The Board will actively pursue employment opportunities for students to assist their efforts at economic independence. The Board will promote the development of Student Corporations and other Free Enterprise activities of students. All such activities will be structured in such a manner so as not to interrupt the learning process of students.

STUDENTS

FUND-RAISING

JK/KEB

Student clubs and organizations are encouraged to support their particular club, organization, or activity through fund-raising. **Clubs, teams, or any other student organization may not go to tribal government for funds without the approval of the Superintendent.**

1. Fund-raising on behalf of any school-sponsored group, club, or organization must be conducted under the supervision of their authorized sponsor. The Principal must first approve the fund-raising activity.
2. Any funding obtained must immediately be deposited by the authorized sponsor into the Student Activity Account of the school. The authorized sponsor must approve disbursement of any money.
3. Any expenditure(s) from the Student Activity Account must be supported by receipts, invoices, or other kinds of documentation.

STUDENTS

STUDENT/COMMUNITY RELATIONS

JO/KE

The Board encourages activities and involvement of students and community persons through activities, which provide a positive perspective of students and other community residents. Students are to perceive themselves as valuable members of the community, in which they reside and will exhibit behaviors reflective of the basic Dakota values.

STUDENTS

STAFF-STUDENT RELATIONS

JP/GAF

Employees of the school will regard each student as an individual, will assist each student in their learning, and will treat each student with courtesy and consideration. Employees will relate to students within guidelines established in the Code of Ethics portion of this policy manual (refer to GBU). Failure to adhere to policies regarding staff-student relations will result in disciplinary action of the employee. Specific limitations in regard to staff-student relations will include:

1. No employee will without just cause restrain students from independent action in their pursuit of learning.
2. No employee will without just cause deny student's access to varying points of view in the classroom.
3. No employee will deliberately suppress or distort subject matter for which they bear responsibility.
4. Employees will make reasonable effort in maintaining discipline and order in the classroom and within the school system to protect the students to conditions harmful to learning, health, and safety.
5. Employees will conduct professional business in a way that does not expose students to unnecessary humiliation or disparagement.
6. Employees will accord just and equitable treatment to every student, regardless of race, color, creed, sex, sexual preference, age, marital status, handicapping situation, national origin, or ethnic background.
7. Employees will be prohibited from exploiting a professional relationship with a student for private or personal gain or advantage.
8. Employees will keep in confidence information that has been obtained in the course of professional service, unless disclosure serves a professional purpose or is required by law.
9. Employees will maintain professional relationships with students in a manner that is free of vindictiveness and recrimination.
10. Employees will maintain professional relationships with students in a manner that promotes the self-esteem of the student.
11. Employees will be prohibited from fraternizing with students in an unethical manner, inclusive of, but not limited to the following situations:
 - a. Having a romantic or intimate relationship with students.
 - b. Contributing to the delinquency of a student.
 - c. Violations of any Child Protection laws and ordinances.

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- d. Providing overnight or other lodging of students without parental or legal guardian permission or knowledge (parental permission also required if a school-sponsored activity).
- e. Providing of, distribution of, or consumption of alcohol/drug substances with students.
- f. Other unethical conduct of the employee regarding this item as prescribed by community norms.

STUDENTS

DROP-OUTS

JQH

Every effort should-be made and every agency utilized to improve the holding power of the school. Every student should be counseled as soon as he/she is detected to be a potential dropout. When teachers are aware of a pupil showing dropout tendencies, they should notify the guidance counselor and Principal so the resources for the student become immediately available. The Board will provide for a Student Services program and an Alcohol/Drug Abuse program as resources to provide direct services to troubled students. A dropout student will be defined as a student who has withdrawn from the School and has not enrolled in an appropriate grade level educational program in another institution, including those students having exceeded the compulsory school attendance age. Counseling personnel will be responsible for initiating/implementing quarterly follow-up activities designed to assist dropout students to complete their academic programs. A transfer student will be defined as a student who has withdrawn from the School and is officially enrolled in an appropriate grade level educational program in another institution. Students who transfer to another school system may have copies of their records sent to the school by submitting a request for release of their transcript/records. A re-enrolled student will be defined as a student who has transferred/withdrawn from the School and is enrolling in school again during the same term.

