

## SECTION I: INSTRUCTION

IA	Instructional Goals
	Instructional Priorities Objectives
IB	Academic Freedom
IC	School Year
ICA	School Calendar
ICB	Extended School Year
ID	School Day
	<i>SN Pertains to the hours when schools are open for instructional purposes.</i>
EI	Organization of Instruction
	<i>SN The policy which sets forth the district's basic pattern as to grade level organization-that is, whether it is a K-8,9-12 district or a K-6, 7-9, 10-12 district or otherwise and whether it operates special trades schools, adult schools, and the like.</i>
IF	Curriculum Development
IFA	Curriculum Research
IFB	Pilot Projects
IFC	Pilot Project Evaluation
IFD	Curriculum Adoption in-concurrent with current Strategic Plan
IFE	Curriculum Guides and Course Outlines
IG	Curriculum Design
IGA	Basic Instructional Program
	<i>SN This descriptor refers to the 3 R's and all other subjects of the school's district's essential curriculum, including many if not all of the sub-categories of IGA. These sub categories are listed separately because certain aspects of the basic instructional program require separate statements of policy.</i>
IGAA	Citizen Education
IGAB	Human Relations Education
IGAC	Teaching About Religion
IGAD	Occupational Education
IGADA	Work Experience Opportunities
IGAE	Health Education
IGAF	Physical Education
IGAG	Teaching About Drugs, Alcohol, and Tobacco
IGAH	Family Life Education
<b>IGAI</b>	<b>Sex Education</b>
IGAJ	Driver Education
<b>IGB</b>	<b>Special Instructional Programs and Accommodations/Federal Program</b>
<b>IGB-R</b>	<b>Chapter I Parent Involvement Policy</b>

## SECTION I: INSTRUCTION

<b>IGBA</b>	<b>Services for Children with Disabilities/Special Education – Confidentiality Requirements</b>
<b>IGBB</b>	<b>Gifted and Talented Policy</b>
IGBC	Programs for Disadvantaged Students
IGBD	Programs for Pregnant Students
IGBE	Remedial Instruction
IGBF	Bilingual Instruction
IGBG	Homebound Instruction
IGBH	Alternative School Programs
IGBI	English as a Second Language
IGC	Extended Instructional Programs
IGCA	Summer School
<b>IGCAA</b>	<b>Reading Enrichment Lab</b>
IGCB	Travel Study
IGCC	Honors Program
IGCD	Advanced College Placement (Also LEB)
IGCE	School Camps
IGD	Curricular and Interscholastic Programs
IGDA	Student Organizations
IGDB	Student Publications
IGDC	Student Social Events
IGDD	Student Performances
IGDE	Student Activities Fees
IGDF	Student Fund-Raising Activities
IGDG	Student Activities Funds Management
IGDH	Contests for Students
IGDI	Intramural Programs
IGDJ	Interscholastic Athletics
IGE	Adult Education Programs
IGEA	Adult Basic Education
IGEB	Adult High School Programs
IGEC	Adult Occupational Education
IH	Instructional Arrangements
IHB	Class Size
IHC	Scheduling for Instruction
IHD	Student Schedules and Course Loads
IHE	Team Teaching
IHF	Differentiated Staffing
IHG	Independent Study
IHH	Individualize Instruction
IHHA	Individual Help
IHI	Contracting for Instruction
IHIA	Performance Contracting
IHJ	Mini-courses

## SECTION I: INSTRUCTION

IHK	Open Classrooms
IHL	Non-graded Classrooms
II	Instructional Resources
IIA	Instructional Materials
IIAA	Textbook Selection and Adoption
IIAB	Supplementary Materials Selection and Adoption
IIAC	Library Materials Selection and Adoption
IIAD	Special Interest Materials (KFA)
IIB	Instructional Services
IIBA	Teacher Aides
IIBB	Resource Teachers
IIBC	Instructional Material Centers
IIBD	School Libraries
IIBDA	Professional Libraries
IIBE	Instructional Television
IIBF	Instructional Radio
IIBG	Computer Assisted Instruction
IIC	Community Instructional Resources (Also KF)
IICA	Field Trips and Excursions
IICB	Community Resources Persons
IICC	School Volunteers
IJ	Guidance Programs
<b>IJNDC</b>	<b>Internet Use Agreement Policy</b>
IK	Academic Achievement
IKA	Grading Systems
IKAA	Final Examinations
IKAB	Student Progress Reports to Parents
IKAC	Student Conferences
IKAD	Parent Conferences
IKB	Homework
IKC	Class Rankings
IKD	Honor Rolls
IKE	Promotion and Retention of students
IKEA	Make-Up Opportunities
IKEB	Acceleration
<b>IKF</b>	<b>Graduation Requirements</b>
<b>IKFA</b>	<b>Early Graduation Requirements</b>
IKFB	Graduation Exercises
<b>IL</b>	<b>Testing Programs</b>
ILA	Test Selection and Adoption
ILB	Test Administration

