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**Cheyenne-Eagle Butte
Upper Elementary
Student & Parent/Guardian
Handbook**

2020 - 2021 School Year



**CHEYENNE EAGLE BUTTE MISSION STATEMENT:
To prepare students with the academic, spiritual, physical,
cultural, and social skills needed to be productive world
citizens and lifelong learners.**

**OUR VISION:
Keeping our Wakanyaja (children) sacred through positive
thinking and positive actions.**



Cheyenne-Eagle Butte Upper Elementary School

PO Box 260

Eagle Butte, SD 57625

605 964-4911

Dear Parents/ Guardians,

The Upper Elementary School staff are committed to quality education. Communication is an important part of that commitment and certainly parents and guardians head the list of people with whom to communicate.

This handbook was written for parents and guardians by a team of administrators, teachers, parents, guardians and other representatives of the C-EB Schools to provide you with a general overview of what is offered to students through the early years of their education. It is approved by the Cooperative Board of Education and is considered policy. Occasionally it is necessary to update the handbook after it has been printed. If that occurs, corrections will be made available in each schools office.

We sincerely hope you find this handbook helpful. Our intent is to provide greater understanding of the instruction your child receives in the Upper Elementary School at Cheyenne-Eagle Butte Schools and to focus on the important role of the parent/guardian.

This publication is a token of our commitment to the success of learning and the direct relationship of students and their families to that success.

We encourage your communication at any time.

Sincerely,

Upper Elementary School Staff

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POLICY TEXT DISCLAIMERS

In some cases, an incomplete copy of a policy is included in this handbook. Portions of the policy that deal with topics such as staff in-service or employee use of the policy may not be included. The intent to include a portion of the policy is to cover items that are pertinent to students.

August 2019

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31						



**Board Approved on
2/10/2020**



2020-2021



C-EB School

Calendar

Aug. 5-6 – Pre-Registration

9:00 AM to 3:00 PM

Aug. 17 – All Staff Return

Aug. 17-21 – In-Service Week

Aug. 24 – First Day Students

Sept. 4 – No School

Sept. 7 – Labor Day – No school

Sept. 8 – No School

Sept. 16 – 1:00 p.m. student

release/Staff Development

Oct. 9 – No School – Parent Teachers

Conference 8:00-4:00

Oct. 12 – Native American Day

Oct. 23 – End of 1st Quarter

Nov. 11 – Veteran’s Day

Nov. 25– Nov. 27 - Thanksgiving

Break – No School

Nov. 26 – Thanksgiving

Dec. 16 – Jan. 1 – Winter Break

Jan. 1 – New Year’s Day

Jan. 4 – School Resumes

Jan. 15 – End of 1st Semester

Jan. 18 – Martin Luther King Jr Day

Jan. 27 --1:00 pm. Student

Release/Staff Development

Feb. 12 No School – Parent Teachers

Conference 8:00-4:00

Feb. 15 – President’s Day

Mar. 17 – 1:00 Student Release/Staff
Development

Mar. 19 – End of 3rd Quarter

Apr. 2 -5 – No School – Spring
Break

Apr. 21 – 1:00 p.m. Student
Release/Staff Development

May 16 – Graduation!!

May 20 – 1:00 Student Release

May 20 – Last Day for Students

May 21 – Staff Development

May 21– Last Day for all staff

Holidays- No School	Yellow
Vacation – No School	Blue
Professional Dev. Full day	Orange
PTC No School	Pink
1:00 Student Release	Green

February 2020

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April 2020

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May 2020

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June 2020

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July 2020

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STAFF LISTING

Eagle Butte District 20-1/Upper Elementary School

2020 – 2021 Phone Listings for (605) 964-2703/4911

20-1 Administration	
Vacant-Superintendent.....227	Keith Watt -Business Manager.....229
Darla DePoy-Administrative Assistant.....221	Kristy Fischer –Administrative Assistant.....228
Tina Neigel-Administrative Assistant222	Dr. Diane Holzer -Psychologist.....212
Inu Inukihaangana -Plant Manager.....106	Stella Brewer -Administrative Assistant.....206
Kent Joens -Technician215	Board Room203
Shelly Laurenz-Nurse.....172	Computer Board Room202
Connie Knight – Parent Involvement.....109	Rebecca Smith-Special Ed Director214
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Upper Elementary Administration	
Cora Petersen-Principal.....247	Larry Keller-Assistant Principal.....161
Paula Jensen -5 th & 6 th Grades.....246	Sandy Lemke-Time Out/ISS.....160
Lori Martin-3 rd & 4 th Grades.....111	Ashley Jensen-Home to School Liaison110
2nd Grade Teachers	3rd Grade Teachers
Cynthia Cleveland.....153	E’Vanna Dupris...133
Sonja Webb152	Denise Willison.....134
Leland Logg,156	Kristan Lawrence135
Sianna Moran157	Vacant.....136
Jody Walters.....158	Dee Anne Ducheneaux.....138
4th Grade Teachers	5th Grade Teachers
Mary Yvonne Baron.....102	Shelly Schuler.....236
Barbara Eagle Staff103	Judy Whirlwind Horse.....237
Robyn Johnson104	Tim Reese.....238
Betsy Mitchell105	Marsha Vrooman.....239
Cynthia Charger.....108	Rebecca Afraid of Hawk.....240
	Carmen One Skunk –Intervention.....231
6th Grade Teachers	Special Education Teachers
Tiffany Farrar.....245	Maricris Valdez.....170
Kelsey Reeves244	Deb Dennis.....139
Deanna Nissen243	Crystal Anderson164
Kathy LeBeau.....242	Felicia Smith.....169
George Mendoza241	Kathy Mader-speech, Robby Mader–SLPA.....166
	Grace Barcelona -STRIVE168
Intervention Para-professionals	Special Ed Assistants
Jean Neigel,231	Nicole Dosch, Jenilee Charger164
Jeanne Brooks.....136	Wanda Hahne, Susan Ducheneaux, Terri
Kenna LaPlante.....133	Haskell.....170
Haroldine Hill and Jace Anderson.....145	Jackie Red Thunder.....169
Karen Garreau-Read Right.....167	Kristine Traversie, Gary Bad Warrior168
Kyler Ducheneaux157	Leo Bakeberg, Heidi LaPlante168
Myles Frazier.....238	Krissy Joens, Olivia Dosch.....139

Specials	Specials
Janell Combellick, Taryn Reddog-Lakota.....107	Lynn Watt – Intervention/Read Right167
Anne Beckwith-Art165	Kevin White Bull, Traci Jewett-GT.....205
Gregory Passalacqua.....137	Peggy McLellan-Library.....141
JoEllen Berndt-School Counselor.....162	Cheryl Ulmer-Music.....159
Wes Heidlebaugh-Computers/Intervention.....155	Corrine Weyand-Computer/Intervention.....145

Standard II --Administrative requirements: 25 CFR 36.11 (BIE regulations)

(a) Staffing. Each school shall, at a minimum, meet the following requirements:

(1) The overall school ratio of regular program students to regular program teachers in self-contained classrooms shall not exceed the following except under the conditions set forth in paragraphs (a)(4) (i) and (ii) of this section. Average daily membership (ADM) shall be used in meeting the following ratios. Level Ratio

Kindergarten 20:1

1st grade—3rd grade 22:1

4th grade—high school 25:1

(2) Multi-grade classrooms that cross grade-level boundaries (e.g., K-1, 3-4, etc.) shall use the maximum of the lower grade. In grades K-8, grades shall be consolidated to meet the teacher ratios listed above.

(3) The daily teaching load per teacher in departmentalized classes shall not exceed 150 students (ADM) except in activity type classes such as music and physical education.

(4) Schools exceeding these specific staffing ratios for over 30 consecutive days during one school year shall submit a justification for a request for a waiver to the Director, through the Agency Superintendent for Education or Area Education Programs Administrator, as appropriate, which may be approved for a period not to exceed one school year and for the following reasons:

(i) Additional classroom space is not available for establishing another class; or

(ii) The school, Agency, Area and Office of Indian Education Programs Applicant Supply File has been exhausted and the required teacher position cannot be filled. However, efforts to fill the vacancy shall be continued.

(5) Each school shall provide,

(a) teachers, and in the absence of a regular teacher, a certified substitute teacher who meets the State substitute teacher qualifications. In the event that such a substitute is not available, coverage will be provided by a school employee designated by the school supervisor. A class cannot have as a teacher an employee without teaching credentials for more than 20 school days during any one school year.

(b) Written school enrollment and attendance policies. Each school shall have written school enrollment and attendance policies in compliance with and/or consistent with 25 CFR 31, Federal Schools for Indians, the statutes of the State, and tribal education ordinances.

(c) Immunization. School children shall be immunized in accordance with the regulations and requirements of the state in which they attend school or standards of the Indian Health Service.

SCHOOL TRADITIONS

School Song:	ON WISCONSIN
Our Name:	BRAVES
Our Colors:	SCARLET, COLUMBIA BLUE, & WHITE
Our Paper:	THE BRAVE
Our Yearbook:	THE BRAVE
Our Motto:	VICTORY
Our Loyalty:	ONWARD BRAVES, ONWARD BRAVES ON TO VICTORY!!! BANNERS HIGH UP IN THE SKY FLY ON TO VICTORY RAH RAH RAH! ONWARD BRAVES, ONWARD BRAVES ON TO VICTORY!!! CHEER BRAVES, CHEER AND LET YOUR VOICES RING!!!

LAKOTA VALUES

Student actions, attitudes, and appearance are a reflection of that student as a person, as a student of the Cheyenne-Eagle Butte School, and as a member of their community. Students are expected to treat each other and adults with courtesy and respect.

a. SevEn VALUES

Students are expected to exhibit the Lakota Values of *Woc'ekiye (Spirituality)*, *Wao'hola (Respect)*, *Waun'sila (Caring & Compassion)*, *Wowicakhe (Honesty)*, *Wawokiye (Generosity & Helping)*, *Wah'wala (Humility)*, and *Woksape (Wisdom)*.

B. Lakota Flag Song

WAPAHA OLOWAN
TUNKASILA YAPI, TAWAPAHA KIN HAN
OIHANKE SNI HE NANJIN KTE LO

IYOHLATA YA OYATE KIN HAN
WICICAGIN KTA CA, LE ECAMUN WELO

THE PRESIDENT'S FLAG
WILL STAND FOREVER
UNDER THIS FLAG THE PEOPLE WILL GROW
SO I DO THIS

C. TRIBAL ORDINANCE 66 (SECTION 4, 2 A AND B; 3 A: 1, 2, 3, B: 1, 2, 3; SECTION 5; SECTION 6) IS A RESOURCE.

Section 4. Requirement for Instruction in Lakota Language, Culture and History.

(2) *Kindergarten through 6th Grade.* Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall provide a minimum of one class period per day of instruction in Lakota language and culture for Indian students in kindergarten through 6th grade, and

(a) *Kindergarten through 3rd Grade.* Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall emphasize basic conversational use of Lakota language and Lakota stories, music and dance for students in kindergarten through 3rd grade.

(b) *4th through 6th Grade.* Bureau of Indian Affairs schools and tribal [tribal] schools within the territory of the Cheyenne River Sioux Tribe shall emphasize conversational use of Lakota language and Lakota stories, music and dance for students in 4th through 6th grade.

3) *7th through 12th Grade.* Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall provide the following courses to Indian Students in the following grades:

a. **Lakota Language.** A minimum of one class per day shall be devoted to instruction in Lakota language instruction for all Indian students.

(1) *7th and 8th Grade.* Lakota language instruction for Indian students in the 7th and 8th grade shall continue to emphasize conversational use of Lakota Language.

(2) *9th and 10th Grade.* Lakota language instruction for students in the 9th and 10th shall emphasize instruction in Lakota grammar and reading of Lakota or Dakota texts.

(3) *11th and 12th Grade.* Lakota language instruction for students in the 11th and 12th grade shall emphasize instruction in writing in Lakota language and reading of Lakota or Dakota texts.

b. **Lakota Culture and History.** A minimum of five class periods per week shall be devoted to instruction in Lakota culture of history; provided, however, that the required period of instruction for Lakota culture or history may overlap by one-half instruction in Lakota language.

(1) *7th and 8th Grade.* Instruction in Lakota culture for Indian students in the 7th and 8th grade shall cover Dakota and Lakota history both prior to the first contact with the United States and history from that contact to the present day.

(2) *9th and 10th Grade.* Instruction in Lakota culture for Indian Students in the 7th [9th] and 8th [10th] grade shall emphasize the public events and the ceremonies that are central to Lakota culture.

(3) *11th and 12th Grade.* Instruction in the Lakota history and culture for students in the 11th and 12th grade shall emphasize the significance of the Treaties between the United States and the Great Sioux Nation, the Interrelation between the United Sates [States] and the Cheyenne River Sioux Tribe, and the structure and functions of the tribal government.

Section 5. *Other Required Language Instruction.*

Instruction in Lakota language shall fulfill any instruction requirements which might be required by the United States through the Bureau of Indian Affairs in a language other than English.

Section 6. *Instruction for Non-Indian Students.*

Non-Indian students in attendance at Bureau of Indian Affairs schools or tribal schools may participate in Lakota language and culture and history courses at their option.

D. Lakota Language/Culture/History

Since the Cheyenne-Eagle Butte School system is located in the heart of the Cheyenne River Sioux Reservation, every effort will be made to include appropriate traditional and contemporary teachings of the Lakota language, culture, and history and follow the intent of CRST Ordinance 66. This ordinance mandates that any student enrolled in, or is a descendant of; a federally recognized tribe will take Lakota Language and Culture as a part of the school day.

STUDENT RIGHTS, RESPONSIBILITIES, and EXPECTATIONS

A. BRAVES EXPECTATIONS

B	BE PREPARED for learning
R	Take RESPONSIBILITY for self and actions
A	Choose a positive ATTITUDE
V	Build character through VALUES
E	Strive for EXCELLENCE
S	Promote a positive and SAFE Environment



B. POSITIVE BEHAVIOR INTERVENTION SUPPORT

- **(PBIS)** is a K-12 initiative that gives students a set of expected positive behaviors appropriate for learning and for positively interacting with each other and staff
- **Positive Action** is a curriculum to support PBIS and is a grade level teaching curriculum for Social and Emotional Learning that is used in each regular classroom. Classroom teachers include at least 40 minutes per week in their plan to teach Social and Emotional Learning through Positive Action. Our Positive Action motto to live by is “*We feel good about ourselves when we do positive actions, and there is a positive way to do everything.*”

C. OLWEUS:

Cheyenne-Eagle Butte School Bullying Policy
Eagle Butte 20-1 School District and Cheyenne River BIE cooperative School
Board Approved 6/16/2020

BULLYING IS NOT TOLERATED AT CHEYENNE-EAGLE BUTTE SCHOOL. A person is bullied when he or she is exposed **repeatedly and over time**, to negative actions on the part of one or more persons, and he or she has difficulty defending himself or herself. **CYBER BULLYING** – The use of information and communications technology (ICT) particularly mobile phones, (or other electronic devices) and the internet, deliberately to harass or upset someone else.

