

*****Chapter 66 – Education Code – 2026 Revisions*****

(NOTE – everything that is redlined or bluelined are the suggested revisions.)

Subchapter 1- Policies

66-01-01 – Title

The Title of this Code is the Education Code of the Sisseton-Wahpeton Oyate. This title may be cited as the Tribal Education Code.

66-01-02 - Authority of Tribal Government

Inherent authority over formal education

The Sisseton-Wahpeton Oyate has an inherent right to exercise its responsibility to the Sisseton-Wahpeton people for their formal education by enacting and implementing a tribal education code applicable to all educational institutions within the Lake Traverse Reservation and to all educational programs receiving significant funding for the education of Sisseton-Wahpeton youth.

(a) Recognition of education provider

The Sisseton-Wahpeton Oyate commits to work cooperatively with all education providers on the reservation or serving the Sisseton-Wahpeton youth to assure the achievement of educational goals set by the Sisseton-Wahpeton Oyate.

(b) Tribal laws apply to local educational institutions and other educational institutions to maximum extent

In the operation of educational institutions, the laws and ordinances of the Sisseton- Wahpeton Oyate apply to the maximum extent of the jurisdiction of the Sisseton- Wahpeton Oyate.

c) Authority of Council to negotiate agreements to implement Tribal Education Code

As provided in Article VI, Section 1(a) of the Revised Constitution and By-Laws of the Sisseton-Wahpeton Oyate, the Sisseton-Wahpeton Oyate is empowered to negotiate with the federal, state, and other tribal governments, or their political subdivisions, any agreements necessary to implement the policies and provisions of this Tribal Education Code.

(d) Other rights and powers not abrogated by authority over formal education

The Sisseton-Wahpeton Oyate specifically claims for its people and relies upon the responsibility of the government of the United States to provide for education based on the Treaty of 1867 and the trust responsibility of the federal government toward Indian Oyate. In exercising the Tribal government's authority over formal education on the Lake Traverse Reservation, the Tribal government does not sanction or cause any abrogation of the rights of the Oyate or its members based upon federal law or inherent sovereign powers, nor does enacting the Code diminish any trust responsibility of the federal government, including but not limited to the obligation set forth in the Treaty of February 19, 1867, or of the state government or any political subdivision thereof, including but not limited to the obligation to provide a non-discriminatory public education.

66-01-03 - Purposes

With the Tribal Education Code, the Sisseton-Wahpeton Oyate intends to:

(a) Provide excellent education and preparation for life

Provide excellent education for the Sisseton-Wahpeton Oyate and provide a means to prepare tribal members for life on and off the reservation;

(b) Assess educational situation and develop education goals

Improve education on the Reservation by assessing the education situation and developing programs and policies tailored to address identified problem areas;

(c) Adopt laws and policies which enable tribal decision-making, direct funding, block grant funding, set-asides and other improvements

Adopt laws and policies which enable tribal decision-making, direct funding, block grant funding, set-asides, and other improvements.

66-01-04 – Policies

The Sisseton-Wahpeton Oyate declares as policy that:

(a) Tribal government has responsibility to the people to provide for education to protect the Oyate membership

The tribal members and land base are the most valuable resources of the Sisseton-Wahpeton Oyate. The Sisseton-Wahpeton Oyate, as a sovereign nation, has a responsibility to its people to oversee their education in whatever school or school systems the Sisseton-Wahpeton youth are being educated to assure an excellent education.

(b) Education must be effective, appropriate for, and relevant to the Reservation

An effective, appropriate, and relevant formal education on the Reservation fosters:

- (1) Competence in Dakota language skills and knowledge of Sisseton- Wahpeton Dakota culture, government, economics, and environment;
- (2) Knowledge of the history of Sisseton-Wahpeton Dakota Oyate and the role of tribal members in promoting the future of the Oyate;
- (3) The development of Sisseton-Wahpeton tribal and United States citizenship;
- (4) Parental and community involvement in the formal education process such that formal education includes the educational aspirations and cultural values of the parents and community members;
- (5) An attitude toward education which encourages lifelong learning;
- (6) Preparation for lifelong responsibilities in the areas of employment, family life, recreation and use of leisure;
- (7) Positive Self-discipline and self-concept;
- (8) The formulation of age, grade, and/or developmentally appropriate competencies in all basic areas of academic and cognitive skills;
- (9) Competence in English Language skills and knowledge of non-Indian American culture, government, economics, and environment.

(c) Support of local control of educational institutions

The Tribal Government encourages and supports local control of Sisseton-Wahpeton education. The Tribal Government supports administration of a school under the guidance and direction of a school board or a governing body.

(d) Coordination of education efforts to carry out the Education Code

Curriculum, education standards, educational policies and programs, and employment practices regulated under this Tribal Education Code shall be carried out through coordinated efforts between ~~the Education Board of Regents~~, other Education Board of Regents and agencies, state and tribal educational institutions, and shall incorporate the intents, purposes and policies of this Code.

(e) Tribal government shall work with state and federal governments to improve education

The Tribal Government shall develop cooperative working relationships with the state and federal governments to improve the education systems on the Reservation.

(f) Fundamental education goal of the Oyate is self-determination consistent with the Oyate's heritage

The Sisseton-Wahpeton Oyate is a people with a distinct political, economic, and cultural heritage. The fundamental goal of the Sisseton-Wahpeton Oyate regarding education is self-determination consistent with this heritage.

66-01-045 – Definitions

Unless the Tribal Education Code indicates, the following definitions apply:

Alcohol, nicotine, and drugs – “Alcohol, nicotine, and drugs” mean any substance that may alter the sensorium, including alcoholic drinks, nicotine, tobacco, and tobacco related products, drugs regulated by or controlled under federal or tribal law.

Alignment – “Alignment” means consistency with the intents, purposes, policies, and applicable requirements of this Education Code, including tribal education standards and required school policies developed in conjunction with applicable tribal juvenile and penal codes where referenced by this Education Code.

Behavioral Health – means mental health and substance use-related wellness supports and services provided to students and families through educational institutions or coordinated referrals.

Board of Regents – means a governing body for a university or higher-education system, responsible for oversight, policy, and major institutional decisions.

Charter(ed) – “Charter” or “chartered” means chartered by the Tribal Council under the Tribal Constitution.

Code – “Code” means the Education Code of the Sisseton-Wahpeton Oyate.

College – “College” means Sisseton-Wahpeton College.

Complaint – “Complaint” means a written or oral statement by a proponent alleging a violation of this Education Code, a failure to implement this Education Code, or a dispute regarding actions taken under this Education Code, and requesting corrective action, interpretation, or review.

