



Student-Parent Handbook

School Year 2023-2024



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Signature: *Tracia Keri Jojola*

Date: 9/11/2023

School Board No Active board

Date: _____

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BUREAU OF INDIAN EDUCATION

Vision

T'siya Day School recognizes that the global communities of the 21st century must care for, respect, and share the resources of Mother Earth. Our vision is to create a family school so the community of learners can:

- Understand computers, as well as the technology of today and tomorrow.
- Work cooperatively with global communities.
- Communicate effectively with other cultures and share the democratic principles of life, independence, and generosity.
- Acquire life skills and attitudes that lead to better quality lives.
- Prepare themselves for the jobs of the future.
- Solve problems in flexible, adaptable ways through a variety of talents.

Mission

The mission of the BIE is to provide students at BIE-funded schools with a culturally relevant, high-quality education that prepares students with the knowledge, skills, and behaviors needed to flourish in the opportunities of tomorrow, become healthy and successful individuals, and lead their communities and sovereign nations to thriving futures that preserve their unique cultural identities.

Philosophy

To empower students to become analytical, critical thinkers and the leaders of tomorrow.

T'siya Day School

Vision

We envision a future in which students are prepared academically, socially, and culturally, to meet the challenges of an ever-changing world.

Mission

In partnership with the Pueblo of Zia, to provide a safe, drug-free environment in which to holistically educate students. Our goal is to academically, socially, and culturally prepare our students to improve and surpass current economic, social, and cultural standards for a healthier future.

BIE College and Career Readiness Standards

The BIE has adopted the College and Career Readiness Standards (CCRS) for English Language Arts (ELA), mathematics, Next Generation Science Standards, and English Language Proficiency Development.

Following are the links to the BIE's academic standards:

- [BIE College and Career Ready Standards in Math, K-12 \(Alternate aligned to CCRS\)](#)
- [BIE College and Career Ready Standards in English Language Arts, K-12 \(Alternate aligned to CCRS\)](#)
- [Next Generation Science Standards/BIE College and Career Ready Standards \(Alternate aligned to CCRS\)](#)

- [English Language Proficiency Development Standards](#)

The White House Initiative on American Indian and Alaska Native Education leads the President's [Executive Order 13592](#), signed December 2, 2011, Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities: [Executive Order on the White House Initiative on Advancing Educational Equity](#).

BIE Unified Assessments

T'siya Day School uses several assessments to measure the progress and achievement of all students. All schools use two basic types of assessments: formative and summative. Formative assessments help teachers identify where students need to improve. Summative assessments help teachers measure what students know or can do.

	Formative Assessment	Summative Assessment
When	Throughout the course	At the end of an instructional period
Why	Provides teachers feedback from students to guide their instruction	Provides evidence of a student's knowledge, skill, or proficiency
Example	Taking polls, exit tickets, student self-assessments, informal interview with student	Midterm exam, final paper, research project, presentation

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1.0 School Information

1.1 T’siya Day School, Bureau Operated School (BOS)

The Albuquerque Educational Resource Center (ERC) of the Bureau of Indian Education (BIE) provides supervision for programs at T’siya Day School (TDS) located within the Pueblo of Zia. The School serves students kindergarten through six grade. TDS is part of the BIE in the Department of the Interior (DOI) of the Federal Government.

1.2 Vision and Mission

TDS has developed a strong vision, mission, and philosophy of education and has created a support system for students, staff, and families. These areas will help guide all aspects of the school’s management, policies, and overall operation of the school. In addition, school administration will remain cognizant and supportive of Native American issues of sovereignty and self- determination, as well as lead and guide the staff to provide a high-quality academic program.

1.3 School Hours

TDS is open Monday – Friday and closed on all federal holidays. Regular hours are 8:00 am – 4:00 pm.

During the school year, students may begin arriving at 7:45 am. Due to the lack of supervision, children should not be dropped off before 7:45 am or remain on campus later than 3:30 pm; 12:00 pm on Early Release days. Unless children are participating in a school-sponsored, supervised activity, children will not be allowed to remain on campus.

1.4 School Calendar

An approved school calendar can be found on the school website <https://zds.bie.edu/>.

An activities calendar will be shared monthly. It will include other important dates, such as school cultural days, school pictures, special activities/events, parent-teacher conferences, staff in-service dates, and graduation/promotion.

1.5 School Schedule

TDS has designated blocks of times for core instruction. Classes will not be disturbed during these designated times. It is strongly discouraged to check a child out during instructional blocks.

Main Schedule -reference the school website.

Emergency Dismissal, School Delay, and Cancelation

In the event of an emergency (a water or electrical outage, heavy snow, etc.) that requires an early dismissal, busses will transport children home. School personnel will make every attempt to contact parents by phone, email, and text message. It is essential that updated contact information is always on file at the school. Please ensure that the school is notified of any changes in your contact information immediately. Any of the following means of communication will be used to notify staff and students as appropriate:

- Text message notification system
- Public announcement on school website
- Public announcement on TV stations, including KOAT-TV Channel 7 and KOB-TV Channel 4
- Notices posted at the entrance to the school building

- Phone call notification

1.6 School Programs

School Programs

The BIE schools provide instruction in the following content areas: English Language Arts (ELA), writing, math, science, and social studies. TDS also provides special education. TDS may offer the following extracurricular activities/programs:

- Summer Enrichment
- Science Fair
- After-School Tutoring
- Spelling Bee
- STEM***
- Athletic/PE Programs
- Math/Literacy/Science Nights
- Music/ Art
- Computers
- Native Language/Culture
- Battle of the Books
- Response to Intervention (RTI)

***STEM is an acronym that stands for science, technology, engineering, and mathematics.

1.7 Accreditation

TDS meets accreditation standards for education excellence through a self-study and evaluation process set by Cognia Accreditation, <https://www.cognia.org/services/accreditation-certification/>.

2.0 Rights and Responsibilities

Students have the right to a quality education without disruption, harassment, verbal, physical, emotional abuse, or discrimination. TDS follows the standards and benchmarks of the BIE College and Career Readiness Standards. The community can expect that all staff will be appropriately qualified in their fields of study and follow Every Student Succeeds Act (ESSA) legislation.

Students have the legal responsibility to comply with the regulations, pursue the required course of study, and submit to the authority of administrators, teachers, other staff members, and the governing board.

2.1 Student Rights and Responsibilities

- Each student has the right to
 - receive a free and appropriate public education (FAPE);
 - receive guidance in citizenship, decision making, setting career goals, etc.;
 - participate in athletics, and/or social activities;
 - safe and sanitary facilities and transportation;
 - consume healthy food and drinks approved by United States Department of Agriculture (USDA);
 - make thoughtful, safe decisions being aware of all consequences; and
 - due process and a fair hearing.
- Each student is expected to
 - respect the rights of others;
 - study and learn. (Individuals who decide not to take advantage of the educational opportunities do not have the right to interfere with the education of others);
 - attend school daily;

4. be on time for every class;
5. complete all class assignments and homework assignments on time;
6. come to class prepared to work;
7. respect public property by respectfully using and returning all materials;
8. comply with school rules and directives from school personnel;
9. use language and other forms of expression that are not abusive or offensive to others;
10. cooperate with school staff if involved in a disciplinary case;
11. ensure that parent(s)/guardian(s) receive all school correspondence sent home;
12. respect the beliefs, customs, and language of all;
13. participate in creating a clean, comfortable, and safe environment;
14. conserve the school's resources of food, supplies, materials, energy, and equipment;
15. go to bed at a reasonable hour; and
16. alert staff and principal of any potential dangers at school.

2.2 Parent/Guardian Rights and Responsibilities

- a. Each parent/guardian has the right to
 1. expect that their child will be supervised at school;
 2. expect that their child will receive a quality education; and
 3. be notified of their child's issues/problems at school.
 - i. Such notice may be oral (in person or by phone) or writing (by U.S. mail, or personal delivery).
 - ii. If mailed, delivery will be deemed complete at the time the notice is deposited with the U.S. Postal Service (USPS) and addressed to the last known address of the student or his/her parent(s)/guardian(s).
- b. Each parent/guardian is expected to
 1. help the student develop a positive attitude toward school;
 2. ensure that the student attends school regularly, have supplies, and respect other people's rights;
 3. notify the school by phone or in writing when the student is absent and/or tardy;
 4. consult with the school personnel if there is a problem;
 5. update contact information in writing and/or in person;
 6. assist their child/children with their nightly homework assignments;
 7. put their child/children to bed at a reasonable hour; and
 8. ensure personal hygiene of their child/children (shower, bathe, brush teeth, clean clothes).

2.3 School Rights and Responsibilities/ Title I School Compact

- a. The School has the right to
 1. make decisions concerning the safety of the students and all school personnel.
 2. make and amend the school schedule, as well as school events, including athletics.
- b. The School will
 1. provide a free and appropriate public education (FAPE) to all students.
 2. provide an environment free of bullying, verbal, spiritual and/or physical harassment.
 3. provide all students with healthy, USDA-approved breakfast and lunch.
 4. provide safe and appropriate transportation.
 5. stay current and implement current trends in education and technology.
 6. be responsible users of the resources entrusted to the school.

3.0 Parents and Guardianship

3.1 Definition

TDS recognizes the natural parent(s) or legal guardian(s) who is appointed by the court. Under 25 CFR, definition of the “parent” is a natural parent or adoptive parent, legal guardian, or legal custodian of a student.

3.2 Record of Guardianship

- a. The names of the parent(s) or guardian(s) recognized by the School become part of the permanent school record. The recognized parent(s) or guardian(s) listed on the permanent school record will be the one(s) authorized to determine who can check the student out of school. The parent(s)/ guardian(s) receive information about student progress and incidences.
- b. No changes will be made without written authorization from the parent(s). Court documents, paternity statements, adoption papers, etc., should accompany the written authorization. When requests are made for documentation, parents can be assured that this information will be kept in strict confidentiality.

3.3 Temporary Guardianship

When it becomes necessary for parents to leave children in the care of a guardian, the parent should inform the principal in writing of the individual situation, the length of absence, and the designated guardian.

