

# **Cheyenne-Eagle Butte High School**

## **Student-Parent/Guardian Handbook**



**2020-2021**

### **OUR MISSION:**

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

### **OUR VISION:**

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

### **HIGH SCHOOL VISION STATEMENT:**

**Our vision is to provide a safe, caring, and stimulating environment where learners will recognize and achieve their fullest potential.**



# Cheyenne Eagle Butte Schools

## High School

W. Frontier Ave Bldg. #2006  
PO Box 672  
Eagle Butte, South Dakota 57625  
(605) 964-8744, 8755  
Fax (605) 964-8700  
Website: [www.ohitika.com](http://www.ohitika.com)



Francine Hall, HS Principal  
Karon R. Buffalo, HS Clerk

[Francine.Hall@BIE.EDU](mailto:Francine.Hall@BIE.EDU)  
[Karon.Buffalo@BIE.EDU](mailto:Karon.Buffalo@BIE.EDU)

August 24, 2020

Dear C-EB Students, Families and Community:

Welcome to Cheyenne-Eagle Butte (C-EB) High School! We are happy you have selected C-EB as your school and have decided to join the Braves family.

I am appreciative and humble to serve as the Principal and to assist you in your high school journey. You will find in our school a rich tradition of Lakota culture and language and academic excellence. Our graduates have continued their education at college and technical schools and many have returned to Cheyenne River to work with our people.

Our faculty, staff, and administration are committed to provide you with educational and extra-curricular activities to enhance your development as young adults. I encourage you to participate in extra-curricular activities, however, please remember your purpose in attending high school is to obtain an education so academics must be your utmost concern and priority. The grade that goes on your high school transcript will remain for life so strive to get a grade that you will be proud of. We will focus on preparing you with the essential skills for life after high school to enable you to be successful in whatever endeavor you choose.

We have faculty, staff, and administration who choose to work here to guide you in your journey through high school. Please inculcate the Lakota Values: Wo'cekiye (Spirituality), Wao'hola (Respect), Waun'sila (Caring and Compassion), Wówičakĥe (Honesty), Wawokiye (Generosity and Helping), Wah'wala (Humility), and Woksape (Wisdom). Wao'hola (Respect) is an important value in our interaction with each other. Please be respectful to your teachers, counselors, paras, clerks, custodians, bus drivers, cafeteria staff, and principal and you will receive respect back from them.

My door is always open to you to provide us with constructive feedback, ideas, and suggestions for continuous improvement. Have a successful and memorable year! GO BRAVES!!

Francine Hall, Principal

**MISSION: TO PREPARE STUDENTS WITH THE ACADEMIC, SPIRITUAL, PHYSICAL, CULTURAL AND SOCIAL SKILLS NEEDED TO BE LIFELONG LEARNERS AND PRODUCTIVE WORLD CITIZENS IN A TECHNOLOGICAL WORLD.**

# TABLE OF CONTENTS

Parent Letter.....	2
Table of Contents.....	3-6
Equal Opportunity and Affirmative Action.....	6
Policy Text Disclaimer.....	6
Calendar.....	7
Staff Listing.....	8
School Traditions.....	9
Lakota Values.....	9-10
A. Seven Values.....	9
B. Flag Song.....	9
C. Tribal Ordinance 66 (Section 4, 2 a and b, 3 a: 1, 2, 3, b:1, 2, 3.....	9-10
D. Lakota Language/Culture History.....	10
Student Rights, Responsibilities, & Expectations.....	11-14
A. BRAVES Expectations.....	11
B. Positive Behavior Intervention Support (PBIS).....	11
C. Olweus®/Bullying Prevention and Intervention/School Bullying Policy.....	11-12
D. Rights of Individual Students.....	12-13
E. Physical Education.....	13
F. Student Appearance.....	13-14
Communications.....	14-16
A. Community and Parent/Guardian Involvement.....	14
B. Telephone Use and Messages.....	14
C. Cell Phones and Portable Electronic Devices.....	14-15
D. Keeping Students After School.....	15
E. Early Dismissal.....	15
F. School Closing.....	15
G. Classroom Visitors and Guidelines.....	16
H. Parent/Guardian Support of Student Activities.....	16
School Admission.....	16
A. Parent/Guardian Options and Involvement.....	16
B. Start Date.....	16
Attendance.....	17-21
Daily Schedule.....	17
A. Early Arrival to School.....	17
B. Compulsory Attendance.....	17
C. Truancy.....	17-18
D. Maximum Absences.....	18
E. Notification of Procedure for Absences.....	18-19
F. Appeal Process.....	19
G. Leaving School.....	19-20
H. Excused Absences.....	20
I. Irregular Attendance.....	20
J. Skipping Class.....	20
K. Make-Up Work/Student Responsibility.....	20-21
L. Parents/Guardians Responsibility.....	21
M. Hallway Passes.....	21
N. Tardiness.....	21
O. Excellent Attendance Recognition.....	21
Academics.....	21-30
A. ESSA.....	21-22
B. Grading Scale.....	22

1. Incomplete.....	22
2. Pass/Fail.....	22
3. Courses Eligible For Alternative High School Grading Scale.....	22
C. Honor Roll.....	22
D. Honor Student Policies.....	22-23
1. Graduating Honor Student.....	22
2. Class Rank.....	22
3. National Honor Society.....	23
E. Assessments (Testing).....	23
F. Less Than Proficient Assessment Scores.....	23
G. Parent Portal.....	23
H. Student Academic Progress Reports.....	23
I. Failure In Any Subject/Course.....	23
J. Homework Policy.....	24
K. Graduation Requirements.....	24
1. Graduation Course Requirements.....	24
2. Class Standing.....	24
3. Graduation.....	24
South Dakota High School Graduation Requirements.....	25-27
L. Correspondence/Dual Credit/On-line Courses.....	28
M. Class Load Requirements.....	28
1. Part-Time vs. Full-Time.....	28
N. Class Changes.....	28
O. Response to Intervention.....	28
P. Educational Services.....	28
1. Special Education Services.....	28-29
2. Extended School Year.....	29
3. Section 504 Summary.....	29-30
4. Gifted & Talented Program.....	30
5. Title I Program.....	30
6. 21 <sup>st</sup> Century Program.....	30
7. After School Program (K-12).....	30
8. Summer School.....	30
Special Education Referral Process Diagram.....	31
Co-Curricular Activities.....	32-34
A. Student Organizations.....	32
B. Field Trips(All Field Trips and the Attendance are Subject to Administrative Discretion).....	32
C. Field Trips Expectations.....	32
D. Dance Policy.....	32
E. Parent/Guardian/Student/Class/Community Fundraising.....	33
F. Parent/Guardian Support of Student Activities.....	33
G. Sports Physicals.....	33
H. Eligibility.....	33-34
I. Procedure for Dismissal of Student From a Co-Curricular Activity.....	34
J. Student Support of Student Activities.....	34
Valuable Resources.....	35-38
A. Teacher Qualifications (Parent/Guardians Right to Know).....	35
B. Parent/Guardian Involvement Policy.....	35
C. Implementation Description of Required Parental Involvement Policy Components.....	35-38
D. General Expectations.....	38
Health, Safety, and Security.....	38-41
A. Health/School Nurse.....	38-39

B. Food Allergies.....	39
C. Health Emergencies.....	39
D. Wellness Policy.....	39
E. Internet Use.....	39-40
F. C-EB Suicide Ideation and Intervention Approach.....	40
1. National Suicide Prevention Life Line <b>1-800-273-8255-TEXT 741741</b> .....	40
G. Guidance and Counseling.....	41
Behavior.....	41-56
A. Administrative Discretion.....	41
B. Student Disciplinary Procedures.....	41-42
1. -4. In Classroom Discipline Procedures.....	42
C. Fair Procedure/Due Process.....	42-43
D. Disciplinary Actions for Behavior Infractions.....	43-44
1. In-School-Suspension.....	44
2. Out-of-School Suspension.....	44
E. Short Term Disciplinary Actions.....	44
F. Long Term Disciplinary Actions.....	44
G. Discipline of Students with Disabilities/ Manifestation Determination.....	44
H. Police/FBI Questioning of Students.....	44-45
I. Law Enforcement.....	45
J. Timeout.....	45
K. Matrix of Disciplinary Consequences.....	46-53
L. Retaliation.....	54
M. Gang & Gang Related Behaviors Policy.....	54
School Buildings and Grounds.....	54-56
A. School Premises.....	54
B. Security.....	55
C. Media Center.....	55
D. Lockers.....	55
E. Lost and Found.....	55
F. Damaged/Loss of School Property.....	55
G. Personal Items.....	55
H. Cafeteria/Closed Lunch.....	55
I. Outdoor Activities (Lunch).....	55
Transportation.....	56
A. School Buses.....	56
B. Bus Infractions.....	56
C. Bicycles.....	56
D. Roller Skates/Skate Boards/Heelys/Snowboards and Scooters.....	56
E. Personal Vehicles.....	56
Cheyenne-Eagle Butte School Policies & Regulations.....	56-66
A. Non-Discrimination.....	56-57
B. Equal Education Opportunities Statement.....	57
C. Complaint Procedure-Discrimination, Harassment, Programs, Complaints.....	58
D. Public Complaint Procedure.....	58
E. Student Policy Location.....	58
F. Harassment Policy.....	59
G. Sexual Harassment.....	59-60
H. Mandatory Reporting.....	60
I. Family Education Rights and Privacy Act (FERPA).....	60-61
Table of Contacts For Inquiries and Complaints on Non-Discrimination Policies.....	61-62
J. McKinney Vento/Homeless Policy.....	62-63
K. Asbestos.....	63-64

L. EAGLE Center.....64  
M. School/Parent/Student Compact.....65-66

**EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION (EOAA)**

The Cheyenne-Eagle Butte School advises students, parents/guardians, employees and the general public that educational programs or activities and employment opportunities will be offered without regard to sex, race, color, national origin, or disabilities.

**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**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**September 2020**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**October 2020**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**November 2020**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**December 2020**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**January 2021**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**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 1<sup>st</sup> 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 1<sup>st</sup> 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 3<sup>rd</sup> 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	Yellow
Vacation – No School	Blue
Professional Dev. Full day	Orange
PTC No School	Pink
1:00 Student Release	Green

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**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

**March 2021**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**April 2021**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**May 2021**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**June 2021**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**July 2021**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## STAFF LISTING

<b>High School Principal</b>	<b>Francine Hall</b>
<b>Dean of Students (located in the Primary)</b>	<b>Angel Lee</b>
<b>Athletic Director</b>	<b>Allen Benoist</b>
<b>Attendance Clerk</b>	<b>Wynema Tsosie-Dupris</b>
<b>Clerk</b>	<b>Karon Buffalo</b>
<b>Certified School Counselors</b>	<b>Lola Blue Earth &amp; Jill Kessler</b>
<b>Parent Involvement Coordinator</b>	<b>Michon Marshall</b>
<b>Registrar</b>	<b>Melissa Neigel</b>
<b>School Resource Officer</b>	<b>Don Mitchell</b>
<b>Social Worker (7<sup>th</sup>-12<sup>th</sup>)</b>	<b>Suzanne Eagle Staff</b>
<b>Special Education Teachers</b>	<b>Carla Blue Coat &amp; Rocel Gonzalez</b>
<b>Time-Out Coordinator</b>	<b>Dustin Dupree</b>
<b>Agriculture Teacher</b>	<b>Doug “Lynn” Hoffer</b>
<b>Business &amp; Computer Teachers</b>	<b>Demi Gunville &amp; Nadia Deal</b>
<b>English Teachers</b>	<b>Ruth Beckler, Monica Eisenbraun, Virginia Callahan</b>
<b>Career and Technical Education Teacher</b>	<b>Vacant</b>
<b>Fine Arts Teacher</b>	<b>Music-Mrs. Cheryl Ulmer &amp; Art-Vacant</b>
<b>Industrial Arts Teacher</b>	<b>Dale McCrea</b>
<b>Physical Education/Health Teacher</b>	<b>Vacant</b>
<b>Lakota Language/Culture Teachers</b>	<b>Vacant &amp; Vacant</b>
<b>Librarian</b>	<b>Jack Shillingstad</b>
<b>Math Teachers</b>	<b>Steven Beckler, Kelly Shoemaker, &amp; Vacant</b>
<b>Science Teachers</b>	<b>Joseph Moreno, Vacant, &amp; Vacant</b>
<b>Social Studies Teachers</b>	<b>Larry Elwess, Brenda Lemmon, &amp; Douglas Petersen</b>
<b>Paraprofessional Educators</b>	<b>Vacant, JoLavae Gunville, Rhonda Lesmeister, Vacant, Joshua De La Rosa, Jordan Stadel, Keni Jo Ducheneaux, Thomas Hawk Eagle, Kirbie Longbrake, Amber Marshall, Chase Pay Pay, Rhonda Swan, Calli Thompson</b>



## SCHOOL TRADITIONS

School Song:	On Wisconsin
Our Name:	Braves
Our Colors:	Scarlet, Columbia Blue, & White
Our Paper:	Ohitika ta Wotonin Wowapi
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)*, *Wówičakħe (Honesty)*, *Wawokiye (Generosity & Helping)*, *Wah'wala (Humility)*, and *Woksape (Wisdom)*.

### B. TĤAWÁPAHA OLÓWADĤ" (LAKOTA FLAG SONG)

Tĥuŋkášilayapi, tĥawápaha kiŋhán oíhaŋke šni hé nážiŋ kte ló. Iyóħlateya oyáte kiŋhán wičhíčhaŋiŋ kta čha, léčhamuŋ weló	The President's flag will stand forever; Under this flag the people will grow. So I do this.
---	--

### C. C.R.S.T. TRIBAL ORDINANCE 66 (Section 4, 2 a & b; 3 a: 1, 2, 3, b: 1, 2, 3; Section 5; Section 6)

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

(2) Kindergarten through 6<sup>th</sup> 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 6<sup>th</sup> grade, and

- 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 3<sup>rd</sup> grade.
- 4<sup>th</sup> through 6<sup>th</sup> 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 4<sup>th</sup> through 6<sup>th</sup> grade.

