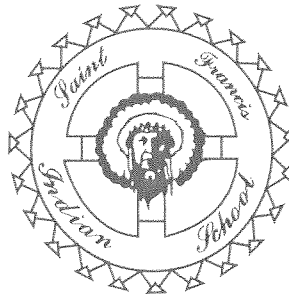


ST. FRANCIS INDIAN SCHOOL

STUDENT HANDBOOK

We believe students must act with
self-respect and with respect for
others.



School Year 2024-2025

Theme: "What you BELIEVE is what you ACHIEVE!"

High School

VISION STATEMENT

St. Francis Indian School will empower its students through education and the Lakota culture to graduate a student who is a well-rounded member of society in a culturally based Institution that focuses on the Wicoicage of the Sicangu Lakota-Generations Past, Present, and Future.

MISSION STATEMENT

St. Francis Indian School where students will dream without fear (Ikopesni Inhanbla) and learn to walk with dignity, knowledge and wisdom, By promoting Wolakota with the highest expectations for student achievement, a safe environment and a holistic education, in partnership with our Communities.

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The 9-12 High School Student Handbook revisions were approved by the SFIS Board of Education on June 3, 2024.

TABLE OF CONTENTS

| | |
|---|----|
| Accreditation | 1 |
| Our Traditions | 1 |
| Foreword | 1 |
| The Four Values of the Lakota Way of Life | 1 |
| Harassment in the Workplace | 2 |
| Disability Harassment | 2 |
| Visitor Policy | 2 |
| Law Enforcement | 2 |
| Activities Offered | 3 |
| General Information | 3 |
| • Grade Classification | 3 |
| • Graduation Requirements | 3 |
| • Credit Recovery | 4 |
| • Valedictorian and Salutatorian Requirements | 5 |
| • Scholarships | 5 |
| • Response to Intervention (RTI) | 6 |
| • Right to Nondiscrimination | 7 |
| • Right of the Disabled | 7 |
| • Section 504 / American Disabilities Act | 7 |
| • Language Support | 7 |
| • Parent's Right To Know | 8 |
| • HS Gifted Program | 8 |
| • HS Challenging Environment | 9 |
| • 12 th Grade Review | 9 |
| • HS Honors or High Honors | 10 |
| • Honor Roll and Merit Roll | 10 |
| • HS Grading Scale | 10 |
| • Bell Schedule | 10 |
| • Homebound Instruction | 11 |
| • Permanent Record | 11 |
| • Program Participation | 12 |
| • Progress Report | 12 |
| • Teacher Assistance | 12 |
| • After School Activity/Tutoring After School Activity/Tutoring Bus | 12 |
| • Library | 13 |
| • Textbook Policy | 13 |
| • School Supplies | 13 |
| • Lockers | 13 |
| • Drug Detection Canines | 13 |
| • Metal Detectors (Stationary/Handheld) | 14 |
| • Walkthrough Metal Detectors, X-Ray, Scanner, and Searches | 15 |
| • Student Vehicles | 16 |
| • Bicycles/Skateboards/Scooters/Hacky Sacks/Shoes with wheels | 16 |
| • Work Study Students | 16 |
| • Meetings and Practices | 17 |
| • Sales by Students | 17 |
| • School Dances | 17 |
| • Open Gym | 18 |
| • Lost and Found | 18 |
| • Student Dress Code | 18 |
| • Transgender Policy | 19 |
| • Gender Identity Participation | 19 |
| • Student Visitors | 19 |
| • Telephone Use | 20 |
| • Personal Electronic Devices | 20 |
| • Drills | 21 |

| | |
|--|----|
| • Non-Custodial Parents | 21 |
| • Wellness Policy | 22 |
| • FERPA | 22 |
| • Attendance Requirements | 22 |
| • Attendance Policy | 22 |
| • Perfect Attendance | 23 |
| • Excused Absences | 23 |
| • School Health Office Services | 23 |
| • Head Lice Policy | 24 |
| • Unexcused Absences | 24 |
| • Make-Up Work after Excused Absences | 24 |
| • Excused Absences for School Activities and Educational Leave | 24 |
| • Sign Out Procedures | 25 |
| • 18-Year-Old Students | 25 |
| • Closed Campus Policy | 25 |
| • Attendance Code | 25 |
| • Skipping/Missing Class | 26 |
| • Tardiness | 26 |
| • Unexcused Tardiness | 27 |
| • Excused Tardiness | 27 |
| • Enrollment/Transfer Policy | 27 |
| • Cancellation of School | 27 |
| • GAT and Shop Class | 27 |
| Student Behavior Requirements | 28 |
| • Conduct and Behavior | 28 |
| • Student Responsibility | 28 |
| • Conduct Guidelines | 28 |
| • Universal Consequence System | 29 |
| • School Security System | 29 |
| • Policy on Release of Security/Surveillance Tapes | 29 |
| • Rules on School Grounds and Consequences | 30 |
| • St. Francis Indian School Bullying Policy 0.B.P.P. | 30 |
| • Anti-Gang Policy | 32 |
| • Bus Rules and Expectations | 33 |
| • Levels of Discipline | 34 |
| • Due Process Procedures | 35 |
| • Disciplinary Procedures | 35 |
| • Student Searches/Drug Assessments | 38 |
| • Restraint and Seclusion | 39 |
| • Suicide Protocol | 40 |
| Sexual Harassment and Molestation Policy | 41 |
| Services | 43 |
| • Guidance and Counseling Services | 43 |
| School Technology, Acceptable Use, and Internet Safety | 43 |
| Discipline of Student with Disabilities and Section 504 | 47 |
| Restorative Justice Forms | 53 |
| McKinney Vento Homeless Act | 57 |
| Parent/Guardian and Student Responsibility Agreement | 59 |
| Parent-School Compact | 61 |

SAPA UN LAKOTA OWAYAWAKILEL

TANYAN YA GLIPI

WELCOME TO ST. FRANCIS INDIAN SCHOOL

ACCREDITATION

St. Francis Indian School is accredited by the South Dakota Department of Education and Cultural Affairs. It is our goal of the Board of Education and the School Administration to meet and exceed the standards directed by the Department of Education.

OUR TRADITIONS

| | |
|---------------|--------------------------|
| Our Name: | Warriors & Lady Warriors |
| Our Colors: | Scarlet & Gold |
| Our Paper: | Warrior Pride |
| Our Yearbook: | Warrior Pride |
| Our Loyalty: | On Wisconsin |

FOREWORD

The members of the Board of Education, Administrators, and Faculty welcome you to the new school year. It is our hope that this year will be educational, prosperous, and enjoyable for you, **THE STUDENT**.

It is the goal of the Board of Education, Administration, and Staff to provide you with a safe, healthy school environment to assist you with your academic success. We encourage all students to do their best towards social and academic development embracing a culturally responsive education.

The purpose of this handbook is to give each student a reference to the expectations, interventions, rules, and general information about St. Francis Indian High School. We encourage you to please read the handbook carefully and use it as a reference throughout the school year. If you have any questions, please feel free to contact the High School Office at 747-2298 or make an appointment to visit with the respective Administrator.

THE FOUR VALUES OF THE LAKOTA WAY OF LIFE

We practice respect for self, others, teachers, buildings, and **Wolakota** which reflects a way of life that is in balance and harmony. We strive to create balance in ourselves, physically, mentally, socially, and spiritually, by living the four Lakota values:

Wacantognaka-Generosity: The Lakota live in a giving manner, it is far better to be generous than to have a lot and keep it for yourself. Generosity is giving in more ways than material things, it is giving of your time, work, and compassion.

Woohitika-Courage: In taking care of each other, the Lakota face hard and difficult times for the sake of each other. They learn as children how to face danger and problems without running away; counting

coup was a way to prove courage. Even today we face bad things inside ourselves and out in the world. It takes courage to confront these things and to make positive changes.

Wopksape-Wisdom: Knowledge and wisdom of the elders is very important for the well-being of all Lakota because they have experiences of many things and changes. The Lakota understand all forms and walks of life through wisdom. Everyday knowledge and wisdom help us understand and appreciate the world around us.

Wowahola-Respect: The Lakota societies, familial systems were and are based on respect. Today, our students and staff need to be in harmony and peace with each other.

HARASSMENT IN THE WORKPLACE

Be advised that any type of abuse: emotional, physical, mental and verbal, this includes: any bullying on social media such as Facebook/Messenger, email, SnapChat, Instagram, and any other social media devices or apps, will not be tolerated in any of the offices and buildings on the St. Francis Indian School campus. This includes visitors and staff.

Should any type of abuse occur on any of these premises, security and/or law enforcement officers will be called and charges may be filed with the Rosebud Police Department and/or tribal court. If any documented bullying is happening by any SFIS employee to another SFIS employee, the supervisor, director, and administrator will be notified and you may be suspended or terminated. Bullying cannot and will not be tolerated within the workplace. This is for the safety and well-being of all St. Francis Indian School employees, students, parents, and guests.

(Adopted from the Rosebud Sioux Tribe Memo Dated May 2, 2016, Accepted by SOH School Board on October 26 2016, Reiterated by the SOH School Board on May 19, 2022.)

DISABILITY HARASSMENT

St. Francis Indian School affords all students equal educational opportunities, as well as equal opportunities to participate in extracurricular activities, and prohibits discrimination and harassment in any program or activity of or sponsored by the SFIS. Disability harassment is a form of discrimination

VISITOR POLICY

All visitors to the school must first report to the office, sign in, and obtain a Visitor's pass. 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 the students – intimidation, bullying, and/or harassment of students and staff cannot be allowed and will not be tolerated. All visitors must wear their Visitor's pass while on school grounds.

LAW ENFORCEMENT

The School will notify the parents if law enforcement wants to interview their children. In abuse/neglect 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.

For investigations other than child abuse or neglect, we request that law enforcement agencies make other arrangements outside of the school to interview a student. We recognize that St. Francis Indian School is a safe environment for our students and want to maintain that safety and security for our students and community.

ACTIVITIES OFFERED **FOR ST. FRANCIS INDIAN SCHOOL STUDENTS**

ATHLETICS:

FOOTBALL (6-12)
VOLLEYBALL (6-12)
BOYS/GIRLS CROSS COUNTRY (4-12)
BOYS/GIRLS BASKETBALL (4-12)
CHEERLEADING (4-12)
BOYS/GIRLS TRACK (6-12)
BOYS/GIRLS GOLF (6-12)
BOYS/GIRLS WRESTLING (6-12)

NON-ATHLETIC:

STUDENT GOVERNMENT (9-12)
PROM MODERATOR (11TH GRADE)
LAKOTA SONG/DRUM (K-12)
GIFTED AND TALENTED (6-12)
NATIONAL JR. HONOR SOCIETY (6-9)
NATIONAL HONOR SOCIETY (10-12)
ARCHERY (9-12)
HANDGAMES (6-12)

GENERAL INFORMATION

9-12 GRADE CLASSIFICATION

Student classification or grade level for grades 9-12 shall be determined as follows at the beginning of each school year:

- FRESHMAN: Students must have completed the entire academic year of 8th grade and graduated 8th grade prior to being admitted as a 9th grade student.
- SOPHOMORE: Students must have earned 6 Credits.
- JUNIOR: Students must have earned 11 Credits.
- SENIOR: Students must have earned 16 Credits.

Students will be reclassified whenever they make-up enough missing credits so that they meet the requirements above.

GRADUATION REQUIREMENTS

In order to graduate from St. Francis High School, Students must have:

- A 2.0 grade point average (GPA);

- Pass all of their core classes;
- (23) Credit Hours and Students are encouraged to exceed the minimum state requirements of 22 Credits.

High School Graduation Requirements (as approved by the SFIS Board of Education): Total of 23 Credits. Requirements are as follows:

| | |
|---|---|
| <u>Language Arts – total of 4 credits</u> 1.0 credit of Writing 0.5 credit of Speech or Debate 1.0 credit of Literature which must include 0.5 credit of American Lit 1.5 credits of Language Arts electives | <u>CTE – total 1 credit</u> 1.0 credit of CTE electives |
| <u>Math – total of 3 credits</u> 1.0 credit of Algebra I 2.0 credits of Math electives | <u>Fine Arts – total 1 credit</u> 1.0 credit of Fine Arts electives |
| <u>Science – total of 3 credits</u> 1.0 credit of Biology 2.0 credits of Science electives | <u>Required – total of 1.5 credits</u> 0.5 credit of PE 0.5 credit of Health 0.5 credit of Personal Finance or Economics |
| <u>Social Studies – total of 3 credits</u> 1.0 credit of US History 0.5 credit of US Government 0.5 credit of Tribal Government 1.0 credit of Social Studies electives | <u>Lakota Language – total of 2.0 credits</u> 2.0 credits of Lakota Language These courses must be taken in the 9th and 10th grade. |
| | <u>Electives – total of 4.5 credits</u> 4.5 credits of any electives |

No student shall be compelled to participate in the graduation exercises. In order to participate, a student shall wear a cap and gown, with exception of traditional dress. Seniors who did not complete the graduation requirements of 2.0 GPA, passed all their core classes, and have not completed the required 23 Credit Hours will not be allowed to participate in the graduation ceremony.

CREDIT RECOVERY

Credit recovery will be available in the high school to assist students behind in credit completion, in danger of not graduating, or older students who return to school and want to earn a high school diploma. The program will use a computer-based course completion curriculum with students being assigned specific criteria to prevent this program being used inappropriately. The criteria are as follows:

- Also available for students 19 years of age to 21 years of age (at the time of enrollment), returning to school to earn a diploma. These students will be located in the credit recovery room and will not be placed in general education classrooms with the general high school population;
- This program will not be available for Freshman students or first year Sophomores;
- Attendance will be strictly monitored; poor attendance will/may result in loss of placement in program;

- There will be an enrollment limit of students to prevent overcrowding and to provide individualized assistance by attending certified teachers;
- Placement in credit recovery will be based on credit need and the criteria listed above and sanctioned by the academic counselor and high school principal. Use of online credit recovery courses will not be open to students who do not meet the above criteria;
- Students must attend school in the school building to make use of the online credit recovery courses. No remote learning will be allowed unless school closure is again instituted by the school, tribe, and/or BIE. Students will not be allowed to stay home and do coursework from/at home - attendance in the school buildings will be required and attendance will be taken.
- Students who fail a class(es) during the regular school year may be required to attend summer school to work on those classes to improve the grades to pass in order to earn the class credit.

VALEDICTORIAN AND SALUTATORIAN REQUIREMENTS

In order to qualify to be Valedictorian, a graduating senior must have a GPA of 3.5 or higher. The Salutatorian will be selected by having the next highest GPA under the Valedictorian and must have a GPA of 3.0 or above (they will be determined by the two highest GPAs, fitting the above-mentioned parameters). Both must have completed a minimum and maximum of eight consecutive semesters in any accredited high school, of which four consecutive semesters must have been completed at St. Francis Indian School. Students that transfer in and meet the above requirements will be eligible for all scholarships and awards. If no graduating seniors qualify for those honors, we will have student's speakers in lieu of a Valedictorian and/or Salutatorian. NOTE: The building principal will determine and announce the cut-off date on which ALL senior grades must be entered into the NASIS system. Once the senior grades are posted to the report cards and transcripts, all passing senior grades will be considered and sanctioned as finalized.

The only senior grades that will be changed will be for the following exceptions:

1. Change an F grade to passing so coursework is completed and graduation is achieved; or
2. A low grade is changed to a higher grade only for the purposes of raising the cumulative GPA so graduation is achieved.