Crisis – “Crisis” means a situation in which a student is reasonably believed to present an imminent risk of self-harm or harm to others, or is otherwise in acute distress requiring immediate intervention consistent with school policy.

Culture - "Culture" means a set of shared patterns of behavior developed by a group of humans in order to survive as a people. These sets include, but are not limited to interpersonal and kinship relationships, spiritual relationships, values (behavior, material possessions, individual characteristics, attitudes), assumptions, rules, governing structure, language, social and individual development processes, and acquisition and use of knowledge.

Curriculum - "Curriculum" means a planned, ongoing, and systematic program provided for students, in which goals and objectives are clearly articulated.

District Board Member – “District Board Member” means the Education Board of Regents member or other Board member recognized under this Education Code representing the proponent’s district for purposes of receiving and attempting to resolve the Complaint.

District Chairman – “District Chairman” means the chairman of the proponent’s district.

~~**Education Board of Regents**—“Education Board of Regents” means the Education Board of Regents within the Tribal Government charged with administering the Tribal Education Code.~~

Educational data - "Educational data" or "data" means any information pertaining to students and educational institutions. This includes, but is not limited to attendance reports, achievement data, test results, progress reports, evaluations, language proficiency data, information about curricula and instruction, information about employment practices and staffing, information about social and economic variables, information about funding, budgets, and finance, health and safety information, and information about school grounds and buildings.

Educational Institution - Any program providing education within the boundaries of the Lake Traverse Indian Reservation or that have ten or more students enrolled in the Sisseton-Wahpeton Oyate.

Educational policies and programs - "Educational policies and programs" means educational policies or programs other than curricula. This includes, but is not limited to policies and programs that develop student or parent knowledge, skills, or involvement with educational institutions.

Education standards - "Educational standards" means minimum levels of performance that tribal educational institutions attain, or minimum requirements that educational institutions meet, to provide and document quality curriculum, and quality educational policies and programs.

Educators - "Educators" mean the professional staff of educational institutions such as professionals and para-professionals, as defined according to the governing boards, administrators, and counselors.

Equally Qualified - "Equally Qualified" means the qualifications are equal of the Professional and Para-Professional personnel in education, experience and other qualities defined by the local school boards, policy council and board of trustees.

Governing body of tribal educational institutions - "Governing body of tribal school" or "governing body" is the authorized administrative body of a tribal school responsible for developing, maintaining, and providing educational opportunities and services and includes but is not limited to tribal school boards.

Governing board of the Head Start Program - The Governing Body of the Head Start Program is the Head Start Policy Council.

Head Start Policy Council - The Head Start Policy Council means the formal group of parents and community representatives required to be established by Grantee (Sisseton-Wahpeton Oyate) to assist in decisions about the planning and operation of the program.

Indian preference - "Indian preference" means the Sisseton Wahpeton Oyate tribal priority, then, second priority is other tribes as set forth in SWO Code of Laws, Chapter 59 TERO Ordinance, Section 59-02-07 Covered Employer and Section 59- 03-01 Indian Preference.

Meet/Meeting – “Meet” or “Meeting” means an in-person meeting or, if necessary, a telephonic or other real-time meeting format that allows questions and answers and good-faith discussion.

Mental health services – means prevention, early intervention, counseling supports, crisis response, referral coordination, and family education activities intended to support student wellness and school success.

Parent - "Parent" means anyone who is a parent, legal guardian, or custodian of a student including, but not limited to grandparents, parent groups, and committees established under federal, state, and tribal education law.

Parent Advisory Council (PAC) – “Parent Advisory Council” means a parent group formed under this Section to provide organized, good-faith advice and input to school administration regarding education programs and related school governance topics that affect students and families.

Parenting and family life - "Parenting and family life" means all aspects of the familial relationship and responsibilities, including but not limited to family responsibilities, child

growth and development, child birth and child care, prenatal and postnatal care for infants and mothers, prevention of child abuse, and related topics.

Policies and procedures regarding school governance - "Policies and procedures regarding school governance" means educational policies and procedures prescribed under federal, state, and tribal law.

Reservation - "Reservation" means all land, waters, and waterways within the original exterior boundaries of the Lake Traverse Reservation as set forth in the Treaty of February 19, 1867.

School Policy - School Board adopted statement that governs school actions.

State school - "State school" is any school financed or controlled by the state offering grades Pre-Kindergarten through twelfth, or any part of this span, located on the Reservation or serving a significant amount of Sisseton-Wahpeton youth.

School - "School" is a place, institution, or process for formal teaching and learning.

School Board- "School Board" is the authorized governing body responsible for developing, maintaining, and locating educational institutions, and for providing educational opportunities and services.

School mental health team – means a school-identified team responsible for coordinating mental health supports, crisis response, and referral pathways under this Code and school board policies.

Sisseton-Wahpeton youth – “Sisseton-Wahpeton youth” means any child enrolled in Pre-Kindergarten through College, who is enrolled or eligible for enrollment in the Sisseton-Wahpeton Oyate.

State - "State" or "State government" means the state in which a school is located or a political subdivision of that state.

Student - "Student" means anyone who is officially enrolled in a school.

Student Handbook – “Student Handbook” means a written handbook, code of conduct, or similar student-facing document adopted or approved by a school board or governing body that states student conduct expectations, discipline procedures, attendance-related rules, and other school governance policies applicable to students and parents/guardians.

Support – “Support” means reasonable, good-faith assistance within available staffing, time, and appropriated resources, including coordination, technical assistance, review for alignment, and facilitation of communication; Support does not mean control of day-to-day school operations or mandatory adoption of any specific handbook language unless otherwise required by this Education Code.

Trauma-informed practices – means school practices that recognize the impact of trauma on learning and behavior and that use supportive, non-punitive strategies to promote safety, connection, and regulation.

Tribal Constitution - "Tribal Constitution" or "constitution" means the Revised Constitution and By-Laws of the Sisseton-Wahpeton Oyate.

Tribal Council - "Tribal Council" or "Council" means the Sisseton-Wahpeton Oyate Tribal Council.

Tribal Education Program – “TED” – a resource program used to assist all educational institutions within the original boundaries of the Lake Traverse Reservation.

Tribal School - "Tribal school" is any education program organized by the Tribal Council or the Oyate offering education up to grade twelve. Tribal school includes, but is not limited to; chartered educational institutions, chartered educational programs, adult education and early childhood programs.

Tribal School Institution – “Tribal School Institution” means any Tribal School and any other Educational Institution (as those terms are defined in this Education Code) that is organized by the Tribal Council or the Oyate, or that provides education within the Lake Traverse Reservation or serves Sisseton-Wahpeton youth as described in this Education Code.