ANTI-BULLYING RULES:

RULE 1: We WILL Not Bully Others.

RULE 2: We WILL Help Students Who Are Bullied.

RULE 3: We WILL Include Students Who Are Left Out.

RULE 4: If We Know That Somebody Is Being Bullied, We Will Tell an Adult at School and an Adult at Home.

Consequences: *Range of disciplinary measures dependent on severity*

- Immediate removal of offender(s) from area **and**
- Time Out Plan
- *Bullying Circle discussion with counselor or Principal*
- Development of Behavior Management Plan **and**
- Referral to counselor

Consequences for subsequent infractions and/or severe 1st infraction:

- 2-10 days ISS/OSS with no school activities **and**
- Parent / Guardian notification **and**

- *Bullying Circle discussion with counselor or Principal*
- Development of Behavior Management Plan **and**
- Referral to counselor for subsequent sessions on bullying prevention

Consequences for continued incidents that are not curtailed by other consequences

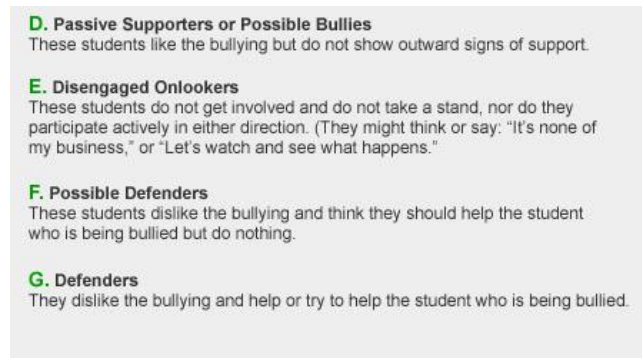
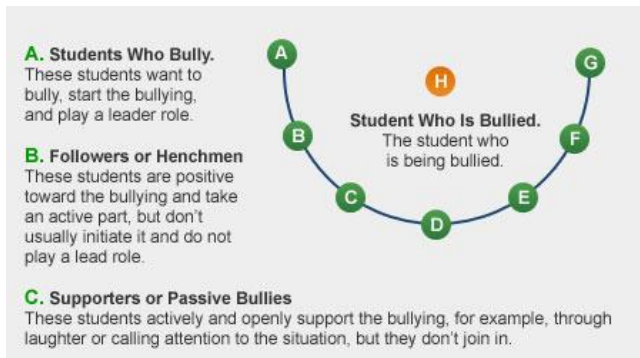
- 10 days OSS with no school activities **and**
- Referral to law enforcement if severity warrants **and**
- *Referral to School board for long-term suspension/expulsion*

INAPPROPRIATE BYSTANDER BEHAVIOR: It is inappropriate to participate, “promote” or watch violence. At a minimum, students are expected to tell an adult. Students are encouraged to become supporters or defenders of the victim(s) in the situations.

Infraction Options – Range of disciplinary measures dependent on severity

- Parent Notification
- Parent Conference
- Counseling
- ISS
- OSS
- No school activities

Olweus Bullying Circle (©Olweus/Hazelden)



PROCEDURE FOR REPORTING BULLYING:

Any student who believes he/she has been bullied should report the complaint as soon as possible to one of the following:

1. Teacher
2. Assistant Principal/Dean of students
3. School Principal
4. School Counselor
5. Dorm manager
6. Superintendent

The complaint will be investigated promptly. Complaints can be written out and delivered to one of the above people, or a parent/guardian or community member may report by calling (including anonymously) or emailing one of the above people. The complaint will be investigated promptly.

This Bullying Prevention program is used throughout the school. The Bullying Circle is used to help students realize how their actions affect the actions of others.

D. RIGHTS OF THE INDIVIDUAL STUDENT:

Students of Cheyenne-Eagle Butte School have and shall be accorded the following rights:

1. The right to an education.
2. The right to be free of unreasonable search and seizure of their person and property, to a reasonable degree of privacy, and to a safe and secure environment.
3. The right to their own decisions where applicable.
4. The right to freedom of religion and culture.
5. The right to freedom of speech and expression, including symbolic expression, such as display of buttons, posters, choice of dress, and length of hair, so long as the symbolic expression is not unreasonable and does not disrupt the educational process or endanger the health and safety of the student or others.
6. The right to freedom of the press, except when material in student publications is libelous, slanderous, or obscene.
7. The right to peaceably assemble and to petition the redress of grievances.
8. The right to freedom from discrimination.
9. The right to due process. Every student is entitled to due process in every instance of disciplinary action for alleged violation of school regulations for which the student may be subjected to penalties of suspension or expulsion.

E. PHYSICAL EDUCATION

C-EB provides an organized, supervised physical education program. All students who are enrolled in P.E. are required to participate unless they have a written excuse from a doctor. However, if your child has been sick or injured, please notify the principal's office. Staff will notify appropriate people and take the illness or injury into account when requesting the child perform physical activities.

F. STUDENT APPEARANCE

While at school, we want you to have the best experience possible. The following student appearance policy has been developed to assure that no one will feel offended or uncomfortable during school.

1. All clothing shall be neat, clean, and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school and school activities.
2. Personal items, student drawings, and articles of clothing which display profanity, products, or slogans which promote tobacco, alcohol, drugs, violence, gang, sex or are in any other way distracting, disrespectful, or insubordinate are prohibited.
3. Excessive accessories such as hanging chains and hanging suspenders are not allowed. This is for safety reasons. Items of clothing which expose bare midriffs, bare chests, undergarments, or that are transparent (see-through) are prohibited. Tank tops with straps wider than one inch are permitted. Please be advised that spaghetti straps, shirts which expose a bare back, halter tops, tube tops and short shorts are prohibited. Students who continue to wear items such as these are considered to be willfully disobedient.
4. Caps, hats, or other head-gear (including hoods from hoodies or jackets) must be removed upon entering the school building. They must be properly stored by the student upon entering the school during instructional hours. If not stored they may be confiscated. Refusal to comply will constitute willful disobedience.
5. When caps are worn at school events, they should be worn with the bill forward at all times.
6. Shoes must be worn at all times and must be appropriate for school.
7. Pants must fit properly. Excessively baggy or tight clothing, and clothing which advertises gang symbols or affiliation is prohibited. A pattern of dress in "gang colors" is not allowed. Refer to section on gang related behaviors for more information.

If you choose to dress inappropriately, you will be asked to change, or be required to wear school-issued clothes. By planning ahead appropriately, you will save yourself the inconvenience of having to change and you will be contributing to a pleasant school atmosphere. Please be advised that the student appearance policy will be enforced for all individuals attending school.

Please use the following pictures as a guide for what **NOT** to wear to school:



COMMUNICATIONS

A. COMMUNITY:

In an exemplary school, parents/guardians and other community members are valued as active and collaborative partners involved in decision-making. As a result of their participation, they are acutely aware of student performance. They are engaged in respectful relationships with other stakeholders and develop mutual trust with school staff. Community members and parents/guardians recognize that their input and involvement are essential to the success of the school. Parent/guardian involvement is a crucial element in the success of every student and each of our students deserves to be successful.

B. TELEPHONE USE AND MESSAGES

Students **WILL NOT** be allowed to make phone calls during school hours unless there is an emergency. Students will not be called out of class for in-coming calls unless there is an emergency. Please inform your child where to go after school before the child leaves in the morning. If plans have changed and your child is not aware of what to do after school please contact the office by 2:00 p.m. each day to ensure time for messages to be delivered.

C. CELL PHONES AND OTHER ELECTRONIC DEVICES

We understand electronic devices are a part of most students' lives and the classroom when used for educational purposes. Students using cell phones/communication and electronic device for non-educational/non-teacher approved use in class will have consequences. iPods, headphones and other electronic devices will not be allowed in school unless part of a class activity or as a reward for work completion. Consequences will be the same as for cell phone use.

D. KEEPING STUDENTS AFTER SCHOOL

Whenever possible, parents/guardians will be notified if a student is going to be detained. However, teachers may detain students without prior arrangements with parents/guardians for thirty (30) minutes. The Principal may detain students for a longer period of time. Parents/Guardians will receive a phone call or note explaining the detention. Students may also arrange to remain after school or to come in early to work on projects, to make up work, or to get extra help. They should arrange this in advance with the teacher and parents/guardians.

E. EARLY DISMISSAL

Principals will be notified and announcements will be made over public media to alert parents/guardians. School Messenger may also be used for school announcements.

F. SCHOOL CLOSING

If for any reason there is a closing of the school, announcements will be made via the School Messenger System, on the official C-EB facebook page and over KEVN TV– Rapid City, KIPI (93.5 FM) in Eagle Butte, KLND-Little Eagle (89.5 FM), KOLY-Mobridge, (1300 AM) KMLQ-Mobridge,(99.5 FM) KELO TV-Sioux Falls and KSFY-Pierre/Sioux Falls Stations. The 20-1 Superintendent and BIE School Supervisor will make the decision to close school. In the event of inclement weather and country bus transportation is cancelled, it is cancelled for *both* AM & PM transportation runs.

G. PARENT/GUARDIAN SUPPORT OF STUDENT ACTIVITIES

Parent/Guardian attendance at student activities and athletics is greatly appreciated. However, parents/guardians and other community members are expected to model sportsmanship at all times. Yelling at or verbally abusing players, coaches, referees, or others fans is not acceptable. Fans showing disrespectful and inappropriate behavior will be given a yellow card as a warning by administration or designee. Fans continuing to show inappropriate behavior will be escorted from the activity and not given re-admittance. These fans will also be issued a Red Card. Anyone issued a Red Card will not be allowed to attend school activities for the remainder of the season for that particular sport.

CHEYENNE – EAGLE BUTTE PARENT/GUARDIAN INVOLVEMENT POLICY:

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents/guardians of participating children a written parental involvement policy that contains information required by section 1118 of the Every Student Succeeds Act (ESSA). The policy concerning how to submit comments concerning Federal Programs is in this student handbook. Every parent/guardian receives a copy of the handbook at registration each year.

PART I. GENERAL EXPECTATIONS Cheyenne – Eagle Butte Schools agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents/guardians of the Parent/Guardian Involvement Policy through various methods and evidence of locations will be housed in the 20 -1 Superintendent, BIE School Supervisor and Curriculum Coordinator's office. The policy will be made available to the local community and updated periodically to meet the changing needs of parents/guardians and the school.
- In carrying out the Title I, Part A, parental involvement requirements, the Cheyenne – Eagle Butte School will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required under section 1111 of the ESEA.
- The school will involve the parents/guardians of children served in Title I, Part A schools in decisions through invitation and encouragement to volunteer on the Parent/guardian Advisory Committee (PAC).
- The school will build its own and the parent's/guardian's capacity for strong involvement through monthly Parent/Guardian Advisory Committee (PAC) meetings. The PAC will review data and provide input toward improving academic achievement.
- Inform parents/guardians of the curriculum, state academic and content standards at the fall open house, and assist parents/guardians in building their capacity for academic achievement through understanding content standards, requirements of Title I programs, monitoring of their child's progress and parents/guardians working with educators.
- The school will provide other reasonable support for parent/guardian involvement activities under section 1118 of the ESEA as the parents/guardians request.
- The school will be governed by the following statutory definition of parent/guardian involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents/guardians play an integral role in assisting their child's learning;
 - that parents/guardians are encouraged to be actively involved in their child's education at school;
 - that parents/guardians are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - the carrying out of other activities, such as those described in section 1118 of the ESEA (See appendix A)

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENT/GUARDIAN INVOLVEMENT POLICY COMPONENTS:

1. The Cheyenne - Eagle Butte Schools will take the following actions to involve parents/guardians in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - The Parent/Guardian Advisory Committee (PAC) meets throughout the year, and the schools' Parent Involvement Coordinator and Curriculum Coordinator works with parents/guardians on a consistent basis. C-EB Schools will recruit parent/guardian volunteers to attend these meetings.

- Involve parents/guardians in the planning, review and implementation of school activities along with school program changes and improvements, review surveys, providing parents/guardians the opportunity to submit comments and ideas on the individual improvement plan of each school.
2. The Cheyenne - Eagle Butte Schools will take the following actions to involve parents/guardians in the process of school review and improvement under section 1116 of the ESEA:
 - Parents/Guardians are notified of the annual meeting through the newspaper, posters, signs, school messenger and a letter home.
 - Parent/Guardian meetings are scheduled throughout the school year to give them the opportunity to make program recommendations for the school reform process.
 3. The Cheyenne - Eagle Butte Schools will hold an annual meeting to inform parents/guardians of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents/guardians to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents/guardians and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents/guardians as possible are able to attend. The school will invite all parents/guardians of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
 - Fall, Winter and Spring Parent/Guardian Forums (in accordance with all Federal Program requirements).
 4. Cheyenne - Eagle Butte Schools will provide parents/guardians of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet these ways by:
 - Informing parents/guardians of academic achievement using various assessment results given throughout the school year and proficiency levels for each assessment will be provided at that time.
 - Assisting parents/guardians in building their capacity for academic achievement through understanding assessment results and South Dakota student content standards.
 - Having teachers provide progress monitoring results to the parents/guardians for data-driven instruction that will assist in creating individualized learning for their child throughout the school day.
 5. Cheyenne - Eagle Butte Schools will, at the request of parents/guardians, provide opportunities for regular meetings for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
 - Keeping communication open between the parents/guardians and the school, which in turn will give the parents/guardians an opportunity to submit personal views of the school's programming.
 - Receiving parent/guardian suggestions and share them with the appropriate administrative team to determine the feasibility of programming changes.
 - Implementing all agreed upon programming changes will be implemented at the building level with School Board approval.

6. Cheyenne - Eagle Butte Schools will provide each parent/guardian an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
 - Informing parents/guardians of academic achievement using various assessment results given throughout the school year and proficiency levels for each assessment will be provided at that time.
 - Assuring curriculum is aligned with the State of South Dakota content standards.
 - Assisting parents/guardians in building their capacity for academic achievement through understanding, assessment results and South Dakota student content standards.
 - Having teachers provide progress monitoring results to the parents/guardians for data-driven instruction that will assist in creating individualized learning for their child throughout the school day.

7. The Cheyenne - Eagle Butte Schools will take the following actions to provide each parent/guardian timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 - Providing a notice will be provided to the parents/guardians in letter format from the building level principal of each classroom teacher who is not highly qualified by the first two weeks of the school year.
 - Notifying Parents/Guardians within four weeks that their student is being taught by a non- highly qualified teacher during the school year.

8. The Cheyenne - Eagle Butte Schools will provide assistance to parents/guardians of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph –
 - the state’s academic content standards,
 - the state’s student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child’s progress, and
 - how to work with educators through Family Nights, Parent Involvement Coordinator, Parent Involvement Newsletter, local workshops, Parent/Teacher Conferences, Parent Advisory Committee, Classroom Teacher Newsletter but not limited to these activities.

9. The Cheyenne – Eagle Butte Schools will provide materials and training to help parents/guardians work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by providing:
 - Academic Family Nights
 - Classroom Teacher Newsletter
 - Parent/Guardian - Teacher Conferences
 - Parent/Guardian Advisory Committee
 - Technology Family Night.