NO Senior grade, after posting to report cards and transcripts, will be changed simply for the purposes of achieving a higher GPA to acquire a higher-class rank. This WILL include instances in which a teacher has failed to enter a grade correctly and did not correct the error prior to the grades being posted to report cards and transcripts. In instances where there is a tie, the GPA will be calculated to the 100th from the NASIS Campus Report. If a tie is not broken, students will be co-ranked.

SCHOLARSHIPS

In order to receive a scholarship from SFIS, the following requirements must be met by the graduating senior:

- Awarded depending on scholarship funding available;
- Student performance based on multiple indicators including academics, citizenship, perseverance, etc., as determined by a scholarship committee.

Once determined and board approved, the scholarship outlines/opportunities will be available to students, parents, and community members.

Warrior/Lady Warrior of the Year selection criteria will be determined on the basis of the following criteria:

- Attend SFIS high school for four years;

- Active in 3 sports/activities every year for four years (documented participation);
- GPA minimum of 3.0;
- No behavior write-ups in high school;
- Display Woksape;
- Good Attendance Overall (80% average over four years).

HS RESPONSE TO INTERVENTION (RTI)

The first time a student is found to be missing or failing 25% of assignments in core classes they will be considered “at risk” for academic and/or behavioral problems. Parents/guardians will be contacted by the academic teacher. The student will receive early intervention implementing the RTI model which is based on instructional and behavioral strategies by highly qualified staff that is matched to student needs and monitored on a frequent basis. Student information is gathered by this approach and is used to make decisions regarding the student’s educational program. A student’s educational program will consist of a Teacher Assistance Team (TAT), counselor, principal, classroom teacher, any relevant specialists, and after school tutoring services. Early Intervening and RTI encourages a proactive, rather than reactive, approach to solving academic and behavioral problems. Parent information about each TIER is described below:

- **TIER I**

Tier I is the general education classroom with good instructional qualified staff. Parents are involved in the following ways:

- Frequent communication with the teacher;
- Attend school functions, such as back to school night and parent/teacher conferences;
- Ask your child about his/her school day;
- Monitor and assist with homework assignments;
- Support and reinforce the classroom teacher;
- Meet with the teacher if your child starts to experience difficulties;
- Praise your child for good work and discuss issues as they arise.

- **TIER II**

- If your child is struggling academically or behaviorally, it might be necessary for the school to implement targeted academic and/or behavioral intervention. In many cases, this will be enough to get your child “back on track.” Your involvement could include the following:

- Ask the school to notify you of team meetings concerning your child;
- If necessary, attend team meetings concerning your child;
- Request regular notification of progress on interventions;
- Suggest interventions and strategies for your child, which may also be implemented and reinforced at home.

- **TIER III**

- If your student is not responding at Tiers I and II, it may be necessary to provide support at Tier III. Your involvement would be similar at this level to include involvement listed above. When a student is not successful with attempts of intervention support at Tier II and III, it may be necessary to make a referral for special education services. This is a very formal process and parental involvement has been well defined. Activities in this process may include, but are not limited to, the following:

- Your consent is required for the school to evaluate or implement special education services;

- The school must notify you if they propose to change or not change your child's eligibility, services, or placement;
- Actively participate in all Individual Education Program (IEP) meetings.

High School RTI and Academic Intervention: The academic progress and attendance of all high school students will be monitored daily by the academic counselor. In cases of lack of academic progress or lack of school attendance being noted, the student's name will be submitted to the TAT for review and an Individual Learning Plan will be created. When students are found to be failing courses and falling behind in adequate academic progress the following actions will be taken:

1. Any student who is found to be failing a core class will be pulled from a non-essential elective course and placed into an academic support session or study hall. This will be mandatory with no exceptions. During these sessions, the classroom instructor will provide academic tutoring, academic support, and guidance. Once the student attains and maintains passing grades in all core courses, the student may choose to leave the academic support sessions, and rejoin and complete their elective course;
2. Any student who is having behavioral issues such as skipping or truancy will be placed in the Behavior Modification Room until they reach a stage of self-monitoring and control that will allow them to productively resume classroom attendance of their course sessions. While in the Behavior Modification room, the student will continue coursework and lessons;
3. Any student who is having attendance issues that are negatively impacting academic progress will be put on an attendance contract to be completed by the student, the parents, and the Dean of Students.

All 9 - 12 students will be tested at the beginning of the school year. All students scoring two or more levels below national norm in reading and math will automatically be placed into reading and/or math remediation courses.

Students who have failed a course required for graduation must retake the course, either in the classroom or in the Edgenuity Program (which is the campus-based, computer-generated program that is currently used for credit recovery).

RIGHT TO NONDISCRIMINATION

SFIS will not discriminate in any of its policies on the basis of age, race, color, creed, national origin, ancestry, religion, sex, marital status, or disability, and will not violate any provisions of applicable federal programs, statues, or regulation (e.g., Title IX, Title I, Rehabilitations Act, Americans with Disability ACT {ADA}, Section 504).

RIGHT OF THE DISABLED

All students with disabilities at SFIS are entitled to the benefits of a free and appropriate educational program. For specific information about eligibility and services, please contact the Special Education Director at 605-747-2298 ext. 4313 or the Principal at 605-747-2298.

SECTION 504 / AMERICAN DISABILITIES ACT

For a complete description of the rights granted under Section 504 for students, please contact the Counselors and/or the Principal at 605-747-2298.

LANGUAGE SUPPORT

Our school provides language support services to students whose primary language in the home is not English and who may benefit from extra English language and academic support.

These language services for your child are based on their English language proficiency and current school experiences. Your child will receive the following services or supports:

Examples (please list services your school provides EL students)

- Personalized instructional materials in English or your child's home language
- Testing supports
- Specialized classes
- First-language support
- One-to-one, or small group instruction with a classroom teacher, EL or bilingual teacher, and/or an education aide

Instruction may be in an inclusive or stand-alone setting and may include home language support. These programs are designed to help students learn English and academic content and promote academic success in school.

Your child has a right to these services by law. You may request changes to your child's English learner services at any time by contacting the school's principal in writing with your request. You may decide not to have your child participate in direct English language services. If so, any English language support will be provided through the general instructional program.

Participation in EL services does not exclude your child from participating in other programs and educational opportunities your child may be eligible for, including engaging with peers, extracurricular activities, gifted programming, and/or special education services.

PARENT'S RIGHT TO KNOW

Under the ESSA, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers and paraprofessionals. Our school receives Title I funding and we are happy to share this information with you upon your request.

BIE Tribally Controlled Schools have some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff at Saint Francis Indian School. All our regular teachers have college degrees and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure their teaching skills remain at the highest possible level.

HS GIFTED PROGRAM

- I. All SFIS students are eligible for Gifted and Talented services. The following process is strictly followed as described in CFR 39:114 and CFR 39:117:
 - a. A student must be nominated by a teacher, parent/guardian, the Gifted and Talented Director, or by self-nomination;
 - b. When a nomination is received, a consent for testing and gathering documentation form must be signed by a parent/guardian within one week after the nomination;
 - c. The student nominee will be tested for Gifted services within 20 working days of receiving the consent form signed by their parent/guardian;

- d. If the nominee qualifies for Gifted services, an Individual Education Plan (IEP) will be created within four weeks of identifying that the student qualifies for services. The IEP will be created with the assistance of a five-person team that must include the Gifted and Talented Director and/or Principal, Gifted and Talented Teacher(s), parent(s) and/or guardian(s), and student. It may also include counselor(s) and classroom teacher(s);
 - e. Academic and Intellectual Ability Gifted students shall have a plan in place for three years from the date of the IEP meeting/placement. (Please note: Academic placements are valid for three years only if testing results are maintained at or above the 80th Percentile on a school-wide assessment);
 - f. Leadership, art, music, and drama Gifted students shall have a plan in place for one year from the date of the IEP meeting/placement. Leadership students must also sign a "Leadership Contract" annually.
- II. Gifted and Talented Services
- a. Students serviced through academic and intellectual ability IEP's will receive inclusion services based on their IEP's and will receive a minimum of two hours of pull-out services per academic month;
 - b. Students serviced through visual and performing arts as well as leadership IEP's will be serviced through a minimum of two hours of pull-out service per academic month;
 - c. To receive Gifted and Talented services, a student must be in good academic standing in general education, passing four of seven classes;
 - d. In addition, to receive Gifted and Talented services, a student must have an attendance record of 80% of Gifted and Talented classes;
 - e. Students who are not meeting the academic or attendance requirements for Gifted and Talented services will be placed on probation and a meeting of the three-person team with parent(s) and/or guardian(s) and the Gifted and Talented Director will occur to continue Gifted and Talented services. At that meeting, a plan will be drawn to offer assistance and place the student back in good academic and attendance standing in the regular education program;
 - f. Students are responsible for collecting and completing all work missed in general education classes while receiving pull-out services. It is the responsibility of the student to turn in missed work by the deadline set by the general education teacher.

HS CHALLENGING ENVIRONMENT

Here at SFIS, we believe our students are academically challenged daily through their normal academic instruction. However, if the parent believes that the environment is not challenging the student, the parent/guardian will first:

- Request a meeting with the Teacher and Principal and have a meeting within five school days of request.

After the meeting, the teacher and parent/guardian will come to an understanding of how the class will become academically challenging for the student or if other alternatives need to take place. The time frame will range from two to four weeks. If at this time the parent/guardian, student, and/or teacher feel that the student is not being challenged enough, the parent/guardian can request to meet with the Academic Counselor and the respective Principal.

12th GRADE REVIEW

A senior struggling with one or more classes requires immediate interviewing. The high school teacher(s) will provide a grade print out to the parent/guardian on a bi-weekly basis until academic improvement. The grade print out must be signed and returned to the high school

teacher(s) and Academic Advisor. A signed and grade printouts will be filed in the high school office or with an Academic Counselor. A collaborative review by the Teacher, Parent/Guardian, Academic Advisor, and Principal will determine academic status.

HS HONORS OR HIGH HONORS

Grades must be based on academic performance. There will be two areas of recognition in regard to scholarships for students graduating from SFIS. Students earning a 3.50 to 3.74 Grade Point Average will graduate with Honors. High Honors is 3.75 to 4.00 Grade Point Average. The Grade Point Average will be a cumulative average for eight semesters beginning with grade nine.

HONOR ROLL AND MERIT ROLL

A student must be enrolled in four or more full time classes with no grade lower than a "C" to be eligible for the high honor, honor, or merit roll. These rolls will be calculated on the basis of GPA for all classes as follows:

| | |
|------------|--------------|
| High Honor | 3.75 to 4.00 |
| Honor | 3.50 to 3.74 |
| Merit | 3.00 to 3.49 |

HS GRADING SCALE

The high school grading scale will be as follows to reflect with the NASIS system:

| <u>Letter Grade</u> | <u>Percentage Range</u> | <u>Grade Point Value</u> |
|---------------------|-------------------------|--------------------------|
| 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 | 65-66 | 1.00 |
| D- | 63-64 | 0.67 |
| NO CREDIT | 0-62 | 0.00 |

**According to this grading scale, a passing grade is a D- or 60%.*

BELL SCHEDULE

Regular Bell (Monday – Friday)

30-minute breakfast

55-minute class periods

29-minute lunch

| | |
|--------------------|---------------------------------------|
| 8:00 - 8:30 a.m. | - Student Breakfast/Staff Duty |
| 8:30 - 9:25 a.m. | - Period 1 |
| 9:28 - 10:23 a.m. | - Period 2 |
| 10:26 - 11:21 a.m. | - Period 3 |
| 11:24 - 12:19 p.m. | - Period 4 |
| 12:19 - 12:48 p.m. | - Lunch/Staff Duty |
| 12:53 - 1:48 p.m. | - Period 5 |
| 1:51 - 2:46 p.m. | - Period 6 |

2:49 - 3:45 p.m. - Period 7
 3:45 – 4:00 p.m. - **Student Departure/Staff Duty**

Short Bell (Delayed Opening)

30-minute breakfast

37-minute class periods

33-minute lunch

10:00 - 10:30 a.m. - **Student Breakfast/Staff Duty**
 10:30 - 11:07 a.m. - Period 1
 11:10 - 11:47 a.m. - Period 2
 11:50 - 12:27 p.m. - Period 3
 12:27 - 1:00 p.m. - **Lunch/Staff Duty**
 1:03 - 1:40 p.m. - Period 4
 1:44 - 2:21 p.m. - Period 5
 2:25 - 3:03 p.m. - Period 6
 3:06 - 3:45 p.m. - Period 7

Short Bell (Early Release)

30-minute breakfast

35-minute class periods

33-minute lunch

8:00 - 8:30 a.m. - **Student Breakfast/Staff Duty**
 8:30 - 9:05 a.m. - Period 1
 9:08 - 9:43 a.m. - Period 2
 9:46 - 10:21 a.m. - Period 3
 10:24 - 11:00 a.m. - Period 4
 11:03 - 11:38 a.m. - Period 5
 11:41 - 12:17 p.m. - Period 6
 12:19 - 12:52 p.m. - **Lunch/Staff Duty**
 12:55 - 1:30 p.m. - Period 7

HOMEBOUND INSTRUCTION

ONLY the School Administrator can approve a student for homebound instruction. In order to qualify for homebound instruction, a student must be unable to attend school for a considerable period of time DUE TO EXTREME MEDICAL CONDITIONS or at the discretion of the Principal or Superintendent due to behaviors. The extreme medical conditions or behavioral circumstances must be supported by a Doctor's written statement and/or a behavioral evaluation with a mental health provider and assist the school in developing a plan for reentry into the school. With behavioral issues, a five-day window will be exercised.

If a student is found to qualify for homebound instruction, they and their parent/guardian will sign a contract agreeing to complete their work in a timely manner. This contract will also include the following provisions:

- The student must have at least one contact hour with a certified teacher per school day they miss;
- A certified teacher must do their homebound instruction;
- They must show evidence that they are being treated for their medical condition.

Students are to be in school during designated hours.

During their homebound status, the student will be allowed to participate in school functions such as athletic events and/or attend functions at the discretion of the building Principal (on a case by case basis).

If the Student does not adhere to their contract, they will be dropped from homebound and expected to return to school. Failure to return to school at the specified date could result in accumulating unexcused absences.

PERMANENT RECORD

From the moment you enter school, you are building your permanent school record. The record you make is your own. Make your record one of which you can be very proud, a record that will be an advantage to you.

A transcript of your high school record is required for entrance into colleges, vocational schools, the military service, and by many prospective employers. Written permission is required to release transcripts.

Student transcripts will be withheld upon graduation or transfer to another school system until the following items are either returned or the dollar value for replacement is given to the school: textbooks, athletic equipment, library items, musical instruments, and classroom equipment.

The dollar value to replace or repair any damaged school property must be paid in full or have an agreed payment plan before any transcripts for graduating or transferring students can be sent to or given out to anyone.

A student's attendance, suspension, and expulsion record will remain a part of the student's record until the student leaves SFIS permanently.

PROGRAM PARTICIPATION

Students who attend and complete Summer Programs such as INMED, NASA SKILLS PROGRAM, Gear Up, Upward Bound, Iowa First Nations, and others as established with the school system will be granted one credit upon verification of their enrollment and completion. Students must have 45 contact hours or more to receive this credit. The credit will be recognized by the SFIS High School as an elective credit, it cannot be used to satisfy a State requirement.

PROGRESS REPORT

Mid-term, quarterly, and annual reports will be sent home to the parent/guardian of the student. Bi-weekly grade progress reports and weekly attendance reports may be sent out at the discretion of the Principal or by the teacher with approval of the Principal.

