

St. Francis Indian School
PARENT HANDBOOK



CINCAWAYAWA KI
TAWO'ECUN WOWAPI
2018-2019

Visitor Policy:

All visitors to the school must first report to the office and sign in. We welcome parents, guardians, and other community members at all times. Visitors whether students or adults, will be expected to adhere to the rules of the school. Since parents and other adults are the role models for students-intimidation, bullying, and or harassment of students and staff cannot be allowed and will not be tolerated.

Law Enforcement:

The school will notify the parents if law enforcement wants to interview their children. In abuse cases, if law enforcement feels that a crime has been committed they or Social Services can take the child into custody and interview the child outside the presence of the parents as they deem necessary.

Please Note:

The St. Francis Indian School System has a very limited amount of asbestos containing materials in the school buildings and it is being managed in strict compliance with all pertinent federal regulations. A copy of the inspection report which details the locations of these materials and the proper management procedure is available for public inspection during normal work hours in the Administration office.

CHILDREN LEARN WHAT THEY LIVE

IF A CHILD LIVES WITH CRITICISM. S/HE LEARNS TO CONDEMN.

IF A CHILD LIVES WITH HOSTILITY. S/HE LEARNS TO FIGHT.

IF A CHILD LIVES WITH RIDICULE. S/HE LEARNS TO BE SHY.

IF A CHILD LIVES WITH SHAME. S/HE LEARNS TO FEEL GUILTY.

IF A CHILD LIVES WITH TOLERANCE. S/HE LEARNS TO BE PATIENT.

IF A CHILD LIVES WITH ENCOURAGEMENT. S/HE LEARNS CONFIDENCE.

IF A CHILD LIVES WITH PRAISE. S/HE LEARNS TO APPRECIATE.

IF A CHILD LIVES WITH FAIRNESS. S/HE LEARNS JUSTICE.

IF A CHILD LIVES WITH SECURITY. S/HE LEARNS TO HAVE FAITH.

IF A CHILD LIVES WITH APPROVAL. S/HE LEARNS TO LIKE HIMSELF.

IF A CHILD LIVES WITH ACCEPTANCE AND FRIENDSHIP. S/HE LEARNS TO FIND LOVE IN THE WORLD.

DOROTHY LAW NOLTE

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Mission Statement

Sapa un oti, Lakota owayawa kinhan woitawacin yuha pi ki le, waykanyeja wayawa piki, wounsepe nahan wolakota ecetkiya ta tiwahe, nahan wowasi kin lena waste, nahan zaniyan wouspe pi kta eya wicunkicipatintanpi ksto/yelo!

The mission of St. Francis Indian School is to **facilitate the best academic and cultural education** with the **highest expectations for our students** and their families using **well-trained supportive staff** in a **safe and healthy environment**.

Authority

Board: Board of Directors of Sicangu Oyate Ho, Inc. (SOH Inc.), as elected by membership of the Rosebud Sioux Tribe, serves as the Board of Education of St. Francis Indian School (SFIS). It is responsible for setting policies and procedures for operation of the school.

The Board operates the school under Public Law 100-297 - Tribally Controlled School Act of 1988 with the Bureau of Indian Education per resolution and charter from the Rosebud Sioux Tribe Council; SOH Inc. is incorporated by the State of South Dakota. The Congress authorized tribes and tribal organizations to enter into a grant with the Bureau of Indian Education. They then provide programs or services for which the U.S. government is obligated to provide in regard to Native Americans.

The Tribal Council by Resolution 72-03, and later by RB 75-74, authorized the Board of Directors to contract for “basic and supplementary” programs at St. Francis Indian School. The Jesuits on July 1, 1972 turned the school over to a group of alumni and other tribal members. Then by Resolution 82-14 the Tribal Council granted a charter to this same group, as amended by Resolution 84-181, thereby “bringing Sicangu Oyate Ho, Inc. and St. Francis Indian School more fully under the protection of the Rosebud Sioux Tribe.”

Decisions: The Board has final decision-making authority.

Administration: A School Policies and Procedures manual provides for day-to-day operation of the school with sufficient delegated authority for administrators to make decisions in accordance with the manual.

Staff Members: The staff is responsible for carrying out the duties in their job description, under supervision of the administrators, in accordance with the School Policies and Procedures manual.

St. Francis Indian School Parental Involvement Policy

St. Francis Indian School has developed the following policy to promote partnership with parents and families:

Rational

It is the goal of St. Francis Indian School to develop strong partnerships with the home. Parents and schools working as partners increase student achievement and help students develop positive attitudes about self and school. The key factor in the home-school partnership is the relationship

between the teacher and the parent. Teachers are professionals who manage a variety of instructional resources. Parents are an essential resource in the learning process of their children. Organizational support from the School Board, school administration, and building principals enables teachers to effectively develop the partnership. St. Francis Indian School is already active in fostering the home-school relationship. The intent of this policy is to result in consciously doing those things already in practice in a more efficient, consistent, and effective manner, as well as generating new ways of strengthening the partnership.

Policy

The partnership between home and school will be supported by:

1. The development of an infrastructure to continually assess, plan, and implement strategies that build the partnership.
 - A school wide committee of parents, teachers, and administrators to guide overall program efforts and serve as a home-school partnership network.
 - Coordination of activities through the staff development system in areas of teacher In-service, assessment of teaching strengths, and communication with parents toward creation of the best possible learning experience for each child.
2. Self-study of parent involvement practices by teams of parents, teachers, and administrators using the following eight principals considered essential to home-school partnerships as a guide:
 - Every aspect of the school climate is open, helpful, and friendly.
 - Communication with parents, (whether about school policies and programs or about their own children), is frequent, clear and two-way.
 - Parents are treated as collaborators in the educational process, with strong complementary role to play in the children's school learning and behavior.
 - Parents are encouraged, both formally and informally, to comment on school policies and to share in the decision-making.
 - The principal and other school administrators actively express and promote the philosophy of partnership with all families.
 - The school encourages volunteer participation from parents and the community at large.
 - The school recognizes its responsibility to have a partnership with all families in the school, not simply those most easily available.
 - Adhering to the Home-School Compact, which describes how we will join together and work to improve student progress.

Of all the adults who teach and care for children, parents are those most important. The opportunities they provide, as well as interactions they have with the children, have the greatest potential to influence children's learning and development. For that reason, parents are important partners in the educational process. To ensure a strong parental involvement partnership in the school and classroom, the staff will listen to and attempt to understand the parent's goals for their children.

St. Francis Indian School's Staff and School Board will provide leadership in development of clear avenues of parent involvement. Full realization of the partnership will be achieved through the ongoing commitment and active participation by both home and school.

Parent's Bill of Rights

EVERY PARENT HAS THE RIGHT TO:

1. Be treated with courtesy by all members of the school's staff.
2. Inspect his/her child's cumulative record and remove or correct any false or misleading statements in conformity with current guidelines established by the tribal, state and federal governments.
3. Visit schools and classes after notifying the Principal and in accordance with guidelines, which establish the rights of parents, while protecting the rights of teachers.
4. Be informed of academic requirements of any school program.
5. Be informed of school policies and board decisions.
6. Be informed of approved procedures for seeking changes in school policies and for appealing board decisions.
7. Be informed of all programs and services available to their child(ren).
8. Be involved in the enrollment and placement of his/her child(ren) in all special programs and services.
9. Expect that every attempt will be made by school personnel to insure that parents receive important news and messages from the school including bilingual interpretation when needed and appropriate.
10. Participate in meaningful parent-teacher conferences to discuss his/her child(ren) school progress and welfare.
11. Reasonable protection for his/her child(ren) from physical harm while under school authority.
12. Organize and participate in organizations for parents only and Advisory Committees pertaining to special programs and services for his/her child(ren).
13. Receive assistance from school personnel to further the progress and improvement of his or her child(ren), which includes, but is limited to, counseling, tutorial and remedial programs, as well as information about academic and psychological services for their children.
14. Obtain a full day of education for his or her child within the legally defined number of hours and days.
15. Be informed of the procedures and process required to properly select and assign administrators, principals, and faculty.
16. Be informed of the services and data that enable administrators and principals to properly carry out their functions, powers, and duties.
17. Be respected as an individual, regardless of race, creed, national origin, economic status, sex, age, or handicap.
18. Make use of a grievance procedure with the right of judicial appeal.

The Basics of Parent and Family Involvement

Parent involvement in education benefits students, parents, teachers and St. Francis Indian School, whether the program is at the preschool, elementary, middle school or high school level.

Benefits of Parent Involvement for Students

The benefits of parent involvement for students are:

- More positive attitudes toward school;
- Higher achievement in reading;
- Higher quality and more grade appropriate homework;

- Completion of more homework on weekends;
- Observing more similarities between family and school;
- Share and Communicate; and
- Cultural Practice and Beliefs towards Student health and well-being.

Benefits of Parent Involvement for Parents and Community

The benefits of parent involvement for parents and community are:

- Receive ideas from school on how to help children;
- Learn more about educational programs and how the school works;
- Become more supportive of children;
- Become more confident about ways to help children learn; and
- More positive views of teachers.

Benefits of Parent Involvement for Teachers and St. Francis Indian School

The benefits of parent involvement for teachers and St. Francis Indian School are:

- Teacher morale improves;
- Parents rate teachers higher;
- Teachers rate parents as more helpful;
- Student achievement improves; and
- Parents support the school.

