

**Cheyenne-Eagle Butte
Schools**

Student & Parent/Guardian

***UNIFIED
HANDBOOK***

***2024-2025
SCHOOL YEAR***



C-EB School Board Approved: April 10th, 2024

CHEYENNE-EAGLE BUTTE MISSION STATEMENT:

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

OUR VISION:

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

August 2024

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September 2024

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October 2024

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December 2024

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**Board Approved on
02/14/2024**

**2024/2025
C-EB School Calendar**

Aug. 7-8 – Pre-Registration
9:00 AM to 4:00 PM
Aug. 12 – All Staff Return
Aug. 12-15 – In-Service Week
Aug. 16 – 8:00 - 2:00 Open House
Aug. 19 – Students First Day
Aug. 30 – No School
Sept. 2 – Labor Day – No School
Sept. 3 – No School
Sept. 25 – 1:00 Release/Staff PD
Oct. 14 – Native American Day
Oct. 18 – End of 1st Quarter
Oct. 31 – 1:00 Release/Staff PD
Nov. 01 – PTC/No School
Nov. 11 – Veteran’s Day Observed
Nov. 27-29 – Thanksgiving - No School
Dec. 17 - End of 1st Semester
Dec. 18 - Jan. 02 - Winter Break - No School
Jan. 03 – Staff Development
Jan. 06 – School Resumes
Jan. 20 – Martin Luther King Jr. Day
Jan. 29 – 1:00 Release/Staff PD
Feb. 17 – President’s Day
Feb. 28 – PTC/No School
Mar. 07 – 3rd Quarter Ends
Mar. 12 – Staff PD–No School for Students
Mar. 21 – No School
April 02– 1:00 Release/Staff PD
April 18 – April 21 – No School
Spring Break
May 11 – HS Graduation
May 15 - Last Day for Students
May 16 - Staff Development/
Last Day BIE, 20-1 Staff and CRST
Title I

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

February 2025

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March 2025

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April 2025

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May 2025

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June 2025

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July 2025

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POLICY TEXT DISCLAIMERS

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

BUILDING PHONE NUMBERS

- Cheyenne-Eagle Butte Schools K-12
- Bureau of Indian Education Administration 605-964-8777
- Eagle Butte School District 20-1 Administration 605-964-4911
- High School 605-964-8744
- Junior High 605-964-7841
- Upper Elementary 605-964-2702
- Primary 605-964-7920
- E.A.G.L.E. Center 605-964-8733

K-12 STAFF LISTING

All C-EB instructional staff may be reached via email by using the following format: firstname.lastname@ohitika.com

Cheyenne-Eagle Butte Administration Team	
BIE Supervisor – (Acting) Jennifer Bowman – BIE Vacant	District 20-1 Superintendent – Kara Four Bear
BIE Business Specialist – Ashley Elk Nation	District 20-1 Business Manager – Keith Watt
Primary Principal – Darleen Brown	UE Principal – Cora Petersen
JH Principal – (Acting) Michael Nankervis – BIE Vacant	UE Asst. Principal – Larry Keller
HS Principal – (Acting) Leslie Logg – BIE Vacant	Special Education Director – Rebekah Smith
EC Principal – Dr. Vicki Birkeland	UE Instructional Coach – Robyn Johnson
Special Education Director – BIE Vacant	UE Instructional Coach – Nadia Deal
HS Dean of Students – BIE Vacant	Athletic Director – Allen Benoist
Curriculum Coordinator – Justin Tillich	CRST Contract/Compliance Specialist – Peri Gray
CRST Title I Director – M. Chip Bird Necklace	
C-EB Administrative Support Team	
Administrative Assistant – BIE Vacant	Superintendent Admin. Assistant – Darla DePoy
Human Resources – Nicole Shepherd	Business Admin. Assistant – Kristy Fischer
Infinite Campus – Carol Knight	Business Admin. Assistant – Tina Neigel
Business Technician – Julia Cook, Brandy LeBeau	CRST Title I Administrative Assistant – Jackie Buffalo
C-EB Building Administrative Clerk Team	
Primary Clerk – BIE Vacant	UE 3 rd & 4 th Admin Clerk – Lori Martin
Primary Attendance Clerk – Jennifer Talks	UE 5 th & 6 th Admin Clerk – Frankee Veit
JH Secretary – Shireen Weidmer	K-12 Special Education Clerk – Paula Jensen
HS Clerk – Karon Buffalo	JH Attendance Clerk – Patti DeCory
HS Registrar – Melissa Neigel	EC Clerk – Kimberly Claymore
HS Attendance Clerk - Wynema Tsosie-Dupris	K-12 Braves Store – Connie Knight
C-EB Information Technology Team	
IT Lead – Galen Eberhard	IT Coordinator – Kent Joens
IT – Cody Neigel	IT – Krissy Joens
C-EB Kindergarten Team	
Cathy McKinney	BIE Vacant
Oliva Anit	BIE Vacant
Brittany Hanson	BIE Vacant
C-EB 1st Grade Team	
BIE Vacant	BIE Vacant
Twila White Bull	BIE Vacant
Alexander Flores	BIE Vacant
C-EB 2nd Grade Team	
Sonia Webb	Sianna Moran
Nadine Oakie	BIE Vacant
Jody Walters	
Primary Interventions & Specials Team	

Library/Media Center – Mary Marshall	Physical Education – Harley Neigel
Lakota Lang. & Culture – Margo Iron Hawk	Music Teacher – Jeffrey Sogn
Lakota Lang. & Culture – Trini Bird Necklace	
C--EB 3rd Grade Team	
Hannah Barbosa	Gilvie Sulayao
Dylan Lemmon	Jobeth Moran
DeeAnne Ducheneaux	
C-EB 4th Grade Team	
Mary Yvonne Baron	Jalisa Cruz
Tana Smith	BIE Vacant
Helen Abuton	
C-EB 5th Grade Team	
Shelly Schuler	Judy Whirlwind Horse
Dennis Modesto	Christine Arjona
Rebecca Afraid of Hawk	
C-EB 6th Grade Team	
Kathy LeBeau	Stancee Moran
Jerris Veaux	BIE Vacant
Indika Dreamer	
C-EB UE Interventions & Specials Team	
UE Music – Kolette Struble	UE Art – Chasity Biegler
UE Physical Education – Shannon Jewett	UE Library/Media Center – Tiffany Farrar
Lakota Lang. & Culture – BIE Vacant	Lakota Lang. & Culture – Gail White Feather
STEM/Computers – Josh De La Rosa	Computers/Intervention – Corrine Weyand
UE Int. Teacher – Lynn Watt	Intervention – Barb LaPlante
Intervention – Carmen One Skunk	
C-EB 7th & 8th Grade JH Team	
7 th ELA – Florine Larson	8 th ELA – Anna Magtoto
7 th Math – Mona McClure	8 th Math – Dennis Pascual
7 th Science – Mary Mitchell	8 th Science – BIE Vacant
7 th Geography – Betsy Mitchell	8 th American History – Michael Nankervis
C-EB 7th & 8th Interventions & Specials Team	
7 th Lakota Lang. & Culture – Lance Eagle Staff	8 th Lakota Lang. & Culture – Stevie Moran
7 th & 8 th Computers – 20-1 Vacant	7 th & 8 th Physical Education – Gregory Passalacqua
JH System 44 – Toni Buffalo	Reading Intervention – BIE Vacant
C-EB 9th – 12th Grade HS Team	
English Teacher – Sherry Means	CTE Agriculture – Carl Petersen
English Teacher – Michael Polinag	CTE Industrial Arts – Chris Duesing
English Teacher – Gavin Spotted Tail	CTE STEM/Computer Science – Curtis Petersen
Math Teacher – Kenneth Hall	CTE Business & Computers – Roxee Holloway
Math Teacher – Vanessa Alabe	CTE FACS Teacher – Laura Hambre
Math Teacher – Kelly Shoemaker	CTE Teacher Education – 20-1 Vacant

Science Teacher – Joseph Moreno	Fine Arts: Music – BIE Vacant
Science Teacher – Thomas Shalla	Fine Arts: Art – Joseph Hutson
Science Teacher – Jeffery Lewis	Physical Ed./Health – Janet Jackson
Social Studies Teacher – Myah Red Horse	Librarian – Delaine Peterson
Social Studies Teacher – Larry Elwess	Lakota Lang. & Culture – BIE Vacant
Lakota Lang. & Culture – Kirby Knight	
Eagle Center Team	
Social Studies Teacher – Yvette Marie Laspinas	Math Teacher – Cherry Allanic
Science Teacher – Amy Stander	English Teacher – Dr. James Padilla
C-EB Special/Exceptional Education Services Team	
School Psychologist – Brian Larson	School Psychologist – Jen Larson
Primary Teacher – Jaci Alley	UE Teacher – Crystal Anderson
Primary Teacher – BIE Vacant	UE Teacher – Kimberly Rous
Primary Teacher – BIE Vacant	UE Teacher – Deb Dennis
UE Teacher – Marie Tess Parel	UE Teacher – Felicia Mader
JH Teacher – Memoree Dupris	Speech Pathologist – Kathy Mader
HS Teacher – Carla Blue Coat	UE Speech Pathologist – 20-1 Vacant
HS Teacher – Marijane Alindayu	SPED Clerk – Paula Jensen
JH & HS Teacher – Heather Allen	ECE Ed.Tech – Ella Meeter
Gifted & Talented Tech. – Traci Jewett	EC Teacher – BIE Vacant
Gifted & Talented Teacher – Kevin White Bull	ECE Ed.Tech – Diana Miner
Gifted & Talented Teacher – BIE Vacant	ECE Business Tech. – Carol Morgan
ECE SPED Teacher – Merrijane Gray	ECE SPED Teacher – BIE Vacant
ECE SPED Teacher – Lorna Shoemaker	
C-EB Social Support Services Team	
Primary Parent Involvement Coor. – Jo Blue Coat	UE School Nurse – Michelle Laurenz
Primary Time-Out – Pamela Afraid of Hawk	UE Social Worker/Home-to-School Liaison – Lexy White
Primary Counselor – Teena Pateneau	ISS Time-Out – Sandy Lemke
JH Counselor – Jaime O’Neal	UE School Counselor – 20-1 Vacant
JH Time-Out – Arliss Peterson	UE Counselor – Cynthia Charger
JH Parent Involvement Coor. – Savanna Traversie	K-12 Braves Store – Connie Knight
HS Counselor – BIE Vacant	JH/HS Social Worker – Suzanne Eagle Staff
HS Academic & Career Coach – Paul Hollow Horn	School Resource Officer – Don Mitchell
EC Counselor/504 – Julie Nelson	EC Ed. Tech/Behavior – Fay Garreau
HS Parent Involvement Coordinator – CRST Title I Vacant	EC Ed. Tech – Catlin Woods
HS Time-Out – Dustin Dupree	CTE Coordinator – Kim Edson
C-EB Paraprofessional Support Team	
Primary Gen. – Beatrice Looking Horse	UE Int. – Jean Neigel
Primary Gen. – BIE Vacant	UE Int. – Leland Logg
Primary Gen. – Yvonne Dupris	UE Title – Lennox Smith
Primary SPED – BIE Vacant	UE Title – Kenna LaPlante
Primary Gen. – Dreyanne Lee, River Gunville	UE Title – Haroldine Hill