4.0 Enrollment Policy

4.1 Student Eligibility

The Code of Federal Regulation (25 CFR § 39.2) has established requirements for each child who attends a BIE-funded school. The following documents are required to determine a student’s eligibility for funding:

- a. A copy of state birth certificate or certificate of baptism
- b. A copy of Certificate of Indian Blood (CIB), or Tribal Enrollment Verification indicating $\frac{1}{4}$ degree Indian blood.
- c. Copy of current immunization record

A non-eligible student may be enrolled in a BIE-funded school, if the local school board consents to providing in-kind services and the student’s attendance will not adversely affect the school’s program for eligible Indian students because of cost, overcrowding, or violation of standards or accreditation.

4.2 Age Limit

A student must be five years of age before September 1 of the school year to begin Kindergarten classes, according to the New Mexico Statute 22-13-3.

4.3 Attendance Area

- a. TDS serves elementary students in the Pueblo of Zia.
- b. Students who live outside the TDS bus routes may be accepted, but their family will be responsible for transportation to the school or to the end of TDS bus routes.

4.4 Disenrollment

- a. Withdrawal from School
 1. A parent/legal guardian may disenroll a student from school when necessary. The parent/legal guardian will need to provide a written request for the student’s disenrollment and provide information regarding the student’s next educational setting.

2. At the time of withdrawal, students must return all textbooks, library books, laptops, or other school equipment and pay all fines owed to the school.

b. Disenrollment Due to Non-Attendance

1. After 10 consecutive days of absences with no notification from parent(s)/guardian(s), a student will be dropped from the school enrollment.
2. After 20 cumulative days of absences with no notification from parent(s)/guardian(s), a student will be dropped from the school enrollment.

4.5 Re-Enrollment

- a. After being dropped from enrollment, a student must re-apply for enrollment before returning to school. There is no guarantee that the student's place will be available.
- b. A pre-enrollment conference may be required if the student has a history of misbehavior and/or absences.

5.0 Student Records

5.1 Annual Notification of Rights

This manual serves as the School's annual notification of rights, as it relates to student records. The school maintains the following education records directly related to students:

- Attendance
- Grades
- Test scores
- Referrals -Special Education, Student Assistance Team, and/or counseling services
- Incident reports

5.2 Types of Student Records

- a. A permanent record is kept, in which are filed the student's enrollment documents, health records, report cards, standardized test scores, records of attendance, transcripts and withdrawals.
- b. A cumulative folder is kept for guidance purposes, with information including teacher reports, records of interviews, honors, extracurricular participation, and course of study/scheduling information. When the student graduates or withdraws from school, the folder becomes part of the inactive file to which reference is made when information is requested by authorized outside agencies.
- c. Records of students with disabilities will include the required special program information related to the student.
- d. Records are kept at the schools for five years. After that, records are sent to the American Indian Records Depository in Lenexa, Kansas.
- e. TDS uses the Native American Student Information Systems (NASIS) to maintain an electronic file for each student. The file consists of attendance, grades, behavior, special programs, basic demographic information, and enrollment data. The school also maintains other electronic file data (testing, progress monitoring, etc.).

5.3 Access to Records

Parents and adult students may review the student's records by scheduling a time with the school administrator. Access to student records will be provided within forty-five (45) days after the parent(s), legal guardian(s), or eligible student makes the request.

5.4 Limitations on Access

The School is not required to make available to students: (a) financial records of the parents/guardians of the student or any information contained in those records; (b) confidential letters and statements of recommendations, which were placed in any student's record prior to January 1, 1975, and which are not used for purposes other than those for which they were specifically intended; (c) records exempt from the definition of student records.

5.5 Right to Challenge

Parents/guardians of students, as well as eligible students who are attending or have attended the School, may challenge the content of the student's records to

- ensure that the records are not inaccurate, misleading, or otherwise violating the privacy or other rights of students;
- provide an opportunity for correcting or deleting any inaccurate, misleading, or otherwise inappropriate data in the record; and
- insert into such records a written comment by the parents/guardians or eligible students pertaining to the content of such records.

Informal Proceedings

The School may attempt to resolve differences with the parent/guardian of a student or the eligible student regarding the content of the student's records through informal meetings and discussions with the parent/guardian or eligible student.

Right to a Hearing

Upon the request of the educational institution, the parent/guardian, or eligible student, a hearing shall be conducted under the following procedures:

- The hearing shall be conducted and decided within a reasonable period following the request for the hearing.
- The hearing shall be informal, and a verbatim record of proceedings will not be required. Interpreters will be utilized when necessary.
- The hearing shall be conducted by an institutional official or other party who does not have a direct interest in the outcome of the hearing.
- The parents/guardians or eligible student shall be given a full and fair opportunity to present evidence relevant to the issues regarding challenging the content of the student's record.
- Within a reasonable period after the hearing ends, the hearing official shall make his or her recommendation in writing to the head of the educational institution. Within 20 days after receipt of the recommendation, the head of the institution shall issue their decision in writing to the parent/guardian or eligible student.

Right to Appeal

If any parent/guardian or eligible student is adversely affected by the decision of the head of the institution, that party shall have appeal rights as given in 25 C.F.R. Part 2. The adverse decision shall include a statement that the decision may be appealed pursuant to 25 C.F.R. Part 2, identify the official to whom it may be appealed, and indicate the appeal procedures. However, each official decision shall be issued within 30 days from receipt of the appeal.

- a. If a student has enrolled in another school, records may be transferred without written authorization according to the Family Education Rights and Privacy ACT (FERPA).
- b. Directory information is information given about the student in relation to school activities, such as athletics, yearbook, newsletters, etc. Parental permission must be obtained for this directory information to be published. Under the Privacy Act, each school can determine the amount and content of directory information given.

5.6 Consent

Educational institutions shall not permit access to, or the release of student records or personally identifiable information contained in them, other than directory information of students, without the written consent of the parent(s)/guardian(s) or of an eligible student, to any party other than the following:

- Local school officials, including teachers within the educational institution, who have been determined by the institution to have legitimate educational interests in the records.
- Officials of other schools or school systems at which a student is interested in enrolling. The student or parent/guardian must be notified of such release except in cases involving Bureau of Indian Education (BIE) schools. All BIE schools are components of one school system, whether operated under contract or otherwise.
- Persons having official involvement with a student's application for or grant of financial aid.
- Parents/guardians of a dependent student as defined in section 152 of the Internal Revenue Code of 1954, as amended.
- Accreditation agencies, to carry out their accrediting functions.
- U.S. Office of Education officials and other governmental education officials when deemed necessary by the institution to carry out their official functions.
- An education testing center or similar institution as a part of its validation research which has been authorized by the school.
- In an emergency, any person to whom the information is necessary at the discretion of the school's administration to protect the student's health and safety, subject to 25 C.F.R. §43.17. The factors to be used in determining whether records may be released under this section include the following:
 - The seriousness of the threat to the health or safety of the student or other persons.
 - The need for those records to meet the emergency.
 - Whether the persons to whom the records are released are in a position to deal with the emergency.
 - The extent to which time is of the essence in dealing with the emergency.
- Indian groups, contractors, grantees, professional social service organizations and personnel performing professional services, when necessary to carry out an official function authorized by the Bureau of Indian Affairs.
- Pursuant to the order of a court of competent jurisdiction; however, the parent/guardian or eligible student must be notified of such order in advance of compliance therewith by the educational institution.

Content of Consent

The consent of a parent/guardian or eligible student requested under this part for the release of student records shall be in writing, signed and dated by the person giving the consent.

The consent shall include:

- a specification of the records to be released;
- the reasons for release; and
- the names of the parties to whom the records will be released.

Copy to be provided to parents/guardians or eligible students

Where the consent of a parent/guardian or eligible student is required for the release of student records, a copy of the records to be released shall be provided on request to the

- student's parents/guardians or the eligible student; and
- student who is not an eligible student, if desired by the parents/guardians.

5.7 Directory Information

The [Family Educational Rights and Privacy Act of 1974 \("FERPA"\)](#), 20 U.S.C. § 1232(g) and its implementing regulations at 34 C.F.R. Part 99 and 25 C.F.R. Part 43, as well as the Privacy Act of 1974 ("Privacy Act"), 5 U.S.C. § 552(a) and the Department of Interior's ("DOI") implementing regulations at 43 C.F.R. Part 2 and DOI's System of Records Notice for BIE records permits the release of directory information. The primary purpose of directory information is to allow BIE to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and

Sports activity sheets, with performance statistics, i.e., 1st place or timing in a cross-country run.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Per 25 C.F.R. § 43.20 directory information may include the following:

- Student name
- Address
- Telephone listing
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student
- Tribe
- Agency
- Area
- Name of parent/guardian
- Sex
- Classification (grade)

The School may release student directory information without prior parent/guardian consent unless the parent/guardian informs the principal within 10 days of receipt of this manual that any or all the student information may not be released.

For more information on federal laws that regulate privacy and the exchange of specific types of information (FERPA and HIPAA), go to: <https://www.cdc.gov/phlp/publications/topic/healthinformationprivacy.html>

6.0 Student Attendance

6.1 Attendance Policy

- a. New Mexico state law states that all students, ages five through 18, attend school. It is necessary that your child attend school regularly, not only to comply with the law but to ensure that your child is successful in school.
- b. T'siya Day School (TDS) adheres to Pueblo of Zia Law and Order Code regarding failure to send a child to school.
 - i. Pueblo of Zia Law and Order Code applies to any students and families that are enrolled at TDS
 - ii. TDS will regularly communicate and inform the Pueblo of Zia's (POZ) Department of Education (DOE) Truancy program to implement the code.

- c. TDS is required to record and monitor daily student attendance. Individual daily attendance records are kept by the teacher for each student. These records become part of the cumulative record of each student. Parent(s)/guardian(s) are welcome to view or inspect their child's record upon request.
- d. This policy also stipulates that if a student has extended absences and/or tardies or has established a pattern of frequent absenteeism and tardiness, the school will take action, which includes referrals to the Student Assistance Team, POZ DOE Truancy Office, Social Services and/or Tribal Court.
- e. If a student is faced with circumstances (e.g., extended medical condition) that prohibits his or her attendance, parent/guardian should schedule a meeting with the Principal and Teacher to discuss an alternative learning plan. Additional actions may be taken to comply with Section 504 of the Rehabilitation Act of 1973 and/or Individuals with Disabilities Education Act. All alternative plans for instructions will be documented in writing and must be agreed to by the parent/guardian, Principal, and Teacher.