STUDENTS

ADULT STUDENTS (POLICIES RELATING TO STUDENTS 18 YEARS OLD OR OLDER)

JQJ

Students regardless of their age, enrolled in the school will comply with the rules established, pursue the prescribed course of study, and submit to the authority of teachers and others in authority over them.

STUDENTS

EXCHANGE STUDENTS

JQK

Approved exchange students have all the rights and privileges of a resident student in the school system during the period of enrollment. The Board will allow for the development and implementation of exchange programs for resident students and for students desiring on-site experience at Tiospa Zina Tribal School.

STUDENTS

STUDENT RECORDS

JR

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Each student has a confidential student file that contains information regarding grades, physical examinations, incident reports, immunization records, achievement and other testing results, and other appropriate information. Student records will not be removed from the office in which they are kept. Any release of student records/transcripts must be signed by the parent/guardian or the student if s/he is eighteen years or older. All other access to student records will be confined to authorized school personnel. Except when required by law, persons outside the school system will not have access to student records without the student and her/his parent(s)/guardian(s) written permission. Any person viewing student folders must sign the folder acknowledging having viewed the folder.

STUDENTS

STUDENT FEES, FINES, AND CHARGES JS

It is the school policy to provide a free education to students enrolling at the school. Materials and books will be supplied to students within budget limitations. Extra supplies or materials needed by students must be supplied by the student or parent that are beyond those provided to all students. Parents and students are encouraged to consult with the Principal in the event that material or supply needs of students cannot be provided through the student or parent (information will be kept confidential) so that something can be worked out so the educational process for students doesn't become interrupted. Students will pay a \$25.00 Student Fee for checking out Tech Devices, Athletic Clothing, Helmets, etc. This fee will cover lost, stolen, or broken school property. If a student does not pay the Student Fee, they will be responsible to reimburse the school for the total cost of replacement.

K--GENERAL PUBLIC RELATIONS

KB	PUBLIC INFORMATION PROGRAM
KBA	PUBLIC'S RIGHT TO KNOW
KBB	SCHOOL-SPONSORED INFORMATION MEDIA
KBC	NEWS MEDIA RELATIONS
KBCA	NEWS RELEASES
KC	BOARD-COMMUNITY RELATIONS
KCB	COMMUNITY INVOLVEMENT IN DECISIONMAKING
KD	STAFF-COMMUNITY RELATIONS
KG	USE OF SCHOOL FACILITIES
KHE	GIFTS TO SCHOOLS
KJ	ADVERTISING IN THE SCHOOLS
KM	VISITORS TO THE SCHOOLS
KN	COMPLAINTS
KNBA	INSTRUCTIONAL MATERIALS

PUBLIC INFORMATION PROGRAM KB

The Board will work to make the public fully aware of all aspects of its schools by:

1. Keeping the public informed regarding the policies, administrative operation, objectives, educational program, and successes or also corrective measure being taken by failures.
2. Furnishing full and accurate information, favorable and unfavorable, together with interpretation and explanation of the school plans and programs.
3. Provides two public hearings held during the year for parents and other community members.

GENERAL PUBLIC RELATIONS

KBA

PUBLIC'S RIGHT TO KNOW

The records of the Board will be a matter of public information except as such meetings and records pertain to personnel and other classified matters, as provided by law. The Board supports the right of the people to know about the program and services of their schools and will make every effort to disseminate needed information.

GENERAL PUBLIC RELATIONS KBB SCHOOL-SPONSORED INFORMATION MEDIA

The Superintendent will employ such means as may be at his/her disposal to inform citizens of school activities through such items as:

- parents newsletter
- news media
- daily bulletin
- Social Media

GENERAL PUBLIC RELATIONS RELATIONS

KBC NEWS-MEDIA

The Board wishes to assist the press and other communications media to obtain complete and adequate coverage of the programs, problems, planning, and activities of the school system. All representatives of the media will be given equal access to information about the schools. General releases of interest to the entire district will be made available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans, or problems.