10. The Cheyenne - Eagle Butte Schools will, with the assistance of its parents/guardians, educate its teachers, principals, outside agency contractors and other staff in how to reach out to, communicate with, and work with parents/guardians as equal partners in the value and utility of contributions of parents/guardians, and in how to implement and coordinate parent/guardian programs and build ties between parents/guardians and schools, by:
 - Fall In-service
 - Parent/Guardian Involvement Committee
 - Evening workshops
 - Professional literature dissemination

- Inform parents/guardians of additional resources and organizations available published in the school information pamphlet given out at registration. The pamphlet will also provide parents/guardians an opportunity to respond and have input into the progress of the school.

11. The Cheyenne - Eagle Butte Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents/Guardians as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as resource centers that encourage and support parents/guardians in more fully participating in the education of their children by:

- Coordinate with Head Start to align programming into the academic setting
- Visitation and Transition meetings from Head Start to Kindergarten, 1st to 2nd grade, 6th to 7th grade, 8th to 9th grade, 12th to post-secondary activities (college, employment and living skills)
- Pre-registration to Kindergarten; academic setting expectations/readiness
- Jumpstart; summer school program for incoming Kindergarteners
- Parent resource center in each building

12. Cheyenne - Eagle Butte Schools will take the following actions to ensure that information related to the school and parent/guardian-programs, meetings, and other activities is sent to parents/guardians of participating children in alternative formats:

- Encourage parents and guardians to visit directly with their children's teachers and/or principal regarding school concerns.
- Translation of information to first language upon request.
- Invite and encourage parents/guardians to volunteer their time and talents in the school by serving as chaperones, classroom helpers, and class guests.
- Provide support for parental involvement activities as requested by parents and guardians. to parents/guardians and school staff, such as the Parent Information Resource Center (PIRC), www.sdpirc.org or phone number: 1- 800-219-6247
- Educate parents/guardians on the Elementary and Secondary Education Act

SCHOOL ADMISSION

New enrollment or in-district transfer students may enroll at the beginning of each quarter (first two weeks) for grades K-8 and at the beginning of each semester (first two weeks) for high school with the exception of Eagle Center students. Out of district transfer students will be enrolled upon relocation within the district boundaries. Students expelled or undergoing expulsion proceedings will be considered on an individual basis. Requirements for enrollment include a complete application and promotion to the grade they are entering.

Note: If your child has an IEP or has received services through a special education program please notify the office immediately. Also, if you are currently homeless, please notify the office staff while enrolling your child.

A. PARENT/GUARDIAN OPTIONS AND INVOLVEMENT

Parents/guardians are to be fully informed of the enrollment options and educational opportunities which are available for their children. They have the right to have the school transport children to the school of origin. Schools must provide written explanation to parents/guardians regarding disputes over school selection and enrollment and referral to Liaison for dispute resolution. Finally, the parents and guardians must be provided with meaningful opportunities to participate in the education of their children.

B. STUDENT ENROLLMENT

Students being enrolled at the Cheyenne-Eagle Butte Upper Elementary must have all required documentation completed prior to entrance and classroom assignment. Parent/guardian requests for a particular teacher will be taken into consideration; however, the principal will have the final say in class assignment, taking into consideration class numbers, teacher strengths, and individual needs of students. Students enrolling after school has begun will be placed using administrative discretion considering classroom numbers.

C. START DATE

A Student’s start date is his/her first enrollment day.

ATTENDANCE

(Tribal Attendance Code/Ordinance Available at Office)

A. EARLY ARRIVAL TO SCHOOL

Students who arrive at school between 7:20 and 8:00 a.m. are to wait in the circle area and/or go to the cafeteria for breakfast as directed. Students will be directed as to whether there is a morning recess (weather dependent). Students will not be in the classroom area before 8:00 a.m. unless directly supervised by a teacher.

B. MINIMUM INSTRUCTIONAL HOURS

Cheyenne-Eagle Butte School works under the following guidelines for minimum number of hours of instruction: 13-26-1 State Codified Law and BIE’s 25CFR 39.214

Grades	Minimum Hours of Instruction
Kindergarten	720
Grades 1-3	875
Grades 4-5	900
Grades 6-8	962.5
Grades 9-12	970

C. COMPULSORY ATTENDANCE

Children who are five years old by the first day of September and younger than the age specified in Tribal and State codes (18 years) must regularly attend school.

D. TRUANCY

Under the CRST Children’s Code, passed on May 18, 2011, the school attendance law has changed and will affect all schools that are on the Cheyenne River Sioux Indian Reservation. The Section 16.05 – School Attendance has been changed to Chapter 10, 10.01 – School Attendance.

**CHEYENNE RIVER SIOUX TRIBE - CHAPTER X –
SCHOOL ATTENDANCE: 10.01 SCHOOL ATTENDANCE**

All children older than five (5) years and younger than eighteen (18) years shall attend school regularly unless they have graduated from high school or received an equivalency degree. Unless subject to a valid

suspension, expulsion, or other order prohibiting them from attending school, children shall be in violation of this section if they:

- (1) Miss three or more consecutive days of school without a valid excuse written and signed by their parent(s) or guardian(s); or
 - (2) Otherwise fail to attend school regularly; and
 - (3) That the school and a child's parent(s), guardian or custodian have held a meeting or the child's parent(s), guardian or custodian has refused to attend a meeting to discuss the child's habitual and unjustified absence from school: and
 - (4) That the school has provided an opportunity for counseling to determine whether a curriculum would resolve the child's problem and if the local school board or governing authority of a private school provides an alternative education program, that the child has been provided with an opportunity to enroll in the alternative education program: and
 - (5) That the school has conducted a review of the child's educational status which may include medical, psychological and/or educational testing of the child in accordance with the school regulations to determine whether social problems may be a cause of the child's absence from school and, if so, that the appropriate action has been taken; and
 - (6) That the school has sought assistance, from appropriate agencies and resources available to the local school board or private school, or has referred the matter to a local social services agency for the purpose of utilizing and coordinating such agencies and resources.
- (A) At the discretion of the Tribal Prosecutor, children who are in violation of this section may be treated as juvenile offenders alleged to have violated a Class B misdemeanor. Alternately, such children may be treated as children in need of care for all purposes of this Code, provided that in such cases the procedures set forth in Chapter 9 of this Code shall be amended and/or clarified as follows:
- (1) The requirements of holding an Advisory Hearing, as set forth in Section 9.08, shall be abolished; and
 - (2) After the petition is filed, the Court shall set a date for an adjudicatory hearing, which shall not be more than thirty (30) days after the petition is filed, and direct the Court Clerk to issue the appropriate summons in accordance with Section 9.07 (A)(2) – (5); and
 - (3) Section 9.09(A) shall be abolished.
- (B) Indian parent(s) or guardian(s) of Indian children who are in violation of this section shall be guilty of a class B misdemeanor. Non-Indian and Indian parents or guardians of Indian children who are in violation of this section shall be subject to a civil fine not to exceed \$50.00 for each day their child fails to attend school.

E. MAXIMUM ABSENCES:

Students who are in school more often find success in learning on a more regular basis. For our students to receive the education he or she deserves they need to be in school. For students that find school attendance a problem we have developed the following notification process.

F. NOTIFICATION PROCEDURE FOR ABSENCES:

Daily: Contact parents and guardians via (phone, email, in person) regarding daily absences if the school does not receive a phone call or a note.

After the 3rd absence, 6th absence and 8th absence: Notification, in writing to parents and guardians, of their child's absences. In addition, after the 8th absence, the Principal/Designee will make contact with the parent/guardian notifying him/her of the many absences and explaining the possible consequences of continued absenteeism.

After the 10th unexcused absence: Tribal prosecutor and local social services agency will be informed if home visits and/or phone calls by the Attendance Aide and/or office are disregarded. Parents/guardians will be notified in writing when petitions are filed with the Tribal Prosecutor.

Ten consecutive absences: Students who miss ten days of consecutive absences (excused or unexcused) are automatically dropped (waivers available for severe medical purposes). Juvenile authorities and/or BIA/State Social Services representatives may be informed if home visits and/or phone calls by the Attendance Aide and/or office are disregarded. Parents and guardians will be notified in writing if affidavits are/or will be filed with the Tribal Prosecutor.

G. LEAVING SCHOOL

Students may only leave campus with *permission* from the designated person. All students off campus without an appropriate pass may be subject to disciplinary action. Students must be checked out in the office before they may leave their class. Only a parent/guardian and persons designated by parent/guardian (form filled out at registration) will be allowed to request to check out a student. Students may only leave campus with permission from their parents/guardian.

H. EXCUSED ABSENCES

1. Personal Illness/Medical Appointments: Any absences exceeding three days shall require a medical statement.
2. Bereavement: Not to exceed three days.
3. Work: Must be approved in advance and directly related to family income.
4. Family Trips: Must be approved in advance and of an educational nature.
5. Other Excused Absences Include: (unique individual/community educational/cultural activities, including, but not limited to: State AAU, State Fair, State Snow Queen Contest, State 4-H Events, YMCA, SDHSAA Events if a family member qualifies) if pre-approved and all make up assignments or alternative assignments are complete within the allotted time frame.
6. Administrative Discretion or as determined by the Principal on a case by case basis.

I. IRREGULAR ATTENDANCE:

ATTENDANCE COUNTS: Students grades 2-6 must be in attendance for 5 ½ hours to receive credit for the whole day and 3 hours to receive credit for ½ day. Students who arrive at school after 9:30 or leave before 1:45 will receive credit for ½ day of attendance. If students have an appointment, they may be checked out by the parent/guardian and returned to school to receive credit for attendance.

J. SKIPPING CLASS

Teachers and office staff will notify the Principal of any students that have skipped as soon as information is available.

- 1st Infraction: One day ISS and plan to change behavior
- 2nd Infraction: Two days ISS, plan with counselor and/or principal to change behavior
- Subsequent infractions: Parent/guardian meeting with child and principal/designee

K. MAKE-UP WORK

Students will be expected to make up work for all absences. It shall be the **student's responsibility** to meet with the teacher(s) and obtain make up assignments. Classroom work will be made up within two school days of each period/day to receive full credit.

L. PARENT'S/GUARDIAN'S RESPONSIBILITY

The parents/guardians are responsible for the following:

- **Missing School:** If possible, notify the school prior to their child's absence.
 - Upon return of the child to school, submit a written note or telephone call stating the reason for the absence(s).
 - Encourage your child to obtain and complete their make-up work.
- **Winter Attire:** When the weather is cold, students must wear appropriate winter clothing on buses, at school and at school activities. Appropriate winter attire could be deemed as but not limited to coats, hats, gloves, closed toed shoes, pants (not short pants), etc.
- **Student directory:** Student information directory includes student names and addresses. If you want to opt out of giving out this information, or displaying the information publicly, please submit a written request to the principal at registration. Examples: pictures in the newspaper or on social media, hallway displays, military recruitment requests, honor roll or awards.

M. BATHROOM PASSES

Students sign out from the classroom to use the restroom. All classrooms have a sign out sheet.

N. STUDENTS WITH HALLWAY PASSES

Students sign out from the classroom for permission to move to another class. Students move for pull out activities throughout the day.

O. TARDINESS

In the event a student arrives late for school at any time during the day, the following procedure will be followed:

- Student will report to the office to sign in.
- A pass/tardy admit pass shall be issued by the office for class(es)/day(s) missed.

P. EXCELLENT ATTENDANCE RECOGNITION

Students are recognized at semester and at end of year for excellent and superior attendance. Other recognition includes BRAVES Incentives and quarterly breakfast awards for grades 2nd and 3rd.

DAILY SCHEDULE

DAILY SCHEDULE

7:30-8:00	Breakfast is served in UE cafeteria
7:45-8:00	Morning recess (as permitting)
8:00	School begins
10:45-11:25	2nd grade lunch and recess
10:50-11:35	4th grade recess & lunch
11:35-12:15	3rd grade lunch & recess
11:40 -12:20	5th grade recess & lunch
12:25-1:05	6th grade lunch & recess
3:15	Buses are called

This schedule may be amended to allow for social distancing in the event of limited school access as needed

ACADEMICS

A. EVERY STUDENT SUCCEEDS ACT (ESSA)

The Combined Board of the Cheyenne Eagle Butte School supports the Every Student Succeeds Act. As part of School Improvement Plans, students are expected to work toward proficiency in reading and math. We also expect all students to get a well-rounded education, including education in health, wellness, social skills and fine arts. In addition, we expect at least 94% attendance rate for all students.

B. GRADING SCALE: UPPER ELEMENTARY

Grade	Definition	Percentage
A+	Outstanding	99% - 100%
A	Outstanding	96%-98%
A-	Outstanding	94%-95%
B+	Above Average	92%-93%
B	Above Average	86%-91%
B-	Above Average	84%-85%
C+	Average	82%-83%
C	Average	76%-81%
C-	Average	74%-75%
D+	Below Average	72%-73%
D	Below Average	66%-71%
D-	Below Average	64%-65%
F	Failure to meet minimum requirements	0% - 63%
I	An incomplete grade shall become an F if the work is not made up in accordance with the make-up policy.	
P	Passing: Given under certain conditions	At least 64%

Some

grades and classes use Common Core Standards Based grading. Below are the levels and indicators for these classes:

Common Core Standards Levels:

4---Exceeds Standards

3---Meets Proficiency Standards for State Common Core

2---Minimally Meets, or working toward minimum standards for grade level

1---Below Grade Level standards

NA – Not taught this quarter, or Not applicable

HONOR STUDENT RECOGNITION

Students will be honored for proficiency and improvement. The following criteria are met for Honors

Students: Students score advanced or proficient on schoolwide benchmark assessment such as AIMSweb and/or MAP; and/or student improves his/her score on the schoolwide benchmark assessments at or above the level of one year gain. Students will be recognized at the end of each semester and for yearlong honors.

ASSESSMENTS (TESTING)

Cheyenne-Eagle Butte School utilizes assessment (testing) as an important part of the instructional program. Students are assessed for three (3) Benchmark periods (Fall, Winter, Spring) to determine which concepts and skills they have mastered and which ones they need additional help on.

In addition, students may be progress monitored to determine the amount of progress being made between benchmark periods. Also, students in grades 3-8 and 11 are required to take the state mandated test. Finally, teachers have the option to use topic, unit, or chapter tests as evaluation tools. Students are not allowed to opt out of assessment (testing), since it is used to make instructional decisions.

After standardized testing and when results are available, student data is reviewed by the Building Leadership Team, results analyzed, and instruction adjusted to accommodate student needs. Student assessment reports will be sent to parents/guardians.

STUDENT ACADEMIC REPORTS

Report cards will be distributed to the students and parents/ guardians four (4) times during the year. Report cards will usually be available for the parent/guardian during the week following the end of each mid-term. Parents/guardians are encouraged to verify and update address changes with the office secretary.

C. PARENT PORTAL

We strongly encourage parents/guardians to sign up for Parent Portal. This is an on-line program that can be checked for student attendance. Contact the office if you would like to sign up for the Parent Portal.