Types of Parent Involvement for St. Francis Indian School

St. Francis Indian School's primary avenues for parent participation:

- Parents join in decision-making about what kind of programs to have and how it will operate.
- Parents are involved in the classroom as paid employees, volunteers, and observers.
- Parents participate in adult and parent-oriented activities, which they have planned.
- Parents, as primary educators, work with their own children in learning activities at home and at school.
- Parents/Guardians participate in behavior and academics intervention as required with teachers, counselors, and other School or RST technical specialists, counselors, or RST entities as per Student Handbook Policies.

Home-School Learning Activities

Parents are their children's first teachers. Children depend on their parents to provide what they need physically, emotionally, and socially to learn and grow. Throughout childhood, parents set the stage for learning in everyday activities at home. Young children learn through exploring, acting on their environment, and imitating what they see and hear. When children begin their formal learning at school, parents continue to play an important role.

Learning Begins and Continues at Home

Parents help structure the home learning environment.

- Establishing a daily family routine.

Children need regularity and consistency in their lives. Parents can:

- Provide time, space, quiet and materials for a child's studying, reading and hobbies.
- Assign chores and household tasks.

- Encourage good health habits—rest, activity, regular meals, health care as needed.
- Eat meals together.
- Be firm about regular bedtime.
- Help children, especially teens, manage their time.
- Make a chart showing when chores need to be done and when homework assignments are due.
- Monitoring out-of-school activities

Parents can:

- Volunteer for all school sponsored activities.
- Guide the use of leisure time, so that it is spent in constructive out-of-school activities.
- Set clear rules and standards about appropriate activities.
- Set limits on television use & electronic device usage.
- Attend Parent Meeting @ SFIS
- Call on other family members or neighbors to check up on children while parents are not at home.
- Enhance the curfew.
- Modeling the value of learning and hard work

Parents can:

- Set an example by reading, writing and engaging in other learning activities at home.
- Use family leisure time productively. Play games that demonstrate planning ahead and problem solving.
- Establish a family communication style that values learning by inviting questioning, discussion, and explanation.
- Demonstrate that hard work is necessary to achievement by involving children in household projects.
- Volunteer to help at school on a regular basis.
- Praise students for accomplishments.
- Celebrate Student success.
- Expressing high but realistic expectation for achievement

Parents can:

- Set goals for a child's conduct that are appropriate for their age and level of maturity.
- Urge the child to work hard in school.
- Recognize and encourage a child's special talents.
- Communicate parents' high expectations for a student's achievement to teachers and ask for suggestions on how to reinforce that message.
- Let family members, friends, and neighbors know when a child is successful in school.
- Encourage a child's overall development and progress in school

Parents can:

- Cultivate warm and supporting home atmosphere.
- Reward success appropriately and consistently.
- Show interest in what children are learning in school.
- Express affection and approval.
- Discuss regularly the value of a good education.
- Post children's work on the wall of refrigerator.
- Ask teachers for home learning activities and homework.

Reading, Writing and Discussion among Family Members

Parents can:

- Read to children at a regular time. Listen to children read.

- Discuss the school day, family members' lives, and current events.
- Tell stories, recall experiences, and share problem-solving strategies.
- Write letters, messages, grocery lists, and diaries.
- Watch favorite TV program or video together and discuss it afterwards.
- Use Community Resources

Parents can:

- Take children to libraries, museums, movies and organized sports.
- Enroll children in youth enrichment programs, such as sport, art, or music programs.
- Introduce children to responsible mentors such as coaches, counselors, and friends.
- Stay in touch with children's teachers and other school staff.
- Use community services for family needs, such as medical and mental health facilities.
- Participate in religious services and youth groups.

Homework and Home Learning Activities

- How Parents Can Help With Homework

Parents can:

- Agree together on a regular time and place for homework.
- Turn off the TV when it is family homework time.
- Make sure your child understands the assignment.
- Ask to see your child's homework folder or assignment calendar each day. Talk about what your child is learning in school.
- Make suggestions in a positive way such as, "Teacher will understand your ideas better if you write in your best handwriting".
- Discuss teachers' homework. Make sure they understand that homework is their responsibility.
- Contact the teacher by phone, note, or in person when your child is having trouble with homework assignments. Don't fight with your child about homework.
- Help with assignments by checking for completeness, neatness, and accuracy.
- Establish a place where completed homework is placed (for example, by the front door or in the child's backpack, so it won't be forgotten when your child leaves for school).
- Follow up on homework assignments by asking to see your children's homework after it has been returned by the teacher.
- Be sure to encourage your children and praise them for a job well done.
- Display particularly good papers in your home.
- Be tolerant of homework not done perfectly—your child is learning many new skills that are not yet perfected.

General Information

Accident Report

Any student with a serious accident shall be reported immediately by verbal contact to the parent/guardian through the Home- School Liaison(s), followed-up by written communication from the Principal or teacher.

Accreditation

SFIS received a Certificate of Accreditation indicating the school is officially accredited and valid through 2018-2019. This means that St. Francis Indian School has been approved as having maintained and established standards that qualify our graduates for admission to higher or more specialized institutions or professional practice. In complying with these standards it specifies that all of our teachers have had the training and specialized courses to teach in the areas assigned to them here at SFIS. It

establishes the requirements for graduation, school year, administration, instructional staff, curriculum, instructional materials and media, special services, and parent skills center. Being accredited is a condition for belonging to the South Dakota High School Activities Association that allows our students to participate in activities including sports, with other schools.

Attendance

It is the parent/guardian's responsibility to see that the student is in school. Parents are asked to send a written excuse with the child upon his/her return to school. If attendance is irregular or absences frequent, parents/guardians will be contacted by the principal, assistant principal, diversionary officers, or home/school coordinator. When a condition of prolonged absenteeism exists, the principal shall be responsible to provide the parents written notice of the school's concern.

Title Five, Chapter 8, Section 3 in the Rosebud Sioux Tribe Law and Order Code provides for failure to send children to school: "Any person being the parent, guardian or other person having a child under the age of 18 years in his care, custody or control, shall without good cause neglect or refuse to send such child to school, is guilty of failure to send children to school. Failure to send children to school is a class C crime. Note: Class C. crime is a fine up to \$100 plus court costs. *The Attendance Offices will work closely with the Tribal Education Truancy Department. The Truancy Office number is 747-2833.

Excused absences are, in general, for student illness and family emergencies. A child may also be excused for other exceptional reasons with approval of the school administrator. Absences for religious events are not counted against a student's attendance record as long as the parent/guardian notified the school in writing prior to the student's observation of a religious event. If the student is absent the parent/guardian must notify the school within two days by written notification. For attendance at cultural Education events, notification must be one week in advance and in writing to Attendance Clerk/Home-School Coordinator. If the school did not receive notification from the parent/guardian within the two (2) days the student will be unexcused.

In instances of chronic or irregular absences reportedly due to illness, the school administration may request a physician's statement(s) certifying absence to be justifiable. **A student who has 10 unexcused absences will be dropped from school and will have to reapply for admittances unless they provide medical statements.** A committee will review any re-admittance request.

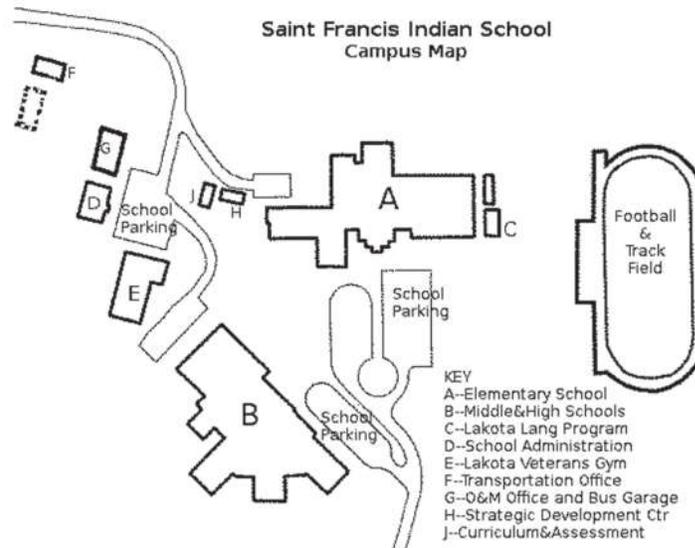
Absences of ten (10) days, either consecutively or cumulatively, are to be reported to the Rosebud Sioux Tribal Truancy Program and a joint decision is made between the school administration and truancy officials as to whether to report the truancy to the Rosebud Tribal Education Department for action.

Campus Boundaries

The boundaries of the campus differ from the legal premises of the school and any disputes will be settled by decision of the Superintendent/CEO:

- A. Closed campus for students with the new school fence as boundaries with the exception of old gymnasium for scheduled activities. NO STUDENTS ARE ALLOWED UPTOWN.
- B. Any alumni or any other students not attending SFIS must obtain permission to be on campus from the building principal.
- C. Any visitor must check into the office first before any visits to the classrooms (if this rule is not followed the visitor will be asked to leave, or, if necessary, the authorities will be called).

Campus Boundaries



Child Protection Team

We are required by law to report suspicion of any abuse or neglect (sexual, physical and emotional) to the Child Protection Team which has been established by the Rosebud Sioux Tribe.

*Crisis Intervention Team comprised of Principals and Counselors are on-call.

Community Use of School Facilities

Community groups may use the school facilities under limited circumstances when they are not being used for school or student events. Contact the High School Assistant Administrator to schedule use of the Lakota Veterans Gymnasium.

