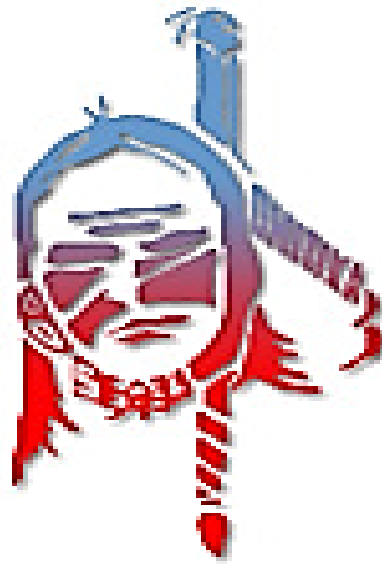


Cheyenne-Eagle Butte Junior High Student/Parent/Guardian Handbook

B

2020-2021 School Year

R



A

V

E

OUR VISION:

Keeping our Wakanyaja (children) sacred through positive thinking and positive action.

S

OUR MISSION:

To prepare students with the academic, spiritual, physical, cultural, and social skills needed to be productive world citizens and lifelong learners.

Dear Parents/Guardians,

The Cheyenne-Eagle Butte Schools 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 school's office.

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

Please conclude that 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,

Cheyenne/Eagle Butte Schools

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POLICY TEXT DISCLAIMER

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 2020

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**AMENDED – Approved on
07/20/2020**

**Board Approved on
02/10/2020**

**2020/2021
C-EB School Calendar**

Aug. 3-6 – Pre-Registration
9:00 AM to 3:00 PM
Aug. 31 – All Staff Return
Aug. 31-Sept. 4 – In-Service Week
Sept. 7 – Labor Day
Sept. 8 – First Day Students
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. 25-27 – Thanksgiving Break –
No School
Nov. 26 – Thanksgiving
Dec. 21 – 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
Feb. 12 – No School – Parent
Teachers Conference 8:00-4:00
Feb. 15 – President’s Day
Mar. 19 – End of 3rd Quarter
Apr. 2-5 – No School – Spring Break
May 16 – Graduation!!
May 27 – 1:00 Student Release
May 27 – Last Day for Students
May 28 – Staff Development
May 28– Last Day for all Staff

Holidays- No School	
Vacation – No School	
Professional Dev. Full day	
PTC No School	
1:00 Student Release	

167 – Instructional Days
8 – Administrative Days
8 – Federal Holidays
12 – School Vacation Days
Total: 195 Paid Days - BIE
183 Paid Days BIE Teacher/Counselors
175 Paid Days 20-1 Employees

February 2021

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July 2021

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STAFF LISTING
JUNIOR HIGH STAFF

Principal	Dr. Kathie Bowker
Administrative Assistant	Emily Lawrence
Attendance Clerk.....	Jennifer Talks
Counselor	Jaime O’Neal
8 th Language Arts	Vacant
8 th Math	Dennis Pascual
8 th Science	Heather Allen
8 th American History	Michael Nankervis
8 th Lakota.....	Vacant
7 th Language Arts	Florine Larson
7 th Math	Mona McClure
7 th Science	Mary Mitchell
7 th Geography	Judy Dosch
7 th Lakota.....	Vacant
7-8 th Computers	Susan VanTassel
7-8 th PE and Health	Vacant
System 44	Toni Buffalo
Reading Intervention.....	Karen Lovelette
Behavior	Arliss Peterson
SPED	Vacant
SPED Ed Tech.....	Vacant
SPED Ed Tech.....	Carmen O’Neal
SPED Ed Tech.....	Lance Eagle Staff
SPED Ed Tech.....	Raylene LeCompte
Paraprofessional	Gloria Smith
Paraprofessional	Cesi Allen

Standard II—Administrative Requirements: 25 CFR 36.11

(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) (i) and (ii) of this section. Average daily membership (ADM) shall be used in meeting the following ratios.

Level	Ratio
Kindergarten	20:1
1 st grade—3 rd grade	22:1
4 th 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 the 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, 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

<p>WAPAHA OLOWAN TUNKASILA YAPI, TAWAPAHA KIN HAN OIHANKE SNI HE NANJIN KTE LO IYOHLATA YA OYATE KIN HAN WICICAGIN KTA CA, LE ECAMUN WELO</p>	<p>THE PRESIDENT'S FLAG WILL STAND FOREVER UNDER THE FLAG THE PEOPLE WILL GROW SO I DO THIS</p>
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C. TRIBAL ORDINANCE 66 (Section 4, 2 a and b, 3 a: 1, 2, 3, b: 1, 2, 3, Section 6)

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 grade 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 History and Culture.* A minimum of five class periods per week shall be devoted to instruction in Lakota culture or history; provided, however, that the required period of instruction for Lakota culture or history may overlap by one-half instruction in Lakota language.²

- (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 and 8th grade shall emphasize the public events and the ceremonies that are central to Lakota culture.
- (3) *11th and 12th Grade.* Instruction in 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 States and the Cheyenne River Sioux Tribe, and the structure and functions of the tribal government.

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 Tribe, 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 be enrolled in a Lakota language class every year of school. Further, all other students are encouraged to take Lakota language.

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)

It 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 15 minutes per day with their 5th hour students 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/BULLYING POLICY PREVENTION AND INTERVENTION

Cheyenne-Eagle Butte High School provides age-appropriate instruction on bullying prevention utilizing evidence-based curriculum aligned to standards. The curriculum addresses youth risk behaviors at each grade level, with developmentally appropriate instruction and activities. Additionally, social skills, social and emotional programs will be implemented. Lessons are designed to improve peer relations and make school a safer, more positive place for students to learn. OLWEUS® and Positive Action are additional programs utilized within Cheyenne-Eagle Butte Schools. This program complies with CRST Anti-bullying Act (Resolution & Ordinance 75) and SD Senate Bill No. 130 & Amendment.

CHEYENNE-EAGLE BUTTE SCHOOL BULLYING POLICY

Eagle Butte 20-1 School District and Cheyenne River BIE Cooperative School

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 infractions:

- 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

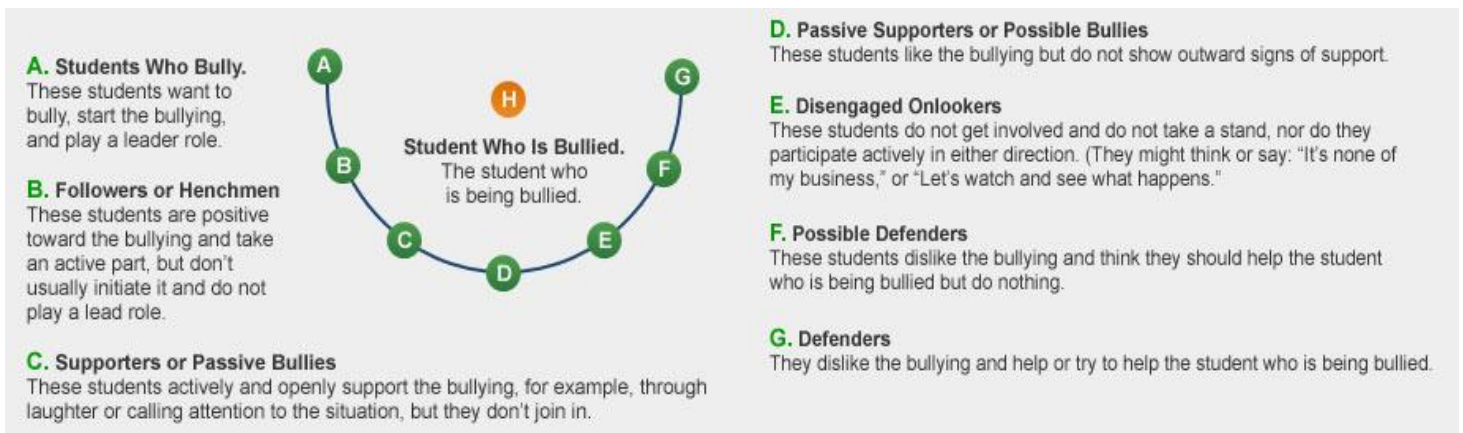
- 10 days OSS with no school activities **and**
- Referral to law enforcement if severity warrants **and**
- *Referral to School board for long-term suspension/expulsion*

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.

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/clerk who will take the illness or injury into account when requesting the child to 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. Clothing: 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 and is considered willful disobedience.
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, and tube tops are prohibited. Students who continue to wear items of such as these are considered to

be willfully disobedient. Clothing with excessive holes in inappropriate places is prohibited. Short shorts are not allowed.

4. Caps, hats, or other head-gear (hoods) must be removed upon entering the school building. Gloves need to be removed upon entering the 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. Caps must be removed for programs, assemblies, and during the National Anthem and the Lakota Flag Song.
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 AND PARENT/GUARDIAN INVOLVEMENT

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 insure 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 or non-teacher approved use in class will have consequences Cell must be turned off and put away when entering the building. Cell phones shall not be visible (ex: pant pockets). It is recommended that students keep them in their backpacks or they turn them into the office. 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, Cheyenne- Eagle Butte Official Facebook Page and over, KIPi- Eagle Butte(93.5 FM), KEVN TV- Rapid City, KLND-Little Eagle (89.5 FM), KOLY-Mobridge,(1300 AM) KMLO-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. School Messenger may also be used for school announcements.

SCHOOL ADMISSION

Registration: Annual school pre-registration is held in June and August for C-EB Junior High students.

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. 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 staff immediately. If you are currently homeless, please notify the office staff immediately.

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. START DATE

Student attendance will begin the first calendar day of school, and continue until the last calendar day. Student attendance is based on actual hours in classes each day. Students that are in attendance in all their class periods will be considered a full day.