6.2 Attendance

Students can succeed only if they regularly attend school. Students need continuity of instruction and frequent engagement with the material to grow and make academic progress. The school expects students to be at school, on time, every school day.

A school day is defined as normal class hours that begin the moment students step onto school property (for example, campus, school bus, government vehicle) and end the moment they would normally step off school property. Students and their families must ensure students arrive on time and miss school only when necessary. Academic progress and growth are largely dependent upon engagement and continuity of instruction.

The Code of Federal Regulations at 25 CFR § 36.31 mandates: "A student who has not participated in a minimum of 80 instructional days per semester without a written excused absence shall not be promoted. A school board or a school committee may review a promotion decision and, if warranted due to compelling and/or extenuating circumstances, rescind in writing such action on a case-by-case basis."

- Absences may impact student performance and final grades.
- The School automatically unenrolls students from the school register when they have missed 10 consecutive days.
 - Prior to removing students with disabilities from enrollment pursuant to the 10-day policy of consecutive absence, it is essential that prior written notice is provided to parents/guardians. 34 C.F.R. § 300.503. The prior written notice should detail the outreach efforts that were made as well as indicating that the student can be re-enrolled at any time. Re-enrollment procedures should be made available with prior written notice.

The School considers re-enrollment on a on a case-by-case basis. If a parent/guardian or student believes that a student's attendance has been incorrectly documented, they can contact the school administrator within 10 days of the end of the quarter in which the attendance was incorrectly documented to discuss the issue.

6.3 Types of Absences (NASIS Attendance Codes)

Unexcused Absences

Unexcused with permission absences (AU)

An unexcused absence with permission occurs when the student is absent with the permission/knowledge of his or her parent/guardian, and the reason does not justify an "Excused absence (AE)." Unexcused absences with permission include, but are not limited to: family vacation, babysitting, helping at home, missing the bus, trip to town, no one home. Teachers should allow students to make up work missed due to unexcused absences with permission for full credit.

Truancy (A)

A student is truant when he or she is absent without permission or knowledge of the parent/guardian. If a student does not submit an excuse note from a parent/guardian within three days of his or her return to school, the teacher marks the student truant.

The student is responsible for making up the assignments he or she missed. The individual teacher determines how much credit to give the student for the work he or she makes up. However, regardless of the credit the teacher gives the student, the student should make up missed assignments to help ensure mastery of the subject matter.

Class Cutting (AC)

A student cuts class if he or she is present at school but misses one or more classes during the school day without a valid excuse. The teacher may determine how much credit he or she gives the student, but regardless of the credit, the student should make every effort to make up the assignments he or she missed to help ensure mastery of the subject matter.

Excused Absences

Excused Absences (AE)

An excused absence is an absence for which the student provides written documentation within three days following his or her return to school. Written documentation should indicate the reason for the absence, as follows: illness, medical/dental appointment, death of a close family member (parent/guardian, sibling, grandparent, aunts/uncle, or as otherwise determined by the school), religious ceremony, court appointment or compliance with a court order.

The School requires a medical doctor's statement for any absences over three days due to illness. Teachers must allow students to make up work they miss for full credit due to excused absences.

School Activity (SA)

The School codes classes students miss because of school activities (field trips, extracurricular activities, testing, etc.) as SA. These missed classes do not count toward the total absences. SAs are excused, and students may make up any work missed. When possible, students should check with their teachers and get the makeup work prior to the absence.

Other Types of Attendance Markings

In-School Suspension (ISS)

The School expects students to report to school at the normal hours without participating in their normal classes or school schedules. Instead, must independently complete classwork and may not interact with peers.

Students should pick up their classwork on the day prior to their ISS assignments. ISS students should complete and submit make up work for each of their classes. The school does not treat ISS as an absence but instead denotes it as ISS.

Out-of-School Suspension (TA)

The School marks students who serve out of school suspension as TA. TA students may not make up missed work.

Homebound (HB)

The School marks Homebound students as HB and may put students who are out of school for extended periods on HB status. HB status may be appropriate for circumstances such as hospitalization, doctor-verified disability, participation in ceremony, death of a close family member (parent/guardian, sibling, grandparent, aunt/uncle, or as otherwise determined by the school), or court ordered confinement, or in situations where the student poses a direct threat to health, safety, or welfare of the school, staff, or students. HB status requires the approval of the principal or designee.

The School has an obligation to provide students on HB status with academic services. HB students should complete and submit make-up work for their classes. The School makes reasonable efforts to provide students with information about missed classwork.

The terms of the HB Agreement defined in writing. The School may revoke the HB Agreement for any student who does not abide by or fulfill its requirements. The School maintains documentation of services it provides to HB students.

Attendance Procedures and Policies

Any student who arrives after the start of the school day must sign in at the front office to receive a pass to class. Classes for K-3 begin at 8:30 A.M and grades 4-6 begin at 8:15 A.M. Classes conclude at 3:30 Monday through Thursday, and on Fridays dismissal time is 12:00 P.M. The School counts attendance from the first day through the last day of the academic year.

Each student who misses a day of school will report directly to the attendance clerk/front office upon his or her return to school before reporting to class: (1) to turn in a parent/guardian note that explains the reason for the absence and (2) to receive a pass to class. No teacher may admit a previously absent student to class without a pass from the attendance clerk/front office. If a student who has been absent the previous school day arrives at class without such a pass, the teacher must send him or her directly to the attendance clerk.

The School asks parents/guardians to contact the attendance clerk/front office by telephone on the day of an absence to provide an excuse for the absence. Nevertheless, the student is still expected to provide written documentation when he or she returns to school from the absence.

If a student returns to school without a note or phone call from the parent/guardian explaining the reason(s) for the student's absence, the school codes him or her as truant. The attendance clerk/front office attempts to contact the student's parent/guardian for an explanation. If the School cannot make contact, the student and his or her family have only three school days following the absence to provide a written explanation for the absence.

The School requires an Attendance Contract and a parent/guardian conference with an administrator for five or more unexcused absences, or upon the student's fifth instance of truancy.

Tardiness

Students are tardy if they are more than 15 minutes late for the first class of the day or exceed the time allotted for transition between classes. Students are subject to discipline (See Discipline Ladder). Excessive tardiness will be addressed through the SAT referral process.

Class Cuts/Ditching

The school prohibits class cutting. Students who cut classes are subject to discipline (See Discipline Ladder).

Early Checkout

Parents/guardians may check student out of school. In addition, a person older than 25 years of age may check out a student if the parent/guardian has authorized the person on the checkout form.

The administration recommends checkout during class time in emergencies only. The school administrator approves early checkout for sick students, without the approval of a doctor or a doctor's note. The school codes any resulting absence as an excused absence (AE). The school handles absences due to early checkout like any other absence.

Attendance Incentives

The administration offers incentives to individual students and groups of students for attending school regularly.

Attendance Contract

A student will have a conference with an administrator and at least one parent/guardian if he or she accumulates five or more unexcused absences or after he or she is truant for the fifth time. During the conference, the parent/guardian,

student, and administrator agree upon and sign an Attendance Contract, an agreement that ensures the student does not fall further behind in classes. The counselor or designee schedules this conference.

As a part of the Attendance Contract, the student may be subject to one or more of the following:

- Assigned peer or adult mentor
- Required after school homework help
- Suspension from athletics/school activities
- Daily sign-in and sign-out with Counselor or Front Office staff

6.4 Attendance Monitoring

Absences will be classified as either:

- Excused: written note provided for illness, family emergency, funeral attendance, hospital confinement, clinic appointments, and cultural and religious ceremonies.
- Unexcused: no written note, playing hooky, no reason stated, and missing the bus.

Consecutive Student Absences

Any student that is absent (unexcused or absent for unknown reasons) for

Three (3) consecutive days	Teacher must complete and submit a referral to the Principal using the <i>Student Referral</i> form.
Five (5) consecutive days	<ul style="list-style-type: none"> • Teacher must complete and <u>submit a 2nd referral</u> to the Principal using the <i>Student Referral</i> form. • Principal and/or Attendance Monitor will communicate the referral with the POZ DOE Truancy program. • An attendance conference will be held between the Principal, Teacher, Truancy Department, parent/guardian, and student (if appropriate). • The student and their parent/guardian may sign a <i>Truancy Attendance Contract</i> with the Truancy Department.
Seven (7) consecutive days	<ul style="list-style-type: none"> • Teacher must complete and submit a 3rd referral to the Principal using the <i>Student Referral</i> form. • Principal and/or Attendance Monitor will communicate the referral with POZ DOE Truancy program. • Continued intervention and preventions will be offered. An attendance conference may be held between the Principal, Teacher, POZ DOE Truancy program, parent/guardian, and student (if appropriate). • The student and their parent/guardian may be mandated to attend prevention programs.
Ten (10) consecutive days	<ul style="list-style-type: none"> • Teacher must complete and submit a 4th and final referral to the Principal using the <i>Student Referral</i> form. • Principal and/or Attendance Monitor will communicate the referral with Truancy Department. • If the 10 consecutive days of unexcused attendance is confirmed, the student will be dropped from school enrollment on the 11th day. • Truancy Department may conduct additional interventions

Cumulative Student Absences

Any student that is absent (unexcused or absent for unknown reasons) for:

Five (5) cumulative days	<ul style="list-style-type: none"> Teacher must inform the parent/guardian. Document the communication. A parent-teacher conference highly recommended.
Ten (10) cumulative days	<ul style="list-style-type: none"> Teacher must inform the parent/guardian. Document the communication. Teacher must complete and submit a referral to the Principal using the <i>Student Referral</i> form. Principal and/or Attendance Monitor will communicate the referral with POZ DOE Truancy program and schedule a Student Assistance Team (SAT) meeting. An attendance conference will be held between the Principal, Teacher, POZ DOE Truancy program, parent/guardian, and student (if appropriate).
Fifteen (15) cumulative days	<ul style="list-style-type: none"> Teacher must inform the parent/guardian. Document the communication. Teacher must complete and submit a referral to the Principal using the <i>Student Referral</i> form. Principal and/or Attendance Monitor will communicate the referral with Truancy Department. An attendance conference will be held between the Principal, Teacher, POZ DOE Truancy program, parent/guardian, and student (if appropriate).
Twenty (20) cumulative days	<ul style="list-style-type: none"> Teacher must complete and submit a referral to the Principal using the <i>Student Referral</i> form. Principal and/or Attendance Monitor will communicate the referral with POZ DOE Truancy program. If the 20 cumulative days of unexcused attendance is confirmed, the student will be dropped from school enrollment on the 21st day.