(3) 7<sup>th</sup> through 12<sup>th</sup> 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) *7<sup>th</sup> and 8<sup>th</sup> Grade*. Lakota language instruction for Indian students in the 7<sup>th</sup> and 8<sup>th</sup> grade shall continue to emphasize conversational use of Lakota language.
  - (2) *9<sup>th</sup> and 10<sup>th</sup> Grade*. Lakota language instruction for students in the 9<sup>th</sup> and 10<sup>th</sup> grade shall emphasize instruction in Lakota grammar and reading of Lakota or Dakota texts.
  - (3) *11<sup>th</sup> and 12<sup>th</sup> Grade*. Lakota language instruction for students in the 11<sup>th</sup> and 12<sup>th</sup> 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.<sup>2</sup>
- (1) *7<sup>th</sup> and 8<sup>th</sup> Grade*. Instruction in Lakota culture for Indian students in the 7<sup>th</sup> and 8<sup>th</sup> 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) *9<sup>th</sup> and 10<sup>th</sup> Grade*. Instruction in Lakota culture for Indian Students in the 9<sup>th</sup> and 10<sup>th</sup> grade shall emphasize the public events and the ceremonies that are central to Lakota culture.
  - (3) *11<sup>th</sup> and 12<sup>th</sup> Grade*. Instruction in Lakota history and culture for students in the 11<sup>th</sup> and 12<sup>th</sup> 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 5. Other Required Language Instruction

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

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

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

#### **D. LAKOTA LANGUAGE/CULTURE/HISTORY**

Since the Cheyenne-Eagle Butte School system is located in the heart of the Cheyenne River Sioux 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.

<https://indianeducation.sd.gov/documents/OcetiSakowinEUS.pdf>

# STUDENT RIGHTS, RESPONSIBILITIES, AND EXPECTATIONS

(Anti Bullying Act/Ordinance Available in the front office)

## A. BRAVES EXPECTATIONS



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

## B. POSITIVE BEHAVIOR INTERVENTION SUPPORT

**(PBIS)** is a K-12 initiative that gives students a set of expected positive behaviors appropriate for learning and for positively interacting with each other and staff.

## C. OLWEUS/BULLYING 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 1<sup>st</sup> 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**

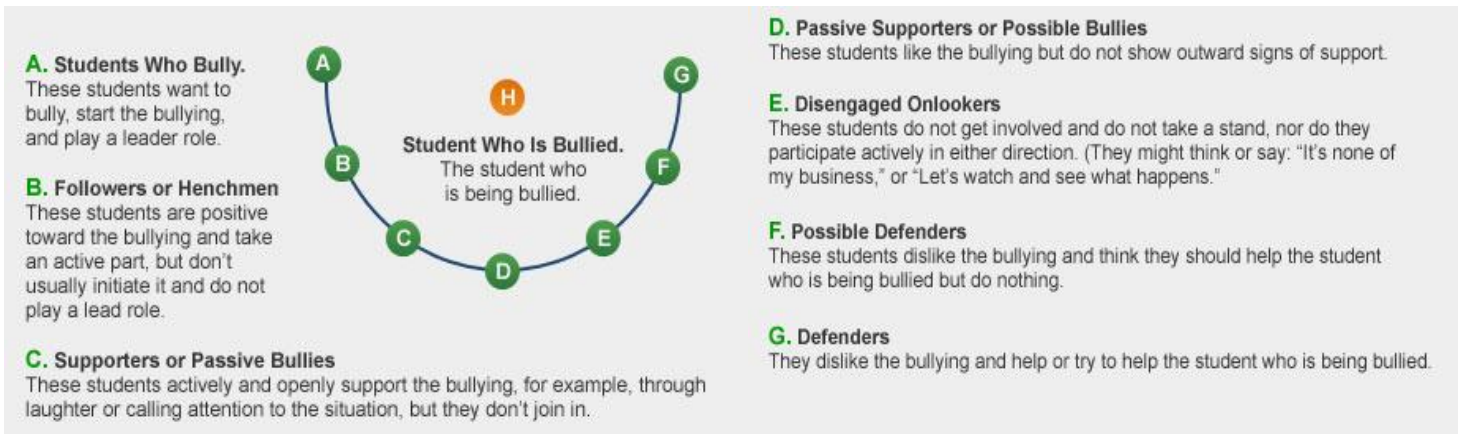
- 10 days OSS with no school activities **and**
- Referral to law enforcement if severity warrants **and**
- *Referral to School board for long-term suspension/expulsion*

**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 STUDENTS:**

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 physical education instructor and principal who will take the illness or injury into account when requesting the child to perform physical activities.

## **F. STUDENT APPEARANCE**

Individual students and their parents or guardians bear the responsibility for student dress and general appearance. Students are required to attend school in appropriate dress, grooming, and appearance that meet health and safety standards, and that do not interfere with the educational process. This dress code is designed to help students and their parents recognize choices regarding attire that would be appropriate in their future workplace as well as in an educational setting.

Students may be required to wear appropriate protective gear in certain classes, e.g., technology, family and consumer science, physical education.

Clothing, attire, notebooks, personal property, or any manner of grooming, which has an expression (e.g., phrase, word or words) or insignia (e.g., picture, symbol, patch, or pin) which contains the following will not be permitted: Alcohol, tobacco, and/or other drug references; libelous statements, unfounded charges or accusations; obscenity, defamation of persons, discriminatory or false statements, or plagiarism; vulgarity, subject matter advocating racial or religious prejudice, hatred, or violence; the breaking of laws and school policies and regulations; subject matter promoting sexual or other harassment, or which, itself, may reasonably lead to disruption of the educational process or that is not consistent with the basic educational mission of the schools.

This includes, but is not limited to, apparel, jewelry, accessories, or any manner of grooming which, by virtue of its color, arrangement, trademark, or other attribute, is reasonably perceived, or intended, to intimidate, threaten, incite violence, reflect gang affiliation, or membership in a group that advocates drug use or other illegal or violent activity.

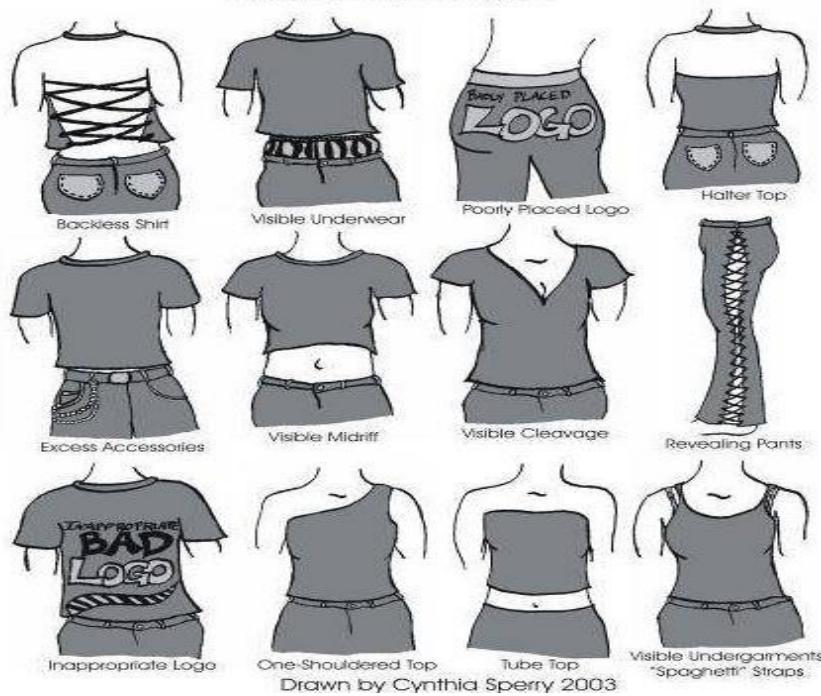
The wearing of hats, face masks, (or other headgear), and coats or other outerwear, except for religious or medical reasons, is prohibited in school buildings during the school day.

At the high school level (grades 9-12), the wearing of headgear that obscures the eyes and face, as well as coats or other outerwear, except for religious or medical reasons, is prohibited in school buildings during the school day.

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, tube tops and short shorts are prohibited. Students who continue to wear items of such as these are considered to be willfully disobedient.
4. Caps, hooded garments, hats, or other head-gear must be removed upon entering the school building. They must be properly stored by the student upon entering the school during instructional hours. If not stored they may be confiscated. Refusal to comply will constitute willful disobedience.
5. When caps are worn at school events, they should be worn with the bill forward at all times.
6. Shoes must be worn at all times and must be appropriate for school.

7. Pants must fit properly. Excessively baggy or tight clothing, and clothing which advertises gang symbols or affiliation is prohibited. A pattern of dress in "gang colors" is not allowed. Refer to section on Gang related behaviors for more information.

If you choose to dress inappropriately, you will be asked to change, or be required to wear school-issued clothes. By planning ahead appropriately, you will save yourself the inconvenience of having to change and you will be contributing to a pleasant school atmosphere. Please be advised that the student appearance policy will be enforced for all individuals attending school. Please use the following pictures as a guide for what **NOT** to wear to school:



## COMMUNICATIONS

### A. COMMUNITY 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. Parental involvement is a crucial element in the success of every student and each of our students deserves to be successful.

### B. TELEPHONE USE AND MESSAGES

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

### C. CELL PHONES AND OTHER PORTABLE ELECTRONIC DEVICES

At Cheyenne-Eagle Butte School, we believe creating an environment that cultivates the talents of every student and are committed to upholding academic integrity while providing a safe learning environment free from distraction. Students, staff, parents/guardians of C-EB High School are not allowed to their use of cellular phones and Portable Electronic Device's in the school building to minimize disrupting the educational environment. A Portable Electronic Device (PED) is any piece of lightweight, electrically-powered equipment.

These devices are typically consumer electronic devices capable of communications, data processing and/or utility including, but not limited to, cell phones, headphones, earbuds, mP3 players, pagers, glasses/virtual reality devices, watches with cellular phone connectivity/reception, iPods, iPads, tablets and other electronic audio, photo, or video recording devices. Laser pointers are not permitted in any school building at any time.

1. Students shall not use or possess PED at any time during the school day or on the school campus, facilities, buildings and grounds.
2. It is strongly recommended that students not bring PEDs to school. Students that choose to bring PEDs are personally responsible for their devices, the school will not be held responsible for lost, stolen or damaged equipment and it is the responsibility of the student to safeguard his/her mobile device while on school property. Additionally, these devices are not to be powered on or visible during the regular school day as they are prohibited by school policy. PED are to be stored in a student's locker, car, backpack, or bag during the regular school day.
3. Students may not use PEDs to bully or harass other students, faculty, or staff in any way, including social media. Violations to this policy will result in an investigation, confiscation of device, disciplinary action. The student's PED will not be returned to the student until a parent/guardian conference is held with student and his/her administrator. Law enforcement referral in accordance with local, tribal, state and federal policy and/or laws. In the event a PED is involved in a criminal investigation, administration will hand over the device to law enforcement pending charges. At this juncture, the possession is with the police department and not with the campus.
4. Students may not use PEDs to photograph other students or staff members. Express written permission to photograph any minor student must be obtained from their parent/guardian and approved in advance by building Principal/Dean of Students. The use of photographic equipment (including but not limited to camera phones, devices, apps) in school bathrooms, locker rooms, dressing rooms, or anywhere that students and staff have a strong expectation for privacy is prohibited.
5. There shall be no PED use during assessments, exams or any type of testing.
6. Use of PEDs in hallways is prohibited as the hallways are considered "No-Phone Zones." Texting students while they are engaged in instructional time is prohibited. Reported violations of these policies or use of any electronic device in committing other offenses will be investigated through interviews, artifact/evidence collection, etc. If a PED is involved in an ongoing disciplinary investigation, administration may keep the device until the outcome of the investigation is finalized. Violations will be dealt with according to the matrix for that offense, i.e., use during the school day, harassment, transmission of inappropriate materials, cheating, etc. Consequences will be as stated in the discipline matrix of this handbook.

#### **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. Detention will be from 3:30 p.m. to 4:30 p.m. Monday through Friday with the classroom teacher.

#### **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 School Messenger and over KEVN TV– Rapid City, KIPi-Eagle Butte (93.5 FM), 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. The Cheyenne-Eagle Butte School's official Facebook page will also be used for school announcements.

## G. CLASSROOM VISITOR AND GUIDELINES

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

1. If you wish to visit your child's classroom, ***please contact the principal one-two days in advance***. The principal will notify the teacher of the time and date of the arranged visit.
2. When you arrive at the school, please stop in the office to sign the visitor log and obtain a visitor's badge.
3. While visiting the classroom, parents/guardians are asked to quietly observe. To ensure the privacy of all students, please do not take photographs or use video or audiotapes in the classroom. Please shut your cell phones off while in the classroom.
4. During your visit, the classroom teacher will continue to provide instruction to students. Any questions should be addressed to the teacher at a later time. The teacher will provide you with a short form before you leave the classroom with his/her contact information.

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

All visitors, including parents/guardians, are required to report to and sign in at the office. The 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. Visitors are not allowed to discipline students that are not their children.

## H. PARENT/GUARDIAN SUPPORT OF STUDENT ACTIVITIES

The Cheyenne-Eagle Butte High School appreciates and encourages the participation of parents/guardians at all school activities. Please make sure when you enter the school you sign in and use the sign out sheet. During your visit to your child's (ren's) activity, parents and guardians are asked to quietly participate and ensure the privacy of all students. You may not discipline any student within the classroom. If you have a concern/issue, please address the building principal. Please join us at all parent/guardian activities in the High School.

# SCHOOL ADMISSION

New enrollment or in-district transfer students may enroll at the beginning of each quarter (first two weeks) for grades K-8 and at the beginning of each semester (first two weeks) for the high school with the exception of Eagle Center students. Out of district transfer students will be enrolled upon relocation within the district boundaries. Students expelled or undergoing expulsion proceedings will be considered on an individual basis. Requirements for enrollment include a complete application and promotion to the grade they are entering. **Note: If your child has an IEP or has received services through a special education program, please notify the office immediately. If you are currently homeless, please notify the office staff immediately. The school may assist the student with resources and/or referrals.**

## A. PARENT/GUARDIAN ENROLLMENT 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/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 class each period, each day. Attendance in all class periods will be considered a full day.



# ATTENDANCE

## Code of Federal Regulations

### 4.25 CFR 39.106

**§ 39.214 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	Kindergarten	1-3	4-5	6-8	9-12
Hours Required	720	875	900	962.5	970

## High School Daily Schedule

Period	Begin	End	Period Minutes
Period 1 (EIS)	8:00 AM	8:30 AM	30
Period 2	8:34 AM	9:35 AM	61
Period 3	9:39 AM	10:40 AM	61
Period 4	10:44 AM	11:45 AM	61
Lunch	11:45 AM	12:10 PM	0
Period 5	12:14 PM	1:15 PM	61
Period 6	1:19 PM	2:20 PM	61
Period 7	2:24 PM	3:25 PM	61

**396**

Students are allowed 4 minutes to pass between classes.