ATTENDANCE

What is the minimum number of instructional hours required in order to be considered a full-time educational program: 25 CFR 39.214 and Codified Law 13-26-1
A full time program provides the following number of instructional/student hours to the corresponding grade level:

Grade	Hours
K	720
1-3	875
4-5	900
6-8	962.5
9-12	970

(Tribal Attendance Code/Ordinance Available at Office)

A. EARLY ARRIVAL TO SCHOOL

Students who arrive at school before 8:00 a.m. may be in the lower hallway, in the cafeteria for breakfast, or outside on the North side, by the cafeteria. Adult supervision will be provided at 7:45 a.m. The classroom teachers will be available at 7:45 a.m. for students to complete work provided they are not on duty.

B. 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.

C. TRUANCY/ IRREGULAR ATTENDANCE

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.
- (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.

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.

D. MAXIMUM ABSENCES

- Students who miss ten days of consecutive excused and unexcused absences are automatically dropped (waivers available for medical purposes)
- Maximum of ten excused/unexcused absences per semester will result in loss of credit in that class. The Appeal Process can be followed.

Any student that exceeds maximum absences is required to attend a parent/guardian-student-administrative meeting.

E. NOTIFICATION PROCEDURE FOR ABSENCES

1. **Daily:** Contact Parents/Guardians via (phone, email, in person) regarding daily absences if the school does not receive a phone call or a note.

2. ***After the 3rd absence and the 6th absence:*** Notification, in writing to Parents/Guardians, of their child's absences. In addition, the Principal/Attendance Clerk/Social Worker will also make personal contact with the student notifying him/her of the number of absences and explaining the possible consequences of continued absenteeism. Petition will be filed.
3. ***After the 8th absence:*** Court referral will occur after three (3) consecutive unexcused/excused absences or if deemed necessary by the Principal for failure to attend school.
4. ***After the 10th unexcused/excused cumulative absence:*** a student will be dropped after ten (10) unexcused or excused absences and Parent/Guardian and juvenile authorities notified if Parent/Guardian fails to notify the office. Juvenile authorities 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 if affidavits are/or will be filed with the Tribal Prosecutor.

F. APPEAL PROCESS

Student/Parent/Guardian may request, in writing, a hearing after their absences exceed the maximum allowed. The Hearing Committee consisting of the Principal, the teacher of the class in question, one designated staff who is not a teacher, and one counselor who is a student advocate/advisor shall hear the appeal. The Hearing Panel may approve the student for re-enrollment at the school or at the Eagle Center or keep the student as dropped. Parent/Guardian may appeal a permanent drop at the next scheduled Cooperative Board meeting.

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, Archery Events, State Fair, State Snow Queen Contest, State 4-H Events, YMCA, Boxing, 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. SKIPPING CLASS

Skipping occurs when a student intentionally chooses not to attend class, leaving school without permission, being off campus without a blue pass, on-campus skipping includes not reporting to class or reporting to another class/building without teacher permission. Students who are caught skipping class are subject to disciplinary action ranging from detention to suspension. For repeated offenses of skipping, parent(s) or guardian(s) will be required to accompany their child to a class prior to re-admittance to the regular setting.

- **1st Offense:** Written plan with ISS Monitor and Parent/Guardian contact and stay entire class in ISS.
- **2nd Offense:** Morning, lunch, or after school detention and Parent/Guardian contact.

- **3rd Offense:** One day ISS and Parent/Guardian meeting with Principal and/or ISS Monitor and written attendance contract.
- **4th Offense:** Consequence of not upholding attendance contract, 2 days ISS, and Parent/Guardian recommended to attend one full class period with student.
- **Subsequent:** Administrative Discretion. One day OSS and Parent/Guardian recommended to attend one full school day period with student. Daily Attendance Contract for Remainder of Quarter.

J. STUDENT RESPONSIBILITY/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. The office does not route work requests or interrupt class time to obtain make-up assignments for absent students.

K. PARENT'S/GUARDIAN'S RESPONSIBILITY

The parents/guardians are responsible for the following:

- 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 or shredded pants/pants with holes), etc.

Student directory: Student information directory includes student names and addresses. If you want to opt out of giving out this information, or displaying this 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.

L. STUDENT WITH HALLWAY PASSES/BATHROOM PASSES

Students need to have the hall pass to get a drink, go to the office, go to the bathroom or be in the hallway for any reason; an alternative hall pass may be used. They may not be in the hallway during the first 20 minutes of each class period unless it is in an emergency or for medical reasons.

M. TARDINESS

Students are expected to arrive to class on time every day. Students who arrive late to class will be marked tardy by the instructor. Consequences will apply to all students as they accumulate unexcused tardy marks as listed in the Matrix of Disciplinary Consequences. Habitual tardiness (more than 10) shall be considered truancy/irregular attendance and the same policy for excessive absences will go into effect, possible court referral, etc. In the event a student arrives late for school at any time during the day, the following procedure applies:

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

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.
- Student will present an excuse for tardiness.
- A pass/tardy admit pass shall be issued by the office for class(es)/day(s) missed.

Reasons for Excused Tardiness

- ✓ Medical Appointment
- ✓ Court
- ✓ Counseling Appointment
- ✓ Bad Road Conditions
- ✓ Administrative Discretion

If a written excuse or telephone call is not received within two days after the student returns to school, the absence is considered unexcused.

Unexcused Tardy - If a student has an unexcused tardy to class after 1st hour, the following action will be taken:

- Consequence: Student will have lunch detention for every tardy with ISS monitor.
- For continued offenses see Behavior and Consequences Table under “Unexcused Tardy to Class”

N. EXCELLENT ATTENDANCE RECOGNITION

Acknowledgement of Excellent Attendance will be at the end of each quarter.

O. JUNIOR HIGH AWARDS

Students will be acknowledged quarterly and at the end of the school year.

- Attendance – Perfect Attendance and 94% or better
- Honor Roll – A Honor Roll 3.5-4.0, B Honor Roll 3.0-3.49, Top Student GPA in 7th and 8th grade for Boys and Girls
- Citizenship – the students who have no ISS/OSS or other behavior incidents

DAILY SCHEDULE

JUNIOR HIGH (Grades 7 and 8)		LATE START		EARLY RELEASE	
PERIOD 1	8:00 – 8:59	PERIOD 1	10:00-10:43	PERIOD 1	8:00-8:33
PERIOD 2	9:02 – 9:51	PERIOD 2	10:46-11:35	PERIOD 2	8:36-9:09
PERIOD 3	9:54 – 10:43	LUNCH	11:35-12:00	PERIOD 3	9:12-9:45
PERIOD 4	10:46 – 11:35	PERIOD 3	12:05-12:42	PERIOD 4	9:48-10:21
LUNCH	11:35 – 12:00	PERIOD 4	12:45-1:22	PERIOD 5	10:24-10:57
PERIOD 5	12:05 – 1:12	PERIOD 5	1:25-2:02	PERIOD 6	11:00-11:35
PERIOD 6	1:15 – 2:05	PERIOD 6	2:05-2:41	LUNCH	11:35-12:00
PERIOD 7	2:08 – 2:57	PERIOD 7	2:44-3:20	PERIOD 7	12:05-12:38
PERIOD 8	3:00 – 3:20	PERIOD 8	NONE	PERIOD 8	12:41-1:00

Students are allowed three (3) minutes to pass between classes. Access to lockers is only allowed in the morning before school begins, before & after lunch, and after school. Therefore, students must plan their day accordingly, bringing all books and supplies to class.

ACADEMICS

A. ELEMENTARY AND SECONDARY SCHOOLS ACT (ESSA)

The Combined Board of the Cheyenne Eagle Butte School supports the Elementary and Secondary Schools Act. As part of our School-wide Plan, students are expected to work toward proficiency in reading and math. C-EB school plans and implements interventions and academic enrichment strategies based upon standardized and criterion referenced assessments given at the beginning, middle and end of the school year. The school-wide assessments such as MAP and AIMS Web, and the state directed assessment such as SMARTER BALANCED will be observed by our school and are not optional. In addition, we expect at least 94% attendance rate for all students.

B. GRADING SCALE

Grade	Definition	Percentage
A	Outstanding	94% - 100%
B	Above Average	84% - 93%
C	Average	74% - 83%
D	Below Average	64% - 73%
F	Failure to meet minimum requirements	0% - 63%
I	Incomplete	
P	Passing: Given under certain conditions	At least 64%

An incomplete grade shall become an F if the work is not made up in accordance with the make-up policy and ICU guidelines. The Junior High expectation is that students will complete assignments at 70% or better to show mastery of standards in accordance with the ICU policy.

C. HONOR ROLL

The following criteria apply for Honor Roll:

- A student must be attending C-EB full time.
- Any F will disqualify the student.
- A student must have two A's for any D, and one A for any C.
- Excellent Honor Roll will be composed of those students with GPA from 3.0 to 3.4
- Superior Honor Roll will be composed of those students with GPA from 3.5 to 4.0
- Students who attain Honors for the first 3 quarters will be invited to attend the year end field trip.

The Honor Roll will be calculated one week following the end of the first three quarters. If student's work is not completed at 70% or above at that time, they will not be considered for the Honor Roll.

D. ASSESSMENTS (TESTING)

Cheyenne-Eagle Butte utilizes assessment (testing) as an important part of the instructional program. Students are assessed for three (6) 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.

LESS THAN PROFICIENT SCORE IN READING, MATH, AND/OR SCIENCE ON A STANDARDIZED ASSESSMENT OR OTHER PROFICIENCY TEST

If a student scores below proficient on a standardized assessment or other proficiency test, the Principal (in consultation with teachers and counselors) will make recommendations to assist the student in reaching proficiency. Assistance may be given through classroom interventions, tutoring, extended school year, or summer school.

E. STUDENT ACADEMIC PROGRESS REPORTS

Report cards will be distributed to the students and parents/guardians four times during the year. Report cards will be available for the parent/guardian by end of the week after the mid-term date and at the conclusion of each quarter. The school will mail progress/deficiency reports periodically. Weekly eligibility slips will be collected for students in grades 7-12 for the purpose of determining eligibility for state sanctioned extra-curricular activities. Eligibility will be done electronically at 8:30 a.m. on Wednesday's. Teachers will have all grades updated in NASIS by this time every week.