Patterned Absenteeism

TDS will follow the benchmark timelines above to report absences to the Principal and Truancy Department. However, if a pattern of absenteeism is suspected, the teacher must discuss the matter with the parent/guardian. Document the communication and inform the Principal. Patterned absenteeism may include, but are not limited to

- absences that are adjacent to weekends or holidays;
- absences that occur at the same time the week or month;
- multiple absences with no clear explanation; or,
- suspected avoidance of attendance policies (e.g., student showing up once every two weeks).

Chronic or patterned absences may be considered as educational neglect. If there are any concerns of Suspected Child Abuse and Neglect, follow the appropriate protocols for SCAN reporting. See section 2.3 of this handbook for more information.

Cumulative Tardies

Three (3) tardies will constitute one (1) unexcused absence.

6.5 Attendance Procedures

Absences

- a. Contact the front office at least two days in advance of planned absence.
- b. For unexpected absences, such as illness or family emergency, contact the front office as early as possible.
- c. Advance notice of absences allows the teacher to prepare any homework assignments.
- d. Upon the child's return to school, provide a written note that includes the student's full name, date(s) of absence, reason for absence, print parent/guardian name, and parent/guardian signature. A medical/dental excuse is acceptable.
- e. Only the Principal and Attendance Register can determine and mark absences as excused or unexcused in NASIS.

Tardy

- a. A student is marked tardy when he or she arrives after the first 15 minutes of the instructional period.
- b. When a student arrives late to school, they must report to the office to obtain a Tardy Slip before going to class.

Check Out

- a. When a parent/guardian checks out their child, they must report to the office, present a valid photo ID, and sign out the child on the Check Out Log.
- b. Students will not be sent home, released, or dismissed during school hours unless they are released into the company of parent/guardian or approved individual listed on the student's check out form. Parent/Guardian may change or remove the names of authorized persons at any time.
- c. Students shall not leave or be taken from school without being checked out through the school office.
- d. School officials reserve the right to refuse checkout privileges to anyone who may pose a threat to the student. If releasing a student to the custody of an individual poses a potential threat or there is suspicion of drugs or alcohol abuse, the school may contact the Department of School Services or Law Enforcement.

Disenrollment Due to Non-Attendance

- a. Refer to section [4.4 Disenrollment](#) of this Student Handbook.

7.0 Academic Guidelines

7.1 Progress Reports

- a. Progress reports will be issued as needed throughout the school year. Teachers will inform parents/guardians of any concerns regarding their child's performance. Comments regarding academic assessment, notification of any special programs, referrals, and recommendations for retention will be communicated.
- b. Parents/Guardians may request a progress report from their child's teacher at any time.

7.2 Reports Cards

- a. Report cards are mailed or delivered to parents/guardians at the end of each nine-week grading period.
- b. Students will be graded on one of the following grading scales:

1. Standard K-8 Grading Scale

Kindergarten

1=Above Grade Level, 2=At Grade Level, 3=In Progress, 4=Not Addressed, 5=Needs Improvement

Grades 1st - 6th

Classroom Letter Grade & %

A=Excellent, 100-90%

B=Very Good, 89-80%

Response to Intervention

1-Beginning Step

2-Nearing Proficient

Behavior & Self-Management

1- Outstanding All the time

2-Good Conduct Most of the time

C=Satisfactory, 79-70%

D=Needs Improvement, 69-60%

F=Failing, 59-50% and below

3-Proficient

4-Advance

3-Improvement Needed

4-Parent meeting: Principal, Teachers,

Parent & Students

Grades are based upon student performance. At the beginning of each grading period, each teacher will provide information on how each grade will be calculated.

- c. Modifications to the grading system may be made for students with disabilities, as determined by each students' IEP team.
- d. Report cards will be distributed at the end of each grading period: See School Calendar
Quarter 1 (45 days), Quarter 2 (45 days), Quarter 3 (45 days), Quarter 4 (45 days)

7.3 Parent-Teacher Conferences

- a. TDS
- b. strongly encourages parents/guardians to participate in Parent-Teacher Conferences. Monitoring the student's academic progress is a key step to helping them achieve high levels of performance.
- c. Parent-Teacher conferences are scheduled three times during the school year: See School Calendar

7.4 Grade Level Promotion

- a. As stated in 25 C.F.R. § 36.31, a student advances to the next grade level based on measurable mastery of instructional objectives for the current grade. A student repeats his or her grade level if he or she fails to participate in at least 160 instructional days per academic term or 80 days per semester.
- b. A student may only advance and have participated in fewer than the specified number of instructional days if he or she has excused absences and/or has participated in an approved alternative instructional method or program. If a student has a compelling reason or extenuating circumstances that sufficiently explain absences, then a school committee may review a promotion decision. The school committee reviews promotion decisions on a case-by-case basis.
- c. A student is promoted or advanced to the next grade level when they demonstrate academic proficiency, as measured by Progress Reports, Report Cards, and Benchmark Assessments.
- d. Promotion- Kindergarten and Sixth grade students' promotion ceremony is in the month of May.

7.5 Retention

- a. The maximum numbers of retentions a student can accrue through the 6th grade are two (2) retentions.
- b. The maximum numbers of retentions a student may accrue per grade is one (1) retention.
- c. Prior to a retention, a student will be referred by the classroom teacher to the Student Assistance Team (SAT) for review and/or evaluation.
- d. The teacher, parent(s), or guardian(s), principal, and counselor will have a conference during the third quarter to discuss the possibility of retention. A determination may be made to retain, promote, or to defer a decision pending an evaluation. However, parent(s) or guardian(s) should be notified every three weeks of student progress and if there is a concern of retention.
- e. Retentions can be proposed based on academic deficiencies, absenteeism, truancy, or illnesses. If a student has 15 or more cumulative days of unexcused absences and does not complete make-up work, he or she may be retained at any grade level.

A student who has not participated, either directly or through approved alternative instructional methods or programs, in a minimum of 160 instructional days per academic term or 80 instructional days per semester without a written excused absence, shall not be promoted.

A school board or a school committee may review a promotion decision and, if warranted due to compelling and/or extenuating circumstances, rescind in writing such action on a case-by-case basis. Alternative instructional methods shall be submitted in writing for approval by the Area Education Programs Administrator.

- f. A student with multiple retentions and who is well over elementary school age (15 years or older) may be considered for alternative admission to middle school or high school.
- g. Students in special education will be considered in accordance with Public Law 94-142.

7.6 Standards and Assessments

a. Academic Standards

1. For BIE students, the implementation of college and career-ready standards in multiple content areas sets a foundation for even greater student success and growth. These standards establish grade-by-grade learning expectations for students in grades K-12. Standards are not a curriculum; they are learning objectives for students and curriculum are tools/resources used to teach those objectives.
2. TDS implements the following academic standards:
 - i. BIE College and Career Ready Standards in Math, K-12
 - ii. BIE College and Career Ready Standards in English Language Arts, K-12
 - iii. Next Generation Science Standards, K-12
 - iv. English Language Proficiency Development Standards, K-12
 - v. New State Standards Social Studies, K-12
3. To read our Standards, visit www.bie.edu/landing-page/standards.

b. State Assessments

1. Students in grades 3-6 will be required to take a BIE Math Assessment and BIE English Language Arts (ELA) Assessment in the Spring.
2. Students in grade 5 will be required to take the BIE Science Assessment in the spring.
3. Students participating in Special Education, in grades 3-6, whose Individual Education Plans allow it, will take an Alternate assessment called BIE Multi-State Alternate Assessment in the Spring.
4. Students identified as English Language Learner (ELL) will take the WIDA ACCESS in the second semester.

c. Benchmark Assessments

1. All students in grades K-6 will take an interim assessment for Math and English Language Arts (ELA) and Language, and Science for students in grades 3-6.
2. The BIE Interim assessments are taken three times per year (Northwest Evaluation Association-NWEA)

8.0 Dress Expectations

8.1 Guidelines

Clothing that is derogatory or implies offensive language, such as clothing that advertises tobacco, drugs or alcohol, will not be allowed on school grounds. Children should dress appropriately for school and weather conditions.

Students should wear clothing to school that fits well, is conducive to the learning process, and demonstrates pride in and respect for the School. Clothing must be neat, clean, and acceptable in appearance.

8.2 Dress Code

Staff, students, visitors, and volunteers will adhere to the following dress code:

General

1. No clothing that advertises, advocates, or depicts sexually suggestive expressions or actions, profanity, obscenity, drugs, alcohol, or tobacco, or which degrade the integrity of individual groups.
2. No clothing that by virtue of its color, arrangement, trademark, or any other attribute, denotes affiliation with or promotes membership in a gang.
3. Any clothing, hairstyle, cosmetic, accessory, or jewelry, even if not specifically mentioned, that creates a safety or health concern, draws undue attention, or distracts from the educational process is prohibited.

Tops

1. Spaghetti straps, strapless tops, muscle shirts, off-shoulder shirts, and tank tops are not allowed. Clothing must have two fingers width of coverage on the shoulders.
2. Shirts cannot show any midriff. All parts of stomach and back must be fully covered without pulling or tugging of clothing.

Bottoms

1. Shorts, skorts, skirts, and dresses must cover the underwear when sitting, standing, or bending. The length of shorts, skorts, skirts, and dresses must extend below the student's fingertips when the student's arms are extended at his or her sides.
2. Tights, leggings, or other types of hosiery must be accompanied by tops or dresses with lengths extending below the student's fingertips when the student's arms are extended to his or her sides.
3. No bagging or sagging pants or shorts allowed. Pants must fit at the waist, hips, crotch, and thighs. Pants and shorts that are too baggy and show the underwear are not allowed.

Shoes

1. Shoes that are appropriate for school activities must always be worn. Flip flops, slides, platform shoes, and shoes with wheels (e.g., Heelys) are not permitted.
2. Appropriate shoes are required for safe participation in physical education.