TEACHER ASSISTANCE

If you have an assignment you don't understand or you are struggling with your work, please see your respective teacher(s) as they are happy to help you. Teachers are available to help before or after school hours or during lunch time. Students must be encouraged to be an advocate and communicate their academic questions and needs to their teachers.

AFTER SCHOOL ACTIVITY / TUTORING AFTER SCHOOL ACTIVITY / TUTORING BUS

Tutoring services will be provided and available for all 9 - 12 students. Students will need to have a bus pass in order to get on the activity bus. All students staying for after school activities will meet in the library. Front doors will be closed at 3:50 p.m. If students are not in the library by 4 p.m. or signed up by 4 p.m., students will not be allowed to stay on campus. Tutoring teachers will pick up students from the library. Students involved in sporting activities shall report to their respected practice site by 4 p.m.

After school and activity buses are provided for those students who remain after school for athletic practices, activity group meetings, or tutoring. These are the only students authorized to ride the activity buses. The activity buses will leave from the circle at 5:50 p.m. each day. Students who participate in regularly scheduled after school activities will be placed on the activity bus lists. Activity bus passes are obtained from the tutoring supervisor or moderators/coaches.

LIBRARY

The library is open for your convenience from 8 a.m. to 4 p.m. It will be open during part of the lunch period and occasionally in the evening. The library will be used only for research, reading, and quiet studying. Those students coming to the library during a class period must have a pass slip. Those who do not abide by the library rules will not be permitted to use the library. The librarian will be available to assist you in finding resource materials, reference books, or any other necessary information. If you have overdue or damaged books, the library staff will work with you to replace those books either through work activities or purchase of replacement books.

TEXTBOOK POLICY

Students are expected to return textbooks as requested by teachers. Damages to textbooks falls under the guidelines for defacing school property.

SCHOOL SUPPLIES

Individual teachers will give students a more specific list of required materials, but all students should be equipped with:

- A notebook (with at least six divider sections);
- Notebook paper;
- Writing tools including pens and pencils;
- Plastic bag for carrying writing tools;
- Eraser;
- Ruler with both inch and centimeter measurements;
- Calculator (optional).

LOCKERS

Lockers will be assigned on the basis of one per student. These lockers will accommodate long coats, books, etc., and it will be expected that these items be stored properly. Each locker is equipped with a combination lock. When mechanically possible, all lockers shall be closed and locked. Closed and locked doors will eliminate the loss of valuables by students and greatly improve the appearance of the halls.

The school assumes no responsibility for items lost or stolen from the locker. As such, students have no expectation of privacy in their lockers. The administration or their designee has the right to inspect all lockers at any time to prevent their use for illegal purposes. Dogs and metal detectors could be utilized by school administration or law enforcement agencies.

DRUG DETECTION CANINES

At the discretion of the school superintendent, a search of school buildings/grounds by drug detection canines will be scheduled. Drug detection canines will search all lockers at the end of the school year, prior to the start of the new school year, and randomly throughout the school year. The date of the search itself will not be announced. Building Principals will be present during any scheduled search, at the discretion of the building Principal and/or canine handler. During the search itself, students will not be present in the immediate areas of the search. The handler of the canine will conduct a "pre-search" of the area prior to introduction of that area. During the drug-search, the drug dog may alert the handler to a particular locker or vehicle. At the discretion of the canine handler, the locker, vehicle, and/or identified object will be searched. School discipline guidelines will be strictly enforced if illegal items are found during the canine search.

METAL DETECTORS (STATIONARY/HANDHELD)

St. Francis Indian School recognizes that the educational environment of the school and the safety of the students, staff, and visitors are an important factor in the student's ability to learn and a teacher to teach. Through this policy, it is the hope and desire of St. Francis Indian School to promote and provide a safe environment for all students, and advance the safety and welfare of students, staff, and visitors by authorizing metal detector screening of students, staff, and visitors.

Definitions:

Security Operations - Staff that includes security, hall monitors, teachers, and administrators of St. Francis Indian School who have been trained in proper procedures authorized by this policy.

Contraband - Weapons, illegal drugs, electronic devices, and any other item that students are banned from possessing identified in the St. Francis Indian School student handbook (page 7), as well as Tribal, Federal, and/or State Law.

Metal Detector Activation - Occurs when a stationary/handheld metal detecting device responds by alarm or other signal.

Metal Detector - Any stationary/handheld detection device.

Metal Detector Screenings - The use of metal detectors on students, staff, and visitors entering the facility of St. Francis Indian School and their belongings on a given date. Everyone will be subject to metal detection. In the event the metal detector alarm is activated, a progressive search will be conducted until the reason for the alarm is discovered.

Daily Screenings - The Superintendent or Building Administrator may authorize daily screenings (daily screenings indicate that metal detector screenings will happen daily).

Random Screenings - Screenings that are not conducted on a regularly scheduled basis (random means without method or conscious decision).

As-Needed Screenings - Screenings that are needed on a specific day for various reasons as determined by the Superintendent/Administrator designee and/or Building Administrator.

Guidelines:

Only St. Francis Indian School staff who have been trained in the use of stationary/handheld screening and search and seizure procedures shall operate the detectors under the direction of the Building Administrator.

Security staff will set up and use scanning equipment. Tables will be set up nearby for purses, backpacks, and other items that will be inspected. The person operating the metal detectors may be of either gender. However, if a search needs to be done, School, Tribal, State, and Federal policies shall apply.

Any items violating school rules will be confiscated and disciplinary actions will follow as outlined.

In cases where there is reasonable suspicion that a weapon may be present, the School Resource Officer/Dean of Students and/or Building Administrator shall be present.

Searches are conducted for safety purposes. Any violations to safety policies (School, Tribal, State, and Federal) shall receive all penalties set forth. Early metal detector warning signs shall be posted to notify students, staff, and visitors.

An affirmative signal from a detector will serve as reasonable suspicion for a more intrusive search. Law enforcement will be notified if a weapon or an illegal substance is located during the search process. Because attendance is voluntary at these public events, people attending functions may choose to leave items somewhere else before entering the event. With this exception, procedures used at extracurricular activities are the same as those used during the school day referenced above.

WALK THROUGH METAL DETECTORS, X-RAY SCANNER, AND SEARCHES

Students have an "expectation of privacy" that applies outside and on school property. However, there are different rules for the different locations. There are also different rules based on who is doing the search and what item is being searched.

When it comes to a student's body and property, there are rules that must be followed. Which rules apply depends on who is doing the search.

School staff may search a student if there is "reasonable suspicion" that the search will turn up evidence that the student broke a school rule. This means that staff have more than a hunch that the student did something wrong before the search can happen. They must have specific reason to believe that a student broke a school rule. The search must be:

- Justified when it starts, and
- Reasonable in how it is done

There are a couple of factors to be looked at to establish a reasonable search.

- The child's age,
- The gender of the child and the gender of the staff searching the child,
- The rule or law that is believed to be broken.

For example, if a student is accused of having contraband, which violates the school drug policy, it is reasonable for school staff to have the student empty pockets and look in a backpack.

St. Francis Indian School will use x-ray baggage scanners to search every person's backpack or other bag, purse or other items being carried into the school.

- Students entering the school will be required to take off their shoes, belts, jackets and hats before entering the walk-through metal detectors. If the person sets off the metal detector, the

student will be taken aside and Security will use a hand wand to locate the item(s) on the student. If the detector indicates that the item is in a private area on the student, the student will be taken into an office or other private place for a pat down search.

Pat Down Searches will be done in private and conducted by a Security Staff member of the same gender as the student, and must have a 3rd party of the same gender as well present during the search.

A pat-down search may include inspection of the head, neck, arms, torso, legs, and feet. This includes head coverings and sensitive areas such as breasts, groin, and the buttocks. You may be required to adjust clothing during the pat-down.

Other Baggage Scans:

All people attending St. Francis Indian School functions and sporting events and visitors will be required to go through the walk-through metal detectors and all bags will also be subject to search with the School's x-ray baggage scanner before entry is allowed into the Lower Elementary, Middle and High School.

STUDENT VEHICLES

Students must have permission to drive their car to school from the administrator. Students who drive must have a pass that is to be placed on the windshield of their car. Students will turn in their keys to the front office when they arrive at school. These keys will be kept in a locked cabinet. Students must give the office a copy of their driver's license. If the student does not have a driver's license, then the keys will not be returned to the student. The keys will be kept until a legal parent/guardian picks up the keys from the school. Students who have more than one car must get more than one pass. The administrator or designee reserves the right to search student vehicles when reasonable grounds dictate. Parents will be notified if this occurs. After parking the car and entering the school, the parking lot is off limits until the end of the school day. The cars must remain parked for the school day, unless permission to leave is given by the parent/guardian and approved by an Administrator. In special situations, the Administrator may give permission for a student to go to their car. Students are not permitted to leave in another student's vehicle. St. Francis Indian School is not responsible for any accidents or injuries that may occur, on or off SFIS campus grounds, while the student driver is operating his/her own personal vehicle.

BICYCLES/SKATEBOARDS/SCOOTERS/HACKY SACKS/ SHOES WITH WHEELS

Riders should observe traffic and other safety laws and rules, and display courtesy toward drivers of motor vehicles.

Students who ride bicycles shall be required to park them in an area designated by the administration and are encouraged to use bicycle locks. The district is not responsible for lost, stolen, or damaged bicycles, skateboards, scooters, safety helmets, etc.

Bicycles, skateboards, scooters, and shoes with wheels may not be ridden anywhere on campus. When on campus, students are expected to walk their bikes, skateboards, scooters, etc. Students must make arrangements with staff for skateboard and scooter storage prior to the first period or if it fits in the student's locker, these items must be stored here. These items may not be carried by the student during the school day.

Hacky sacks may be used calmly during non-instructional time (lunch, before/after school). Hacky sacks will be confiscated if used during class time and returned at the end of the school year.

WORK STUDY STUDENTS

Cooperative experiences, internships, shadowing, and mentoring opportunities provide depth and breadth of learning in the institutional program and allow students to apply the concepts learned in the classroom. Work study will be available to students under certain conditions. The student will be paid South Dakota state minimum wage. The students will only work up to 4 hours a day or 20 hours a week and follow all Labor and Regulation laws. Students in work study will be evaluated by their immediate supervisor and must be in good academic standing which include, but not limited to:

- Passing grades;
- Minimum 2.0 GPA;
- On track for graduation;
- No behavior/discipline issues;
- Senior status.

Additionally, students on work study must complete the following requirements:

- Homework Policy - Students will have one week to complete weekly homework assignments given by their work study supervisor;
- Late Work Policy - Failure to complete any or all the required weekly hour reports will result in a failing grade for the placement. Students may also be removed from work study;
- Attendance Policy - Students are expected to show up for work study and all their academic classes. Failure to abide may result in removal from work study and any school attendance policy consequences.

MEETING AND PRACTICES

Individuals and groups are only allowed to use school facilities (classrooms, gyms, band rooms, etc.) under the direct supervision of a staff member. Student organizations are responsible for assisting with cleaning following any sponsored activities.

SALES BY STUDENTS

Students shall not be permitted to conduct any form of sales activities (i.e. girl scout cookies, church, etc.) on the school premises (during school hours). Sales may be held before school, and/or after school, other than those officially sponsored by the school with the Principal's permission.

SCHOOL DANCES

All school dances must be properly chaperoned by the class sponsors, moderators and/or other school personnel, and must be approved by the Principal at least three weeks in advance. Students who leave the dance after entering will not be allowed to re-enter. All school rules will apply during any school sponsored event.

Prom Rules and Regulations:

To ensure a safe and fun-filled Prom, the following rules concerning conduct and procedures must be followed:

- Each Junior/Senior and date must bring his/her receipt (if required) and a current picture ID.
- At the entrance to the event, everyone will be searched for prohibited and illegal substances. Prom is a school sponsored event and school behavior codes apply.

The possession or consumption of tobacco, drugs, alcohol and paraphernalia is strictly prohibited. Required prescription and/or non-prescription drugs must be approved by the School Nurse prior to the event, otherwise they will be confiscated. Prohibited items include, but are not limited to: flasks, glow in the dark items, sharp objects, perfumes, lighters/matches, water bottles, wallet chains, markers, weapons, canes, zoot suit chains, gum, eye drops, mouthwash, glass bottles, liquid items.

- Any Junior/Senior or guest found in possession of or under the influence or demonstrating inappropriate behavior will forfeit his/her evening during Prom, with no refunds. Depending on behavior, the student may be suspended from school, may not participate in the Graduation ceremony, and may be subject to arrest.
- SFIS students will be held responsible for the behavior of their guests.
- Anyone violating these rules will be denied a refund, may be denied entry or may be asked to leave the premises.
- "Before/After Prom" activities are in no way affiliated or sponsored by SFIS unless otherwise noted.

Prom Guidelines:

- All students and guests must submit a completed and signed permission slip; see the high school office manager for the slip.
- All students must be academically eligible to attend. They must ALL have passing grades to attend.
- All persons attending Prom must show a current student ID when entering the event.
- All persons are responsible for their own transportation to and from the event.
- No one will be admitted after 9:00 p.m.
- All students must be picked up or have a mode of transportation at the end of the event.
- Anyone who leaves the event prior to its ending will be denied re-entry.
- Any person who arrives at Prom and is determined to be under the influence of any substance will not be allowed entry into the event and will not receive a refund of any kind.
- Dress formally (gown/floor length preferably) and follow the current SFIS dress code. All tops must be worn such that private parts are covered with opaque material. Body parts that are supposed to be covered by tops or bottoms must not be exposed by movements of the body (bending over, sitting, raising of arms, walking up/down stairs, etc.).

OPEN GYM

Open gym may happen as an incentive with a request of a teacher or moderator with the approval of the HS Administrators. An adult supervisor must be present at all times. The gym and restrooms must be kept clean.

LOST AND FOUND

All lost and found items should be turned in and claimed at the front office. Items will be kept for four (4) weeks. After four (4) weeks, unclaimed items will be given away.

STUDENT DRESS CODE

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 (*see discipline*).

Dress Expectations:

We realize parents and students are subjected to numerous advertising pressures in terms of dress and grooming. To assist you in your student's grooming decisions and the purchasing of appropriate school clothing, St. Francis Indian School has established the following dress and grooming standards.

Dress & Grooming Standards: Dress and grooming on a school location in the following manner is prohibited:

- Wearing clothing or accessories that include words, pictures, or symbols which are obscene, vulgar, abusive, discriminatory, or which promote or advertise alcohol, chemicals, tobacco or any product that is illegal for use by minors.
- Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups including gangs or supremacist groups.
- Wearing clothing or grooming in a manner that is sexually explicit/distracting or which conveys sexual innuendo, or that may reasonably be construed as sexual (this includes hickies).
- Wearing any headwear, coats, or trench coats in the building during the school day without permission from the school administration. Bandanas, head sweatbands, and any other head gear will not be worn or carried in hand in the school buildings. Bandanas cannot be used as a mask. Bandanas will not be visible at any time, i.e. hanging out of pockets or tied around arms, legs, or around the waist. If hooded sweatshirts or hoodie jackets are worn in the building, the hoods stay off of the head while in the building. Blankets are not permitted in school. Sunglasses, and any other head coverings are not to be worn in the building during the school day if they distract from learning.
- Wearing of clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others, i.e. chains and spikes.
- Wearing of pants/shorts that are sagging.
- Bare midriff, muscle shirts, spaghetti straps, pajamas, slippers, loungewear or extreme mini-skirts and shorts are too informal for the school setting. Shoes are required.