F. PARENT/GUARDIAN PORTAL

We strongly encourage parents/guardians to sign up for Parent/Guardian Portal. This is an online program that can be checked for student attendance and grades. Contact the office if you would like to sign up for the Parent/Guardian Portal www.ohitika.com.

G. 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/guardian 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 that 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:

- 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.

H. LESS THAN PROFICIENT REPORTS

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

I. ICU – INTENSIVE CARE UNIT

The Power of ICU is a program the C-EB Junior High is using to help students be more accountable for completing their assignments. Administrative discretion will be used to update this policy as needed.

The following are key expectations of the program and the Junior High staff.

- Every student completes assignments with at least 70% accuracy.
- Students who are missing work are placed on the ICU list. The ICU Database will contact the Parent/Guardian.
- The ICU list will be updated 3 times a week, one of which will be by the end of the school day on Tuesday. Sports eligibility will be run Tuesday at 4:00 p.m.
- If a student is passing the class/classes they are on ICU for, they are still eligible to participate in sports/school activities.
- Students on the ICU list can utilize 8th hour or tutoring rooms after school to complete work.

- Students may miss other activities if they are on the ICU list.
- At the end of each quarter, if the student is missing work, they will have 2 weeks to complete the missing work. After 2 weeks, any missing work will be scored as is and the NASIS Gradebook will be updated, posted, and scores become final.
- At the end of the 4th quarter students will be required to complete and hand in all ICU work by the end of the final day school is in session. Final grades will be determined, including missing work.

J. SUMMER SCHOOL

Students who fail any core classes two of the first three quarters, or who have not been in attendance the required number of days, will be required to attend mandatory summer school as recommended by staff and administration. Completion will be approved by Junior High Principal.

K. RETENTION POLICY

Students who fail the first 3 quarters or do not complete mandatory summer school will be retained with parental/guardian permission, regardless of performance on standardized tests.

Standard XI—Student promotion requirements: 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.

L. PASS/FAIL

(a) FAILURE IN ANY SUBJECT

Parents/Guardians will be notified by the teacher if a student's grade falls below passing. If a student is failing in any subject at mid-term, the Principal (in consultation with teachers and counselors) will determine how the student is to be assisted in meeting the course requirements. Assistance may be given through classroom interventions, tutoring, extended school year, or summer school. If a student has an F in any class, because of missing assignments that are past due, they will report to Detention after school.

(b) EXPLANATION OF P/F COURSES

C-EB students may enroll in courses that are only graded on the Pass/Fail grading scale and do not affect their grade point average. (Examples of these courses are Leveled Best, which includes Intervention and System 44/Read 180). If a student passes these courses, they will have earned the non-GPA affecting credit assigned for that course. If a student fails these courses, it will be reflected on their official transcript as a non-GPA affecting credit. 8th Hour Exploratory classes are not graded.

M. CLASS CHANGES

The only persons authorized to make class changes are the Principal and the school counselor, or by request of the teacher approved by the above personnel. Changes will be allowed only during the first three days of the first term and the first three days of the second term. 8th hour ICU will be determined by the staff and those students moved as needed. Other 8th hour classes will follow the above. Class changes after the first three days of the terms will be at the principal's discretion.

N. 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 every other week to address behavior issues and develop student plans.

O. 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.

I. 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.

II. EXTENDEND SCHOOL YEAR/SUMMER SCHOOL

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/Guardians 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.
- (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;
 - (iii) In accordance with the student's IEP; and
 - (iii) At no cost to the parents/guardians of the student; and
- (2) Meet the standards of the State.

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

III. SPECIAL EDUCATION FUNDING: 25 CFR 39.106

To receive ISEP special education funding, a student must be under 22 years old 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:

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

IV. SPED FLOW CHART

CEB Special Education Referral Process - Special Education Flowchart

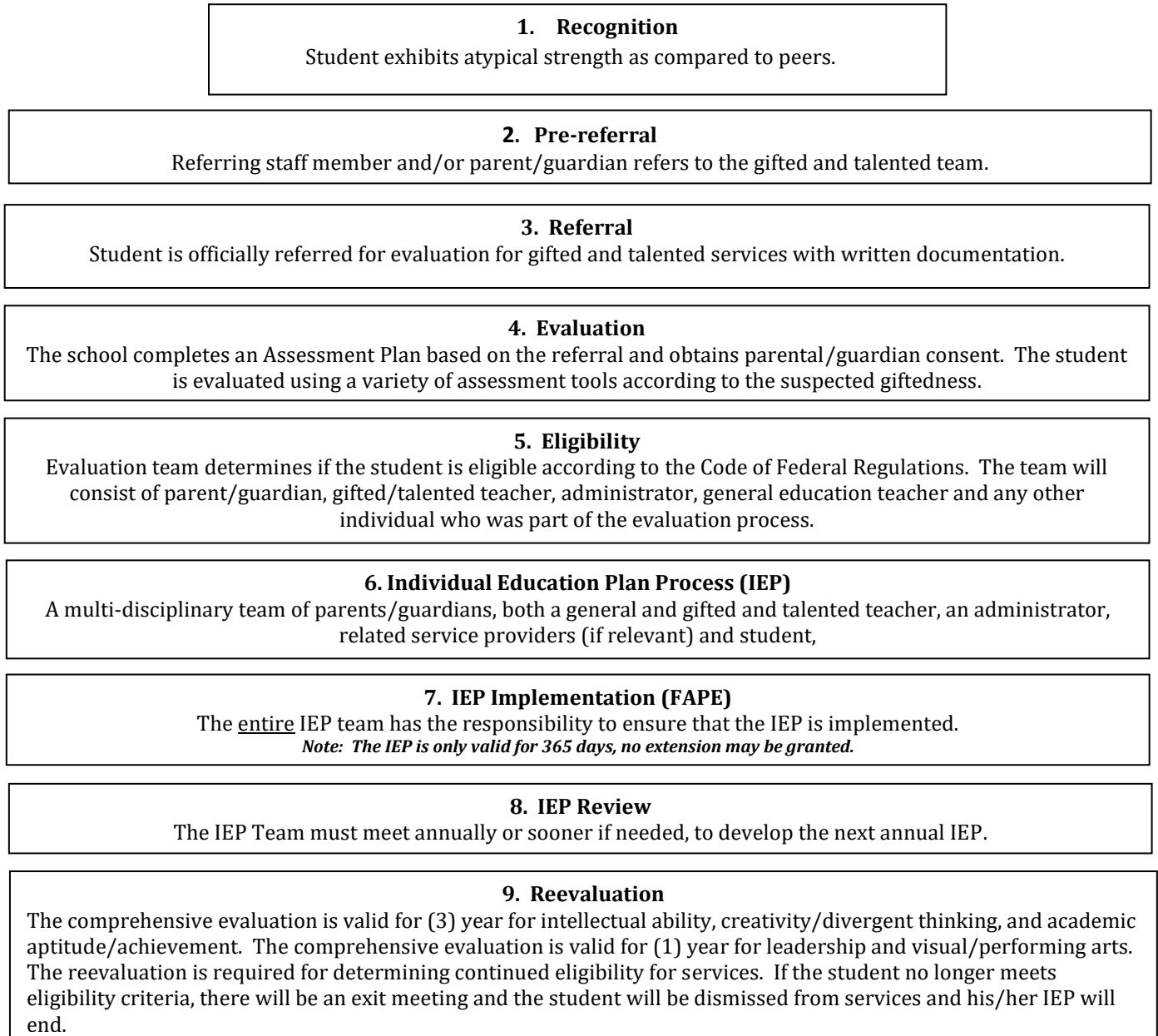
<p>1. Recognition</p> <p>Student exhibits atypical needs as compared to peers.</p>
<p>2. Pre-referral</p> <p>Concerned teacher and/or parent/guardian refers to the TAT/RTI team. Student is provided a minimum of (2) scientifically researched-based interventions by HQT, implemented with fidelity. <i>Note: Recommended timeframe: Between 8-16 weeks.</i></p>
<p>3. Referral</p> <p>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/guardian. Written documentation of interventions attempted. <i>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. <u>Parent/Guardian Referral:</u> If the school receives a written parental/guardian 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 sent a Prior Written Notice (PWN) to the parent/guardian stating reasons for refusal. Parent/Guardian has right to an Independent Educational Evaluation at school expense.</i></p>
<p>4. Evaluation</p> <p>The school completes an Assessment Plan based on the referral and obtains parental/guardian consent. The student is evaluated using a variety of assessment tools according to the suspected disability(s). <i>From date that school receives consent 25 School days to complete all evaluations.</i></p>
<p>5. Eligibility</p> <p>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 <i>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.</i></p>
<p>6. IEP Process (IEP and LRE)</p> <p>A multi-disciplinary team of parents/guardians, 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. <i>Eligibility and IEP, if needed must be completed within 60 Calendar Days from date of receipt of consent.</i></p>
<p>7. IEP Implementation (FAPE)</p> <p>The <u>entire</u> IEP team has the responsibility to ensure that the IEP is implemented. <i>Note: The IEP is only valid for 365 days, no extension may be granted.</i></p>
<p>8. IEP Review</p> <p>The IEP Team must meet annually or sooner if needed, to develop the next annual IEP</p>
<p>9. Reevaluation</p> <p>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. <i>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.</i></p>

Note: Parental/Guardian 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.

V. GIFTED AND TALENTED SERVICES

The 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. 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



Note: Parental/Guardian 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.

VI. TITLE 1 PROGRAM

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.

VII. 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, developmental, and recreational opportunities.

VIII. AFTER SCHOOL PROGRAM (K-12)

After School Programming in the Junior High is offered through the premises of the 21st Century Grant. Some teachers offer Tutoring for any students who choose to stay.