Students are not released early to lunch to comply with laws & regulations above.

### A. EARLY ARRIVAL TO SCHOOL

Students who arrive at school before 8:00 a.m. may be in either the cafeteria for breakfast, in designated classrooms or outside in the common areas. They are not allowed in the library or unsupervised classrooms. **Adult supervision will be provided starting at 7:30 a.m.**

### 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. Compulsory Attendance and Tribal Adult Definition Cheyenne River Tribal Court, Section 16.05.5 School Attendance Ordinance, "All children five (5) years of age and older and/or younger than eighteen (18) years of age shall attend school regularly, unless subject to a valid suspension, expulsion, or other order." The official attendance policy for the High School is in accordance with tribal, federal, and state law.

As amended by Resolution 294-97-CR, effective October 9, 1997, and Resolution 288-97-CR, effective October 29, 1997.

3.03 "Adult" A person who is eighteen years of age or older or who is sixteen years of age or older and has been married or who is sixteen years of age or older and is the custodial parent of a child or who has been otherwise emancipated by the Children's Court.

### C. TRUANCY

Under the CRST Children's Code, passed on May 18, 2011, the school attendance law has changed and will affect all schools that are on the Cheyenne River Sioux Indian Reservation. The Section 16.05 – School Attendance has been changed to Chapter 10, 10.01 – School Attendance. For your information, this policy is included in the Cheyenne-Eagle Butte High School Handbook.

## CHEYENNE RIVER SIOUX TRIBE-CHAPTER X – 10.01 SCHOOL ATTENDANCE

All children older than five (5) years and younger than eighteen (18) years shall attend school regularly unless they have graduated from high school or received an equivalency degree. Unless subject to a valid suspension, expulsion, or other order prohibiting them from attending school, children shall be in violation of this section if they:

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

### D. MAXIMUM ABSENCES

- Students who miss ten days of consecutive 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. A grade of No Credit (NC) will automatically be entered by designated staff, taking the place of any passing grade in courses exceeding 10 absences. The Appeal Process (See F. Appeal Process) can be initiated by submitting a letter to the Attendance Clerk.
- **Any student that exceeds maximum absences is required to attend a parent/guardian-student-administrative meeting.**

### E. NOTIFICATION PROCEDURE FOR ABSENCES

**Daily:** Contact parents/guardians via – phone, email, in person; regarding daily absences if the school does not receive a phone call or note.

**After the 3<sup>rd</sup> absence:** The Attendance Clerk will make written notification with the student and parents/guardians notifying him/her of the absences and explaining the possible consequences of continued absenteeism. High School Principal or designee will meet with parent/guardian and student to determine a plan of action to improve attendance and address any issues or concerns that may impede school attendance and academic progress.

**After 5<sup>th</sup> absence:** The Attendance Clerk will make written notification with the student and parents/guardians notifying him/her of the absences and explaining the possible consequences of continued absenteeism. High School Principal or designee will meet with parent/guardian and student to determine a plan of action to improve attendance and address any issues or concerns that may impede school attendance and academic progress.

School Counselor will meet with student individually to determine the cause or reason for absences and provide academic and/or emotional counseling or other services (alternative education program, review of educational status and action plan) if needed. Both the counselor and student will sign and date a conference record for attendance file documentation.

**After 8<sup>th</sup> absence:** The Attendance Clerk will make written notification with the student and parents/guardians notifying him/her of the absences and explaining the possible consequences of continued absenteeism. High School Principal will meet with parent/guardian and student to determine a plan of action to improve attendance and address any issues or concerns that may impede school attendance and academic progress.

**After the 10<sup>th</sup> absence:** The tribal prosecutor and/or appropriate Department of Social Services representatives will be informed if home visits and/or phone calls by the Attendance Clerk and/or office are disregarded. Parents/Guardians will be notified in writing that affidavits will be filed with the C.R.S.T. Tribal Prosecutor.

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

***\*\*\*If a child is not in school for multiple days, a DSS referral, along with a home visit from school staff and/or social worker will be made.***

## F. APPEAL PROCESS

### Exceeding 10 day Absences Appeal

Student/Parent/Guardian may request, in writing, a hearing after their absences exceed the maximum allowed. The Committee consisting of the Principal, Dean of Students, the teacher of the class in question, one designated staff who is not a teacher (Attendance Clerk), and one counselor or school social worker who is a student advocate/advisor shall hear the appeal. Student/Parent/Guardian will have the opportunity to present any evidence, data, and documentation relating to excessive absences. The Credit Hearing Committee will discuss and determine reinstatement of credit with final decision of Building Principal. \*\*Note: Appeals are only granted for those courses in which the student is receiving a passing grade.

### 10 Day Drop Appeal Process

Student/Parent/Guardian may request, in writing, a hearing after their absences exceed the maximum allowed. The Hearing Panel may approve one of following for the student: re-enrollment at the high school, 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

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of schools hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted an approval based on extenuating circumstances, a student will not regularly be released before the end of the school day.

Federal and state rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day.

Cheyenne-Eagle Butte High School adheres to the following procedure to document parent/guardian consent:

A parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once identity is confirmed and verified, a campus representative will then notify the student. For safety and stability of the learning environment, we cannot allow you to go to the classroom or other area. If the student is returning to campus the same day, the parent/guardian or authorized adult must sign the student in at the main office. Documentation regarding the reason for the absence will also be required.

If a student becomes ill during the school day and school personnel determines that the student should go home, the school will contact the student's parent/guardian to obtain the parent/guardians direction for release from school. Unless directed by the parent to release the student unaccompanied, the parent/guardian or other authorized adult must follow the sign-out procedures as listed above.

## At Any Other Time

During the school day, students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Handbook.

### H. EXCUSED ABSENCES

Students are expected to be present in each of their classes during any grading period. An absence is defined as not being present or leaving without permission. Teachers will take attendance at the beginning of each class period. Students are expected to be present in each of their classes during any grading period. An absence is defined as not being present or leaving without permission.

\*An **Excused Absence** is given when documentation is provided to the attendance office within reasons #1.-5.

\*An **Unexcused Absence** is given when documentation is not provided or permission has not been granted. Students are responsible for all class work and homework assignments regardless of the reason for missing class. An unexcused absence may result in a no pass or failing grade for the assignment missed.

Full day of school attendance is required to participate in extra-curricular activities (field trips, off campus and evening activities).

1. Personal Illness/Medical Appointments: All medical absences exceeding three days shall require a medical statement or parent note.
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: AAU, Snow Queen, 4-H, YMCA, boxing, archery, SDHSAA events if a family member qualifies for state, etc.

SDCL 13-27-6.1 Events of state, youth programs, and work as precinct election official. An elementary and secondary student is eligible to be counted for school attendance **up to five days** in a school term if an excuse from actual school attendance is requested by a parent or guardian for the purpose of attending events of state or nationally recognized youth programs of educational value or for the purpose of working as a precinct election official if the student is at least eighteen years old. If preapproved and all make up assignments or alternative assignments are complete within the allotted time frame.

6. Administrative Discretion or as determined by the Principal on a case by case basis.

### I. IRREGULAR ATTENDANCE

Students whose absences are having a negative impact on their education are subject to disciplinary action ranging from detention to suspension. Irregular attendance is missing 5 or more individual class sessions. For repeated offenses of irregular attendance, parent(s) or guardian(s) will be required to accompany their child to a class prior to re-admittance to the regular setting.

**Chronic absenteeism and excessive absences will be treated as insubordination and court referral will be submitted for truancy.**

### J. SKIPPING CLASS

Students who are caught skipping class, defined as 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, leaving class without permission, 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. Consequences in the Disciplinary Matrix are the same as Irregular Attendance (also above).

**\*\*Consequences align with Irregular Attendance listed in the Disciplinary Matrix.\*\***

**Additional absences will be treated as insubordination and court referral will be submitted for truancy.**

### K. MAKE-UP WORK – STUDENT RESPONSIBILITY

Students will be expected to make up work for all absences. Best practice is to obtain work in advance of missing class for continuity of learning. It is the student's responsibility to arrange for make-up work with each of his/her teachers. The first day the student returns to school from an unexpected/unforeseen absence, he/she is

expected to contact each teacher and make arrangements for the completion of all work that was missed. This will include a timeline for completion of the assignments. Classroom work will be made up within two school days of each period/day to receive full credit. The front office staff does not route work requests or interrupt class time to obtain make-up assignments from absent students.

#### **L. 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.

#### **M. HALLWAY PASSES**

Students are expected to be in the class or activity to which they are assigned. Excessive movement between classrooms and in the hallways can be disruptive to the learning environment. **Teachers and school staff will only grant passes at their discretion and will give the student a maximum of five (5) minutes out of class.** Students that abuse the hall pass system may have their pass privileges revoked. Loitering in the hallways or disrupting classes will result in disciplinary action.

#### **N. TARDINESS**

Chronic tardiness is a significant attendance problem and has a disruptive effect upon the educational process. A tardy is defined as being late to the assigned classroom or designated area. Tardiness caused by a teacher, counselor or administrator must be verified at the time of delay with a pass slip and will be recorded as excused. At the tardy bell, students out in the hall without a written pass will be issued a tardy slip by the attendance clerk/front office staff. Teachers will allow a student to enter class with a formal admission slip or staff escort. Students entering class late will refrain from disrupting the learning environment. Students who are tardy to class will be assigned detention (after school). After multiple tardies, students will be subject to additional disciplinary action. 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.

#### Excused Reasons for Tardiness

\*Medical Appointment

\*Bad Road Conditions

\*Counseling Appointment

\*Court

\*Administrative Discretion

If a written excuse or telephone call is not received within two days after the student returns to school, the absence or tardy shall remain unexcused until documentation and administrator-parent/guardian-student meeting is held to review attendance record.

#### **O. EXCELLENT ATTENDANCE RECOGNITION**

Excellent Attendance is identified as 94% or better. Perfect Attendance will be recognized and rewarded. Acknowledgement of Excellent Attendance will be during the school year and/or at the end of each semester.

## **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 Improvement Plan, students are expected to work toward proficiency in reading and math. The teacher philosophy and grading process will be clearly announced, and the students in each class will receive a written syllabus of coursework the first week of each semester. C-EB school plans and implements interventions and academic enrichment strategies based upon standardized and criterion referenced

assessments given periodically throughout the year. School-wide assessments such as NWEA MAP, and state directed assessment such as Smarter Balanced will be administered. In addition, we expect at least 94% attendance rate for all students.

## B. GRADING SCALES

Grade	Definition	Percentage for all HS Courses	Percentage for Alternative HS Grading Scale for Advanced Courses
A	Outstanding	94% - 100%	90% - 100%
B	Above Average	84% - 93%	80% - 89%
C	Average	74% - 83%	70% - 79%
D	Below Average	64% - 73%	60% - 69%
F	Failure to meet minimum requirements	0% - 63%	0% - 59%
I	Incomplete ( for prolonged excused absences only)		
NC	No Credit due to Credit Loss for Excessive Absences		
P	Passing: Given under certain conditions	At least 64%	At least 60%

- \*Incomplete grades shall become an F if the work is not made up within 2 weeks from semester's end.
- \*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 study hall, learning practice, library science aide, and office aide). 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.
- Courses Eligible For Alternative High School Grading Scale: Honors Algebra I, Algebra II, College Algebra, Physics, Physics – Advanced Studies, Anatomy & Physiology, Honors Chemistry, Honors Eng/Lit I/Comp, Honors Eng/Lit II/Comp, Honors Eng/Comp III – Am.Lit, College Freshmen English, Advanced Animal Science, Advanced Art, Ag Entrepreneurship, & Advanced Computers.

## 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 a term GPA from 3.0 to 3.4
- Superior Honor Roll will be composed of those students with a term GPA from 3.5 to 4.0
- A student will have one week from the end of the term to make up any incomplete to be considered for honor roll status.

## D. HONOR STUDENT POLICIES

### 1. GRADUATING HONOR STUDENT

Honor students will be comprised of those graduating seniors who have at least a 3.0 cumulative GPA. Students will graduate with varying degrees of distinction based on the following scale:

Cum laude (with distinction)	3.0 – 3.5
Magna cum laude (with great distinction)	3.6 – 3.8
Summa cum laude (with highest distinction)	3.9 – 4.0 or higher

### 2. CLASS RANK

The official class rank for the graduating class will be determined at the end of seven semesters. *Students exceeding 18 weeks to complete a course shall not be included in the official class rankings.* The tie break procedure for the number one ranked student will be an evaluation of the students' ACT scores.

### **3. NATIONAL HONOR SOCIETY**

- The Lila Waste Chapter of the National Honor Society follows the criteria set forth by the national honor society council.
- Students who meet the criteria will be invited to apply for membership into the National Honor Society. Applications are reviewed by the faculty council and membership is granted only to those students selected by the faculty council.
- According to the constitution, only those students (Sophomores, Juniors, and Seniors) who have been in school the equivalent of one year may be considered for membership. This period is necessary for students to establish themselves and for the faculty to get to know them. Even after a year, however, it may be necessary to contact a transfer student's former school for further academic/extra-curricular information regarding the student.
- The academic requirement set by the National Council is based on a student's cumulative scholastic average. The minimum scholastic average allowable is 3.0 GPA. These students are then eligible for consideration on the basis of leadership, service, and character.

### **E. 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) that is directly used to make instructional decisions.

### **F. LESS THAN GRADE LEVEL/PROFICIENT/PROGRESSIVE SCORES-STANDARDIZED ASSESSMENT OR OTHER ASSESSMENTS**

If a student scores below grade level/proficient/progressive on a standardized assessment in reading, math, or science 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, or summer school.

### **G. PARENT PORTAL**

We strongly encourage parents/guardians to sign up for Parent Portal. This is a program that you can check the grades, attendance, activities of all your students online. You can sign-up with the Registrar at the High School, call 605-964-8744 for a tutorial.

### **H. 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 semester. Teachers will send progress reports monthly and deficiency/failing reports weekly until the grade reaches passing. Weekly eligibility slips will be collected for students in grades 9-12 for the purpose of determining eligibility for state sanctioned extra-curricular activities. Teachers will have all grades updated in NASIS by noon every Tuesday. Eligibility will be done electronically at 4:00 every Tuesday.