Conduct Off School Grounds In School Sponsored Activities

It is the student's right to participate in appropriate school-sponsored activities which may be held outside regular school hours and/or off school property. It is also the student's responsibility to respect the rules and authority of school officials in the same manner as is done during school hours on school-owned property.

Corporal Punishment

Corporal punishment is defined as physical punishment inflicted upon the body and is not allowed in any type or form at St. Francis Indian School. Staff may use physical restraint to protect themselves or children.

Curriculum

A curriculum is an outline of a complete body of organized learning experiences for students from kindergarten through the twelfth grade. It is the organization, plan and design of the educational content of St. Francis Indian School. It contains the requirements and procedures for the teacher and student to provide a successful educational program. It also incorporates the teaching, learning, instructional behaviors, and opportunities for students in the School system. It identifies the types and content of courses to be taught and shows the learning experiences which will provide for the

complete development of a student so that he/she may function as a knowledgeable person in the society in which he/she lives.

The curriculum development procedures for St. Francis Indian School are designated in the School Policies and Procedures Handbook established by the Board of Education. Its content and development is the responsibility of the curriculum committees, who then coordinate and develop the process through the school Superintendent/CEO, principals, staff and interested parents.

Disciplinary Procedure and Rules

A policy has been developed and approved by the school board. This is included in the Student Handbooks.

Dogs/Pets at School

Please keep pets at home. Animals on the school grounds create a hazard. For the children's protection, it may become necessary that school officials call the police department to pick up animals that run free on the school grounds. Pets may be brought to school with principal approval.

Dress Expectations

The school reserves the right to restrict the student's activity around shop machinery or in other situations where the student's health or safety is directly related to the manner of dress. Clothing judged by the principal to be indecent, suggestive, or revealing to the point of class disruption is not allowed; the student will be directed to change immediately if possible or be sent home.

No clothing promoting alcohol, drugs, gangs/gangsters, or inappropriate venue will be worn during school hours or at school sponsored events. Clothing that is suggestive, has a double meaning or innuendo, or suggests inappropriate ideas is unacceptable. Bandannas, head sweat-bands, and any other head gear will not be worn in the school buildings or carried in hand, in the school building. If hooded sweatshirts or hooded jackets are worn in the building, the hoods stay off of the head while in the building. Shorts at or near knee length may be worn. Spandex or stretch shorts must be covered by other walking shorts.

The waistband of pants must be worn at the waist. No tummy areas will be visible below student shirts. Bandanas will not be visible at any time, i.e. hanging out of pockets or tied around arms or legs.

Clothing must be worn in the manner for which it was intended.

The expectations for dress at St. Francis Indian School asks that students be dressed in a manner that will promote learning, good health and safety. Please make sure that your child is prepared for weather changes. It is very important that students be dressed warmly for the winter.

Emergency Closing of School

The following procedures will be used to determine if school should be called off in case of bad weather: At 5:30 a.m., the Transportation Director or designee and Superintendent/CEO will check area roads, and contact Rosebud Police. The Superintendent/CEO will make a decision based on information available. Between 6:30 a.m. and 7:00 a.m. - information will be forwarded to the radio and television stations if school is called off. The parents, students and staff should listen to the following stations in case of bad weather:

RADIO - KINI at St. Francis
KWYR at Winner
KVSH at Valentine

T.V. - KSFY/Channel 4
KELO/Channel 6
PAC/Channel 3

If a bad weather system sets in the afternoon preceding a school day - regular school classes

could be canceled. This will follow the same notification procedure. Always assume you will have school if you have not heard a special announcement.

Family Educational Rights and Privacy Act (FERPA)

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U. S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students".

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless for reasons such as distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - * School officials with legitimate educational interest;
 - * Other schools to which a student is transferring;
 - * Specified officials for audit or evaluation purposes;
 - * Appropriate parties in connection with financial aid to a student;
 - * Organizations conducting certain studies for or on behalf of the school;
 - * Accrediting organizations;
 - * To comply with a judicial order or lawfully issued subpoena;
 - * Appropriate officials in cases of health and safety emergencies; and
 - * State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parent and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of the school.

Field Trips

Students may take field trips or excursions during the school year under school supervision. Parents are informed of all such field trips by a written letter. A statement of signed consent is needed for students to participate. Teachers are ultimately responsible for student supervision on field trips. Bus drivers and chaperones assist the teacher. Students are expected to conduct themselves in an orderly fashion.

Field Trip Emergency Response Plan

1. Superintendent/CEO shall call all Principals that are involved for each respective school and

2. alert all school board members.
2. Assistant Principals of each respective school will begin calling all parents at their number than will go immediately to the school to set up a safety net.
3. Superintendent/CEO will call the Rosebud Police Department and emergency preparedness program.
4. The respective principal and Transportation Director will leave immediately to the scene to assist the crisis and to provide immediate feedback to the school for the parents.
5. Counselors will be on call and if necessary come on site to assist the parents and Assistant Principals.

Field Trip Protocol Checklist:

1. Turn in a list to the Office Manager, Superintendent/CEO, and Transportation Director of all student names and phone numbers so that they will be able to contact their parents in case of an emergency.
2. Turn in an itinerary for the field trip and numbers where we can contact the teacher and or bus driver at all times.
3. Supervision for the field trip must meet this ratio requirement of 1:4, which means one adult per four (4) students, students must be assigned to an adult; or the field trip will not take place.
4. Make sure that all Purchase orders for meals are in your possession.
5. Check to see that you have your sack lunches if you have ordered them in advance for your field trip.
6. Make sure that your students are dressed properly for the weather.
7. If you have appointments for different tours call in advance if you know you will not be there on the scheduled time.
8. Take with you a list of administrator numbers should an emergency arise.
9. A written report to be turned in by all staff and chaperones at the end of the trip.
10. Any student that has been a documented behavior problem is to have their parent as a chaperone on the field trip.

Fire and Tornado Disaster Preparedness

Fire drills are held and students are instructed on procedures in the event of such an emergency. Students are also instructed on procedures in the event that a tornado should occur. False fire alarms are subject to serious consequences in accordance with local, state, and federal guidelines.

Homework

Homework is recognized as a valuable instructional tool. The purpose of homework is for review and practice of skills taught and to expand on what your child(ren) is learning from the lessons of the day. Homework assignments communicate to parents current class assignments and activities and study topics. Parents are encouraged to take an active interest in the student's homework. School policy states that elementary and secondary students will be assigned homework by their teacher as required by the core curriculum for their grade level as deemed necessary.

Illness at School

Should your child become ill at school, every effort will be made to contact the parent or guardian. If your child must remain indoors at school following an illness, please send a note to the principal's office or teacher. Students recovering from an illness or not feeling well enough to participate in school activities should probably be resting at home and not be in school. Parents are asked to use their best judgment.

Immunization

The law of the state of South Dakota requires that new students receive specified immunizations prior to their admission to school. This is a parent responsibility. Please see the School Health Office.

Leaving School

If it is necessary for a student to leave school once he/she has been reported in attendance, a parent or guardian must go to the principal's office to sign the child out. Student(s) at no time will be allowed to leave the school premises without parental/guardian permission.

Students leaving the building or school grounds:

SFIS has a Closed Campus policy. Once a student arrives on school grounds he/she shall remain on campus until it is time for that student to return home, unless these conditions are met:

- a) A parent or guardian of a K-12 student must obtain permission from the appropriate principal or person so delegated for the student to leave school grounds; the 7-12 Student must obtain a blue sign out pass from the secretary.
- b) A student leaves on a scheduled trip as a member of a supervised, authorized school team, club, or other activity group in which he/she has parental permission to participate.
- c) A student is taken by the school nurse or other delegated person to the Rosebud Indian Health Service Hospital or other authorized clinic under a prior consent of the parent or guardian.
- d) A student under appropriate supervision has authorization from the principal or Superintendent/CEO to leave during an emergency situation or high stress situation.
- e) Students are reminded that consequences for leaving school grounds without permission include: parent/guardian conference, suspension, or other forms of remediation up to and including expulsion. School officials have the right to contact law enforcement and the tribal truancy office.

Medications

Whenever possible students are encouraged to receive medicine outside school hours. Parental requests to administer medication to students must be in writing, state the specific instructions to administer the medication, and be signed and dated by the requesting parents/guardians. Medication to be administered must be in a pharmacist-labeled container that specifies the student's name, the prescribing physician's name, the date of the prescription and the directions for use. Requests to administer medications shall be handled by the school nurse.

Parent/Teacher Conferences

Parent-Teacher conferences are scheduled each quarter throughout the school year. You will be sent notification of these conferences. Should there be other times during the year when you wish to have a conference with your child's teacher, feel welcome to contact the teacher and schedule an appointment for the conference.

Parent Visits

Parents are welcome to visit the school and classrooms at any time. Parents must stop in at the principal's office before going to a classroom.

Parent Volunteers

Parents are encouraged to become involved in their child's education. Any parent wishing to volunteer services or serve on any committees should contact the principal. All volunteer chaperones

will have a background check completed for student field trips. Public Law 101-630, Indian Child Protection and Family Violence Prevention Act, Section 408, Character Investigations requires Indian Tribes and Tribal Organizations to conduct an investigation of character including a criminal history check on those individuals who have regular contact or control over Indian children. Public Law 101-647 of the Crime Control Act of 1990 requires background investigations of individuals involved with the provisions of child care services to children under the age of 18. A trained designated staff member is assigned to take fingerprints for SFIS.