D. HOMEWORK POLICY

The purpose of homework is to:

- Provide practice and reinforce skills presented by the teacher(s)
- Broaden areas of interest through enrichment
- Provide opportunities for parents/guardians to know what their child is studying
- Encourage interaction between parent and child

Teachers assign homework to complement classroom instruction. It should be planned and evaluated with respect to its purpose, appropriateness, and completion time. Homework is most effective when it is checked or graded by the teacher and returned to the student promptly with helpful comments. Each grade level assigns the appropriate weight for homework to a final grade for core subjects. Teachers discuss this during grade level open house at the beginning of the school year and at conferences.

Our school community believes that establishing a homework routine is important for student success. Parents/Guardians can help by providing a consistent homework time in an undisturbed study area, and by being available if the child needs help. As stated in our school community compact, parents/guardians should make sure the homework is done, signed off on by a parent/guardian, and returned to school daily. Being prepared for their subjects prepares them to be successful in life. Praising the child when homework is completed encourages pride in his or her accomplishments, and motivates the child to continue good effort.

Students who may not have homework on any given day should uphold the routine of doing homework by reading independently, practicing math facts or vocabulary and reviewing content for upcoming quizzes and tests. Students who are absent should make up all necessary homework upon their return.

Time guidelines for homework or study time 4 days per week are as follows:

- Kindergarten...5-10 minutes
- First Grade...10-15 minutes
- Second Grade...15-20 minutes
- Third Grade...20-25 minutes
- Fourth Grade...25-30 minutes
- Fifth Grade...30-35 minutes
- Sixth Grade...35-40 minutes
- Grades 7-12...40-60 minutes

Good study habits in the completion of homework and study time practice will help our students, your children, develop the necessary skills to become lifelong learners.

E. SUMMER SCHOOL

Summer school is offered during the month of June. All students are encouraged to participate in summer school, especially students needing extra support to become proficient. Summer school invitations will be sent home in the last weeks of school. Students may also sign up on the first day of summer school.

F. RETENTION POLICY

Retention will be considered for students having difficulty mastering concepts, and students with attendance issues. Parents/Guardians will be consulted about the need for retention before the end of the school year.

BIE 25 CFR 36.31. Each school shall establish and implement a promotion policy which shall be submitted to and approved by the local school board and Agency Superintendent for Education or Area education Programs Administrator, as appropriate. The requirements shall include, but not be limited to, the following:

- (a) Each grade level or equivalent shall have a minimum criterion for student promotion based primarily on measurable mastery of the instructional objectives.
- (b) Criterion-referenced tests that evaluate student skills shall be utilized for measuring the mastery of instructional objectives. The evaluation results shall form the basis for the promotion of each student.
- (c) A student who has not participated, either directly or through approved alternative instructional methods or programs, in a minimum of 160 instructional days per academic term or 80 instructional days per semester without a written excused absence shall not be promoted. A school board or a school committee may review a promotion decision and, if warranted due to compelling and/or extenuating circumstances, rescind in writing such action on a case-by-case basis. Alternative instructional methods shall be submitted in writing for approval by the Agency Superintendent for Education or Area Education Programs Administrator, as appropriate.

G. FAILURE IN ANY SUBJECT

Parents/Guardians will be notified by the teacher if a student's grade falls below passing throughout the school year. Additional assistance may be given through classroom interventions, tutoring, extended school year, or summer school.

H. RESPONSE TO INTERVENTION (RTI)

Teacher instructional teams work with the principal on a consistent basis to discuss student achievement and to determine the best interventions to help students. Data and observations are used to determine the best curriculum and behavior intervention to meet the individual needs of each child. The RTI team meets weekly to address student issues and make plans.

EDUCATIONAL SERVICES

The Cheyenne-Eagle Butte School offers a learning disabilities program and a gifted program for the students in need of those services. For more information on these programs please contact the Principal.

1. Summary of Section 504

WHAT IS SECTION 504?

Section 504 is the part of the Rehabilitation Act of 1973, which applies to persons with disabilities. It is a civil rights act that states that no otherwise qualified individual with a disability can be excluded from or denied benefits of any program receiving federal financial assistance.

Original concerns regarding issues of “access” for persons with disabilities centered around physical access – ramps, curb cuts, elevators, rest rooms, etc. Within the last several years the Office of Civil Rights has become active in broadening the definition of “access” to include the implementation of special accommodations in the classroom in order to allow a disabled student to benefit from his or her education.

HOW DOES SECTION 504 DEFINE “DISABILITY?”

A person who qualifies for a 504 plan has a mental or physical impairment that substantially limits one or more of a person’s major life activities. Common examples include such things as communicable diseases (HIV, TB), medical conditions (Attention Deficit Hyperactivity Disorder, asthma, allergies, diabetes, heart disease, seizure disorders, traumatic brain injury, etc.), temporary medical conditions due to illness or accident, and psychological disorders.

WHAT IS A MAJOR LIFE ACTIVITY?

This includes functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. At school “learning” is frequently identified as the area of difficulty.

HOW DO WE KNOW IF A STUDENT IS ELIGIBLE FOR A 504 PLAN?

If school staff has reason to believe that because of a disability as defined under Section 504, a student needs special accommodations or services in the regular classroom in order to participate in the school program, then staff must evaluate the student. This is not necessarily the same as an evaluation for Special Education. Staff may use existing information such as grades, attendance reports, cumulative folder information, observation, and formal or informal test information. Information about current classroom functioning is critical. Parents may provide information from private doctors, therapist, etc.

Please be aware that the student must have an identifiable disability of some sort – while good teaching practice says you may provide some different sort of instruction for slow learners, for example, they do not qualify for formal 504 plans. In addition, please be aware that choosing to ignore or not identify a student who needs a 504 plan does not relieve the school staff of responsibility to provide access.

RESPONSIBILITIES:

Section 504 falls under the responsibility of the regular education program. School staff, students and parents need to work in collaboration to help guarantee that the student is provided with the necessary and reasonable accommodation and/or services.

At a “504 meeting” teachers and other school staff along with parents and students develop a plan that outlines the accommodations that meet the unique needs of that particular student. The student’s regular education teachers will be legally responsible for implementing the plan.

WHAT DOES MAKING ACCOMMODATIONS MEAN?

Accommodations are adjustments or modifications made by the classroom teachers and other school staff to help students benefit from their educational program to the same degree that non-disabled students benefit. It is important that the plan specify a limited number of accommodations that are necessary at this point in time to place the student at an equal starting level with the non-disabled student. The plan should be reviewed annually.

SECTION 504 Process

- a. Referral to area RTI (Response to Intervention) team
- b. Referral onto 504 Planning Team
- c. Notification to obtain supporting documentation
- d. Eligibility Meeting-Written Parental Consent
- e. Develop 504 Plan
- f. 504 Plan Implementation
- g. Review of 504 Plan, at least once annually.

2. Special Education Services

The Cheyenne-Eagle Butte Schools adhere to the adopted South Dakota (BIE) Special Education Policies and Procedures. Each teacher will be notified of students with disabilities in their classes and provided information about their current Individualized Education Program/Plan (IEP). In addition, each teacher is required to participate in the process of development of a new annual IEP as well as other meetings (Review of Existing Data, Placement, etc.). Teachers who are considering referring a student for evaluation for special education services are required to show evidence of multiple classroom level interventions over time and to make that referral through the RTI process. See following page for the new Special Education Referral Process.

a. Special Education Funding: 25CFR 39.106

To receive ISEP special education funding, a student must be under 22 years of age and must not have received a high school diploma or its equivalent on the first day of eligible attendance. The following minimum age requirements also apply:

- b. To be counted as a kindergarten student, a child must be at least 5 years old by December 31; and
- c. To be counted as a first grade student; a child must be at least 6 years old by December 31

3. Extended School Year (ESY) Services (CFR 300.106)

Listed below is the regulation for ESY promulgated pursuant to the Individuals with Disabilities Education Act. (IDEA). (cited in SD Department of Education, Primer on the Provision of Extended School Year Service In Special Education for Parents and Educators 2012; updated 3.20.12)

(a) *General*

- (1) Each school shall ensure that extended school year services are available as necessary to provide free appropriate public education (FAPE).
- (2) Extended school year services must be provided only if a student’s Individualized Education Program (IEP) team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

4. SPECIAL EDUCATION REFERRAL PROCESS

(3) In implementing the requirements, a school may not---

- (i) Limit extended school year services to particular categories of disability; or
- (ii) Unilaterally limit the type, amount, or duration of those services.

(b) *Definition.* The term extended school year services means special education and related services that:

- (1) Are provided to a student with a disability
 - (i) Beyond the normal school year of the school;
 - (ii) In accordance with the student’s IEP; and
 - (iii) At no cost to the parents of the student; and
- (2) Meet the standards of the State.

(Authority: 20 U.S.C. 1412(a)(1))

C-EB Education Referral Process - Special Education Flowchart

1. Recognition

Student exhibits atypical needs as compared to peers
Concern about student performance

2. Pre-referral

Concerned teacher and/or parent refers to the TAT/RTI team
Student is provided a minimum of (2) scientifically researched-based interventions by HQT, implemented with fidelity.
Note: Recommended timeframe: Between 8-16 weeks.

3. Referral

Student is officially referred for evaluation for special education services through either the RTI (Response to Intervention) team or MTSS (Multi-Tiered System of Support) and/or parent. Written documentation of interventions attempted.

*Note: When considering Specific Learning Disability the past 2 years of attendance records must be attached to ensure that the student has had the opportunity to be instructed in the core subjects by HQT. **Parent Referral:** If the school receives a written parental referral for an evaluation the school must meet and decide to either pursue the evaluation and obtain consent or if the school decides not to evaluate must send a Prior Written Notice (PWN) to the parent stating reasons for refusal. Parent has right to an Independent Educational Evaluation at school expense.*

4. Evaluation

The school completes an Assessment Plan based on the referral and obtains parental consent. The student is evaluated using a variety of assessment tools according to the suspected disability(s).

From date that school receives consent 25 School days to complete all evaluations.

5. Eligibility

Prong 1: Evaluation team determines if the student is eligible according to South Dakota Eligibility Criteria

Prong 2: If eligible, educational performance must be affected, and

Prong 3: Student is in need of specially designed instruction in order to benefit from education

Note: If student doesn't qualify, he/she may be considered for a 504 Accommodation Plan or referred back to RTI Team/MTSS for additional interventions.

6. IEP Process (IEP and LRE)

A multi-disciplinary team of parents, both a general and special education teacher, an administrator, related service providers (if relevant) and student, if appropriate meet to develop an Individualized Education Program (IEP). This document guides the school on the program that will be provided to the student. The IEP Team must also determine the Least Restrictive Environment (LRE) and provide justification in the IEP for more restrictive placement, if not the general education classroom.

7. IEP Implementation (FAPE)

The entire IEP team has the responsibility to ensure that the IEP is implemented.

Note: The IEP is only valid for 365 days, no extension may be granted.

8. IEP Review

The IEP Team must meet annually or sooner if needed, to develop the next annual IEP

9. Reevaluation

The comprehensive evaluation is valid for (3) years, or sooner if need arises. The reevaluation is required for determining continued eligibility for services. If the student no longer meets eligibility criteria, there will be an exit meeting and the student will be dismissed from services and his/her IEP will end. *Note: If student doesn't qualify, he/she may be considered for a 504 Accommodation Plan or referred back to RTI Team/MTSS for additional interventions.*

Note: Parental Revocation of Consent—Parent/guardian revokes consent for the student to receive special education services. Student returns to general education status. If parent/guardian reconsiders later, student is treated as an Initial Evaluation.

5. GIFTED AND TALENTED SERVICES

Cheyenne-Eagle Butte Schools' Gifted and Talented Program will consist of the development of a Gifted IEP with individual projects and group projects in each student's area of high interest and in student strength areas. The Gifted and Talented program requires that students are assessed or evaluated for identified areas of giftedness and re-evaluated every three (3) years for the Academic Category, and Every year for the Leadership Category and the Visual and Performing Arts Category. The teachers will be given a list of their students participating in the Gifted and Talented Program and their scheduled time to receive services.

C-EB Gifted and Talented Referral Process – Gifted and Talented Flowchart

2. Recognition

Student exhibits atypical needs as compared to peers

2. Pre-referral

Referring staff member and/or parent/guardian refers student to the gifted and talented team.

3. Referral

Student is officially referred for evaluation for gifted and talented services with written documentation.

4. Evaluation

The school completes an Assessment Plan based on the referral and obtains parental consent. The student is evaluated using a variety of assessment tools according to the suspected giftedness.

5. Eligibility

Evaluation team determines if the student is eligible according to the Code of Federal Regulations. The team will consist of parent/guardian, gifted/talented teacher, administrator, general education teacher and any other individual who was part of the evaluation process.

6. Individual Education Plan Process (IEP)

A multi-disciplinary team of parents/guardians, both a general and gifted and talented teacher, an administrator, related service providers (if relevant) and student will be convened.

7. IEP Implementation (FAPE)

The entire IEP team has the responsibility to ensure that the IEP is implemented.

Note: The IEP is only valid for 365 days, no extension may be granted.

8. IEP Review

The IEP Team must meet annually or sooner if needed, to develop the next annual IEP

9. Reevaluation

The comprehensive evaluation is valid for (3) years for intellectual ability, creativity/divergent thinking, and academic aptitude/achievement. The comprehensive evaluation is valid for one year for leadership and visual/performing arts. The reevaluation is required for determining continued eligibility for services. If the student no longer meets eligibility criteria, there will be an exit meeting and the student will be dismissed from services and his/her IEP will end..

6. TITLE I

The Cheyenne-Eagle Butte School operates a school wide program. This means that all students have access to Title I resources. The goal of the program is to provide supplemental assistance so that all students will achieve high standards. Title I funds are used for staff, professional development, equipment and supplies.

7. 21ST CENTURY

The 21st Century Community Learning Center seeks funding to serve students within a K-12 elementary, middle and secondary school and dormitory system by providing educational, recreational, health, and social service programs for students and their families. This funding

provides reading and math academic enrichment, homework centers and tutors, summer learning programs, and a broad array of cultural, and recreational opportunities.

8. AFTER SCHOOL PROGRAM

After School Programming at the Upper Elementary School is offered through Federal grant programming. Some teachers offer Tutoring for any students who choose to stay. The After school program runs Monday to Thursday from 3:20 and depending on programs, may run until 5:30 p.m.

9. SUMMER SCHOOL

Summer school typically runs the month of June for grades K-6 in the Upper Elementary building, and is open to all students finishing K-6.

CO-CURRICULAR ACTIVITIES

Co-Curricular activities are all school-sponsored events, programs and activities. All rules that apply to classroom behavior also apply to school sponsored events. Included in this area are:

- Athletics (including practice); Cross Country and Track
- All Club/Organizations Activities including after school activities
- Non-Academic Trips
- All activities in which Cheyenne-Eagle Butte School is represented.

A. STUDENT ORGANIZATIONS:

Students are free to organize within the school for political, social, service, athletic, and other proper and lawful purposes. No student shall be discriminated against because of membership in any such organization. Student organizations require staff advisors. Advisors must be current staff members and may be chosen by the organization. The principal must approve advisors. Any official student publication of the school or publication of any student organization shall enjoy freedom of expression and opinion within the guidelines of this Handbook.