Primary SPED – BIE Vacant	UE Title – Jace Anderson
Primary SPED – Elizabeth Moran	UE Title – Jenny Simon
Primary SPED – Carlye War Bonnet	UE BIE CEIS – Karen Garreau
Primary SPED – Chayo Makes Room for Him	UE Title – CRST Title I Vacant
JH SPED – Raina Slade	UE SPED – Leo Bakeberg
JH SPED – Carmen O’Neal	UE SPED – Paige Neigel
JH SPED – Josh Molash	UE SPED- Lance Hawk Eagle
JH SPED – Raylene LeCompte	UE SPED – Misty Young
JH Gen. Phy. Ed. – 20-1 Vacant	UE SPED –Tracie Henderson
Primary Sped – Lakota Azure	UE SPED – Jackie Red Thunder
HS Gen. – Misti Hebb	UE SPED – Kristine Traversie
JH SPED Para – Cesi Allen	UE SPED – Kim Lawrence
HS Gen. – JoLavae Gunville	UE SPED – Heidi LaPlante
HS Gen. – Rhonda Lesmeister	UE SPED – Pauline Webb
HS SPED – BIE vacant	UE SPED – Julie Thompson
HS SPED – Chase Pay Pay	UE Interventions – Nina Zorc
HS SPED – Bridget Dupris	UE SPED – Kenny Bruguier
HS Transition Ed.Tech – Keni Jo Ducheneaux	Gifted & Talented – Traci Jewett
HS Ed.Tech. - Merri Bruguier	UE SLPA – Robby Mader
HS SPED – Thomas Hawk Eagle	EC SPED – Lisa Maynard
HS SPED – Amber Marshall	HS CTE – Frankie Johnson
HS SPED – Rhonda Swan	HS SPED – Calli Thompson
C-EB Facilities & Maintenance Team	
Facilities Manager – Jackson Neigel	Facilities Mgr. – Petr Skaroupka
Maintenance – Jacob Neigel Sr.	UE – Bryan Red Owl
Primary – Andrew Lind	UE – Christian Berdin
Primary – Jordan Stadel	UE – 20-1 Vacant
JH Upper– Marques Goodlow	UE – 20-1 Vacant
JH Lower – Derick Straighthead	EC – BIE Vacant
HS – Tucker Garreau	HS – Kenny Traversie
Maintenance - Gaeton Hunter	Maintenance - Kyle Ward
C-EB Transportation Services Team	
Transportation Director – Harley Morgan	Transportation Director – Petr Skaroupka
Russell Brehmer	20-1 Vacant
Perry LeClaire	Louie Lends His Horse
Brandon Morgan	Ira Briggs
Richard Walters	
C-EB Food Services Team	
Food Services Manager – Stacie Lee	Food Services Site Manager – Lolly Crow
Wallace Ducheneaux	Wambli Black Lance
Sabrina Hannawecke	Sierra Claymore
BIE Vacant	Matthew LaPlante

Nathan Houston	Darla Red Bear
Randy Combellick	Dee Hollenbeck
Yvette Inukihaangana	David Frazier
Carla Lawrence	Tyler LaPlante-Kennedy
Keri Lawrence	Trina Lends His Horse
C-EB Residential Services Team	
Residential Manager – Philomine Moran	BIE Vacant
Lola Blue Earth	BIE Vacant
Cora High Elk	BIE Vacant

SCHOOL TRADITIONS

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

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.

SEVEN VALUES

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

LAKOTA FLAG SONG

TĤAWÁPAHA OLÓWAD”

TĤUDKÁŠILAYAPI, TĤAWÁPAHA KIDHÁD
OÍHADKE ŠNI HÉ NÁŽID KTE LÓ.
IYÓĤLATEYA OYÁTE KIDHÁD
WÍĤÍĤAĤID KTA ĤHA, LÉĤHAMUD WELÓ

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

STUDENT RIGHTS, RESPONSIBILITIES, and EXPECTATIONS

BRAVES EXPECTATIONS

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



POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)

- **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

CHEYENNE-EAGLE BUTTE SCHOOL BULLYING POLICY

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 & CONSEQUENCES

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 for 1st Infraction*

- Immediate removal of offender(s) from area ***and/or***
- Time Out Plan
- *Anti-Bullying Circle discussion with counselor or Principal*
- ISS for one (1) day
- Development of Behavior Management Plan ***and/or***
- Referral to counselor
- Parent/Guardian Notification

Consequences for subsequent infractions and/or severe 2nd infraction:

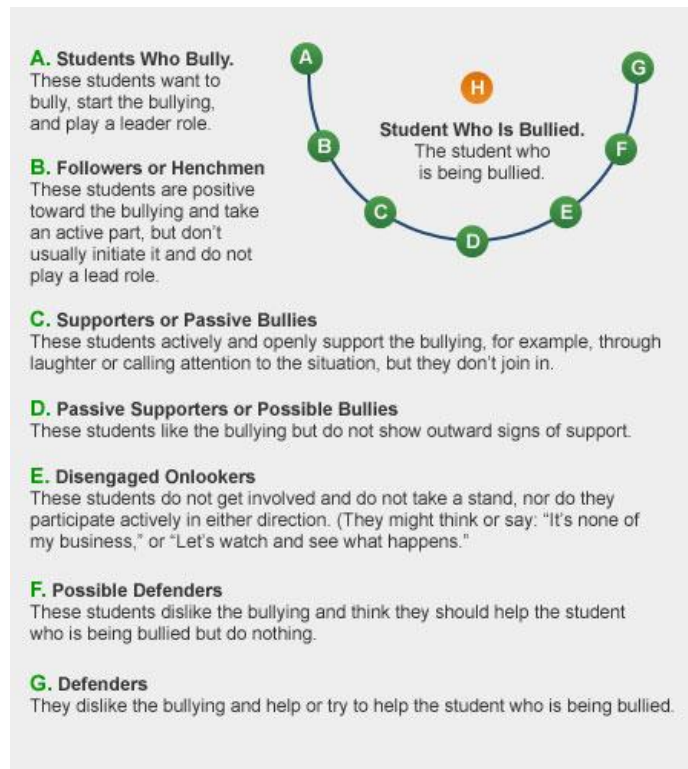
- 1-3 days ISS/OSS with no school activities ***and/or***
- Parent / Guardian notification ***and/or***
- Relationship repair and restorative practices
- Development of Behavior Management Plan ***and/or***
- Referral to counselor for subsequent sessions on bullying prevention

Consequences for continued incidents that are not curtailed by other consequences

- 10 days OSS with no school activities ***and/or***
- Referral to law enforcement if severity warrants ***and/or***
- *Referral to School Board for long-term suspension/expulsion; hearing waiver is available*

Roles of Student Within a Bullying Incident

The graphic below describes the roles of students within a bullying incident:



PROCEDURE FOR REPORTING BULLYING

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

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

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

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

Any staff member observing or suspecting bullying by a student or third party toward another student is required to report the issue to his or her building supervisor.

This policy is in effect while students are on property within the jurisdiction of the School Board; while students are in school-owned or school-operated vehicles; while students are attending or engaged in school-sponsored activities; and while students are away from school grounds if the misconduct directly affects the good order, efficient management, and welfare of the student or the District.

This policy shall not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

RIGHTS OF THE INDIVIDUAL STUDENT

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

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

PHYSICAL EDUCATION

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

STUDENT APPEARANCE

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

1. All clothing shall meet C-EB standards of dress for health, wellness, and safety reasons.
2. Personal items, student drawings, and articles of clothing which display profanity, products, or slogans which promote tobacco, alcohol, drugs, violence, gang, sex or are in any other way distracting, disrespectful, or insubordinate are prohibited.
3. Excessive accessories such as hanging chains and hanging suspenders are not allowed. This is for safety reasons. Items of clothing which expose bare midriffs, bare chests, undergarments, or that are transparent (see-through) are prohibited. Tank tops with straps wider than one inch are permitted. Please be advised that spaghetti straps, shirts which expose a bare back, halter tops, tube tops and short shorts are prohibited.
4. Caps, hats, or other head-gear cannot be worn in school, (including hoods from hoodies or jackets) and 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.
5. When caps are worn during school special activity or themed days, they should be worn with the bill forward at all times.

6. Shoes must be worn at all times.
7. Pants must fit properly. Excessively baggy or tight clothing, and clothing which advertises gang affiliation symbols, alcohol, tobacco, or drugs is prohibited. Refer to section on gang related behaviors for more information, page 63.

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.

COMMUNICATIONS

COMMUNITY

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

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.

CELL PHONES AND OTHER ELECTRONIC DEVICES

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

USE OF COMPUTERS AND NETWORKS

Internet users, like traditional library users, are responsible for their actions in accessing online resources. Faculty, staff, students or parents/guardians will be held accountable for the guidelines set forth in Staff and Student/Parent Handbooks. It is the policy of the school to:

- a) prevent user access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications;
- b) prevent unauthorized access and other unlawful online activity;

- c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

School staff will provide age-appropriate training for students who use the internet facilities, networks, software, and hardware. The training provided will be designed to promote our commitment to:

- a) The standards and acceptable use of internet services as set forth in the Acceptable Use and Internet Safety Policy;
- b) Student safety with regard to:
 - safety on the internet;
 - appropriate behavior while on online, on social networking websites, and in chat rooms; and
 - cyberbullying awareness and response.
- c) Compliance with the E-rate requirements of the Children’s Internet Protection Act (“CIPA”).

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.

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.

SCHOOL CLOSING

If for any reason there is a closing of the school, announcements will be made through the means listed below. 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.

- C-EB’s official social media platform(s) and local media outlets
- School website
- School Messenger
- KIPR Radio (*when available*)
- Parent/Guardian Mailings
- School Board Meetings
- Television Media Outlets

SCHOOL ADMISSION

New enrollment or in-district transfer students may enroll at the beginning of each quarter (first two weeks) for grades K-8 and at the beginning of each semester (first two weeks) for high school with the exception of Eagle Center students. Out of district transfer students will be enrolled upon relocation within the district boundaries.

Students expelled or undergoing expulsion proceedings will be considered on an individual basis. Requirements for enrollment include a complete application and promotion to the grade they are entering.

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

PARENT/GUARDIAN OPTIONS AND INVOLVEMENT

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

STUDENT ENROLLMENT

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

START DATE

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

ATTENDANCE

CRST Tribal Attendance Code/Ordinance Available at Office

EARLY ARRIVAL TO SCHOOL

Primary - Students who arrive at school before 8:00 a.m. may be in either the cafeteria for breakfast, in designated classrooms or outside on the playground. They are not allowed to be in the hallways. Adult supervision will be provided starting at 7:30 a.m. Do not bring your students before 7:30 a.m.

