

# **DISHCHIIBIKOH COMMUNITY SCHOOL**

## **PARENT INVOLVEMENT HANDBOOK** School Year 2019-2020

### **School Mission Statement**

For Everyone, A Way to Learn, Grow, and Succeed.

### **The Board of Education**

Travis Tessay, President  
Wayne Ivins, Vice President  
David Bonito, Member  
Donna Cooley, Member  
Travis Tessay, Member  
Blessing Endfield, Member

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## **Parent Involvement**

Dishchii'bihoh Community School recognizes that the most effective and successful education occurs when parents are actively involved in their child(ren)'s education. Therefore, the school encourages parents to be involved with their children's education and with the school at every opportunity, and has thus created this Parent Involvement Handbook to help facilitate this involvement.

Each topic below outlines ways the school strives to increase involvement between parents and their children and with the school.

## **Communication**

### **Parent And Student Handbooks**

Each school (high school, middle school, elementary school) provide a Parent and Student Handbook. The purpose of the Parent and Student Handbook is to communicate policies and procedures of the school to parents and guardians, so we can better meet the mission of the school together. A parent or guardian should sign the acknowledgement page to indicate they have received and reviewed the Parent and Student Handbook.

### **Progress Reports**

Progress Reports are scheduled to be sent home to parents and guardians at the mid-point of each quarter. The purpose of Progress Reports is to communicate to parents and guardians the current performance of the student, and to indicate if there are any concerns with academics or behavior. Parents are encouraged to respond to Progress Reports in writing, calling the teacher, and/or making an appointment to discuss with the teacher any concerns regarding the child and his/her performance or behavior in school.

Progress Reports should be signed by the parent or guardian and returned to the school. The signature indicates that the parent or guardian has received and reviewed the Progress Report.

### **Newsletters and Flyers**

Newsletters are sent home periodically from the different schools (high school, middle school, and elementary school) to inform parents of happenings at school, and other information that may be interesting or important for parents and guardians. The frequency of the newsletters may be different for the schools or grade levels. For instance, the high school Journalism class has prepared newsletters for the high school on an approximately monthly basis, while elementary primary grades send out a newsletter each week. The newsletter will contain information that will be helpful for parents to be apprised of upcoming events that parents can be involved in.

In addition to newsletters, flyers may be sent home occasionally to remind parents of special days at school, upcoming events to be highlighted, or other information that needs to get out to parents.

### **Parent and Teacher Conferences**

Parent/Teacher conferences shall be held at the end of each grading period. The conferences shall be held at a time that is convenient for parents to come to the school. At the time of the conferences the report cards will be issued to the attending parents/guardians. Otherwise the report cards may be mailed to the student's home address the week following the parent/teacher conference.

The purpose of Parent and Teacher Conferences is for parents, guardians and teachers to meet face-to-face to discuss the educational progress and needs of the child, as well as any behavioral concerns. Because of limited time, this may not be the venue to make a plan for a struggling child, but a meeting time and date can be arranged. The Parent and teacher Conference is also an opportunity for parents to receive the official grade report for the quarter and ask questions to clarify how grades have been determined.

### **Parent Portal**

The Parent Portal allows a parent access to the Native American Student Information System (NASIS). Through the Parent Portal a parent or guardian may access NASIS and check on their child's grades, attendance and behavior. The Parent Portal is accessed through a computer with internet access, and can be accessed at any time and as often as desired. If a parent or guardian does not have a computer with internet access at home, the school has computers available in the Parent Center the parents and guardians can use.

### **Survey**

The Parent Advisory Committee (PAC) will develop a Parent Survey for Board approval. Once Board-approved the PAC will have the survey distributed to parents. The purpose of the Parent Survey is to get anonymous feedback from as many parents and guardians as possible on the perception and function of the school. Results from the survey will be presented and discussed at the PAC.

## Participation in School Life

### **Participation in School Activities**

Parents are encouraged to come to school participate in school activities. Such activities that parents are encouraged to participate in include...

- Award Ceremonies
- Halloween Parade
- Easter Egg Hunt
- Winter Show
- Spring Show
- Art Show
- Athletic Events
- Science Fair

### **Evening Educational Activities**

Dishchii'bihoh Community School strives to provide activities in the evenings that are education in nature. These activities are specifically for parents and guardians of the school, and are to help parents understand better the education process and what students are doing and learning at school. These activities may include...