Pictures

St. Francis Indian School arranges for students to have their pictures taken each year. Parents and guardians will be notified of the time and date for pictures. Every child attending school will receive the basic packet.

Registration for Transfer Students

Registration for students that are within the school boundaries will end on the last Friday in September (first semester), and the second Friday in February (second semester).

Transfer students from outside the school boundaries can enroll any time throughout the year. If transfer Students do not have transcripts, the Student(s) shall enroll the following semester with transcripts.

Report Cards/Grading System

Report cards are distributed at the parent/teacher conferences or will be mailed to the parent/guardian. Grading will be on a nine-week (quarterly) basis. The nine week grade will be based on many factors which parents may discuss with the principal or their child(ren)'s teacher.

*Mid-term reports are sent out to parents/guardians.

K-6 Rubric Grading Scale.

Legend:

Exceeds

- 5 Student performance exceeds the current grade level standards for most learning objectives
- 4 Student performance meets the current grade level standard for all learning objectives and exceeds this standard for some learning objectives.

Meets

- 3 Student performance meets the current grade level standard for most learning objectives

Below

- 2 Student performance meets the grade level standard for some learning objectives and is below the current grade level standards for other learning objectives
- 1 Student performance below the current grade level standard for most learning objectives

X Not assessed at this time

Letter	Percentage	Grade
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67

C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
No Credit	0-59	0.00

School Day Schedule

A regular school day at St. Francis Indian School begins at 8:30 a.m. and ends at 3:45 p.m. Parents will be notified if there is to be early dismissal. Students are not allowed in the building before 7:30 a.m.

School-Functioned Activities (after school)

School-sponsored activities or functions taking place after school on school grounds are designated either as public or non-public by the Superintendent/CEO or principal in his/her absence, provided that:

- A. If public, other persons are allowed to attend, and are subject to the appropriate laws of the Rosebud Sioux Tribe.
- B. If non-public, only students, their parents or guardians, and school staff members are allowed to attend, and are subject to policies and regulations of the school.
- C. During these functions, public or non-public, adults associated with the school are expected to be leaders in regard to respect for law and rules, and to conduct themselves appropriately at all times.
- D. At non-public school-sponsored activities for students, the students are expected to remain at the place designated for the activity or else leave the school grounds.

School Security System

SFIS has a school-wide security camera system. The purpose of this system is to monitor the school environment to ensure the safety and well-being of students and staff. Only authorized school personnel monitor the camera system. It is used to evaluate school climate, monitor incidents and provides a means of identifying students who violate school rules. Vandalism to the security system will result in long-term suspension or expulsion.

Students who enroll at SFIS consent to the recording associated with the security camera system. Policies regarding use of videotapes/CD's are available in the School Policies Handbook.

A School Resource Officer will also be on school grounds and in the school building to ensure a safe school climate and assist students and staff.

POLICY ON RELEASE OF SECURITY/SURVEILLANCE TAPES - The contents of information, photographs, moving pictures, images, or sounds contained within any security/surveillance tape installed, operated, or owned by St. Francis Indian School that records action, conduct, speech, or conversation of any persons on property utilized to carry out the School's educational mission shall be confidential with the following exceptions. Such tapes shall be available to any interested party desiring to have them considered at any hearing conducted pursuant to School policies, Federal or Tribal law enforcement, subpoena of any court of competent jurisdiction, or for good cause upon prior approval of the Board of Education.

Section 504 Notice

St. Francis Indian School provides assistance to students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who....

Has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

St. Francis Indian School has the responsibility to provide accommodations and services to eligible individuals with disabilities. St. Francis Indian School acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school.

If you have any questions regarding Section 504, please contact:

K-6 Principal, K-6 504 Coordinator, 747-2297 x3213

7-8 Principal, 7-8 504 Coordinator, 747-2298 x4315

9-12 Principal, 9-12 Coordinator, 74702298 x4300

Student Handbooks

Student handbooks have been adopted and approved by the school board for students in grades 7-12 and one that is applicable for grades K-6. You may refer to these handbooks for information concerning the student. As a parent/guardian you must sign a statement indicating that it was read.

Student Promotion Requirements

Each grade shall have minimum criteria for student promotion based primarily on measurable mastery of instructional objectives, criterion-referenced tests, and attendance.

Student Records

It is the student's right to be assured that an individual's school records or information contained in the records will be shared only with the appropriate school staff. Other requests to observe the records shall not be granted without the permission of the student's parent/guardian in writing or consent of student if he/she is at least 18 years old.

Student Suspension and Expulsion

Effect of student's suspension or expulsion on enrollment. If any student is under suspension or expulsion in a transferring school, the student may not enroll in SFIS until the suspension or expulsion has expired.

Student Supervision

During the regular school day, students are under the direct supervision of the teacher to whom they have been assigned. Responsibility shifts to the Special Area personnel when a student is assigned to that area. This includes Physical Education, Library, Band, Bilingual Program, Title I, Special Education, Speech-Hearing, Gifted and Talented, and release for Religion. St. Francis Indian School will work with the Rosebud Sioux Tribal School Resource Officer(s) to help monitor the school grounds and buildings to insure the safety of the children at St. Francis Indian School.

Testing Procedure

A student is required to participate in the following assessments: Fall and Spring – NWEA MAPS assessment (all grades) and Spring – Smarter Balanced (grades 3-8, 11) and DSTEP Science (grades 5, 8, and 11).

The testing program helps students know, understand their achievement and use this process for academic diagnostic purposes, college enrollment, and other necessary or required usage. Testing measures achievement and ability. The assessment results are also used by the principals and teachers to customize instruction for students, create instructional programs best suited to students and to make instructional and curriculum decisions. Diagnostic tests are also required of students placed in remedial programs, special education and Gifted/Talented. Students must have a signed parental statement on file in the principal's office to be excused from systemic testing.

Interpretations of test results are available upon request from the principal.

Transfer Policy

If a student is transferring to another school, the parent/guardian must notify the school. Records will be released by a request from the school. All students transferring in must bring, in addition to the documents necessary in the enrollment packet, a copy of their most recent grade report from their previous school and, in the case of high school, a copy of their most recent transcript which will determine grade placement and aid in creating a new schedule.

SECTION 4. REPORTING CHILD ABUSE.

- A. Policy: A staff member shall report child abuse as required by the Rosebud Sioux Tribe Law and Order Code, Title Three, Juveniles, Chapter 1, 2, and 3, and Title Five, Chapter 8, Crimes Against the Family. In case of legal doubt, staff members may request immediate assistance on what to do from the Superintendent/CEO or designee who may use the SFIS attorney for advise or other appropriate legal agency or officer.

The school will notify the parents if law enforcement wants to interview their children. In sexual abuse cases, if law enforcement feels that a crime has been committed, they or Social Services can take the child into custody pursuant to a court order and interview the child outside the presence of the parents as they deem necessary.

- B. Reporting: Tribal Code 5-8-6 states in part: Reports of Child Abuse Required -- Any...teacher, school employee or official, nurse...or other person having reasonable cause to suspect that a child under the age of 18 years examined by such person either for care or treatment, or having observed said child in the course of ordinary and usual contact with said child, has been abused or neglected, or has been injured by other than accidental means by any person including a parent or other person responsible for such child's care, shall report or cause reports to be made orally and immediately by telephone or otherwise to the Tribal Prosecutor of the Rosebud Sioux Tribe or to the South Dakota or BIA Department of Social Services, or to the Tribal or BIA Police or to the State's Attorney or County Sheriff of the county in which child resides, if the child resides outside of the Rosebud Sioux Reservation. Such person shall additionally file written reports under oath if requested to do so by the agency to which the suspected abuse has been reported.

Failure to comply with this section constitutes the offense of failing to report suspected child abuse. Failure to report suspected child abuse is a Class B crime.

At SFIS, the procedure would be to notify the reporter's immediate supervisor.

- C. Immunity: The Tribal Code 5-8-7 states in full: Immunity From Liability From Reporting Suspected

Child Abuse -- Any person who in good faith makes a report of suspected child abuse pursuant to Section 5-8-6 above shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed, and shall have immunity in respect to participation in any judicial proceeding resulting from such report.