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.

Co-curricular activities include:

Athletics (including practice)

Band

Cheerleading

All Club/Organizations 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 stated in this Handbook.

B. STUDENT FIELD TRIPS/EXPECTATIONS

The Junior High offers incentive and educational field trips. While each field trip varies in type, these guidelines will be considered for student participation on a field trip:

1. A contract signed by Parents/Guardians and students before the field trip, and the contract will detail requirements for attendance on those trips.
2. Field trips will take into account:
 - a. Academic standing – students are in good standing academically with no assignments on ICU; some incentives will be for Honor Roll students
 - b. Attendance – 94% attendance, except in special circumstances
 - c. Behavior – Major behavior (ISS, OSS) incidents will be considered when determining eligibility for the field trip.
3. Students will be expected to follow the BRAVES expectations while participating on a field trip and any other expectations deemed appropriate by chaperones.

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.

BUREAU OF INDIAN EDUCATION OPERATED SCHOOLS SEC. 115

(1) Notwithstanding any other provision of law or Federal regulation, including section 586(c) of title 40, United States Code, the Director of the BIE, or the Director's designee, is authorized to enter into agreements with public and private persons and entities that provide for such persons and entities to rent or lease the land or facilities of a Bureau-operated school for such periods of time as the school is Bureau operated, in exchange for a consideration (in the form of funds) that benefits the school, as determined by the head of the school.

(2) Funds received under paragraph (1) shall be retained by the school and used for school purposes otherwise authorized by law. Any funds received under paragraph (1) are hereby made available until expended for such purposes, notwithstanding section 3302 of title 31, United States Code.

(3) Nothing in this section shall be construed to allow for the diminishment of, or otherwise affect, the appropriation of funds to the budget accounts for the operation and maintenance of Bureau-operated schools. No funds shall be withheld from the distribution to the budget of any Bureau-operated school due to the receipt by the school of a benefit in accordance with this section.

D. PHYSICALS

All High School and Junior High students participating in athletics must have a physical prior to their participation in any sport. Physical forms are available from the Athletic Director or the JH Office. It is required that a Parent/Guardian sign a consent slip at the time of registration in case of a medical emergency.

E. ELIGIBILITY (Grades 7-8)

To participate in SDHSAA activities a student is required to:

1. Attend all assigned classes the day of the activity, unless excused by the principal.
2. For weekend activities, attendance is required on the final day of school. In case of an emergency, the principal is the only person who can make an exception to this rule.
3. Be passing the 4 core classes (Lang. Arts, Math, Science and Social Studies).
4. Physicals are required.
5. Students who participate in high school **VARSITY** athletics/activities must follow the high school eligibility requirements. All other students who participate in high school athletics/activities **NOT** on the varsity team will follow the junior high eligibility requirements.
6. No tardies on the day of the activity.
7. No behavior infractions (ISS or OSS) on the day of the activity.
8. Eligibility will be determined every Tuesday at 4:15 p.m. Eligibility will be valid every Wednesday from 8:30 a.m. until the following Wednesday at 8:30 a.m.

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

1. Requirements of the Athletic/Activity Director:
 - a) The student shall be notified of school policy which affects the activity they are participating in. This will be in writing.
 - b) The student shall be notified of any additional requirements of his/her particular activity. This will be in writing.
 - c) Each sponsor/advisor/coach is expected to carry out the rules.

2. Requirements of the Principal:

- a) The student shall be advised, in writing, of the violation.
If done orally, it shall be done in private. The student will be granted a hearing if excluded for the remainder of the season/year.
- b) The student shall be given the chance to explain his/her position regarding the said violation.
- c) The Parent/Guardian of the student shall be notified of the violation and an explanation will be given as to the reason for dismissal or potential violation.
- d) The school shall provide for a conference, which may include student, Parent/Guardian, sponsor/advisor/coach, administrators, and witnesses if requested by student or Parent/Guardian.

G. STUDENT SUPPORT OF STUDENT ACTIVITIES

Students are expected to attend school the day of a game/activity (last school day of the week for weekend games/activities). We welcome all student supporters, but attendance is also important. Exemplary sportsmanship must be displayed at all times. Yellow warning cards or Red suspension cards may be issued for inappropriate conduct: yelling, use of foul or obscene language, disrespectful behavior, etc.

H. 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 that particular sport.

I. JUNIOR HIGH DANCES

The Junior High Student Council or other approved organizations may sponsor dances. Most dances will be scheduled during the school day in the afternoon with supervision provided by the Junior High staff. On special occasions a Junior High dance may be scheduled at night, such as the Junior High Spring Fling. The sponsor(s) is responsible to secure appropriate supervision. Students must be in attendance the full day of the Spring Fling, have no absences or tardies, and have no behavior infractions (ISS or OSS).

VALUABLE RESOURCES

A. TEACHER QUALIFICATION: PARENT'S/GUARDIAN'S 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 you are interested in this information, you may send your request in writing to high school principal. The principal will provide a response to your request.

B. PARENT/GUARDIAN INVOLVEMENT POLICY

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/guardian involvement policies meet the requirements of section 1118 of the ESEA,

and each include, as a component, a school-parent/guardian 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/guardian 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 parental/guardian 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 parental/guardian involvement activities under section 1118 of the ESEA as the parents/guardians may request.
- The school will be governed by the following statutory definition of parental/guardian involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parental/guardian involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - (A) that parents/guardians play an integral role in assisting their child’s learning;
 - (B) that parents/guardians are encouraged to be actively involved in their child’s education at school;
 - (C) 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;
 - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA

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

NOTE: The School Parental/Guardian Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118, ESEA.] There is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The Cheyenne-Eagle Butte Schools will take the following actions to involve parents/guardians in the joint development of its school parental/guardian 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 and involve parents and 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/guardian 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 and encourage all parents/guardians of children participating in Title I, Part A programs to this meeting to attend:

- 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.
- 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.

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 programming changes 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 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.

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/Guardian Involvement Coordinator, Parent/Guardian Involvement Newsletter, local workshops, Parent/Guardian/Teacher Conferences, Parent/Guardian 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 through:

- Fall In-service
- Parent/guardian Involvement Committee
- Evening workshops
- Professional literature dissemination
- Informing parents/guardians of additional resources and organizations available to parents/guardians and school staff, such as the Parent/Guardian Information Resource Center (PIRC), www.sdpirc.org or phone number: 1-800-219-6247
- Educating parents/guardians on the Elementary and Secondary Education Act 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/guardian 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 parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in the education of their children through:

- Coordination with Head Start to align programming into the academic setting
- Visitation and Transition meetings from Head Start to Kindergarten, 2nd to 3rd 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/guardian 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/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/guardian involvement activities as requested by parents/guardians.

C. 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/Guardians, 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.

2. Visitors are not allowed to discipline any students on campus; including your own.
3. 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.
4. 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.
5. 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.
6. 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.

HEALTH, WELLNESS AND SAFETY

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 a bed bug is found on a student or in/on 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.

i. STUDENT SENT HOME FOR ILLNESS

If a student is being sent home due to illness or other health-related reasons, parent/guardian must pick up a student or give verbal permission for dismissal. If parent/guardian cannot be reached, a school Social Worker may transport student.

ii. MEDICATION INFORMATION

The School Nurse will be available during the day to dispense medication. Students need to get permission from the staff to go the JH Office for medical reasons.

a. Prescription Medication: Any parent/guardian wishing to have prescription medication for their student in school must provide the medication with the doctor's instructions for administering the medication to the JH Clerk or School Nurse and must sign a consent form for the administration of the medication. Any student having prescription medication in their possession also must turn in the medication to the JH Clerk or School Nurse upon arrival. All required prescription medication will be dispensed by the JH Clerk, School Nurse, or trained staff.

b. Over-the-Counter Medication: Any student having the over-the-counter medication in their possession must turn in the medication to the JH Clerk or School Nurse upon arrival. The JH Office also has school-approved over-the-counter medications, including acetaminophen (Tylenol), ibuprofen, cough drops, and Pepto-Bismol. A parent/guardian must give permission

for the student to receive any of these school-approved over-the-counter medications at school. This approval will be given at registration.

- c. Prescription medication is considered a controlled substance.

B. FOOD ALLERGIES

Parent/Guardian has the responsibility to document all food allergies on student registration form and to notify the JH 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 JH Principal.

C. HEALTH EMERGENCIES

- Assess the situation.
- If the situation is life-threatening or potentially life-threatening, serious, or disabling, immediately contact EMS (911) and follow instructions. Immediately alert School Resource Officer as well.
- For non-life-threatening emergencies, contact School Resource Officer or Hospital ER and follow instructions. Contact parent(s)/guardians(s) as soon as medical care is arranged.
- JH Principal will contact BIE School Supervisor and District Superintendent as applicable, and the person of first contact will file a BIE Critical Incident Report and submit to building principal.
- Follow-up as needed.

D. 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/guardians 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

E. WELLNESS POLICY

C-EB Schools support healthy lifestyles and good nutrition. This affects the meals our cafeteria chooses to serve and the beverages and food items that students can bring into school. Students are not allowed to bring any beverages except water into the Junior High, No outside food, including breakfast items, gum, candy, or sunflower seeds, are allowed to be brought in by Junior High students. Students are encouraged to eat breakfast at the cafeteria from 7:15 a.m.-7:50 a.m.

F. 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/guardian, 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 Assistant Principal and asking to speak with the counselor.

G. POLICE/FBI QUESTIONING OF STUDENTS

If a student is a witness (and not the suspect 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 suspect 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.

H. LAW ENFORCEMENT

Cheyenne-Eagle Butte School has a cooperative agreement with the Cheyenne River Sioux Tribal 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 High 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 also 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. Crimes committed by students over 18 are subject to Federal prosecution. Interview by 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.