Tribal Secretary - "Tribal Secretary" or "Secretary" means the Tribal Secretary of the Sisseton-Wahpeton Oyate.

Tribal Government - "Tribal Government" means the official government of the Sisseton-Wahpeton Oyate.

Education records – “Education records” has the meaning under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g.

Oyate - "Oyate" or "tribal" means the Sisseton-Wahpeton Oyate and includes the Sisseton-Wahpeton people as a distinct cultural, ethnic, geographical, and political entity.

66-01-06 - Construction of tense use

In construing the provisions of this Tribal Education Code, the present tense includes the past and future tenses, and the future tense includes the present.

66-01-07 - Masculine gender inclusive

In construing the provisions of this Tribal Education Code, the masculine gender includes both genders.

66-01-08 - Reference to Code includes amendments

When a reference is made to any portion of this Tribal Education Code, the reference shall include all amendments and additions made to the Code.

66-01-09 - Severability

If any part of this Tribal Education Code is invalidated by a court of competent jurisdiction, all valid parts that are severable from the invalid portion remain in effect. If a part of the Code is invalidated on one or more of its applications, that part remains in effect in all valid applications that are severable from the invalid application.

66-01-10 - Repeal of inconsistent ordinances

All education ordinances, resolutions, and other laws inconsistent with this Tribal Education Code are repealed. To the extent that the Tribal Code provides any other tribal law regarding education, this Code shall govern.

Subchapter 2 – Tribal Council

66-02-01 - Tribal Council to establish the Education Board of Regents

The Tribal Council will establish the Education Board of Regents and select who shall sit on the Board of Regents. ~~The Board of Regents will consist of Tribal Secretary, Director of the Tribal Historic Preservation Committee, the College President, the TZTS Superintendent, the ESDS Superintendent, and the Head Start Director.~~

The Tribal Council may act on educational resolutions submitted.

66-02-02 – Apportionment

The tribal council shall apportion funding on an annual basis for the maintenance of an education department. Funding could include salaries and fringe benefits for a director, administrative assistant, curriculum specialist, accreditation specialist and sufficient fiscal resources to establish and maintain an office and travel necessary to complete the duties outlined in the tribal education code. The tribe may allocate funding according to budget and needs request.

66-02-03 - Accreditation

The Board of Regents will make a recommendation to the Sisseton Wahpeton Oyate Council for the approval of accreditation of each educational institution within the boundaries of the Lake Traverse Indian Reservation. The Board of Regents in conjunction with the Director of Education will develop and annually review the procedures and guidelines for accreditation for Council approval. The Sisseton Wahpeton College is exempted according to the accreditation requirements of the Higher Learning Commission of the North Central Association.

Subchapter 3 – Tribal Secretary

66-03-01 - Tribal Secretary has oversight of Education Board of Regents

The Tribal Secretary shall:

(b) Employ Director of Tribal Education Department

- Employ a Director of the Education of Board of Regents;
- Establish the Tribal Education Staff's qualifications and job advertisement

(b) Employ Tribal Education Staff

- Employ the Tribal Education Staff;
- Establish the Tribal Education Staff's

(c) Review regular reporting by the Education Board of Regents

The Tribal Secretary shall require and review regular monthly oral or written reports by the Department of Education or their designee regarding the condition, needs, and progress of education. The Tribal Secretary shall review the annual Oyate Education Report as provided in this Code;

(d) Make regular reports on education to the Tribal Council

The Tribal Secretary shall make a monthly report to the Tribal Council regarding education issues;

(e) Coordination of tribal services and programs

The Tribal Secretary shall actively promote and assist the coordination of tribal services and programs critical to education issues needed to fulfill the intents, purposes and policies of this Code;

(f) Contracts and agreements with consultants

The Tribal Secretary shall review and recommend to Tribal Council contracts and agreements recommended by the Director;

(g) Recommend tribal standards

The Tribal Secretary shall recommend tribal standards to Tribal Council for approval;

(h) Review and recommend policies and programs

The Tribal Secretary shall review and recommend to Tribal Council tribal education policies and programs for the Education Department;

(i) Review and recommend Education Board of Regents appropriations and operating budget

The Tribal Secretary shall review and recommend appropriations for operating budgets for the Department of Education;

(i) Promote local control of education

The Tribal Secretary shall actively promote local control of education through charters consistent with the intents and purposes of the Education Code.

Subchapter 4 – Education Board of Regents

66-04-01 - Creation of Education Board of Regents

This Code creates in the Tribal Government, under the Tribal Secretary's Office, an Education Board of Regents with the power and duty to administer and enforce this Tribal Education Code and other tribal education laws unless such powers are otherwise delegated. The Education Board of Regents are not employees of the Tribe.

The Education Board of Regents will possess favorable background reports according to the Indian Child Welfare Act and other applicable statutes.

66-04-02 - Tribal Council to employ Director of Tribal Education

The Tribal Secretary in concurrence with the Board of Regents will advertise according to the tribal hiring policies and recommend for employment a Director of Tribal Education. The Director shall be a full-time employee of the Oyate and shall maintain an office near Agency Village.

(a) Qualifications and salary of Director

The Tribal Secretary in concurrence with the Board of Regents shall establish the qualifications and salary of the Director of Tribal Education. The Director will possess favorable background reports according to the Indian Child Welfare Act and other applicable statutes.

(b) Tribal Secretary to serve as acting director during vacancies.

During periods in which the Director's position is vacant, the Tribal Secretary shall serve in a non-salaried capacity as Acting Director of the Education Board of Regents.

(c) Director to employ qualified staff of Education Board of Regents

Subject to approval of the Tribal Secretary, the Director shall have the power and duty to employ qualified professional, clerical, and other employees according to Tribal hiring policies and funding. The employees may be full-time, part-time and/or temporary as necessary for the administration of this Code. The Director shall plan and direct the duties and responsibilities of the Education Department staff and shall ensure that the staff carries out their duties and responsibilities. The Director shall ensure that the Education Board of Regents staff is qualified and receives appropriate professional training.

The Staff will possess favorable background reports according to the Indian Child Welfare Act and other applicable statutes.

(d) The Director shall not serve on any other tribal or District Executive Boards, boards, committees, or commissions during their role as Director of Education.

66-04-03 - Power and duties of Director

The Director shall be the primary administrator and enforcer of the Tribal Education Code. Subject to the authority of the Tribal Secretary through the Tribal Council, the Director shall have the principle power and duty to administer and enforce the Tribal Education Code.