TRANSGENDER POLICY

In accordance with applicable State and Federal laws, rules, and regulations, SFIS allows participation for all students regardless of their identity or expression in an environment free from discrimination. The procedure outlined in this document is to designate a set of criteria in which students are able to succeed academically in a friendly environment free of discrimination. Transgender students will have access to the bathrooms in the main office to use as needed.

GENDER IDENTITY PARTICIPATION

All students should have the opportunity to participate in all school related activities in a manner that is consistent with their gender identity, irrespective of the gender listed on the student's records. Should any questions arise whether a student's request to participate in a sex-segregated activity consistent with their gender identity is bona fide, a student may see review of their eligibility to participate in a school activity with their gender identity, the eligibility is granted for the duration of the student's participation and not need to be renewed for every academic school year.

Definition:

For the purposes of this policy, the following definition applies:

- Transgender Person: A person whose gender identity does not match the sex assigned to him or her at birth;
- Gender Identity: A person's deeply-felt internal sense of one's own gender;
- Gender Expression: A person's external characteristics and behaviors that are socially defined as either masculine or feminine (dress, speech, mannerisms, social interactions, etc.).

STUDENT VISITORS

The following guidelines have been established for school age visitors who wish to accompany a St. Francis Indian School student to school:

Advance Notice - Arrangements must be made at least two days in advance of the proposed visit. These arrangements must be made with the high school Principal; forms may be picked up in the high school office and must be returned two days before the intended visit. The visiting student must submit a letter of approval from their home school Principal, clearing that student for attendance at the school that student attends.

Visitor Age - Visitors who accompany a St. Francis Indian School student to school must be of high school age.

Visitor Passes - Student visitors must report to the high school office accompanied by the SFIS student they are visiting. Student visitors will be issued a pass for the day and must remain with the SFIS student they are visiting throughout the day.

Visitor Length - Student visitations are limited to one day for each individual student visitor.

St. Francis Indian School Rules - All visitors are required to abide by the rules and regulations that govern students at SFIS.

Exclusions - Student visitors are not permitted under the following conditions:

- Students enrolled in other schools are not permitted to visit SFIS during such times as their school is in session;
- Student visitations are not permitted during the following time periods:
 - The first week of school;
 - The last week of school;
 - During school-wide testing days.

TELEPHONE USE

Students will be called to the office for telephone calls for emergencies only. Call back numbers will be written down and the students will be notified during their lunch time or during transitions. Students may call out for emergency situations with permission of the classroom teacher or with permission from the Administrator.

PERSONAL ELECTRONIC DEVICES

Students are responsible for PEDs, SFIS is not responsible for lost, stolen, or damaged PEDs. Students will be allowed to keep their cell phones with them during the school day and are allowed to use them under the following conditions:

- Before and after school
- During lunch
- In the classrooms at the Teacher's discretion
- Adherence to the Technology Use Policy

Consequences for Inappropriate Use:

If a student abuses this policy, consequences shall be:

1. First Offense: Verbal warning from the teacher or administrator and cell phone taken until after the class period;
2. Second Offense: Teacher takes the cell phone to the office and the building principal will keep it until the end of the day, with a call to the student's parents/guardians regarding the offense;
3. Third Offense: The teacher takes the cell phone to the office; the building principal will keep it until the end of the day and the student will spend one day in ISS;
4. Fourth offense: Parent/guardian and student will meet the building principal to determine further action.

Notice:

1. Students are responsible for their own property and will bring cellphones to school at their own risk. SFIS will not be responsible for lost or stolen cell phones; Any major violations of the policy may result in additional consequences by the school administration, including placing the student on a "No Cell Phone Use" list. This action could result in student's loss of all technology use device privileges for the remainder of the school year.

DRILLS

Fire Drills - Fire alarm bells will be signaled by a continuous blast of the fire bell. Students are to leave the classroom in an orderly manner and proceed to the nearest outside exit or the one designated by the teacher. Students should leave the classroom by rows, starting with the row closest to the door. Teachers are responsible for all calls of students following exiting the building. **DO NOT REMAIN IN THE BUILDING DURING A FIRE DRILL.**

Tornado Drills - Tornado drill alarms will be triggered in the event of a tornado warning being issued by the Rosebud Sioux Tribe or National Weather Service. Students and staff are to move to the central classrooms or hallways away from windows and are to remain in those locations until the warning is over. School Administrators and supervisory personnel are to provide guidance in the event of a tornado drill. **DO NOT LEAVE THE BUILDING DURING A TORNADO WARNING.**

SFIS buses will not run during a tornado warning nor will students be allowed to leave in cars unless with their parent/guardian.

Intruder/Lock Down Drills - Once the call is made that the school is in a lockdown, all students are to find the nearest classroom and remain there until otherwise directed. Teachers will not allow any student to leave the classroom and all students will be confined to the safest place in the classroom.

Disaster Drill/Bomb Threat Drills - In the event of a disaster (flood, earthquake, chemical accident, war, etc.) students should follow instructions given by their respective teachers. These instructions are provided in the Crisis Management Plan.

NON-CUSTODIAL PARENTS

A non-custodial parent, unless restricted by a court order, will be given access to all student report cards, student records, and disciplinary actions. The parent will also be allowed to participate in conferences, classroom visitations, and all other school activities. The school will conduct only one meeting for parents in which both parents will be permitted to participate. If parents request separate teacher conferences, the principal shall have the discretion to grant or deny such a request.

The non-custodial parent may not visit with the student during the school day nor may the student be released to the non-custodial parent unless written by the custodial parent that gives permission.

A certified copy of a court order restricting the rights of the non-custodial parent shall be provided to the principal should a custodial parent wish to prohibit the distribution of the information to and the school visitation of the non-custodial parent.

St. Francis Indian School will only accept custody/emergency custody/temporary custody papers that are completed through a court system. Temporary Guardianship papers that are signed by a notary will not suffice and the guardian who wishes to have custody will have to file through the court system.

WELLNESS POLICY

The goal is to create a culture where students *choose* to live a healthier lifestyle, rather than being forced to do so. Wellness works best when the experience is a shared one through communal goals. Different people are motivated by different things. For more information, please request the wellness policy located in the *SFIS School Policies and Procedures Handbook*.

FERPA

FERPA (Family Educational Rights and Privacy Act) is a Federal law that is administered by the Family Policy Compliance Office in the U.S. Department of Education. This law affords parents/guardians the right to have access to their children's educational records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the record (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the Department. Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records and the right to file a complaint with the Department. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution. Access to Education Records must be in writing. More information is available in the HS front office.

ATTENDANCE REQUIREMENTS

Students **MUST** be within the geographic parameters designated by the school to be enrolled.

ATTENDANCE POLICY

A student's contribution to achievement in class is directly related to attendance. Both students and parents must understand that students miss a vital portion of their education when they are absent. While it is true that written work can be completed for make-up labs, class instruction or presentations, discussions, some audiovisual presentations, or student-teacher interaction can never be made up.

PERFECT ATTENDANCE

Perfect attendance at SFIS is considered only if the student is in class every day, all day, on time, except in the case of a death in the immediate family or be a participant in a conference or school sponsored extracurricular activity. Students who leave early or are tardy are not considered for perfect attendance unless they have a documented excuse that is approved by the Principal.

EXCUSED ABSENCES

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 notice. If the school did not receive notification from the parent/guardian within the two days, the student will be unexcused.

In instances of chronic or irregular absences reportedly due to illness (more than two days), the school administration will request a Doctor's statement, not a Physician's Assistant, certifying absence to be justifiable.

A student who has 10 consecutive unexcused absences will be dropped from school and will have to reapply for admittances, unless they provide medical statements.

Nurse Discretion - Only with the nurses' approval can a student be sent home due to sickness and only after triaged by the nurse. If the nurse is absent then the Home School Coordinator will make the necessary calls to the family and give approval to send the student home if needed. The student will need to be picked up from the nurse's office.

SCHOOL HEALTH OFFICE SERVICES

- Students are encouraged NOT to call parents/guardians for an early dismissal from the school due to illness prior to going to the school health office;
- Children will be excluded from school for the following signs or symptoms of: **Impetigo** (excluded until 25 hours after treatment has been initiated); **Pinkeye** (excluded until examined by a DR with approved readmission with treatment); **Scabies** (exclude until after treatment has been completed or until examined by a DR with approved readmission with treatment); **Fever** (greater than 100 degrees); **Vomiting** (if occurs two or more times);
- **Medication:** All over the counter/prescription medication brought to school by students must be turned into the School Health Office;
- Parent/guardian requests to administer medication to students must fill out a permission to medicate form;
- **All students** must be up to date on immunization standards set by the SD Department of Health and current within 45 days of the start of school or will be temporarily expelled.

Notify the School Health Office of any illness, surgery, broken bone, allergies, medical conditions, or other health related needs of the student.

Please refer to the COVID-19 Health Plan that will be updated on the *SFISk12.org* website for all information regarding COVID-19 health and safety precautions.

HEAD LICE POLICY

If a student is suspected of having head lice, nits, and/or eggs, school personnel may check them. If head lice are found, the parent/guardian will be notified and the student is sent home. It is the responsibility of the parent/guardian to treat the student with head lice products and most importantly to remove all nits and head lice from the student's hair. Students may return 24 hrs. after receiving head lice treatment. Parents are encouraged to check their student's hair for nits and lice throughout the year, all belongings at home and school should be checked also for infestation. If a class is having an unusually high number of students with head lice, school personnel will screen the class and take appropriate measures. If the student is a constant offender of head lice issues, the family will be referred to Public Health Nursing, Department of Social Services, and Tribal Education to assist the issue.

UNEXCUSED ABSENCES

Unexcused absences are any absences that do not fit the description of an excused absence. Absences may be excused at the discretion of the school administrator. It is vital for students to be in school as much as possible. Written work can be made up, however, class instruction, presentations, discussions, videos, guest speakers, and teacher interactions cannot be made up. Parents/guardians will have a two-day grace period to inform the school the reason for the absence with appropriate documentation. It will be unexcused if no documentation is received.

MAKE-UP WORK AFTER EXCUSED ABSENCES

Students are permitted to complete all make-up work after an excused absence. For each one-day's absence, a student will be given five days to make-up missed assignments upon their return. Other arrangements can be made as a private contract between teacher and student. Remember Students: It is **YOUR RESPONSIBILITY** to collect your make-up work and make sure it is done on time. Make-up work will only be allowed during the first two weeks after each quarter, except in extreme emergencies as determined by the administrator.

EXCUSED ABSENCES FOR SCHOOL ACTIVITIES AND EDUCATIONAL LEAVE

Students are not recorded as being absent when they miss school for participation in a **school sponsored activity**. **Students who attend regionally or nationally recognized youth events are granted Educational Leave**. A student must be in school at the beginning and during that day in order to be eligible to participate in or attend an activity that night. Students returning late (11 p.m. or later) from a school sponsored activity will be excused until 10 a.m. the following morning.

Any student who accumulates 10 days of unexcused absence will not be allowed to participate in St. Francis Indian School's extracurricular activities for the remainder of the semester; this is based on an accumulation of absences throughout the semester. If the 10 days are accumulated

during the last month of the first semester, the students will not be allowed to participate in the second semester. If the 10 days are accumulated during the last month of the second semester, the student will be unable to participate during the following school year for the first semester. Therefore, any student on an attendance contract cannot participate in extracurricular sports or activities including student government.

Situations such as Out of School Suspension are considered unexcused absences, however, they will not count against schools 10-day drop policy.

High school students must also be passing **four** classes to be eligible to participate in any activities.

Each Monday, the Athletic Director will give the respected coaches a grade checklist. Those students who are not passing will have one week to make up work for failing classes (73%) or below. If the student(s) continue to fail after the first week, they will not be allowed to participate in any extracurricular activities, including practices, until the student(s) obtains a passing grade. Make up slips will no longer be in effect.

The Principal will ultimately decide whether the student can be eligible any given week.

Work missed must be made up and it is the **STUDENT'S** responsibility to see that make-up is done completely.

SIGN OUT PROCEDURES

Students are required to remain on campus from the time they arrive in the morning until they are dismissed in the afternoon. If it is necessary to leave the school because of illness, students should check out through the office after parents have arrived and received a blue check out slip from the secretary.

18-YEAR-OLD STUDENTS

Students 18 years of age who ARE NOT living with their parents/guardians do not need parent/guardian notes if they are ill, missed school, or wish to leave during school. They will be required to check in with the front office to receive a blue check out slip from the secretary. 18-year-olds who ARE living with their parents/guardian need parent/guardian notes if they are been ill, missed school, or wish to leave during school.

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 parent/guardian of a 9-12 student must obtain permission** from the front office and obtain a blue sign out pass from the secretary;
- **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;
- **The school nurse takes a student or other delegated person** to Rosebud Indian Health Service Hospital or other authorized clinic under the prior consent of the parent/guardian;
- **A student under appropriate supervision has authorization** from the principal or superintendent to leave during an emergency situation or high stress situation.

- Students are only permitted to travel between educational buildings for educational services/reasons.

ATTENDANCE CODE

The following procedures will be followed to report chronic absences to RST Tribal Education and to RST Tribal Courts. Upon determination that a student has had **three unexcused absences** within any single month, or **six unexcused absences** in the current school year, school personnel will work with the family on a plan for the student's success:

- The student's parent, guardian, or custodian will be notified;
- Information will be given about the potential consequences of additional unexcused absences; and
- Within 10 business days the school will conduct an Attendance Review Conference with the student and the parent, guardian, or custodian.

During Attendance Review Conferences an Informal Attendance Plan will be created to best serve the student and family. Attendance Review Conferences are voluntary and if the student's parent, guardian, or custodian declines to attend or participate, the next steps shall be:

- Within 10 business days, the Rosebud Sioux Tribal Education Department (RSTED) will convene a Truancy Board;
- If the family declines the voluntary Truancy Board, RSTED will recommend a Truancy Petition to Rosebud Sioux Tribal Court.

The following will occur when a student has reached **10 days of unexcused absences consecutively**. The student will be dropped from enrollment and will have to re-apply for admittance. During re-enrollment, an Attendance Review Conference will be held and an Informal Attendance Plan will be created. We will continue to follow the above procedures after re-enrollment.

If you would like a copy of the complete Rosebud Sioux Tribal Education Truancy Policy, please inform your building administrator. The St. Francis Indian School follows all policies and procedures set forth by the Rosebud Sioux Tribe Law and Order Code. The St. Francis Indian School follows policies and procedures mandated by the Bureau of Indian Education.

SKIPPING/MISSING CLASS

Absence from class is defined as not being physically present during a class period while on school grounds. Students who cut class are at risk of losing credit for that class in addition to disciplinary consequences.

TARDINESS

The students are to be in the classroom at the scheduled start times of class or they will be considered tardy. The first bell will signal students to report to their scheduled class, the second bell will signal the start of the class.

It is the student's responsibility to be in class on time. All tardiness will require an admit slip from the office to be admitted into the classroom after the five-minute sweep has been completed. Any student found out of the classroom without a pass will receive appropriate disciplinary actions.

Five tardies equal one day of absence:

- A. Students being late into the class period will turn into an unexcused absence for that class period, unless a parent has called. Late consists of students not being in class after the bell rings;

- B. During the school day, tardiness shall be defined as failure to be at one's assigned classroom when the class bell rings. When a student is tardy during the school day, he/she will report to the secretary's office for an excuse for re-admittance to class after being admitted to school. Excused or unexcused tardiness will be determined at this time, recorded on a pass, and taken to the scheduled class teacher.