Accessories

1. All cosmetic items are not allowed at school.
2. Caps or hats must be worn correctly (bill in front) and are not permitted indoors.
3. Sunglasses may only be worn outdoors unless prescribed by a doctor.
4. Piercings may be worn in ears only. Other piercings are prohibited and must be removed/ hidden while at school.
5. Jewelry and/or accessories with metal studs are not allowed. Chains may not be worn on wallets or belts.

Hair and Body

1. Anyone showing inappropriate marks on the body (e.g., hickeys) will be sent home.
2. Hair must be neat and well-groomed. Hair should not be in the student's eyes.

All students will adhere to the dress code guidelines while at school or representing the school at any function whether on or off campus.

Special consideration shall be given to students that are required to wear a costume, uniform, or outfit to perform at a school sponsored function during the scheduled time for that activity. Examples of those activities include athletic events, extracurricular activity, performances, spirit days, etc.

Students inappropriately dressed for school will be asked to change their attire immediately or will be provided with dress code appropriate clothing in the interim. Parent/Guardian will be notified.

9.0 Athletics & Sports

9.1 Athletic Code of Behavior

TDS participates in athletic and sports programs. It is our belief that participation in such activities is essential to the development of character and ethics. TDS code of expectations outlines the expected behavior for students, parents/guardians who participate in the various school-sponsored athletic activities. All participants, including athletes, parents, guardians, and students are expected to:

- Make it a positive experience for everyone involved (e.g., participants, coaches, officials, and spectators).
- Learn the policies of the School and the program and do their best to understand and appreciate the rules of the contest.
- Encourage good sportsmanship by showing respect and courtesy and by being positive role models at every event and practice.
- Refrain from unsportsmanlike conduct with any official, coach, player, parent, or staff member, such as taunting or using profane language or gestures.
- Demand a safe and healthy environment that is free from drugs, tobacco and alcohol and will refrain from any use at all athletic events.
- Refrain from disparaging dialogue or taunting behavior with officials, players, coaches, parents, and other spectators before, during and after all events.
- Respect the decisions and authority of officials during competitions.
- Respect the property and equipment used at any sports or school facility.
- Show appreciation for an outstanding play.
- Applaud a good effort in both victory and defeat emphasizing the positive accomplishments and learning from the mistakes.

9.2 Student Participation Requirements

When an athletic activity is available, all students will be eligible to participate if they meet the eligibility requirements. Students must meet specific requirements relative to academic performance levels, attendance, and behavior expectations. The following section details all requirements:

- a. Eligibility - Any student who participates on TDS athletic teams must be an enrolled student of the school.
- b. Academic Eligibility - Based on a grading scale, a student must be passing all classes with good behavior in the grading period immediately preceding participation. Participant maintains a C-or better in every subject.
- c. Attendance - For students to participate in any athletic activity, students must have good attendance and be on time for school. Students must be on time and attend class on the day of the event and must attend class up to the time of departure. Unusual circumstances or unforeseen events will be handled on a case-by-case basis by the school administrator.

9.3 Procedure for Checking Scholastic Eligibility

The team coach will be required to check student grades, behavior, and attendance to determine eligibility. A student must be in good academic standing; have no incident reports, or more than two unexcused absences or tardies during the week of a scheduled game. If the student does not meet the requirements, they will be considered "Ineligible" and will not be allowed to participate in the scheduled event.

9.4 Attendance Practice Sessions

Practice sessions are vital for both the student athlete and the team. For this reason, the student athlete should participate in all scheduled practice sessions. If circumstances prohibit a student athlete from attending such practice

sessions, it is the parent's responsibility to notify the coach regarding the absence and provide a valid reason for the absence.

9.5 School and Religious Holidays

Students who miss practice or athletic events during a school designated and recognized religious holiday will not be penalized.

9.6 Public Conduct on School Premises

School sponsored or approved extracurricular activities are an important part of the school program and offer students the opportunity to participate in a variety of activities. We must remember that these activities are for the benefit of the students.

- a. Spectators are permitted to attend school sponsored or approved extracurricular activities only as guests of the school and as a condition of such permission; they must comply with the school's rules and policies.
- b. Spectators will not be allowed to interfere with the enjoyment of the student participating, other spectators or with the performance of employees and officials supervising the school sponsored activity.
- c. Spectators, like the students, are expected to display mature behavior and sportsmanship. The failure of spectators to do so is not only disruptive but also embarrassing to the students, the school, and the entire community.

To ensure that students participate in these activities without fear of interference from spectators and to permit the sponsors and officials of such activities to perform their duties without interference, the following spectator expectations have been established:

- a. Abusive verbal or physical conduct of spectators directed at participants, officials, or sponsors of sponsored approved extracurricular activities or at other spectators will not be tolerated.
- b. Verbal or physical conduct of spectators that interferes with the performance of students, officials, or sponsors of sponsored or approved extracurricular activities or at other spectators will not be tolerated.
- c. The use of vulgar, obscene, or demeaning language directed at students, officials, or sponsors participating in any sponsored or approved extracurricular activities or at spectators will not be tolerated.
- d. If any spectator violates the spectator expectations, he or she will be asked to leave the event and possibly be banned for the remainder of any scheduled events.
- e. If provided, students will only ride/attend in school transportation.

10.0 Medical Care/Sick Students

10.1 Emergency Health Care

- a. When a student is injured or becomes ill, the parent(s) or guardian(s) on the emergency contact list will be called so the student can be picked up at school.
- b. In extreme cases, the school will call for an ambulance to transport the student to the local Health Center in accordance with the Consent for Health Services on file. If parents **do not** want their child(ren) to receive emergency care at the local Health Center, they will need to complete and submit a School Medical Form.
- c. Parents need to inform the school of any serious or chronic medical conditions their child(ren) may have. If the School is not made aware of chronic conditions, the School cannot be held responsible for injuries or illnesses that may occur because of an existing condition.

10.2 Medication at School

The following procedure is to be followed when it is necessary for a child to take medication during school hours.

- a. All parents/guardians are encouraged to notify the front office when their child brings in any new medication or refills, in writing or by phone.

- b. Upon student arrival, all medication (prescribed or over the counter) should be taken to the front office to be administered by school personnel.
- c. Medication will be kept in a locked area.
- d. The container with the medication must be labeled with the physician's name, student's name, name of the drug, and the correct dosage schedule for administration.
- e. The school will maintain a Medication Administration Log and will notify the parent/guardian when medication is low and needing refill.

10.3 Sick Student

TDS in collaboration with Indian Health Service, has developed the following guidelines to reduce the spread of illness in school. The School follows these guidelines in any communicable/infectious disease situation.

If a student is believed to have an illness, the staff immediately notifies the principal or designee.

The principal or designee in charge

- 1) Places the student in a designated isolation room, with supervision, to minimize the spread of illness.
- 2) Contacts the student's parent/guardian and requests that the student be picked up for the day.

10.4 Head Lice

The lice that infest humans is usually found on the hairs of the head and on the scalp.

- a. Detection - The presence of head lice is usually signaled by head scratching, intense itching, redness, or small bite marks on the scalp. Adult lice are so small that it is unlikely that you will be able to see them with the naked eye. You are more likely to see their eggs, which are whitish oval specks (similar in appearance to a grain of sugar), attached to the hair shafts about ¼ inch from the scalp.
- b. Treatment - The elimination of lice is accomplished by a 10-minute treatment with a head louse control shampoo or gel concentrate. Both will kill lice and their eggs. Bedding needs to be washed in hot water to kill the lice.
- c. School Policy - If your child has head lice:
 - 1. All parent(s) or guardian(s) will be notified and provided a letter with information on symptoms and how to treat it.
 - 2. If your child has chronic head lice, a referral will be made to work with the local Health Center for treatment.
 - 3. The Center for Disease Control (CDC) labels Head Lice as a nuisance and not a health emergency. Students may return to class after treatment of the lice.
 - 4. The school protocols include:
 - i. Keep jackets and bags separated, in the classroom.
 - ii. Structure students to maintain a safe distance from one another during the day.

11.0 Visitors

11.1 School Visitors

- a. All visitors are required to check in at the front office and present photo ID.
- b. Visitors must sign in on the Visitor Log and receive a visitor's pass to be on campus.
- c. Students from other schools will not be allowed to come to school and visit as guests.
- d. Visitors must sign out upon departing the school.

11.2 Volunteers

- a. Individuals providing work or services, including volunteer services, for three or fewer days do not require a background check and must be escorted by an TDS employee while on campus.

- b. Individuals providing work or services, including parent volunteers and school board members for four or more days, require a background check.
- c. All volunteer services must be pre-approved by the Principal and/or Education Program Administrator.

11.3 Classroom Visits

- a. Classroom visits by parents/guardians are welcomed and considered volunteer services. If you wish to visit your child's classroom, contact the teacher and principal to schedule a time.
- b. Visiting parent/guardian must check in with the front office every time they come on campus. A visitor pass will be provided to the parents, and they must wear it while on sight.
- c. Regular classroom visits are subject to the volunteer requirements, see section 11.2 Volunteers.
- d. Unscheduled classroom visits, without prior notification, will be denied.
- e. Teachers will not be available for conferences during instructional time.

12.0 Communication

12.1 External Communications

Communications with students, parent(s)/guardian(s), tribal offices, local agencies, and community will generally be handled through letters, memos, e-mails, public announcements, and via the school website (<https://zds.bie.edu/> .)

- a. Text Message Notification System – TDS teachers' will utilize a notification system to rapidly send information and emergency alerts to students and parent(s)/guardian(s) by text message. Parent(s)/guardian(s) must provide updated contact information to receive text messages.
- b. Home Communications - Monthly calendars and newsletters are sent home to parents/guardians, providing information on upcoming events. Teachers are encouraged to have open communication with parents/guardians.
- c. Mail – Mailed information will be sent to the address providing during student enrollment. Send mail, including student records from another school, to:
 Zia Day School
 1000 Borrego Canyon Road
 Albuquerque, NM 87053
- d. Schoolwide Announcements - Daily schoolwide announcements are provided via intercom system. This will occur at the time allotted on the Master Schedule. Every effort to minimize class interruptions will be taken.
- e. Using Personal Communication Methods – TDS employees are prohibited from using their personal phone number, email, and address for school related functions. Contact TDS employees through their official BIE email or the school phone number.