I. 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.

BEHAVIOR

CHEYENNE-EAGLE BUTTE IMPLEMENTS A DISTRICT-WIDE PROGRESSIVE DISCIPLINE PLAN FOR STUDENT MISBEHAVIORS IN ORDER TO TREAT ALL STUDENTS FAIRLY AND EQUALLY. UPON ADMISSION, ALL STUDENTS SHALL BE GIVEN A COPY OF THE REGULATIONS GOVERNING THE CONDUCT OF STUDENTS AND SHALL BE NOTIFIED OF ANY AMENDMENTS THERETO. THE INTENTION OF PROGRESSIVE DISCIPLINE IS TO TEACH STUDENTS APPROPRIATE BEHAVIORS SO THAT THEY MAY BE SUCCESSFUL IN THE LEARNING ENVIRONMENT. IMPLEMENTING SPECIFIC BEHAVIORAL INTERVENTIONS WITH THE INCORPORATION OF OUR POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS), WHILE WORKING WITH PARENTS/GUARDIANS AS PARTNERS IN THE PROCESS IS CRITICAL IN SUPPORTING STUDENT RESPONSIBILITY AND SUCCESS.

A. ADMINISTRATIVE DISCRETION

Upon admission, all students shall be given a copy of the regulations governing the conduct of the students and shall be notified of any amendments thereto. Students shall be afforded the rights to a fair procedure or due process. This includes the right to:

- Be informed of conduct which would result in disciplinary action against the student
- Be notified of any rule violation
- An explanation of the evidence supporting the charge
- An opportunity to present the students side of the story
- A penalty that is proportionate to the violation
- Administration reserves the right to make a decision on a case by case scenario

IX. SEARCH AND SEIZURE

In order to protect the safety and welfare of students and school personnel and to maintain order and discipline on school premises (to include school-sponsored events), school authorities may search a student's person, desk, or personal property, and may seize any illegal, unauthorized, or contraband materials or evidence as described in the policy.

- Administration or a designee may request a search when that official has reasonable grounds to suspect that the search will uncover evidence of a violation of a school policy, school rules, or federal, state or local laws.
- The extent of the search of a student's person or personal effects and the measures used in conducting the search must be reasonably related to the objectives of the search, must not go beyond what is warranted by the nature of the suspected violation, and must respect the privacy considerations in light of the age and gender of the student.

- Desks and other storage areas provided for the student’s use on school premises are considered school property and remain at all times under the ownership and control of the school and are subject to inspection at any time. A student’s personal space will be respected unless there is “reasonable suspicion” for concern about student safety or about rule violations.
- Canines will not directly check a student’s person. Detection canines capable of locating controlled material such as illegal substances, alcohol, gunpowder, and other medication deemed legal and illegal may be brought to the E.A.G.L.E. Center on a random and unannounced basis by law enforcement.
- The Supreme Court has ruled that the detention and questioning of students by school officials on school grounds, and the search of a student’s person and property does not offend the Constitution as long as the officials have “reasonable suspicion.” The courts have also upheld the right of schools to use detection canines to passively check areas, rooms, and property. “Reasonable Suspicion” for search and seizure of illegal, unauthorized or contraband items is defined as
 - a. A positive indication by a detection canine
 - b. Reasonably credible information from another student
 - c. Staff detecting the smell of drugs or alcohol
 - d. Behavior or physiological indicators characteristic of intoxication
 - e. Alcohol, paraphernalia or drugs observed by staff

Behaviors observed by staff that are indicative of criminal behavior or violations of school policy.

X. DUE PROCESS

All students are guaranteed due process rights as set forth by SDCL 13-32-4. Eagle Butte School District 20-1 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.

Short Term Disciplinary Actions-Building Principal can recommend and not exceed 10 days

Long Term Disciplinary Action-Superintendent/School Supervisor can recommend and not exceed 45 days and the Cooperative School Board can recommend 90 days or expulsion

XI. 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:

1. Be informed of conduct which would result in disciplinary action against the student;
2. Notice of any rule infraction;
3. Explanation of the evidence supporting the infraction;
4. An opportunity to present the student’s side of the story;
5. Appropriate consequence(s).

When a student is on a Short Term Suspension (one to ten days Out of School Suspension) the student will not be allowed on school campus, school property, or allowed at any school functions and/or activities. If a student fails to comply they are deemed to further disciplinary actions by the principal. If requested by parent/guardian, work missed during suspension can be picked up at the BIE Administration Building.

XII. 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. *NOTE: UPON RETURN FROM AN OUT OF SCHOOL SUSPENSION THE STUDENT MAY BE REQUIRED TO REPORT TO THE IN SCHOOL SUSPENSION ROOM WHERE HE/SHE WILL SPEND ONE DAY. THE PURPOSE IS TO HELP THE STUDENT FOCUS ON ACADEMICS AND TO MAKE A PLAN TO CHANGE INAPPROPRIATE BEHAVIOR.*

SDCL 13-32-4; additional procedures may be required when disciplining special education students.

XIII. DISCIPLINE OF STUDENTS WITH DISABILITIES/MANIFESTATION

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.

XIV. STUDENT DISCIPLINARY PROCEDURES

A step discipline process will be used for routine classroom and general supervision discipline violations such as insubordination and disruptive conduct.

i. In School Suspension

Reserved for more severe problems. Students will be sent to the ISS Room for the following:

- Severe loss of verbal, physical control, and misuse of electronics.
- 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 plan after the step process has been used.
- Cell phones or other electronic devices are not allowed in the ISS Room.

If warranted, due to the severity of the offense, students may be referred to the Principal immediately and not be sent to the ISS room. When a satisfactory plan has been developed, the student may be released from ISS room to the regular class. The ISS Monitor will use the following procedures:

- 1st visit to the ISS Room: The student will complete an action plan with teacher referral.
- 2nd visit to the ISS Room: There will be a phone call or letter to parents/guardians from the ISS monitor.
- 3rd visit to the ISS Room: There will be a conference among parents/guardians, student, and appropriate staff member, and principal. The student will complete an action plan.
- 4th visit to the ISS Room: Is 1 day ISS.

Further incidents may result in suspension and considered willful disobedience.

Disciplinary Procedures:

The Combined Board of the Cheyenne Eagle Butte School operates under two types of suspension:

ii. IN SCHOOL SUSPENSION/OUT OF SCHOOL SUSPENSION

1. An **in-school suspension (ISS)** will require the student to be in school during class, doing schoolwork, but not attending regular classes.
2. An **out-of-school suspension (OSS)** will be given if the administrator deems the violation severe.

iii. DISCIPLINARY ACTION

****All Consequences, with the exception of 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****

The school administration is empowered and directed to use its discretion in the enforcement and application of the provisions stated in the discipline policy. The range of disciplinary action that may apply to Infractions serves only as a guideline. *The range of disciplinary action may not be applicable to all behavior Infractions, incidents, and/or circumstances.*

XV. BEHAVIOR AND CONSEQUENCES

BEHAVIOR	DEFINITION	CONSEQUENCES
Student Appearance	See “F. Student Appearance” on Page 14 and see picture on Page 16. Principal’s discretion.	If you choose to dress inappropriately, you will be asked to change, or be required to wear school-issued clothes.
PDA – public display of affection	Students engaging in PDA while on school property, ex: in the classroom, hallway, stairwells, bus, cafeteria, etc. will be disciplined. PDA is not only distracting, it is inappropriate in a public setting. This includes: kissing, touching, hickeys, etc.	1st Infraction: Students engaging in PDA will be given a verbal warning or at the discretion of the administrator, depending on the offense. 2nd Infraction: <ul style="list-style-type: none"> • 1-3 days ISS with a written plan and referral to a counselor. Subsequent Infractions: <ul style="list-style-type: none"> • 1-5 days OSS use of administrative discretion
School Transportation Infraction	If a rule is broken while being transported in a school vehicle.	1st Infraction: <ul style="list-style-type: none"> • Warning <i>and</i> • An incident report will be completed <i>and</i> • Filed with Principal <i>and</i>

		<ul style="list-style-type: none"> • Parent/Guardian notification <p>2nd Infraction:</p> <ul style="list-style-type: none"> • Incident report will be completed <i>and</i> • Filed with the Principal for appropriate consequences <i>and</i> • Parent/Guardian notification <p>Subsequent and Very Serious Infractions:</p> <ul style="list-style-type: none"> • Incident report will be completed <i>and</i> • Filed with the Principal for appropriate consequences <i>and</i> • Parent/Guardian notification <i>and</i> • A determination of the suspension of transportation service will be made. Suspension from bus service does not mean suspension from school.
Possession of Food and Drinks (Ex: Pop, Sunflowers Seeds, Gum, Candy, Powerade, And Energy Drinks)	These are not allowed in school. The only drink allowed in school is water.	<p>1st Infraction:</p> <ul style="list-style-type: none"> • Warning <i>and</i> • Parent/Guardian Notification <i>and</i> • Confiscation of property <p>2nd Infraction:</p> <ul style="list-style-type: none"> • One day ISS <i>and</i> • Parent/Guardian Notification <i>and</i> • Confiscation of property <p>Subsequent Infractions:</p> <ul style="list-style-type: none"> • One to three days ISS <i>and</i> • Parent/Guardian Conference <i>and</i> • Confiscation of property
Skipping Class	Skipping occurs when a student intentionally chooses not to attend class, leaving school without permission, being off campus without a blue pass, on-campus skipping includes not reporting to class or reporting to another class/building without teacher permission.	<p>1st Infraction:</p> <ul style="list-style-type: none"> • Written plan with ISS Monitor <i>and</i> • Parent/Guardian contact <i>and</i> • Stay entire class in ISS. <p>2nd Infraction:</p> <ul style="list-style-type: none"> • One day ISS <i>and</i>