### **I. FAILURE IN ANY SUBJECT/COURSE**

Parents/Guardians will be notified by the teacher if a student's grade falls below passing via telephone and mail. If a student is failing in any subject at mid-term, the Building 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, or summer school. If a student has an F in any class, they will be required to create an academic support plan with teacher and parent/guardian. Academic plans may involve students being required to participate in an after school tutoring or evening tutorial program. Enrichment, Intervention, Skills (EIS) period teachers will make contact with their class member's parent/guardian and create the Academic Support Plan. These documents will be available for classroom teachers, administrators and Response to Intervention Team.

## J. 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 9-12...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.

## K. GRADUATION REQUIREMENTS

To graduate from C-EB High School, students must earn **22 credits in at least 7 semesters**. These credits are a mixture of required and elective classes.

### 1. GRADUATION COURSE REQUIREMENTS

The following Infograph from the South Dakota Department of Education revised graduation requirements available at <https://doe.sd.gov/gradrequirements/documents/1118-Infographic.pdf>

### 2. CLASS STANDING

Sophomores	-	5 Successful Credits
Juniors	-	10 Successful Credits
Seniors	-	16 Successful Credits

Students must have a minimum of 22 credits to graduate.

### 3. GRADUATION

No student shall be compelled to participate in Commencement Exercises. However, students will not be allowed to participate unless they wear a cap and gown, which may be furnished, by the school at no charge to the student. NON-GRADUATING SENIORS will not be allowed to participate in the Senior Honoring and Commencement Exercises. To graduate from Cheyenne-Eagle Butte High School, a student must have completed the last semester of his or her education at Cheyenne-Eagle Butte. Parents/Guardians and students are allowed to purchase and adorn (beads, sequins, ribbons, etc.) their graduation cap and/or gown in traditional designs that have cultural/spiritual significance.

Only students who have successfully completed all academic requirements for graduation, and earned the minimum number of credits to graduate (22) within the time frame required (academic deadlines) will be allowed to participate in graduation, any activities reserved for graduating seniors, Senior Honoring or Commencement Exercises.



# South Dakota High School Graduation Requirements

Approved by the South Dakota Board of Education Standards in July 2018



1 UNIT

**ANY COMBINATION of the following:**  
Approved CTE  
Capstone Experience  
World Language

FINE ARTS

PERSONAL FINANCE or ECONOMICS

PHYSICAL EDUCATION

HEALTH or HEALTH INTEGRATION

ELECTIVES

**TOTAL: 22 UNITS**

**LANGUAGE ARTS must include:**

Writing: 1 unit  
Speech or Debate: .5 unit  
Literature: 1 unit (must include .5 unit American Literature)  
Language Arts electives: 1.5 units

**MATHEMATICS must include:**

Algebra I: 1 unit  
Mathematics electives: 2 units

**SCIENCE must include:**

Biology: 1 unit  
Science electives\*: 2 units

**SOCIAL STUDIES must include:**

U.S. History: 1 unit  
U.S. Government: .5 unit  
Social Studies electives: 1.5 units

\*A state-approved advanced computer science course may be substituted for one unit of a science elective, but may not replace Biology. A list of approved courses is available at <http://doe.sd.gov/gradrequirements>.

Students are required to meet the above High School Diploma requirements, also known as the 'base diploma'. Students may earn advanced endorsements with their high school diploma. A student's personal learning plan must document a minimum of 22 credits that include the above requirements.

**\*\*Advanced Endorsements Available**

# South Dakota High School Graduation Requirements

Approved by the South Dakota Board of Education Standards in July 2018

## ADVANCED ENDORSEMENTS

In addition to the base requirements for the High School Diploma, students may earn advanced endorsements that are in alignment with the student's personal learning plan. Advanced endorsements outline specific coursework within the base diploma requirements to denote specific emphases. Students may earn one or more of three advanced endorsements: Advanced Endorsement, Advanced Career Endorsement and Advanced Honors Endorsement.

The requirements beyond the base high school diploma requirements are in red text in each advanced endorsement section below.

ADVANCED ENDORSEMENT REQUIREMENTS <i>Indicates a student has pursued coursework consistent with entrance requirements for postsecondary education at a university.</i>		ADVANCED CAREER ENDORSEMENT REQUIREMENTS <i>Indicates a student has career experience in a concentrated area, based on academic and/or workplace experience and a related credential.</i>	
<b>4 UNITS OF LANGUAGE ARTS</b> must include: <ul style="list-style-type: none"> <li>• Writing: 1 unit</li> <li>• Speech or Debate: .5 unit</li> <li>• Literature: 1 unit (must include .5 unit American Literature)</li> <li>• Language Arts electives: 1.5 units</li> </ul>	<b>1 UNIT OF FINE ARTS</b>	<b>4 UNITS OF LANGUAGE ARTS</b> must include: <ul style="list-style-type: none"> <li>• Writing: 1 unit</li> <li>• Speech or Debate: .5 unit</li> <li>• Literature: 1 unit (must include .5 unit American Literature)</li> <li>• Language Arts electives: 1.5 units</li> </ul>	<b>1 UNIT OF FINE ARTS</b>
<b>3 UNITS OF MATHEMATICS</b> must include: <ul style="list-style-type: none"> <li>• Algebra I: 1 unit</li> <li>• <b>Geometry: 1 unit</b></li> <li>• <b>Algebra II: 1 unit</b></li> </ul>	<b>½ UNIT OF PERSONAL FINANCE or ECONOMICS</b>	<b>3 UNITS OF MATHEMATICS</b> must include: <ul style="list-style-type: none"> <li>• Algebra I: 1 unit</li> <li>• Mathematics electives: 2 units</li> </ul>	<b>½ UNIT OF PERSONAL FINANCE or ECONOMICS</b>
<b>3 UNITS OF SCIENCE</b> must include: <ul style="list-style-type: none"> <li>• Biology: 1 unit</li> <li>• Other Lab Sciences: 2 units</li> </ul>	<b>½ UNIT OF PHYSICAL EDUCATION</b>	<b>3 UNITS OF SCIENCE</b> must include: <ul style="list-style-type: none"> <li>• Biology: 1 unit</li> <li>• Science electives: 2 units (a state-approved computer science course may be used as 1 unit elective)</li> </ul>	<b>½ UNIT OF PHYSICAL EDUCATION</b>
<b>3 UNITS OF SOCIAL STUDIES</b> must include: <ul style="list-style-type: none"> <li>• U.S. History: 1 unit</li> <li>• U.S. Government: .5 unit</li> <li>• Social Studies electives: 1.5 units</li> </ul>	<b>½ UNIT OF HEALTH or HEALTH INTEGRATION</b>	<b>3 UNITS OF SOCIAL STUDIES</b> must include: <ul style="list-style-type: none"> <li>• U.S. History: 1 unit</li> <li>• U.S. Government: .5 unit</li> <li>• Social Studies electives: 1.5 units</li> </ul>	<b>½ UNIT OF HEALTH or HEALTH INTEGRATION</b>
<b>1 UNIT OF ANY COMBINATION</b> of the following: <ul style="list-style-type: none"> <li>• Approved Career &amp; Technical Education</li> <li>• Capstone Experience</li> <li>• World Language</li> </ul>	<b>5 ½ UNITS OF ELECTIVES</b>	<b>2+ UNITS OF ANY COMBINATION</b> of the following: <ul style="list-style-type: none"> <li>• Approved Career &amp; Technical Education units from the same career cluster OR</li> <li>• Capstone Experience</li> </ul> <b>AND</b> Attainment of an industry-recognized credential or National Career Readiness Certificate of Silver or higher	<b>4 ½ UNITS OF ELECTIVES</b>

### ADVANCED HONORS ENDORSEMENT REQUIREMENTS

*Indicates a student has pursued advanced rigorous, academic coursework consistent with §13-55-3.1 (High school course requirements for opportunity scholarship eligibility).*

**All high school coursework completed with a "C" or higher**

<b>4 UNITS OF LANGUAGE ARTS</b> must include: <ul style="list-style-type: none"> <li>• Writing: 1.5 units</li> <li>• Speech or Debate: .5 unit</li> <li>• Literature: 1.5 unit (must include .5 unit American Literature)</li> <li>• Language Arts electives: .5 unit</li> </ul>	<b>1 UNIT OF FINE ARTS</b>	<b>3 UNITS OF SOCIAL STUDIES</b> must include: <ul style="list-style-type: none"> <li>• U.S. History: 1 unit</li> <li>• U.S. Government: .5 unit</li> <li>• World History: .5 unit</li> <li>• Geography: .5 unit</li> <li>• Social Studies electives: .5 unit</li> </ul>	<b>½ UNIT OF HEALTH or HEALTH INTEGRATION</b>
<b>4 UNITS OF MATHEMATICS</b> must include: <ul style="list-style-type: none"> <li>• Algebra I: 1 unit</li> <li>• Geometry: 1 unit</li> <li>• Algebra II: 1 unit</li> <li>• Advanced Mathematics: 1 unit (details at <a href="http://sdos.sdbor.edu/require/require.html">sdos.sdbor.edu/require/require.html</a>)</li> </ul>	<b>½ UNIT OF PERSONAL FINANCE or ECONOMICS</b>	<b>2 UNITS OF ANY COMBINATION</b> of the following: <ul style="list-style-type: none"> <li>• Approved Career &amp; Technical Education OR</li> <li>• Modern or Classical Language (including American Sign Language); Must be in the same language</li> </ul>	<b>2 ½ UNITS OF ELECTIVES</b>
<b>4 UNITS OF SCIENCE</b> must include: <ul style="list-style-type: none"> <li>• Biology: 1 unit</li> <li>• Any Physical Science: 1 unit</li> <li>• Chemistry or Physics: 1 unit</li> <li>• Science elective: 1 unit</li> </ul>	<b>½ UNIT OF PHYSICAL EDUCATION</b>		

A **state-approved advanced computer science course** may be substituted for 1 unit of a science elective in the High School Diploma and Advanced Career Endorsement. It may not replace Biology. It may not count for the Advanced and Advanced Honors Endorsements. A list of approved courses is available at <http://doe.sd.gov/gradrequirements>.

Academic core content may be earned for an **approved career and technical education course**. Approval to offer credit must be obtained through a CTE for Core Content application with the Department of Education. Visit <http://doe.sd.gov/cte/corecontentcredit.aspx> for grant for application details.

A district may offer credit for extracurricular **Fine Arts** activities. Students may be granted up to one credit in Fine Arts activities. A maximum .25 credit may be granted for each activity in each school year.

Students are required to take .50 units of **Health** at any time during grades 6-12. A district may choose to integrate Health across the curriculum at the middle or high school level in lieu of a stand-alone course.

**“Double dipping” is not allowed.** Courses may not be counted more than once to fulfill high school graduation requirements. For example, Economics cannot both the Social Studies, elective credit requirement and the Personal Finance or Economics credit requirement. It can only meet one of the requirements. A course may count to meet both the base high school diploma and advanced endorsements(s) requirements.

## **L. CORRESPONDENCE/DUAL CREDIT/ONLINE/VIDEO-CONFERENCING COURSES**

Alternative courses will be allowed through other extension institutions with approval by the Principal providing a student is enrolled at Cheyenne-Eagle Butte School on a full-time basis. Depending on school resources parents/guardians may be responsible for the cost of the course(s).

## **M. CLASS LOAD REQUIREMENTS**

All students must be enrolled in a class each period of the school day with the exception of students who are eligible for alternative education.

### **1. PART-TIME vs. FULL-TIME ENROLLMENT**

C-EB students are required to be enrolled full-time, this is 390 instructional minutes. However, the C-EB Combined School Board will consider *senior requests only* for part-time school attendance. To be considered for part-time attendance, a student must have at least 195 instructional minutes. Part-time status will only be considered if the following procedures are followed:

- a. The Senior provides a letter of support from their parent/guardian requesting part-time enrollment. This letter needs to be submitted to the school counselor.
- b. The school counselor verifying that part-time enrollment will not impede the student's expected graduation date and submit a verification letter to the Principal.
- c. The Principal must review, approve/disapprove, and sign the counselor's letter and submit to the 20-1 Superintendent.
- d. Upon receiving the approved verification letter, the 20-1 Superintendent will place the Senior on the next school board agenda.
- e. Senior and their parents/guardians attend the school board meeting and present their request to the combined school board.
- f. School board will act on the request and the 20-1 superintendent is responsible for providing documentation of this decision to the school registrar.

Seniors are required to attend all classes until the school board acts upon their request. Note: Part-time enrollment, may affect a student's eligibility to participate in athletics and fine arts.

## **N. CLASS CHANGES**

The only persons authorized to make class changes are the Principal, and the school counselors. Changes will be allowed only during the first three days of the first term and the first three days of the second term. Students will not be allowed to drop a course after these deadlines except at the Principal's discretion and counselor agreement.

## **O. RESPONSE TO INTERVENTION (RTI)**

The RTI team is comprised of members of the Cheyenne-Eagle Butte High School. The classroom teachers at C-EB High School will initiate referrals for students to participate in specific interventions; academic or behavioral. Response to Intervention team (aka MTSS, TAT) meets regularly to assist teachers in identifying students in need of Tiered RTI. This team meets weekly to assist struggling students with interventions.

E.A.G.L.E Center Placement team meets bi-monthly to prioritize students for placement at the alternative learning center.

## **P. EDUCATIONAL SERVICES**

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

### **1. SPECIAL EDUCATION SERVICES**

The Cheyenne – Eagle Butte High School offers special education services to students who are identified as a student with a disability in accordance with the Individuals with Disabilities Improvement Act, 2004.

A student may be referred for a special education evaluation through the Response to Intervention (RTI) Team or via Parent/Guardian referral. A meeting prior to the evaluation will be conducted to determine what areas are identified for evaluation. All students who are referred to the special education program for

evaluation will first have a parent/guardian contact to ensure the parent/guardian is knowledgeable of referral.

Parents/Guardians are encouraged to contact the Cheyenne-Eagle Butte High School if they think their child is need of services. See page 33 for the complete referral process.