UE - Students who arrive at school between 7:30 and 8:00 a.m. are to wait in the circle area and/or go to the cafeteria for breakfast as directed. Students will be directed as to whether there is a morning recess (weather dependent). Students will not be in the classroom area before 8:00 a.m. unless directly supervised by a teacher.

JH - Students who arrive at school before 7:45 am must stay in the cafeteria for breakfast. Adult supervision will be provided at 7:45 a.m. in the JH building. The classroom teachers will be available at 7:45 a.m. for students to complete work provided they are not on duty.

HS - 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.

MINIMUM INSTRUCTIONAL HOURS

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

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

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.

TRUANCY

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

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

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

- (1) Miss three or more consecutive days of school without a valid excuse written and signed by their parent(s) or guardian(s); or
- (2) Otherwise fail to attend school regularly; and
- (3) That the school and a child's parent(s), guardian or custodian have held a meeting or the child's parent(s), guardian or custodian has refused to attend a meeting to discuss the child's habitual and unjustified absence from school: and
- (4) That the school has provided an opportunity for counseling to determine whether a curriculum would resolve the child's problem and if the local school board or governing authority of a private school provides an alternative education program, that the child has been provided with an opportunity to enroll in the alternative education program: and
- (5) That the school has conducted a review of the child's educational status which may include medical, psychological and/or educational testing of the child in accordance with the school regulations to determine whether social problems may be a cause of the child's absence from school and, if so, that the appropriate action has been taken; and
- (6) That the school has sought assistance, from appropriate agencies and resources available to the local school board or private school, or has referred the matter to a local social services agency for the purpose of utilizing and coordinating such agencies and resources.

At the discretion of the Tribal Prosecutor, children who are in violation of this section may be treated as juvenile offenders alleged to have violated a Class B misdemeanor. Alternately, such children may be treated as children in need of care for all purposes of this Code, provided that in such cases the procedures set forth in Chapter 9 of this Code shall be amended and/or clarified as follows:

- (1) The requirements of holding an Advisory Hearing, as set forth in Section 9.08, shall be abolished; and
- (2) After the petition is filed, the Court shall set a date for an adjudicatory hearing, which shall not be more than thirty (30) days after the petition is filed, and direct the Court Clerk to issue the appropriate summons in accordance with Section 9.07 (A)(2) – (5); and
- (3) Section 9.09(A) shall be abolished.

Indian parent(s) or guardian(s) of Indian children who are in violation of this section shall be guilty of a class B misdemeanor. Non-Indian and Indian parents or guardians of Indian children who are in violation of this section shall be subject to a civil fine not to exceed \$50.00 for each day their child fails to attend school.

MAXIMUM ABSENCES

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

NOTIFICATION PROCEDURES FOR ABSENCES

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

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

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

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

LEAVING SCHOOL

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

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school 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 Schools adhere 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.

K-8 EXCUSED ABSENCES

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

HS 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.

- 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.

IRREGULAR ATTENDANCE & SKIPPING CLASS

K-12 Attendance Counts: The Cheyenne-Eagle Butte School recognizes the importance of attendance and its effects on academic progress. We understand there are situations that may arise that impact your students' ability to have consistent attendance. Parents, guardians, and students should make every effort to contact their school, complete missed work, and be consistent with attending school. K-6 students who arrive after 9:30 and leave before 1:45 receive only ½ day of attendance. 7-12 students are expected to be in attendance for every class period to receive credit. Skipping class is considered as irregular attendance and instances will be addressed according to the Discipline Matrix.

School administration, counselor, school social workers will work with families who are experiencing difficulties to remediate attendance issues as a supportive measure. In the event all interventions put into place are unsuccessful, the school will develop a partnership on behalf of your child with the CRST Tribal Children's Court to enforce the CRST Attendance Policy.

MAKE-UP WORK

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

JH - 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 shall be the parent's responsibility to meet with the teacher(s) and obtain make-up assignments. Classroom work will be made up within two school days of each period/day to receive full credit. The office does not route work requests or interrupt class time to obtain make-up assignments for absent students.

HS - 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.

PARENT'S/GUARDIAN'S RESPONSIBILITY

The parents/guardians are responsible for the following:

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

BATHROOM & HALLWAY PASSES

Primary - The Cheyenne – Eagle Butte Primary School uses bathroom passes in case of an emergency only; student safety. Bathroom use will be done as a whole class throughout the school day. Eagle Butte Primary School will use hallway passes at a minimum throughout the school day and will be for the following purposes:
• Sick student • Substitute will send students to the office in a pair with daily attendance.

UE - Students sign out from the classroom to use the restroom. All classrooms have a sign out sheet. Students sign out from the classroom for permission to move to another class. Students move for pull out activities throughout the day.

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

HS - 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.

TARDINESS

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

- Student will report to the office to sign in.
- Student will present an excuse for tardiness.
- A pass/tardy admit pass shall be issued by the office for class(es)/day(s) missed.
- Reasons for Excused Tardiness: Medical Appointment, Court, Counseling Appointment, Bad Road Conditions, or Administrative Discretion

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

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

Reasons for Excused Tardiness

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

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

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

- Consequence: Student will have lunch detention for every tardy with ISS monitor. Students who don't report for lunch detention will then be assigned after-school detention.
- For continued offenses see Behavior and Consequences Table under "Unexcused Tardy to Class"

HS - 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.

EXCELLENT ATTENDANCE RECOGNITION

Primary - Acknowledgement of Excellent Attendance will be throughout the school year.

UE - Students are recognized at semester and at end of year for excellent and superior attendance. Other recognition includes BRAVES Incentives and quarterly breakfast awards.

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

HS - 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

LEARNING CAPACITY

The Cheyenne-Eagle Butte School adheres to practices that will promote successful academic achievement growth. All students are offered specific academic support to address specialized needs of all learners. The impact of teaching and learning on student achievement and success is the primary expectation of C-EB Schools. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; and quality instruction and comprehensive support that enable all learners to be successful.

ASSESSMENT DATA

Cheyenne-Eagle Butte Schools adhere to practices that will promote data-driven instruction. Assessment practices (formative and summative) will monitor and measure learner progress and achievement. Moreover, C-EB Schools evaluates the impact of its learning culture, including all programs, support services, extra-curricular activities, social-emotional learning, and adjusts accordingly.

Annually, C-EB Schools will administer stakeholder surveys for the purpose of providing opportunities for input on educational programming, social-emotional learning, and for school improvement initiatives.

PRIMARY ACADEMICS

PRINCIPAL LETTER

Dear Parents/Guardians:

Welcome to the new school year! We are elated to have your child join us for what promises to be an exciting and enriching academic journey.

At Cheyenne-Eagle Butte Primary School (C-EB), we are committed to providing a supporting and stimulating environment where your child will LEAD (**L**earn, **E**xcel, **A**chieve, and **D**ream.) Our devoted team of educators is passionate about fostering a love for learning and helping each student reach their fullest potential.

During the upcoming school year, we will focus on cultivating excellence in academics. Additionally, we strongly believe in assisting students with character development, creativity, and critical thinking skills. By assuming the holistic approach to learning our students are empowered to become well-rounded individuals prepared to enter a global society.

Having open communication and partnership are vital. Therefore, we encourage you to contact us with any questions, concerns, or provide feedback. Your investment in your child's education is imperative. We look forward to working together to support his/her growth and development.

Again, thank you for entrusting us with your child's education. We are honored to be a part of his/her academic journey. We are excited to see all that he/she will accomplish this year.

Welcome to the new school year!

Sincerely,

Darleen E. Brown, C-EB Primary School Principal

Primary School
PO Box 672
Eagle Butte, South Dakota 57625
(605) 964-7920
Fax (605) 964-7923
Website: www.ohitika.com

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Cheyenne - Eagle Butte School

EVERY STUDENT SUCCEEDS ACT

The Cooperative Board of the Cheyenne-Eagle Butte School supports the Every Student Succeeds Act (formerly known as No Child Left Behind). As part of School Improvement Plans, students are expected to work toward proficiency in reading and math. In addition, we expect at least 94% attendance rate for all students.

DAILY SCHEDULE

8:05 AM to 3:25 PM Students will be tardy after 8:05 AM and will need a pass to be released from class if parent/guardian comes to pick up their child(ren) before 3:25 PM.

Kindergarten Daily Schedule

First Grade Daily Schedule

Time:	Subject:	Time:	Subject:
8:05 – 8:30	Breakfast	8:05 – 8:30	Breakfast
8:30 – 9:15	Reading Core	8:30 – 9:00	Specials I
9:15 – 9:45	Specials I	9:00 – 9:45	Reading Core
9:45 – 10:30	Reading Core	9:45 – 10:00	Recess
10:30 – 10:45	Recess	10:00 – 10:50	Reading Core
10:45 – 11:15	Lunch	10:50 – 11:20	Lunch
11:15 – 11:45	Reading Intervention	11:20 – 12:25	Math Core
11:45 – 12:45	Math Core	12:25 – 12:55	Math Intervention
12:45 – 1:10	Math Intervention	12:55 – 1:10	Recess
1:10 – 1:20	Snack/Bathroom Break	1:10 – 1:40	Specials II
1:20 – 1:35	Recess	1:40 – 1:50	Snacks
1:35 – 2:30	Science/Social Studies	1:50 – 2:20	Reading Intervention
2:30 – 3:00	Specials II	2:20 – 3:05	Science/Social Studies
3:00 – 3:20	Mindfulness	3:05 – 3:20	Mindfulness
3:20 – 3:25	Dismissal	3:20 – 3:25	Dismissal

GRADING SCALE

The Cheyenne – Eagle Butte Primary School will provide each student in the areas that will be reported the following academic acknowledgment: E = Excellent S = Satisfactory NI = Needs Improvement

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. The school will mail progress/deficiency reports periodically.

AFTER-SCHOOL PROGRAM

The Cheyenne-Eagle Butte Primary 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.

SUMMER SCHOOL

The Cheyenne-Eagle Butte Primary School students are encouraged to participate in the summer school program during the month of June.

JUMP START

The Cheyenne-Eagle Butte Primary School hosts a “Jump Start” program to aide incoming students in the transition to kindergarten. A variety of skills: social and academic routines are offered Monday – Thursday during the month of June.

ASSESSMENTS (TESTING)

Cheyenne-Eagle Butte utilizes assessment (testing) as an important part of the instructional program. Students are assessed for three (3) Benchmark periods (Fall, Winter, Spring) to determine which concepts and skills they have mastered and which ones they need additional help on. In addition, students may be progress monitored to determine the amount of progress being made between benchmark periods. Finally, teachers have the option to use topic, unit, or chapter tests as evaluation tools. Students are not allowed to opt out of assessment (testing), since it is used to make instructional decisions.

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

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

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

The MTSS team is comprised of members of the Cheyenne-Eagle Butte Primary School. The classroom teachers at C-EB Primary School will initiate referrals for students to participate in specific interventions; academic or behavioral.