(a) As the principal administrator and enforcer of the Tribal Education Code the Director shall:

- (1) Oversee the administration and operation of the Department of Education's functions and oversee the compliance by educational institutions with the Tribal Code;
- (2) Maintain current knowledge of the law and procedures in administration and enforcement of tribal education laws, and serve as the principle technical and professional advisor to the Tribal Council on all matters relating to the Code and education on the reservation.
- (3) Provide leadership in and otherwise promote the improvement of education on the Reservation through constant contact with educators, personal appearances at public gatherings, research, planning, and evaluation of education service; and
- (4) Seek and coordinate tribal and non-tribal resources to implement this Tribal Education Code and to improve generally the condition, needs, and progress of education on the reservation.

(b) The Director shall maintain an office for filing and records

The Director shall establish and maintain an office in Agency Village provided by the Oyate. In maintaining this office, the Director shall keep records of all matters pertaining to the Department of Education. The Director shall file all papers, reports, public documents, and other data transmitted to the Director and hold this open to inspection by the Tribal Secretary and Tribal Council.

(c) The Director shall establish a uniform data gathering, compiling, and reporting system

The Director shall establish a uniform system for gathering, compiling and reporting educational data from educational institutions, the tribal government, the state and federal governments. The Education Board of Regents shall evaluate the data to ensure compliance with this Code and to improve generally the conditions, needs and progress of education on the Reservation. The system shall include but not be limited to:

- (1) Receiving and examining written data, policies and procedures regarding school governance, self-assessment by the Head Start Program and educational policies and programs provided by educational institutions; the Education Board of Regents shall specify a format for reporting educational data by the state and educational institutions;
- (2) Establishing a human network system comprised of educators, administrative or professional staff of other tribal and non-tribal agencies, Education Board of Regents, and programs, members of the community, and parents; the Director shall call and conduct meetings with the network at least twice a year; at these meetings, through discussion and explanation, the Director shall endeavor to establish, maintain, and refine administration and enforcement of the Tribal Education code, standards, programs, and rules developed under the Code;
- (3) On-site assessment visits to educational institutions conducted by an evaluation team. In the case of educational institutions, each team shall include:
 - (1) The Director of Tribal Education Department,
 - (2) The Tribal Secretary,
 - (3) A member of the Education Board of Regents, and
 - (4) Local school administrator

The Education Board of Regents shall conduct these on-site visits once every three years or educational institutions. The team shall evaluate compliance with this Code; the problems and progress of the students, action taken to correct problems and previous areas of noncompliance, and other issues identified during data gathering.

(d) The Director shall provide an annual report

The Director shall provide an annual report regarding the state of education to include conditions, needs and current progress of education on the reservation and shall include the Director's recommendations on needed Tribal education legislation and needed Tribal action on behalf of education.

(e) The Director shall communicate the Tribal Education Code to school boards, governing bodies of other educational institutions, and educators

The Director shall communicate the Tribal Education Code to school boards, governing bodies, and administrators.

(f) The Director under the guidance of Board of Regents shall act as a liaison between the Oyate and other Government entities on education matters

The Director under the guidance of the Board of Regents shall act as a continuous liaison between the Oyate and other government entities on education matters. This shall include attending and interacting at meetings of the school board, the State Board of Education, and the state legislature. The Director shall serve on Tribal or state committees as directed by the Tribal Secretary or Tribal Council.

(g) Coordinate the services and activities of the Education Board of Regents and negotiate cooperative agreements

The Director is authorized to negotiate cooperative agreements between the Education Board of Regents and school boards, governing bodies, chartered educational programs, educational institutions, and other tribal Education Board of Regents, agencies, offices, entities, and programs to facilitate the coordination of services and activities of the Education Board of Regents.

(h) Hire or contract with consultants

The Director may hire or contract consultants as the Director deems necessary to administer and enforce this Code, subject to review by the Tribal Secretary.

(i) Develop tribal education standards

(j) Recommend a tribal orthography

The Director under the guidance of the Board of Regents shall recommend a tribal orthography to Tribal Council for adoption.

(k) Enforce and evaluate compliance by educational institutions with tribal curriculum and education standards

The Director under the guidance of the Board of Regents shall enforce compliance by educational institutions with the tribal curriculum and tribal education standards. The Director shall evaluate compliance as part of the data gathering provisions of this Code.

(l) Develop and enforce tribal educational policies and programs and evaluate compliance by educational institutions with tribal educational programs

The Director under the guidance of the Board of Regents shall develop tribal educational policies and programs in the areas specified and in accordance with this Code. The Director shall enforce compliance by educational institutions serving Tribal Children with the Tribal education policies and programs as part of the data gathering process.

(m) With Sisseton Wahpeton College, develop accredited tribal certification and recertification courses for educators, and work with the College in other areas of education

The Director shall work with Sisseton Wahpeton College to develop accredited tribal certification and recertification courses for educators in accordance with this Code. The Director shall work with the College, as necessary, to implement the provisions of this Code, including the tribal curriculum, tribal education standards, and educational programs. The Director shall work with the College regarding research for improving education on the Reservation, and promoting leadership in education on the Reservation.

(n) Review budget estimates of and appropriations for educational institutions and other educational institutions

The Director shall participate in public hearings and other budget and finance processes of Bureau of Indian Education, federal, state and educational institutions as needed. The Director shall review budget and financial information provided by state and educational institutions.

(o) Report and consult with the Tribal Secretary

In all matters relating to the Director's duties, the Director shall report and consult with the Tribal Secretary at least twice a month.

66-04-04 - Budget Preparation and Fiscal Management Responsibility

(a) Director to prepare Education Board of Regents budget

The Director shall annually prepare a written budget for the operation of the Education Board of Regents.

(b) Director to be responsible for the proper management of annual Education Board of Regents appropriation

The Director shall be responsible for the proper management of the annual appropriation for the operation of the Education Board of Regents.

Subchapter 5 – School Boards and Governing Bodies

66-05-01 - Governing bodies of educational institutions

(a) Establishment of governing body

Tribal Council shall establish governing bodies of educational institutions by charter or other means of enactment. The governing bodies shall establish the membership qualifications, powers, authority, duties, composition, compensation, and operation of the governing bodies of educational institutions through charter.

(b) Local control of education encouraged

The Sisseton-Wahpeton Oyate encourages and supports local control of tribal education. The administration of educational institutions shall be under the guidance and direction of the governing bodies of each educational institution.

(e) Governing bodies of educational institutions shall develop written policies

Governing bodies of educational institutions shall develop written policies regarding school governance, personnel matters, staff conduct, student conduct, teacher evaluation, parental involvement, residential policies, graduation requirements, academic policies and related topics. Governing bodies will communicate these policies to administration, staff, students and parents. Governing bodies shall implement its policies in a consistent and impartial manner.