B. FIELD TRIPS and FIELD TRIP EXPECTATIONS:

The Upper Elementary is committed to offering academic, athletic, cultural, enrichment, fine arts, & incentive grade level field trips. While each field trip varies in type these guidelines will be considered for student participation in a field trip:

1. Grade level academic field trips will be accompanied by a contract that students and parents/guardians sign before the field trip occurs, and the contract will detail requirements for attendance on those trips.
2. Incentive field trips will each have their own guidelines (i.e. excellent attendance trip for those with 94% attendance, or Did Your Best on the Test trip for students making improvements on test, etc.)

C. PARENT/GUARDIAN/STUDENT/CLASS/COMMUNITY FUNDRAISING

Fundraising must be approved by the building principal 5 days prior to the event. Fundraising at athletic events must be approved by the principal and Athletic Director. Money raised through fundraising must be deposited in the approved account within 2 school days.

D. ELIGIBILITY

6th grade students participating in Junior High level sports will follow the athletic handbook requirements for that sport. Students in grades 2-5 will not participate in Junior High level sports.

E. PROCEDURE FOR DISMISSAL OF STUDENT FROM A CO-CURRICULAR ACTIVITY

6th grade students participating in Junior High level sports will follow the athletic handbook requirements for that sport.

F. PARENT/GUARDIAN SUPPORT OF STUDENT ACTIVITIES

Parents/guardians are welcome at student activities. Upper Elementary awards, breakfast awards, sports PE tournaments and concerts are open to all family and community members and are advertised in Home notes weekly. For activities and visitation of classroom activities, see the “Visiting the Classroom” section for more information.

G. DANCES

Dances in Upper Elementary will be limited to grades 5 and 6 and will end no later than 8:00 p.m.

VALUABLE RESOURCES

A. TEACHER QUALIFICATIONS: (PARENTS’/GUARDIANS’ RIGHT TO KNOW)

The federal Elementary and Secondary Education Act or ESEA, requires that all parents/guardians in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers instructing their child. If any parent or guardian is interested in this information, you may send your request in writing to the principal. The principal will provide a response to your request. Anyone can access Teacher 411 to find the qualifications of any licensed teacher in South Dakota.

B. CLASSROOM VISITOR GUIDELINES

Parents/Guardians are an important part of a child’s education and learning. Parents/guardians are welcome to visit their child’s classroom to observe instruction. Parents/Guardian: Please follow these guidelines to and visit your child’s classroom.

1. If you wish to visit your child’s classroom, *please contact the principal one day in advance*. The principal will notify the teacher of the time and date of the arranged visit. Principal has the authority to deny a visitor at his or her discretion as visitors will only be allowed to see a staff member during their break or Prep time; non-instructional time or visit your student’s classroom upon making the request. Visitors are not allowed to discipline students.
2. When you arrive at the school, please stop in the office to sign the visitor log and obtain a visitor’s badge, and sign out when you leave.
3. While visiting the classroom, parents/guardians are asked to quietly observe. To ensure the privacy of all students, please do not take photographs or use video or audiotapes in the classroom. Please shut your cell phones off while in the classroom.
4. During your visit, the classroom teacher will continue to provide instruction to students. Any questions should be addressed to the teacher at a later time. The teacher will provide you with a short form before you leave the classroom with his/her contact information.
5. If you plan on visiting your child(ren’s) classroom for 5 consecutive days, on the 6th day you must submit to a background check in accordance with the Bureau of Indian Educations policy – 62 BIAM 11.29 Voluntary Service.

We encourage and promote parents/guardians coming into the school for activities with their child. Research shows that if the school, parents/guardians and the child all work together, students' achievement is enhanced. Parents/Guardians are welcome to visit their child's classroom to attend Parent Activities. Parents/Guardians please follow these guidelines to attend a Parent/guardian Activity.

HEALTH, SAFETY, AND SECURITY

A. HEALTH/SCHOOL NURSE

The school nurse/clerk will be available during the day. Passes are required from your teacher to go to the office.

Head Lice: Regular checks for head lice will be made within the school. If a child is found with lice, they will be sent home until the problem is cleared up. The office personnel will determine if the child is allowed back into the classroom.

Bed bugs: If bed bugs are found on a student or in a student's belongings, parent/guardian will be contacted immediately and student may be sent home

Medication: Any parent/guardian wishing to have prescription medication for their child in school must provide the medicine with the doctor's instructions for administering the medicine to the school nurse/clerk and must sign a consent form for the administration of the medication.

Parents/Guardian must pick up students who become ill.

PRESCRIPTION DRUGS MUST BE TURNED INTO THE MAIN OFFICE UPON ARRIVAL TO SCHOOL IN THE MORNING. THE MEDICATION WILL BE DISPERSED BY THE NURSE/CLERK, OR TRAINED STAFF. PRECRIPTION DRUGS FOR ARE CONSIDERED TO BE CONTROLLED SUBSTANCES.

B. FOOD ALLERGIES

Parents/Guardians have the responsibility to document all food allergies on student registration form and to notify the office each year with an update on any new or continuing allergies. A doctor's statement must be on file and be updated as needed. The proper staff will be notified of these allergies by the principal.

C. HEALTH EMERGENCIES

- Assess the Situation.
- Contact EMS [911] immediately if it is life-threatening, serious, or potentially life-threatening or disabling and follow instructions.
- For non-life-threatening emergencies, contact school nurse or hospital ER and follow instructions.
- Contact parent(s)/guardians(s) as soon as medical care is arranged.
- Contact school administrators and a Critical Incident Report will be filed.
- Follow-up as needed.

C-EB SUICIDE IDEATION AND SUICIDE INTERVENTION APPROACH

1. Suicide ideation is always a serious matter and is treated as such. We act immediately upon any report. How we proceed depends upon the situation and the assessment. If a student presents with suicidal ideation, history of attempts, self-harm plans and/or admits to an attempt, they will be transported to the next level of care. Teachers or other Staff who receive information either directly or indirectly about a suicide ideation concern must contact the counselors/principal **immediately**.

2. A school counselor meets with the student and assesses the situation. If the student does not have a plan but has been thinking about the possibility of suicide, parents are immediately notified. It is recommended to the parent/guardian they seek professional help for an assessment. The counselor can help arrange an appointment with a local mental health clinic or recommend out-of-town options. A C-EB incident report will be filed by the school counselor detailing the incident, all incident reports will be housed in the building principal's designated location.
3. If the assessment deems no need for a referral to a mental health professional, the school counselor addresses their findings with the principal, student, and parent/guardian. A C-EB incident report will be filed by the school counselor detailing the incident, all incident reports will be housed in the building principal's designated location. A check in/check-out plan will be developed for the student if needed.
4. If the assessment requires a referral to a mental health professional, the school counselor immediately contacts the School Resource Officer, building principal and the student's parent/guardian. The School Resource Officer will transport the student directly to the local Emergency Room.
5. If a student is transported to the next level of care, a critical incident report will be completed within 24 hours.
6. A documented reintegration plan will be developed by the administrator, parent/guardian, counselor and student. In the event there are previous plans in place the team will align all plans.
 - a. **National Suicide Prevention Life Line Phone Number is 1-800-273-8255**
 - b. **Crisis Text Line is 741-741**

D. WELLNESS POLICY

The Upper Elementary School will comply with the Wellness Policy for C-EB. Grade level food sales will only be held the last 20 minutes of the school day. Parties will be held to a minimum, and as much as possible will be in the late afternoon. **NO Energy Drinks Allowed!** Any food brought by individual students for their own use needs to be eaten before school, during lunch, or after school, and should not disrupt classroom time.

E. POLICE/FBI QUESTIONING OF STUDENTS

If a student is a witness (and not the suspected offender) the police officer may question a child without parental/guardian permission. However, it is always a good practice to contact the parent/guardian. If a student is the suspected offender, the police officer should wait for the parents/guardians to arrive and be there with their child and/or give permission for their child to be questioned.

LAW ENFORCEMENT: Cheyenne-Eagle Butte School has a cooperative agreement with the CRST Police Department to provide law enforcement services and patrol the campus. They patrol the entire campus by foot, bicycle, and vehicle seven days a week, and are on call 24 hours a day. Law enforcement may utilize canines in situations of search and seizure. Law enforcement will respond to calls of disorderly conduct, possession of alcohol or drugs, assault, sexual assault, vehicle theft, and other crimes and school violations. They are responsible for the safety of the students, staff, and visitors and for protection of all buildings and property belonging to Cheyenne-Eagle Butte School. Law enforcement ensures that the school's anti-drug,

anti-gang and anti-alcohol policies are enforced, as well as providing educational activities and resource support. Students violating the “Severe” or “Major” categories will be referred to law enforcement for possible citations or arrest. Students committing crimes on campus will be referred to law enforcement for adjudication. Students cited or arrested by law enforcement will be required to adhere to the consequences sanctioned by the CRST Juvenile Department, as well as any disciplinary consequences imposed by the school.

INTERVIEW BY LAW ENFORCEMENT: Law enforcement will notify administration when requesting to interview a student. Students will have their rights explained to them in a language that is clearly understood. The student reserves the right to remain silent. If the student is interviewed, an administrator or designee must be present during questioning. Students may refuse to speak to law enforcement officials who do not have a subpoena or a warrant for an arrest. This right is only guaranteed to students who are interviewed on school premises.

F. MANDATORY REPORTING:

Public Law 101-630, as amended (Codified in 25 USC 3203 § 1169), Indian Child Protection and Family Violence Prevention Act, requires that any person identified as a Mandated reporter who knows or has a reasonable suspicion that a child has been abused in Indian country, must report the information to the local protective services agency [Department of Social Services] or local law enforcement agency. Further, if the Mandated reporter knows or has a reasonable suspicion that actions are being taken, or are going to be taken, that would reasonably be expected to result in the abuse of a child in Indian country he/she must report the information to the local child protective services agency or local law enforcement agency. Public Law 101-630 also specifically identifies positions designated as Mandated Reporters, outlines the penalties for mandated reporters who fail to immediately report such abuse or actions described to proper authorities, and the penalties for supervisors, or those having authority over Mandated reporters, who prevent or inhibit a Mandated reporter from making the proper reports.

Public Law 101-647, (Codified in 42 USC § 13031), Crime Control Act of 1990, Subchapter IV – Child Abuse Reporting, requires that any person who, while in a professional capacity or activity on Federal land or in a federally operated (or contracted) facility learns of facts that give reason to suspect that a child has suffered an incident of child abuse, shall as soon as possible make a report of the suspected abuse to the agency designated to receive the report.

G. GUIDANCE AND COUNSELING

The Guidance and Counseling program at C-EB will pay special attention to the needs and challenges unique to each student. Emphasis will be directed towards individual, group counseling, and career awareness. The counseling program will handle such problems (i.e. parental, peer pressure, emotional, academic, substance abuse, etc.) as they arise through individual and group counseling. Self-concept, emotional development, and peer relationship-building activities are considered to be part of the on-going curriculum. Meetings with the counselor are considered to be confidential. Parents/Guardians may refer their child by calling the Principal or Assistant Principal and asking to speak with the counselor.

H. BEHAVIOR

a. DUE PROCESS

All students are guaranteed due process rights as set forth by SDCL 13-32-4. Cheyenne-Eagle Butte School is in compliance with standards established by the State Board of Education. Those standards are:

1. Adequate notice of charges will be made.
2. Reasonable opportunity to prepare for and meet the charges will be given.

3. An orderly hearing adapted to the nature and circumstances of the situation will be conducted.
4. A fair and impartial decision will be rendered.
5. Article 24:07 of the Administrative Rules of South Dakota will be used to outline procedures and the definition of due process.

b. SHORT TERM DISCIPLINARY ACTIONS

For all short-term disciplinary actions (One to ten days Out of School Suspension). Students will have an informal administrative hearing with the building Principal. There is no appeal on an informal hearing. Students shall be afforded the rights of fair procedure or due process; this includes the right to:

- (a) Be informed of conduct which would result in disciplinary action against the student;
- (b) Notice of any rule Infraction;
- (c) Explanation of the evidence supporting the infraction;
- (d) An opportunity to present the student's side of the story;
- (e) Appropriate consequence(s).

c. LONG TERM DISCIPLINARY ACTIONS

In making a recommendation for all long term disciplinary actions (Out of School Suspension for a period of eleven (11) days or more, or Expulsion), parents/ guardians and students must be made aware that they have a right to a Formal Hearing with the Cooperative School Board. If a hearing is requested, the School Supervisor/District Superintendent will provide the parents/guardians and students of their full due process rights and hearing procedures. Students have the right to an advocate and/or legal representation for any long term disciplinary hearing. Long Term Suspension is an action resulting in recommendation for OSS for more than 10 but not more than 90 school days with a formal hearing. Expulsion is defined as termination of a student's membership in school and from participation in extra-curricular activities for not more than 12 consecutive months. (See weapons policy). The Cheyenne-Eagle Butte Cooperative Board shall serve as the Hearing Board for Expulsions and Long Term Suspensions (LTS). The student has the right to appeal the decision pursuant to 25 CFR Part 2. Any such appeal must be in writing, clearly identified as "NOTICE OF APPEAL", and contain your reasons for the appeal.

The principal will hold an informal conference with the student when disciplinary action is necessary. When disciplinary action results in a suspension, the student's parents/ guardians will be notified. The student will be required to complete a plan of action/commitment upon his/her return to school. Any student who receives a ten-day suspension will automatically be referred to a counselor for review and assessment. Any student who receives out of school suspension is required to complete work missed.

d. DISCIPLINE OF STUDENTS WITH DISABILITIES/MANIFEST DETERMINATION

Discipline of students with disabilities will adhere to Individuals with Disabilities Education Improvement Act (H.R. 1350; referred to as "IDEIA" or Section 504 of the Rehabilitation Act) regulations and procedures (effective July 1, 2005). Students with disabilities will be disciplined in the same manner as a non-disabled student. However, should a disciplinary infraction require more than a 10-day suspension or if a pattern of repeated infractions exceeds 10 days a Manifestation Determination meeting will be held to determine whether the behavior is a direct result of the disability. Consequences will be administered based on the

committee's recommendation. Serious infractions involving drugs, weapons, or serious bodily injury can result in a disabled student being removed from the school for up to 45 days, without the case being required to go before a hearing officer. Education services will be provided to disabled students who have been suspended for more than 10 days.

I. STUDENT DISCIPLINARY PROCEDURES

A step discipline process will be used for routine discipline violations such as insubordination and disruptive conduct in the classroom. Discipline referrals of a serious nature will go directly to the Assistant Principal or building administrator for disciplinary action.