	<p>Skipping is considered an unexcused tardy or absence.</p>	<ul style="list-style-type: none"> • Parent/Guardian meeting with Principal and/or ISS Monitor <i>and</i> • Written attendance contract <p>3rd Infraction:</p> <ul style="list-style-type: none"> • Consequence of not upholding attendance contract <i>and</i> • 2 days ISS <i>and</i> • Parent/Guardian recommended to attend one full class period with student <p>4th Infraction:</p> <ul style="list-style-type: none"> • 1 day OSS <i>and</i> • Parent/Guardian recommended to attend one full school day with student <i>and</i> • Daily Attendance Contract for remainder of the quarter
<p>Unexcused Tardy to Class</p>	<p>Students are expected to arrive to class on time every day. Students who arrive late to class will be marked tardy by the instructor. The following consequences will apply to all students as they accumulate unexcused tardy marks.</p> <p>Habitual tardies (more than 10) shall be considered truancy/irregular attendance and the same policy for excessive absences will go into effect, possible court referral, etc.</p>	<p>Lunch detention for every tardy with ISS monitor.</p> <ul style="list-style-type: none"> • 0-6 tardy marks: Lunch detention, Parent/Guardian contact • 7-9 tardy marks: Referral to administrator, lunch detention, Parent/Guardian contact, morning/after school detention • 10+ tardy marks: Attendance clerk will send letter to family, 1 day ISS and no school activities for that day. <p><i>Subsequent infractions will utilize the truancy procedure for filing affidavits, etc.</i></p>
<p>Minor Misuse and/or Abuse of the Internet and Equipment</p>	<p>Handling the equipment in a rough manner. Using the Internet in an inappropriate manner. (Ex: Facebook , Twitter, Instagram, YouTube videos, unauthorized games, etc.) All students must have an appropriate use agreement in place.</p>	<p>1st Infraction:</p> <ul style="list-style-type: none"> • Loss of internet access for one month <i>and</i> • Parent/Guardian Notification <p>2nd Infraction:</p> <ul style="list-style-type: none"> • Loss of internet access for three months or the end of the current semester (whichever is longer) <i>and</i>

	<p>Minor inappropriate language or images within existing programs such as Paint or Google docs, etc.</p>	<ul style="list-style-type: none"> • 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
<p>Major Misuse and/or Abuse of the Internet and Equipment</p>	<p>Utilizing school equipment (computers, network, etc.) to access illegal, inappropriate sites, and materials that are violations of other sections of this handbook (weapons, drugs, indecent, lewd, lascivious, inappropriate websites)</p> <p>Unauthorized use of personal or other students email accounts.</p> <p>Students who log into other student’s account on Ohitika.com This is a Federal Privacy Act violation (cybercrime) It’s a matter of violating another person’s privacy, which is illegal and can be prosecuted.</p> <p>Major inappropriate language or images within existing programs such as Paint or Google docs, etc.</p>	<p>1st Infraction:</p> <ul style="list-style-type: none"> • Loss of internet access and computer access for 60 days <i>and</i> • Parent/Guardian Notification <i>and</i> • 3 days OSS <i>and</i> • Behavior Plan/Contract <i>and</i> • Referral to Law Enforcement <p>2nd Infraction:</p> <ul style="list-style-type: none"> • Loss of internet access for the remainder of school year <i>and</i> • Parent/Guardian Notification <i>and</i> • 5 days OSS <i>and</i> • Referral to Law Enforcement
<p>Cell Phones/Communication and Electronic Devices</p>	<p>Students are not allowed to use cell phones/communication and electronic devices in the building. Electronic devices including, but not limited to, iPad, 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> <p>Any cell phones/communication or any electronic devices need to be turned off and put away when entering the building. Cell phones shall not be visible (ex: pant pockets). It is recommended that students keep them in their backpacks or turn them into the office.</p>	<p>1st Infraction:</p> <ul style="list-style-type: none"> • Verbal Warning <i>and</i> • Phone will be confiscated and be given to the clerk in the office for the remainder of the day <i>and</i> • Student will pick their phone up in the office after school <i>and</i> • Parent/Guardian Notification. <p>2nd Infraction:</p> <ul style="list-style-type: none"> • Cell phone will be confiscated <i>and</i> • Parent/Guardian will be notified to collect the phone. <p>3rd+ Infraction:</p> <ul style="list-style-type: none"> • Cell phone will be confiscated <i>and</i> • 1 day ISS <i>and</i>

	<p>If used in an inappropriate manner or if the cell phone/communication or electronic device is turned on during the school day it will be confiscated. Examples of inappropriate use in school are, but are not limited to: social media (Snapchat, Facebook, Twitter, Instagram, etc.)</p> <p>Depending on severity of the incident, the cell phone may be referred to Law Enforcement.</p>	<ul style="list-style-type: none"> • Student will be required to turn cell phone into the office before school starts and will get it back at the end of the day. <p>Severe Infraction:</p> <ul style="list-style-type: none"> • Any cell phones, communication devices or any electronic devices used in an inappropriate manner will be confiscated and the incident and the cell phone will be referred to Law Enforcement.
<p>Sexual Harassment</p>	<p>Read the Sexual Harassment section included in this Handbook on pgs. 68-70 (An example would be Sexting). All persons associated with this school, including but not limited to, the School Board, employees, volunteers and students, are expected to conduct themselves at all times in a fashion to maintain an atmosphere free from sexual harassment.</p> <p>Possible examples of sexual harassment can include:</p> <ul style="list-style-type: none"> • Visual- ogling, staring, inappropriate hand gestures • Verbal- unwanted requests for dates, inappropriate questions about personal life, lewd comments, dirty/sexual jokes, whistling • Written- unwanted love poems and love letters, obscene poems, unwanted cards or communications • Power relationships- using power to request dates, sex, etc. • Intimidation, threats, demands <p>The school has the authority to report students in violation of this policy to law enforcement officials.</p>	<p>1st Infraction:</p> <ul style="list-style-type: none"> • Principal and DOS meeting <i>and</i> • ISS or OSS <i>and</i> • Parent/Guardian meeting <p>2nd Infraction:</p> <ul style="list-style-type: none"> • Parent/Guardian notification <i>and</i> • Recommendation for Long Term Suspension or Expulsion <i>and</i> • Possible Law Enforcement Referral

<p>Inappropriate Bystander Behavior</p>	<p>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>	<p>1st Infraction:</p> <ul style="list-style-type: none"> • 1-3 days OSS <i>and</i> • Parent/Guardian Notification <i>and</i> • No School Activities <p>Subsequent Infractions:</p> <ul style="list-style-type: none"> • 4-5 days OSS <i>and</i> • Parent/Guardian Notification <i>and</i> • No School Activities
<p>Bullying Infraction</p>	<p>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.</p> <p>All infractions are subject to the CRST Tribal Ordinance against Bullying.</p>	<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> • 1-2 days ISS <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> • No school activities <p>Consequences for subsequent infractions</p> <ul style="list-style-type: none"> • Immediate removal of offender(s) from area, <i>and</i> • 3-5 days ISS <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> • No school activities <i>and</i> • Administrative Discretion for subsequent offenses <p>All infractions will follow the CRST Tribal Ordinance.</p>
<p>Cyber-Bullying</p>	<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-</p>	<p>Range of disciplinary measures dependent on severity</p> <p>1st Offense:</p> <ul style="list-style-type: none"> • 1-3 days ISS or OSS dependent on severity of offense <i>and</i>

	<p>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 component of Cyber-bullying. Any use of social media to instigate, encourage, or initiate bullying will be dealt with immediately.</p> <p>All infractions are subject to the CRST Tribal Ordinance against Bullying.</p>	<ul style="list-style-type: none"> • Phone will be confiscated <i>and</i> • Parent/Guardian Notification <i>and/or</i> • Parent/Guardian Conference <i>and/or</i> • Recommendation for Counseling or Follow-up <p>2nd Offense:</p> <ul style="list-style-type: none"> • 3-5 days OSS phone is confiscated and kept in the office for parent/guardian pick up <i>and</i> • No school activities <i>and</i> • Enforcement of Tribal resolution- referral to law enforcement <i>and</i> • Upon completion of ISS or OSS, students will report to a counselor for mediation <p>3rd Offense:</p> <ul style="list-style-type: none"> • Recommendation for long term suspension and/or expulsion
<p>Gang Policy & Gang Related Behavior</p>	<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>Examples of gang related behavior are, but are not limited to,</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 <i>and</i> • Referral to Law Enforcement

	whistling; wearing bandanas; graffiti; gang style drawings on body, notebooks, school property; or any other gang style graffiti found on school campus. Any other examples can be found on Page 61 under “K. Gang & Gang Related Behaviors Policy” (School will also refer to Gang Identification Manual)	
Vandalism and Theft	<p>Student theft of property is a disrespect of other’s property. This includes, but is not limited to, taking others belongings without permission or consent, the action or crime of stealing.</p> <p>It is punishable by law and depending on the theft may be referred to law enforcement.</p>	<ul style="list-style-type: none"> • Student will be given a chance to return the stolen item and • 1-5 days ISS or OSS • Parent/ Guardian notification, and a written plan of action and • Dependent on the value of the item, student may be referred to law enforcement and • Administrative Discretion
Fire Alarms	Any one that intentionally sets off a fire alarm.	<p>1st Infraction:</p> <ul style="list-style-type: none"> • 3 days OSS and • No school activities and • Behavior Contract and • Parent/Guardian meeting with administration and • Referral to Law Enforcement <p>2nd Infraction:</p> <ul style="list-style-type: none"> • Ten Days OSS and • No school activities and • Referral to Law Enforcement and • Possible Long Term Suspension If Administration Deems Hearing Necessary.
Starting a Fire/Major Vandalism	Starting a fire on the school premises or at a school function. Damaging school property or breaking into the school. Stealing school property.	<p>1st Infraction:</p> <ul style="list-style-type: none"> • 10 days OSS and • No school activities and • Parent/Guardian Conference and • Referral to Law Enforcement and • Mental Health Evaluation and plan