- Math Night
- Technology Night
- Reading Night

### **Social Activities**

- Dishchii'bihoh Community School Pageant
- Turkey Bowl

### **Parent Center**

Dishchii'bihoh Community School has a Parent Center, located on the middle school campus. The purpose of the Parent Center is for parents and guardians to access resources for the school – including computers with internet access – and to provide a meeting place for parents. Parent Advisory Committee (PAC) meetings are held in the Parent Center, as well as other gatherings for parents. Also, activities for parents and guardians are held in the Parent center during the day or in the evenings. Some of these activities include...

- Aerobics
- Sewing

- Arts and Crafts
- Information on Academic programs
- Reach out and Read

The goal for the Parent Center is to have parents help staff the Parent Center by helping others with school resources and/or information, including help with accessing the Parent Portal on the available computers. It is also the goal for parents to provide activities (such as the above) and resources for each other. Parents should also be the ones who decorate the Parent Center.

### **Parent Volunteers**

Dishchiibikoh Community School will only accept parent volunteers under the following conditions.

- The parent is volunteering to assist the teacher of the parent's child to provide services for the child's class only.
- All parent volunteers are required to pass the fingerprint Federal Bureau of Investigation background check in order to meet the Dishchii'bikoh Community School background check policy requirement for working with school children.
- All parent volunteers are subject to School Board approval prior to providing services to the school and shall serve at the pleasure of the Board.
- All other adult volunteers shall serve at the pleasure of the Board of Education and shall meet the background check requirements.

## **Leadership Opportunities**

### **Parent Advisory Committee (PAC)**

The PAC meets once each month to discuss issues relating to the school and the education of the students. The PAC meetings are opportunities for parents and guardians to get more information about what is happening at the school (one or both principals are present at each meeting), ask questions about school events, practices and/or policies, and bring up topics and concerns to be discussed. When necessary, issues of concern are brought to individuals or groups, including the Leadership Team, the Cabinet, Facilities, faculty, et cetera...

The PAC may also be tasked with specific items, such as review and make recommendations to the Parent Involvement Handbook, review results of a Parent Survey, facilitate decoration of the Parent Center, make a Parent Center schedule, et cetera...

The PAC may also do fundraising, of which funds may be used to further the mission of the school. The funds raised by the PAC will be separate from other school funds, and will be used at the discretion of the PAC.

Each school year the PAC votes on new officers, who then act in his/her respective position for the school year. All parents are welcome and invited to all PAC meetings.

### **Board Meetings**

All Board meetings are open to anyone who wants to attend. The Board meets most Mondays at 4:00 pm. Parents are encouraged to attend Board meetings to keep abreast of decisions the Board makes on behalf of Dishchii'bihoh Community School. When appropriate, parents and guardians can also provide the Board with comments.

## School and Parent Compact

DISHCHII'BIKOH ELEMENTARY SCHOOL  
FAMILY - SCHOOL - COMMUNITY PARTNERSHIP  
A COMPACT FOR LEARNING 2019-2020

The School, Families and Students all have different shared responsibilities in the School-Parent-Compact. The School, Family and Student will agree to the following shared responsibilities in the compact. **After signing, please return this form to your child's teacher.**

### SHARED RESPONSIBILITY FOR STUDENT LEARNING AND HIGH ACHIEVEMENT

As a School, we will:	As a Family, we will:	As a Student, I will:
<b>Set High Standards and Expectations</b>		
<ul style="list-style-type: none"> <li>Expect students not only learn the basics but also to provide more rigorous class-work in order to reach their individual potential.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the school and our child to plan a rigorous academic program.</li> <li>Discuss with our child the importance of working hard to get the most out of our school.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and do the hard work it takes to be successful in school.</li> </ul>
<b>Provide and Support Sound Instruction</b>		
<ul style="list-style-type: none"> <li>Assign meaningful home work with clear directions and return it promptly with comments.</li> <li>Offer special assistance and appropriate time to students who progress at a different rate.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor our child's progress and supervise completion of homework.</li> <li>Read at home together or encourage our child to read at least 30 minutes a day.</li> </ul>	<ul style="list-style-type: none"> <li>Attend school regularly, ready to learn with homework completed.</li> <li>Use my free time wisely by reading for pleasure and by engaging in other learning activities.</li> </ul>
<b>Make School Safe and Drug Free</b>		
<ul style="list-style-type: none"> <li>Set firm and fair safety, discipline, and drug enforcement policies.</li> <li>Utilize BEST BEHAVIOR and CHARACTER COUNTS</li> </ul>	<ul style="list-style-type: none"> <li>Talk with our child about the dangers of alcohol, drugs, and weapons.</li> <li>Familiarize ourselves with life skills curricula and incorporate strategies for healthy families.</li> </ul>	<ul style="list-style-type: none"> <li>Serve as a role model to my peers by honoring the school discipline codes.</li> <li>Attend healthy life skills classes and practice healthy life skills.</li> </ul>
<b>Apply Modern Technology</b>		
<ul style="list-style-type: none"> <li>Make the use of computers and the Internet a routine part of instructions, reinforcing lessons and skill while enabling students to become technologically</li> </ul>	<ul style="list-style-type: none"> <li>Find ways to give our children access to technology in schools to gain the necessary skills to succeed in school and in the work place.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to use computers and the Internet to help me do well in school.</li> <li>Share my knowledge of computers and the Internet</li> </ul>