## **2. EXTENDED SCHOOL YEAR**

Extended School Year is offered to students who are identified as a student with a disability within the Special Education program. Each student identified for services must show a regression after a period of time during the school year and documented evidence of such regression. Documentation must be included through the student's Individual Education Plan. Listed below is the regulation for ESY promulgated pursuant to the Individuals with Disabilities Education Act. (IDEA). (Cited in SD Department of Education, Primer on the Provision of Extended School Year Service in Special Education for Parents and Educators 2012; updated 3.20.12)

### **(a) General**

- (1) Each school shall ensure that extended school year services are available as necessary to provide free appropriate public education (FAPE).
- (2) Extended school year services must be provided only if a student's Individualized Education Program (IEP) team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.
- (3) In implementing the requirements, a school may not---
  - (i) Limit extended school year services to particular categories or disability; or
  - (ii) Unilaterally limit the type, amount, or duration of those services.

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

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

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

## **3. SECTION 504 SUMMARY**

### **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

### **4. GIFTED AND TALENTED SERVICES**

The Cheyenne-Eagle Butte Schools’ Gifted and Talented Program will consist of the development of a Gifted Individual Education Plan 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. Teachers will be given a list of their students participating in the Gifted and Talented Program and their scheduled time to receive services. Parents/Guardians are encouraged to contact the Cheyenne-Eagle Butte High School if they think their child is need of services.

### **5. TITLE I 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.

### **6. 21ST CENTURY PROGRAM**

The 21<sup>st</sup> Century Grant funds the Cheyenne-Eagle Butte Schools after school program. This grant is awarded to schools through a competitive grant opportunity.

### **7. AFTER SCHOOL PROGRAM (K-12)**

The Cheyenne-Eagle Butte High School after school program offers a variety of academic, enrichment and cultural/traditional activities. The after school program offers services Monday – Thursday, 3:30 p.m. to 5:00 p.m.

### **8. SUMMER SCHOOL**

The Cheyenne-Eagle Butte High School encourages all K-12 students to participate in summer school during the month of June.



## CEB Special Education Referral Process - Special Education Flowchart

### 1. Recognition

Student exhibits atypical needs as compared to peers

### 2. Pre-referral

Concerned teacher and/or parent refers to the TAT/RTI team

Student is provided a minimum of (2) scientifically researched-based interventions by HQT, implemented with fidelity. **Note: Recommended timeframe: Between 8-16 weeks.**

### 3. Referral

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

**Note: When considering Specific Learning Disability the past 2 years of attendance records must be attached to ensure that the student has had the opportunity to be instructed in the core subjects by HQT.**

**Parent Referral: If the school receives a written parental referral for an evaluation the school must meet and decide to either, pursue the evaluation and obtain consent, or if the school decides not to evaluate must sent a Prior Written Notice (PWN) to the parent stating reasons for refusal. Parent has right to an Independent Educational Evaluation at school expense.**

### 4. Evaluation

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

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

### 5. Eligibility

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

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

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

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

### 6. IEP Process (IEP and LRE)

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

**Eligibility and IEP, if needed, must be completed within 60 Calendar Days from date of receipt of consent.**

### 7. IEP Implementation (FAPE)

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

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

### 8. IEP Review

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

### 9. Reevaluation

The comprehensive evaluation is valid for (3) years, or sooner if need arises. The reevaluation is required for determining continued eligibility for services. If the student no longer meets eligibility criteria, there will be an exit meeting and the student will be dismissed from services and his/her IEP will end.

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

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

# CO-CURRICULAR ACTIVITIES

Co-Curricular activities are all school-sponsored events, programs, and activities. Included in this area are:

Athletics (including practice)

Band

Cheerleading

All Club/Organizations Activities

Non-Academic Trips

All activities in which Cheyenne-Eagle Butte School is represented

All rules that apply to classroom behavior also apply to school sponsored events.

## A. STUDENT ORGANIZATIONS

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

## B. FIELD TRIPS

The Cheyenne-Eagle Butte High School is committed to offering academic, cultural, enrichment, fine arts, and grade level field trips. While each field trip varies, these guidelines will be considered for student participation in a field trip:

1. Grade level academic field trips will be accompanied by a contract that students and parents/guardians sign before the field trip occurs, and the contract will detail requirements for attendance on those trips.
2. Other field trips will take into account:
  - a. Academic standing – students are in good standing academically, and will have a contract for field trip attendance if there is significant missing work.
  - b. Attendance – 85% attendance, except in very special circumstances
  - c. Behavior – Major behavior (OSS, ISS) incidents will be considered when determining eligibility for the field trip.

***All Field Trips and the Attendees are Subject to Administrative Discretion & Transportation Availability.***

## C. FIELD TRIP EXPECTATIONS

All Cheyenne-Eagle Butte High School students will be expected to follow the BRAVES expectations while participating on a field trip and any other expectation deemed appropriate by chaperones. Out-of-state field trips must be authorized by the Combined School Board in advance.

## D. DANCE POLICY

Cheyenne-Eagle Butte dances are provided for the Cheyenne-Eagle Butte High School students only unless sponsor has High School Principal approval at least a week in advance. No student will be allowed to leave the dance and re-enter for any reason. No person will be allowed to purchase a ticket or enter the dance if any chaperone believes that such a person has been drinking or abusing any other substance and or above the age of 19 years old. Chaperones will be pre-arranged in accordance with the application to sponsor a dance. The following is a list of the minimum number of chaperones for a dance:

(3) Teachers/Staff

(1) Administrator

(2) Parents/Guardians

(1) Police Officer

The police department at frequent intervals during the dance will patrol the parking lot. Dances will run from 8:00 p.m. to 12:00 p.m. unless an athletic event delays the starting time. **Prom is an exception because it is a formal event with dress code, code of conduct, eligibility requirements.**

**Administrative Discretion will apply**



## **E. PARENT/GUARDIAN/STUDENT/CLASS/STUDENT ORGANIZATION/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**

- (a) (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.

## **F. PARENT/GUARDIAN SUPPORT OF STUDENT ACTIVITIES**

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

## **G. SPORTS PHYSICALS**

All High School students participating in athletics must have a physical prior to their participation in any sport. Physical forms are available from the Athletic Director and must be completed on an annual basis. It is required that a parent/guardian sign a consent slip at the time of registration in case of a medical emergency.

## **H. ELIGIBILITY**

C-EB Schools require the following to participate in SDHSAA activities:

1. Attend all assigned classes the day of and the day after the activity, unless excused by the principal. 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.
2. In addition, C-EB requires weekly eligibility. With the newly adopted six (6) period class schedules, if a student does not pass four (4) classes the student is academically ineligible for a one-week period. Two of the passed classes must be core requirement classes. The eligibility period runs from 8:00 a.m. Wednesday to 8:00 a.m. Wednesday of the following week. Four (4) classes must be passed in the semester to make a student eligible for the next semester or the beginning of the next school year. These standards cover all SDHSAA sponsored extra-curricular activities.
3. Have passed at least three (3) full time required credit subjects in the previous semester.
4. Have a copy of your transcript on file in the principal's office prior to competition.
5. Students who have been declared ineligible because of academic deficiencies from the previous semester may earn scholastic/academic eligibility by taking an academic course(s) during-summer vacation period. This credit recovery program must be approved by the Principal.

Eligibility will be printed right from NASIS this year every Tuesday at 4:00pm. NASIS is the electronic grading system that Cheyenne Eagle Butte uses.

In addition, to protect your athletic eligibility, according to the SDHSAA, you are not eligible if:

- a. You have reached your 20<sup>th</sup> birthday.

- b. You have attended more than four (4) first semester and four (4) second semesters of school (any total of 8) in grades 9<sup>th</sup> – 12<sup>th</sup>. Enrollment in school for fifteen days or participation in an inter-school contest shall constitute a semester.
- c. You are not passing in 20 hours of high school work per week, in courses approved for graduation, or did not pass 20 such hours the preceding semester.
- d. You have graduated from a regular four-year high school or institution of equivalent rank.
- e. You have not enrolled by the 16<sup>th</sup> day of the current semester. Date of regular entry into classes is considered the date of enrollment.
- f. You have been absent from school more than 10 consecutive school days, (Illness of the student or a death in the immediate family accepted).
- g. You have transferred from one high school to another without a corresponding change in the residence of your parents/guardians, or an approved open enrollment by SDHSAA.
- h. You do not have on file in the principal's office a signed physical examination and parents/guardians permit form.
- i. You have ever participated in an athletic contest under an assumed name.
- j. You have ever participated in athletics in any institution of learning which was ranked higher than a standard secondary school.
- k. You have violated your amateur standing.
- l. During a high school season, you compete as an individual or a member of another team.

Any question regarding the above mentioned athletic requirements shall be directed to the Athletic Director.

#### **I. PROCEDURE FOR DISMISSAL OF STUDENT FROM A CO-CURRICULAR ACTIVITY**

In the event it becomes necessary to drop an athlete for a violation of a training rule, coaches will take the following steps:

1. Advise the athlete verbally and in writing of the violation leading to dismissal.  
Give a copy to the Athletic Director.
2. Allow the athlete to explain his/her position (written response.)
3. Provide Administration with a written report of the facts. (who is admin)
4. Notify the parent/guardian of the problem and explain the reason for the potential dismissal. (violation)
5. Before dismissing the athlete, provide for a parent/guardian conference, this conference may include coaches, athletic director, and principal, superintendent, athlete, and others as requested by the athlete or parent/guardian.

Coaches should make themselves available to talk to their athletes about any problems they may have. The school system has a wide range of support programs designed to facilitate the education of our students. Counseling, housing, and tutoring are some of the areas in which students may receive extra attention. If a problem arises, a referral to the proper department may be more advantageous to your program than personal intervention.

#### **J. STUDENT SUPPORT OF STUDENT ACTIVITIES**

All students participating in a student activity must follow the expectations set for each activity. If inappropriate behavior is an issue, the parent/guardian will be notified and specific expectations will be shared for continued participation.

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.

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 have further disciplinary actions by the principal.

# VALUABLE RESOURCES

## A. TEACHER QUALIFICATION: PARENT'S/GUARDIAN'S RIGHT TO KNOW ABOUT THEIR CHILD'S TEACHER

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

1. Hold combined Annual Meetings for Parents/Guardians.
2. Parents and guardians are notified of the annual meeting through the newspaper, posters, signs, and a letter home to parents and guardians.
3. Plan school activities and parent/guardian meetings for times when it is most convenient for parents and guardians.
4. Transportation may be provided based on individual needs.
5. Involve parents and guardians in the planning, review and implementation of school activities along with school program changes and improvements including providing parents and guardians the opportunity to submit comments and ideas on the individual improvement plan of each school as well as the district.
6. Invite and encourage parents and guardians to volunteer their time and talents in the school by serving as chaperones, classroom helpers, and class guests.
7. Inform parents and guardians of the curriculum, state academic and content standards at the fall open house, and assist parents and 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 and guardians working with educators.
8. Encourage parents and guardians to visit directly with their children's teachers and/or principal regarding school concerns.
9. Continue to distribute the Student-Parent/Guardian-Teacher compact that outlines how parents and guardians, the entire school staff, and students share the responsibility for student achievement and the means by which school and parents and guardians will build and develop a partnership to help serve the state's high standards.
10. Provide reasonable support for parental involvement activities as requested by parents and guardians.
11. Inform and encourage all parents and guardians to be involved in their child's progress through monthly progress reports, parent teacher conferences, notes sent home, phone calls and home visits. Notify parents and guardians through fall information handouts and individual student report of assessment results.
12. Educate parents and guardians on the Elementary and Secondary Education Act published in the school information pamphlet given out at registration. The pamphlet will also provide parents and guardians an opportunity to respond and have input into the progress of the school.
13. Keep communication open between the parents and guardians and the school, which in turn will give the parents and guardians an opportunity to submit dissenting views of the school's programs that are not acceptable to them.
14. Inform parents and guardians of additional resources and organizations available to parents and guardians such as the Parent Information Resource Center (PIRC), [www.sdpiirc.org](http://www.sdpiirc.org) or phone number: 1-800-219-6247.

## C. IMPLEMENTATION DESCRIPTION OF C-EB SCHOOLS REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

**NOTE:** The School Parental 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 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 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 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 1 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 Involvement Coordinator, Parent Involvement Newsletter, local workshops, Parent/Teacher Conferences, Parent Advisory Committee, Classroom Teacher Newsletter but not limited to these activities.
  9. The Cheyenne-Eagle Butte Schools will provide materials and training to help parents/guardians work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by providing:
    - Academic Family Nights
    - Classroom Teacher Newsletter
    - Parent/Teacher Conferences
    - Parent 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 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 Information Resource Center (PIRC), [www.sdpirc.org](http://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 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, 2<sup>nd</sup> to 3<sup>rd</sup> grade, 6<sup>th</sup> to 7<sup>th</sup> grade, 8<sup>th</sup> to 9<sup>th</sup> grade, 12<sup>th</sup> 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 involvement activities as requested by parents/ guardians.

**D. GENERAL EXPECTATIONS**

Cheyenne – Eagle Butte Schools agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents/guardians of the Parent Involvement Policy through various methods and evidence of locations will be housed in the 20 -1 Superintendent, BIE School Supervisor and Curriculum Coordinator’s office. The policy will be made available to the local community and updated periodically to meet the changing needs of parents/guardians and the school.
- In carrying out the Title I, Part A, parental involvement requirements, the Cheyenne – Eagle Butte School will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required under section 1111 of the ESEA.
- The school will involve the parents/guardians of children served in Title I, Part A schools in decisions through invitation and encouragement to volunteer on the Parent Advisory Committee (PAC).
- The school will build its own and the parent’s/guardian’s capacity for strong parental involvement through monthly Parent 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 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 involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - (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.

**HEALTH, SAFETY, AND SECURITY**

**A. HEALTH/SCHOOL NURSE**

The school nurse/clerk will be available during the day to provide assistance to students. Passes are required from your teacher to go to the High School office to obtain a slip to the Nurse’s office. In accordance with federal and state regulations, all students are to have documented immunizations prior to enrollment. Any

students experiencing any of the infectious diseases for exclusion will need to be picked up and remain out of school and participating in school activities until medically cleared.