## SECTION I: INSTRUCTION

ILC	Use and Dissemination of Test Results
IM	Evaluation of Instructional Policies
IN	Miscellaneous Instructional Policies <i>SN This term does not call for a policy. Its purpose is to establish a category.</i>
INA	Teaching Methods
INB	Teaching About Controversial Issues
INC	Controversial Speakers
IND	School Ceremonies and Observances
INDA	Patriotic Exercises
INDB	Flag Displays
INE	Assemblies
INF	School Fairs
ING	Animals in the School
INH	Class Interruptions

**SEX EDUCATION**  
(Family Life and Sex Education)

The SSISEA Board of Directors recognizes that the purpose of Family Life Education is to help students acquire factual knowledge, skills, attitudes, and values which will result in behavior that contributes to the well-being of the individual, the family, and society. Among other things, Family Life Education provides instruction directed toward enabling students to discuss effectively problems with family members. Such communication shall include the willingness and ability to listen, accept criticism, and respond orally with openness, frankness, and honesty, thus demonstrating a mutual respect and love for other members of the family.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in the areas of family life and sex education by offering students factual information and opportunities to discuss concerns, issues, and attitudes inherent in family life and sexual behavior, including traditional moral values. Instruction dealing with family life and sex education, including venereal disease, may be offered in several different courses.


- In courses where human reproductive organs and their functions and processes are described, illustrated, or discussed, opportunity will be provided for all parents or guardians to request in writing that their children not attend. The parent or guardian of each student will be notified in writing at least seven (7) days prior to the commencement the instructional program.
- Instructional materials to be used in Family Life and Sex Education will be available for inspection by the parents or guardian during school hours or upon special request prior to the commencement of the instructional program.
- Teachers who provide instruction in Family Life and Sex Education will have professional preparation in the subject area. Either at the pre-service or in-service level.

**Adopted:** February 17, 1977

**Board President:** John A. Warren

**Revised:** December 15, 2018

Signature: \_\_\_\_\_

  
Chairman, SSISEA Board of Director

St. Stephens Indian School Educational Association  
(SSISEA) Wind River Indian Reservation  
St. Stephens, Wyoming 82524

FILE: IGB

**SPECIAL INSTRUCTIONAL PROGRAMS AND  
ACCOMMODATIONS/FEDERAL PROGRAMS**

St. Stephens Indian School is involved with several types of auxiliary programs supporting the basic educational and development goals of the school.

The programs should always be chosen and administered carefully so as to keep clear the major responsibility of the school-the proper education of the student.

Therefore, the St. Stephens Indian School Educational Association authorizes that all programs be administered by and are the responsibility of the Superintendent and that all major program changes and/or expenditures be made with the prior approval and authorization of the Superintendent.

**Adopted:** October 25, 1979

**Board President:** John A. Warren

**Revised:** December 15, 2018

Signature: \_\_\_\_\_



Chairman, SSISEA Board of Director

## **CHAPTER I PARENTAL INVOLVMENT POLICY**

In compliance with Part A of Title IV (The Indian Education Act of 1972) the Board recognizes the importance of developing a Parental Involvement Policy. This law provides money for Indian Children's special educational needs, through the school district. To apply for the money, each school district must work with the parents. This law greatly increases the amount of parent input in the decision-making process.

The Board supports the idea that a Parent Council, at St. Stephens Indian School, will serve in an advisory capacity, only, as a device to bring about better understanding between the parent and the instructors for the benefit of the child. As such, it is an instrument for improving school public relations.

The Board of Education maintains that the parents will be notified that their child has qualified for Special Services (Chapter I assistance), and that their written consent is recommended for the Special Service. This signed letter of agreement will be placed in each child's record. If a parent refuses this service, a signed letter accepting responsibility of declination, must also be signed and kept on file.

The Board recognizes the criteria for acceptance into the Chapter I program. A three point criteria will be used; the scores from the Spring test, of the designated standardized testing instrument, a teacher rating scale, and scores from a school curriculum objective test. Students ranking in the 100% to 45% areas are eligible for acceptance into the Chapter I program. Regular reports, to parents on the student's progress, will be available at the regular reporting periods.

The Board recognizes the need for additional parental involvement activities and supports the ideas of parenting classes, take-home computer programs, direct computer instruction to the parents, volunteer assistance in the classrooms, and conducting fundraising activities for student related events and needs.