GENERAL PUBLIC RELATIONS RELEASES

KBCA NEWS

The Chairperson of the Board or his/her designee will be the press liaison person for coordinating the release of information concerning action of the Board. The Board Chairperson will be the official spokesperson for the Board, except as this duty is delegated to the Superintendent. Teachers, students, and other staff members will submit news or news releases regarding the classroom and other school or community activities to the school lead teacher who will submit

copies to the Superintendent for appropriate action. No news release will be made other than through the designated person(s) within the school system.

KC

BOARD-COMMUNITY RELATIONS

The Board desires to establish and maintain a good working relationship with the community as such will give due consideration to requests from community agencies. However, the Board will not turn over to any community group responsibility which may involve school administration, instruction, or student supervision.

GENERAL PUBLIC RELATIONS

KCB

COMMUNITY INVOLVEMENT IN DECISIONMAKING

Community participation in the affairs of the schools is an important facet of achieving improved quality of education for the student's, therefore, the Board intends to make every effort to identify the desires of the community and to be responsive to those desires. Citizens of the school will be encouraged to express their ideas, concerns, and judgments about the schools through written suggestions or proposals, presentations at hearings, responses to surveys made through interviews, written instruments, and comments at meetings of the Board, and service on citizens' advisory committees. Advice of the public will be carefully considered by the Board. In the evaluation of such advice, the first concern will be the educational program.

GENERAL PUBLIC RELATIONS

KD/GAH

STAFF-COMMUNITY RELATIONS

To insure community involvement in the development and implementation of the academic, vocational, and extra-curricular programs of the schools, the Board believes it is the responsibility of the administration and professional staff to:

1. Identify through research, conferences, and in-service programs those innovative trends in the areas of curriculum, student activities, and professional personnel which may be relevant to Tiospa Zina Tribal School;
2. Develop and implement a sound balanced educational program throughout the school which reflects needs of the community and students. Attention will be given to development and promotion of adult programs;
3. Inform citizens of school area about all aspects of the school program through news media and presentations to local parent and civic groups;
4. Invite citizens of school area to visit the school. Parents and patrons may schedule individual conferences with teachers or lead teachers at any time.

The Board also believes the citizens of the school area should aid in development of the total program of the school, provide financial and moral support to the school, and participate in the activities of the school in the school area. Employees of the school will conduct professional business in such a manner as to meet "Obligations to the Public" and "Obligations to the

Profession" portions of the Code of Professional Ethics (GBU). Staff members are considered to be a part of the community in which they work, and are encouraged to actively involve themselves in community activities. Staff will refrain from community involvement activities which create a conflict with personnel policies and procedures of the school, or which may result in a conflict of interest or reduction in employee performance.

KG

USE OF SCHOOL FACILITIES

Access to and use of school facilities and equipment of the Board during the regular academic term and structured summer sessions will be limited to those activities which are sponsored by the school. The Superintendent is authorized to let other tribal entities use school facilities. The Superintendent will approve all other uses of school facilities. Fees will be charged to assure enough funds to cover cost.

GENERAL PUBLIC RELATIONS TO SCHOOLS

KHE GIFTS

The Superintendent, on behalf of the Board, is authorized to accept gifts to particular schools of the Tiospa Zina Tribal School. The Superintendent will report such acceptance to the Board which will officially acknowledge the gifts and thank the donors. Instances where the appropriateness or usefulness of a gift is doubtful, the Superintendent will refer the offer to the Board for its decision.

GENERAL PUBLIC RELATIONS MATERIALS IN SCHOOLS

KI FREE

Free materials from commercial, political, religious, or other non-school sources will have the approval of the administration before being used in the schools. Careful consideration will be given as to their educational quality and value. The name of a commercial firm or other organization will appear on a free teaching aid.