(d) Governing bodies of educational entities shall cooperate with the Education Board of Regents

(e) Governing body shall ensure that educational institutions attain appropriate standards tribal

66-05-02 - Non-Tribal School Boards

(a) Laws govern state and private school boards serving Sisseton Wahpeton Children

School boards serving Sisseton Wahpeton Children are subject to this Code, other tribal law as specified in this Code.

(b) School boards to cooperate with the Education Board of Regents

School boards shall ensure that their educational institutions and staff cooperate with the Education Board of Regents in the implementation of this Code and in addressing other education problems and issues. Such cooperation shall include, but not be limited to:

- (1) providing written educational data to the Education Board of Regents annually following the format specified by the Education Board of Regents;
- (2) ensuring that their educators participate effectively in the human network system provided for by this Code; and
- (3) ensuring that their administrators participate effectively in the on-site assessment evaluation teams provided for by this code.

(c) School boards to provide policies and procedures to Education Board of Regents and align them with Tribal Education Code

School boards shall provide a complete and current copy of all existing written policies and procedures regarding school governance to the Education Board of Regents.

(d) School boards to ensure that educational institutions attain tribal education standards

School boards shall ensure that educational institutions attain or meet the tribal education standards provided for and developed under this Code.

Subchapter 6 – Education Standards

66-06-01 - Tribal standards

Develop education standards for educational institutions:

- (1) The attainment of academic excellence and high, but realistic expectations for all students;
- (2) Competence in all basic academic and cognitive skills;
- (3) Competence in English language and knowledge of the non-Indian American culture governments, economics, and environment;
- (4) Competence in Dakota language and knowledge of Dakota culture, government, economics, and environment;
- (5) Knowledge of the history of the Sisseton-Wahpeton Oyate and the role of tribal members in promoting the future of the Oyate;
- (6) Development of students as healthy individuals, members of families and communities, parents, citizens of the Oyate and the United States;
- (7) Development of self-discipline and positive self-worth;
- (8) Development of respect for all other living beings;
- (9) Development of an attitude which encourages life-long learning, decision making and undertaking the responsibilities of family life, community and tribal affairs, career development, recreation, and the use of the environment; and
- (10) Parental community involvement in the formal education process whereby the educational aspirations and the cultural values of parents and community members are promoted and respected.

(b) Coordinate and consult with school boards and governing bodies

Coordinate and consult with school boards and governing bodies of educational institutions.

(c) Consult with the Tribal Historic Preservation Committee, educators, community members, parents, and students

Consult with and obtain comments and input from cultural preservation committee, educators, community members, parents, and students.

(d) Keep education standards on file

Maintain a file in the Education Board of Regents with copies of all current standards, and proposed changes to standards for community inspections consistent with tribal law.

(e) Tribal education standards

Tribal education standards will be consistent with the standards of tribal law.

(f) Circulate tribal education standards for review and comment.

(g) Review comments on draft tribal education standards

Review the comments and suggestions to revise as needed.

66-06-02 - Approval of tribal education standards

The SWO Tribal Council shall approve the tribal education standards submitted by the Tribal Secretary.

66-06-03 - Tribal Education Standards on file

The Tribal Education Department shall maintain on file copies of all approved tribal education standards for public inspection.

66-06-04 - Content of tribal standards

(a) Tribal standards shall include instruction in the Dakota language.

The tribal standards shall include, for all grade levels/ages, instruction in the Dakota language. The Education Board of Regents shall recommend to the Tribal Council, with the Tribal Secretaries review, a proposed tribal orthography for adoption or amendment. Instruction by educational institutions shall follow the official tribal orthography adopted by the Tribal Council.

(b) Tribal standards to include Dakota culture

The tribal standards shall include, for all grade levels/ages, courses or course content that develops knowledge and an understanding of, and respect for, the Sisseton-Wahpeton Dakota culture.

(c) Tribal standards to include tribal government and the federal-tribal and state-tribal relationship

Tribal standards shall include, for all grade levels/ages, courses or course content that develops knowledge and an understanding of the historical and modern Tribal Government, including its sovereign status, its federal government-to-government relationship with the federal and state governments, and any related issue deemed necessary by the Education Board of Regents.

(d) Tribal standards to include health and nutrition instruction

The tribal standards shall include, for all grade levels/ages, courses or course content that develops knowledge and an understanding of healthy lifestyles.

(e) Tribal standards to include parenting and family life

(f) Tribal standards to include tribal and American economics

(g) Tribal standards to include the reservation land base, tribal natural resources, and community environments

Tribal standards shall include, for all grade levels, courses or course content that provides knowledge of the historical, political, socioeconomic, and cultural elements of the Oyate's reservation land base and natural resources.

66-06-05 - Compliance with tribal education standards

Educational institutions shall annually report compliance with the provisions of this Code regarding compliance with tribal curriculum to the Education Department.

66-06-06 - Education Board of Regents to evaluate compliance

The Education Board of Regents shall regularly evaluate compliance by educational institutions with tribal education standards. The Education Board of Regents shall annually report its findings and recommendations regarding compliance with tribal education standards to the Tribal Secretary.

66-06-07 - Tribal education standards may be exceeded

Tribal education standards do not prohibit or limit educational institutions, law, school boards or governing bodies of educational institutions from exceeding the tribal education standards. The Education Board of Regents shall publicly recognize this achievement.

66-06-08 —State and tribal school compliance

All educational institutions serving tribal members shall implement the tribal education standards established by the Oyate.

Subchapter 7 – Parental and Community Involvement

66-07-01 - Involvement Activities

Educational institutions, school boards, educational institutions, and governing bodies of educational institutions shall involve parents and community members.

Educational institutions, school boards, educational institutions, and governing bodies shall include, as part of parental and community involvement activities, family mental health education and engagement opportunities, which may include:

- Parent and guardian trainings on youth mental health, stress, and coping skills, consistent with the Education Code’s policy of parental and community involvement,
- Information sessions describing school mental health supports, referral pathways, and how families may participate in planning supports for their children, and
- Coordination with community members and culturally grounded supports consistent with tribal education standards on culture and healthy lifestyles.

66-07-02 - Compliance and Progress

Educational Institutions shall annually report to the Education Board of Regents their compliance and progress regarding parental and community involvement.

Higher Educational institutions shall annually report to the SWO Higher Ed Board of Regents their compliance and progress regarding family mental health engagement activities, including participation levels and topics covered, in a format specified by the SWO Higher Ed Board of Regents.

Subchapter 8 – Educators

66-08-01 – Qualifications

All educators in educational institutions shall be qualified in their teaching assignment according to federal and tribal law. All educators shall gain and maintain specific knowledge and skills that

will assist in improving their ability to serve students in the priority areas established by the Education Board of Regents as set forth in this Code.