Teachers, administrators, and other school staff shall meet family needs as they occur. Staff will conduct meetings at times that are convenient for families. They meet in environments that are comfortable for the families.

**CHAPTER I PARENTAL INVOLVMENT POLICY**

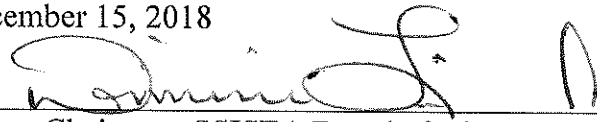
We will provide a Take Home Computer program, as equipment is available, and an orientation into the computer program. Parental training in computers will be provided for their own use in an on-site lab situation.

**Adopted:** February 28, 1991

**Board President:** Eugene J. Monroe

**Revised:** December 15, 2018

Signature: \_\_\_\_\_



Chairman, SSISEA Board of Director



### **SERVICES FOR CHILDREN WITH DISABILITIES**

St. Stephens Indian School shall provide special education services for each child of school age through age 21 residing at St. Stephens Indian school who has a mental, physical, or psychological disability. These services shall be provided within St. Stephen Indian School or by other agencies under contract with the district.

The Wyoming Department of Education Special Education Rules governing services for children with disabilities will be considered by St. Stephens Indian School Board of Trustees to be its rules governing special education services through board motion and adoption.

The Superintendent shall be responsible for organizing, coordinating, and implementing all of these services at St. Stephens Indian School.

### **SPECIAL EDUCATION-CONFIDENTIALITY REQUIRMENTS**

St. Stephens Indian School shall keep confidential any personally identifiable data, information and records collected or maintained on a child with a disability, protecting the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

**Adopted:** October 25, 1979

**Board President:** John A. Warren

**Revised:** December 15, 2018

Signature: \_\_\_\_\_



Chairman, SSISEA Board of Director

### **GIFTED AND TALENTED POLICY**

St. Stephens Indian School recognizes the need to provide diverse and quality programming for high performance students in areas such as intellectual, creative, artistic, leadership capacity, or in the specific academic field, and who require services or activities not ordinarily provided by the school in order to develop such capabilities.

To these ends, St. Stephens is committed to the following goals:

- a) Identify gifted and talented students enrolled at the school.
- b) Train teachers and staff in appropriate methods of instruction
- c) Enable gifted and talented students to develop and share their individual strengths.

**Adopted:** April 26, 1991

**Board President:** Eugene J. Monroe

**Revised:** December 15, 2018

Signature: \_\_\_\_\_

  
Chairman, SSISEA Board of Director

## **READING ENRICHMENT LAB**

**CRITERIA FOR ENTRANCE-** Students must be three years or more below grade level as indicated on the CAT-E testing. Each child who is three or more years below grade level will be discussed by a committee consisting of:

- ❖ principal
- ❖ classroom teacher;
- ❖ supplementary program teacher (if any);
- ❖ Reading Enrichment Lab supervisor

The following will be considered by the committee relative to the appropriateness of placement in the Reading Enrichment Lab;

1. Reading performance on CAT-E must be three or more years below grade level.
2. Present classroom performance.
3. Reading performance on reading section of Woodcock-Johnson Psycho-Educational Assessment Battery (prior written parents' permission required).
4. Written teacher recommendations.

Upon completion of the recommendations from the above committee, a meeting will be held with the parent to discuss placement, programs, exceptions and to obtain parental permission for placement. An IEP will be developed for the child should placement be appropriate.

Objectives should reflect those skills considered necessary for regular classroom success.

**CLASSROOM-** The Reading Enrichment Lab will be housed in a classroom separate from the regular classroom. The child will attend this classroom relative to the dictates of his/her IEP. It is recommended that the program with the lab initially be the sole reading program and his time away from the regular classroom be the time normally given to reading and/or reading related activities

**READING ENRICHMENT LAB**

**PROGRAM-** While each program should be individualized as much as possible, the general program should start at STEP 1 of the reading process. Materials and curriculum should be arrived at by use of curriculum match concepts, that is a selection on the basis of the students best learning mode or modes. This selection should be made without difference to those programs in-use within the regular classroom. It is intended that the lab teach reading skills to a level acceptable to insure regular classroom success. When this level is reached the placement committee will reconvene to discuss possible reentry into the regular classroom. It will then be necessary to correlate the lab's program with that used in the regular classroom.

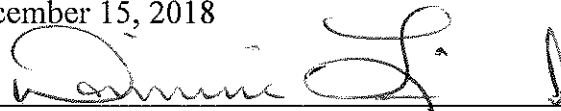
**TIME-** The lab should be designed so as to provide blocks of time that are longer than the regular class period. This provides for more flexibility in scheduling and more concentrated instruction.