**\*\*\*Parents/Guardian must pick up students who become ill.\*\***

**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 will 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.

**PRESCRIPTION DRUGS MUST BE TURNED INTO THE MAIN OFFICE UPON ARRIVAL TO SCHOOL IN THE MORNING. THE MEDICATION WILL BE DISPERSED BY THE NURSE/CLERK, OR TRAINED STAFF. PRESCRIPTION MEDICATION IS CONSIDERED A CONTROLLED SUBSTANCE. STUDENTS IN POSSESSION OF CONTROLLED SUBSTANCES WILL BE SUBJECT TO DISCIPLINARY CONSEQUENCES.**

## **B. FOOD ALLERGIES**

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

## **C. HEALTH EMERGENCIES**

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

## **D. 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. Beverages brought into the High School must have fewer than 20 grams of sugar per serving or no artificial sugar added and must be checked and opened by High School Staff. The High School does not allow energy drinks or sweetened soda water.

(Wellness Policy available in the High School Office)

## **E. INTERNET USE**

Internet and network access is provided to the students and staff of Cheyenne-Eagle Butte High School for the primary function of education and research. Students and parent/guardians must read and sign the Internet Acceptable Use Agreement found in the student enrollment packet before they may access school computers. The agreement is kept on file for the period of one year. By signing this agreement, the students, staff and parent/guardians agree to obey the rules as outlined. The use of equipment, computers, network resources, and the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of these privileges. Network Etiquette Users are expected to abide by the general accepted rules of network etiquette. These include by are not limited to the following:

- Be polite. Messages should not be abusive to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not reveal personal addresses, credit card numbers, or phone numbers.
- Illegal activities are strictly forbidden.

- Electronic mail is not guaranteed to be private. The Administrator who operates the system does have the access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that others' use of the network would be disrupted. Users agree to the following:
  - Use of the network must be in support of education and research.
- Users must not reveal their passwords or use other users' passwords.
- Users shall not damage computers, computer systems or a computer network, that includes altering software components on the computer or system.
- Transmitting or intentional receipt of hate mail, harassment, and other antisocial behaviors are prohibited on the network.
- Users shall not use the network to access or process pornographic material, inappropriate text files, or any illegal activity.
- Students agree not to play games on the computers unless authorized by monitoring staff member.
- Users agree not to use the chat rooms.
- Students **MUST NOT** use proxy servers to avoid the content filtering software programs. Computer Lab Usage
- All staff is responsible for monitoring student activity on the network. Staff members assigned to a group of students is responsible for overseeing their network and Internet activity.
- No food or drink allowed in the computer labs.
- Teachers are expected to have lesson plans before students use the Internet, which includes pre-researching sites that are used.

#### Consequences of Unacceptable Use:

- Suspension and/or termination of network and Internet privileges.
- And/or additional disciplinary action as determined at the administrative level regarding unacceptable language and/or behavior.
- And/or referral to law enforcement authorities for criminal or civil prosecution.

#### **F. 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 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, parent/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.
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 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 to the appropriate facility in accordance with C.R.S.T. Law and Order Code Title III, Section 3-4-135 (Resolution No. 19-87-CR).
5. If a student is transported to the next level of care, a Critical Incident Report will be submitted within 24 hours.
6. An aftercare safety/re-integration/re-entry 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.
7. **National Suicide Prevention Life Line Phone Number is 1-800-273-8255 TEXT MESSAGE 741741**



## **G. GUIDANCE AND COUNSELING**

The Guidance and Counseling program at C-EB will pay special attention to the needs and challenges unique to each student. Emphasis will be directed towards individual, group counseling, and career awareness. The counseling program will handle such problems (i.e. parental, peer pressure, emotional, academic, substance abuse, etc.) as they arise through individual and group counseling. Self-concept, emotional development, and peer relationship-building activities are considered to be part of the on-going curriculum. Meetings with the counselor are considered to be confidential. Parents/Guardians may refer their child by calling the Principal and asking to speak with the counselor. In the area of career awareness, students in grades 9-12 will be given the opportunity to work out career/vocational plans for themselves and are expected to use the Career Cruising/SDMyLife program on a regular basis. Students may see any counselor for more information.

## **BEHAVIOR**

Cheyenne-Eagle Butte High School implements a Progressive Discipline plan for student misbehaviors in order to treat all students fairly and equally. 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) and Positive Action, while working with parents/guardians as partners in the process is critical in supporting student responsibility and success.

This Parent-Guardian/Student Handbook was developed to serve as a Code of Conduct for all students who are accepted for enrollment at Cheyenne-Eagle Butte High School. Upon admission, all students and parents/guardians shall be given a copy of the regulations governing the conduct of students and shall be notified of any amendments thereto. Each student, regardless of age, and each student's parent/guardians agree to abide by the school rules, expectations, and regulations as a condition for enrollment. Non-compliance with these rules, expectations, and regulations may result in, but not limited to phone calls home, behavior contracts, counseling, restriction of privileges, community service, alternative dispute resolution, behavior referrals, lunch and after school detentions, referral to and placement in transition programs, referral to law enforcement, administrative leave, suspension, and expulsion.

School administration, faculty and staff acknowledge its responsibility to provide educational opportunities that foster skills, build relationships, understanding, appreciation, and attitude for living effectively in our society. Students acknowledge their responsibility to contribute to a school atmosphere where people can live and learn with dignity and respect for one another. The Codes in the Parent-Guardian/Student Handbook are developed in accordance with the Code of Federal Regulations, Chapter 25, Part 42 (as revised April 1, 2011). Recommendations were solicited and received from parents, faculty, staff, solicitor's office, and school administration. In order to guarantee protection of student rights, all students shall be provided consistency in the disciplinary process. Each student will be entitled to reasonable enforcement of all school rules and policies.

### **A. ADMINISTRATIVE DISCRETION**

Administration will address any offense not specifically listed and reserves the right to alter any disciplinary action based on extenuating circumstances. The school administration is empowered and directed to use its discretion in the enforcement and application of the provisions stated in the discipline policy with the exception of all weapons, drug possession, and drug distribution related incidences, which must be brought before the school board.

### **B. STUDENT DISCIPLINARY PROCEDURES**

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

#### **In The Classroom**

It is important for each teacher to be able to maintain an atmosphere of education and safety within his/her individual classrooms. Each teacher will be in charge of his/her classroom and will establish and enforce reasonable rules and expectations for the proper management of students. At the beginning of each semester,

teachers will provide students with a written copy of the classroom rules, expectations and consequences included on their class syllabus. In addition, classroom rules and expectations will be posted in each classroom for reference. All staff will be responsible for teaching expectations of behavior while adhering to adopted school policies of Cheyenne-Eagle Butte High School.

#### **1. First Incident: Warning**

- Usually verbal warning is given to stop disruptive classroom or general supervision activity or behavior. Teachers will follow some basic procedures as:
  - Communicate to the student the observed behavior
  - Asking for the student's viewpoint
  - Reviewing expectations and assisting the student in determining a better way of behaving
  - Assisting students in making a verbal commitment to change the behavior
  - Teacher will implement a classroom consequence for warnings given
  - Teacher will make initial parent/guardian contact either by phone or mail

#### **2. Second Incident: Detention with teacher**

- Teachers are asked to follow the same procedures but the student must make a written commitment to change behavior, the parent/guardian is notified by phone and a conference is set up with the student and teacher.
- Detention with teacher

#### **3. Third Incident: Time-Out**

- Teacher refers the student to the time-out room for a full class period, parent/guardian is notified, and a conference is set up with the Principal or Dean of Students, parent/guardian, and student. A written plan will be completed prior to returning to class and the appropriate first consequence in the disciplinary matrix.

#### **4. Subsequent Incidents: Out-of-School Suspension**

- Any subsequent infractions will result in OSS, a conference with the student, parent/guardian, and the principal. Administrative discretion will be applied.
- Student referral to Counselor.

### **C. FAIR PROCEDURE/DUE PROCESS**

Tribal, county, state and federal authorities may prosecute students who commit crimes or violate laws as established by county or tribal ordinances for tribal, state and federal codes. The court will administer the penalties for any violations and the school may impose a second penalty, which will not be construed as "double jeopardy." Due process refers to the regulations governing students' rights in regard to any disciplinary action that may involve removing a student from their education and is administered in accordance with 25 CFR Part 42.7. These rights are outlined below.

- (a) The school must give the student written notice of charges within a reasonable time before the hearing required by paragraph (b) of this section. Notice of the charges includes:
  - (1) A copy of the school policy allegedly violated;
  - (2) The facts related to the alleged violation;
  - (3) Information about any statements that the school has received relating to the charge and instructions on how to obtain copies of those statements; and
  - (4) Information regarding those parts of the student's record that the school will consider in rendering a disciplinary decision.
- (b) The school must hold a fair and impartial hearing before imposing disciplinary action that may result in removing a student from school, except under the following circumstances:
  - (1) If the act requires immediate removal (such as, if the student brought a firearm to school) or if there is some other statutory basis for removal;
  - (2) In an emergency situation that seriously and immediately endangers the health or safety of the student or others; or
  - (3) If the student (or the student's parent or guardian if the student is less than 18 years old) chooses to waive entitlement to a hearing.
- (c) In an emergency situation under paragraph (b)(2) of this section, the school:
  - (1) May temporarily remove the student;
  - (2) Must immediately document for the record the facts giving rise to the emergency; and

(3) Must afford the student a hearing that follows due process, as set forth in this part, within ten days. Students shall additionally be afforded the rights to a fair procedure, 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).

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 Boards 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.

#### **D. DISCIPLINARY ACTIONS FOR BEHAVIOR INFRACTIONS**

A disciplinary referral is documentation of a student's alleged violation of the Code of Conduct while at Cheyenne-Eagle Butte High School. **A referral is not the first step for discipline, but indicates that interventions and other guidance has not been effective to correct the behavior.**

- Disciplinary referrals will include all actions seen, date, time and location of the incident.
- The staff member that writes the referral will then follow-up with the student and the student will be asked to sign the referral. Signing a referral does not indicate guilt of a violation, signing only acknowledges that the student understands that a referral has been written. If a student refuses to sign, it will be noted on the referral form. Staff will also then call the parent/guardian to inform them that a disciplinary referral was written.
- Referrals will be forwarded to the designated personnel for additional follow-up.
- Consequences will be assigned according to the number of similar violation per school year.
- In the case of drug/alcohol incidents, students are required to comply with the school policy of "Zero Tolerance" and "No Tolerance". This is non-negotiable and failure to do so will result in immediate administrative leave from Cheyenne-Eagle Butte High School pending a hearing. Appeals must be submitted, in writing, to the designated administrator within 48 hours from the time the student was notified of the referral. If after the appeals process has been completed and the student is still not satisfied, the student may file a written appeal to the School Supervisor.
- Copies of the referral will be issued to the student, the parent/guardian, posted in the behavior database and a copy maintained in the departmental master student file. Behavior/Discipline Records are considered Behavior Unit Records in compliance with 34 C.F.R. § 99.36; 34 C.F.R. § 99.31.
- Possession of weapons, distributing or intending to distribute prohibited items may result in immediate removal from school premises pending a due process hearing for final outcome. Further information regarding disciplinary referrals and consequences for these referrals may be found in the Disciplinary Matrix.

A student may receive disciplinary consequences based on the infraction committed and according to the discipline matrix. This includes but is not limited to:

- Detention
- In School Suspension or
- Out of School Suspension
- Student Behavior Contracts,
- Counseling Referrals and/or
- possible citations with Law Enforcement.

Discipline referrals of a serious nature will go directly to the Dean of Students or building administrator for disciplinary action. 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.* The Combined Board of the Cheyenne Eagle Butte School operates under two types of suspension:

1. An **in-school suspension (ISS)** will require the student to be in school during class, doing schoolwork, but not attending regular classes. Students will be required to immediately report to the Time-Out room upon arrival at school.
2. An **out-of-school suspension (OSS)** will be given in accordance with policy if the administrator deems the violation severe.

#### **E. 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 Dean of Students or building Principal. There is no appeal on an informal hearing. Students shall be afforded the rights of fair procedure or due process.

The principal or Dean of Students 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. 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 have further disciplinary actions by the principal.

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.***

#### **F. 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.

#### **G. DISCIPLINE OF STUDENTS WITH DISABILITIES**

Discipline of students with disabilities will adhere to Individuals with Disabilities Education Improvement Act (H.R. 1350; referred to as "IDEA" 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.

#### **H. POLICE/FBI QUESTIONING OF STUDENTS**

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

### **School Resource Officer**

Cheyenne-Eagle Butte High School in partnership with Cheyenne River Sioux Tribe Law Enforcement has a School Resource Officer on duty. In addition to their law enforcement duties the School Resource Officer provides mentoring to students, interaction with faculty and participation in the classroom as guest speakers. The addition of the School Resource Officers has not only provided a safe school environment, but also enhances a positive relationship between students and the police. The School Resource Officer has many duties within the district that include; training, advising, and assisting with school safety and security, as well as conducting any criminal investigations on the school campus. School Resource Officer is available for students, parents, and school staff to answer questions or to discuss any concerns they may have. Students are not sent directly to the School Resource Officer for discipline. All disciplinary incidents on the school grounds are reported to the appropriate administrator. An administrator will determine if it is necessary to involve the Resource Officer. Enforcement of the student code of conduct is the responsibility of teachers and administrators. Some types of behavior warrants referral to our School Resource Officer as the breach of conduct may also be a criminal offense.

## **J. TIME OUT**

The Time-Out Room is reserved for more severe problems or disciplinary actions only. Students will be sent to time-out for the following:

- Severe loss of verbal, physical control, or behaviors that severely disrupt school orderly operations.
- 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 classroom step process has been used.
- Cell phones or other electronic devices are not allowed in the Time Out Room and will be relinquished upon arrival.

If warranted, due to the severity of the offense, students may be referred to the Dean of Students immediately and not be sent to the time-out room. The Time-Out staff will use the following procedures for classroom teacher referrals with documentation of first and second incidents:

- The student will complete an action plan with teacher referral. When a satisfactory plan has been developed, the student may be released from Time Out room to the regular class.
- There will be a phone call or letter to parents/guardians from the Time Out monitor.
- Conference among parent/guardian, student, staff member, and Dean of Students or Principal

Further incidents will result in disciplinary action including suspension. Any misbehavior while in Time-Out will result in additional disciplinary consequences.