- D. Additional Tribal Requirement: Tribal Code 5-8-8 states in part: Privileged Communications Not Available In Defense of Child Abuse Or Neglect Proceeding -- The following evidentiary privileges are not available and may not be claimed in any judicial proceeding involving child abuse or neglect or resulting from the giving of any report concerning a child's injury or neglect or the cause thereof pursuant to Section 5-8-7 above, namely: (3)...Communications between teachers, staff members, and students.
- E. Definition of Abused Child: Tribal Code 3-1-2 defines an "abused child" as a "child found to be suffering abuse of a physical, emotional, nutritional, sexual or exploitative nature". The following serve as guidelines to the Court dependent upon proof of parental and/or legal guardianship action which has resulted in serious harm to the child.
- (1) A Physically Abused Child - is one found to be in one or more of the following situations:
 - (a) Beatings;
 - (b) Unusual or inappropriate punishments (does the punishment fit the crime?);
 - (c) ...With multiple injuries; and/or
 - (d) ...Who is knocked unconscious by a parent or guardian.
 - (2) An Emotionally Abused Child - is one found to be in one or more of the following situations:
 - (a) Whose parents fail to love, listen, guide or pay attention to;
 - (b) Who receives no moral, spiritual, or intellectual instruction from his parents;
 - (c) Who is separated or isolated from other members of family (locked in or locked out);
 - (d) A rejected child;
 - (e) ...Whose parents have unrealistic expectations for him;
 - (f) ...Whose parents verbally harass, tease, swear at and/or ridicule him;
 - (g) ...Whose parents have failed to provide the child's basic needs for food, shelter, and clothing;
 - (h) ...Whose health is endangered by exposure to alcohol, drugs, tobacco; and/or
 - (i) ...Whose home life-style is dangerous (e.g., excessive drinking, excessive numbers of people in the house, no food, etc.).
 - (3) A Sexually Abused Child - is one who is found to be in one or more of the following situations:
 - (a) An un-consenting minor involved in sexual activity with an adult;
 - (b) Any child (boy or girl) under age sixteen (16) who is involved in sexual activity with an adult (male or female);
 - (c) Any child forced to perform sexual services in exchange for debts or favors; and/or
 - (d) Any un-consenting child who is forced to perform sexual acts by other minors;
 - (e) Any student involved in sexual activity with a staff member (consenting or not consenting)
 - (4) A Nutritionally Abused Child - is one found to be in one or more of the following situations:
 - (a) ...Whose parents provide inadequate or inappropriate food (e.g., alcohol, excessive junk foods, etc.); and/or
 - (b) ...Whose parents misuse benefits intended for the child including selling or squandering food stamps, commodities, or BIA grocery orders.
- F. Definition of Child: The Tribal Code 3-1-2 defines "a child" as "a minor who is enrolled in or eligible for enrollment in the Rosebud Sioux Tribe, or any other Indian on the Reservation, who is less than eighteen (18) years of age, or any person still subject to the continuing jurisdiction of the Tribal

Juvenile Court”.

- G. Further Information: A staff member in need of information in addition to the above shall make such request to the supervising principal.

SECTION 5. SPECIAL EDUCATION PROGRAM.

St. Francis Indian School implements the requirements of the Individual with Disabilities Education Improvement Act (IDEA) as defined by St. Francis’ Special Education Policy and Procedure. Please contact the administration, or the SPED Department if you have any questions about IDEA, or you would like a full copy of the school’s Special Education Policy and Procedure.

Age Requirements for Kindergarten and First Grade

A child entering Kindergarten must be five years old on or before September 1. A birth certificate will be required upon registration. To be eligible for first grade, a student must be six years old on or before September 1.

Behavior Policy

Students are expected to conduct themselves in a manner that will not hinder them from learning and will not harm themselves or others. Students are recognized and rewarded throughout the year for good behavior. Consequences for negative behavior are handled according to the Student Handbook. Also, this applies to students riding the bus.

Celebration Honors

Celebration Honors are scheduled by the elementary teachers to give recognition to students who have contributed to their own growth. These celebrations will be held in the individual classrooms for grades K-3. Quarterly assemblies recognize “Perfect Attendance,” “A and B” honor roll, and student achievement. An Honoring Wacipi may be held at the end of the school year to recognize students.

Curriculum Instructional Content (K-6)

The elementary education process incorporates the requirements of the State Accreditation Division and the Bureau of Indian Education with the special concepts developed by the St. Francis Indian School Board in its philosophy and goals.

Basically, the elementary program is designed to develop the physical, mental and emotional abilities to the best degree possible. Promoting the following curriculum through each grade level, Kindergarten through sixth grade, is done as follows:

Kindergarten:	Reading, language arts, math, science, social studies, spelling, handwriting, library skills and physical education.
Junior First Subjects:	Reading, language arts, math, science, social studies, spelling, handwriting, library skills and physical education.
First Grade Subjects:	Reading, language arts, math, science, social studies, spelling, handwriting, library skills and physical education.
Second Grade Subjects:	Reading, language arts, math, science, social studies, handwriting, library skills and physical education.
Third Grade Subjects:	Reading, language arts, spelling, math, science, social studies,

handwriting, library skills and physical education.

Fourth Grade Subjects: Reading, language arts, spelling, math, science, social studies, handwriting, library skills, art, music, physical education and health science.

Fifth Grade Subjects: Reading, language arts, spelling, math, science, social studies, handwriting, library skills, art, music, physical education and health science.

Sixth Grade Subjects: Reading, language arts, spelling, math, science, social studies, handwriting, library skills, art, music, physical education and health science.

Curriculum Guides

Lakota concepts of instructional teaching practices are integrated into the basic skills area. They should serve as a framework for the teacher to develop units of study, lesson plans and approaches to instruction to meet the individual needs of the student.

Both the Middle School and High School have available for parents, the curriculum Plans of Study for each class that is offered to our students.

Playground Supervision

Students are supervised by a certified teacher and an aide at all times during recess.

MIDDLE & HIGH SCHOOL SECTION

Curriculum Instructional Content (7-12)

The 7-12 education process incorporates a culturally responsive education.

Supervision

A rotating duty schedule is posted with the 7-12 hallways and administrative offices documenting supervision by a certified teacher and paraprofessional throughout school activities.

Progress Reports

Every teacher will inform the parents/guardian of a report of their child(ren) progress. This will be done every mid-quarter. This will also include attendance and tardiness.

SCHOOL HEALTH OFFICE

CONTROL OF COMMUNICABLE DISEASES

All students are responsible for the control of communicable diseases as follows:

- A. Policy: The quality and quantity of learning for each student is in direct proportion to the student's physical, mental, emotional, and social levels of health. The School Board recognizes it must provide a healthy environment for all students and others in the school. At the same time, to the extent possible, all students should be permitted to attend school continuously in a normal classroom setting.
- B. Rights of Infected Student: If an infected student is restricted from attending class, SFIS will offer the student an appropriate education program. But if such program requires personal contact between the infected students and school employees, only those staff members shall be used who volunteer and are trained in their assigned responsibilities provided that:

- (1) In regard to staff members at SFIS, the students shall have the same kinds of protections and responsibilities that are set up for adults.
- (2) Public information about an infected student will not be released regardless of whether such student is excluded or allowed to remain in attendance.
- (3) If an infected student is allowed to remain at SFIS, the principal shall provide information as to such student's medical condition and other factors, as appropriate, to school employees who are in contact with the student and need such information to carry out assigned job duties.
- (4) Health guidelines contained herein for school attendance are not inclusive and are intended to be used as a guide and resource, and they shall be interpreted within the context of each situation, so that specific needs are addressed individually.
- (5) The school Health Office or other health professional at SFIS shall be consulted for specific help in interpreting such health guidelines (SD Dept. of Health, Office of Disease Prevention, Jan. 2003).

C. Communicable Diseases Guidelines: They shall include:

DISEASE/INCUBATION TIME:	STUDENTS SHALL BE ALLOWED TO ATTEND CLASS:
Acquired Immune Deficiency Syndrome (AIDS): 6 mos. To 5 yrs.	As determined by an Advisory Committee.
Chicken Pox: 14-21 days.	After all pox are dry and scabbed.
E. coli 0157:H7:	If he/she practices independent hygiene and is no longer symptomatic.
Fifth Disease (Erythma Infections): 6-14 days.	With a physician's permission.
Giardiasis (Intestinal Protozoan Infection): 5-25 days or longer.	If he/she practices independent hygienic bathroom skills, and others after the third day of drug treatment. Good hand washing should end risk of transfer of infection.
Hepatitis A: 15-50 days, avg. 28-30 days.	Exclude for one week after onset of jaundice or for those who do not develop jaundice, exclude for 1 week after onset of symptoms.
Hepatitis B:	Utilize universal precautions (as physician directs, with proper precautions in personal hygiene).
Hepatitis C:	Utilize universal precautions (as physician directs, with proper precautions in personal hygiene).
Herpes Simplex: 2-12 days.	During an active case if he/she has the ability to and practices appropriate personal hygiene precautions, and lesions are covered.
Impetigo: variable 4-10 days.	If treatment is verified and infection is covered or dry.
Measles (red, hard, rubeola, 7-day): 8-14 days.	After a minimum of seven days, and those in contact with measles if immunization is up to date.
Mono (Infectious Mononucleosis, Glandular Fever): 4-6 wks.	With physician's written permission, perhaps with adjusted school days and activities.
Mumps: 12-21 days.	After swelling is gone.
Pediculosis (lice, etc.).	After treatment, but if repeated infestation of the same

	student, he/she may be excluded from school until all nits are removed.
Pink Eye (Conjunctivitis): 5-12 days.	After the eye is clear, under treatment, and with physician's written permission.
Ring Worm (scalp, body, athlete's foot).	If infected area is under treatment and covered, but restrict known cases of athlete's foot from pools and showers until it is treated.
Rubella (German, 3-day Measles): 12-23 days.	After a minimum of four days, and prevent exposure of pregnant persons.
Salmonella and Shigella:	Exclude until no longer symptomatic. Must use good hand washing upon return.
Scabies (7-yr. itch or mites).	After treatment.
Streptococcal Infections (Scarlet Fever, Scarletina, Strep Throat).	Twenty-four (24) hours after he/she initiates oral antibiotic therapy and is clinically well.
STD's (Sexually Transmitted Diseases)	State law mandates reporting of said infections can/will be reported to or through IHS.
Tuberculosis (TB) Infection.	Must provide proof of a medical evaluation which rules out infectious TB. May attend school pending medical evaluation unless symptomatic for active TB disease (as directed by a physician).
Tuberculosis Disease.	Exclude until physician and Dept. of Health determine person is not infectious.

NOTE: Incubation is the time interval between initial contact with an infectious agent and the first sign or symptom of the disease.