**Adopted:** November 22, 1977

**Board President:** John A. Warren

**Revised:** December 15, 2018

**Signature:** \_\_\_\_\_



Chairman, SSISEA Board of Director

## **INTERNET USE AGREEMENT POLICY**

Internet access is available to students and teachers in the classroom at SSIS (St. Stephens Indian School). We believe that this kind of access is important to your student's education by providing vast, diverse, and unique resources, which they might not be able to get anywhere else. Our goal in providing this service to your student is to promote educational excellence, by facilitating resources sharing, innovation and communication.

With access to computers and people all over the world, also comes the availability of material that may not be considered to be of the educational value in the context of the school setting. SSIS will be taking precautions to restrict access to controversial materials. However, on the global network, it is impossible to control all materials; some users may be able to access controversial information. We, SSIS, firmly believe that valuable information and interaction, available on this worldwide network, far outweighs the possibility that users may procure material/s that is not consistent with educational goals of our school.

Internet access is coordinated through a complex association of government agencies and regional and state network. In addition, the smooth operation of the network relies upon the proper conduct of the end users, who must adhere to strict guidelines. These guidelines are provided here, so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources. If an SSIS user violates any of these provisions, his or her access privileges and/or account will be terminated; and, future access could possibly be denied. The signature(s) at the end of this agreement are legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand (s) their significance.

### **INTERNET – TERM AND CONDITIONS**

1) **Acceptable use** – The purpose of the NSFNET (National Science Foundation Network), which is the backbone network to the Internet, is to support research and education in and among academic institutions in the U.S., by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research consistent with the educational objectives of SSIS. Use of any other organization's network or computing resources must comply with the rules appropriate for the network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material(s), threatening or obscene material such as "cyber bullying" or "Sexting", or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited.

## **INTERNET USE AGREEMENT POLICY**

2) **Privileges** – The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student who receives an account will be part of a discussion with an SSIS Faculty member, pertaining to the proper use of the network.) The System Administrator (s) will deem what is inappropriate use, and such decision is final. Also, the System Administrator may close an account at any time, as required. The Administrator, Faculty, and Staff of SSIS may request a System Administrator to revoke, deny or suspended specific user accounts.

3) **Violation** – Violations of this agreement will be treated according to the following;

a. **First Violation** – Revocation of all Internet privileges for the period of one month. Parents and teachers will be notified of the violation and ask to meet with student to create a plan for future success.

b. **Second Violation** – Revocation of all Internet privileges for remainder of academic year. Parents and teachers will be notified of the violation and asked to meet with student to create plan for academic success without the use of the Internet. Treatment for serious violations of the user agreement will Skip a. above and begin directly with b.

c. **Third Violation** – Revocation of all Internet privileges for entire attendance at SSIS. Parents and teachers will be notified of the violation and asked to meet with student to create a plan for academic success without the use of internet. Student will be recommended for expulsion or suspension for a period of time, to be determined by SSIS Administrator. Treatment of any violation of local, state, or federal laws will immediately skip a. and b. above and begin directly with c. In addition, any criminal or civil penalties will apply.

4) **Network Etiquette** – Students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

a. Be polite, DO NOT become abusive in your message to others.

b. Use appropriate language, DO NOT swear, use vulgarities, or any other inappropriate language.

c. Illegal activities are strictly forbidden.

d. Do not reveal your personal address or phone number, or those of other users.

e. Note, that electronic mail (email) is not guaranteed to be private. Messages related to or supporting illegal activities will be reported to the authorities.

f. Do not use the network in such a way that you would disrupt the use of the network by other users.

g. All communications and information residing on SSIS hardware are the sole property of SSIS.

## **INTERNET USE AGREEMENT POLICY**

5) **Warranty** – SSIS make no warranties of any kind, whether expressed or implied, for the services it is providing. SSIS will not be responsible for any damages suffered by users. This included loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the user's own risk. SSIS specifically denies any responsibility for the accuracy on quality of information obtained through its services.

6) **Security**- Users are required to report any security problems on the Internet to the system administrator. Users should not demonstrate the problem to other users. Users should not use the account of another user without written permission from that user. Attempts to log-on to the Internet, as a system administrator, will result in cancellation of user privileges pursuant to Paragraph 3(entitled **VIOLATIONS**) of this document. Any user, identified as a security risk, or of having a history of problems with other computer systems, may be denied access to the Internet. The students and staff should have no expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in his/her directory.