**K. MATRIX OF DISCIPLINARY CONSEQUENCES**

***\*\*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\*\****

***\*\*Also, on all behavior infractions include after hours while participating in athletics***

**BEHAVIOR AND CONSEQUENCES**

BEHAVIOR	DEFINITION	CONSEQUENCES
<p><b>Assault of Faculty/Staff Member and/or Use of Deadly Weapon or Dangerous Object</b></p>	<p>An intentional physical attack or threat of physical harm to a faculty/staff member.</p>	<ul style="list-style-type: none"> <li>• Ten days OSS <b>and</b></li> <li>• No school activities <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Mandatory Combined School Board Hearing</li> <li>• Depending on severity recommendation for Expulsion <b>and</b></li> <li>• Referral to Law Enforcement will be made.</li> </ul>
<p><b>Aggravated Assault</b></p>	<p>An intentional physical attack that is extreme indifference to the value of human life against another person against his or her will that causes serious bodily harm (i.e. profuse bleeding, visible contusions, broken bones and is serious enough to warrant a call to the police and/or ambulance.</p>	<ul style="list-style-type: none"> <li>• Ten days OSS <b>and</b></li> <li>• No school activities <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Mandatory Combined School Board Hearing</li> <li>• Depending on severity recommendation for Expulsion <b>and</b></li> <li>• Referral to Law Enforcement will be made.</li> </ul>
<p><b>Bomb Threat Policy</b></p>	<p>Making a bomb threat is a crime under South Dakota and Cheyenne River Sioux Tribal Law. Any student suspected of making a bomb threat or viewing, seeking, and/or discussing bomb threats shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school. The administration may suspend and/or recommend for expulsion any student who makes a bomb threat.</p>	<ul style="list-style-type: none"> <li>• Report to Parent/Guardian <b>and</b></li> <li>• Referral to Law Enforcement <b>and</b></li> <li>• Ten days OSS <b>and</b></li> <li>• No school activities <b>and</b></li> <li>• Recommendation of Long Term Suspension or Expulsion</li> </ul>

<p><b>Bullying Infraction</b></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:</p> <ul style="list-style-type: none"> <li>(i) causing physical or emotional harm to the other student or damage to the other student's property;</li> <li>(ii) placing the other student in reasonable fear of harm to himself or of damage to his property;</li> <li>(iii) creating a hostile environment at school for the other student;</li> <li>(iv) infringing on the rights of the other student at school; or</li> <li>(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.</li> </ul> <p><b>All infractions are subject to the CRST Tribal Ordinance against Bullying.</b></p>	<p><b>Disciplinary Consequences for any infractions can vary in range depending on severity and can include but are not limited to:</b></p> <p><b>1<sup>st</sup> Infraction:</b></p> <ul style="list-style-type: none"> <li>• Immediate removal of offender(s) from area, <b>and</b></li> <li>• Time-Out Plan (if given ISS)</li> <li>• 2 days ISS (or possible 2 days OSS) <b>and</b></li> <li>• Parent/Guardian Notification and Conference, <b>and</b></li> <li>• Development of Behavior Management Plan <b>and</b></li> <li>• Referral to counselor for Anger Management sessions, <b>and</b></li> <li>• No school activities</li> </ul> <p><b>Consequences for subsequent infractions and/or severe 1<sup>st</sup> infraction:</b></p> <ul style="list-style-type: none"> <li>• Immediate removal of offender(s) from area, <b>and</b></li> <li>• 2-10 days ISS/OSS <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b> Conference, <b>and</b></li> <li>• Development of Behavior Management Plan <b>and</b></li> <li>• Referral to counselor for subsequent sessions on bullying prevention, <b>and</b></li> <li>• No school activities</li> </ul>
<p><b>Cell Phones/Communication and Electronic Devices</b></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 device 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><b>Any cell phones/communication or any electronic device 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.</b></p> <p>If used in an inappropriate manner or if the cell phone/communication or electronic</p>	<p><b>1<sup>st</sup> Infraction:</b></p> <ul style="list-style-type: none"> <li>• Verbal warning <b>and</b></li> <li>• Phone will be confiscated and be given to the clerk in the office for the remainder of the day <b>and</b></li> <li>• Student will pick up their phone up in the office after school <b>and</b></li> <li>• Parent/Guardian notification.</li> </ul> <p><b>2<sup>nd</sup> Infraction:</b></p> <ul style="list-style-type: none"> <li>• Cell phone will be confiscated <b>and</b></li> <li>• Parent/Guardian will be notified to collect the phone.</li> </ul> <p><b>3<sup>rd</sup> Infraction:</b></p> <ul style="list-style-type: none"> <li>• Cell phone will be confiscated. <b>and</b></li> <li>• 1 day ISS <b>and</b></li> <li>• Student will not be required to</li> </ul>

	<p>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>	<p>turn cell phone into the office before school starts and will get it back at the end of the day</p> <p><b>Severe Infractions:</b></p> <ul style="list-style-type: none"> <li>Any cell phones, communication devices used in an inappropriate manner will be confiscated and the incident and the cellphone will be referred to Law Enforcement.</li> </ul>
<p><b>Cyber-Bullying</b></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-bullying must also have proof that this is happening. A physical paper trail must accompany any allegations.</p> <p>Student use of social media is a major proponent of Cyber Bullying. Any use of social media to instigate, encourage, or initiate bullying will be dealt with immediately.</p> <p><b>All infractions are subject to the CRST Tribal Ordinance against Bullying.</b></p>	<p>Range of disciplinary measures dependent on severity</p> <p><b>1st Infraction:</b></p> <ul style="list-style-type: none"> <li><b>1-3 days</b> ISS or OSS dependent on severity of offense <b>and</b></li> <li>Phone will be confiscated <b>and</b></li> <li>Parents/Guardian Notification <b>and</b></li> <li>Parent/Guardian Conference <b>and</b></li> <li>Recommendation for Counseling or Follow-up</li> </ul> <p><b>2nd Infraction:</b></p> <ul style="list-style-type: none"> <li>3-5 Days OSS phone is confiscated <b>and</b></li> <li>Parent/Guardian must collect at end of day <b>and</b></li> <li>Enforcement of Tribal resolution- referral to law enforcement <b>and</b></li> <li>Upon completion of OSS, students will report to a counselor for mediation <b>and</b></li> <li>No school activities</li> </ul> <p><b>3rd Infraction :</b></p> <ul style="list-style-type: none"> <li>Recommendation for Long Term Suspension and/or Expulsion</li> </ul>
<p><b>Dangerous Weapons Policy</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>Reported to Parent/Guardian <b>and</b></li> <li>Referral to Law Enforcement <b>and</b></li> <li>Ten days OSS with no school activities <b>and</b></li> <li>Recommendation for Long Term Suspension or Expulsion</li> </ul>



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; needles; or other sharp objects/tools
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:**

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.

The frame or receiver of any weapon

	<p>described above.</p> <p>Any firearm muffler or firearm silencer. Any air gun, BB gun, pellet gun, or similar device which is capable of inflicting bodily harm.</p> <p>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.</p> <p>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.</p>	
<p><b>Distribution of or Possession of Non-Narcotic Substances</b></p>	<p>Non-narcotic substances are prohibited. Including, but not limited to: 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><b>1<sup>st</sup> Infraction:</b></p> <ul style="list-style-type: none"> <li>• 1-3 days ISS <b>and</b></li> <li>• No school activities</li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Confiscation of <b>and</b></li> <li>• Referral to counseling</li> </ul> <p><b>2<sup>nd</sup> infraction:</b></p> <ul style="list-style-type: none"> <li>• 5 days OSS <b>and</b></li> <li>• No school activities</li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Confiscation of property <b>and</b></li> <li>• Referral to counseling</li> </ul> <p><b>3<sup>rd</sup> Infraction</b></p> <ul style="list-style-type: none"> <li>• 10 days OSS <b>and</b></li> <li>• No school activities <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Confiscation of property <b>and</b></li> <li>• Referral to counseling</li> <li>• Referral for Long Term Suspension/Expulsion</li> </ul>
<p><b>Distribution or Possession of Alcoholic Beverages</b></p>	<p>Alcohol is not allowed on school premises or at a school function. Distribution or Possession of any alcohol on school premises or at a school function is prohibited at all times.</p>	<ul style="list-style-type: none"> <li>• Referral to law enforcement <b>and</b></li> <li>• 10 days OSS <b>and</b></li> <li>• No school activities <b>and</b></li> <li>• Parent/Guardian notification <b>and</b></li> <li>• Referral Law Enforcement</li> <li>• Recommendation for Long Term Suspension or Expulsion</li> </ul>

<b>Distribution or Possession of Controlled Substances</b>	Controlled Substances (marijuana, any products containing THC, narcotics, and other illicit drugs, methamphetamines, prescription pills, opium, pain pills) are not allowed on school premises or at any school functions. You cannot distribute any controlled substances on school premises or at any school function.	<ul style="list-style-type: none"> <li>• Referral to law enforcement <b>and</b></li> <li>• 10 days OSS with no school activities <b>and</b></li> <li>• Parent/Guardian notification <b>and</b></li> <li>• Recommendation for Long Term Suspension or Expulsion</li> </ul>
<b>Drug Paraphernalia</b>	Any devices that is utilized/intended/associated with/for drug use. (An example would be a pipe, vapor pen, zig-zags, needles, etc. This list is not all inclusive.) Any items will be confiscated and not returned.	<p><b>1st infraction:</b></p> <ul style="list-style-type: none"> <li>• 1-5 days ISS <b>and</b></li> <li>• No School Activities <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Referral to Law Enforcement <b>and</b></li> <li>• Referral to Counseling</li> </ul> <p><b>Subsequent infractions:</b></p> <ul style="list-style-type: none"> <li>• 5-10 days OSS <b>and</b></li> <li>• No School Activities <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Referral to Law Enforcement <b>and</b></li> <li>• Referral to Counseling</li> </ul>
<b>False Claim/Defamation of Character</b>	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a school investigation regarding bullying or other handbook infractions shall be subject to appropriate disciplinary action.	<p><b>1st infraction:</b></p> <ul style="list-style-type: none"> <li>• 1-5 days ISS <b>and</b></li> <li>• No School Activities <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Referral to Law Enforcement <b>and</b></li> <li>• Referral to Counseling</li> </ul> <p><b>Subsequent infractions:</b></p> <ul style="list-style-type: none"> <li>• 5-10 days OSS <b>and</b></li> <li>• No School Activities <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Referral to Law Enforcement <b>and</b></li> <li>• Referral to Counseling</li> </ul>
<b>Fighting, Mutual</b>	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. Administrative discretion applies.	<p><b>1<sup>st</sup> infraction:</b></p> <ul style="list-style-type: none"> <li>• 3-5 days OSS with no school activities <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Written Plan</li> </ul> <p><b>Subsequence infractions</b></p> <ul style="list-style-type: none"> <li>• 10 days OSS with no school activities <b>and</b></li> <li>• Parent/Guardian Notification</li> </ul>

		<p><b>and</b></p> <ul style="list-style-type: none"> <li>• Recommendation for Long Term Suspension or</li> <li>• Expulsion <b>and</b> Referral to Law Enforcement</li> </ul>
<b>Fire Alarms</b>	Any one that intentionally sets off a fire alarm.	<p><b>1<sup>st</sup> Infraction:</b></p> <ul style="list-style-type: none"> <li>• 3 days OSS <b>and</b></li> <li>• Behavior Contract <b>and</b></li> <li>• Parent/Guardian meeting with administration–<b>and</b></li> <li>• Referral to Law Enforcement</li> </ul> <p><b>Subsequent infractions</b></p> <ul style="list-style-type: none"> <li>• 10 Days OSS <b>and</b></li> <li>• Parent/Guardian meeting with administrators <b>and</b></li> <li>• Recommended for Long Term Suspension or Expulsion <b>and</b></li> </ul> <p>Referral to Law Enforcement</p>
<b>Gang Policy &amp; Gang Related Behavior(s)</b>	<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:</p> <ol style="list-style-type: none"> <li>(1) have a name,</li> <li>(2) claim a territory,</li> <li>(3) have rivals/enemies,</li> <li>(4) interact together to the exclusion of others, and</li> <li>(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.</li> </ol>	<p><b>1st infraction:</b></p> <ul style="list-style-type: none"> <li>• 1-5 days ISS <b>and</b></li> <li>• No School Activities <b>and</b></li> <li>• Parents/Guardian Notification</li> </ul> <p><b>Subsequent infractions:</b></p> <ul style="list-style-type: none"> <li>• 1-5 days OSS <b>and</b></li> <li>• No School Activities <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Conference with Principal</li> </ul>
<b>Inappropriate Bystander Behavior</b>	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><b>1st Infraction:</b></p> <ul style="list-style-type: none"> <li>• 1-3 days OSS <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• No School Activities</li> </ul> <p><b>Subsequent infractions:</b></p> <ul style="list-style-type: none"> <li>• 4-5 days OSS <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• No School Activities</li> </ul>

<b>Instigating</b>	<p>The act by which one incites another to do something, as to injure a third person, or to commit a handbook violation. Students instigating other students to: engage and/or continue verbal, non-verbal conflicts, bullying, causing other students to fight involving: physical violence.</p>	<p><b>1<sup>st</sup> Infraction:</b></p> <ul style="list-style-type: none"> <li>• 1-2 day OSS <b>and</b></li> <li>• Parents/Guardian Notification <b>and</b></li> <li>• Written Plan</li> </ul> <p><b>Subsequent infractions</b></p> <ul style="list-style-type: none"> <li>• 3-5 days OSS <b>and</b></li> <li>• No school activities <b>and</b></li> <li>• Parent/Guardian Notification <b>and</b></li> <li>• Written Plan</li> </ul>
<b>Irregular Attendance/Skipping Class</b>	<p>Irregular Attendance occurs when students whose absences are having a negative impact on their education are subject to disciplinary action ranging from detention to suspension.</p> <p>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>	<p><b>1<sup>st</sup> Infraction:</b></p> <ul style="list-style-type: none"> <li>• Written plan with Time Out Monitor <b>and</b></li> <li>• Parent/Guardian contact <b>and</b> <ul style="list-style-type: none"> <li>□ Detention to make-up time</li> </ul> </li> </ul> <p><b>2<sup>nd</sup> Infraction:</b></p> <ul style="list-style-type: none"> <li>• One day ISS <b>and</b></li> <li>• Parent/Guardian meeting</li> <li>• Attendance contract-15 days</li> <li>• Detention to make-up time</li> </ul> <p><b>3<sup>rd</sup> Infraction:</b></p> <ul style="list-style-type: none"> <li>• Consequence of not upholding attendance contract <b>and</b></li> <li>• 2 Days ISS <b>and</b></li> <li>• Parent/Guardian will attend 1 class period with student and</li> <li>• Attendance Contract 30 Days</li> <li>• Detention to make-up time</li> </ul> <p><b>4<sup>th</sup> Infraction:</b></p> <ul style="list-style-type: none"> <li>• One day OSS <b>and</b></li> <li>• Parent/Guardian required to attend one entire day with student prior to re-admittance to regular setting <b>and</b></li> <li>• Daily Attendance Contract for Remainder of Quarter <b>and</b></li> <li>• Detention to Make-up Time</li> <li>• <b>Additional absences will be treated as insubordination and court referral will be submitted.</b></li> </ul>

\*Students are expected to take responsibility and accept the consequences for their actions in order to maintain a respectful learning environment for all stakeholders (students, staff, faculty, parents/guardians, community and visitors).