- D. Reporting: An infected student or student suspecting he/she has a communicable or chronic disease should report it to the school Health Office.
- E. AIDS: In regard to Acquired Immune Deficiency Syndrome (AIDS), the school shall follow the South Dakota Department of Health Policy for School-Age Children with AIDS, a copy of which is on file with the Superintendent/CEO/CEO, the school Health Office, and the principals, unless the school is advised otherwise by the U.S. Indian Health Service.
- F. Recurring Communicable Diseases in students without proper Doctor's documentation could be considered child neglect (proper procedures could then be followed).
 - (1) Head checks made by the School Health Office as regulated by the Administrator.
 - (2) Families with chronic head lice problems (continued re-occurrences) will be reported to the Community Health Representative for a visit with the family.
 - (3) After CHR involvement, if problem persists, the family will fall under the Child Abuse and Neglect Policy.
- G. Health Office: Only with the School Health Office's approval can a student be sent home due to sickness, and only after triage by the nurse. If the nurse is absent then the Family Advocate will make the necessary calls to the family and give approval to send the student home if needed.
- H. Medication: All over the counter/prescription medication brought to the school by students must be turned into the School Health Office.
- I. Parent/guardian request to administer medication to students must be fill out a permission to medicate form.

- J. All students must be up-to-date on Immunizations standards set by the SD Department of Health and current within 45 days of the start of school or will be sent home until they are fully immunized.
- K. Notify the School Health Office of any illness, surgery, broken bone, allergies, medical conditions or other health related needs of the student.

The SFIS School Health Office follows the written guidelines of the South Dakota department of health and the Center of Disease Control (CDC).

ANTI-BULLYING POLICY

Objective

The St. Francis Indian School is committed to providing a safe learning environment for all students, employees, volunteers and community that is free from harassment, intimidation or bullying.

Bullying is considered those actions that create an intimidating or threatening environment and substantially disrupts the orderly operation of the school. Bullying and harassment are major distractions from learning and both the victim and the perpetrator suffer significant negative consequences when engaged in this type of anti-social behaviors. The learning experience of victims can suffer and fear can lead to chronic absenteeism, truancy or even dropping out of school.

Definition

Bullying is unwanted negative behavior-verbal, psychological or physical-conducted by an individual or group against another person (or persons) and which is repeated over time. Bullying behavior is intentional and deliberate.

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself.

The bullying definition involves three (3) components:

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength.

Bullying may be direct or indirect and lead to the following:

- Depression
- Low self-esteem
- Health problems
- Poor grades
- Suicide

Bullying may take various forms may include but not limited to the following:

- Verbal bullying including derogatory comments and bad names
- Bullying through social exclusion or isolation
- Physical bullying such as hitting, kicking, shoving and spitting
- Bullying through lies and false rumors
- Having money or other things taken or damaged by students who bully
- Being threatened or being forced to do things by students who bully
- Racial bullying
- Sexual bullying
- Cyber bullying

Students who bully others should be held accountable for their actions. Those who bully their peers are also more likely than those students who do not bully others to engage in the following:

- Get into frequent fights
- Steal and vandalize property
- Drink alcohol and smoke
- Report poor grades
- Perceive a negative climate at school
- Carry a weapon

Note: Not all students who bully others have obvious behavior problems or are engaged in rule-breaking activities, however, some of them are highly skilled socially and good at ingratiating themselves with their teacher and other adults. This is true of some boys who bully but is perhaps even more common among bullying girls. For this reason it is often difficult for adults to discover or even imagine that these students engage in bullying behavior.

Harassment is a crime.

If proven, depending on the severity and frequency of the conduct and the harasser’s prior criminal record, harassment can be punishable as either a gross misdemeanor or a felony. Harassment can mean many things. It can refer to the actions of a person (or group) who is repeatedly sending threatening letters, calling on the phone, or repeatedly sending unwanted gifts. It can also involve behavior such as following and watching. This behavior is commonly referred to as “stalking”. Harassment can also include intentionally exposing materials which the **harasser knows**, or **has reason to know**, are culturally offensive or intimidating. Harassment has the effect of substantially interfering with a student’s education performance; it may also negatively impact a student’s emotional or mental well-being and substantially disrupt the orderly operation of the school.

Staff Objective:

To send a clear message to students and staff that bully in the school, on school grounds on the buses or at a school sponsored activity will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students.

St. Francis Indian School will promptly and reasonably investigate any and all allegations of harassment, including bullying. The administration will be responsible for handling all complaints by students alleging harassment, including bullying. School staff must take action on a report of harassment/bullying within two days from receipt of report.

St. Francis will provide a structured reporting system for reporting bullying violations. The staff is required to report any allegation of bullying in writing to the administration. Failure to report will result in disciplinary action. The administrator shall document in writing all complaints regarding bullying/harassment to ensure that the problems are appropriately addressed in a timely manner.

Community Objective:

To report when there is credible information that there has been an act of bullying/harassment committed, so that this act is on file. Encourage bystanders/witnesses to report credible acts of bullying; anyone can report whether witness or victim. Any situations of retaliation for reporting will not be tolerated and will be considered an additional act of bullying.

Administrative Requirement:

The procedure of investigating school-based bullying/harassment may include the administrator, counselor, or designated staff. The person shall begin a thorough investigation and interview with the complainant, the accused, and any witnesses within two school days of receiving a notification of complaint. During the investigation this person may take any action necessary to protect the complainant and other students or employees. A decision by the administrator shall be completed within ten (10) school days

about the validity of the allegations and about any corrective action necessary. The administrator will inform all relevant parties in writing of the decision and the right to appeal. A copy of the decision will be sent to the original reporting person.

SEXUAL HARASSMENT & MOLESTATION POLICY

SECTION 1. GENERAL STATEMENT OF POLICY. Sexual harassment is a form of sexual discrimination which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended 42 U.S.C. 2000e, et seq., and South Dakota Statute 20-31-1 to -56, South Dakota Human Relations Act (1987 & Supp. 1991) and South Dakota Executive Order No. 81-08 (June 18, 1981).

It is the policy of the St. Francis Indian School to maintain a learning and working environment free from sexual harassment. It shall be a violation of this policy for any student or employee of St. Francis Indian School to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy.

SECTION 2. DEFINITION OF SEXUAL HARASSMENT.

- A. Sexual harassment is any unwelcome sexual advance(s), requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
- 1) Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or education;
 - 2) Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education, or
 - 3) That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating and intimidating hostile or offensive employment or education environment.
- B. Sexual Harassment may include but is not limited to:
- 1) Verbal harassment or abuse;
 - 2) Subtle pressure for sexual activity;
 - 3) Inappropriate patting or pinching;
 - 4) Intentional brushing against a student's or an employee's body;
 - 5) Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
 - 6) Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
 - 7) Any sexually motivated unwelcome touching.

SECTION 3. DEFINITIONS OF MOLESTATION. Molestation is sexual abuse. This is a crime of sexual acts with children up to the age of 18. Including touching of private parts, exposure of genitalia, "brushing up on another's body", violating body boundaries, taking of pornographic pictures, rape, inducement of sexual acts with the molester or with other children. This inappropriate sexual behavior may constitute a 'red flag' that the student may need immediate consultation with school counselors and or tribal entities with behavioral/mental health services.

RESPONSIBILITIES FOR SCHOOL STAFF AND TEACHERS:

- Acknowledge that sexual harassment and molestation is a shared responsibility with the school.
- To empower students on inappropriate touching and appropriate touch and "body boundaries."
- To take all reports of sexual harassment and molestation seriously and immediately report to the principal.

- Document all sexual and inappropriate touching incidents using the sexual harassment and molestation report form.

INTERVENTION:

- Immediate Counselor Referral and administrator or designee notification.
- Parent/guardian contact.
- Collaboration with RST behavioral mental health entities.
- Collaboration and contact with Indian Health Services and other RST intervention services & programs.
- Intervention Plan of Action (POA).
- Follow up and Review of intervention is mandatory.

SECTION 4. REPORTING SEXUAL HARASSMENT & MOLESTATION. The School Board hereby designates the Superintendent/CEO’s Office Manager as the Compliance Officer to receive and investigate reports or complaints of sexual harassment and molestation from any student, employee, or victim of sexual harassment and molestation and from administrators as outlined below.

Any person who believes she or he has been the victim of sexual harassment and molestation by a student or an employee of SFIS, or any third person with knowledge or belief of conduct which may constitute sexual harassment and molestation should report the alleged acts immediately to the school Compliance Officer. The complaint can also be received by the building principal or school counselors as well as Tribal, State, and Federal Agencies. The reports or complaints can be received verbally or in writing.

The person (building counselor or principal) receiving the verbal or written complaint should notify the compliance officer immediately without screening or investigating the report. The written complaint should be forwarded simultaneously to the Compliance Officer. If the complaint was given verbally, the verbal complaint should be put in written form and forwarded to the Compliance Officer within twenty-four (24) hours from the time the alleged incident occurred. Failure to forward any reports or complaints of sexual harassment will result in disciplinary action. If the complaint involves the compliance officer, the complaint shall be filed directly with the Superintendent/CEO.

False accusations may result in severe disciplinary action up to and including expulsion of a student or termination of an employee.

SFIS will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school’s legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has occurred.

SECTION 5. INVESTIGATION AND RECOMMENDATION. By authority of the School Board, the Compliance Officer, upon receipt of a report or complaint alleging sexual harassment and/or molestation, shall immediately investigate the report or complaint. The Compliance Officer may take immediate steps, at his/her discretion, to protect the victim, students and employees pending completion of an investigation of alleged sexual harassment.