7) **Vandalism** – Vandalism will result in a cancellation of privileges pursuant to Paragraph # (entitled **VIOLATIONS**) of this document. In addition to the Physical vandalism of computer hardware or software, vandalism may be defined as any malicious attempt to harm or destroy data of another user, Internet, or of the previously listed agencies or other networks that are connected to the NSFNET Internet backbone. This includes, but is not limited to, the creation or uploading of computer viruses.

8) **Cyber Bullying or Sexting** – Cyber bullying or sexting includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidation, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which has the effect of:

- a. Physically, emotionally or mentally harming a student or staff member
- b. Placing a student or staff member in reasonable fear of physical, emotional or mental harm
- c. Placing a student or staff member in reasonable fear of damage to or loss of personal property.
- d. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

**INTERNET USE AGREEMENT POLICY**

I understand and will abide by the above Internet Use Agreement. I further understand that any violation of the regulations listed previously is unethical and may constitute a criminal offense. Should I commit any violation my access privileges will be revoked, school disciplinary action and/ or appropriate legal action will be taken.

Username(please print): \_\_\_\_\_

User Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian

As the parent or guardian of this student, I have read the Internet use Agreement. I understand that this access is provide for education purposed. SSIS will take precaution to eliminate controversial material. However, I recognize that it is not possible for SSIS restrict access to all controversial materials, and I will not hold them responsible for materials acquired on the network, Further, I accept full responsibility for supervision of my child's Internet use, If and when my child's use is in the school setting, I hereby give permission for SSIS to provide Internet access to my child and certify that the information contained on this form is correct.

Parent/Guardian (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Sponsoring Teacher

(Must be signed if applicant is a student)

I have read the Internet Use Agreement and agree to promote this agreement with the student. As the sponsoring teacher, I do agree to instruct the student on the acceptable use of the network etiquette.

Teacher's Name (please print): \_\_\_\_\_

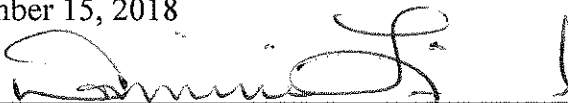
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Adopted:** November 24<sup>th</sup>, 1998

**Board President:** Eugene J. Monroe

**Revised:** December 15, 2018

Signature: \_\_\_\_\_



Chairman, SSISEA Board of Director



St. Stephens Indian School Educational Association  
(SSISEA) Wind River Indian Reservation  
St. Stephens, Wyoming 82524

FILE: IKF

## GRADUATION REQUIREMENTS

St. Stephens Indian School Board of Directors establishes that the equivalent of 24 Carnegie units of credit are necessary for students to graduate from the St. Stephens High School. Transfer credits from other accredited institutions will be accepted. The administration will define student requirements for credit in classes offered at St. Stephens's High School in accordance with State and Bureau of Indian Education requirements.

**Adopted:** April 9<sup>th</sup>, 1996

**Board President:** Eugene J. Monroe

**Revised:** December 15, 2018

Signature: \_\_\_\_\_



Chairman, SSISEA Board of Director

## EARLY GRADUATION REQUIREMENTS

St. Stephens Indian School Board of Directors recognizes that it is sometimes beneficial for students to graduate early. If a student has completed the required classes, has earned the necessary number of credits and has fulfilled all other prescribed requirements, the student may petition to graduate one semester early for sufficient reason. The Superintendent may allow early graduation for reasons of employment, military or continued education.

The Superintendent may allow early graduating students to participate in the spring commencement ceremonies if the student attends the practices and other preliminary activities deemed necessary by the school principal. During these activities, the student is required to abide by the same rules and procedures as all other graduating seniors.

**Adopted:** April 9<sup>th</sup>, 1996

**Board President:** Eugene J. Monroe

**Revised:** December 15, 2018

Signature: \_\_\_\_\_

  
Chairman, SSISEA Board of Director

## TESTING PROGRAMS

Testing shall be carried out to provide information on the basic items of (1) learner educational needs, and (2) learner educational achievement.

Testing programs shall be designed as integral parts of the needs assessment and evaluation programs. They shall be developed primarily for providing needed information to decision makers, including the School Board, administrators, teachers, parents and students. The needs of these users should be clearly identified and the testing program shall be limited to obtaining that information which is needed and useful.

In the planning of testing programs, every effort shall be made to see that the testing contributes to the learning process rather than detracts from it. Efforts shall be made to incorporate necessary culture-free and culture –fair tests to assure that measurements are reasonably accurate.

**Adopted:** November 22, 1977

**Board President:** John A. Warren

**Revised:** December 15, 2018

Signature: \_\_\_\_\_



Chairman, SSISEA Board of Director