EDUCATIONAL SERVICES

The Cheyenne-Eagle Butte School offers programming to support those with special needs and a gifted program for the students in need of those services. For more information on these programs please contact the Principal

Cheyenne-Eagle Butte Upper Elementary School
24 West Prairie Road
PO Box 260
Eagle Butte, SD 57625



Dear Parents, Guardians and Caregivers,

Welcome to the Upper Elementary and to Cheyenne-Eagle Butte Schools for the 2024-2025 school year! There will be an Open house on Friday, August 16, where students and parents can meet their teachers and visit their classroom prior to the beginning of school. School begins on August 19, 2024. We are excited about teaching your children for the coming year!

Attendance counts. Beginning Monday, August 19, 2024, school will begin at 8:00 a.m. Breakfast will be served from 7:30-8:00. Students will be welcomed for breakfast as the day begins, with students released to classrooms at 8:00 a.m. Grade level and building wide incentives for attendance have been planned for this year in an attempt to have all children in school consistently.

Students learn more with consistent attendance. Students entering school after 8:10 will be considered tardy. This year, 3rd and 4th grade students will get their tardy slips from Lori at the flagpole office. Grades 2, 5, and 6 will enter on the southeast side near my office, and will get a tardy slip from Carleyn Petersen. Please call the secretaries if your child will be absent. Lori's extension is #111. Carleyn's is #246. You may also call them to arrange for a ride if needed. Both secretaries are available from 7:30 – 3:30 daily.

Along with attendance, we will continue to have **checkouts only between 8:15 – 2:45**, with the beginning and end of day having no checkouts due to congestion issues as students come and go. All buses will be dropping off and picking up students on the north side of the building in the new bus loop this year. Private drop off and pick-up will be in the North lot as well as on the East side of the building.

A Note from Maintenance about PE: This year, we are asking that no hard bottomed shoes be worn in the gym. Students need a pair of rubber soled gym shoes to wear when they go to PE. They may keep them in their lockers or on a hook in the classroom for use at PE. Thanks.

For a well-rounded education, students will spend time each day on the core subjects, as well as a schedule that includes Lakota, digital literacy, library skills, music, art and PE. We also have opportunities for social-emotional learning and counseling as well. The after school program will begin mid-September and will be offering tutoring and enrichment activities until 5:15 p.m. Tuesdays, Wednesdays, and Thursdays. As the year begins, please watch for the flyer and permission slip.

Thank you for enrolling your child at C-EB Schools. We look forward to a successful and safe learning year. Please feel free to contact me if you have questions or concerns. My extension is #247. Mr. Keller, my assistant, is at #161. Our counselor, Mrs. Charger, is at extension #142.

Sincerely,

Cora L. Petersen

Upper Elementary Principal

EVERY STUDENT SUCCEEDS ACT

The Cooperative Board of the Cheyenne-Eagle Butte School supports the Every Student Succeeds Act (formerly known as No Child Left Behind). As part of School Improvement Plans, students are expected to work toward proficiency in reading and math. We also expect all students to get a well-rounded education, including education in health, wellness, social skills and fine arts. In addition, we expect at least 94% attendance rate for all students.

HONOR STUDENT RECOGNITION

Students will be honored for proficiency and improvement. The following criteria are met for Honor Students: Students score advanced or proficient on school-wide benchmark assessment such as MAP; and/or student improves his/her score on the school-wide benchmark assessments at or above the level of one year gain. Students will be recognized at the end of each semester and for year-long honors.

DAILY SCHEDULE

Time	Activity
7:30-8:00	Breakfast @ Cafeteria
7:45-8:00	Morning Recess Time
8:00	<i>School in Session</i>
11:00-11:30	2 nd grade lunch (<i>recess scheduled</i>)
11:20-12:00	3 rd grade lunch/recess
11:40-12:15	4 th grade lunch/recess
12:00-12:35	5 th grade lunch/recess
12:20-12:55	6 th grade lunch/recess
3:05 & 3:20	Buses Routes Dismissed
3:20	All Students Dismissed

GRADING SCALE

The Grading scale will be as follows to reflect with the NASIS system:

- A.....90% - 100%
- B.....80% - 89%
- C.....70% - 79%
- D.....60% - 69%
- F - (NC will change to F for final grade) 0% - 59%
- NC - Failure to meet Minimum Requirements 0% - 59%

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

Common Core Standards Levels:

- 4---Exceeds Standards
- 3---Meets Proficiency Standards for State Common Core
- 2---Minimally Meets, or working toward minimum standards for grade level
- 1---Below Grade Level standards
- NA – Not taught this quarter, or not applicable

ACADEMIC PROGRESS REPORTS

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

AFTER-SCHOOL PROGRAM

After-School Programming at the Upper Elementary School is offered through Federal grant programming. Some teachers offer tutoring for any students who choose to stay. The after-school program runs Tuesday to Thursday.

SUMMER SCHOOL

Summer school runs the month of June for grades K-6.

ASSESSMENTS (TESTING)

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

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

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

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

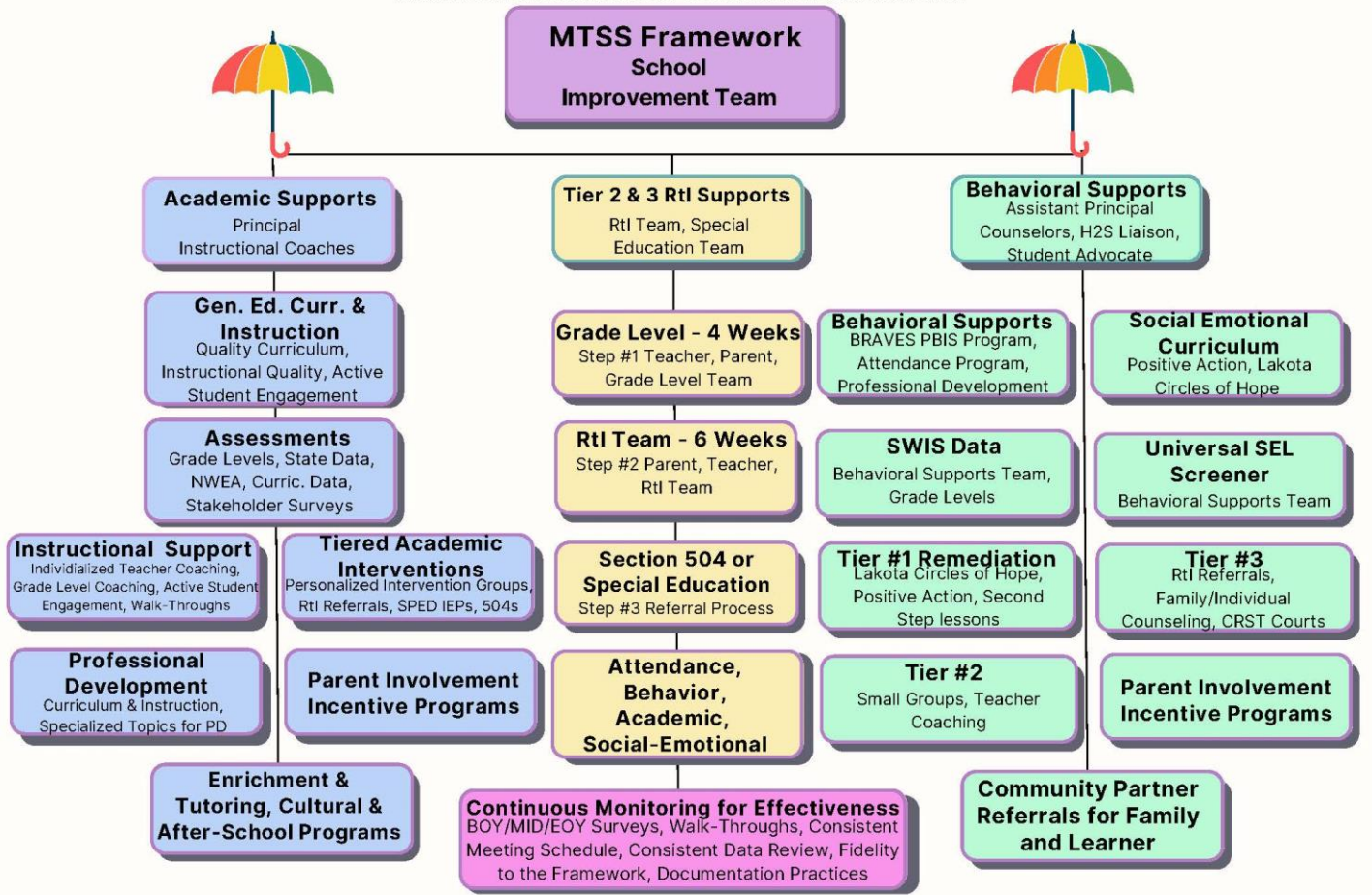
Parents/Guardians will be notified by the teacher if a student's grade falls below passing throughout the school year. They will also be notified through parent mailings, communications, and at parent teacher conferences of their students' proficiency scores on standardized tests. Additional assistance may be given through classroom interventions, tutoring, extended school year, or summer school.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

The MTSS team is comprised of members of the Cheyenne-Eagle Butte Upper Elementary School. The classroom teachers at C-EB Upper Elementary School will initiate referrals for students to participate in specific interventions; academic or behavioral.

C-EB SCHOOLS: UPPER ELEMENTARY SCHOOL

The South Dakota MTSS+ (Multi-Tiered Systems of Support) initiative focuses on two areas: 1) MTSS Academics is referred to as RtI (Response to Intervention): Improve reading and math results for students through teacher training, instructional coaching, evidence-based practices, and tiered intervention supports. 2) MTSS-Behavior is referred to as PBIS (Positive Behavioral Interventions and Supports): Provide supports through MTSS+ for students' behavioral and social-emotional wellness and health.



EDUCATIONAL SERVICES

The Cheyenne-Eagle Butte School offers programming to support those with special needs and a gifted program for the students in need of those services. For more information on these programs please contact the Principal.

JH ACADEMICS

PRINCIPAL LETTER

JUNIOR HIGH

PO Box 672

Eagle Butte, South Dakota 57625

{605} 964-7841 Fax {605} 964-1224

Website: www.ohitika.com

Welcome to Cheyenne-Eagle Butte Junior High School!

It is with great pleasure and excitement that we extend a warm welcome to each of you as we embark on a new academic year filled with endless possibilities, growth, and achievement. Whether you are returning students or new to our school community, we are thrilled to have you join us on this journey of learning and discovery.

At Cheyenne-Eagle Butte Junior High, we are committed to fostering a nurturing and inclusive environment where every student feels valued, supported, and empowered to reach their full potential. Our dedicated team of educators and staff are here to provide a high-quality education that promotes academic excellence, critical thinking, and personal growth.

We encourage you to take full advantage of the many opportunities available to you both inside and outside the classroom. Get involved in extracurricular activities, clubs, and sports teams that spark your interests and passions. Embrace challenges, ask questions, and never stop exploring new ideas and possibilities.