literate.		with my peers and my family.
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### SHARED RESPONSIBILITY FOR COMMUNICATION

As a School, we will:	As a Family, we will:	As a Student, I will:
<ul style="list-style-type: none"> <li>• Communicate with families frequently at convenient times and locations.</li> <li>• Inform students, families and the community about the high academic standards at our school and how they can help students learn to meet these standards.</li> <li>• Make Dishchíí' bikoh Elementary School a friendly place for parents to meet and talk.</li> <li>• Give families timely reports on student progress and on the school's overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend parent meetings and parent/teacher conferences.</li> <li>• Ask questions about standards and other areas of concern at the school, so that we can support the school's mission.</li> <li>• Be champions of the school, expressing our public support and working for school modernization, the use of technology, and the ongoing professional development of parents and teachers.</li> <li>• Secure the schools help in preparing our child for success in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to my family or a trusted adult about what I am learning and doing in school, my interests and my plans for the future.</li> <li>• Seek assistance from my teacher when I have problems with my school work.</li> <li>• Inform my parents when I have problems in school or my homework.</li> <li>• Seek assistance from my teacher or another staff member when I have problems at school.</li> </ul>

### SHARED RESPONSIBILITY FOR BUILDING CAPACITY THROUGH VOLUNTEERING AND TRAINING

As a School, we will:	As a Family, we will:	As a Student, I will:
<ul style="list-style-type: none"> <li>• Support Title I requirements to get families involved in school decisions.</li> <li>• Create opportunities for all families to volunteer in the classroom, after school activities, and in other capacities.</li> <li>• Provide assistance to parents on helping their children with homework and on learning at home.</li> <li>• Give staff and teachers the training to work effectively in partnership with families.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer for at least one event each semester, whether it is student monitoring, tutoring, or support for special activities, sporting events, or field trips.</li> <li>• Participate in school meetings and by serving on advisory councils (PACs).</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer to share my talents by tutoring or mentoring other students (for example, serving as a reading partner for a younger student).</li> <li>• Get involved in service projects that benefit my school and my community.</li> </ul>

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
PARENTGUARDIAN

\_\_\_\_\_  
PRINCIPAL



## Federal Mandates on Reporting and Prevention of Child Abuse

### **SECTION 11.1 DUTY TO REPORT NON-ACCIDENTAL INJURIES AND PHYSICAL NEGLECT OF MINORS: CLASSIFICATION**

- A. Any physician, hospital intern or resident, surgeon, dentist, osteopath, school personnel, social worker, peace officer or any other person having responsibility for the care of children whose observation or examination of any minor discloses evidence of injury, sexual molestation, death, abuse, or physical neglect, which appears to have been inflicted upon such minor by any other than accidental means or which is not explained by the available medical history as being accidental in nature, shall immediately report or cause reports to be made of such information to a Tribal Police Officer or to the bureau of Indian Affairs Social Services or tribal designated Child Welfare Agency within twenty-four (24) hours. Such reports shall be made forthwith by telephone or in person, and shall be followed by a written report. Such reports shall contain
1. The name and addresses of the minor and his parents or person or persons having custody of such minor, if known.
  2. The minor's age and the nature and the extent of his injuries of physical neglect, including any evidence of previous injuries or physical neglect.
  3. Any other information that such person believes might be helpful in establishing the cause of the injury or physical neglect..

### **SECTION 11.2 NOTICE TO CHILD WELFARE AGENCY**

When such telephone or in-person reports are received by the Tribal Police Department, they shall immediately notify the Bureau of Indian Affairs Social Service or the Tribal designated Child Welfare Agency and make such information available to them.

### **SECTION 11.3 PHOTOGRAPHS; MEDICAL EXAMINATIONS; HOLDING CHILD**

Any person required to receive reports pursuant to Section 11.1 **may take or cause to be taken** photographs of the child and vicinity involved. Medical examinations, including but not limited to, radiological examinations of the involved child may be performed. For the abused or neglected, the police can institute up to seventy-two (72) hours hold, excluding weekends and holidays, or until a court hearing can be held whichever comes first), when there is a reason to believe that the child is in imminent danger if returned to the home.