12.2 School Phone Usage

- a. Students are not allowed to use the office phone without school personnel permission.
- b. No student can call 911 unless it is an emergency.
- c. Students will not be called out of class or be able to receive telephone calls during school hours.
- d. School personnel will relay any messages to the student and the appropriate school personnel.

12.3 Emergency Notification

In the event of hazardous or emergency conditions, the School may be closed, have a delayed start, or early dismissal. Any of the following means of communication will be used to notify staff and families, as appropriate:

- Text message notification system
- Public announcement on school website
- Public announcement on TV stations, including KOAT-TV Channel 7 and KOB-TV Channel 4.

13.0 Transportation

13.1 Transportation Schedule

- a. Transportation schedules are developed based up on the Transportation Information submitted with the Student Enrollment Application.
- b. School personnel will contact the parent/guardian to confirm pick up and drop off times and location.
- c. Transportation to local afterschool programs require proof of pre-enrollment and documented permission.

13.2 Transportation Changes

- a. To make a temporary change in before-school or after-school transportation, parent/guardian must:
 1. Provide a written note that includes the student's full name, date of transportation change, transportation destination, name of individual picking up the student, print parent/guardian name, and parent/guardian signature.
 - OR-
 2. Parent/guardian must call the front office before 1:00 pm to request a change in after-school destination. Speak directly with a school personnel. Transportation changes via text message, voicemail, or e-mail will not be accepted.
- b. After 2:00 pm, the parent/guardian must make other arrangements for their child, as bus changes will not be accepted after 2:00 pm.
 1. Students will be transported to their original destination.
 2. If an adult is not present at the destination, the child will be transported back to the school and parents/guardians, or emergency contacts, will be notified.
 3. It will be the parent/guardian's responsibility to pick up their child at the school.
- c. To make a permanent or long-term change in before-school or after-school transportation, parent/guardian must update the Transportation Information form.
- d. In case of emergency, contact the front office immediately.

13.3 Bus Rules and Regulations

Maintaining a safe environment is a high priority at TDS, and this includes transporting students to and from school. To ensure your child's safety, our transportation department operates in accordance with and complies with all New Mexico Transportation Rules and Regulations and the Federal Motor Vehicle Safety Standards. In addition to complying with all state and federal safety and transportation requirements, we will follow all prescribed federal, state, and tribal guidelines.

- A copy of each student's emergency contact form with current information will be kept on file in each bus.
- Each child will be assigned to a bus which he/she will ride to and from school.
- Each child will be picked up and dropped off at a specific site on the bus route. Drivers will permit students to leave the bus only at regular stops.

- Parents must not ask bus drivers to pick up or drop off children at sites other than the original site. Bus drivers are not allowed to make alternative pick-up or drop-off changes, UNLESS they have a written request from parent or the Principal.
- If parents need to make alternative arrangements, see section 13.2.
- In the event of an **emergency** and drop-off/pick-up changes must be made, contact the school by telephone. If parents/guardians need to change drop-off, please call school before 1:00 pm to insure driver is notified in time.
- All students should be in line while waiting for the school bus to arrive.
- As soon as the bus has left a stop, the school bus will not stop until the next pick-up or drop-off site.
- Only T'siya Day School students may ride the bus.
- Students are not allowed to eat or drink on the school bus.
- Students should refrain from bringing big items (such as science boards) or glass items on the bus.
- Supervision of students at bus stops is the parents' responsibility.
- Parents/Guardians are financially responsible for destruction of bus or equipment caused by their child(ren).
- Inappropriate or unsafe behavior on school buses can endanger other students. Therefore, any student who does not follow the bus rules could be suspended from riding the bus. Follow-up procedures for reinstatement will be determined by the school administrator.
- Primary grade level students (grades K-3) are not allowed to exit the bus in the afternoon if no one is home. The bus driver is required to return to the school with the child and contact parent/guardians.

13.4 Bus Breakdown

In the event of a breakdown with students on the bus, parents/guardians will be contacted to pick up their children. In the meantime, the school will contact roadside assistance. The school will send out a text message or call in the event of a breakdown.

To address safety threats, such as those that require campus evacuations, all students will be taken off- campus to a safe location and parents/guardians will be notified.

14.0 Schoolwide Rules

14.1 Expectations

TDS Students have the right to a safe and secure school, which fosters well-being and respect for self and others. Parents will be notified if their child is having difficulty with behavior that disrupts the learning environment for themselves or others. If the situation affects learning, the student will be referred to the SAT team for behavior intervention and support. Teachers have classroom rules students must follow in order to allow learning by all students.

14.2 Drug-Free School

14.3 Drug Use and Abuse Policy

The School has a clear responsibility to maintain an atmosphere which promotes a quality-learning environment.

The use of drugs, alcohol, and other chemicals among young people has become a major problem in our country, and because the use and availability of these substances on school campuses interfere with the education process, this

policy is being adopted and implemented. The policy is designed to help eradicate the influence of drugs, alcohol, and other chemicals within the school environment.

Prohibited Activities

- a. It is against school policy for anyone:
 1. To sell, deliver, or give, or attempt to sell, deliver, or give to any person any of the substances listed in this policy or what the student represents or believes to be any of the substances listed in this policy.
 2. To possess, procure, purchase, or receive, the substances and/or paraphernalia listed in this policy or what is represented by or to the student to be any of the substances listed in this policy. A student will be determined to be "in possession" when the substance is on the student's person or in the student's desk, handbag/backpack, or when he/she owns it completely or partially.

To be under the influence of (legal intoxication not required), or to use or consume or attempt to use or consume, the substances listed in this policy or what is represented by or to the student to be any of the substances listed in this policy or what the student believes is any of the substances in this policy.

- b. This policy applies to any student who is on school property, who attends TDS or at a school-sponsored activity or whose conduct at any time or in any place interfere with or obstructs the missions or operation of the TDS or the safety or welfare of students or employee.
- c. Parent(s)/guardian(s) are suggested to have a drug and alcohol evaluation on any child that violates this policy. Before a student can return, a meeting needs to be held to determine whether the student shall receive suspension or expulsion or is allowed back to school.

14.4 Prohibited Substances

- a. Alcohol or any alcoholic beverage
- b. Energy drinks
- c. Any controlled substance or dangerous drug, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, any depressant, and all other illicit drugs and paraphernalia.
- d. Any solvent-based glue or aerosol paint or any other chemical substance, for inhalation, including but not limited to, lighter fluid, white out, and reproduction fluid.
- e. Any prescription or non-prescription drug, medicine, vitamin, or other chemical including, but not limited to aspirin, other pain relievers, stimulants, diet pills, multiple or other type vitamins, pep pills, "no doze" pills, cough medicines and syrups, cold medicines, laxatives, stomach or digestive remedies, depressants and sleeping pills not taking in accordance with the authorized use policy.

14.5 Authorized Use of Medication

Any student whose parents or guardian requests that he or she be given prescription or non-prescription medicine, drugs, or vitamin shall follow the procedures listed in school policy for administering medicine to students, which requires a prior permission signed by the parent for aspirin and/or Tylenol and the signed request of the physician and parent for any other medication.

14.6 Restricted Items

- a. Students are encouraged NOT to bring the following electronic items to school:
 - cell phones
 - media players (iPod, MP3, etc.)
 - personal laptop and tablets (iPad, Kindle, etc.)

- gaming devices
 - personal earbuds
 - money
 - toys
 - valuable or sentimental items
- b. If students must bring these items, they may be collected by the classroom teacher and returned to the student at the end of the day. Students may retain the item if it remains in the student's backpack and powered off.
 - c. The school is not responsible for any lost, stolen, or damaged items.

14.7 Computer and Internet Usage

The primary purpose of the Internet is for educational pursuits. The School recognizes that students have a constitutional right to freedom of speech; however, that right is not unlimited, and the School encourages students to be thoughtful about their words and actions.

Inappropriate use includes, but is not limited to, the following activities:

- Sending or displaying offensive/pornographic/threatening/subversive images and messages;
- Accessing, viewing, or transmitting material related to drugs, alcohol, gangs, sexual activity, or hate groups;
- Tampering with or damaging school computer equipment and/or system;
- Violating copyright laws;
- Allowing others access to username and password;
- Using another user's username and password. Trespassing in another user's account, folders, and/or files;
- Intentionally wasting limited resources, such as forwarding chain letters; streaming internet radio or video; downloading music, video, or software;
- Using a proxy server to bypass system network filters and controls;
- Using the school's BIE Internet system for commercial activities or making personal purchases;
- Participating in chat rooms or other live communication;
- Cyberbullying and/or harassment which may include mean text messages or emails, rumors sent by email or posted on social networking sites, sexual content or innuendos, and embarrassing pictures, videos, websites, or fake profiles.

Violations of the Computer/Internet Usage Policy may result in loss of access, confiscation of equipment, and/or further disciplinary or legal action, and:

- Any cost/expense incurred by the user becomes the liability of the user.
- The school bills the user for loss/damage to the computer system and/or equipment because of inappropriate use.

All computer network usage is subject to BIE/federal filtering and monitoring. Therefore, be reminded *there is no expectation of privacy*.

Students must have a current signed Student Computer/Internet Usage Policy and Agreement on file before they can use the Internet on any of the school computers. The school's Wi-Fi network is limited to school-purchased devices.

14.8 Expectation at Special Events

a. Field Trips

- a. Participating in field trip activities is a privilege for students. As representatives of TDS, appropriate student behavior is always expected from every student, especially when they are away from campus. If a student fails to meet these expectations at any time, appropriate disciplinary action will be taken.
- b. Refer to the Discipline Policy section in this document. As a result of any such action, the student will not be allowed to attend any other field trips for the remainder of the school year. If a more serious violation of school rules occurs, parent(s) will be called and asked to pick up their child immediately, either from the field trip site or the school.

b. Sixth Grade Activities

- a. As a reward and recognition for their efforts, TDS honors their 6th grade students by conducting special activities.
- b. If any student fails to demonstrate appropriate behavior or violates established school rules, he or she will not be allowed to participate in these activities. Extremely severe or continuous violations of school rules will result in not being able to attend or participate in the end of year activities, including "End of the year field trip", 6th grade luncheon/ promotion ceremony."