Students will be sent to time-out for the following:

- Severe loss of verbal or physical control
- Absolutely refusing to obey teachers or persons in charge of specific activities.
- Severely disrupting the learning of other students.
- Failure to follow a student commitment plans after the step process has been use

a. TIME OUT:

If warranted, due to the severity of the infraction, students may be referred to the Assistant Principal immediately and not be sent to the time-out room. When a satisfactory plan has been developed, the student may be released from Time Out Room to the regular class. The time-out Monitors will use the following procedures:

- 1st visit to Time Out: The student will complete an action plan with teacher referral.
- 2nd visit to Time Out: The student and Assistant Principal will notify parents/guardians of time out incident, and student will fill out a time out action plan, and spend at least one recess at time out.
- 3rd visit to Time Out: Formal discipline notice will be sent to parents/guardians with a copy to the teacher. Above steps will also be taken.
- Further incidents may result in suspension.

b. IN SCHOOL SUSPENSION ROOM (ISS)/OUT OF SCHOOL SUSPENSION (OSS):

The Combined Board of Education of the C-EB School operates under two types of suspension, 1) an **in-school suspension (ISS)** will require the student to be in school during class, doing school work, but not attending regular classes. 2) An **out-of-school suspension (OSS)** will require the student to be removed from the school with no school activities.

Schools have strategies and policies that are used for stopping and preventing student behavior problems. ISS keeps students in a classroom environment and allows school officials to intervene in a positive manner with students to eliminate the inappropriate behavior demonstrated by the student. It is important to note that the ISS assignment does not result in the elimination of OSS (out of school suspension). Students assigned In School Suspension (ISS) will be required to successfully serve the complete all assigned work that would be completed in their regular classroom.

Students and parents/guardians of students who are involved in an incident will know of their own/their child's consequences. Parents/guardians are encouraged to ask school administration if the problem has been dealt with and resolved. However, consequences for other parties involved will not be given out, due to privacy purposes.

J. DISCIPLINARY ACTIONS FOR BEHAVIOR INFRACTIONS

****All Consequences with exception of those for weapons and drugs are Subject to Administrative Discretion. The School Supervisor and the Superintendent have the Authority to Recommend to the School Board that the Suspension/Expulsion Requirement be Modified on a Case-by Case Basis****

K. BEHAVIOR AND CONSEQUENCES

BEHAVIOR	DEFINITION	CONSEQUENCES
Student Appearance	Students failure to dress appropriately will be addressed	<ul style="list-style-type: none"> • Student will be sent home to change or asked to turn shirt inside out.
Possession of Gum/Seeds/Energy Drinks	These substances are not allowed at school.	<ul style="list-style-type: none"> • Substances will be confiscated
Misuse and/or Abuse of the Internet and Technology Equipment	Handling the equipment in a rough manner. Using the Internet in an inappropriate manner. (Facebook would be an example).	<p>1st infraction:</p> <ul style="list-style-type: none"> • Loss of internet access for one week <i>and</i> • Parent/Guardian notification <p>2nd infraction:</p> <ul style="list-style-type: none"> • Loss of internet access for one month or the end of the current semester (whichever is longer) <i>and</i> • Parent/Guardian notification <p>Subsequent infractions:</p> <ul style="list-style-type: none"> • Loss of internet access for academic school year <i>and</i> • Parent/Guardian notification
Cell phones and electronic devices	We understand electronic devices are a part of most students' lives and the classroom when used for educational purposes. Students using cell phones/communication and electronic device for non-educational/teacher approved use in class will have consequences. IPod, headphones and other electronic devices will not be allowed in school unless part of a class activity or as a reward for work completion. Consequences will be the same as for cell phone use.	<p>1st infraction:</p> <ul style="list-style-type: none"> • Verbal Warning <i>and</i> • Device will be confiscated for the day <i>and</i> • Parent/Guardian notification. <p>2nd infraction:</p> <ul style="list-style-type: none"> • Device will be confiscated <i>and</i> • Student will meet with the Principal <i>and</i> • Parent/Guardian will be required to come in and pick up phone. <p>Subsequent infractions:</p> <ul style="list-style-type: none"> • Device will be confiscated <i>and</i> • 1 day ISS and loss of device privileges <i>and</i> • Parent/Guardian will be notified to collect the device the next day. <p>Severe incident: Any cell phones/communication or any electronic devices used in an unlawful manner will be confiscated.</p>

		The incident and the cell phone will be referred to Law Enforcement.
Inappropriate Physical Contact	Physical contact including: bumping, pushing, etc. that does not rise to the level of Simple Assault.	<p>1st Infraction:</p> <ul style="list-style-type: none"> • 1 Day ISS, and • Parent/Guardian contact, and • behavior contract <p>2nd Infraction:</p> <ul style="list-style-type: none"> • 2 days ISS <i>and</i> • Parent/Guardian contact <i>and</i> • counselor referral. <p>3rd Infraction:</p> <ul style="list-style-type: none"> • 3 Days ISS <i>and</i> • Parent/Guardian conference <i>and</i> • counselor referral <p>Further Offenses may result in ISS and/or OSS</p>
Inappropriate Bystander Behavior	It is inappropriate to participate, “promote”, watch and/or record with any electronic device. At a minimum, students are expected to tell an adult. Electronic Device will be turned over to law enforcement.	<p>1st infraction:</p> <ul style="list-style-type: none"> • 1-3 days ISS/OSS <i>and</i> • Parent/Guardian Notification <i>and</i> • Referral to Counseling <p>Subsequent infractions:</p> <ul style="list-style-type: none"> • 2-5 days OSS <i>and</i> • Referral to Counseling <i>and</i> • Parent/Guardian Notification <i>and</i> • No School Activities
Bullying Infraction	The severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of: (i) causing physical or emotional harm to the other student or damage to the other student's property; (ii) placing the other student in reasonable fear of harm to himself or of damage to his property; (iii) creating a hostile environment at school for the other student; (iv) infringing on the rights of the other student at school; or (v) materially and substantially disrupting the education process or the orderly operation of a school. All bullying complaints must have a physical paper trail or these will be dealt with as hearsay/gossip/rumor.	<p>Consequences for any infraction: Range of Disciplinary Measures dependent of severity include:</p> <ul style="list-style-type: none"> • Immediate removal of offender(s) from area, <i>and</i> • 1-3 days ISS (or possible 1-3 days OSS) <i>and</i> • Parent/Guardian Notification and Conference, <i>and</i> • Development of Behavior Management Plan <i>and</i> • Referral to counselor for Anger Management sessions, <i>and</i> • <i>No school activities for students on OSS</i> <p>Consequences for subsequent infractions</p> <ul style="list-style-type: none"> • Immediate removal of offender(s) from area, <i>and</i> • 1-5 Days OSS <i>and</i> • Parent/Guardian Notification and Conference, <i>and</i> • Development of Behavior Management Plan <i>and</i> • Referral to counselor for Anger Management sessions <i>and</i>

		<ul style="list-style-type: none"> No school activities <p>All infractions will follow the CRST Tribal Ordinance.</p>
Cyber-Bullying	<p>The use of information and communications technology (ICT) particularly mobile phones, (or other electronic devices) and the internet, deliberately to harass or upset someone else. Any Cyber-bullying must also have proof that this is happening. A physical paper trail must accompany any allegations.</p> <p>Student use of social media is a major proponent of Cyber Bullying. Any use of social media to instigate, encourage, or initiate bullying will be dealt with immediately.</p>	<p>Range of disciplinary measures dependent on severity</p> <p>1st infraction:</p> <ul style="list-style-type: none"> 1-3 days ISS or OSS dependent on severity of offense. <i>and</i> Parent/Guardian Notification <i>and</i> Counselor Referral <p>2nd infraction:</p> <ul style="list-style-type: none"> 2-5 days OSS <i>and</i> Parent/Guardian notification <i>and</i> Enforcement of Tribal resolution- referral to law enforcement <i>and</i> Counselor referral <p>Subsequent Infractions:</p> <ul style="list-style-type: none"> 5-10 days OSS <i>and</i> Law Enforcement Referral <i>and</i> possibility of Long Term Suspension
Gang Policy & Gang Related Behavior	<p>In the interest of safety for all students, the Cheyenne-Eagle Butte Cooperative Board of Education will not tolerate gang and gang related behaviors. For the purposes of disciplinary action, a gang shall be defined as a group of three or more people who (1) have a name, (2) claim a territory, (3) have rivals/enemies, (4) interact together to the exclusion of others, and (5) exhibit antisocial behavior often associated with crime or a threat to the community. For the purposes of this section, school premises are defined as all school buildings and grounds including, but not limited to, the academic buildings, dormitories, gymnasiums, playground, athletic facilities, parking lots, swimming pool, kitchen, and dining facilities, school owned or operated vehicles.</p>	<p>1st infraction:</p> <ul style="list-style-type: none"> 1-5 days ISS <i>and</i> No School Activities <i>and</i> Parent/Guardian Notification <p>Subsequent infractions:</p> <ul style="list-style-type: none"> 1-5 days OSS <i>and</i> No School Activities <i>and</i> Parent/Guardian Notification <i>and</i> Conference with Principal
Theft/Vandalism	<p>Vandalism such as graffiti is not allowed on school property. Student theft of property is a disrespect of</p>	<p>Student will be given a chance to return the stolen item, or clean up vandalism.</p> <ul style="list-style-type: none"> 1-5 days ISS or OSS, <i>and</i>

	other's property. It is punishable by law and depending on the theft/vandalism, may be referred to law enforcement.	<ul style="list-style-type: none"> • Parent/Guardian notification, <i>and</i> • written plan of action. Dependent on the value of the item, student may be referred to law enforcement.
Fire Alarms	Any one that intentionally sets off a fire alarm.	1st Infraction: <ul style="list-style-type: none"> • 3 days OSS <i>and</i> • Behavior Contract <i>and</i> • Parent/Guardian meeting with administration <i>and</i> • Referral to Law Enforcement. Subsequent Infractions: <ul style="list-style-type: none"> • Ten Days OSS <i>and</i> • Referral to Law Enforcement <i>and</i> • Possible Long Term Suspension If Administration Deems Hearing Necessary.
Starting a Fire/Major Vandalism/Theft (over \$500 damage)	Starting a fire on the school premises or at a school function. Damaging school property or breaking into the school. Stealing school property.	1st infraction: <ul style="list-style-type: none"> • 10 days OSS with no school activities <i>and</i> • Parent/Guardian Conference <i>and</i> • Referral to Law Enforcement <i>and</i> • Mental Health evaluation and plan Subsequent infractions and vandalism/theft over \$500 damage Discretion of Administration
Bomb Threats	<p>Making a bomb threat is a crime under South Dakota and Cheyenne River Sioux Tribal Law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school. The administration may suspend and/or recommend for expulsion any student who makes a bomb threat.</p> <p>Any student suspected of making a bomb or viewing bomb making.</p>	<ul style="list-style-type: none"> • Reported to Parent/guardian <i>and</i> • Referral to Law Enforcement <i>and</i> • Ten days OSS with no school activities <i>and</i> • Recommendation for Long Term Suspension or Expulsion if Administration Deems It Necessary
Willful Disobedience, Insubordination, or Disruptive Conduct	Student failure to follow school rules or execute a faculty/staff request related to in-class activities, school-related activities, or general	1st Infraction: <ul style="list-style-type: none"> • 1 Day ISS <i>and</i> • Parent/Guardian contact <i>and</i> • behavior contract

<p>Willful Disobedience (continued)</p>	<p>supervision responsibilities, including (without limitation): disrespectful/obscene language either written or oral or inappropriate physical, written or oral actions directed at staff or students; loss of verbal or physical control; and leaving school/classroom without permission. This list is not all-inclusive; administration reserves the right to judge what constitutes willful disobedience, insubordination or disruptive conduct.</p>	<p>2nd Infraction:</p> <ul style="list-style-type: none"> • 2 days ISS <i>and</i> • Parent/Guardian meeting with the Principal. <p>3rd Infraction:</p> <ul style="list-style-type: none"> • 3 Days ISS <i>and</i> • Update behavior contract <i>and</i> • parent/guardian conference <p>Subsequent Infractions:</p> <ul style="list-style-type: none"> • Increased ISS days and/or OSS <i>and</i> • Parent/Guardian conference <i>and</i> • Update behavior contract <i>and</i> • Possible referral to law enforcement
<p>Instigating a Fight</p>	<p>Causing other students to fight involving: physical violence.</p>	<p>1st infraction:</p> <ul style="list-style-type: none"> • 1-2 day ISS/OSS <i>and</i> • Parent/Guardian Notification and <i>and</i> • Written Plan <p>Subsequent infractions</p> <ul style="list-style-type: none"> • 3-5 days ISS/OSS with no school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Written Plan
<p>Fighting</p>	<p>Mutual participation in a fight involving: physical violence, where there is no one main offender and no major injury (excludes verbal confrontations or other minor confrontations).</p>	<p>1st infraction:</p> <ul style="list-style-type: none"> • 3-5 days ISS/OSS Administrative discretion applies <i>and</i> • Parent/Guardian Notification <i>and</i> • Written Plan <p>Subsequence infractions</p> <ul style="list-style-type: none"> • 5-10 days OSS with no school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Recommendation for Long Term Suspension or Expulsion if Administration Deems it Necessary <i>and</i> • Referral to Law Enforcement
<p>Simple Assault (Including Threatening a Staff Member)</p>	<p>A Simple Assault is an intentional physical attack against another person against his/her will or a fight without mutual participation. One aggressor. The Cheyenne River Sioux Tribe Law and Order Code defines “simple assault” as: (1) A person is guilty of simple assault if he: a. Attempt to cause or purposely, knowingly, or recklessly causes bodily injury to another; or b. Negligently causes bodily injury to another with a deadly weapon; or</p>	<p>Student to student and student to adult</p> <p>1st Infraction:</p> <ul style="list-style-type: none"> • 5 days OSS with no school activities <i>and</i> • Parent/Guardian Notification and Conference <i>and</i> • Counselor referral for anger management <i>and</i> • Referral to Law Enforcement <p>Subsequent infractions:</p> <ul style="list-style-type: none"> • Referral to Law Enforcement <i>and</i> • 10 days OSS <i>and</i>

<p>Simple Assault (continued)</p>	<p>c. Attempts by a show of force or violence to put another in fear of imminent serious bodily injury; or d. Recklessly endangers another by an act or omission to act which threatens to cause serious bodily harm to another, whether or not such harm actually occurs. (2) Simple Assault is a Class B offense unless committed in a fight or scuffle entered into by mutual consent; in which case, it is a Class C offense. Threatening a Staff Member includes any verbal or physical assault that has the intention to invoke the fear of harm.</p>	<ul style="list-style-type: none"> • No school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Counselor referral for anger management <i>and</i> • Recommendation for Long Term Suspension or Expulsion if Administration Deems It Necessary
<p>Aggravated Assault</p>	<p>An intentional physical attack that is extreme indifference to the value of human life against another person against his or her will that causes serious bodily harm (i.e. profuse bleeding, visible contusions, broken bones and is serious enough to warrant a call to the police and/or ambulance.)</p>	<ul style="list-style-type: none"> • Ten days OSS <i>and</i> • no school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Recommendation for long term suspension or expulsion <i>and</i> • Referral to Law Enforcement
<p>Use and/or Possession of Tobacco Products</p>	<p>Any products related to tobacco such as E-Cigarettes, zig-zags, lighters, and/or matches. Includes any similar products on school property or at any school function.</p>	<p>1st Infraction:</p> <ul style="list-style-type: none"> • 1 day ISS <i>and</i> • Parent/Guardian Notification <i>and</i> • Conference with Principal <i>and</i> • Written Plan made <i>and</i> • May be issued smoking citation by Law Enforcement <p>Subsequent Infractions:</p> <ul style="list-style-type: none"> • 1-5 days ISS/OSS <i>and no school activities</i> • Parent/Guardian Notification <i>and</i> • Conference with Principal <i>and</i> • Written plan revised <i>and</i> • Will be issued a smoking citation by Law Enforcement
<p>Drug Paraphernalia/ Misuse of Medical Devices</p>	<p>Any gadgets that are used for drug use. (An example would be a pipe, vapor pen, zig zags, etc.) Medical devices such as diabetic needles or syringes misused in school.</p>	<p>1st infraction:</p> <ul style="list-style-type: none"> • Confiscation of property <i>and</i> • 1-5 days ISS/OSS <i>and</i> • No School Activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Referral to law enforcement <p>Subsequent infractions:</p> <ul style="list-style-type: none"> • Confiscation of property <i>and</i> • 5-10 days OSS <i>and</i>