UNEXCUSED TARDINESS

Unexcused tardiness does not meet the criteria mentioned in the excused tardy section.

EXCUSED TARDINESS

Excused tardiness will consist of the following:

- Doctor appointments;
- Late bus;
- Student's personal illness;
- Illness or death of an immediate family member;
- Participation in legitimate school activities with permission of an administrator;
- Emergency/extenuating circumstances as recognized by an administrator.

The parent/guardian must provide a note or phone call when their student is late due to unforeseen circumstances when appropriate.

ENROLLMENT/TRANSFER POLICY

Any student transferring from another school must have complied with all requirements of that school so that St. Francis Indian School will have access to all records needed such as those related to grades, extra-curricular activities, and transfer. Students cannot start school until all records are received from the previous school.

Students will only be allowed to enroll 30 calendar days after the start of the first semester of school. Students will only be allowed to enroll 45 calendar days after the start of the second semester.

Students transferring to St. Francis from any school out of district will only be allowed to transfer within the first quarter of the semester. Once the principal closes enrollment, students will not be allowed to enroll except under extenuating circumstances under the discretion of the principal. No student will be accepted as a transfer student who has been expelled, who has chronic suspensions, and/or who is on long term suspension pending an expulsion hearing. Students wishing to enroll after the age of 18 may be subject to a high school enrollment committee process prior to admittance.

CANCELLATION OF SCHOOL

When school is canceled for any reason, a School Messenger recording will be sent to identified phone numbers of the student's parent/guardian (up-to-date numbers are important to give the school), the local radio and TV stations (KELO, KSFY, KINI, MAGIC 93.7, 96.1, and KOYA) will be notified to air the message, and the school board members will be notified.

GAT AND SHOP CLASSES

Students attending these classes will meet the teacher at the main entrance to the High School Building. Students will not walk by themselves back and forth. The teacher will escort all students to and from class.

STUDENT BEHAVIOR REQUIREMENTS

CONDUCT AND BEHAVIOR

Students, you are responsible for following your schedule of classes, as well as the policies and regulations that are included in this handbook. The discipline policy of St. Francis Indian School is based upon humanitarian principles and ideals that recognize the dignity and value of each student, i.e., action is to be based upon an understanding of the student and sound guidance practices. **The immediate objective of the school is to provide a safe learning environment. The ultimate objective of school discipline is student growth in abilities, attitudes, and habits that are essential to the acceptable and self-controlled behavior necessary for successful adjustment to society.**

STUDENT RESPONSIBILITY

Students are required to be in school every day. A student must be in attendance at school for the entire school day in order to participate in any school-sponsored activity conducted on that day. The principal/designee may grant an exception to this limitation if extenuating circumstances exist.

Students are expected to adhere to responsible standards of behavior and conduct themselves in a socially acceptable manner. In order to give students ideas of consequences for different offenses and to insure that fair consequences are given without discrimination, certain administrative guidelines have been established (Universal System). If you fail to meet these responsibilities, you will be referred to the Administrator. **The principal has the legal right to suspend students for 10 days.** The Superintendent must approve any suspension over the 10 days. The school board has the right to expel students.

It is important to remind students and parents/guardians that some violations of school rules may also be in violation of local, Tribal, State, and Federal law. You may be charged and prosecuted by any of these authorities if they investigate.

CONDUCT GUIDELINES

The student is subject to the authority of all faculty and staff members during the school day and while attending school functions. This includes activities both on and off school property. Do not assume that a teacher of one school cannot discipline you if you belong to another school. You are under the supervision of all teachers.

All violations of school policies are subject to disciplinary action with possible suspension and/or expulsion as an eventual recommendation. The disposition of each case shall be determined by the administration of the school.

The following behaviors are expected:

1. Observe safety rules and courtesy on the school grounds;
2. Help keep the school clean by depositing litter in the trash cans/dumpsters provided;

3. On school grounds including in the classrooms, show courtesy and respect at all times to fellow students and faculty members;
4. Care for all school property, do not write on desks, walls, in books, etc.;
5. All students are expected to enter and leave the building in a quiet and orderly manner;
6. All students are expected to enter and exit out of their designated door and are to use the sidewalks;
7. Keep hands and feet to self (no pushing or shoving);
8. Be prepared to learn all you can;
9. Public displays of affection are not permitted on campus;
10. Students are to show consideration for others at all times;
11. Students will address all staff members, visitors, and each other with respect;
12. If conflicts, concern, or issues arise, notify administrators of the situation right away;
13. Walk in a single-file line during arrival, transitions, and dismissal; No running;
14. Each teacher will only allow one student to go to the bathroom at a time;
15. In the mornings, students will either be eating breakfast in the cafeteria or be in their classrooms.

UNIVERSAL CONSEQUENCE SYSTEM

1) Hall/Bathroom Pass Procedures

What are the procedures?

1. Each student will be allowed to use the bathroom during transitions, breakfast, and lunch without a pass. Students are encouraged to take advantage of this time.
2. In case of emergencies, each student is given 5 physical paper hallway passes per semester. When a student runs out of their passes, they cannot get more.
3. The 5 physical paper passes must be used for nurse visits that are NOT severe (i.e. headache, itchy throat, etc.).
4. Students will not be allowed to use the paper passes during the first 10 and last 10 minutes of class.
5. Every student in the hallway must have a school approved paper pass. Students who do not have passes will be asked to return to their classroom.

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.

Students who enroll at SFIS consent to the recording associated with the security camera system. Policies regarding use of video tapes/CD's are available in the School Policies Handbook. Rosebud Sioux Tribal Police Officers 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 Principal, Superintendent, and/or Board of Education.

RULES ON SCHOOL GROUNDS AND CONSEQUENCES

SFIS uses security cameras, such as body cameras and school security personnel, to monitor the SFIS campus. Infractions of the rules on school grounds will result in disciplinary action whether school is in session or not.

ST. FRANCIS INDIAN SCHOOL BULLYING POLICY O.B.P.P.

The St. Francis Indian School is committed to maintaining a constructive, safe school climate that is conducive to student learning and fostering an environment in which all students, parents, and teachers will be treated with respect and dignity. Persistent bullying can severely inhibit a student's ability to learn and have a lasting negative effect on a student's life. This policy is in effect while students are on the property of St. Francis Indian School within the jurisdiction of the school's hours, while students are in school-owned or school-operated vehicles, or while students are attending or engaging in S.D. activities. The bullying of students by students, staff, or third parties is strictly prohibited and **will not be tolerated (See Discipline)**.

9 - 12 Grade Lakota Anti-Bullying Code - "Treat all staff and students with Wowahola - Respect." Bullying breaks this Lakota Way of Life because if you hurt, threaten, or frighten someone, you are not treating them with Wowahola. The foundation of the Lakota society is based on Wowahola - Respect. Actions and feelings of respect will revitalize health and well-being towards spiritual, emotional, and mental health. **WOWAHOLA IS ACCEPTED AND BULLYING IS NOT ACCEPTABLE AND WILL NOT BE TOLERATED.**

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.

What is bullying? - Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself. In bullying, these things must happen more than just once and it is difficult for the student being bullied to defend himself or herself. We do not call it bullying when teasing is done in a friendly and playful way. Also, it is not bullying when two students of equal strength and power argue or fight. Any student engaging in an act of bullying is subject to immediate disciplinary and intervention process of the St. Francis Indian School. The SFIS family is committed to providing a safe learning environment. Bullying and harassment of any kind will not be tolerated and retaliation against any individual is not permitted. Students are encouraged to let their teacher or any staff member know immediately of bullying, harassment, intimidation, and/or retaliation.

THE FOLLOWING TYPES OF BULLYING BEHAVIOR ARE INCLUDED BUT NOT LIMITED IN THE DEFINITION OF BULLYING:

- Say mean and hurtful things or make fun of him or her, or call him or her mean and hurtful names, "name calling";
- Completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose;

- Hit, kick, push, shove, or lock him or her inside a room;
- Tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her;
- Deliberate exclusion, malicious gossip, isolation and exclusion, ignoring, excluding from the group, taking someone's friends away, breaking confidence;
- Identity-based bullying such as homophobic bullying, racist bullying, and bullying of those with disabilities or special educational needs;
- Taking advantage of some student's vulnerabilities and limited capacity to recognize and defend themselves against bullying;
- Taking advantage of some student's vulnerabilities and limited capacity to understand social situations and social cues;
- Mimicking a person's disability and setting others up for ridicule.

Responsibilities of School Staff:

- To acknowledge that bullying is a shared responsibility within the 9 - 12 grades;
- To empower students to deal with conflict in constructive ways;
- To take all reports of bullying **seriously** and to report them to the principal if warranted;
- To document any serious bullying incidents using the SFIS Bullying Incident Report Form.

Cyberbullying - According to *StopBullying.gov*, a website sponsored by the U.S. Department of Health & Human Services, "Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites." Additionally, repeated harassment and intimidation of a person through the misuses of technology including, but not limited to: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, and/or Website postings, including blogs. In situations in which the cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. Such conduct includes, but is not limited to, threats made on or off school grounds, to kill or hurt a staff member or student.

Harassment - The act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands. The purposes may vary, including but not limited to: racial, disability, religious, sexual orientation, prejudice, actions of a person (or group), who is repeatedly sending you threatening letters, calling you on the phone, or repeatedly sending you materials which the **harasser knows or has reason to know**, are culturally offensive or intimidating to you. Harassment has the effect of substantially interfering with a student's education performance; it may also negatively impact a student's emotional or mental wellbeing and substantially disrupt the orderly operation of the school. 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.

Intimidation - To frighten into submission, compliance, or agreement.

Retaliation - The act of seeking revenge upon another person.

Homophobic/Transgender Bullying - Spreading rumors about a person's sexual orientation, taunting a person of a different sexual orientation and name calling such as Gay, Queer, and/or Lesbian.

Racial Bullying - Discrimination, prejudice, comments, or insults about color, nationality, culture, social class, religious belief, ethnic, or familial background.

Olweus Bullying Prevention Program (O.B.P.P) – The 9-12 staff of St. Francis Indian School are trained to act and implement the Olweus Bullying Prevention Program.

OBPP is used at the school, classroom, and individual levels and includes methods to reach out to parents/guardians and the Tribal community for involvement and support. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program. These efforts are designed to improve peer relations and make the school a safer and more positive place for our students to learn and the need to understand that the expected behavior of a Lakota student is one of Wolakota (peace).

Wolakota - To act and behave with great respect, harmony, peace, and friendship. Wolakota is the opposite towards arguing, fighting, making enemies, and shaming each other.

Reporting - Students may report any incident of bullying, harassment, intimidation, and/or retaliation to any staff member or make a written report to hand in to any St. Francis Indian School staff member. Any staff member observing or suspecting bullying toward another individual is mandated to submit to his or her supervisor a written and signed **9-12 Bullying Incident Report Form**: A person may wish to remain anonymous, but disciplinary action will not be based solely on an anonymous report. An investigation will occur for each report of bullying, harassment, intimidation, and retaliation.

Report Procedure

- The administrator, dean of students, counselor, and/or designee shall begin an investigation and interview with the complainant, the accused, and any witnesses within two school days of receiving a notification or complaint (anonymous or not anonymous). During the investigation this person may take any action necessary to protect the complainant and other students or employees.
- A decision by the administrator or designee shall be completed within 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 any decision or disciplinary actions. A copy of the decision will be sent to the original reporting person.

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. At any time, RST law enforcement may be called when acts violate RST Law and Tribal Order Code (*see discipline*).

Definitions:

Gang - 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 secretive or exclusive, and whose purpose, practices, or intent is to commit violent or illegal acts, or threaten the safety or welfare of others.

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.

Prohibited Activity

- Any elements or objects which identify a gang or which are evidence of membership or affiliation in any gang or which otherwise disrupts the academic process.
- 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, resent, anger, hostility, or violence.
- 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 (*see discipline*).
 - Soliciting membership in, or affiliation with, any gang or violent pop culture groups.
 - Soliciting any person to pay for "protection" or threatening any person, explicitly or implicitly, with any other illegal or prohibited act.
 - Inscribing any form of gang-related graffiti, messages, symbols, or signs, on school property or on the property of others.
 - 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.
 - Copying or distributing any gang-related material on school property or at school sponsored activities.
 - 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 an offense will be prosecuted.

BUS RULES AND EXPECTATIONS

Bus Discipline - Please understand that the bus is an extension of the school day, once a student is on the bus they are expected to follow all rules and regulations of the SFIS student handbook. All bus infractions will be reported to the appropriate school administration.

Transportation Procedures - All 9 - 12 students are expected to walk out to the buses and load up on the appropriate bus; all high school staff must be present at the bus loading until buses have departed. St. Francis High School will accommodate temporary requests for assistance with student loading. However, failure to appropriately get on and off the bus could result in the loss of the privilege.

Drop Off Site - High school students are required to get off the bus at their original designation; any changes are reported through school administration and coordinated approval is with the Transportation Director (e.g. if a student has a change of residence, the new pick up/drop off site will be reported to transportation).

Pick Up Sites - The bus will wait no more than three minutes after the horn sounds unless the student(s) are approaching.

Bus Attendance - When students do not get on the bus three days in a row at their designated pick up site, the bus will no longer stop at the residence until confirmation has been received from administration.

Seasonal Bus Stop - Families that live off the main roads need to meet the bus at the main road during inclement weather.

Gates or Obstructions - Bus drivers must stay in the vehicle and cannot open gates to residences and the roads must be free of obstruction in order to pick up a student.

Bus Passes - A phone call must be received from the High School office and approved by an administrator.

LEVELS OF DISCIPLINE

The expectation of student behavior is based on Wolakota. Wolakota is to act and behave with respect, calmness, peace, and model positive relationships.

HEART Room Referral - In collaboration with administration, teachers, and 9 - 12 counselors and other Tribal entities, the "HEART Room" will address student's basic physical and affective needs. Staff, teachers, or administrators may assign students to the HEART Room for counseling and/or behavior reflection/ intervention.

In School Suspension (ISS) - A student that is placed In School Suspension will be allowed to do daily work as directed by the 9-12 Principal, and with assistance of the ISS Monitor. Students will complete reflection forms about the behavior that they have exhibited and complete a thinking map, to map out a way to a better situation. The student completes all school work in the ISS Room and does not participate in specials or athletic practices and/or the week of the games, etc., on the days that they are In School Suspension; or attend field trips, unless approved by the Principal. Students will be required to make any missed labs during after school tutoring time. Additionally, students will not be allowed to walk through the lunch line. Lunch will be brought to the student in the ISS Room.

Out of School Suspension (OSS) - A student and his/her parent/guardian will be given both verbal written notice of their suspension and the reason(s) therefore. Parents/guardians will be given verbal and written notice of their child's suspension. The student does not report to the school for the required amount of days. The principal or their delegate has the legal right to suspend for 10 days. Students DO NOT take work home when on Out of School Suspension (IDEA/504 circumstances must be accommodated). Teachers are not obligated to provide makeup work for absences associated with Out of School Suspension. While a student is placed on Out of School Suspension, the student is not allowed on school grounds and they will not be allowed to participate in or attend any school functions or activities.