GENERAL PUBLIC RELATIONS THE SCHOOLS

KJ ADVERTISING IN

No advertising of commercial products or services will be permitted in school buildings or on school grounds or properties. This policy does not prevent advertising in student publications which are published by student organization, subject to administration control, nor the use of commercially-sponsored free teaching aids if the content is approved by the administration. Solicitation of sales or use of the name of the school system to promote any product will not be permitted unless it's approved by the Superintendent.

**GENERAL PUBLIC RELATIONS KJ-R ADVERTISING IN THE
SCHOOLS**

Students are requested to acquire permission of the respective Principal prior to putting up any posters or other items for viewing.

**GENERAL PUBLIC RELATIONS KM VISITORS TO THE
SCHOOLS**

Parents are encouraged to visit the schools. The classroom teacher will be informed as to the day and time of visits so as to avoid any conflicts with the school schedule. All visitors to schools will report immediately to the school office. Unauthorized persons will not be permitted to school buildings or on school grounds. School Principals are authorized to take appropriate action to prevent such persons from entering buildings or from loitering on grounds. Such persons will be prosecuted to the full extent of the law.

**GENERAL PUBLIC RELATIONS KN PUBLIC
COMPLAINTS**

The Board welcomes constructive criticism based on a sincere desire to improve the quality of the educational program or to equip the schools to perform their tasks more effectively. Complaints and grievances should be handled and resolved as close to their origin as possible. Therefore, the proper channeling of complaints involving instruction, discipline, or learning materials will be as follows: teacher, Principal, Superintendent, and Board. An individual Board member should refer a person making a complaint in writing to the Principal and/or Superintendent. If the reply is not satisfactory, the person may request a hearing before the Board.

**GENERAL PUBLIC RELATIONS KNBA COMPLAINTS
ABOUT INSTRUCTIONAL MATERIAL**

The Superintendent, along with secondary/elementary Principal and individual teacher's recommendations, will assume final responsibility for all books and instructional materials it makes available to students. However, it recognizes the right of individual parents regarding controversial materials used by their own children. While the Board will not permit any individual or group to exercise censorship over instructional materials and library collections, provision will be made for the re-evaluation of the materials upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach will be respected.

L--INTERORGANIZATIONAL RELATIONS

LA GOALS AND OBJECTIVES

LDA LOCAL GOVERNMENT

LDAH PARKS DEPARTMENT

LDAI RECREATION DEPARTMENT

LDAJ POLICE DEPARTMENT

LDAJA INTERROGATIONS AND INVESTIGATIONS

LEB PARENTS ORGANIZATIONS

INTERORGANIZATIONAL RELATIONS LA GOALS AND OBJECTIVES

While the schools have the primary responsibility for the formal education of the children, the Board recognizes that many governmental agencies and community organizations play a definite role in education. Therefore, it will be the desire of the Board to establish positive working relationships with all other public and private organizations that contribute to the education process and to the general welfare of the citizens of the community.

INTERORGANIZATIONAL RELATIONS LDA LOCAL GOVERNMENT RELATIONS

The Board will cooperate with other governmental agencies to achieve the best interests of the youth and the citizens of the school.

INTERORGANIZATIONAL RELATIONS LDAH/LDAI PARKS AND RECREATION DEPARTMENT

The Board will work with the tribal Parks and Recreation to provide facilities that will enhance the recreational program of the school. However, in cases where school property is used for parks and recreational areas during school sessions, there must be no interference with the educational program of the schools concerned.

INTERORGANIZATIONAL RELATIONS LXAJ RELATIONS WITH POLICE DEPARTMENT

Cooperation with law enforcement agencies is essential for the protection of students, for the maintenance of a safe environment in the school, and for the safeguard of all school property. The functions of the schools legal responsibility for pupils during the school day must be in harmony with the Charter of the Board and the Sisseton-Wahpeton Oyate Law and Order code. The Board is aware of the potential enrichment that law enforcement agencies can contribute to the educational program.