		Subsequent infractions and vandalism/theft over \$500 damage Discretion of Administration
Bomb Threat Policy	Making a bomb threat is a crime under South Dakota and Cheyenne River Sioux Tribal Law. Any student suspected of viewing “how to make a bomb or any device to harm another” or 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.	<ul style="list-style-type: none"> • Reported to Parent/Guardian <i>and</i> • Referral to Law Enforcement <i>and</i> • Ten days OSS <i>and</i> • No school activities <i>and</i> • Recommendation for Long Term Suspension or Expulsion
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 supervision responsibilities, including (without limitation): disrupting the learning of other students, disrespectful/obscene language either written or oral or inappropriate physical, written or oral actions directed at staff or students; cheating, sleeping, unauthorized use of personal vehicle during school hours; 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>1st Offense:</p> <ul style="list-style-type: none"> • 1 Day ISS <i>and</i> • Must complete daily work to be admitted back to regular classroom <i>and</i> • Parent/Guardian contact <i>and</i> • Behavior contract <p>2nd Offense:</p> <ul style="list-style-type: none"> • 2 days ISS <i>and</i> • Must complete daily work to be admitted back to regular classroom <i>and</i> • No school activities <i>and</i> • Parent/Guardian meeting with the Principal. <p>3rd Offense:</p> <ul style="list-style-type: none"> • 3 Days ISS <i>and</i> • Must complete daily work to be admitted back to regular classroom <i>and</i> • No school activities <i>and</i> • Parent/Guardian conference <p>4th Offense:</p> <ul style="list-style-type: none"> • 1 Day OSS

		Administrative discretion applies with subsequent infractions resulting in 2-5 days OSS. Depending on severity counseling referral may be made.
Instigating a Fight	Causing other students to fight involving: physical violence.	1st Infraction: <ul style="list-style-type: none"> • 1-2 day OSS <i>and</i> • No school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Written Plan Subsequent Infractions: <ul style="list-style-type: none"> • 3-5 days OSS <i>and</i> • No school activities <i>and</i> • Parent/Guardian <i>and</i> • Notification <i>and</i> • Written Plan
Fighting	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). The main aggressor will have a more severe disciplinary action. <i>Administrative discretion applies.</i>	1st Infraction: <ul style="list-style-type: none"> • 3-5 days OSS Administrative discretion applies <i>and</i> • No school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Written Plan Subsequence Infractions: <ul style="list-style-type: none"> • 10 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/or</i> • Referral to Law Enforcement
Simple Assault (Including Threatening a Staff Member)	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	STUDENT TO STUDENT ASSAULT or STUDENT TO ADULT THREAT 1st Infraction: <ul style="list-style-type: none"> • 5 days OSS <i>and</i> • No school activities <i>and</i> • Parent/Guardian Notification and Conference <i>and</i> • Counselor referral for anger management (verification of treatment) <i>and</i>

	<p>b. Negligently causes bodily injury to another with a deadly weapon; or</p> <p>c. Attempts by a show of force or violence to put another in fear of imminent serious bodily injury; or</p> <p>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.</p> <p>(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.</p> <p>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"> • 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> • No school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Counselor referral for anger management (verification of treatment) <i>and</i> • Recommendation for Long Term suspension or Expulsion
<p>Assaulting a Staff Member/School Employee</p>	<p>Assault on a staff member or school employee means intentional use of force or violence.</p> <p>Assaulting a staff member or school employee can refer to terms of “simple assault” or “aggravated assault”.</p> <p>It is an intentional physical attack against another person against his/her will or a fight without mutual participation.</p> <p>The Cheyenne River Sioux Tribe Law and Order Code defines “simple assault” as:</p> <p>(1) A person is guilty of simple assault if he:</p> <ul style="list-style-type: none"> 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 c. Attempts by a show of force or violence to put another in fear of imminent serious bodily injury; or 	<ul style="list-style-type: none"> • Automatic ten days OSS <i>and</i> • No school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Mandatory Combined School Board Hearing <p>Depending on severity recommendation for expulsion and referral to Law Enforcement will be made.</p>

	<p>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.</p> <p>(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.</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>	
Aggravated Assault	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.)	<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 expulsion <i>and</i> • Referral to Law Enforcement
Use and/or Possession of Tobacco Products	Any products related to tobacco such as E-Cigarettes, lighters, vapor pens & vapor products (i.e. JUUL products) chewing tobacco, container containing chew spit, and/or matches. Includes any similar products on school property or at any school function.	<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 a smoking citation by Law Enforcement <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 <i>and</i> • Written plan revised <i>and</i> • Will be issued a smoking citation by Law Enforcement

<p>Drug Paraphernalia</p>	<p>Any device that is utilized/intended/associated with/for drug use. (An example would be a pipe, vapor pen, JUUL pods, zig-zags, needles etc.) All items will be confiscated and not returned.</p>	<p>1st Infraction:</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> • Confiscation of Property <p>Subsequent Infractions:</p> <ul style="list-style-type: none"> • 5-10 days OSS <i>and</i> • No School Activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Confiscation of Property <i>and</i> • Referral to Law Enforcement <i>and</i> • Referral to Counseling
<p>Distribution of or Possession of Non-Narcotic Substances</p>	<p>Non-narcotic substances are prohibited.</p> <p>Including, but not limited to:</p> <p>Over the Counter Medication, Maxi-Alert, No-Doz, Aspirin, Tylenol, Ibuprofen, Cough Syrup, Triple C's, Synthetics, K2, Spice, Salvia, Benadryl, Mouthwash, Body Spray used inappropriately, etc.</p>	<p>1st Infraction:</p> <ul style="list-style-type: none"> • 3 days ISS <i>and</i> • No school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Confiscation of property <i>and</i> • Referral to counseling <p>2nd Infraction:</p> <ul style="list-style-type: none"> • 5 days OSS <i>and</i> • No school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Confiscation of property <i>and</i> • Referral to counseling <p>3rd Infraction:</p> <ul style="list-style-type: none"> • 10 days OSS <i>and</i> • No school activities <i>and</i> • Parent/Guardian Notification <i>and</i> • Confiscation of property <i>and</i> • Referral to counseling
<p>Distribution or Possession of Controlled Substances</p>	<p>Controlled Substances (marijuana, any products containing THC, narcotics, and other illicit drugs, methamphetamines, prescription pills/drugs, opiates, pain pills, etc.) are not allowed on school premises or at any school functions. You cannot distribute any controlled</p>	<p>1st and Subsequent Infraction:</p> <ul style="list-style-type: none"> • Referral to law enforcement <i>and</i> • 10 days OSS <i>and</i> • No school activities <i>and</i> • Parent/Guardian Notification <i>and</i>

	substances on school premises or at any school function.	<ul style="list-style-type: none"> • Recommendation for Long Term Suspension or Expulsion
Under the Influence of a Controlled Substance on Campus or at a School Function	You cannot come on the school premises under the influence of a controlled substance or to a school function. May be subject to Alcohol or Drug Testing On-Site.	<p>1st Infraction:</p> <ul style="list-style-type: none"> • 3 Days OSS <i>and</i> • No school activities <i>and</i> • Parent/Guardian contact <i>and</i> • Written Plan followed by 1 Day ISS upon return <i>and</i> • Recommendation for drug/alcohol counseling <i>and</i> • Referral to Law Enforcement <p>2nd Infraction:</p> <ul style="list-style-type: none"> • 5 days OSS <i>and</i> • No school activities <i>and</i> • Parent/Guardian contact, followed by 2 Day ISS <i>and</i> • Referral for drug/alcohol counseling <i>and</i> • Documentation required from Assessment facility to return to school <i>and</i> • Referral to Law Enforcement <p>3rd Infraction:</p> <ul style="list-style-type: none"> • 10 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> • Recommendation for drug/alcohol counseling <i>and</i> • Documentation required from Assessment facility to return to school <i>and</i> • Referral to Law Enforcement
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.	<p>1st and Subsequent Infraction:</p> <ul style="list-style-type: none"> • Referral to law enforcement <i>and</i> • 10 days OSS with no school activities <i>and</i>

		<ul style="list-style-type: none"> • Parent/Guardian Notification <i>and</i> • Recommendation for Long Term Suspension or Expulsion
<p>Under the Influence of Alcohol on Campus or at a School Function</p>	<p>You cannot come on the school premises under the influence of alcohol or at any school function. May be subject to Alcohol or Drug Testing On-Site.</p>	<p>1st Offense:</p> <ul style="list-style-type: none"> • 1-3 Day OSS <i>and</i> • Parent/Guardian contact <i>and</i> • Written Plan followed by 1 day ISS <i>and</i> • Law Enforcement notified <p>2nd Offense:</p> <ul style="list-style-type: none"> • 5 days OSS <i>and</i> • Parent/Guardian contact <i>and</i> • followed by 2 Days ISS <i>and</i> • Referral to Law Enforcement <p>3rd Offense:</p> <ul style="list-style-type: none"> • 10 days OSS with 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>Dangerous Weapons</p>	<p>Weapons are strictly forbidden on school property. (See Pgs. 60-61 for full Dangerous Weapons Policy)</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 Hearing Necessary
<p>Cafeteria/Outdoor Activities</p>	<p>Students are required to follow school rules at all times and follow the instructions of the persons on duty. No running or line cutting. Students must remove their hats, caps, or hoods while in the dining area. No outside food is to be brought into the cafeteria. No throwing food. No food is to be</p>	<p>1st Infraction</p> <ul style="list-style-type: none"> • Verbal Warning <p>2nd & Subsequent Infractions</p> <ul style="list-style-type: none"> • Student will be sent to ISS

	<p>taken outside of the cafeteria. Students are to clean up their table after eating.</p> <p>In the cafeteria Junior High students are to sit in their assigned areas and there is to be no contact with Eagle Center students.</p> <p>In order for students to maintain the privilege of being outside during lunch they must adhere to rules which promote safety and appropriate social interaction.</p> <ol style="list-style-type: none"> 1. Stay in the assigned area. 2. Respectful behavior towards others. 3. Wrestling or rough play is not permitted. 4. Throwing rocks and snowballs is not permitted. 5. A student needs to tell the staff member on duty of any incidence that occurred so it can be addressed immediately. 6. Students are not allowed on the handicap ramp at any time unless pre-approved. 	
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- Students are expected to take responsibility and accept the consequences for their actions in order to maintain a respectful learning environment for all stakeholders.
- Violations and offenses are cumulative and consequences increase for each offense during the school year.
- Disciplinary records remain in the students file for the duration of enrollment.
- Students lose the ability to participate or attend school activities until the day following consequences are completed.
- Students having excessive behavior issues may lose the ability to participate in school activities for the remainder of the semester or year.