Out of School Long-Term Suspension - A student and his/her parent/guardian will be notified in writing and a verbal notice of the intention to suspend or expel and the reasons therefore. The superintendent must approve any suspensions over 10 days. Students DO NOT take work home when on Out of School Suspension (IDEA/504 circumstances must be accommodated). Teachers are not obligated to provide make-up work for absences associated with Out of School Suspension, the student is not allowed on school grounds and they will not be allowed to participate in or attend any school functions or activities. Only the school board has the right to expel students. The students and parent/guardian have the right to appeal the decision of the superintendent to the school board.

Reverse Suspension - At any time at the discretion of the principal and/or designee, a parent may be given the option of reverse suspension where the parent must attend school with their child for the designated time.

DUE PROCESS PROCEDURES

Due Process Procedures are available to all students at SFIS. A short term suspension from the school cannot be longer than 10 days. Where short term suspension is imposed, there is no right to a hearing before the suspension takes effect, but there is a right for the student to be heard and present evidence after the suspension takes effect. The Parent's Bill of Rights are spelled out more fully in the SFIS K-12 Parent Handbook. Due Process Procedures will conform to the following basic practices:

1. They must be fair
2. They must apply equally to all
3. They must be enforced in a fair manner, which involves:
 - a. Adequate and timely notice and an opportunity to prepare a defense.
 - b. An opportunity to be heard at a reasonable time, and in a meaningful manner.
 - c. The right to a speedy and impartial hearing on the merits of the case.

LEGAL REFS: SDCL 13-32-4 (ADOPTED APRIL 18,1983)

While our goal is to have students remain in school, there are certain behaviors that could result in the consideration of sanctions such as *Mandatory Reassignment* (placement at another school, treatment facility is assessed for those areas, alternative setting within the school, etc.), *Long-Term Suspension* *Expulsion* (removal from school for the balance of the current semester, school or calendar year). We want to work cooperatively to help students make good decisions about school behavior.

To make an appointment when a student is suspended and you need to meet with building administrators for a conference, parents/guardians will need to contact the building secretary to set up the appointment with the administrator.

DISCIPLINARY PROCEDURES

WHEN A STUDENT IS SUSPENDED OUT OF SCHOOL, UPON RETURN THE STUDENT MUST BE ACCOMPANIED BY A PARENT/GUARDIAN.

The student and family must meet with an administrator or Dean of Students, and review the consequences of their action. ***Referral can be made at any time to the Rosebud Sioux Tribe Law Enforcement, RST Children's Court, and other appropriate authorities on any offense at the administrators' judgment.***

In possession or use of alcohol, drugs, chemicals, prescription drugs, tobacco, marijuana, nicotine, any other controlled substance will result in disciplinary procedures.

Possessing, delivering, dispensing, distributing, transfer, or sale and use of any alcohol, narcotics, or any controlled substance, cigarettes, vape, or drugs paraphernalia is prohibited. Any reports will undergo the following procedures and will be subjected to police reports.

Procedures:

- I. Parent contact/notify
 - a. Search and Seizures
Searches are Homogeneous Search
 - i. K9
 - ii. Personal locker, bag, body search
 - b. RST law enforcement and police report

An Overview of the Discipline Matrix:

The intent of the Discipline Matrix is to support students and help them to understand the importance of contributing to a positive school community. St. Francis Indian School administration values parent and guardian involvement in supporting students throughout the educational process, and when students are found to be in violation of the Discipline Matrix, contact will be made with parents or guardians. St. Francis Indian School has taken steps to revise the Discipline Matrix to reduce the punitive nature of consequences and create an approach that allows for students to remain in school and learn from their mistakes when possible and appropriate. The approach to addressing student discipline issues within the Discipline Matrix will allow for administrators to utilize the existing Positive Behavior Intervention and Supports (PBIS) framework and provide restorative practices rather than punitive measures in many student misconduct instances. While the overall approach is restorative, instances exist that require disciplinary actions that will be consequence-based when serious offenses occur regarding student safety and when students engage in illegal activity. Throughout the 2022-2023 school year, additional restorative practices were explored and added to the Discipline Matrix in support of providing students with opportunities to learn and contribute positively to the school climate.

Administrator Disclaimer and Instructions: The matrix is a menu of options for the administrator to use as a guide to administer appropriate actions according to an incident. Administrators are encouraged to use their professional discretion to look at the incident and circumstances of the incident to decide which actions meet the needs of the situation. The options prescribed for each violation are only a menu of options in which the administrator can select one, some or all according to what the situation calls for. In rare circumstances the consequences may be escalated due to extenuating circumstances. Administration will address any offense not specifically listed and reserves the right to alter any disciplinary action based on extenuating circumstances. Administrators can escalate the consequences if a student's behavior is in the same behavior family and if the circumstances are severe enough to warrant escalation.

Restorative Justice Menu

The menu is NOT in any order, it is a menu of options, please select the most appropriate option(s). Administrators will have the discretion to assign restorative practices, according to the circumstances of the incident, whether it is a first, second or third offense, and ensure that they are developmentally/ culturally responsive. Adapted from the RCAS Student Handbook.

| | | |
|--|--------------------------------|--|
| Apology | Make Amends | Referral to Counselor/Social Worker |
| Parent/Student Conference | Make Up Time | Refer to Health Professional |
| Student Contract (Behavior Contract/Reflection Form) | Redo Assignment for Credit | Refer to Outside Agency |
| Acts of Service | Plan of Action/Reflection Form | After School Detention (Reflection Form) |
| Community Service | Conflict Resolution (Form) | Restorative Conference (w/victim's permission)- (Mediation Form) |
| Check In/Check Out (Form) | | |

| | |
|-----------------------------|-----------------------------------|
| Types of Infractions | Interventions/Consequences |
|-----------------------------|-----------------------------------|

Administration will address any infraction not specifically listed and reserves the right to alter any Disciplinary action based on extenuating circumstances.

Level I - Minor Infractions: Non-compliance (Breaking Basic School Rules) Incomplete work, Pushing/Shoving-Minor, Refusal to work, Refusal to identify oneself to staff members, Throwing objects/projectiles, Insubordination, Nuisance objects, Breaking playground/gym/lunchroom rules; Pulling hair/braids, Dress code violation.

Restorative Justice Menu;
1st Infraction - Warning issued, Parent Notification.
2nd Infraction - ½ Day ISS, Parent Notification.
3rd Infraction - 1 Day ISS, Parent Notification.
Further infractions of this nature will move to Level II infractions.
Dress Code Violation Specific Consequences:
1st Infraction- Warning issued, Parent Notification; Parents may be called to bring appropriate change of clothing.
2nd Infraction- Parent Notification; ½ Day ISS; Parents may be called or students given appropriate change of clothing. Students refusing the consequence will be sent home for the remainder of the day. The parent/guardian must accompany the student back to school the following day.
3rd Infraction- Parent Notification; 1 Day ISS Parent notified of repeated offenses and students will be subject to Level II infractions.
Further infractions of this nature will move to Level II infractions.

Level II - Blatant Disrespect, Cheating/Plagiarism, Disruption of class, False Reporting, Inappropriate Behavior, Instigating, Leaving class/skipping, Offensive Language/Behavior Provocation, Public Display of Affection, Student Vehicle Misuse, Technology/Telecommunications Misuse, Vandalism, 3rd Party Accessory.

Restorative Justice Menu;
1st Infraction - 1 day ISS, Parent Notification.
2nd Infraction - 3 day ISS, Parent Notification.
3rd Infraction - 1 day OSS, Parent/Admin Meeting for Intervention.
Further infractions of this nature will move to Level III infractions.

Level III - Hazing, Gang Threat/Gang Affiliation, Burglary/Robbery/Theft, Leaving School Grounds.

Restorative Justice Menu;
1st Infraction- 3 day ISS, Parent/Admin Meeting for Intervention plan.
2nd Infraction - 1 day OSS, Superintendent Hearing.
3rd Infraction - 5 day OSS, School Board Hearing
 *Subject to RST Law Enforcement Referral.
Further infractions of this nature will move to Level IV infractions.

Level IV - Bullying.

Restorative Justice Menu;
1st Infraction - 1 Hr. Reflection during lunch ISS for 5 days. Reflection Papers must be completed and signed by parents.
2nd Infraction - 3 Day ISS Reflection Report on how bullying behavior affects others.
3rd Infraction - 3 Day OSS Parent/Admin Meeting to develop a plan to assist with behavior.
Further infractions of this nature will be Supt. Hearing/School Board Hearing.

Level V - Assault, Fighting, Any type of Harassment, False Accusations, Intimidation/Retaliation, Sexual Misconduct.

Restorative Justice Menu;
1st Infraction - up to 7 Days OSS with Parent/Admin Meeting for Intervention Plan.
2nd Infraction - up to 10 Days OSS, Superintendent

| | |
|--|---|
| | Hearing. *Subject to RST Law Enforcement Referral. 3rd Infraction - up to 10 Days OSS, referral to School Board for expulsion hearing. *Subject to RST Law Enforcement Referral. |
| Level VI - Alcohol, Drug, Intoxicant, Prescription Drug, Tobacco, any other controlled substance in, Possession, Use, Distribution, or Sale. | Restorative Justice Menu; 1st Infraction - Drug and Alcohol assessment. Administrator will work on a plan with that student and family depending on assessment requirements. 7 day OSS, RST Law Enforcement Referral only if it is an illegal substance. 2nd Infraction - Up to 10 days OSS. Superintendent Hearing. RST Law Enforcement Referral only if it is an illegal substance. *Subject to change depending on severity. 3rd Infraction - up to 10 Days OSS, referral to School Board for long term suspension or expulsion. |
| Level VII - Bomb or Gun Threat, Arson-Fire, Weapons, Explosives-Possession or Use, False Emergency, Engaging in Illegal Activities. | Restorative Justice Menu; 1st Infraction - 10 days OSS referral to School Board for long term suspension or expulsion hearing. RST Law Enforcement Referral. |
| *Refer to Counseling: In some cases, the incident may necessitate the student speaking to a counselor to process through the incident, the causes, and some alternative choices | |

STUDENT SEARCHES/DRUG ASSESSMENTS

St. Francis Indian School administrators are authorized to search students, including student's personal property and vehicles. A student and/or a student's property (classified as, but limited to: purse, backpack, book bag, cell phone, and/or electronic devices, etc.) may be searched when a school administrator has reasonable suspicion to believe the student is in possession of items that are unauthorized, illegal, or contraband. Vehicles in a school parking lot may be searched if there is reasonable suspicion that evidence of a violation of law or school rule will be found inside. Searches of a student's garments while being worn, (such as jackets, socks, pockets, etc.) will be conducted in private. Two School employees must be present during the search. The employee who conducts the search must be the same gender as the student. If a student is believed to be under the influence of any illegal or prescribed substance, a trained school official (SRO, School Nurse and/or School Counselor) may conduct a drug assessment to determine if the student is under the influence. These findings will be used to determine if the student violated any school policies and appropriate disciplinary actions will occur.

St. Francis Indian School's goal is to devise a plan for student success. We will treat students, parents/guardians, and school staff with respect as we work together on student success.

All students are entitled to due process when they are subjected to disciplinary actions such as In/Out of School Suspension or expulsion. The SFIS board and school officials have the legal authority to deal with disruptive students and student misconduct. Due Process Procedures must be followed and must follow the hearing procedures established by the SFIS board.

RESTRAINT AND SECLUSION

St. Francis Indian School promotes positive interactions and interventions for potential conflict to enhance academic and social behavioral outcomes for all students. In the event that an individual's behavior presents a threat of imminent harm to self or others, the use of approved physical intervention or seclusion strategies to maintain a safe environment may be used by trained staff personnel. By signing this handbook, the parent/guardian is consenting to the policies for restraint and seclusion.

Seclusion: The involuntary isolation of a student in a room, enclosure or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier. It does not include a timeout.

Restraint: The use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. Such a term does not include a mechanical restraint, or chemical restraint.

Requirements for the Use of Seclusion and Restraint:

Seclusion:

1. Given a threat of immediate risk of physical harm to the student or others, the following principles must always be applied:

- a. A room or area used for seclusion must: i. Provide for adequate space, lighting, ventilation, clear visibility and the safety of the student; and
- b. Staff must: i. Implement in a manner that is age and developmentally appropriate; ii. Ensure safety of other students and protect the dignity and respect of the student involved; iii. In the least amount of time necessary; and iv. Be appropriately-trained.
- c. Staff must continually observe the student for the duration of the seclusion;
- d. If at any point the staff assesses that the intervention is insufficient to maintain safety of all involved, emergency personnel will be contacted;
- e. Seclusion ceases when the immediate risk of physical harm to self or others has dissipated; and
- f. Upon each use of seclusion, the student shall be assessed for injury or distress and monitored as needed following the incident.

2. Prohibited Practices for Use of Seclusion:

- a. Use of seclusion in any environment that does not meet the above criteria;
- b. Deprivation of basic needs;
- c. Seclusion shall not be used:
 - i. In a locked room, or area;
 - ii. As a form of discipline/punishment;
 - iii. As a means to coerce, retaliate or in a manner that endangers a student;
 - iv. For the convenience of staff;
 - v. As a substitute for an educational program;
 - vi. As a substitute for less restrictive alternatives;
 - vii. As a substitute for inadequate staff; and/or;
 - viii. As a substitute for positive behavior support or other crisis prevention.

Physical Restraint:

1. Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible. If physical restraint is applied, the staff member must:

- a. Notify the parent/guardian as soon as possible.
- b. Implement in a manner that is age and developmentally appropriate;
- c. Ensure safety of other students and protect the dignity and respect of the student involved.
Combine use with other approaches (non-physical interventions are always preferred) that will diminish the need for physical intervention in the future;

- d. Use the least amount of force necessary, for the least amount of time necessary;
- e. Be appropriately-trained;
- f. Continually observe the student in restraint for indications of physical or mental distress;
- g. Contact appropriate emergency entities according to District policy if at any point the staff assesses that the intervention is insufficient to maintain safety of all involved; and/or
- h. Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated; following the use of physical restraint, the individual should be assessed for injury or distress and monitored as needed following the incident.

2. Prohibited Practices for Use of Physical Restraints:

a. Staff members are not to use any physical restraint for which they have not been trained by the District.

Staff members are not to use any unauthorized physical restraints. This includes but is not limited to:

- i. Prone restraint, which is physical pressure applied to any part of the student's body to keep the student in a face down position on the floor or other surface;
- ii. Any form of physical restraint/SCM ESPIs that involves the intentional, knowing, or reckless use of any technique that involves the use of pinning down a student by placing knees to the torso, head, and or neck of the student;
- iii. Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
- iv. Uses pressure point, pain compliance, or joint manipulation techniques;
- v. Corporal punishment;
- vi. Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;
- vii. Deprivation of basic needs;
- viii. Chemical restraint;
- ix. Mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
- x. Using other students or untrained staff to assist with the hold or restraint/SCM ESPIs;
- xi. Securing a student to another student or fixed object; and/or
- xii. Aversive behavioral interventions.

Exceptions for the use of Physical Restraint:

1. All staff may implement brief but necessary physical contact permitted for the following or similar purposes:

- a. To break up a fight;
- b. To knock a weapon away from a student's possession;
- c. To calm or comfort;
- d. To assist a student in completing a task/response if the student does not resist the contact;
- e. To prevent an impulsive behavior that threatens the student's immediate safety (i.e. running in front of a car).

SUICIDE PROTOCOL

1. Children expressing suicidal ideation and self-harm may have many reasons and factors for that. The school counselors need to be notified immediately by the school personnel that are aware that a child has expressed thoughts of suicide or self-harm.
2. The school counselors will need to have documentation from the staff member about what was stated about the suicidal ideation or self-harm.
3. The school counselors will be available to speak with the child in question.
4. The school provider will contact the parent/guardian and inform them of the concern except in instances where child maltreatment by the parent caregiver is suspected.