INTERORGANIZATIONAL RELATIONS

LDAJA

INTERROGATION INVESTIGATION AND INTERVIEWING OF STUDENTS

It will be the intent of the Board to provide students with procedural rights and protection against interrogations, investigations and interviews which diminish the Charteral rights of students, or which may jeopardize the health and safety of students. All law enforcement, child welfare agency, and all other authorized individuals who request to interrogate, interview (problem solving; other), or conduct an investigation of a school student must:

1. Report to the respective Principal to acquire approval to conduct the interrogation, investigation or interview;
2. Prior to the questioning of a student, the school administrator indicated in (1) above must first inform the parents or guardian of the student of the request to interrogate, investigate, or interview their child, and request their presence at the interview. If the parent or guardian does not approve of the requested interview, the interview will not be held:
 - a. Under no circumstances will a parent of another child attending the school is allowed to interview the child of another parent to resolve difficulties or for other reasons without the presence of both parents at the interview.
 - b. Under no circumstances will a classroom teacher allow a student to be removed from their classroom for the purposes of interview, interrogation, or investigation, without the permission of the appropriate grade level administrator indicated in (1) above.
 - c. Child Protection caseworkers have the legal authority to conduct interviews with students, and will work through the appropriate grade level Principal as the single points of contact to assist in allowing interviews to be conducted discreetly and in a confidential manner. The provisions of this policy requiring parental consent will be considered waived to allow caseworkers to conduct interviews in accordance with law.
3. Interviews conducted by staff in accordance with their position responsibilities in providing for proper guidance/counseling services, identification of student learning needs, and for resolution of behavioral or other items listed in the student handbook are not bound by provisions requiring the parent to be called or to be in attendance.
4. All information acquired through interrogation, investigation, or interview of students will be kept confidential; interrogation, investigation, or interview of students will be conducted consistent with this policy, and in a manner as to limit disruption to regular school activity.

INTERORGANIZATIONAL RELATIONS

LEB

RELATIONS WITH PARENT ORGANIZATIONS

The Board recognizes the constructive role which the parent/teacher groups can play in the school system. The effective leadership provided by these organizations is valuable to the improvement of educational programs and community support of the schools. The Board will offer these groups its full cooperation.

M--RELATIONS WITH OTHER EDUCATION AGENCIES

MA GOALS AND OBJECTIVES

MCA SHARED SERVICES

MF COLLEGES AND UNIVERSITIES

MFB STUDENT TEACHING AND INTERNSHIPS

MK EDUCATIONAL ACCREDITATION AGENCY RELATIONS

ML DAKOTA IMMERSION

RELATIONS WITH OTHER EDUCATION AGENCIES

MA

GOALS AND OBJECTIVES

The Board will cooperate to the fullest extent with other schools as well as other local, state, and regional agencies and organizations in the solution of educational problems of common concern.

RELATIONS WITH OTHER EDUCATION AGENCIES

MF

RELATIONS WITH COLLEGES AND UNIVERSITIES

The Board believes staff and students of the school should take full advantage of services provided by the college and universities in the area. The Superintendent will keep the Board informed of opportunities for shared and cooperative services between the school and institutions of higher learning.

RELATIONS WITH OTHER EDUCATION AGENCIES

MFB

STUDENT TEACHING AND INTERNSHIPS

The Board may by agreements with teacher-preparing institutions, arrange for classroom experience in the school for practice of student teachers. Such practice teachers will be provided with supervision by fully qualified teacher under rules promulgated by the Board.

Sisseton Wahpeton School Board Policy
Manual

RELATIONS WITH OTHER EDUCATION AGENCIES MK
EDUCATIONAL ACCREDITATION AGENCY RELATIONS

Tiospa Zina Tribal School will maintain accreditation.

DAKOTA IMMERSION ML

Tiospa Zina Tribal School staff will collaborate with the Dakota Language program at SWC to include Dakota Language speakers into the immersion classroom.