		<ul style="list-style-type: none"> • No School Activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Referral to law enforcement
Distribution of or Possession of Non-Narcotic Substances	Over the counter medication (List is not all-inclusive) is prohibited. Maxi-Alert, No-Doz, Aspirin, Tylenol, Cough Syrup, Triple C's, etc.	1st Infraction: <ul style="list-style-type: none"> • 1-3 days ISS <i>and</i> • Parent/Guardian Notification <i>and</i> • Confiscation of property <i>and</i> • Referral to counseling Subsequent infractions: <ul style="list-style-type: none"> • 5-10 days OSS <i>and</i> • Parent/Guardian Notification <i>and</i> • Confiscation of property <i>and</i> • Referral to counseling
Distribution or Possession of Alcoholic Beverages	Alcohol is not allowed on school premises or at a school function. You cannot distribute any alcohol on school premises or at a school function.	<ul style="list-style-type: none"> • Referral to law enforcement <i>and</i> • 10 days OSS with no school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Recommendation for Long Term Suspension or Expulsion
Under the Influence of Alcohol on Campus or at a School Function	You cannot come on the school premises under the influence of alcohol or at any school function.	1st infraction: <ul style="list-style-type: none"> • 1 Day OSS <i>and</i> • Referral to Law Enforcement <i>and</i> • Parent/Guardian contact <i>and</i> • written Plan followed by 1 Day ISS 2nd infraction: <ul style="list-style-type: none"> • 2 days OSS followed by 2 ISS <i>and</i> • Referral to Law Enforcement <i>and</i> • Parent/Guardian contact 3rd infraction: <ul style="list-style-type: none"> • 10 days OSS <i>and</i> • no school activities <i>and</i> • Referral to Law Enforcement <i>and</i> • Parent/Guardian Notification <i>and</i> • Recommendation for Long Term Suspension or Expulsion
Distribution, under the influence or Possession of Controlled Substances (or prescription drugs not prescribed to the student)	Controlled Substances are not allowed on school premises or at any school functions. You cannot distribute any controlled substances on school premises or at any school function.	<ul style="list-style-type: none"> • Referral to law enforcement <i>and</i> • 10 days OSS with no school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Recommendation for Long Term Suspension or Expulsion.
Dangerous Weapons	Weapons are strictly forbidden on school property. (See full policy directly after behavior table for detailed information)	<ul style="list-style-type: none"> • Parent/Guardian Notification <i>and</i> • Referral to Law Enforcement <i>and</i> • Ten days OSS with no school activities <i>and</i> • Recommendation for Long Term Suspension or Expulsion if

RETALIATION

Cheyenne-Eagle Butte Schools prohibits retaliation against any person because that person has asserted, or has assisted another person to assert a discrimination or harassment complaint with the school or with any state or federal agency, or because that person has testified or participated in any manner in an investigation, proceeding or hearing concerning a complaint of discrimination or harassment. Retaliation is a violation of federal and state law, and may lead to disciplinary action against the offender.

DANGEROUS WEAPONS POLICY: In the interest of safety for all students, the Cheyenne-Eagle Butte Cooperative Board of Education will not tolerate the possession of, use of, and/or the threat to use dangerous or illegal weapons on school premises or at school sponsored activities. No firearms are permitted on any school premises, school vehicle or any vehicle used for school purposes, in any school building or other building or premises used for school functions. An exception would be weapons under the control of law enforcement personnel, starting guns while in use at athletic events, firearms or air guns at firing ranges, gun shows, and authorized supervised training sessions for the use of firearms.

1. Students, who have possession of miniature weapons such as those that accompany small action figures, will be subjected to an appropriate disciplinary action.
2. Any student bringing a firearm to school shall be recommended for expulsion for not less than twelve (12) months and will be referred to law enforcement authorities.

For the purpose of this section, the following definitions will apply:

School Premises: All school buildings and grounds including but not limited to the: academic buildings, dormitories, gymnasiums, playgrounds, athletic facilities, parking lots, swimming pool, kitchen and dining facilities, and school owned or operated vehicles. Students who are participating in or attending any school activities (including out of town) will be considered in school premises for the purpose of this policy.

Dangerous weapon:

1. Firearm;
2. Knife, Lancets and Needles
3. Any device instrument, material or substance, whether animate or inanimate, which is capable of, used to, and/or used as a threat to inflict death or bodily harm;
4. Toy weapons (including without limitation: cap guns, water guns) or any other device, appearing like a dangerous weapon
5. Any destructive device, which includes:
 - a) Any explosive, incendiary, or poison gas;
 - b) Rocket or missile having an explosive or incendiary charge of more than one-quarter ounce, or
 - c) Live ammunition

Firearm:

1. Any weapon, including starter guns except when used solely at athletic events, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
2. The frame or receiver of any weapon described above.
3. Any firearm muffler or firearm silencer.
4. Any air gun, BB gun, pellet gun, or similar device which is capable of inflicting bodily harm.
5. Any weapon which will, or which may be readily converted to expel a projectile by action of an explosive or other propellant and which has a barrel more than one-half inch in length.
6. Any combination or parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples and from which a destructive device may be readily assembled.

GANG & GANG RELATED BEHAVIORS POLICY: In the interest of safety for all students, the Cheyenne-Eagle Butte Cooperative Board of Education will not tolerate gang and gang related behaviors.

No Student May:

1. Wear, carry, or display gang clothing or paraphernalia. The following paraphernalia are specifically not permitted:
 - a. Gloves in the school or at indoor school sponsored activities. (Excludes appropriate everyday winter attire)
 - b. Head gear including, but not limited to: all cap styles, hats, head wraps, headbands, and hairnets in the school or at indoor school sponsored activities.
 - c. Colored scarves/bandanas.
 - d. Excessive belts hanging, oversized clothing i.e. sagging/bagging pants or undergarment exposure.
2. Exhibit behavior or gestures which symbolize gang membership. The following are specifically prohibited:
 - a. Gang-style graffiti
 - b. Throwing hand signs, using verbal gang signals, or any other form of gang signals
 - c. Gang-related tattoos. Any such existing tattoos must be covered at all times while in school or at school functions.
3. Cause and/or participate in activities which intimidate or adversely affect the educational activities of another student, or the orderly operation of the school.
4. Individually (or in a group/gathering) threaten or intimidate others.
5. Engage in behavior which initiates, advocates or promotes activities that threaten the safety or well-being of persons or property on school grounds or which disrupts the educational environment.
6. Violate the provisions of the Criminal Street Gang Ordinance, CRST Ordinance NO. 67 and while on school premises during regular school hours, before and after school while the buildings are open for student use, and/or while in attendance at school sponsored activities

SCHOOL BUILDINGS AND GROUNDS

The Combined Board of the Cheyenne-Eagle Butte School, in enforcement of the Elementary and Secondary Schools Education Act (ESEA), expects our schools to have a safe and supportive learning environment for all students and staff.

A. SCHOOL PREMISES

School buildings and grounds including but not limited to the: academic buildings, dormitories, gymnasiums, playgrounds, athletic facilities, parking lots, swimming pool, kitchen and dining facilities, and school owned or operated vehicles. Students who are participating in or attending any school activities (including out of town) will be considered in school premises for the purpose of this policy.

B. SECURITY

At 7:25 a.m. the Circle doors open for students. Between 8:00 and 3:15, all doors are locked, and visitors must buzz in at the east door, south door, or flagpole door. All visitors must have a pass once they leave the office. The building principal and assistant principal have the authority to deny a visitor at his/her discretion. Visitors are not allowed to discipline students that are not their own children. Security cameras are on throughout the building.

C. LOCKERS

Students in Grade 6 may earn a locker as early as the end of first quarter with good grades, excellent work habits and excellent behavior. Sixth graders may be allowed a locker for the last quarter of the year to ready them for Junior High and allow them to learn how to use a combination locker.

D. MEDIA CENTER

Students are encouraged to use the services of the Media Center before and after school. Students with an appropriate pass may utilize the media center during the school day. Students are expected to abide by all Media Center expectations. Books checked out are to be returned within two (2) weeks and should be returned in the same condition as received. If you are not finished with the book by the due date, bring it back to the Media Center to check it out for another two (2) week period. If you have an overdue book, you cannot check out another one. You must pay for all books that are lost or damaged.

E. LOST AND FOUND

Please ask any of the staff members in the office for any item you may have lost. If you find an item, please turn it in to your teacher or other staff member.

F. DAMAGE/LOSS OF SCHOOL PROPERTY

Textbooks, calculators, and other school property are to be returned in the condition in which they are issued. Students are responsible to pay for any lost or seriously damaged school property. Failure to do so may result in criminal or civil charges being filed.

G. PERSONAL ITEMS

Students are discouraged from bringing personal items to school unless approved by the teacher. Any items that resemble weapons or are related to violence will not be allowed. The school will not be held responsible for any lost or stolen personal items. Live animals/pets will not be allowed in school unless part of a class activity. The animals will be in a cage or carrier and are not allowed in the cafeteria.

H. CAFETERIA

Breakfast and lunch are served in the cafeteria daily when school is in session. Appropriate behavior is expected while students are in the cafeteria. No running or line cutting. Students are to clean up their table after eating. On Late Start days, no breakfast is served.

I. OUT DOOR ACTIVITIES

Administrative discretion will be used to determine whether students will have time outside or inside after lunch. Students are required to follow school rules at all times and follow the instructions of the persons on duty. Tackle football and other rough games are prohibited. Throwing rocks, snowballs or other items intended as missiles is prohibited.

TRANSPORTATION

A. SCHOOL BUSES

A large number of students are transported by C-EB school buses. This is a service that should be appreciated by all. Show your appreciation by your good conduct and cooperation. Bus transportation is a privilege not a right. Buses usually arrive at the school no later than 7:55 a.m. Buses load from the Upper Elementary School at 3:15p.m. Students may ride the bus from the Upper Elementary to the High School. No Heart, Fox Ridge and Habitat Bus students are directly delivered. All other students go to the High School.

All country buses will depart at 3:40 p.m. from the horseshoe by the high school. The school will provide transportation if a student misses the bus and school staff are at fault, otherwise parents/guardians are expected to provide transportation home. Notify the office immediately if there are any changes in riding the bus.

B. BUS INFRACTIONS

The bus driver has authority over their bus students. In case of rule infraction on the bus, the bus driver will try to resolve the problem and report the incident to the building principal for appropriate disciplinary action. In the event of inclement weather and country bus transportation is cancelled, it is cancelled for *both* AM & PM transportation runs.

<p>School Transportation Infraction</p>	<p>If a rule is broken while being transported in a school vehicle.</p>	<p>1st Infraction:</p> <ul style="list-style-type: none"> • Warning <i>and</i> • An Incident report will be completed and filed with the Principal <i>and</i> • Parent/Guardian notification <p>2nd Infraction:</p> <ul style="list-style-type: none"> • An Incident report will be completed and filed with the Principal <i>and</i> • Principal will administer appropriate disciplinary action. • Parent/Guardian notification <p>Subsequent and very serious Infractions:</p> <ul style="list-style-type: none"> ❖ An Incident report will be completed and filed with the Principal ❖ Parent/Guardian notification ❖ A determination of the suspension of transportation service will be made. Suspension from bus service does not mean suspension from school.
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C. BICYCLES

Students may ride their bicycles to school. Students must park their bikes before school begins and leave them parked during school hours. It is also suggested that students lock their bikes when they are parked during the day. The school assumes no responsibility for protection of bikes.

D. SKATEBOARDS, ROLLER SKATES, ROLLER BLADES, HOVERBOARDS, HEELIES, SNOWBOARDS AND SCOOTERS

Skateboards, roller skates, roller blades, and scooters are not allowed on school property. These items will be confiscated and kept until a parent/guardian picks them up. Heelies may not be used during the school day or at school activities. If a student refuses to comply with any confiscation request it will be referred to the level of willful disobedience.

CHEYENNE-EAGLE BUTTE SCHOOL POLICIES & REGULATIONS

A. NON-DISCRIMINATION

C-EB is committed to a policy of Non-discrimination/Harassment in relation to race, sex, religion, national background, handicap and other human differences. Respect for the dignity and worth of each individual will be paramount in the establishment of all policies by the Board and in the administration of those policies. The Constitutions of our nation and state, pertinent legislation enacted at those two levels of government, as well as court interpretations regarding citizens' rights, undergird this statement. In keeping with these statements, the following will be objectives of C-EB:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.
2. To encourage positive experiences in human values for children and adults who have differing personal and family characteristics or who come from various socioeconomic, racial and ethnic groups.
3. To carefully consider, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To initiate a process of reviewing all policies and practices of this school in order to achieve to the greatest extent possible the objectives of this policy.
5. To work toward a more integrated society and to enlist the support of individuals as well as that of groups and agencies, both private and Governmental, in such an effort.

The C-EB's policy on nondiscrimination will extend to students, staff, the general public and individuals with whom it does business.

For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights (OCR) in the U.S. Department of Education, please contact OCR at 8930 Ward Parkway, Suite 2037; Kansas City, MO 64114, Telephone 816-268-0550 (voice), or (877) 521-2172 (telecommunication device for the deaf, or TDD), or 816-823-1404 (fax), or OCR.

B. EQUAL EDUCATION OPPORTUNITIES

The Cheyenne-Eagle Butte School (C-EB) believes that a valuable element of education is the development of respect for all individuals and seeks to provide equal access/equal opportunity for students, employees and public to C-EB School programs and activities.

In an effort to provide a safe, respectful educational environment, C-EB prohibits discrimination in its policies, employment practices, programs and activities on the basis of race, color, creed, religion, age, gender (including pregnancy), sexual orientation (LGBTQ2S+)*, disability, national origin or ancestry, military/veteran status, genetic information or any other category protected by law. C-EB prohibits acts of discrimination toward any individual(s) while on C-EB property or at C-EB sponsored activities. Additionally, C-EB provides equal access to designated youth groups.