Parents, your partnership and involvement in your child's education are essential to their success. We encourage you to stay engaged with your child's learning journey, communicate regularly with teachers and staff, and be proactive in supporting their academic and personal development.

Students, remember that you are capable of achieving greatness, and with hard work, determination, and perseverance, you can accomplish anything you set your mind to. Take pride in your education, be respectful and supportive of your peers, and always strive to be the best version of yourself.

As we embark on this new school year together, let us embrace the opportunities and challenges that lie ahead with optimism, resilience, and a commitment to excellence. Together, as a unified school community, we will create a positive and enriching learning environment where every student can thrive and succeed.

Once again, welcome to Cheyenne-Eagle Butte Junior High School! We look forward to getting to know each of you and working together to make this school year a truly memorable and rewarding experience for everyone.

Best wishes for a successful and fulfilling academic year ahead!

Sincerely,

Your Junior High Principal

EVERY STUDENT SUCCEEDS ACT

The Cooperative Board of the Cheyenne-Eagle Butte School supports the Every Student Succeeds Act (formerly known as No Child Left Behind). As part of School Improvement Plans, students are expected to work toward proficiency in reading and math. C-EB school plans and implements interventions and academic enrichment strategies based upon standardized and criterion referenced assessments given at the beginning, middle, and end of the school year. The school-wide assessments such as MAP, and the state directed assessment such as SMARTER BALANCED will be observed by our school and are not optional. In addition, we expect at least 94% attendance rate for all students.

HONORS RECOGNITION

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

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

The following criteria apply for Honor Roll:

- A student must be attending C-EB full time.
- Any F will disqualify the student.
- A student must have two A's for any D, and one A for any C.
- Excellent Honor Roll will be composed of those students with GPA from 3.0 to 3.4
- Superior Honor Roll will be composed of those students with GPA from 3.5 to 4.0
- Students who attain Honors for the first 3 quarters will be invited to attend the year end field trip. The Honor Roll will be calculated one week following the end of the first three quarters. If student's work is not completed at 70% or above at that time, they will not be considered for the Honor Roll.

DAILY SCHEDULE

DAILY SCHEDULE

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

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

GRADING SCALE

The Grading scale will be as follows to reflect with the NASIS system:

A.....	90% - 100%
B.....	80% - 89%
C.....	70% - 79%
D.....	60% - 69%
F - (NC will change to F for final grade)	0% - 59%
NC - Failure to meet Minimum Requirements	0% - 59%

ACADEMIC PROGRESS REPORTS

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

AFTER-SCHOOL TUTORING

After-School Tutoring at the Junior High School is offered through Federal grant programming. Some teachers offer tutoring for any students who choose to stay. The after-school program runs Tuesday to Thursday from 3:45 p.m. and depending on programs, may run until 5:30 p.m.

ICU – INTENSIVE CARE UNIT

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

- Every student completes assignments with at least 70% accuracy.
- Students who are missing work are placed on the ICU list. The ICU Database will contact the Parent/Guardian.
- The ICU list will be updated 3 times a week, one of which will be by the end of the school day on Tuesday. Sports eligibility will be run Tuesday at 4:00 p.m.
- If a student is passing the class/classes they are on ICU for, they are still eligible to participate in sports/school activities.
- Students on the ICU list can utilize 9th hour or tutoring rooms after school to complete work.
- Students may miss other activities if they are on the ICU list.
- At the end of each quarter, if the student is missing work, they will have 2 weeks to complete the missing work. After 2 weeks, any missing work will be scored as is and the NASIS Gradebook will be updated, posted, and scores become final.
- At the end of the 4th quarter students will be required to complete and hand in all ICU work by the end of the final day school is in session. Final grades will be determined, including missing work.

SUMMER SCHOOL

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

ASSESSMENTS

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

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

LESS THAN PROFICIENT SCORE

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

PASS/FAIL (a) FAILURE IN ANY SUBJECT

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

EXPLANATION OF P/F COURSES

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

CLASS CHANGES

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

RTI

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

EDUCATIONAL SERVICES

The Cheyenne-Eagle Butte School offers programming to support those with special needs and a gifted program for the students in need of those services. For more information on these programs please contact the Principal.

HS ACADEMICS

PRINCIPAL LETTER



Cheyenne-Eagle Butte Schools

High School
PO Box 672
Eagle Butte, South Dakota 57625
(605) 964-8744
Fax (605) 964-8700
Website: www.ohitika.com



Leslie E. Logg, HS Principal
Wynema Tsosie-Dupris - HS (Attendance) Clerk
Karon Buffalo- HS Clerk

Leslie.Logg@bie.edu
Wynema.Tsosiedupris@bie.edu
Karon.Buffalo@bie.edu

Dear Parents, Guardians, and Students of Cheyenne-Eagle Butte High School,

As we embark on a new academic year, we proudly acknowledge our students' rich history and diverse achievements over the past 60 years, including significant contributions from our Indigenous community. From doctors and lawyers to military heroes and small business owners, our alumni showcase a wide range of talents, reflecting the remarkable capabilities of our students, including those who have embraced and celebrated their Indigenous heritage.

While proud of our history and heritage, we remain dedicated to evolving our methods and curriculum to prepare students for new challenges. Our caring and dedicated staff, many of whom are local and C-EB graduates, share a strong investment in our students, school, and community.

To parents, the first and most influential teachers in their children's lives, we extend our gratitude. Your support is invaluable on this educational journey. Together, as a community, we strive to provide the highest level of education for every student at Cheyenne-Eagle Butte High School.

We eagerly anticipate filling our halls with energy, enthusiasm, and a commitment to a great learning experience. Our collective mission is to make every student feel safe, connected, and an integral part of the C-EB family. With teachers employing research-based best practices and analyzing MAP data for growth goals, we aim to challenge students and foster their academic abilities.

We trust that you will ensure your student attends school every day and on time. Our lines of communication are open, and we are committed to working with your student during times of need. As Assistant Principal of Cheyenne Eagle Butte High School, as a late great C-EB Schools Itancan Dr. Kathie Bowker stated, “It is a privilege to be a part of my own community where parents/guardians, students, and teachers care for one another whether it be academically, socially, emotionally, or mentally. We strive to give our students the best learning environment that supports growth and academic achievement.”

Welcome to the Cheyenne-Eagle Butte High School community. Together, let's make this another remarkable year for our students.

Sincerely,

Mr. Leslie E. Logg
C-EB Assistant High School Principal

EVERY STUDENT SUCCEEDS ACT

The Cooperative Board of the Cheyenne-Eagle Butte School supports the Every Student Succeeds 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.

DAILY SCHEDULE

2024-2025 C-EB High School Bell Schedules					
Normal Day		1:00 p.m. Early Release and/or Assembly Schedule		10:00 a.m. Late Start	
1st	8:00 a.m. - 8:53 a.m.	1st	8:00 a.m. - 8:31 a.m.	1st	10:00 a.m. - 10:37 a.m.
2nd	8:57 a.m. - 9:50 a.m.	2nd	8:35 a.m. - 9:06 a.m.	2nd	10:41 a.m. - 11:18 a.m.
3rd	9:54 a.m. - 10:47 a.m.	3rd	9:10 a.m. - 9:41 a.m.	3rd	11:22 a.m. - 12:00 p.m.
4th	10:51 a.m. - 12:04 p.m.	4th	9:45 a.m. - 10:16 a.m.	Lunch	12:00 p.m. - 12:25 p.m.
Lunch	12:00 p.m. - 12:29 p.m.	5th	10:20 a.m. - 10:51 a.m.	4th	12:29 p.m. - 1:11 p.m.
5th	12:33 p.m. - 1:29 p.m.	6th	10:55 a.m. - 11:26 a.m.	5th	1:15 p.m. - 1:56 p.m.
6th	1:33 p.m. - 2:29 p.m.	7th	11:30 a.m. - 12:00 p.m.	6th	2:00 p.m. - 2:41 p.m.
7th	2:33 p.m. - 3:28 p.m.	Lunch Wait for Buses	12:00 p.m. - 12:30 p.m. 12:30 p.m. - 1:00 p.m.	7th	2:45 p.m. - 3:28 p.m.

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.

SENIOR REQUESTED SCHEDULE CHANGE

Senior students seeking schedule changes, particularly half-day requests, must follow a formal procedure for approval. The process involves the school's graduation reviewer and administrator, requiring acknowledgment from the student's parent or guardian. The school administration may conduct a review to assess the reason for the request, its impact on academic progress, and compliance with school policies, including considerations for funding purposes. Schedule changes are limited to justifiable educational reasons or extenuating circumstances.

To initiate a change, senior students must submit their requests at least a month before the completion of the previous school semester. Once approved by the academic counselor and administrator, the request is presented to the Cooperative School Board for awareness and final approval. It's important to note that until the Cooperative School Board approves the requested schedule change, it will not be implemented. This process ensures that any modifications align with educational objectives and meet the necessary criteria for approval.

AFTER-SCHOOL PROGRAM

The Cheyenne-Eagle Butte High School Lakota Cultural after-school program offers a variety of cultural/traditional activities. The after-school program offers services Tuesday – Thursday, 4:00 p.m. to 5:30 p.m.

TUTORING

The Cheyenne-Eagle Butte High School offers academic tutoring Tuesday – Thursday, 3:45 p.m. to 5:15 p.m.

SUMMER SCHOOL

The Cheyenne-Eagle Butte High School provides credit recovery during the month of June.

ASSESSMENTS

Cheyenne-Eagle Butte utilizes assessment (testing) as an important part of the instructional program. Students are assessed for three (3) Benchmark periods (Fall, Winter, Spring) to determine which concepts and skills they have mastered and which ones they need additional help on. In addition, students may be progress monitored to determine the amount of progress being made between benchmark periods. Also, students in grades 3-8 and 11 are required to take the state mandated test. Finally, teachers have the option to use topic, unit, or chapter tests as evaluation tools. Students are not allowed to opt out of assessment (testing) that is directly used to make instructional decisions.

LESS THAN PROFICIENT SCORE

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.

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.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

The MTSS 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 meets regularly to assist teachers in identifying students in need of Tiered RTI. Students are provided an individually designed intervention during an extended 4th period block. 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.

EDUCATIONAL SERVICES

The Cheyenne-Eagle Butte School offers programming to support those with special needs and a gifted program for the students in need of those services. For more information on these programs please contact the Principal.

CAREER PLANNING

The goal of Cheyenne-Eagle Butte School is to prepare students with the academic, spiritual, physical, cultural, and social skills needed to be productive world citizens and lifelong learners in technological world. This is achieved through the monitoring of student progress and pathways that are consistent with South Dakota High School Standards. One of the tools utilized for this purpose is the use of the C-EB Graduation Plan. Additionally, students receive one-to-one counseling, interest inventories, and participation in college and career readiness events and family nights. High School students will be assigned an advisor to assist with preparation for college and career readiness.

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).