XVI. 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.

XVII. DANGEROUS WEAPON 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, utility knife, razor blades, 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.

XVIII. 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:

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.
1. Exhibit behavior or gestures which symbolize gang membership. The following are specifically prohibited:
 - a. Gang-style graffiti (ex: German swastika, my crazy life, crowns, etc.)
 - 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.
 2. Cause and/or participate in activities which intimidate or adversely affect the educational activities of another student, or the orderly operation of the school.
 3. Individually (or in a group/gathering) threaten or intimidate others.
 4. 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.
 5. 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

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. Junior High students are not permitted in the High School during school hours or after school.

B. SECURITY

All doors will remain locked throughout the day. The Junior High Office staff will monitor the entrances via camera and allow visitor access to the building.

C. LOCKERS

Students will be issued a school locker to keep books and personal belongings. Students are advised against leaving money and/or other valuables in their locker. Large amounts of money or other items of personal value should not be brought to school. Students shall not share their locker with anyone else. Lockers are school property and are subject to inspection at any time.

D. MEDIA CENTER

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. 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 must remove their hats, caps, or hoods while in the dining area. No outside food is to be brought into the cafeteria. No throwing food. No food is to be taken outside of the cafeteria. Students are to clean up their table after eating.

H. OUTDOOR ACTIVITIES

Administrative discretion will be used to determine whether students will have ISS 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 is prohibited.

I. PERSONAL ITEMS

Students are discouraged from bringing personal items to school unless pre-approved by the school. 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.

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 8:10 a.m. All country buses will depart at 3:40 p.m. from the horse shoe by the high school. The school will provide transportation if a student misses the bus and we 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.

C. VEHICLES

The Parking Lot is for use by staff, guests, and High School students only. Junior High students are NOT allowed to drive to school unless they have a valid Driver's License and proof of insurance. Students

bringing personal vehicles to school must have the required parent/guardian signature and form completed with proof of insurance and a valid driver's license to operate a vehicle.

D. 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.

E. SKATEBOARDS, ROLLER SKATES, ROLLER BLADES, HEELYS, SNOWBOARDS AND SCOOTERS

Skateboards, roller skates, roller blades, and scooters are not allowed on school property. **DO NOT BRING THESE ITEMS TO SCHOOL!** These items will be confiscated and kept until a parent/guardian picks them up. Heelys may not be used during the school day or during school-sponsored activities. Students wearing them on the way to school should pop the wheels out upon arrival and keep them out for the remainder of the school day. If they are used during the day, any staff member may ask for them, and parents/guardians may pick them up. If a student refuses to comply with the 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 Nondiscrimination/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.KansasCity@ed.gov (email).

B. EQUAL EDUCATION OPPORTUNITIES STATEMENT

The Cheyenne-Eagle Butte School (C-EB) believe that a valuable element of education is the development of respect of 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 (LGBTQ25+)*, disability, national origin or ancestry, military/veterans 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 group.

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 (LGBTQ25+)*, or status as a veteran.

*LGBTQ25+ 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 programs, 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 C-EB Staff have been designated to handle inquiries or complaints regarding the C-EB Schools' non-discrimination policies:

PROGRAM	CONTACT PERSON	MAILING ADDRESS	PHONE NUMBER	EMAIL
District 20-1 Federal Programs: Title II, Title III, Title VI, Title IX, IMPACT Aid, Perkins, JOM	Keith Watt Business Manager	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	(605) 964-4911	Keith.Watt@k12.sd.us
BIE Title IX	Dr. Kathie Bowker, BIE Acting Supervisor	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-8777	Kathie.Bowker@bie.edu
BIE Activities Director Title IX	Allen Benoist, Athletic/Activities Director	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-8744, 8755	Allen.Benoist@bie.edu

District 20-1 SPED Director	Rebecca Smith 20-1 SPED Director	PO 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	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-8744, 8755	Carla.Bluecoat@bie.edu
BIE E.A.G.L.E. Center Principal	Dr. Vicki Birkeland, EC Principal School-to-Work Coordinator	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-8771, 8773	Vicki.Birkeland@bie.edu
BIE High School Principal	Francine Hall, High School Principal	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-8744, 8755	Francine.Hall@bie.edu
BIE Junior High Principal	Dr. Kathie Bowker, Jr. High Principal	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-7841, 7841	Kathie.Bowker@bie.edu
BIE Primary Section 504 Coordinator	Leslie Logg, Acting Primary Principal	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-7920, 7921	Leslie.Logg@bie.edu
BIE E.A.G.L.E. Center Section 504 Coordinator	Gina Veo, E.C. Counselor	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-8771, 8773	Virginia.Veo@bie.edu
BIE High School Section 504 Coordinator	Jill Kessler, High School Counselor	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-8744, 8755	Jill.Kessler@bie.edu
BIE Junior High Section 504 Coordinator	Jamie O'Neal, Jr. High Counselor	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-7841, 7842	Jamie.Oneal@bie.edu
District 20-1 Upper Elementary Section 504 Coordinator	Jo Ellen Berndt, Upper Elementary Counselor	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	(605) 964-4911	Joellen.berndt@k12.sd.us
District 20-1 Title 1	Cora Petersen, Upper Elementary Principal	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	(605) 964-4911	cora.petersen@k12.sd.us
C.R.S.T. Title 1	Chip Bird Necklace, Program Director	PO Box 590 E Street Bldg #2002 Eagle Butte, SD 57625	(605) 964-8577	chip.birdnecklace@gmail.com

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 and accessed electronically at this link www.ohitika.com. Students or parents/guardians have access to student school records. A student grievance procedure is set forth in the Student-Parent/Guardian Handbook of Policies, Procedures, and Practices of the Cheyenne-Eagle Butte Schools are available on the Ohitika website and are located in the 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. A written explanation to the homeless child's parent or guardian, including a statement of appeal rights (see Complaint Procedure).

MCKINNEY VENTO STUDENT ASSISTANCE

- i. ENROLLMENT
Ensure the immediate enrollment of children or youth experiencing homelessness until all enrollment records may be secured, i.e. academic records, medical records, proof of residency, degree of Indian blood, or other documentation.
- ii. SCHOOL OF ORIGIN
Keep a child or youth experiencing homelessness in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian.
- iii. NOTICE OF RIGHTS
Ensure the elimination of stigmatization or segregated services and the elimination of other identified barriers for homeless children and youth.
- iv. COMPARABLE SERVICES
Provide children or youth experiencing homelessness with services comparable to services offered to other services in the school including the following:
- v. TRANSPORTATION SERVICES

Educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and education programs for students with limited English proficiency.

Programs in vocational and technical education.

Programs for gifted and talented students.

School nutrition programs.

vi. **BARRIERS TO ENROLLMENT**

Revise and revise any policies that may act as barriers to the enrollment of homeless children. Shall give consideration to issues concerning transportation, immunization, residency, birth certificates, school records and other documentations, and guardianship.

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 school disputes), and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure. Parents and 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 or 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.)

E. 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. Procedures to channel complaints to the personnel best positioned to resolve the issue;
2. Procedures to formally accept, acknowledge and respond to complaints;
3. Procedures to elevate 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.

F. 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.

G. SEXUAL HARASSMENT

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. "Sexting" –the digital sending or sharing of inappropriate sexual material;
8. Pressure for sexual favors;
9. Touching oneself sexually or talking about one's sexual activity in front of others;
10. 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

Cheyenne- Eagle Butte 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.

H. CONFIDENTIALITY

- 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.
- 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.

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

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

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

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow 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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J. SECTION 504

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, communication, 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.

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

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

K. ASBESTOS

The Asbestos Hazard Emergency Response Act (AHERA) requires that all public school buildings be inspected or re-inspected for the presence of asbestos every three years after a management plan is in effect. This same statute also requires initial and annual notifications of the availability of a management plan which outlines the steps to be taken to eliminate the hazard. We, at the Cheyenne-Eagle Butte School are willing to comply with this statute because of our great concern for the well-being of your children. We have received a management plan which identifies all asbestos in the school. The plan is available for public review in the C-EB School Supervisor’s office or at the District Superintendent office.

L. LOCATION OF SCHOOL POLICIES

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 (COO), Health and Wellness, and other) are filed at the 95-561 BIE School Supervisor and 20-1 School Superintendent Offices.

CHEYENNE-EAGLE BUTTE SCHOOL PARENT/GUARDIAN/STUDENT COMPACT

The Cheyenne-Eagle Butte School, parents/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, parents/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.
 - We will have one parent-guardian-teacher conference in the first semester and one in the second semester.
3. Provide parents/guardians with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - Keep parents/guardians informed on their child's progress through mid-term progress reports and quarterly report cards. Notify parents/guardians immediately if child is earning "D" or "F" in any subject area.
4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/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 parents/guardians opportunities to visit their child's classroom and observe classroom activities.
 - Parents/guardians will be invited to participate in school activities on an ongoing basis.
 - Parents/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 parents/guardians and students of upcoming events in a timely manner.

- Communicate by sending notes home, mailing information, or by school reach.
7. Provide parents/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 parents/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 complete before turning it into the classroom teacher.
 - 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.
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 parents/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: _____