The Cheyenne-Eagle Butte Schools provides equal education opportunities for all its students, and does not discriminate against students, employees, or others in its policies, practices, programs and activities on the basis of race, color, ethnic background, national origin, pregnancy, student marital status, religion, creed, age, sex, citizenship, political affiliation, mental and/or physical challenge, disability, sexual orientation (LGBTQ2S+)*, or status as a veteran.

*LGBTQ2S+ is an acronym that stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning and Two-Spirit. Though students may use any of the above words to have self-identity, the school supports every person and the language that fits best for that student.

The Cheyenne Eagle Butte School will make reasonable modifications to its programs, facilities, employment practices and activities to accommodate otherwise qualified individuals with a disability, unless such modifications would impose an undue burden on the operation of the particular program, or would alter the fundamental nature or purpose of the program or position, or cause an undue hardship to the School.

Violations of this policy may result in discipline up to and including expulsion for students, up to and including termination for employees and suspension from attending school activities for citizens. C-EB prohibits retaliation against any individual who reports a claim under this policy or participates in an investigation of any such claim.

The following people have been designated to handle inquiries or complaints regarding the C-EB's nondiscrimination policies:

PROGRAM	CONTACT PERSON	ADDRESS	PHONE NUMBER	EMAIL
District 20-1 Federal Programs: JOM, Title III, Title IX, IMPACT Aid, Perkins,	Keith Watt Business Manager	P O Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	Keith.Watt@k12.sd.us
BIE Title IX	Kathie Bowker BIE Acting Supervisor	P O Box 540 Eagle Butte, SD 57625	605-964-8777	Kathie.Bowker@bie.edu
District 20-1 SPED Director	Rebecca Smith 20-1 SPED Director	P O Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	Rebecca.Smith@k12.sd.us
BIE SPED Director	Carla Blue Coat BIE SPED Director	P O Box 540 Eagle Butte, SD 57625	605-964-8777	Carla.BlueCoat@bie.edu
District 20-1 Title I	Cora Petersen, Upper Elementary Principal	P O Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	Cora.Petersen@k12.sd.us
District 20-1 Upper Elementary Section 504 Coordinator	Jo Ellen Berndt, Upper Elementary Counselor	P O Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	Joellen.Berndt@k12.sd.us
BIE High School Section 504 Coordinator	Jill Kessler, High School Counselor	P O Box 540 Eagle Butte, SD 57625	605-964-8777	Jill.Kessler@bie.edu

BIE Junior High Section 504 Coordinator	Jaime O'Neal, Junior High Counselor	P O Box 540 Eagle Butte, SD 57625	605-964-7841	Jaime.Oneal@ohitika.com
BIE Primary Section 504 Coordinator	Les Logg, Acting Primary Principal	P O Box 540 Eagle Butte, SD 57625	605-964-7920	Les. Logg@bie.edu
E.A.G.L.E. Center Section 504 Coordinator	Dr. Vicki Birkeland, E.A.G.L.E. Center Principal Gina Veo Counselor	P O Box 540 Eagle Butte, SD 57625	605-964-8773	Vicki.Birkeland@bie.edu

For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights (OCR) in the U.S. Department of Education, please contact OCR at 8930 Ward Parkway, Suite 2037; Kansas City, MO 64114, Telephone 816-268-0550 (voice), or (877) 521-2172 (telecommunication device for the deaf, or TDD), or 816-823-1404 (fax), or ocr.KansasCity@ed.gov (email).

The Cheyenne-Eagle Butte School's anti-discrimination, anti-harassment, and anti-retaliation policies and grievance procedures may be obtained at each Administrative Office.

Students or parents have access to student school records. A student grievance procedure is set forth in the Parent/Student Handbook of the Policies, Procedures and Practices of the Cheyenne-Eagle Butte Schools are located each Principal's office.

C. MCKINNEY VENTO/HOMELESSNESS

Homeless students and youth under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001-Title X, Part C of the No Child Left Behind Act-Sec 725

1. Means individuals who lack a *fixed, regular, and adequate* nighttime residence and
2. Includes-
 - a. Children and youths who are sharing the house of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping ground due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
 - b. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - c. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus and train stations or similar settings; and
 - d. Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances.
3. Homeless children or youth: "Homeless child" means a child or youth. "Unaccompanied youth" includes a child not in the custody of a parent or guardian.
4. A student who is in a home for CPS placement or in Foster Care does not qualify for assistance.
5. As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, the school shall serve homeless children according to their best interest. The "best Interest" of a child, the school shall:
 - a. To the extent feasible, keep a homeless child in the school of origin, except when doing so is contrary to the wishes of the child's parent or guardian.

- b. Provide a written explanation to the homeless child’s parent or guardian, including a statement of appeal rights, if the School sends the child to a school other than the school of origin or a school requested by the parent or guardian; and
- c. In the case of an unaccompanied youth, consider the views of the child and provide the notice required in the event of an enrollment dispute.

i. SCHOOL ENROLLMENT

- Where can students experiencing homelessness attend School?
- The school in the attendance area where the child or youth is currently living.
- Students must be enrolled immediately even without records or proof of residency.
- If immunization records are missing the school must refer the parents/guardians to the local public health office.
- If proof of residency is lacking, the parent or guardian may sign an affidavit stating the family is homeless.

ii. TRANSPORTATION

- Transportation may be provided based on individual needs.

D. COMPLAINT PROCEDURE

Discrimination, harassment, program complaints, and all Federal programs shall be addressed in writing to the 95-561 School Supervisor or the 20-1 Superintendent who will investigate, render a decision, and provide notification of the decision to the complainant in a timely manner. A parent/guardian, student, employee, or school stakeholder who has a complaint regarding the use of Federal ESEA funds and is unable to resolve the issue, may address the complaint in writing to the 95-561 School Supervisor or the 20-1 Superintendent. Disputes addressing the enrollment, transportation (including inter-school disputes), and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure.

Parents/guardians, and unaccompanied youth may initiate the dispute resolution process directly at the school they choose, as well as at the school’s homeless liaison’s office. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the school’s decision including the rights of the parent, guardian, or youth to appeal the decision. Students should be provided with all assignments for which they are eligible while disputes are resolved.

Steps:

1. The School Supervisor or 20-1 Superintendent will investigate the written complaint and render a decision, within two weeks, after receipt of the complaint.
2. The School Supervisor or 20-1 Superintendent will notify the complainant of the decision in writing.
3. The complainant will be allowed one week to react to the decision before it becomes final.
4. The complainant will either accept or disagree with the decision and will provide such acknowledgement in writing, addressed to the School Supervisor or 20-1 Superintendent.
5. If the issue is not resolved with the School Supervisor or 20-1 Superintendent, the complaint will be forwarded to the appropriate Board of Education for further review. The parent/guardian or unaccompanied youth shall be provided with a written explanation of the Board’s decision including the rights of the parent, guardian, or youth to appeal the decision.

6. Unresolved complaints may be forwarded by the complainant to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure.)

PUBLIC COMPLAINT PROCEDURE

Cheyenne-Eagle Butte Schools welcome constructive comments that help to improve the quality of our educational program or to equip the school to do their tasks more effectively.

The Board believes that official complaints relating to the school, its policies, personnel, programs or instructional materials are best handled and resolved as close to the origin as possible. Staff will receive complaints courteously and respond properly to individuals who formally bring complaints to the school.

To ensure efficient and thorough management of complaints, the 95-561 School Supervisor or 20-1 Superintendent shall develop regulations consistent with this policy. The regulations may include, but are not limited to:

1. channeling complaints to the personnel best positioned to resolve the issue;
2. formally accepting, acknowledging and responding to complaints;
3. elevating unresolved complaints to higher levels of authority within the school;

Complaints about staff will be given respectful attention. If the complaint warrants an investigation, due process rights will be maintained.

If a complaint, excluding those concerning Board actions or Board operations, is made directly to the school board or to an individual school board member, the individual making the complaint will be advised to issue the complaint to the school using the C-EB's complaint procedures.

After receiving the full attention and diligence of the staff, unresolved complaints may be appealed to the School Board, provided the appeal occurs within seven calendar days of the superintendent's final ruling. The superintendent shall present the appeal in accordance with relevant school policies. The Board will consider the appeal at the next regular board meeting and act on the matter according to its best judgment.

STUDENTS

The full student policies (Due Process, Weapons, Non-Acceptance of Transfers, Administrator's Legal File, Student Contact with Law Enforcement and Social Services, Child Abuse, Drug and Alcohol, FERPA, Student Grievance, Sexual Harassment, Student Search, Student Bus, C-EB School Emergency Plan (COOP Plan), Health and Wellness, and other) are filed at the 95-561 BIE School Supervisor and 20-1 School Superintendent Offices.

E. SEXUAL HARASSMENT/ SEXTING

It is the school's policy that sexual harassment is illegal, unacceptable and shall not be tolerated; that no employee or student of the school may sexually harass another. Any employee or student will be subject to disciplinary action including possible termination or expulsion for violation of this policy. Sexual harassment can arise between employees, by an employee to a student and student to student. All forms are subject to this policy.

DEFINITION

Any unwelcome sexual advances, solicitation or sexual activity by promise of rewards, coercion of sexual activity by threat of punishment, verbal sexist remarks, or physical sexual assaults constitute sexual harassment. This conduct can have the effect of unreasonably interfering with an individual's academic or work performance or of creating an intimidating, hostile, or offensive employment or educational environment regardless of intent.

EXAMPLES

Some examples of sexual conduct are:

1. Sexual advances;
2. Touching of a sexual nature;
3. Graffiti of a sexual nature,
4. Displaying or distributing sexually explicit drawings, pictures or written materials;
5. Sexual gestures;
6. Sexual or "dirty" jokes;
7. Pressure for sexual favors;
8. Touching oneself sexually or talking about one's sexual activity in front of others;
9. Spreading rumors about or rating other students as to sexual activity or performance.

Not all physical conduct would be considered sexual in nature.

Some examples of non-sexual conduct are:

1. A high school athletic coach hugging a student who made a goal.
2. A kindergarten teacher's consoling hug for a child with a skinned knee.
3. One student's demonstration of a sports move requiring contact with another student.

RESPONSIBILITY

C-EB officers, employees and students are responsible for maintaining a working and learning environment free from sexual harassment. Workshops and activities will be provided by the C-EB to explain the policy and laws.

F. CONFIDENTIALITY

- A. It is the school's intent to keep the information brought forward in a complaint confidential and limited to those directly involved with the complaint. However, because an individual's right to confidentiality must be balanced with the school's obligations to cooperate with police investigations or legal proceedings, or to take appropriate disciplinary action, the school retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances.
- B. Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate law enforcement authorities and the anonymity of both the complainant and school officials involved in the investigation will be strictly protected as required by law.

G. FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

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

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

- Parents/guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.
- Parents/guardians or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardians or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;
Other schools to which a student is transferring;
Specified officials for audit or evaluation purposes;
Appropriate parties in connection with financial aid to a student;
Organizations conducting certain studies for or on behalf of the school;
Accrediting organizations;
To comply with a judicial order or lawfully issued subpoena;
Appropriate officials in cases of health and safety emergencies; and
State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

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H. SECTION 504

NOTICE

Programs for Students with Disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who.....

Has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sleeping, standing, lifting, reading, concentrating, thinking, communicating, helping, eating, bending or operation of a bodily function.

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

I. ASBESTOS:

The Upper Elementary School is asbestos free.

J. LOCATION OF SCHOOL POLICIES

Full copies of all board approved polices are on file in the 20-1 administrative office.

CHEYENNE EAGLE BUTTE SCHOOL-

PARENT/GUARDIAN-STUDENT COMPACT

The Cheyenne Eagle Butte School, parent/guardians, and students participating in activities, and services, agree that this compact outlines how they will share the responsibility for improved student academic achievement and the means by which the school, parent/guardians, and students will build and develop a partnership that will help children achieve the State's high standards.

This school-parent/guardian-student compact is in effect during the 2020-2021 school year.

School Responsibilities

The Cheyenne Eagle Butte School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards.
 - The school will follow the South Dakota State Standards as a guide for what students should know and be able to do at each grade level.
 - Curriculum resources will be research-based to make sure student academic achievement is reliable.
 - The administrative staff will provide high-quality leadership.
 - Believe that all students can learn.
 - Respect each student and his/her uniqueness.
 - Teachers and other staff will be prepared and teach with rigor.
 - Be consistent and fair.
 - Provide a quality learning environment.
2. Hold parent/guardian-teacher conferences two times during the school year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:
 - We will have one parent/guardian-teacher conference in the first semester and one in the second semester.
3. Provide parent/guardians with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - Keep parent/guardians informed on their child's progress through mid-term progress reports and quarterly report cards. Notify parent/guardians immediately if child is earning "D" or "F" in any subject area.
4. Provide parent/guardians reasonable access to staff. Specifically, staff will be available for consultation with parent/guardians as follows:
 - The parent/guardian can call a staff member to inquire about when they are available for a consultation. If staff members are in class they will return your call to set up the meeting time
5. Provide parent/guardians opportunities to visit their child's classroom and observe classroom activities.
 - Parent/guardians will be invited to participate in school activities on an ongoing basis.
 - Parent/guardians are encouraged to visit your child's classroom; please contact the principal at least one-two days in advance. The principal will notify the teacher of the time and date of the arranged visit.
6. Inform parent/guardians and students of upcoming events in a timely manner. Communicate by sending notes home, mailing information, or by school reach.
7. Provide parent/guardians and students with a grade level framework so they know at the beginning of the year what they will be expected to learn throughout the school year.

PARENT/GUARDIAN RESPONSIBILITIES

We, as parent/guardians, will support our children's learning in the following ways:

1. Believe in your child.
2. Discuss with your child his/her goals on a regular basis.
3. Respect my child, yourself, and others responsible for your child's education.
4. Talk to your child about school.
5. Monitoring attendance.
 - Make sure my child is in school.
 - Send your child to school on time, prepared to learn.
 - Use Parent/guardian Portal as available.
6. Making sure that homework is completed.
 - Provide a consistent homework time in an undisturbed study area, and be available if the child needs help.
 - Make sure the homework is done, signed off on by a Parent/guardian and returned to school daily.
 - Praise the child when homework is completed.

- Encourage your child to read or read with him/her daily at home.
- 7. Visit your child's classroom to observe.
- 8. Participate in school activities with your child.
- 9. Stay informed about your child's education and communicating with the school by promptly reading all notices from the school and responding appropriately.
- 10. Participating, as appropriate, in decisions related to your child's education.
- 11. Serving, to the extent possible, on policy advisory groups, such as being a parent/guardian representative on the school's School Improvement Team, and/or the Parent/guardian Advisory Committee.

Student Responsibilities

We, as a student, will be responsible for our own learning and will:

1. Set short and long term goals for myself so that I am college and career ready at end of high school.
2. Believe that I control my future.
3. Respect myself, others, and my school.
4. Come to school on a regular basis, on time, and be prepared to learn.
5. Talk to my parent/guardians about what I am doing in school.
6. Do my homework and return the assignments on time to school.
7. Encourage my classmates to be the best they can be.
8. Be responsible for my own behavior.

Student: _____ **Date:** _____

Parent/Guardian: _____ **Date:** _____

School: _____ **Date:** _____