9-12 GRADE CLASSIFICATIONS

Student classification or grade level for grades 9-12 shall be determined as follows at the beginning of each school year:

Freshman.....Student must have completed 8th grade.
Sophomore.....Student must have earned 6 credits.
Junior.....Student must have earned 12 credits.
Senior.....Student must have earned 18 credits.

Students at Cheyenne-Eagle Butte High School will be allowed to take 3.5 credits per semester or a total of 7 credits per year. Additional credits can be earned by a student through an approved accredited program.

Students are allowed to participate in school activities in high school. Fifth year students are not able to participate in state sanctioned extracurricular activities unless approved by the State of South Dakota High School Activities Association. Students will be reclassified when they make-up missing credits to meet the requirements.

SOUTH DAKOTA STATE HIGH SCHOOL GRADUATION REQUIREMENTS

For more information on SDHS Graduation Requirements go to:

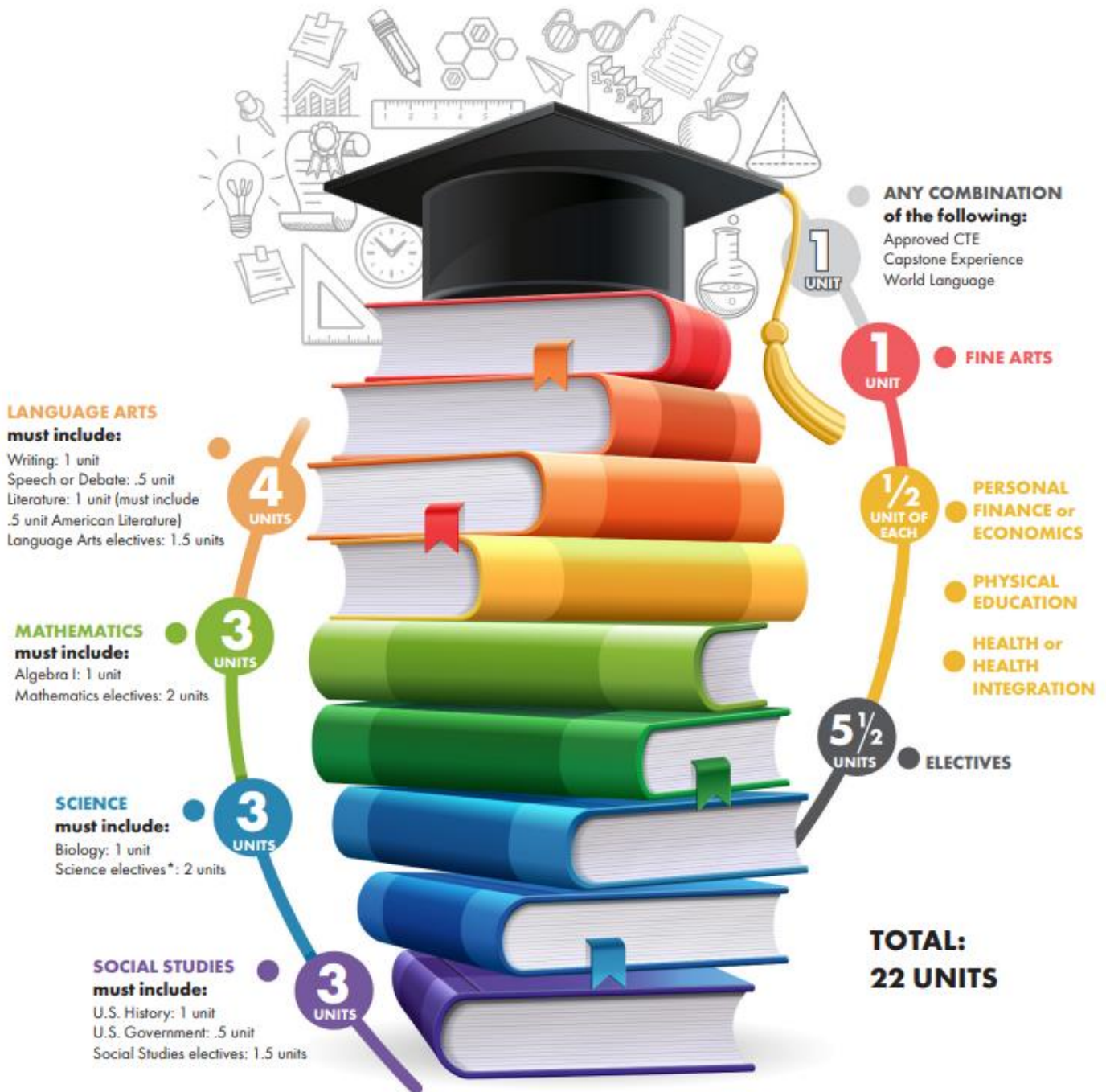
<https://doe.sd.gov/gradrequirements/>

To view or download the SDHS Graduation Requirements booklet go to:

<https://doe.sd.gov/gradrequirements/documents/1118-Infographic.pdf>

South Dakota High School Graduation Requirements

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



*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>	
4 UNITS OF 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	1 UNIT OF FINE ARTS	4 UNITS OF 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	1 UNIT OF FINE ARTS
3 UNITS OF MATHEMATICS must include: • Algebra I: 1 unit • Geometry: 1 unit • Algebra II: 1 unit	½ UNIT OF PERSONAL FINANCE or ECONOMICS	3 UNITS OF MATHEMATICS must include: • Algebra I: 1 unit • Mathematics electives: 2 units	½ UNIT OF PERSONAL FINANCE or ECONOMICS
3 UNITS OF SCIENCE must include: • Biology: 1 unit • Other Lab Sciences: 2 units	½ UNIT OF PHYSICAL EDUCATION	3 UNITS OF SCIENCE must include: • Biology: 1 unit • Science electives: 2 units (a state-approved computer science course may be used as 1 unit elective)	½ UNIT OF PHYSICAL EDUCATION
3 UNITS OF SOCIAL STUDIES must include: • U.S. History: 1 unit • U.S. Government: .5 unit • Social Studies electives: 1.5 units	½ UNIT OF HEALTH or HEALTH INTEGRATION	3 UNITS OF SOCIAL STUDIES must include: • U.S. History: 1 unit • U.S. Government: .5 unit • Social Studies electives: 1.5 units	½ UNIT OF HEALTH or HEALTH INTEGRATION
1 UNIT OF ANY COMBINATION of the following: • Approved Career & Technical Education • Capstone Experience • World Language	5 ½ UNITS OF ELECTIVES	2+ UNITS OF ANY COMBINATION of the following: • Approved Career & Technical Education units from the same career cluster OR • Capstone Experience AND Attainment of an industry-recognized credential or National Career Readiness Certificate of Silver or higher	4 ½ UNITS OF ELECTIVES

ADVANCED HONORS ENDORSEMENT REQUIREMENTS <i>Indicates a student has pursued advanced rigorous, academic coursework consistent with §13-55-31 (High school course requirements for opportunity scholarship eligibility).</i>			
All high school coursework completed with a "C" or higher			
4 UNITS OF LANGUAGE ARTS must include: • Writing: 1.5 units • Speech or Debate: .5 unit • Literature: 1.5 unit (must include .5 unit American Literature) • Language Arts electives: .5 unit	1 UNIT OF FINE ARTS	3 UNITS OF SOCIAL STUDIES must include: • U.S. History: 1 unit • U.S. Government: .5 unit • World History: .5 unit • Geography: .5 unit • Social Studies electives: .5 unit	½ UNIT OF HEALTH or HEALTH INTEGRATION
4 UNITS OF MATHEMATICS must include: • Algebra I: 1 unit • Geometry: 1 unit • Algebra II: 1 unit • Advanced Mathematics: 1 unit (details at sdos.sdbor.edu/require/require.html)	½ UNIT OF PERSONAL FINANCE or ECONOMICS	2 UNITS OF ANY COMBINATION of the following: • Approved Career & Technical Education OR • Modern or Classical Language (including American Sign Language); must be in the same language	2 ½ UNITS OF ELECTIVES
4 UNITS OF SCIENCE must include: • Biology: 1 unit • Any Physical Science: 1 unit • Chemistry or Physics: 1 unit • Science elective: 1 unit	½ UNIT OF PHYSICAL EDUCATION		

Academic core content credit may be earned by completing an approved career and technical education course. Approval to offer credit must be obtained through an application process with the Department of

Education. The application must include: course syllabus; standards based curriculum; teacher certification; and assessment of standards by methods including end-of-course exams, authentic assessment, project-based learning or rubrics.

With school and parent/guardian approval, a student may be excused from this course in favor of a more appropriate course. A student may be excused from Algebra II or Geometry, but not both. A student is still required to take three units of Math. If a student is excused from Chemistry or Physics, the student must still take three units of Lab Science.

LOCAL DECISION

A district may decide to offer credit for extracurricular Fine Arts activities. Students may be granted up to one credit in Fine Arts for participation in extracurricular activities. A maximum of ¼ credits may be granted for each activity in each school year.

GRADUATION-REQUIREMENT CHANGES

1. All students will be required to have a C-EB Graduation Plan.
2. A student may be excused from certain math and science requirements if it is deemed in the students' best interest.
3. Districts may choose to offer credit for Fine Arts extracurricular activities.
4. Effective Sept. 1, 2013, students will be required to take one-half credit of physical education and one-half credit of health. (NOTE: Schools will have the option of integrating in lieu of a stand-alone health course).
5. Effective Sept. 1, 2013, students will have the option of completing a capstone experience or participating in service learning, as part of a short menu of options.

**South Dakota is our accrediting agency only and the use of their requirements in no way infringes upon or diminishes the sovereignty and jurisdiction of the Cheyenne River Sioux Tribe.*

CHEYENNE-EAGLE BUTTE HIGH SCHOOL GRADUATION REQUIREMENTS

Administrative Discretion will be implemented on a case-by-case determination.

The following graduation requirements have been established by the Cooperative Cheyenne-Eagle Butte School Board of Education and will meet or exceed the graduation requirement of the South Dakota State Board of Education.

Students shall not be compelled to participate in the graduation exercises. To participate, student shall wear a cap and gown, with exception of traditional dress. Seniors who did not complete the graduation requirements will not be allowed to participate in the graduation exercises.

CLASS LOAD REQUIREMENTS:

Student class load requirements will align with their C-EB Graduation Plan. The Cheyenne-Eagle Butte High School will use the State of South Dakota Graduation Requirements for scheduling classes for the success of students and school resources.

CLASS CHANGES

The only person (s) authorized to make changes are the Counselor and/or the Administration.

SALUTATORIAN AND VALEDICTORIAN REQUIREMENTS:

To qualify for the Salutatorian and Valedictorian, graduating seniors must have a GPA of 3.5 or higher and have completed their high school career within the general education high school setting with unaltered course requirements. Should there be a tie/matching GPA, an Administrative Review Committee will be convened, and

the following criterion will be evaluated: ACT scores, rigor of coursework, and attendance. The higher-ranking candidate will be named the Valedictorian and the next the Salutatorian.