The Compliance Officer will make a report to the Superintendent/CEO upon completion of the investigation and will make the necessary recommendations for disciplinary action to the building principals.

SECTION 6. ACTION BY SFIS.

- 1) Upon receipt of a recommendation that the complaint is valid, administrators will take such action as appropriate based on the severity of the harassment and/or molestation and results of the investigation.
- 2) The result of the investigation of each complaint filed under these procedures will be reported in

writing to the complainant by SFIS. The report will document any disciplinary action taken as a result of the complaint.

SECTION 7. REPRISAL. SFIS will discipline any individual who retaliates against any person who reports alleged sexual harassment and molestation or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment and molestation complaint. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment.

SECTION 8. DISCIPLINE. Any student or employee who violates this policy will be subject to disciplinary and intervening action. SFIS will take such disciplinary action and intervention necessary as deemed appropriate, including suspension, behavioral assessment or immediate expulsion or termination, depending on the severity of each infraction of this policy.

ANTI-GANG POLICY

Because we have recognized a need for more detailed policies which are necessary to clarify those disruptive activities on the part of any student, including gang members, will not be tolerated, St. Francis Indian School hereby acts to prohibit disruptive, threatening, and intimidating gang-related conduct as follows. And anytime, RST law enforcement may be called when acts violate RST Law and Tribal Order Code.

A. Definitions

“Gang” is defined as a group of individuals who share a unique name, identifiable marks or symbols, claim territory or “turf”, associate on a regular basis, violate the school rules, and engage in criminal or antisocial behavior. A gang is any non-school sponsored group, whose membership may be secret or exclusive, and whose purposes, practices, or intent is to commit violent or illegal acts, or threaten the safety or welfare of others.

A “school sponsored activity” includes any activity including, but not limited to athletic events, school social events, traditional activities, and any other interscholastic competitions, club meetings, club activities, field trips, and any other events sponsored, approved, recognized, associated with, or paid for in whole or in part, by St. Francis Indian School in which the Board may be legally liable for the safety and welfare of those participating or attending. School sponsored activities include students arriving or departing from school property during school sponsored activities.

B. Prohibited Activity

1. Any element or objects which identify a gang or which are evidence of membership or affiliation in any gang or which otherwise disrupts the academic process.
2. No student on or about school property or at any school sponsored activity shall engage in conduct or use any speech, whether verbal or non-verbal (i.e., gestures, hand signals, handshakes, etc.) showing membership or affiliation in a gang when such conduct or speech is intended to cause disruption, or when one knows or has reason to believe that such conduct or speech arouses fear, alarm, resentment, anger, hostility, or violence.
3. No student, on or about school property or at any school sponsored activity, shall use any speech or commit any act or omission which is disruptive, intimidating, or threatening, including but not limited to, the following gang-related activities:
 - a. Soliciting membership in, or affiliation with, any gang or violent pop culture groups.

- b. Soliciting any person to pay for “protection” or threatening any person, explicitly or implicitly, with any other illegal or prohibited act.
- c. Inscribing of any form of gang-related graffiti, messages, symbols, or signs, on school property or on the property of others.
- d. Soliciting any person to engage in physical violence against any student or school employee or visitor (whether during a school sponsored activity or on the way to or from a school sponsored activity) or inciting others to act with physical violence.
- e. Copying or distributing any gang-related material on school property or at school sponsored activities.
- f. Marching, congregating, massing together with the intent to disrupt or intimidate, or when one has reason to believe that such conduct will arouse fear, alarm, resentment, anger, hostility, or violence. Such meetings or congregations are contrary to the purpose of the educational institution and will be considered trespassing. Such offense will be prosecuted.

PART VI - DUE PROCESS PROCEDURE

The Policy of St. Francis Indian School provides for an orderly process whereby employees and students may have their grievances/complaints addressed in a fair and equitable manner without fear of repercussion. Complaints of harassment, bullying and discrimination shall be processed according to the K-12 Handbook for students and the Personnel Policies and Procedures for employees. Every effort shall be made to seek an acceptable solution by informal means at the lowest possible level of supervision.

The grievance must be filed within (10) working days after the grievant knew of the act or condition upon which the grievance is based. If the timetable is not met, the complaint/ grievance is barred.

Step 1: Supervisor

St. Francis Indian School encourages employees to report any grievance in writing to the supervisor; the grievance shall state the policy that has been alleged to have been violated. The grievant shall state the remedy or correction requested. The grievance shall state the facts pertaining to the alleged incident.

The supervisor shall meet with the employee within five (5) working days, of receiving the grievance in writing and attempt to resolve the situation in the simplest and most convenient manner. The supervisor should respond in writing to the employee with their decision within five (5) working days if not sooner.

If no resolution to the grievance is reached within five (5) working days, the grievant should proceed to the next level which is a meeting with the In-house Mediator. The grievant may file the grievance (Mediation/Grievance form) in writing with the Personnel Director within three (3) days of receiving the decision of the supervisor. The Personnel Director is responsible for notifying all parties of the mediation.

Step 2: Mediation

The goal of mediation is to solve the issue in the best interest of all as both parties seek to restore harmony within interpersonal relationships in the student and employee environment. The agreement made within the context of the mediation sessions is mutually determined by the mediation parties.

It is anticipated that all parties will mediate in good faith and with honest intention to work out grievances/complaints/issues. The In-house Mediator is appointed by the Board of Education. The In-house Mediator cannot be a parent or guardian or Board Member. The Mediation Procedure is a required step of due process with exception of a conflict of interest situation, the grievance

proceeds to the next step.

- a. Mediation is a process in which the conflicting parties determine the outcome of their mediation session.
- b. A qualified mediator facilitates the discussion and is a neutral party. The mediator does not make any decisions concerning the conflict.
- c. Attorneys are not present during mediation sessions.
- d. Parties to a mediation session sign a mediation agreement which indicates what the parties determine to be solutions for this complaint/issue. Unless the mediation result clearly violates School or Personnel Policies & Procedures, the Superintendent/CEO must remain neutral and not be involved with the mediation process or agreement. The mediator will be responsible for creating the mediation agreement document.
- e. If the grievance/complaint is not resolved at the mediation level the employee proceeds to Step 3.
- f. If the mediation is not satisfied, the Grievant files the Mediation/Grievance form within three (3) days to Step 3: Superintendent/CEO.

Step 3: Superintendent/CEO

1. Upon receipt of the grievance, the Superintendent/CEO must within five (5) working days (this excludes holidays, out-of-town travel days and weekends) have a meeting with all parties unless one of the parties does not want the meeting; the Superintendent/CEO's Administrative Assistant is responsible for notifying all parties of the meeting (form is signed and dated, and copy of form given to Grievant). The person filing the grievance and the person or persons committing the act upon which the grievance is based must be present. Attorneys or advocate representing the parties can be present.
2. At the meeting, the Superintendent/CEO shall attempt to provide a solution to the problem set forth in the grievance. This means that the Superintendent/CEO should offer some solutions that might be acceptable to both parties.
3. The Superintendent/CEO, regardless if a compromise is reached, should keep minutes of the meeting. The minutes should reflect the various solutions of compromises that were discussed and the reaction of each party, i.e., whether that party accepted or rejected that solution or compromise and the reason. The minutes should also reflect the hour and day when the meeting is complete.
4. If it appears that no solution can be reached, the grievance form should reflect the fact and also reflect the consensus of both parties that no compromise is possible.
5. If the grievant does not want to meet with the Superintendent/CEO or does not agree to the solutions or compromises discussed at the meeting the grievant may appeal to the school board.
6. If the grievant is not satisfied, the Grievant files the Mediation/Grievance form within three (3) working days of the dated response of Superintendent/CEO, to Step 4: School Board Appeal.

Step 4: Grievance Hearing Officer (GAO) and School Board Concurrence

An appeal to the Grievance Hearing Officer shall be made in writing and filed with the Superintendent/CEO (Mediation/ Grievance form). It shall state that the grievant appeals from a decision of the Superintendent/CEO, and the date when grievant was notified.

The Superintendent/CEO, upon receiving an appeal of the Superintendent/CEO's decision, shall notify the grievant and other party if applicable of the date, time and place of the hearing when the grievance will be reviewed by the Grievance Hearing Officer.

The decision of the Grievance Hearing Officer shall be made in writing by the Superintendent/CEO and be sent to all parties either by hand delivery or certified mail and must be made within ten (10) working days after completion of review.

The decision of the Grievance Hearing Officer is final for Sicangu Oyate Ho, Inc. Board of Director. The SOH Inc. Board of Director concurs with the decision of the GAO. The Grievance Hearing Officers decision cannot be grieved.

NOTE: The Due Process Procedure (Mediation/Grievance) Form is available from the Personnel Director.

SICANGU OYATE HO, INC., BOARD OF EDUCATION ST. FRANCIS INDIAN SCHOOL

The control of the St. Francis Indian School is delegated to the Board of Education which has been duly constituted and is governed by the Tribal law, the state's educational statutes, and the BIA regulations. The Board exercises its powers from the adopted bylaws of Sicangu Oyate Ho, Inc., and policies for the school operation through its chief executive, the Superintendent/CEO.

All citizens have the right to advance notice of and attendance at all public meetings of the Board of Education. Announcements of meetings may be found inside the front entrance of the Administration Building, heard on the KINI radio station and seen in the local papers. The following descriptions of the types of meetings conducted by the Board have been prepared to help the public understand the operation of the Board.