\*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 consequence completion. Students having excessive behavior issues may lose the ability to participate in school activities for the remainder of the semester or year.**

#### **L. 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.

#### **M. GANG & GANG RELATED BEHAVIORS POLICY**

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

No Student May:

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

## **SCHOOL BUILDINGS AND GROUNDS**

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

#### **A. SCHOOL PREMISES**

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.

To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

## **B. SECURITY**

All door will remained locked during the school day. In the event you need to enter the school, please use the front door as staff will not be able to let you in a side door. You must enter through these doors and immediately report to the High School office. Cameras are utilized throughout the building to ensure student safety; a court order must be obtained for non-staff stakeholders to view camera footage. Security doors have been installed on the north and south entry doors.

## **C. MEDIA CENTER**

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

## **D. LOCKERS**

Students are provided with a locker to store their belongings. Lockers are subject to inspection at any time.

## **E. LOST AND FOUND**

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

## **F. DAMAGE/LOSS OF SCHOOL PROPERTY**

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

## **G. PERSONAL ITEMS**

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

## **H. CAFETERIA/CLOSED LUNCH**

Breakfast and Lunch are served in the cafeteria daily when school is in session. Appropriate behavior 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. Students are to clean up their table after eating. No food may be taken from the cafeteria.

9<sup>th</sup> – 11<sup>th</sup> Grade students have a closed noon hour and must exit the building to the cafeteria. Students are not allowed to remain in the High School Building during lunch.

Seniors can exercise senior privilege and leave the building during lunch hour if they meet the following conditions:

- Maintaining passing grades in all courses needed for graduation
- Not exceeding Attendance Policy Expectations (acceptable percentage of daily attendance, tardy, absences)

This is a privilege and can be suspended if excessive tardies after lunch occur, exceeding allotted number of minutes for lunch (25 minutes), transporting unauthorized students (students without a blue check out slip) in a school vehicle, excessive behavior infractions, etc. Refer to Section G, page 20 for Leaving School Guidelines for students in grades 9-11 and those seniors not meeting senior lunch guidelines.

## **I. OUTDOOR ACTIVITIES (Lunch)**

Students are required to observe rules of safety when outside and to follow the instructions of the persons on duty. Tackle football and other rough games are prohibited. 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.

1. Stay in the assigned area.

2. When the 5 minute warning bell rings, report to class immediately.
3. Respectful behavior towards others.
4. Wrestling or rough play is not permitted.
5. Throwing rocks and snowballs is not permitted.
6. A student needs to tell the staff member on duty of any incidence that occurred so it can be addressed immediately.

(If the temperature is lower than 0 degrees the students will not be allowed to go outside to the commons area)

## **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 back of high school (north). The school will provide transportation if a student misses the bus and the school is 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. BICYCLES**

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

### **D. SKATEBOARDS, ROLLER SKATES, ROLLER BLADES, HEELIES, SNOWBOARDS, SCOOTERS, AND HOVER BOARDS**

Skateboards, roller skates, roller blades, scooters and hover boards 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. If a student refuses to comply with the confiscation request it will be referred to the level of willful disobedience.

### **E. PERSONAL VEHICLES**

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

## **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.

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](http://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. COMPLAINT PROCEDURE-DISCRIMINATION, HARASSMENT, PROGRAM COMPLAINTS**

Discrimination, harassment, program complaints, and all Federal programs shall be addressed in writing to the BIE School Supervisor or District Superintendent who will investigate, render a decision, and provide notification of the decision to the complaint 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 solve the issue, may address the complaint in writing to the to the BIE School Supervisor or the District Superintendent. Disputes addressing the enrollment, transportation (including inter-school disputes), and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure. Parents 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 are as follows:

1. The BIE School Supervisor or District Superintendent will investigate the written complaint and render a decision, within two weeks, after receipt of the complaint.
2. The BIE School Supervisor or District 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 BIE School Supervisor or the District Superintendent.
5. If the issue is not resolved with the BIE School Supervisor or the District 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.)

### **D. 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.

### **E. STUDENT POLICY LOCATION**

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.

## F. HARASSMENT

Cheyenne-Eagle Butte High School is committed to ensuring that every student has the right to be free from any type of harassment from any person. It is our responsibility to create a safe environment for all. Any verbal or physical action that makes a student feel threatened or afraid may be considered an intimidating, bullying, or abusive behavior. This type of behavior will be collectively referred to as harassment. All harassment and bullying behaviors will be subject to immediate disciplinary action as noted on the discipline matrix. Response to Harassment: Any student who believes that he/she is or has been a victim of any harassment will be investigated and appropriate measures will be taken for both the victim and the offender. Students with any knowledge of such behavior from/to either staff or students are encouraged to tell a staff member immediately. Confidentiality will be maintained for the reporting student or staff member. Definitions of Harassment:

- Sexual—Any unwelcome verbal or physical conduct of a sexual nature, request for sexual favors, or other sexually-oriented advance is considered sexual harassment. Sexual harassment can be as blatant as rape, as obvious as telling dirty jokes or using vulgar language, or as subtle as a look. It can occur with opposite or same-sex persons. It can be from adult-to-student, student-to-student, or student-to adult.
- Bullying—Cruel verbal, social, or physical abuse from one student to another or to an adult will be considered bullying behavior. Bullying usually consists of repeated offenses but can also be just one incident. Physical bullying includes hitting, pinching, biting or kicking the victim. It can involve taking or damaging the victim's property. Verbal bullying includes using words, either verbal or written, to hurt or humiliate another. It can involve name-calling, insulting, making social comments or constant teasing. Relational bullying includes excluding or rejecting another from social activities or connections, and purposely leaving others out at the encouragement of another student. Reactive victims include those who intentionally encourage a bully to harass them as to provoke the bully into action, fight back, and claim self-defense.
- Intimidation—A bullying behavior or any action from another that causes the student to feel threatened or fearful. Physical or verbal abuse is a form of intimidation.
- Abuse—Any physical or verbal action from another that causes emotional or physical pain to another is considered abuse. Behaviors can be blatantly cruel or subtly unkind.
- Hazing—Any participation in the persecution of others by rough practical jokes, forced or demeaning acts or tasks, physical or verbal abuse for the entertainment of others will be considered hazing. This includes any intentional or reckless act committed by a student, whether individually or with others, in person or in writing, against another student with a risk of potential physical injury, mental harm or degradation.

## 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

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**

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

### **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.

## **H. MANDATORY REPORTING**

Public Law 101-630, as amended (Codified in 25 United States Code 3203, § 1169), Indian Child Protection and Family Violence Prevention Act, as amended, 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 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 protective services agency or local law enforcement agency. Public Law 101-630 also specifically identifies positions designated as Mandatory Reporters, outlines the penalties for Mandated Reporters who fail to immediately report such abuse or actions described to the 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.

(Codified in 42 United States Code Section 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.

## **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

**The following C-EB Staff have been designated to handle inquiries or complaints regarding the C-EB Schools' non-discrimination policies:**

<b>PROGRAM</b>	<b>CONTACT PERSON</b>	<b>MAILING ADDRESS</b>	<b>PHONE NUMBER</b>	<b>EMAIL</b>
<b>District 20-1</b> 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	<a href="mailto:Keith.Watt@k12.sd.us">Keith.Watt@k12.sd.us</a>
<b>BIE</b> Title IX	Dr. Kathie Bowker, BIE Acting Supervisor	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-8777	<a href="mailto:Kathie.Bowker@bie.edu">Kathie.Bowker@bie.edu</a>
<b>BIE</b> Activities Director Title IX	Allen Benoist, Athletic/Activities Director	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-8744, 8755	<a href="mailto:Allen.Benoist@bie.edu">Allen.Benoist@bie.edu</a>
<b>District 20-1</b> SPED Director	Rebecca Smith 20-1 SPED Director	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	(605) 964-4911	<a href="mailto:Rebecca.Smith@k12.sd.us">Rebecca.Smith@k12.sd.us</a>
<b>BIE</b> SPED Director	Carla Blue Coat, BIE SPED Director	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-8744, 8755	<a href="mailto:Carla.Bluecoat@bie.edu">Carla.Bluecoat@bie.edu</a>

<b>BIE</b> 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	<a href="mailto:Vicki.Birkeland@bie.edu">Vicki.Birkeland@bie.edu</a>
<b>BIE</b> High School Principal	Francine Hall, High School Principal	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-8744, 8755	<a href="mailto:Francine.Hall@bie.edu">Francine.Hall@bie.edu</a>
<b>BIE</b> Junior High Principal	Dr. Kathie Bowker, Jr. High Principal	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-7841, 7841	<a href="mailto:Kathie.Bowker@bie.edu">Kathie.Bowker@bie.edu</a>
<b>BIE</b> Primary Section 504 Coordinator	Leslie Logg, Acting Primary Principal	PO Box 672 E Street Bldg #2004 Eagle Butte, SD 57625	(605) 964-7920, 7921	<a href="mailto:Leslie.Logg@bie.edu">Leslie.Logg@bie.edu</a>
<b>BIE</b> 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	<a href="mailto:Virginia.Veo@bie.edu">Virginia.Veo@bie.edu</a>
<b>BIE</b> 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	<a href="mailto:Jill.Kessler@bie.edu">Jill.Kessler@bie.edu</a>
<b>BIE</b> 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	<a href="mailto:Jamie.Oneal@bie.edu">Jamie.Oneal@bie.edu</a>
<b>District 20-1</b> 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	<a href="mailto:Joellen.berndt@k12.sd.us">Joellen.berndt@k12.sd.us</a>
<b>District 20-1</b> Title 1	Cora Petersen, Upper Elementary Principal	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	(605) 964-4911	<a href="mailto:cora.petersen@k12.sd.us">cora.petersen@k12.sd.us</a>
<b>C.R.S.T.</b> Title 1	Chip Bird Necklace, Program Director	PO Box 590 E Street Bldg #2002 Eagle Butte, SD 57625	(605) 964-8577	<a href="mailto:chip.birdnecklace@gmail.com">chip.birdnecklace@gmail.com</a>

## J. 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.
- A written explanation to the homeless child's parent or guardian, including a statement of appeal rights (see Complaint Procedure).

## **HOMELESS POLICY**

The Cheyenne-Eagle Butte Schools' policy regarding;

1. 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.
2. 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.
3. Notice of Rights  
Ensure the elimination of stigmatization or segregated services and the elimination of other identified barriers for homeless children and youth.
4. Comparable Services  
Provide children or youth experiencing homelessness with services comparable to services offered to other services in the school including the following:
  - a. Transportation services.
  - b. 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 educational programs for students with limited English proficiency.
  - c. Programs in vocational and technical education.
  - d. Programs for gifted and talented students.
  - e. School nutrition programs.
  - f. Barriers to Enrollment

Review 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 documentation, and guardianship.

### **School Enrollment Questions:**

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

### **Transportation**

Transportation may be provided based on individual needs.

## **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 and the District 20-1 Business Office during normal business hours.

#### **L. E.A.G.L.E. Center (EC)**

C-EB High School serves as the initial point of contact for all EC enrollments, re-enrollments and placements. Interested students wishing to enroll at the EC are required to

1. Complete an application (available at the high school office)
2. Be approved by the high school's EAGLE Center Placement Team
3. Schedule a meeting with the EC Principal

#### **EC Referral & Placement**

ECII Placements are for 9th-12th grade students. EC does not handle referrals. The C-EB High School will schedule and complete all placement meetings for EC II and EC III students. Students will have an Academic Plan for the EC before entering the EC showing both Computer classes and Independent Study classes, which high school staff will complete using the EA.G.L.E. Center Class Chart. All eleventh and twelfth grade students will have all classes listed on their Academic Plans to graduate. It is the responsibility of the C-EB High School to schedule transition meetings for a student who is on an active Section 504 or Individual Education Plan (IEP) prior to entering the EC.

#### **Returning to the High School from E.C.II**

Students, who do find success at the EC, may request a referral back to the HS building. Students requesting to return to the high school must submit the following documentation to the high school's EAGLE Center Placement Team at least two weeks prior to the beginning of a semester.

- A. Copy of the parent/guardian request letter
- B. Credit Count Worksheet will be completed for the student showing graduation requirements completed, in progress, and needed to graduate.
- C. Documentation showing the student has made significant improvement based on their initial referral and placement to the EC.
  - i. Academic = Student has earned credits which has resulted in them being back in their original graduation cohort.
  - ii. Attendance = Student has maintained 94% attendance with no interruptions in school enrollment for one school year.
  - iii. Behavior = Student has maintained a positive behavior record which includes no significant behaviors that have resulted in OSS/ISS or repetitive time-outs for one school year.

The High School EC Placement Team will notify both the EC and HS principals of their decision.

The EC will schedule and complete all placement meetings for students approved to return to the High School. If a student is placed back at the HS, they will begin at the high school on the first day of the next semester. If a student is placed back at the HS and has an active 504 or IEP, the EC is responsible to schedule a transition meeting for the student prior to the student's HS start date.

- If a student is not successful at the EC, additional educational options will be offered by EC (ex: ECIII, GED, JobCorp, etc.)



# 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-teacher conferences two times during the school year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:
  - We will have one parent-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/Guardians 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 Portal as available.
6. Making sure that homework is completed.
  - Provide a consistent homework time in an undisturbed study area, and be available if the child needs help.
  - Make sure the homework is done, signed off on by a parent/guardian and returned to school daily.
  - Conference with building Principal, as needed.
  - 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 Advisory Committee.

## **Student Responsibilities**

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

1. Set goals for myself by setting both short and long term targets for myself so that I am college and career ready at the end of high school.
2. Believe that I control my future.
3. Respect myself, others, and my school.
4. Come to school on a regular basis, on time, and be prepared to learn.
5. Talk to my 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:** \_\_\_\_\_