The School Provider will contact IHS Mental Health Services and will ask for assistance in assessing the mental health status of the student.

SEXUAL HARASSMENT AND 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 St. Francis Indian School to maintain a learning and working environment free from sexual harassment, and inappropriate and violating acts of molestation.

It shall be a violation of this policy for any student or employee of St. Francis Indian School to harass a student or 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 the conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education, or
3. That conduct of communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an 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 or sexual activity;
3. Inappropriate patting or pinching;
4. Intentional brushing against a student 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 - Definition of Molestation

Molestation is sexual abuse. This is a crime of sexual acts with children up to age 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 other tribal entities with behavioral/mental health services.

RESPONSIBILITIES FOR SCHOOL STAFF AND TEACHERS

- Acknowledge that sexual harassment and molestation is a shared responsibility within the school.
- To empower students on inappropriate 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 incident 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 and programs
- Intervention Plan documenting school resources, RST resources and services, and Plan of Action (POA).
- Follow up and Review of intervention is mandatory.

Section 4 - Reporting Sexual Harassment and Molestation

The School Board hereby designates 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 that he or she has been the victim of sexual harassment and molestation by a student, employee of SFIS, or any third person with knowledge or belief of conduct, which may constitute sexual harassment and/or molestation, should report the alleged acts immediately to the school Compliance Officer, building Principal, 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 and/or principal) receiving the verbal or written complaint should **notify the Compliance Officer immediately** without screen 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 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.

SFIS will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible and 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 Recommendations

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 and/or molestation.

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

Section 6 - Action by SFIS

Upon receipt of 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.

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 testified, assists, or participates in an investigation, proceeding, or hearing relating to a sexual harassment or 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.

SERVICES

GUIDANCE AND COUNSELING SERVICES

Guidance services are made available to all students. Students will gain an understanding of his/her strengths and limitations, identify their interests, and to aid in planning for the attainment of realistic goals.

Guidance is a team effort on the part of school personnel. Your teachers, principals, and support staff work with the guidance counselors to help answer your questions and help you achieve your goals.

Located in the Guidance Center, is a variety of information in many different areas such as: Careers, colleges, vocational schools, military services, financial aid, scholarships, class schedules, study habit information, and information on assisting in the solution of personal problems.

You are encouraged to discuss with a counselor anything that may be of concern to you. Your conversation with the counselor will be held **STRICTLY CONFIDENTIAL** unless what is expressed can be a danger to yourself or others. The counselor is also able to refer you to other persons who may help you solve your issues or give advice.

Permission to see the counselor is done by appointments. Students are permitted to see the counselor at any time for emergency purposes.

The school also provides counseling services through collaborative Tribal counseling services.

SCHOOL TECHNOLOGY, ACCEPTABLE USE, AND INTERNET SAFETY

Introduction - This School Technology, Acceptable Use, and Internet Safety Policy was designed to implement our School Mission utilizing the technology of today. The School's desire that our students learn "in a safe and healthy environment," federal mandates such The Children's Internet Protection Act (CIPA), 47 U.S.C. 254 (h)(5) require schools which receive E-rate assistance to implement certain measures and actions to ensure that students are protected from the risks of accessing inappropriate materials online using school-owned technology devices. This policy is adopted to address these concerns and federal requirements.

Implementation of Technology Protection Measure - SFIS has implemented a Technology Protection Measure that blocks access to inappropriate matter such as child pornography, obscene material and material that is harmful to minors. All school owned computers [used on campus] must be equipped with a Technology Protection Measure.

Adult users may request a Technology Protection Measure to be temporarily disabled in order to conduct bona fide research or for other lawful purposes. The Technology Protection Measure must be reactivated as soon as the adult finishes using the computer for the authorized bona fide research or other lawful purpose.

School Network and Services - The network may be used only as a tool to support and advance the functions of the school as well as its curriculum and educational programs. Access to the school's network is a privilege and not a right. Users of the network are responsible for their behavior and communications over the network. Access to network services will be provided only to those staff and

students who agree to act in a considerate, responsible manner, and in accordance with the School Technology, Acceptable Use, and Internet Safety Policy.

Students may use the network only in support of educational activities consistent with the educational objectives of the school. Faculty and staff may use the network primarily in support of education and research consistent with the educational objectives of the school. Faculty and staff may access the network for limited personal use but not for any commercial or business use; however, such personal use may not violate any applicable rules and regulations or applicable administrative procedures or interfere with job performance. Use of the network must be in compliance with applicable laws, including all copyright laws, and all materials on the network should be presumed to be copyrighted.

Each student must sign an Acceptable Use Policy annually to confirm that the student has read and understands this policy and agrees to abide by it. Students who are under 18 must have their parents or guardians sign this Acceptable Use Policy and submit it to the School.

The SFIS network and related technologies are the property of the school and its storage systems are subject to inspection by administration at any time. Users should not have a privacy expectation in the contents of their personal files on the school network including all electronic communication devices (ECD) or on web-based systems with which SFIS has contracted to provide storage or services (Google Apps for Education/offsite backup facility).

St. Francis Indian School reserves the right to monitor or spot check Internet or ECD activities occurring on school equipment or accounts.

Monitoring of Online Activities - It shall be the responsibility of all personnel of this organization to monitor students' online activities and use of the network to ensure that their use is in compliance with CIPA and this Internet Safety Policy.

Cyberbullying and Appropriate Online Education - See *student behavior requirements*. Students will be educated annually about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. The implementation of this provision is delegated to the Superintendent who shall report annually to the Board on the educational activities undertaken to comply with this subsection.

Removable Media - Removable media can be defined as, but not limited to: CD, DVD, USB, devices, camera flash media cards, hard drives physically removed from their laptop or computer based machine.

SFIS has the right to pre-scan any removable media (personal or school owned) for viruses and other unwanted malware and spyware that individuals want to bring into the SFIS network. Extreme caution is to be exercised by any individual who uses removable media with regards to the safe handling and security of the removable device and its contents.

Unacceptable Use of the SFIS Network - (*see student behavior requirements*).

Safe Practices and Requirements

1. All network users will not post personal information about themselves or others without their permission when engaging in online activities including, but not limited to, chat rooms, emails or social networking web sites. Staff are responsible for knowing if extra written authorization is necessary in regard to minors. Personal information includes, but is not limited to, name, address, profiles, telephone, date of birth, pictures, etc. However, if a "photo/video consent" is on file or if Family Education Records Privacy Act applies, some personal information may be posted in relation to school or student publicity.
2. Student users will never arrange for meetings with anyone they have met online without the knowledge of the school and permission of a parent/guardian.

3. Users will promptly disclose to their teacher or administrator any message they receive that is inappropriate or makes them feel uncomfortable.
4. All users will not harass another person or engage in personal attacks, including those prejudicial or discriminatory in nature while engaging in online activities including, but not limited to, chat rooms, email, social networking web sites. This also includes violating any SFIS anti-bullying policy, regulation, or relevant handbook rule.

Google Apps for Education

1. Google Apps is currently provided to all staff, faculty members, and students in grades K - 12. Email that originates from or is received by a school owned computer or its contracted hosting company, in our case Google Apps for Education, is property of the SFIS and can be used for or against during a legal proceeding. The same holds true for voice mails stored on SFIS phones and systems.
2. All users of the SFIS email system should know that all information, including personal information, placed or sent over this system may be monitored, and users of this system are reminded that such monitoring does occur. Therefore, there should be no expectation of privacy with respect to use of this system. Federal laws apply.
3. All student Google accounts are the property of SFIS.
4. Student accounts will be deleted in August of their graduation year and the student is solely responsible for transferring any data in their account to a personal, non-SFIS account.
5. The sole purpose of the student assigned Google account is for students to communicate and collaborate with school staff and fellow students.
6. Use of the SFIS Google account is a privilege.
7. Use of SFIS Google accounts by students will follow with the student handbook's Code of Conduct and the code will be used for discipline purposes. Students who use SFIS assigned Google accounts will exhibit maturity and common sense.
8. Students and staff are responsible for messages sent from their accounts. All users should exercise extreme caution with their passwords and never let a fellow student use their account.
9. No Student or staff shall use their SFIS Google account to operate personal business.
10. The SFIS reserves the right to terminate either temporarily or permanently a Google account if used inappropriately.
11. Students will identify their home telephone numbers, home addresses, or any personal information in any email correspondence.
12. No assumption of privacy should be assumed with SFIS assigned Google accounts, SFIS administrative and technology staff reserves the right to go into a user's mailbox to find lost messages, to conduct lawful investigations, or to comply with investigations of wrongful acts. SFIS will cooperate fully with any law enforcement investigation. Illegal activities on the system will be referred to law enforcement authorities for appropriate legal action.
13. SFIS reserves the right to change email providers without prior notice.
14. Following usage of a SFIS Electronic Communication Device (ECD), the user will log off so as to prevent another user from using his/her account.
15. Since SFIS assigned Google accounts can be accessed outside the boundaries of our school's web-based accounts, students and staff are required to maintain the same behavior that is expected of them while in school.

Respecting Technology Equipment

- Users will exercise caution when handling technology devices.
- Users will follow guidelines for proper usage of equipment.
- Users will not use another person's computer resources without authorization.
- Users will not knowingly destroy any Electronic Communication Device technology equipment including but not limited to keyboards, mice, and peripherals.
- Vandalism of any kind will require restitution for costs associated with hardware, software and system restoration, and cancellation of ECD privileges.

Respecting Resource Limits

- Users will use technology specifically for educational or career development activities.

- Users will not download large files or software programs without the authorization of the systems administrator. Software, particularly if it is offered as “free,” comes with undetectable spyware and advertising that can disable a computer or an entire system.
- Users will not post chain letters or engage in “spamming” (sending unnecessary messages to a large number of people).
- Student users will not create a website using district technology. Exception, a website created under the direct supervision of a teacher as part of a school-related project.
- Users may not use the network for personal commercial purposes, such as, but not limited to, offering or purchasing goods and/or services for personal use.
- Users will not alter in any way the configuration of a computer or network without permission of authorized staff.
- Users will not intentionally waste resources, such as paper, ink cartridges, storage space batteries, etc.
- Users acknowledge that data will be retained only until August of their graduation year and it is their responsibility for transferring data off any SFIS system.

Definitions:

Minor - Any individual who has not attained the age of 17 years.

Obscene – Material

- a. The dominant theme of which, taken as a whole, appeals to the prurient interest;
- b. Which is patently offensive because it affronts contemporary community standards relating to the description or representation of sadomasochistic abuse or sexual conduct;
- c. Lacks serious literary, artistic, political, or scientific value.

Child Pornography - Visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct; such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Harmful to Minors - Any picture, image, graphic image file, or other visual depiction that:

- a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- b. Depicts, describes, or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Technology Protection Measure – A specific technology that blocks or filters Internet access to the material that is obscene, contains child pornography, and/or is harmful to minors.

Network - Any and all SFIS owned computers, servers, hardware or software, the school’s local area network, wireless access points, internet, internet 2, any 3rd party contracted internet communication service, including but not limited to, Google Apps for Education, SFIS Website, and school email.

Computer, Electronic Communication Device or ECD - Any electronic device that has the ability to connect to the SFIS Network or internet including, but not limited to, desktop computers, laptop computers, tablet computers, electronic book readers, and smartphones.

Cyber Bullying - Bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites (taken from *StopBullying.gov*, a website sponsored by the **U.S. Department of Health & Human Services**).

District Limitation of Liability - SFIS makes no warranties of any kind that the activities of services provided by district technology or ECDs will be error-free or without defect. The SFIS district will not be

responsible for damages users may suffer including, but not limited to, loss of data, interruptions of service, personal or psychological damages, or financial losses. The district is not responsible for the accuracy or quality of content obtained through our network or stored on our systems. Finally, the district will not be responsible for unauthorized financial obligations incurred from use of our ECDs or any components of our technology system.

DISCIPLINE OF STUDENTS WITH DISABILITIES AND SECTION 504

General Authority 34 CFR 300.530(a)-(d)

When your child with a disability violates a code of student conduct, school personnel may remove your child from his or her current placement to an appropriate **interim alternative educational setting (IAES)**, or another setting, or suspend your child **for not more than 10 consecutive school days** to the extent these consequences are applied to children without disabilities. Additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct may occur as long as those removals do not constitute a change of placement (see Disciplinary Change of Placement below).

For any day of removal beyond 10 school days in the same school year that does not constitute a change of placement, school personnel, in consultation with at least one of the child's teachers, must determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. The school district must provide your child with the services determined by school personnel in consultation with at least one of the child's teachers.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for your child when he or she violates a code of student conduct. When making a case-by-case determination regarding whether a disciplinary change in placement is appropriate, factors such as your child's disciplinary history, ability to understand consequences, expression of remorse, and support provided to your child prior to the violation of a school code could be unique circumstances considered by school personnel.

Disciplinary Change of Placement 34 CFR 300.536, 34 CFR 300.530(h)

A removal of your child from his or her current educational placement is a change of placement if:

1. The removal is for more than 10 consecutive school days; or
2. Your child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. Your child's behavior is substantially similar to his or her behavior in previous incidents that resulted in the series of removal; **and**
 - c. Other additional factors such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

The school district determines whether a pattern of removals constitutes a change of placement on a case-by-case basis. When the school district decides to remove your child because of a violation of a code of conduct in a manner that will result in a change of placement, the school district must notify you that same day, and provide you with this procedural safeguard notice. This determination of whether a removal is a change of placement is subject to review through due process hearing and judicial proceedings.

An IEP Team meeting must be held to conduct a Manifestation Determination before making a disciplinary change of placement of your child.

Manifestation Determination and Possible Outcomes 34 CFR 300.530(c) and (e)

Within 10 school days of any decision to change the placement of your child because of a violation of a code of student conduct, your child's IEP Team (as determined by you and the school district) must

review all relevant information in your child's file, including his or her IEP, and teacher observations, and any relevant information provided by you to determine:

1. If the conduct in question was caused by or had a direct and substantial relationship to your child's disability; or
2. If the conduct in question was the direct result of the school district's failure to implement your child's IEP.

If your child's IEP Team determines that either (1) or (2) above were met, the conduct is a manifestation of your child's disability.

If the violation of the code of conduct was a manifestation of your child's disability, the school district must take immediate steps to remedy those deficiencies. Additionally, the IEP Team must:

1. Conduct a Functional Behavior Assessment (FBA), unless the school district has conducted an FBA, and implement a behavioral intervention plan (BIP), for your child; or
2. If a BIP has already been developed, review the BIP, and modify it as necessary to address the behavior; and
3. Except as provided in cases of "special circumstances" (i.e. weapons, drugs, serious bodily injury) your child must be returned to his or her original placement, unless you and the school district agree to a change of placement as part of the modification of your child's BIP.

Please note: Your child is subject to the same discipline and rules as any student at the school and will continue to receive services described in the IEP, but those services may not be in the same location.

If the violation of the code of conduct was not a manifestation of your child's disability, the child may be disciplined in the same manner, and for the same length of time as children without disabilities (except that services must be provided to your child). Since the removal is a change of placement, the IEP Team must:

1. Ensure that your child receives as appropriate a FBA and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again;
2. Decide the services to be provided to your child to enable him or her to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in your child's IEP;
3. Decide the interim alternative educational setting for delivering services to your child.