15.0 Discipline Action

15.1 Role of School Stakeholders in Discipline

a. Teachers

The teachers must maintain an unwavering commitment to providing a sound educational community for all learners. This commitment includes both comprehensive and effective instruction, and the establishment of a positive classroom environment with clear expectations for student behavior.

At the start of each school year, teachers are responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations. Further, they are responsible for establishing and consistently applying a set of clear consequences for behaviors **both positive and negative** in the classroom.

Teachers are expected to demonstrate regular focus and attention to developing responsible behaviors in students. They will provide a model of appropriate behavior, as well as provide explicit instruction in the School expectations on a weekly basis, using multiple teaching strategies including, but not limited to, role-play and simulation. Teachers must accept responsibility for guiding the behavior of ALL children within the school setting, not just the children enrolled in their classes.

Finally, teachers are expected to communicate with parents and students on a regular basis about student performance and behavior in the classroom, and to document these interactions.

b. Other School Staff

All other staff, including administration, coordinators, paraprofessionals, office staff, cafeteria workers, bus drivers, and custodial staff are also expected to maintain an unwavering commitment to providing a sound educational community for all learners. To this end, other school staff members are expected to be familiar with the schoolwide behavioral expectations and must take responsibility for guiding the behavior of all children in the school environment in a positive and consistent manner.

c. Students

Students are expected to be familiar with all behavioral expectations, both school-wide and in their respective classrooms. Students must take responsibility for their own learning and their behavioral choices. Students

must comply with all school staff member requests and make behavioral choices that contribute to their safety and the safety of others. They are expected to abide by these guidelines in all that they do on the school campus to create a peaceful and productive learning environment.

d. Parents

Parents at our school must be familiar with the School's expectation for student behavior and related consequences. Parents are responsible for ensuring that their children arrive at school each morning in a timely fashion, ready to learn. The School expects parents' support in reinforcing behavioral expectations, in communicating regularly with their children's teachers, and in receiving and reading all school-related information that is sent home. When consequences for inappropriate student behavior must be implemented at school, parents should follow up at home to be sure the behavior does not reoccur.

15.2 Behaviors Addressed

- a. The following are examples of behaviors that, unless persistent and dangerous, will be addressed by the teacher, principal, and if necessary, the parent:
1. Name calling, use of bad language- Bullying/Profane/ Abusive language
 2. Minor fighting or pushing, instigating fighting among others – Disorderly Conduct
 3. Being disrespectful to adults or other students - Disorderly Conduct
 4. Inappropriate clothing (revealing or not with the dress code)
 5. Running in hallways or other areas other than assigned play areas- Disorderly Conduct
 6. Talking in class, yelling or use of inappropriately loud voices inappropriate times -Defiance/ Disorderly Conduct
 7. Taking others' belongings – Bullying/ Theft
 8. Not following directions or completing assigned work -Defiance/ Disorderly Conduct
 9. Inappropriate Use of Technology- accessing unauthorized websites and /or changing program settings on computers or network systems - Disorderly Conduct
 10. Cell Phones –TDS is not responsible for lost, stolen, or damaged cell phones. Any staff member who sees a student using a cell phone or having the phone in plain sight, during instructional hours may confiscate the phone. Confiscated phones may be picked up by the parent/guardian from 3:30-4:00 from the principal.
 11. Public Display of Affection (PDA) –kissing, etc.
 12. Cheating
 13. Obscene materials- books, magazines, online websites (indecent photos or text.)
 14. Trespassing/ Unauthorized intrusion on campus
 15. Contraband- lighters, paint spray cans, nail polish, rubber glue cement,

Consequences

The frequency of an incident may include a referral to the Student Assistance Team (SAT.)

15.3 Behaviors Needing Administrative Intervention

The following are examples of behaviors that are considered major offenses and will result in administrative intervention:

1. Threatening a Person - The student will be removed by the principal and/or staff. The appropriate police authorities may assist if necessary. Including threatening the use of weapons.
2. Bullying – Intending, performing, or instigating physical harm to another, or causing a present fear of imminent danger to a person; included are verbal threats, rumors, gestures, and verbal abuse.
3. Aggravated Assault - Intending or performing assault with a weapon, object, or any means of force likely to produce bodily harm.
4. Assault/ Physical Fighting – Intentionally employing hostile contact in which at least one party has contributed to a situation by verbal action and/ or bodily harm; including instigation.
5. Bus Disruption- Deliberately or inadvertently interfering with the safe operation of the bus.
6. Controlled Substance Violation- Federally Mandated Policy
 - a. Substances include narcotic drugs, prescription, Over the Counter (OTC) pills, hallucinogenic drugs, methamphetamine, barbiturate, marijuana, alcoholic beverage, sleeping pills, or intoxicant of any kind.
 - b. A violation includes sale, distribution, use, and under the influence.
7. Tobacco - Possession and distribution
8. False Alarm - Intentional creation of a false situation, including dialing an emergency number, pulling the fire alarm, bomb threats, etc.
9. Theft - Taking and removing school or someone else’s personal property.
10. Sexual Harassment- As defined by Title IX of the Education Amendments of 1972. Title IX protects a student from unlawful sexual harassment in all school programs or activities. Sexual harassment includes by not limited to: Sexual assault, unwanted touching, inappropriate comments, and non-verbal gestures which threaten or belittle others based on gender. A Suspected Child Abuse and Neglect (SCAN) report will be initiated and submitted to the local law enforcement agency, Child Protective Services, and the BIE reporting agency.
11. Truancy - A student who leaves campus, class session, or school-related activity without permission.
12. Vandalism - Deliberately destroying, damaging, and/or defacing school property or the property of another individual.
13. Weapons possession - Possessing a weapon such as knives, box cutters, or “look-alikes.”

Consequences for Violations

Enforcement of consequences for violations will be enforced based on the Discipline Matrix.

2. Bomb Threat - Possessing bomb making items.
3. Firearms Possession or Use - To threaten or cause injury or death.
 - a. Consequences

15.4 Bullying Behavior

- a. TDS has adopted a "Zero Tolerance for Bullying Behaviors" policy. The staff is committed to ensuring that students are safe and free from any type of harassment or fear. Any type of bullying behaviors will not be tolerated. "Bullying" is defined as an intentional written or verbal expression, physical act or gesture, or a pattern thereof that takes place on school property, in school vehicles, at a designated school bus stop, or at any school-sponsored event.

Bullying can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching, or any use of violence
- Racial – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic- because of, or focusing on the issue of sexuality
- Verbal- Name calling, sarcasm, spreading rumors, teasing
- Cyber- All areas of the internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls, misuse of associated technology i.e., camera & video facilities

Examples of bullying may include:

- Psychological abuse – acts that instill a sense of fear or anxiety
- Physical attacks including pushing, hitting, punching, hair pulling, scratching, spitting, etc.
- Social exclusion – ostracism, ignoring, or alienating another student
- Any act that has the effect of insulting or demeaning any individual or group of individuals in such a way as to cause distress, reluctance to attend school, a decline in work standards, or problems with behaviors.

b. Consequences

Bullying is a serious infraction. T'siya Day School is committed to ensuring that all students feel safe and bullying will not be tolerated. All acts of bullying will be treated seriously and considered harmful towards other students and staff members. Different level of consequences will be used as determined by the number of incidences or infractions the student has committed.

BULLYING CONSEQUENCES			
First Offense	Second Offense	Third Offense	Fourth Offense
<ul style="list-style-type: none"> • Incident Report completed • Parent notification • Privileges restrictions (i.e., recess, field trips, class parties) • Counseling referral, based on incident. 	<ul style="list-style-type: none"> • Incident Report completed • Parent notification • Privileges restrictions (i.e., recess, field trips, class parties) for up to two (2) weeks • Parent meeting with school officials to discuss behavior and consequences. 	<ul style="list-style-type: none"> • Incident Report completed • Parent notification • In-school suspension (to be determined by teacher, counselor, and principal) • Counseling services through school counselor or behavioral health will be required. 	<ul style="list-style-type: none"> • Incident Report completed • Parent notification • Suspension from school (to be determined by teacher, counselor, and principal) • Counseling services through school counselor or behavioral health will be required.
<p>Bullying offenses that are deemed serious violations are considered criminal acts and may involve law enforcement and social services.</p>			

15.5 Discipline Hearing Procedures

In the interest of maintaining discipline and order, which is viewed as essential for education, TDS has developed policies and procedures that allow for a safe and positive climate for all students. Parents of children are reminded to contact the person in charge or principal to resolve issues/concerns pertaining to the child's welfare. In accordance with the code of Federal Regulations (25 CFR, 42.1-5), parents are not to take investigations into their own hands.

We are committed to promoting safe, responsible, and respectful approaches to discipline. Specific behavioral expectations have been established and consequences for failing to meet these expectations have also been identified. Consequences will be used on a school wide basis to address any of these issues.

Any actions that are considered an infraction or violations of established rules will be reported on a "Student Incident Report". This report will be filed by the witnessing staff member or member that was notified by the student.

15.6 Discipline Guidelines

This following information outlines the steps that will be used in addressing inappropriate behaviors. Disciplinary procedures are progressive in nature. The process will be initiated with the completion of an incident report by the witnessing staff. The severity of the behavior will determine which level of intervention will be applied. Intervention will be handled by the student's teacher, counselor and/or principal; intervention strategies are designed to promote the development of positive behaviors by establishing clear expectations.

15.7 School Discipline Procedures

- a. TDS will adhere to the Discipline Matrix when addressing adverse behaviors.
 1. All incident(s) and applied consequences will be documented and maintained and filed.
 2. All parties will be notified of disciplinary actions: student, teacher, parent, counselor, and the administrator, etc.
 3. All incidents will be handled on a case-by-case basis and the administrator will make final decisions regarding the disciplinary action(s) to be taken.
- b. **Violations of any federal, state, or tribal law** will result in immediate disciplinary action, which could include immediate expulsion.
 1. Possession of any weapons, drugs or alcohol may result in immediate expulsion for one full calendar year (365 days).
 2. Expelled students are not permitted to be on the school campus, buses, or to attend any school related events.
 3. Students who have been expelled from any other school will not be allowed to enroll as a student of TDS.
- c. **Reinstatement for Suspensions**
 1. A suspension, according to the Discipline Matrix, is related to the number of days a student will be out of school. A meeting between the administrator, parent/guardian and student will be conducted prior to the student's return to the academic program.
- d. **Special Education Considerations**
 1. Manifestation Determination and Functional Behavior (MDFB) plans will be completed for special education students by the Multi-Disciplinary Team (MDT) or Individual Education Plan Team (IEP). An Interim Alternative Education Plan may be developed for special education students. The student's Individual Education Plan (IEP) will be reviewed and reexamined after 10 cumulative days of suspension.