HONORS OR HIGH HONORS:

High School: There will be two areas of recognition in regard to scholarship for students graduating from C-EB High School. Students earning a 3.75 grade point average or higher will graduate with High Honor. Students earning a 3.5 to 3.74 grade point average will graduate with Honor. The grade point average will be a cumulative average of their high school career.

HONOR AND MERIT ROLL:

High School: A student must be enrolled in four or more full time classes to be eligible for the High Honor, Honor or Merit Roll. These rolls will be calculated based on G.P.A for all classes as follows.

High Honor	3.75 to 4.00
Honor	3.50 to 3.74
Merit	3.00 to 3.49

GRADING SCALE

HIGH SCHOOL GRADING SCALE:

The Grading scale will be as follows to reflect with the NASIS system:

A.....	90% - 100%
B.....	80% - 89%
C.....	70% - 79%
D.....	60% - 69%
F - (NC will change to F for final grade)	0% - 59%
NC - Failure to meet Minimum Requirements	0% - 59%

1. Incomplete grades shall become an “F” if the work is not made up within 2 weeks from 1st semester’s end and the end of summer school proceeding the 2nd semester of the respective school year.
2. C-EB students may enroll in courses that are only graded on the Pass/Fail grading scale. (Examples of these courses are study hall, learning practice, library science aide, and office aide).

HOMEBOUND INSTRUCTION:

Only the School Administrator can approve a student for homebound instruction.

In order to qualify for homebound instruction a student must be unable to attend school for considerable period of time due to extreme medical condition(s). The claim must be supported by a physician’s written statement.

If a student is found to qualify for homebound instruction, they and their parents sign a contract agreeing to complete their work in a timely manner.

This contract will also include the following provisions:

- The student must have at least one contact hour with a certified teacher per school day they miss.
- A certified teacher must do their homebound instruction. They must show evidence that they are being treated for their medical condition.
- Students are to be in school during designated hours.

During their homebound status the student will be allowed to participate in functions such as athletic events and/or attend functions at the discretion of the building principal (as case-by-case basis)

PERMANENT SCHOOL RECORD & TRANSCRIPT WITHHOLDING:

The Cheyenne-Eagle Butte School encourages all students to fully participate in courses as the final letter grade of each course will be recorded on their permanent school record. The student record cannot be adjusted after the letter grade is recorded. There will not be an exception made to this requirement as the C-EB School aligns with the State of South Dakota. A student's attendance, suspension, and expulsion record will remain a part of student record.

A transcript of your high school records is required for entrance into colleges, vocational schools, military service, and many prospective employers. Written permission is required to release transcripts. Student transcripts will be withheld upon graduation or transfer to another school system until the following items are either returned or the dollar value for replacement is given to the school: textbooks, computer, athletic equipment, library items, musical instruments, and classroom equipment. The dollar value to replace or repair any damaged school property must be paid in full before any transcripts for graduating or transferring students can be sent to or given out to anyone.

E.A.G.L.E. CENTER INFORMATION

General information is stated within this section. Please refer to your building Principal for further information.

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

Each area has a Response to Intervention (RtI) Team and the team determines who is referred to the E.A.G.L.E. Center (EC). The building principals serve on their respective RtI Team. For detailed referral process information refer to the EC Credit Recovery/Intervention Program Handbook that is available from the respective JH and HS building principal.

Junior High School Referral for Placement

Once the RtI Team makes a referral to the EC, the EC building principal is contacted for a pre-placement meeting. The pre-placement meeting is held at the JH with the JH principal, JH counselor, EC principal, parent/guardian, and student attending. At the pre-placement meeting, a Pre-Placement Referral form is completed. Also, available are the registration documents and current Report Card. At the pre-placement meeting an EC Placement meeting is scheduled with the parent/guardian and student and held at the EC. A new student is defined as any student who has not attended the EC the previous semester. Students need to be placed a minimum of 2 weeks before the EC NWEA MAP testing begins or be tested in their current school setting.

High School Referral for Placement

Once the RtI Team determines what students will be referred to the EC, the High School Placement Counselor contacts the EC principal and if there are student slots open, the counselor begins placement process. A new student is defined as any student who has not attended the EC the previous semester. The counselor schedules a placement meeting at the High School and the parent/guardian and student are required to attend this meeting. At the meeting the counselor completes an Individual Accommodation Plan (IAP) and EC Academic Plan. In addition to these documents, the counselor provides registration documents to the EC building principal one full

day prior to a student starting at the EC. Students need to be placed a minimum of 2 weeks before the EC NWEA MAP testing begins or be tested in their current school setting.

STUDENT ACADEMIC REPORTS

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

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 of your school, call 605-964-8744 for a tutorial, or by visiting www.ohitika.com.

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

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

- Kindergarten...5-10 minutes
- First Grade...10-15 minutes
- Second Grade...15-20 minutes
- Third Grade...20-25 minutes
- Fourth Grade...25-30 minutes

- Fifth Grade...30-35 minutes
- Sixth Grade...35-40 minutes
- Grades 7-12...40-60 minutes

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

RETENTION POLICY

Cheyenne-Eagle Butte School reserves the right to recommend retention to parents and guardians during regular academic years and during times of a global pandemic. All factors will be taken into consideration when evaluating individual retention recommendations, in accordance with policy set forth by the Cooperative School Board.

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

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

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

SUMMARY OF SECTION 504

WHAT IS SECTION 504?

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

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

HOW DOES SECTION 504 DEFINE “DISABILITY?”

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

WHAT IS A MAJOR LIFE ACTIVITY?

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

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

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

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

RESPONSIBILITIES:

Section 504 falls under the responsibility of the regular education program. School staff, students and parent/guardian 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 parent/guardian 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.

ACCOMMODATIONS:

Defined, accommodations are making *adjustments to the learning environment or materials* to support the individualized needs of a learner. Accommodations identified to support learners may include, but are not limited to the following examples:

- sign language interpreters for students who are deaf; computer text-to-speech computer-based-systems for students with visual impairments; extended time for students with fine motor limitations, visual impairments, or learning disabilities, presentation of a lesson, instructional strategies; student response format and procedures, environment, special classroom seating

MODIFICATIONS:

Defined, modifications are making *changes to educational programming* to support the individualized needs of the learner. Modifications identified to support learners may include, but are not limited to the following examples:

- instructional level; content curriculum; performance criteria; assignment structure-paper/pencil work; complete different homework problems than peers; answer different test questions; create alternate projects or assignments

SECTION 504 PROCESS

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

SPECIAL EDUCATION SERVICES

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

- Special Education Funding: 25CFR 39.106** To receive ISEP special education funding, a student must be under 22 years of age and must not have received a high school diploma or its equivalent on the first day of eligible attendance. The following minimum age requirements also apply:
 - To be counted as a kindergarten student, a child must be at least 5 years old by December 31; and
 - To be counted as a first grade student; a child must be at least 6 years old by December 31

C-EB Education Referral Process - Special Education Flowchart

1. Recognition
Student exhibits atypical needs as compared to peers; Concern about student performance
2. Pre-referral
Concerned teacher and/or parent refers to the TAT/RTI team. Student is provided a minimum of (2) scientifically researched-based interventions by HQT, implemented with fidelity. <i>Note: Recommended timeframe: Between 8-16 weeks.</i>
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. <i>Note: When considering Specific Learning Disability, the past 2 years of attendance records must be attached to ensure that the student has had the opportunity to be instructed in the core subjects by HQT. Parent Referral: If the school receives a written parental referral for an evaluation the school must meet and decide to either pursue the evaluation and obtain consent or if the school decides not to evaluate must send a Prior Written Notice (PWN) to the parent stating reasons for refusal. Parent has right to an Independent Educational Evaluation at school expense.</i>
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). <i>From date that school receives consent 25 School days to complete all evaluations.</i>
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 <i>Note: If student doesn't qualify, he/she may be considered for a 504 Accommodation Plan or referred back to RTI Team/MTSS for additional interventions.</i>
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. <i>Eligibility and IEP, if needed must be completed within 60 Calendar Days from date of receipt of consent.</i>
7. IEP Implementation (FAPE)
The entire IEP team has the responsibility to ensure that the IEP is implemented. <i>Note: The IEP is only valid for 365 days, no extension may be granted.</i>
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. <i>Note: If student doesn't qualify, he/she may be considered for a 504 Accommodation Plan or referred back to RTI Team/MTSS for additional interventions.</i>

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

EXTENDED SCHOOL YEAR (ESY) SERVICES (CFR 300.106)

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

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

SPECIAL EDUCATION REFERRAL PROCESS

- (1) In implementing the requirements, a school may not---
 - i. Limit extended school year services to particular categories of disability; or
 - ii. Unilaterally limit the type, amount, or duration of those services.
- (2) *Definition.* The term extended school year services means special education and related services that:
 - i. Are provided to a student with a disability
 - ii. Beyond the normal school year of the school;
 - iii. In accordance with the student's IEP; and
 - iv. At no cost to the parents of the student; and
- (3) Meet the standards of the State. (*Authority: 20 U.S.C. 1412(a)(1)*)

ENRICHMENT SERVICES STATEMENT

Cheyenne-Eagle Butte Schools ensure that resources are distributed and utilized equitably so the exceptional education and social-emotional needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. We examine the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

GIFTED AND TALENTED SERVICES

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

Gifted and Talented Referral Process - Gifted and Talented Flowchart

1. Recognition
Student exhibits atypical needs as compared to peers.
2. Pre-referral
Referring staff member and/or parent/guardian refers student to the gifted and talented team.
3. Referral
Student is officially referred for evaluation for gifted and talented services with written documentation.
4. Evaluation
The school completes an Assessment Plan based on the referral and obtains parental consent. The student is evaluated using a variety of assessment tools according to the suspected giftedness.
5. Eligibility
The evaluation team determines if the student is eligible according to gifted and talented regulations. The team will consist of parent/guardian, gifted/talented teacher, administrator, general education teacher and any other individual who was part of the evaluation process.
6. Individual Education Plan Process (IEP)
A multi-disciplinary team of parents/guardians, both a general and gifted and talented teacher, an administrator, related service providers (if relevant) and student will be convened.
7. IEP Implementation (FAPE)
The <u>entire</u> IEP team has the responsibility to ensure that the IEP is implemented. <i>Note: The IEP is only valid for 365 days, no extension may be granted.</i>
8. IEP Review
The IEP Team must meet annually or sooner if needed, to develop the next annual IEP.
9. Reevaluation
The comprehensive evaluation is valid for (3) years for intellectual ability, creativity/divergent thinking, and academic aptitude/achievement. The comprehensive evaluation is valid for one year for leadership and visual/performing arts. The reevaluation is required for determining continued eligibility for services. If the student no longer meets eligibility criteria, there will be an exit meeting and the student will be dismissed from services and his/her IEP will end..

TITLE I

The Cheyenne-Eagle Butte School operates a school-wide program, grade specific for all students in K-12, via the CRST Title I Program and the SD DOE Public School Title I 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.