66-08-02 – Training

The SWO Higher Education Board of Regents shall regularly identify certification and recertification areas appropriate for educators. The Education Board of Regents shall consult and coordinate with ~~school boards~~, governing bodies and the Sisseton Wahpeton College in identifying these areas. The Education Board of Regents and the College shall develop and make available accredited courses for certification and recertification of educators. The SWO Higher Ed Board of Regents shall consult and coordinate mental health training areas for student mental health literacy and stigma reduction for school staff along with training for:

- Trauma-informed practices and classroom de-escalation;
- Suicide prevention, warning signs, and school reporting procedures consistent with 66-10-08; and,
- Culturally relevant approaches that support culture and community values consistent with the Education Code’s standards and policies.

66-08-03 - Competency guidelines and evaluations

Educational institutions shall evaluate staff according to their personal policies.

66-08-04 – Certification

~~All educators that are employed by the Educational institutions on the Lake Traverse Reservation shall possess Tribal Certification. Tribal Certification includes, but is not limited to: Proficiency or 3 credit hours of Dakota Language and 3 credit hours of Dakota culture/history (or other pertinent Dakota course) within of two years of the date of employment.~~

In addition to Tribal Certification requirements, all educators employed by educational institutions on the Lake Traverse Reservation shall complete initial mental health training requirements established by the Education Board of Regents under 66-08-02(c) within a timeframe set by the Board of Regents, and shall maintain documentation of completion as part of certification records.

All teachers/instructors who work within the reservation boundaries in local schools must be certified by the State of South Dakota Department of Education.

66-08-05 – Recertification

The recertification cycle will be every five years, as defined by the State of South Department of Education.

As part of each five year, recertification cycle, educators shall complete continuing education in mental health training areas identified by the Education Board of Regents under 66-08-02, including updated suicide prevention and crises response procedures.

66-08-06 - Hiring and retention

Educators must satisfy ~~tribal certification and~~ recertification requirements as provided by this Tribal Education Code.

66-08-07 - Fee for Certification and Recertification

A fee will be set by the Education Board of Regents.

Subchapter 9 – Indian Preference

66-9-01 - Education Board of Regents to apply Indian preference

In implementing this Code, the Education Board of Regents shall apply Indian preference in hiring, training, retention, and promotion of all staff, personnel, consultants, and contractors. Indian Preference means equally qualified in education, experience and other qualities for Professional and Para-professional positions as defined by the local school boards, policy councils and board of trustees.

66-9-02 - Educational institutions to apply Indian preference

Educational institutions shall apply Indian preference in the hiring, training, retention, and promotion of all personnel, including but not limited to educators and support personnel.

Subchapter 10 – Students

66-10-01 - Mandatory Attendance

Every person who has a child under their care between the ages of five and eighteen years shall assure the attendance of the child(ren) in school according to the Juvenile and Penal codes.

66-10-02 - Exceptions to Mandatory Attendance Civil Sanctions

A child and his parent or guardian shall be excused from the requirements of the Mandatory Attendance Policy found at 66-10-01 of this Subchapter and will not be subject to the penalties set out in this Subchapter if the school attended by the child has excused that child from attendance because the school is providing all legally required services in a home-based or other program approved by the Education Board of Regents;

66-10-03 - Civil Sanctions

(a) Failure to Send a Child to School

Any person having permanent care or custody of a child who knowingly neglects or refuses to send his child or any child in his care to school until the child is eighteen (18) years is subject to penalties as stated in the Juvenile and Penal codes.

b) Penalties

Violation penalties of Failure to Send a Child to School are outlined in the Juvenile and Penal Codes.

66-10-04—Truancy Absenteeism

Must comply with the current Chapter 24 Penal Code and Chapter 38 Juvenile Code.

(a)Truancy officer Parent/Guardian Liason

~~The SWO Tribe shall employ one or more truancy officer(s) whose primary responsibilities shall be to enforce the attendance provisions of the tribal education and the juvenile codes.~~

Each school that resides within the boundaries of the Lake Traverse Reservation, shall coordinate and collaborate all related absenteeism concerns with the families (Parent/Guardian Liaison staff).

b) ~~Truancy Officer~~ Parent/Guardian Liaison Responsibility

To communicate and network with area schools on habitual attendance concerns.

66-10-05 - Cooperative Agreement for Truancy

The Education Board of Regents shall form a cooperative agreement with the State truancy officer regarding any children enrolled at Sisseton-Wahpeton Oyate that are attending a state school to ensure the enforcement of tribal attendance laws.

*Work Order came to Legal to start working on a cooperative agreement.

66-10-06 - Educational Institution Responsibilities

Each educational institution board is responsible to develop policies, in conjunction with the Tribal Juvenile and penal codes, in regards to Attendance. (2023)

66-10-07 - Mandatory Reporting

Educational institution boards are responsible to develop policies, in conjunction with the Tribal Juvenile and Penal Codes, in regards to reporting child abuse and neglect. (2023)

66-10-08 —Suicide Prevention

Educational institution boards are responsible to develop policies and procedures, in conjunction with the Tribal Juvenile and Penal Codes, in regards to suicide prevention and reporting.

Required policies and procedures. Educational institution governing boards shall develop and implement written policies and procedures, in conjunction with the Tribal Juvenile and Penal Codes, regarding suicide prevention and reporting, which shall include the following:

- Crisis Response. Policies shall include a school-based crisis response protocol for situations involving a student in crisis, including immediate safety planning, parent/guardian notification procedures, and coordination with appropriate responders.
- Reasonable parent/guardian notification. When school personnel are on the notice of a student's suicidal intent, policies shall require reasonable efforts to communicate that information to the parent/guardian consistent with the School's procedures applicable privacy laws.
- Post-Crisis. Policies shall include a re-entry planning process for students returning to school after a mental health crisis, including coordination of academic supports.
- Training alignment. Policies shall require that the staff training under Subchapter 8 includes suicide prevention and crisis response procedures.
- Coordination. Policies shall provide for coordination with the school mental health team and any cooperative agreements established under this Code.

66-10-09 - Student Data

Educational institutions shall report student data to the ~~Tribal Education Department~~ BIE and Tribal Council on an annual basis. (2023)

Educational institutions shall report student data annually to the BIE and Tribal Council and such reporting may include aggregate, non-identifying information regarding mental health programming, training completion, and service utilization for program evaluation purposes, consistent with FERPA.

Subchapter 11 – Mental Health

66-11-01 Mental Health Framework

The governing boards of each educational institutions shall establish a coordinated school mental health framework to support student wellness and educational success across educational institutions serving the Sisseton-Wahpeton Oyate youth. The framework shall be designed to support the Education Code’s standards regarding healthy individuals, self-discipline, positive self-worth, and lifelong learning.