Regular Public Meetings

Regular meeting are held at least once a month, this is a meeting at which formal and official actions, and approval of payment of bills, are taken by the Board of Education. At these meetings there is time set aside for the public to speak and bring their concerns to the attention of the Board. When available these meetings are broadcast on Public Access Channel 3.

Special Meetings

Special Meetings may be called without advance notice being given to the public, but discussion and action are restricted to the items on the agenda.

Public Exclusion at Meetings

The public, as permitted by law, will be excluded from meetings or portions of meetings when items to be discussed might jeopardize the public interest or infringe upon the rights of an individual or individuals. Such an exclusion would include employment termination, evaluation and/or discipline of any present or prospective employee, student status, and session in which information, if disclosed, would invade the personal privacy of any individual.

Executive Committee

During the interval between meetings of the board, the Committee shall possess and may exercise all the powers of the board in all cases in which specific directions shall not have been given by the Board.

Agenda and Minutes

Agenda for all meetings are prepared by the Superintendent/CEO and is posted inside the front entrance of the Crazy Horse Administration Building and the website. Requests for minutes may be made to the Superintendent/CEO during normal working hours.

SUPPORT SERVICES

Alcohol and Drug Abuse Program

Recently the staff at St. Francis Indian School (SFIS) has been faced with a growing number of students with many “problems” that we are not yet prepared to deal with effectively. Specifically, the problems involve high school and middle school students who seem to have trouble with either alcohol or drug abuse. These student problems with alcohol and drug abuse often prevent them from being successful in school academically and can cause hardship in both the community and within their families.

Some specific behaviors which these students exhibit include truancy, tardiness, skipping class, discipline cases, academic problems, fighting, stealing, vandalism, moodiness, not taking care of themselves, complaints of being sick or tired, trouble with peers and violations of the law. These problems get in the way of these students education as well as their future.

These students also often take up much staff time, and often take away from the education of our students who do not have alcohol or drug abuse problems. By working more effectively with the students who abuse alcohol or drugs we will not only be helping them, but also helping the entire school by providing an atmosphere more conducive to learning for all of our students.

Family Advocate, Guidance Counselors

These positions provides individual counseling, educational programs, and works with the Child Protection Team. Referrals for counseling services are also provided.

Attendance Aides

- (1) Provide a positive attitude towards all of the young people whom he comes across each day so that in turn, the students will feel good about themselves and toward fellow students.
- (2) Write passes for students to: a) return to class after absence, whether excused or not, b) Nurse’s office if the High School Office cannot take care of their immediate needs, and c) other items as they come up.
- (3) Patrol the hallways on all floors before, during and after classes to make sure the students are in their classrooms. Also patrols the campus for class cutters, and unwanted personnel and picks up absentee slips.
- (4) Compiles the DAILY TOTAL ATTENDANCE of each month and turns it into the FOOD SERVICE and the BUDGET/COORDINATING OFFICE so that these respective offices can do their reports.
- (5) Acts as Interpreter for the High School Principal as needed for the Elderly who come in and

want to talk to the High School Principal about their students.

- (6) Notices when students make a habit of cutting classes, being tardy or not coming at all, and takes the student to the High School Principal's Office for a conference.
- (7) In case of students who cannot or will not be returning to school, and with the High School Principal concurring, gives the student's name to the High School Secretary so that she can write a DROP LETTER indicating that the student(s) are being removed from the School Rolls due to Attendance or other problems.
- (8) Works with the other branches of the State and Tribal Social Services as well as the Tribal Juvenile Probation as requested by the various agencies.
- (9) Above all, acts as a liaison between students and teachers who are having communication problems and tries to bring problems to the solving stage before they get out of hand. This is usually done with the Teacher talking to the Attendance Aide(s) about the student and the Attendance Aide(s) talking to the student and then, the student and Teacher working out the problem in class.

School-Home Liaison

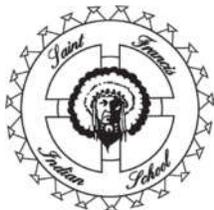
The School-Home Liaisons services the K-6 and 7-12 areas. The Liaisons provide daily contact between the school and parents. The Liaisons, assists with attendance, academic and behavior problems, from a student list obtained from the principals, by home visits and reporting back to the principal.

The Liaisons maintain a sensitivity to the culture of the parents and guardians in working within the home or on school visits. The Liaisons have other responsibilities and duties not mentioned.

Public Access Channel 94

St. Francis Indian School, Sicangu Oyate Ho, Inc., is committed to improving the school's communication with parents and guardians. The Board of Education recognizes and supports the role of television in building community awareness and parent/guardians involvement. The Board of Education endorses the valuable and practical need for videotaping and televising regular board of education meetings on the local cable public access channel, PAC 94.

Attachments



SCHOOL TECHNOLOGY ACCEPTABLE USE AND INTERNET SAFETY POLICY

STUDENT/PARENT STATEMENT OF RESPONSIBILITIES

Student Expectations

I have read, understand and will follow this Acceptable Use Policy. If I break this agreement, the consequences could include suspension of computer privileges and/or disciplinary action. I also understand the school network and email accounts are owned by Saint Francis Indian School and that Saint Francis Indian School has the right to access any of the information used through the mediums provided through the school at any time.

Parent/Guardian Acceptable Use Signature

Parent collaboration and consent working together is an important focus of Saint Francis Indian School. Through our technology integration, we want to work with parents so they understand the different programs that are taking place at school, whether they are using technology or not. We encourage you to have your children guide you through their work so you will see their work as it develops.

As parents, students and teachers working together, we become a strong learning community, therefore, creating more opportunities for our students to become successful. As the parent or guardian of this student, I have read the Saint Francis Indian School's Acceptable Use Policy. I understand that technology is provided for educational purposes in keeping with the academic goals of Saint Francis Indian School, and that student use for any other purpose is inappropriate. I recognize it is impossible for the school to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. Saint Francis Indian School reserves the right to discipline a student for actions taken off-campus if they are intended to have an effect on a student or they adversely affect the safety and well-being of a student while in school.

I understand and will support my student to follow this Acceptable Use Policy. I am aware that if my child breaches this agreement, the consequences could include suspension of computer privileges and/or disciplinary action.

I also understand the school network and email accounts are owned by Saint Francis Indian School and that Saint Francis Indian School has the right to access any of the information used through the mediums provided through the school at any time. I hereby give permission for my child to use technology resources in Saint Francis Indian School.

Parent/Guardian Student Images for Educational Purposes

Saint Francis Indian School attempts to provide students with "the best academic and culture education." Since the School has high expectations of its students, SFIS tries to recognize student achievement and success by publishing student names and/or pictures in the newspaper, school based web pages or blogs, school newsletters, and video/cable access television. The information, which may be released for publication, includes only the student's name, class, participation in officially recognized activities and sports, degrees, honors, and awards. Photographs and video recordings may also be taken during school activities for use on Saint Francis Indian School's web pages, blogs, newsletters, yearbooks, and newspaper articles. Saint Francis Indian School owns the photographs and video recordings and all rights to them.

Parent or Guardian Name (please print)

Student Name (please print)

Parent or Guardian Signature

Student Signature

Date

Date

I have read and understand the SFIS Technology AUP. I have read and understand the SFIS Technology AUP.

____ Yes _____ No I AGREE to allow my child to be photographed or videotaped for use in educational publications.

Home/School Compact for Parents

- **It is the goal of St. Francis Indian School to promote a strong partnership with families by:**
 1. Parenting
 2. Volunteering-(Mandatory to come in once a year to help)
 3. Decision Making
 4. Communication-expectations-positive communication-(not verbally assault staff)
 5. Learning/Teaching in the home
 6. Collaborating with the Communities

In order to attain this goal we are asking for your cooperation in signing and agreeing to adhere to the following home/school compact.

As Parents/Guardians I/We Will:

- Ensure that my child/children will be well rested, nourished and nurtured.
- Support the School Staff and respect the diverse cultures of the school.
- Ensure that my child/children are in school on time and prepared to learn.
- Encourage an environment at home so my child/children understands standards of behavior and cooperation, and that one must accept consequences of one's actions.
- Show interest in my child's education by asking questions, being involved, helping with homework, being aware of what goes on at school, supporting school activities and monitoring home activities which may interfere with progress in school.
- Report changes in social status as described by the McKinney-Vento Act or any circumstances of danger or concerns for student safety to include bullying, cyber bullying or any other forms of harassment.
- Contribute and support Lakota cultural beliefs, practices, and disciplinary approaches.
- Individual Needs/Personal Goals:

Signature: _____

Date: _____

FOR STUDENTS IN GRADES K-12 AND ALL PARENTS OF STUDENTS
AT ST. FRANCIS INDIAN SCHOOL

Parent or Guardian Student Responsibility Agreement

The foregoing Parent Handbook has been adopted and approved for implementation at St. Francis Indian School as amended for the 2018-2019 school year. Its purpose is to protect the rights of every student at the school and also to encourage positive and corrective behavior if anyone violates the standards of the school.

It will be necessary for you to read the foregoing Handbook, if you enroll or plan to enroll your child at St. Francis Indian School, sign this form and return it with the enrollment application form.

I, _____
Parent/Guardian Date

have read the attached Handbook for St. Francis Indian School.

I, _____
Student Date

have read the attached Handbook and understand its purpose and I agree to conform to the rules and regulations imposed and registered by the SFIS Parent Handbook.