## **SECTION 11.4 IMMUNITY FROM LIABILITY; PRIVILEGE NOT APPLICABLE**

- A. Anyone participating in the making of reports required under the provisions of this section, or anyone participating in a judicial proceeding resulting from such reports, shall be immune from any civil or criminal liability by reason of such action unless such person acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child/children in question.
- B. The physical patient privilege, husband-wife privilege or any privilege except the attorney-client privilege, provided for by professions such as the practice of social work or nursing covered by law or a code of ethics regarding practitioner-client confidences, both as they relate to the competency of the witness and to the exclusion of confidential communications, shall not pertain in any civil or criminal litigation in which a child's neglect, dependency, abuse of abandonment is an issue or in any judicial proceeding resulting from a report submitted pursuant to this chapter.

## **SECTION 11.5 VIOLATIONS; PENALTY**

Any person required to make a report under this chapter, who fails to comply with any provision of this chapter upon a finding by the Tribal Court shall pay a civil penalty of not less than Three Hundred Dollars (\$300.00) no more than Seven Hundred Fifty Dollars (\$750.00).

### **U.S. CODE: TITLE 25, SECTION 3201**

## **SECTION 3201.FINDINGS AND PURPOSE**

### **A. FINDINGS**

The congress, after careful review of the problem of child abuse on Indian reservations and the historical and special relationship of the Federal Government with Indian people.

#### **1. Finds that**

- a. Incidents of abused children on Indian reservations are grossly underreported; b. such underreporting is often a result of the lack of a mandatory Federal reporting law;
- c. Multiple incidents of sexual abuse of children on Indian reservations have been perpetrated by persons employed or funded by the Federal Government, Federal government investigations of the background of Federal Employees who care for, or teach, Indian children are often deficient;
- e. funds spent by the United States on Indian reservations or otherwise spent for the benefit of Indians who are victims of child abuse or family violence are inadequate to meet the growing needs for mental health treatment and counseling for victims of child **abuse or family violence and their families;**  
**and**

2. **Declares that two major goals of the United States are to**
  - a. Identify the scope of incidents of abuse of children and family violence in Indian country and to reduce such incidents; and
  - b. Provide funds for mental health treatment for Indian victims of child abuse and family violence on Indian reservations.

**B. PURPOSE**

**The purpose of this chapter is to**

1. Require that reports of abuse Indian children are made to the appropriate authorities in an effort to prevent further abuse;
2. Establish a reliable database for statistical purposes and to authorize a study to determine the need for a central registry for reported incidents of abuse;
3. Authorize such other actions are as necessary to ensure effective child protection in Indian country;
4. Establish the Indian Child Abuse Prevention and Treatment Grant Program to provide funds for the establishment on Indian reservations of treatment programs for victims of sexual abuse;
5. Provide for technical assistance and training related to the investigation and treatment of cases of child abuse and neglect;
6. Establish Indian Child Resource and Family Services Centers in each Bureau of Indian Affairs Area

Office, which will consist of multi-disciplinary teams of personnel with experience and training in the prevention, identification, investigation, and treatment of child abuse and neglect;

6. Provide for the treatment and prevention of incidents of family violence;
7. Establish tribally operated programs to protect Indian children and reduce the incidents of family violence in Indian country; and

Authorize other actions necessary to ensure effective child protection on Indian reservations.

**3202.DEFINITIONS**

For the purposes of this chapter, the term

1. **“Bureau” means the Bureau of Indian Affairs of the Department of the Interior;**
2. **“Child” means an individual who**
  - a. **is not married, and**
  - b. has not attained 18 years of age;