66-11-02 Roles and Responsibilities

Tribal Council. The Tribal Council retains authority to act on educational resolutions and to apportion funding for the maintenance of an education department.

Tribal Secretary. The Tribal Secretary shall require and review regular reports regarding the condition, needs, and progress of education and shall promote coordination of tribal services and programs critical to education issues.

School boards and governing bodies. Governing bodies and school boards shall develop and implement written policies and shall cooperate with the Tribal Council in implementation of this Code, including providing data in the format specified by the Tribal Council.

66-11-03 School Mental Health Team; Minimum Functions

Each educational institution shall designate mental health team responsible for coordinating:

- Prevention programming and student supports,
- Crisis response procedures under 66-10-08, and
- Referral pathways and follow-up coordination with families.

However, if the education institution have policies and procedures concerning mental health teams or local support/programs, then they shall follow such procedures instead of this Section 66-11-03.

66-11-04 Cooperative Agreements; Referral and Service Coordination

The governing bodies of the education institutions are authorized to negotiate cooperative agreements between the Tribe and school boards, educational institutions, and other tribal agencies and programs to coordinate services and activities supporting student mental health.

Cooperative agreements may address referral protocols, information-sharing procedures consistent with privacy law, and coordination of training and crisis response.

66-11-05 Data Collection, Privacy, and Records

Uniform reporting system. The education institutions shall incorporate mental health program data elements into the uniform system for gathering, compiling, and reporting educational data, as appropriate for evaluating compliance and improving conditions, needs, and progress of education.

FERPA compliance. Educational institutions and their governing bodies shall handle student education records and personally identifiable information consistent with FERPA, which protects privacy and generally prohibits disclosure without consent subject to specified exceptions.

Minimum necessary approach. Reports to the Tribal Secretary and Tribal Council regarding mental health programming should, where feasible, be provided in aggregate or de-identified form to support oversight while protecting student privacy.

66-11-06 Annual Reporting and Evaluation

The governing bodies educational administration team shall include, within the annual report regarding the state of education, a section addressing mental health programming, training, implementation, and recommendations for needed tribal action.

The governing bodies educational administration team shall evaluate compliance by educational institutions with mental health-related requirements adopted under this Code as part of its regular compliance evaluation functions.

66-11-07 Funding; Budgeting; Fiscal Management

The Tribal Council may apportion funding annually for the continuation of the educational institutions within the boundaries of the Lake Traverse Reservation, and such apportionment may include resources necessary to implement school mental health training and coordination functions under this Code.

The Director shall prepare an annual budget for the operation of the Education Board of Regents and shall be responsible for proper management of the annual appropriation, including any funds dedicated to mental health framework implementation.

66-11-08 Implementation and Transition

Within one (1) year of adoption of these amendments, the governing bodies shall propose initial mental health training standards and reporting formats for review and implantation through the Code's existing data and reporting systems. Educational institutions shall phase in educator training requirements through the certification and recertification processes established in

Subchapter 8. The governing bodies shall include progress on implementation in the annual report to the Tribal Secretary and Tribal Council.

Subchapter 12 – Complaint Procedures

66-12-01 Mandatory Informal Complaint Steps (Condition Precedent to Tribal Council Presentation)

As a condition precedent to presenting a Complaint to the Tribal Council, a proponent shall first complete the following informal steps, in the order listed: have a resolution completed with the written complaint to the educational institutions governing body, and if there is no resolution, the complaint shall be presented to Tribal Council.

- Step 1 – District Board Member. The proponent shall meet with the District Board Member to present the Complaint and attempt informal resolution of the issue(s).
- Step 2 – District Chairman. If not resolved at Step 1, the proponent shall meet with the District Chairman to present the Complaint and attempt informal resolution.
- Step 3 – Tribal Secretary. If not resolved at Step 2, the proponent shall meet with the Tribal Secretary to present the Complaint and attempt informal resolution before any request for the Tribal Council consideration.

Good faith participation. Each party participating in Steps 1-3 shall act in good faith, communicate truthfully, and make reasonable efforts to identify and implement a practical resolution consistent with this Education Code.

66-12-02 Documentation

The proponent shall provide a resolution that has the written complaint attached to it.

The proponent shall provide, at or before Step 1, a brief written summary of the Complaint sufficient to identify: (a) the issue; (b) the Education Code provision(s) implicated (if known); (c) the date(s) and location(s) of relevant events (if applicable); and (d) the remedy requested. The District Board Member, District Chairman, and Tribal Secretary may each keep a written record of the meeting and outcome for continuity and accountability.

66-12-03 Timing; Completion; Escalation to Tribal Council

Timely scheduling. The proponent shall request Step 1 promptly after the issue arises. Each receiving official shall make reasonable efforts to schedule the requested Meeting within a reasonable time, considering availability and the need for timely resolution.

Completion and escalation. A Complaint may be presented to the Tribal Council only after: (a) Steps 1-3 have occurred; and (b) the proponent has received a clear statement that the matter is unresolved, or the proponent and the receiving official(s) have reached an impasse.

Form of Tribal Council request. If the Complaint proceeds to the Tribal Council, the proponent shall submit a short written statement confirming completion of Steps 1-3 and summarizing outcomes, and may attach any written notes or proposed resolution terms.

66-12-04 Exceptions; Safety; Urgency; Non-Retaliation

Limited exception for urgent risk. The proponent may request immediate Tribal Secretary review (skipping Steps 1 and/or 2) only when the proponent reasonably believes delay would create an imminent risk of substantial harm to student safety or welfare; in such case, the proponent shall state the basis for urgency in writing or on the record at the time of the request.

No retaliation. No person shall retaliate against a proponent for making a Complaint or participating in this SOP in good faith. Any alleged retaliation may be raised as part of the Complaint and shall be addressed through the same steps unless the Tribal Secretary determines expedited handling is necessary.

No waiver by silence. Failure by any official to resolve a Complaint does not waive the proponent's ability to proceed to the next step; however, the proponent must still make good-faith effort to request and attend each required Meeting unless an exception in this Section applies.

Consistency with oversight and reporting. This SOP is intended to complement the Tribal Secretary's oversight and reporting responsibilities and the governing bodies administration of the Education Code.

Subchapter 13 – Support for Tribal School Institutions Student Handbooks

11-13-01 Purpose; Construction; No limitations on other duties

This Section is adopted to implement the Sisseton-Wahpeton Oyate's policy to work cooperatively with education providers serving Sisseton-Wahpeton youth and to coordinate education efforts to carry out the intents, purposes, and policies of this Education Code.