2. Under *S-1 v. Turlington* 635 F.2d 342, EHLR 552:257 (5th Cir 1981), student(s) with disabilities may not be penalized for behavior caused by the student's disability. In a case where special education students commit an illegal first-degree offense, administration and MDT members will determine the long-term disciplinary actions following any legal actions taken. (*Wood v. Strickland*, 420 U.S. 308, 1975). Court held that the school officials' immunity from liability hinged on the following that officials act with sincere belief that actions are made with no malicious intent to deprive a student of Constitutional rights. Rules and Regulations outlined by TDS also references specific illegal actions and cases and outlined in Individual with Disability Education Act (IDEA) and Section 504 legal updates. Appropriate rules/regulations will be enforced.
3. IDEA includes several provisions intended to address issues that relate to students with disabilities and their behavior. The TDS will follow the provisions on discipline set forth in the IDEA. The following list is a sampling of those provisions:
 - i. Parents must be given an opportunity to participate in all meetings with respect to the identification and evaluation, educations placement of the student and the provision of a Free Appropriate Education for their child. This provision applies to behavior problems as well as academic problems.
 - ii. School personnel may consider on a case-by-case basis unique circumstances that may affect decisions about a change in placement for students who violate a school's student conduct code.
 - iii. When a student's placement is changed because of behavior, the student's education must continue so that progress can continue toward the accomplishment of IEP goals and objectives. Access to the general curriculum must be assured and any behavior intervention plan must continue.
 - iv. Within 10 school days of a decision to change the placement of a student because of a behavior code infraction, school officials must hold a special meeting to complete a "manifestation determination"-- that is, a decision about whether the behavior is related to the student's disability or poor implementation of the IEP. If the behavior is related to the disability, a Functional Behavior Assessment (FBA) must be completed and a Behavior Intervention Plan (BIP) created and implemented.
 - v. School officials can remove a student to an appropriate interim alternative educational setting or suspend the student for not more than 10 days in the same year (to the extent that such alternatives are applies to the student without disabilities) if the student violates the school's student conduct code.
 - vi. Parents must be notified of all procedural rights under IDEA including expanded disciplinary rights no later than the day on which the decision to take disciplinary action is made.
 - vii. School personnel may remove a student with disabilities to an interim alternative educational setting for up to 45 school days if the student has brought a weapon to school or a school function knowingly possess or uses illegal drugs or sells or solicits the sale of a controlled substance while at a school or a school function or causes serious bodily injury to another person. This action may be taken whether the behavior is found to be related to the student's disability, and it may extend beyond 45 days if that policy is in effect for other students and if the student's behavior is not related to the disability.
 - viii. In the case of a student whose behavior impedes his or her learning or that of others, the IEP team must consider, when appropriate, strategies to address that behavior. The Functional Behavior Assessment (FBA) must assess contexts to include school, home, and community.

e. Section 504 and Every Student Succeeds Act

1. Section 504 of the Vocational Rehabilitation Act of 1973 is a civil rights law that prevents discrimination against all individuals with disabilities in programs that receive federal funds as do all public schools.
2. It is TDS policy to provide appropriate education to each student within its jurisdiction. It is our intent to ensure that students who are handicapped within the definition of Section 504 (a non-discrimination statute) of the Rehabilitation Act of 1973 and IDEA Regulations are identified, evaluated and provided with appropriate educational services. The final regulations in IDEA - Part B regarding discipline procedures will also be utilized. Under the Every Student Succeeds Act, Title I-A improving the Academic Achievement of the Disadvantaged parental involvement will be included as part of the program.
3. For children of school age, Section 504 ensures equal opportunity for participation in the full range of school activities. Through Section 504, some students not eligible for services through special education may be entitled to receive specific types of assistance to help them succeed in school.

f. Reinstatement for Expulsions

1. When a student is expelled, he/she will not be allowed to re-enroll until the following academic school year. Re-enrollment after that period will be subject to verification by the parent and student of interventions for improvement in areas of need. In cases of sexual abuse or severe injury or harm the expulsion will be permanent. TDS will not enroll students that have been expelled from another school until the following academic school year.

g. Hearing Board/Appeal Procedures - (25 CFR 42-3)

1. Students have a right to formally request a hearing within ten (10) calendar days, based on one of the three conditions:
 - i. Student is contesting a charge or charges.
 - ii. Student is contesting due process procedures.
 - iii. Student is appealing dismissal.
2. The hearing board will be composed of five members and one ex-officio chairperson. Members shall include teachers, education technician, a staff member, counselor and principal. Members will serve on the hearing board for the school year. The School Principal will make appointments to the hearing board, ensuring that all levels are represented. The hearing board will view facts and listen to all testimony to determine accuracy and validity of charges.
3. A hearing will apply to cases for which major school violations were reported and an incident report was filed on a specific student. The due process for a hearing is as follows:
 - i. The Principal will give written notice of violation and consequences to the parent/guardian of the student immediately.
 - ii. Appeals by the students or parents/guardian will be considered if one of the three (3) conditions (mentioned above) is met and determined by the Principal.
 - iii. After reviewing the grievance, the Principal will determine if there is a need for a hearing.
 - iv. If an appeal warrants a hearing as determined by the Principal, the case will be scheduled. Formal correspondence will be forwarded within five (5) calendar days indicating date, time and location.
 - v. If, upon receiving formal correspondence confirming the student's appeal, the student, parent/guardian fails to appear at a scheduled hearing, the board may choose to hear the student's case without the presence of the student or parent/guardian.
 - vi. The student has a right to representation by legal counsel, parent/guardian, school counselor, teacher or an outside resource (e.g. doctor, psychologist) at his/her own expense, or such professionals may provide written affidavits.

16.0 Suspected Child Abuse/Neglect (SCAN) Reporting

16.1 Mandated Reporters

- a. Indian Child Protection and Family Violence Prevention Act, requires that any person identified as a Mandated Reporter who knows or has a reasonable suspicion that a child has been abused in Indian country, must report the information to Tribal Child Protective Services (CPS) and Law Enforcement within 24 hours. Mandated Reporters include all employees, related service providers, and health care providers.

16.2 Required Information for Reports

- a. The following information is required to be reported:
 1. name, age, sex and tribal affiliation of the child;
 2. present state of the child (does the child need immediate medical attention, is the child in imminent danger);
 3. location or address and phone number where the child can be found;
 4. name, address and telephone number of the child's parent or other person responsible for the child's care;
 5. indicators that led the reporter to believe the child is a victim of abuse.

16.3 Timeline

Mandated reporters are required to file a SCAN Report within 24 hours.

For more information, please contact:

Veronica Perez, Principal
T'siya Day School (BIE/ BOS)
1000 Borrego Canyon Road, Zia Pueblo, New Mexico 87053
Office (505) 867-3553, Fax (505) 867-3567
Veronica.perez@bie.edu

Dr. Tracia Keri Jojola
Education Program Administrator-Bureau Operated Schools
Albuquerque Education Resource Center (ERC)

Bureau of Indian Education
U.S. Department of the Interior
1011 Indian School RD NW, Suite 332
Albuquerque, NM 87104
Cell Phone: (505) 263-3315
Office Phone: (505) 563-3690
Tracia.jojola@bie.edu <https://www.bie.edu>

16.4 School Compact Agreement



United States Department of the Interior

Bureau of Indian Education

T'siya Day School

1000 Borrego Canyon Road
Zia Pueblo, New Mexico 87053



Phone: (505) 867-3553 Fax: (505) 867-5079

School Year 2023-2024

SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

T'siya Day School administration and instructional staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold parent-teacher conferences, during which the School-Parent Compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents with reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parent Responsibilities

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

- Ensure my child(ren) attend(s) school daily.
- Helping my child develop daily study habits.
- Monitoring the amount of screen time by child(ren).
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school and the Bureau of Indian Education, either received by my child or by mail and responding, as appropriate.
- Participate, to the extent possible, in policy advisory groups. For example, being the Title I, Part A parent representative on the school's Leadership Team when parent input is needed, the Title I Policy Advisory Committee, the School Support Team, or other school advisory or policy groups.

Student Responsibilities

I will share the responsibility to improve my academic performance and achieve the State's high standards. Specifically, I will:

- Do my assignments every day and ask for help when I need to.
- Read every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school.
- Show respect toward myself, my peers, the staff, and property.

-----Detach and Return this page to School-----

Our school helps to strengthen the family-school partnership to enhance student learning through our PAC Council, Family Nights, parent workshops, classroom visits by parents, and communication about students' progress toward learning standards and state assessments.

Read and sign this School Compact and return it to your child's teacher. You will be given a copy. Please post your copy in a place that can serve as a reminder of each school community member's responsibilities toward the success every child in our school community. We will refer to this compact at Parent/Teacher/Student Conferences and meetings that confirm our family-school partnership to enhance our students' learning.

Principal Signature: _____

School Board President _____

Teacher: _____ Grade _____

Parent(s)/ Guardian(s): _____

Student: _____

16.5 Student/Parent Signature Page Handbook

To the Parent(s)/Guardian(s):

T'siya Day School believes that all students and parents should be informed of and understand their rights and responsibilities in all relations with the school. It is, therefore, imperative that students and parents read and understand all policies, procedures, rights, and responsibilities as outlined in the TDS Student Handbook, **2023-2024**. Please take the time at the beginning of school year to become familiar with our handbook and to discuss its contents with your child. This will promote positive interactions that will help make this a successful year for your child.

Acknowledgement

I have read the T'siya Day School **Student Handbook of the school year 2023-2024**. I understand the contents of this handbook and acknowledge my rights and responsibilities as outlined in the handbook.

Student Name (printed) _____

Student Name (Signed) _____

Date _____, 20_____

Parent/Guardian (printed) _____

Parent/Guardian (Signed) _____

Date _____, 20_____

Please detach this page from the handbook and give it to the student's teacher. It will be maintained with student records in the TDS main office.