3. **“Child Abuse” includes but is not limited to .**
  - a. **Any case in which .**
    - (i) A child is dead or exhibits evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns,, fracture of any bone, subdural hematoma, soft tissue swelling, and
    - (ii) Such condition is not justifiably explained or may not be the produce of any accidental occurrence; and
  - b. Any case in which a child is subjected to sexual assault, sexual molestation, sexual exploitation, sexual contact, or prostitution;
4. **“Child Neglect” includes but is not limited to; negligent treatment or maltreatment of a child by a person, including a person responsible for the child’s welfare, under circumstances, which indicate that the child’s health or welfare is harmed or threatened thereby;**
5. “Family Violence” means any act, or threatened act, of violence, including any forceful detention of an individual, which .
  - a. Results, or threatens to result, in physical or mental injury, and
  - b. Is committed by an individual against another individual
    - (i) To whom such person is, or was, related by blood or marriage or otherwise legally related, or
    - (ii) With whom such person is, or was, residing;
6. “Indian” means any individual who is a member of an Indian tribe;
- 7.“Indian Child” has the meaning given to such term by section 1903(4) of this title;
- 8.“Indian Country” has the meaning given to such term by section 1151 of title 18;
9. “Indian Reservation” means any Indian reservation, public domain Indian allotment, former Indian reservation in Oklahoma, or lands held by incorporated Native group, regional corporations, or village corporations under the provisions of the Alaska Native Claims Settlement Act (43 U.S.C. 1601 et seq.);
10. “Indian Tribe” and “Tribal Organization” have the respective meanings given to each of such terms under section 450b of this title;
11. “inter-tribal Consortium” means a partnership between .
  - a. An Indian tribe or tribal organization of an Indian tribe, and
  - b. One of more Indian tribes or tribal organization of an Indian tribe, and;
12. “Local Child Protective Services Agency” means that agency of the Federal Government, of a State, or of an Indian tribe that has the primary responsibility for child protection on any Indian reservation or within any community in Indian country;

13. "Local Law Enforcement Agency" means that Federal, Tribal, or State law enforcement agency that has the primary responsibility for child protection on any Indian reservation or within any community in Indian country;
14. "Persons Responsible for a Child's Welfare" means any person who has legal or other recognized duty for the care and safety of child, including .
  - a. Any employee or volunteer of a children's residential facility, and
  - b. Any person providing out-of-home is education, or services to children;
15. "Related Assistance" .
  - a. Includes counseling and self-help services to abusers, victims and dependents in family violence situations (which shall include counseling of all family members to the extent feasible) and referrals for appropriate health-care services (including alcohol and drug abuse treatment), and
  - b. May include food, clothing, childcare, transportation, and emergency services for victims of family violence and their dependents;
16. "Secretary" means the Secretary of Interior;
- 17, "Shelter" means the provision of temporary refuge and related assistance in compliance with applicable Federal and tribal laws and regulations governing the provision, on a regular basis, of shelter, safe homes, means, and related assistance to victims of family violence or their dependents; and
- 18 "Service" means the Indian Health Service of the Department of Health and Human Services.

## **SECTION 3202.REPORTING PROCEDURES**

### **A. OMITTED**

### **B. NOTIFICATION OF CHILD ABUSE REPORTS**

1. When a local law enforcement agency or local child protective services agency receives an initial report from any person of .
  - a. The abuse of a child in Indian country, or
  - b. Actions that would reasonable are expected to result in abuse of a child in Indian country the receiving agency shall immediately notify appropriate officials of the other agency of such report and shall also submit, when prepared, a copy of the written report required under subsection (c) of this section to such agency.
2. Where a report of abuse involves an Indian child or where the alleged abuser is an Indian and where a preliminary inquiry indicates a criminal violation has occurred, the local law enforcement agency, if other than the Federal Bureau of Investigation, shall immediately report such occurrence to the Federal Bureau of Investigation.

**C. WRITTEN REPORT OF CHILD ABUSE**

1. Within 36 hours after receiving an initial report describe in subsection (b) of this section, the receiving agency shall prepare a written report, which shall include, if available .
  - a. The name, address, age, and sex of the child that is the subject of the report,
  - b. The grade and the school in which the child is currently enrolled;
  - c. The name and address of the child's parents or other person responsible for the child's care;
  - d. The name and address of the alleged offender;
  - e. The name and address of the person who made the report to the agency;
  - f. A brief narrative as to the nature and extent of the child's injuries, including any previously known or suspected abuse of the child or the child's siblings and the suspected date of the abuse; and
  - g. any other information the agency or the person who made the report to the agency believes to be important to the investigation and disposition of the alleged abuse.
2. Any local law enforcement agency or local child protective services agency that receives a report alleging abuse described in section 3202(3) [1] of this title shall immediately initiate an investigation of such allegation and shall take immediate, appropriate steps to secure the safety and well-being of the child or children involved.
3. Upon completion of the investigation of any report of alleged abuse that is made to a local law enforcement agency or local child protective services agency, such agency shall prepare a final written report on such allegation.

**D. CONFIDENTIALITY OF INFORMANT**

The identity of any person making a report described in section (b)(1) of this section shall not be disclosed, without the consent of the individual, to any person other than a court of competent jurisdiction or any employee of an Indian tribe, a State or the Federal Government who needs to know the information in the performance of such employee's duties.