This Section shall be construed to (a) respect and promote local control of the tribal education by each governing body and school board, and (b) support consistent, fair, and culturally relevant student conduct and school governance practices through student handbooks that align with this Education Code.

The obligations in this Section are in addition to, and do not limit, any other duties of the Tribal Secretary, the institutions governing body, school boards, or governing bodies under this Education Code.

11-13-02 Student Handbooks and Policy Manuals

General policy. The Education Code shall support, and the Tribal Government shall endeavor to support, all tribal school institutions and their students' handbooks to promote effective, appropriate, and relevant education for Sisseton-Wahpeton youth and to encourage local control under school boards and governing bodies.

Scope of support. Support under this Section shall include, as applicable and upon request by a school institution within the boundaries of the Lake Traverse Reservation or as initiated by the institutions governing body to implement this Education Code:

- **Coordination and liaison.** Coordinating communication and cooperative efforts among school institutions within the boundaries of the Lake Traverse Reservation, the institutions governing bodies, and other education providers serving Sisseton-Wahpeton youth regarding handbook development, revision, and implementation.
- **Technical assistance.** Providing technical assistance to school boards and governing bodies in drafting, organizing, and updating student handbooks so that handbook provisions are clear, consistent, and capable of being implemented in a fair and impartial manner BIE regional technical assistance offices.
- **Alignment review.** Reviewing student handbooks for alignment with the Education Code, including (as applicable) attendance, mandatory reporting, and suicide prevention policy areas where educational instruction boards are responsible to develop policies and procedures in conjunction with the Tribal Juvenile and Penal Codes.
- **Standards constancy.** Assisting school institutions within the boundaries of the Lake Traverse Reservation in ensuring that handbook-related student expectations and school practices support attainment of tribal education standards and do not conflict with the tribal education standards established by the Oyate.
- **Recordkeeping and access.** Maintaining, within the Education Department's records system, current copies of student handbooks provided by tribal school institutions for continuity and reference in implementing this Education Code, subject to applicable tribal law and any lawful confidentiality requirements.

11-13-03 No forced uniformity

Each governing body and school board retains authority and responsibility to develop and implement its own written policies regarding school governance and student conduct, including student handbooks; support under this Section shall not be interpreted to require handbooks across institutions or to diminish local control.

11-13-04 Duty to provide current handbooks

Each tribal school institution shall provide the Tribal Secretary and Tribal Council a complete and current copy of its student handbook and any amendments promptly after adoption and upon request, to facilitate coordination and support under this Education Code.

11-13-05 Continuous improvement; Resource limitations; and equitable support

Student handbooks and policy manuals should be reviewed and updated as needed to remain consistent with this Education Code and to address identified education problems and issues through coordinated efforts between the school boards and governing bodies.

Support shall be provided in a manner that is equitable among tribal institutions and consistent with available appropriations and staffing; lack of resources does not eliminate the policy of support, but may affect the timing and extent of assistance.

11-13-06 Reporting

The governing bodies and educational administration team shall include, in regular reporting to the Tribal Secretary and Tribal Council. The annual report regarding the state of education, a brief summary of support activities provided under this Section, including handbook alignment assistance and coordination efforts.

Subchapter 14 – Parent Advisory Council (PAC)

11-14-01 Purpose; Policy; Existing Parental Involvement Requirements

Purpose. The purpose of this Section is to strengthen parental and community involvement in the formal education process by establishing a Parent Advisory Council (PAC) as structured, consistent, and accessible source of parent input to advise school administration on education programs and related education policies and programs affecting students.

Policy. The Oyate’s education policy includes parental and community involvement so that formal education includes the educational aspirations and cultural values of parents and community members.

Relationship to existing requirements. The PAC is intended to implement and supplement the parental and community involvement duties already required of educational institutions, school boards, and governing bodies under this Code, and does not replace any other required parent involvement activities.

11-14-02 Establishment; Composition; Selection; Term

Establishment. Each educational institution serving Sisseton-Wahpeton youth shall establish and maintain a PAC.

Composition. The PAC shall be composed of Parents of currently enrolled students at the educational institution.

Selection. The educational institution’s administration, under the guidance and direction of the school board or governing body, shall implement a fair and open process of identifying and selecting Parent participants, which shall include reasonable notice to Parents and an opportunity for interested Parents to participate.

Term and continuity. The PAC shall operate on a continuing basis and may adopt simple internal procedures (including meeting frequency and basic officer roles) to ensure continuity and orderly participation, provided such procedures do not conflict with this Code.

11-14-03 Role; Scope of Authority; Advisory Nature

Advisory role only. The PAC is advisory to school administration and is established to provide input, recommendations, and parent perspectives; it shall not exercise administrative control over the educational institution and shall not supersede the authority of the school board or governing body to develop and implement written policies regarding school governance.

Scope of advice. The PAC may advise school administration on education programs and related matters that support students' education, including parent involvement activities, communication practices, culturally relevant supports, and other educational policies and programs affecting students and families.

Respect for local control. The PAC shall operate in a manner consistent with the Code's policy supporting local control of education under the guidance and direction of school boards and governing bodies.

11-14-04 Meetings; Notice; Participation; Records

Meetings. The PAC shall meet regularly during the school year at times reasonably accessible to Parents, and may meet in person or by other accessible means as determined by the educational institution.

Notice and access. The educational institution shall provide reasonable advance notice of PAC meetings to Parents of enrolled students and shall provide a reasonable opportunity for Parents to submit agenda items or written input.

Administration participation. School administration shall designate a point of contact to attend PAC meetings, receive recommendations, and coordinate follow-up.

Records. The educational institution shall maintain brief written records of PAC meeting dates, attendance, agenda topics, and recommendations, and shall make such records available to the school board or governing body upon request for purposes of supporting parental involvement and consistent implementation of school governance policies.

11-14-05 Consideration of Recommendations; Feedback Loop; Reporting

Good-faith consideration. School administration shall consider PAC recommendations in good faith and, within a reasonable time, provide a clear response indicating whether the recommendation will be adopted, modified, deferred, or declined, and the reason for the decision.

Coordination with governing bodies. Where a PAC recommendation concerns written policies regarding school governance, the administration shall transmit the recommendation to the school board or governing body for consideration consistent with the governing body's authority and duty to develop and communicate written policies.

11-14-06 Non-Retaliation; Fair Participation; Construction

Non-retaliation. No Parent or student shall be retaliated against for PAC participation or for providing input in good faith.

Fair participation. PAC participation shall be administered in a manner that is equitable and non-discriminatory among Parents of enrolled students.

Construction. This Section shall be construed to promote constructive collaboration among Parents, school administration, and school boards or governing bodies to improve education within the boundaries of the Lake Traverse Reservation consistent with the intents, purposes, and policies of this Code.