Special Circumstances and Possible Outcomes 34 CFR 300.530(g); 34 CFR 300.531

Even if your child's behavior is determined to be a manifestation of your child's disability, school personnel may remove your child to an Interim Alternative Educational Setting (IAES) for not more than **45 school days**, if your child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function;
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Before changing the child's placement due to these special circumstances, the IEP Team must:

1. Ensure that your child receives as appropriate, a FBA, and behavioral intervention services and modifications, that are designed to address the behavior violations so that it does not happen again;
2. Decide the services to be provided to your child to enable him or her to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in your child's IEP; and
3. Decide the interim alternative educational setting for delivering services to your child.

If the behavior is determined to not be a manifestation of your child's disability, the child may be disciplined in the same manner and for the same length of time as children without disabilities as described above under Manifestation Determination.

Special Circumstances Definitions 34 CFR 300.530(i)

Controlled substances - Means a drug or other substance identified under SDCL 34-20B-11 to 34-20B-26, inclusive, or schedules I, II, III, IV, or V in section 202(c) or the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal Drugs - Means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under SDCL 34-20B-11 to 34-20B-26, inclusive, or under any other provision of Federal law.

Serious Bodily Injury - Meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of Title 18, United States Code.

- The term serious bodily injury means bodily injury that involves
 - A substantial risk or death;
 - Extreme physical pain;
 - Protracted and obvious disfigurement; or
 - Protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Weapons - Meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of Title 18, United States Code.

- The term dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Due Process Hearing Complaints Regarding Discipline of Students with Disabilities 34 CFR 300.532(a) 34 CFR 300.532(b) 34 CFR 300.532(c)

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

1. Any decision regarding placement made under these discipline provisions; or
2. The manifestation determination described above.

The school may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

Authority of Hearing Officer - A hearing officer that meets the requirements described under the sub-heading Impartial Hearing Officer must conduct the due process hearing and make a decision.

The hearing officer may:

1. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability;
2. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the school believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a school files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings **Due Process Complaint Procedures, Hearings on Due Process Complaints** except as follows:

1. The Bureau of Indian Education or school must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is requested and must result in a determination within 10 school days after the hearing.
2. Unless the parents and the school agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within seven calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.
3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings (see Appeals, above).

The school district may repeat the process of requesting a hearing to extend the change of placement for another 45-school day period if the school district believes your child is substantially likely to injure him or herself or other children if returned to the original placement.

Whenever a hearing is requested under the discipline appeals section of the IDEA, you or the school district involved in the dispute must have an opportunity for a quick impartial due process hearing. These are referred to as **expedited due process hearings**.

You or the school district may appeal the decision of the hearing officer in an expedited due process hearing in the same way as you appeal decisions in other due process hearings.

When a hearing is requested under the discipline appeals section of the IDEA by either the parent or the school district, the child must remain in the Interim Alternative Educational Setting until the appeal is resolved unless there are special circumstances and/or you and the school district agree otherwise.

Protections for Children Not Determined Eligible for Special Education & Related Services 34 CFR300.534

A child who has violated the code of conduct but has not yet been determined eligible for special education and related services may claim any of the IDEA protections, if the school district had knowledge that the child may be a child with a disability.

For purposes of extending the IDEA protections, a school district is presumed to have knowledge that a child is potentially a child with a disability before the behavior occurred that resulted in disciplinary action if:

1. You expressed concern in writing to supervisory, administrative personnel or a teacher of your child, that your child is in need of special education and related services;
2. You requested an evaluation of your child; **or**
3. Your child's teacher, or other personnel of the local educational agency, expressed specific concerns directly to the director of special education of the school district or to other supervisory personnel of the school district about a pattern of behavior demonstrated by your child.

A school district is not presumed to know that your child is a child with a disability if you did not allow an evaluation of your child, or you refused to consent to your child receiving special education or related services under Part B of the IDEA, or your child was previously evaluated and determined to not be a child with a disability under Part B of the IDEA.

If the school district did not know that your child was potentially a child with a disability before disciplining your child, the IDEA protections do not extend to your child. Instead, the regular disciplinary measures that non-disabled children receive for violations of code of conduct apply to your child. However, if a

request is made by you or the school district to evaluate your child during the disciplinary period, the evaluation must be completed by the school district in an expedited manner. During this expedited evaluation period, until the evaluation is completed, your child will remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. Considering information from the evaluation conducted by the school district and information provided by you, if your child is ultimately determined to be a child with a disability, the school district must provide special education and related services to your child in accordance with all the provisions of Part B of the IDEA including the disciplinary provisions and the FAPE requirements.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES 34 CFR 300.535

Part B of the IDEA does not:

1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

SECTION 504 of the Rehabilitation Act of 1973

What is Section 504?

Section 504 is a federal law that protects the civil rights of persons with disabilities. The Act prohibits any organization that receives federal funds from discriminating against otherwise qualified individuals because of a disability. School programs and activities are subject to this law.

Who is eligible?

A student with a disability should be considered for eligibility under Section 504 if he/she:

- Has a physical or mental impairment which substantially limits one or more major life activities
- Has a record of such an impairment; or
- Is regarded as having such an impairment.

Major life activities include: caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A diagnosis of a disability does not automatically qualify a student for eligibility under Section 504. Teachers or parents who feel a student may meet criteria for Section 504 eligibility may request a meeting with the school counselor or building principal.

What if you suspect a 504 Disability?

Contact your school counselor or building principal.

What is a 504 Service Agreement or Plan?

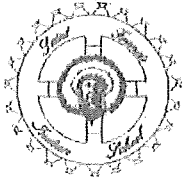
Students who meet the eligibility guidelines will have a 504 Plan developed for use in school. The Plan specifies the nature of the impairment, the major life activity affected by the impairment, accommodations necessary to provide access based on the student's needs, and the person(s) responsible for implementing the accommodations. Parents are encouraged to participate in the development of the Plan. Accommodations should "level the playing field" for the student.

Can my child's doctor write a plan?

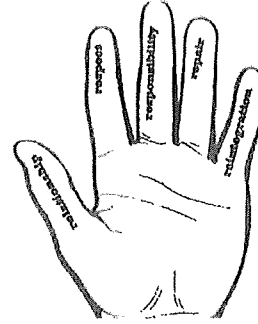
A medical diagnosis made by your child's doctor does not necessarily mean automatic eligibility for a 504 Plan. The role of the school is to accept the medical diagnosis and make it part of the 504 team's overall evaluation data. The team should take the information under consideration but it will not necessarily drive the final determination of eligibility. A 504 Plan is written by the school team for use in school.

What if I Disagree?

Federal law has granted rights to students who are eligible under Section 504 of the Rehabilitation Act of 1973. Your child's school can provide you with copies of the Summary of Parent/Student Rights in Identification, Evaluation, and Placement (Section 54 of the Rehabilitation Act of 1973).



Restorative Justice Reflection Form



Name: _____

Date: _____

❖ **Describe the incident or behavior.** I believe I was assigned detention because...

❖ **Reflect on the incident/behavior.** My behavior is/was unacceptable because...

❖ **Create strategies for eliminating the undesirable behavior(s).** In the future to improve my behavior, I will...(list three ideas)

1. _____
2. _____
3. _____

Student Signature: _____

Staff Signature: _____

Note: This form may be used to create the presentation.

Restorative Justice Mediation Contract

Date: _____

Peer Helper(s)/Mediators:

People Involved/ Grade Level:

RULES WE AGREE TO:

1. We are here to solve a problem and make a commitment to do this.
2. We will not interrupt each other but will listen to each other and will speak when it is our turn to speak.
3. We will not name call nor physically try to hurt each other.
4. We will tell our side of the story truthfully.
5. We will talk about our feelings on the matter and look for ways to right the wrong.
6. We will keep what is said confidential.
7. Additions?

GROUP'S INITIALS:

Main purpose for the mediation:

Restorative questions to be answered by all involved:

(Start with witnesses and then they can leave)

1. What happened from your point of view?
2. What was your role in the problem?
3. What were you thinking and feeling at the time? What has been the hardest thing for you?
4. Who has been affected by your actions and how?
5. What needs to happen to make things right?

What _____ agrees
to in order to make things right.

What _____ agrees
to in order to make things right.

Signatures

Restorative Justice Check In/Check Out

| Expectations | 1 st Hour | 2 nd Hour | 3 rd Hour | 4 th Hour | 5 th Hour | 6 th Hour |
|---------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Personal Responsibility | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |
| • On time | | | | | | |
| • Prepared for class | | | | | | |
| Respect | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |
| • Followed procedures | | | | | | |
| • Polite, Courteous, Kind | | | | | | |
| Engagement | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |
| • Active Learner | | | | | | |
| • Appropriate use of Technology | | | | | | |
| Teacher's Initials | | | | | | |

Daily Goal: _____ (80%)
 _____ / _____ = _____ %

Facilitator's Signature _____ Points Received _____

Restorative Justice Check In/Check Out

| Expectations | 1 st Hour | 2 nd Hour | 3 rd Hour | 4 th Hour | 5 th Hour | 6 th Hour |
|---------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Personal Responsibility | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |
| • On time | | | | | | |
| • Prepared for class | | | | | | |
| Respect | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |
| • Followed procedures | | | | | | |
| • Polite, Courteous, Kind | | | | | | |
| Engagement | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |
| • Active Learner | | | | | | |
| • Appropriate use of Technology | | | | | | |
| Teacher's Initials | | | | | | |

Daily Goal: _____ (80%)
 _____ / _____ = _____ %

Facilitator's Signature _____ Points Received _____

McKinney-Vento Homeless Act

Parents/Guardians:

The McKinney-Vento Homeless Act defines "homeless children and youth" as individuals who lack a fixed, regular, or adequate nighttime residence. The rights and services under the McKinney-Vento Act are included in the St. Francis Indian School District Homeless Policy.

The attached form is designed to assist in applying the definition to individual students to determine eligibility for rights and services under the McKinney-Vento Act.

Please complete this form if you believe your children meet the definition under the McKinney-Vento Act.

HOMELESS POLICY

THE ST. FRANCIS INDIAN SCHOOL POLICY IS TO:

- Ensure the immediate enrollment of children or youth experiencing homelessness until all enrollment records may be secure; i.e. academic records, medical records, proof of residency, or other documentation;
- Keep a student experience homelessness in the school of origin, except when a parent or guardian waives that right;
- Ensure the elimination of stigmatization or segregated services and elimination of other identified barriers for homeless children and youth;
- Provide children or youth experiencing homelessness with the same services offered to other students in the school, including the following:
 - a) Transportation services;
 - b) Educational services for which the child or youth meets the eligibility criteria, such as service provided under Title I of the Elementary, and Secondary Education Act of 1965, or similar state or local programs, education programs for children with disabilities, and educational programs for students with limited English proficiency;
 - c) Programs in vocational and technical education;
 - d) Programs for gifted and talented students;
 - e) School nutrition programs.

ST. FRANCIS INDIAN SCHOOL
VERIFICATION OF MCKINNEY-VENTO ELIGIBILITY

Completion of this form is not mandatory and it will be confidential. This may give you access to more resources. This form is intended to address the requirements of the McKinney-Vento Action (Title IV, Part A, of Every Student Succeeds Act, or ESSA).

Where does the student stay at night?

In a shelter _____

Name of Shelter

In a motel/hotel _____

Name of Business

At a campsite or campground _____

Name of Business

Temporarily living with more than one family in a house, mobile home or apartment due to loss of home, economic hardship, etc. _____

Student is an unaccompanied Youth (Living on their own) _____

Is in an arrangement that is not fixed, regular, and adequate and is not described by the above choices. Please describe the arrangement: _____

Students Name: _____ Date of Birth: _____ School: _____

Students Name: _____ Date of Birth: _____ School: _____

Students Name: _____ Date of Birth: _____ School: _____

I, _____ Declare as follows:

I am the parent/legal guardian of the student(s) named above

I am an unaccompanied youth

Since, _____, our family has not had a permanent address
Date

Under penalty of perjury under the laws of this state, I declare that the information provided here is true and correct and of my own personal knowledge and that, if called upon to testify, I would be competent to do so.

Name of person completing the form: _____

Signature: _____ Date: _____

Would like the Coordinator to contact you?

Yes, Current phone Number: _____

No



**FOR STUDENTS IN GRADES 9-12
AND ALL PARENT/GUARDIANS
OF ST. FRANCIS INDIAN SCHOOL**



PARENT/GUARDIAN STUDENT RESPONSIBILITY AGREEMENT

The foregoing Student Handbook has been adopted and approved for implementation at the St. Francis Indian School for the 2024-2025 school year. Its purpose is to protect the rights of every student at the school and also encourage positive and corrective behavior for any violations to the standards of the school.

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

I, _____
Student Date

I, _____
Parent/Guardian Printed Name Date

I, _____
Parent/Guardian Signature Date

Having read the attached 9-12 Student Handbook for the St. Francis Indian School understands its purpose and I agree to follow the rules and regulations imposed and regulated by the SFIS High School Student Handbook.

To be filled out and given or mailed to:

Gina Curran
High School Principal
P.O. Box 379
502 E. Warrior Drive
St. Francis, SD 57572



**HOME/SCHOOL COMPACT FOR PARENTS
ST. FRANCIS INDIAN SCHOOL
PARENT-SCHOOL COMPACT 2024-2025**



As a parent my responsibilities are:

1. To have my student well rested and to school on time.
2. To encourage and engage with my student in providing additional materials, help and set time daily for homework, read to them and have them read to me, or ask the teacher to provide math worksheets to be sent home on whatever math lesson they are doing that day or week.
3. To promote the learning and speaking of the Lakota language in my home by doing asking the school for Lakota resources to take home.
4. To teach my student self- awareness about personal hygiene, self-respect and respect to others.
5. To encourage my students to do their best at school in class or by remote online learning.

As a student my responsibilities are:


1. When at school, get to my class on time. When at home, login on time for online classes. Always be ready to learn.
2. To listen, ask for help at my comfort level and participate.
3. Listen to myself, peers and push myself forward every day and reach the goals I set in reading, math, science, social studies, Lakota Languages and all subjects.
4. To get my homework done in a timely manner.
5. Listen to staff, others students and respect others as well as myself.

As a school our responsibilities are:

1. To provide a safe, loving, healthy environment and ensure by law that all federal guidelines are followed i.e. background checks, drugs tests and show patience with our children.
2. To provide highly qualified staff to teach in the subject they are in and be notified in a timely manner if they are not, annually.
3. To provide our children with all the educational learning materials that are current and follow the best strategies and research to give our students a world class education to be able to go anywhere and be an equal at any level.
4. To provide necessary support to ensure that the teacher is ready to teach, in-class or online.
5. To have an open communication with parents on an on-going basis, during the good and bad situations, and for us to be an equal partner with the school in educating our child.
6. To ensure that we have parent-teacher conferences where we will review our students' assessment results and set our child learning goal to focus on student achievement.
7. Have opportunities to volunteer and participate in our child class and observe classroom activities with the Principal's approval.
8. In the case of a language barrier, provide a translator and have access to all areas in the school if the parent has a disability.

Parent/Guardian _____ Date _____

Administrator _____ Date _____



**“What you BELIEVE
is what you
ACHIEVE!”**

We are an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex and disability in our activities, program or employment practices as required by Title VI, Title IX and Section 504.

For information regarding civil rights, grievance procedures, services, activities and facilities that are handicapped accessible to and usable by handicapped persons, contact:

**9-12 PRINCIPAL
9-12 DEAN OF STUDENTS
(605) 747-2298**