CO-CURRICULAR ACTIVITIES

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

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

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.

FIELD TRIPS and FIELD TRIP EXPECTATIONS

K-8 FIELD TRIP EXPECTATIONS

All Cheyenne-Eagle Butte School students will be expected to follow the BRAVES expectations while participating on a field trip and any other expectation deemed appropriate by chaperones.

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

1. Grade level academic field trips will be accompanied by a contract that students and parents/guardians sign before the field trip occurs, and the contract will detail requirements for attendance on those trips.
2. Incentive field trips will each have their own guidelines.

HIGH SCHOOL FIELD TRIP EXPECTATIONS

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”.

PARENT/GUARDIAN/STUDENT/CLASS/COMMUNITY FUNDRAISING

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

BUREAU OF INDIAN EDUCATION OPERATED SCHOOLS SEC. 115 (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.

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.

SPORTS ELIGIBILITY

UE – 5th & 6th grade students are eligible to participate in the UE Youth Sports Program, provided they meet academic requirements, behavioral expectations, and complete a sports medical physical waiver and/or physical. 6th grade students participating in Junior High level sports will follow the athletic handbook requirements for that sport. Students in grades 2-5 will not participate in Junior High level sports.

JH - (Grades 7-8) To participate in SDHSAA activities a student is required to:

1. Attend all assigned classes the day of the activity, unless excused by the principal.
2. For weekend activities, attendance is required on the final day of school. In case of an emergency, the principal is the only person who can make an exception to this rule.
3. Must be passing all classes.
4. Physicals are required.
5. Students who participate in high school athletics/activities will follow the junior high school eligibility requirements.
6. No tardies on the day of the activity.
7. No behavior infractions (ISS or OSS) on the day of the activity.
8. Eligibility will be determined every Tuesday at 4:15 p.m. Eligibility will be valid every Wednesday from 8:30 a.m. until the following Wednesday at 8:30 a.m.

HS - 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. During a global pandemic the C-EB School reserves the right to adjust academic programming to include intervention programs that will adjust the timeframe of which eligibility reports are extracted from NASIS.

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

- a) You have reached your 20th birthday.
- b) You have attended more than four (4) first semester and four (4) second semesters of school (any total of 8) in grades 9th – 12th. 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 16th 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.

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 other 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.

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

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). Students must have no behavior infractions (ISS or OSS) on the day of the activity. 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.

DANCE POLICY

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

HS - 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.*

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

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

The Cheyenne - Eagle Butte Schools will take the following actions to provide each parent/guardian timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

1. Providing a notice will be provided to the parents/guardians in letter format from the building level principal of each classroom teacher who is not highly qualified by the first two weeks of the school year.
2. Notifying Parents/Guardians within four weeks that their student is being taught by a non-highly qualified teacher during the school year.

CLASSROOM VISITOR GUIDELINES

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

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

If you plan on visiting your child(ren’s) classroom for 5 consecutive days, on the 6th day you must submit to a background check in accordance with the Bureau of Indian Educations policy – 62 BIAM 11.29 Voluntary Service.

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

HEALTH/SCHOOL NURSE

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

- Head Lice: Regular checks for head lice will be made within the school. If a child is found with lice, they will be sent home until the problem is cleared up. The nurse/office personnel will determine if the child is allowed back into the classroom.
- Bed bugs: If bed bugs are found on a student or in a student's belongings, parent/guardian will be contacted immediately, and student may be sent home.
- Medication: Any parent/guardian wishing to have prescription medication for their child in school must provide the medicine in its original container 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. The administration of prescribed medications will be at the discretion of administration.

STUDENT SENT HOME FOR ILLNESS

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

MEDICATION INFORMATION

PRESCRIPTION DRUGS IN ITS ORIGINAL CONTAINER MUST BE TURNED INTO THE MAIN OFFICE UPON ARRIVAL TO SCHOOL IN THE MORNING. PRESCRIPTION MEDICATION IN ITS ORIGINAL CONTAINER WILL BE DISPENSED BY THE CLERK, SCHOOL NURSE, OR TRAINED STAFF AS DEEMED BY ADMINISTRATIVE DISCRETION. PRESCRIPTION DRUGS FOR ARE CONSIDERED TO BE CONTROLLED SUBSTANCES.

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

- a) Prescription Medication: Any parent/guardian wishing to have prescription medication for their student in school must provide the medication in its original container with the doctor's instructions for administering the medication to the Clerk or School Nurse and must sign a consent form for the administration of the medication. Any student having prescription medication in their possession also must turn in the medication to the Clerk or School Nurse upon arrival. Prescription medication will be dispensed by the Clerk, School Nurse, or trained staff as deemed by administrative discretion.
- b) Over-the-Counter Medication in its Original Container: Any student having the over-the-counter medication in their possession must turn in the medication to the Clerk or School Nurse upon arrival. The Office also has school-approved over-the-counter medications, including acetaminophen (Tylenol), ibuprofen, cough drops, and Pepto-Bismol. A parent/guardian must give permission for the student to receive any of these school-approved over-the-counter medications at school. This approval will be given at registration.
- c) Prescription medication is considered a controlled substance.

FOOD ALLERGIES

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

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.

WELLNESS POLICY

C-EB Schools support healthy lifestyles and good nutrition. The beverages and food items that students can bring into school must have fewer than 20 grams of sugar per serving or no artificial sugar added in the drinks, must be checked and opened by school staff, and food items must meet the USDA My Plate guidelines. C-EB School does not allow energy drinks. (Wellness Policy available in the front office); except for special occasions.

LAW ENFORCEMENT AND DEPARTMENT OF SOCIAL SERVICES STUDENT INTERVIEW POLICY

LAW ENFORCEMENT

Cheyenne-Eagle Butte School has a cooperative agreement with the CRST Police Department to provide law enforcement services and patrol the campus. They patrol the entire campus by foot, bicycle, and vehicle seven days a week, and are on call 24 hours a day. Law enforcement may utilize canines in situations of search and seizure. Law enforcement will respond to calls of disorderly conduct, possession of alcohol or drugs, assault, sexual assault, vehicle theft, and other crimes and school violations. They are responsible for the safety of the students, staff, and visitors and for protection of all buildings and property belonging to Cheyenne-Eagle Butte School. Law enforcement ensures that the school's anti-drug, anti-gang and anti-alcohol policies are enforced, as well as providing educational activities and resource support. Students violating the "Severe" or "Major" categories will be referred to law enforcement for possible citations or arrest. Students committing crimes on campus will be referred to law enforcement for adjudication. Students cited or arrested by law enforcement will be required to adhere to the consequences sanctioned by the CRST Juvenile Department, as well as any disciplinary consequences imposed by the school. 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.

For all action permitted by this policy and/or law, it is the responsibility of law enforcement officers to assure compliance with procedural and constitutional safeguards.

Requests from law enforcement officers and persons other than parent/guardian, school district officials, and personnel to interview students shall be made through the superintendent or building principal's office. To minimize disruptions to the school environment and embarrassment to students involved, all interviews by law enforcement should be held in private unless the urgent nature of the situation prevents compliance with this requirement. The building principal should be present during all interviews when the parent/guardian cannot be present, unless compelling reasons for exclusion are provided by the law enforcement officer.

It is therefore the policy of the District that:

1. **Interview of Alleged Perpetrator-School Related Event:** Law enforcement officers will be allowed to contact and interview students at school as provided in this section regarding alleged or suspected school related criminal activity or which involves a situation affecting school safety. Should a law enforcement officer wish to interview a student who is an alleged perpetrator of a crime under the age of 18* while the student is at school or at a school activity, the officer will notify the building principal before interviewing the student. The building principal will notify the student's parent/guardian to receive permission for the student to be interviewed by the law enforcement officer and to provide the opportunity for the parent/guardian or other adult of the parent/guardian's choosing to be present during the interview by a law enforcement officer. If the principal has made a reasonable effort to notify the parent/guardian but is unable to contact the parent/guardian, the principal should document that attempts were made to do so and the student may be interviewed only if the law enforcement officer identifies emergency circumstances requiring immediate questioning or orders/requires the student to be presented to law enforcement. The parent/guardian will be notified by the principal as soon as possible after the interview. However, should the law enforcement officer order school personnel to present the student so that the officer may interview the student, such as pursuant to a warrant or court order, after documenting the law officer's order to present the student, the school personnel shall comply with the officer's order and the building principal shall then immediately contact the student's parent.

It is the responsibility of the law enforcement officer to advise an alleged perpetrator of their rights against self-incrimination.

2. **Student Victim or Witness:** Should law enforcement desire to interview a student regarding a school-related event who is a victim of a crime other than suspected child abuse or neglect, or who is a witness of a crime, the building principal should attempt to contact the student's parent/guardian before the discussion if possible so that the parent/guardian may be notified of the situation, unless (1) the urgent nature of the situation or other exigent circumstances exist which demand that the interview be conducted immediately or (2) law enforcement believes that interviewing the student without parental notification may prevent imminent physical harm to that student or other students within the immediate school setting. If the parent/guardian is not contacted prior to the interview, school personnel will notify the parent/guardian prior to the end of the school day during which the discussion took place. If circumstances do not allow for verbal notification on the same day, a letter will be sent.

If, during the interview, the student becomes suspected of a crime, the procedures as outlined in Section 1 herein will be followed.

3. **Event Unrelated to School:** Should the interview pertain to an incident that is not related to school or the abuse or neglect of a child, law enforcement officers should avoid interviewing the student at school. However, there may be instances when law enforcement may determine such an interview is necessary and the only available option. If so, prior to granting a request, the principal will verify that the law enforcement officer has obtained parental consent or has a warrant or court order.
4. **School Resource Officer Conversations:** The School Resource Officer ("SRO") shall have ongoing access to students on an informal basis, and students may seek out a School Resource Officer, and this policy shall not be construed so as to interfere with this access. These conversations do not constitute interviews for which permission from the school principal or a parent/guardian must be obtained. However, any such conversation which discloses behavior or actions, or potential behavior or potential actions, which are or could be detrimental to student safety and welfare or with regard to illegal or unauthorized materials present on school district property, will be reported to the principal. If the conversation reveals information of an emergency nature, other law enforcement authorities may be notified by the SRO or building principal. If the School Resource Officer plans to interview an alleged perpetrator, the procedures as outlined in Section 1 herein will be followed.
5. **Abuse or Neglect:** Should the Department of Social Services (DSS), Division of Child Protection Services (CPS), or a law enforcement officer be investigating suspected child abuse or neglect and wish to talk with a student under the age of 18* while the student is at school, the request to talk with a student shall be documented by the building principal, including the name of the person making the request, date of request, date of interview, and that the request is made for the reason of investigating suspected child abuse or neglect. The law in South Dakota requires investigation of suspected child abuse to be kept confidential and can be done without notification to parent/guardian. Therefore, the school will not notify parent/guardian of a request by the Department of Social Services/Division of Child Protection Services or law enforcement to talk with a student in such instances.

* Upon the student reaching the age of 18, the student is a legal adult and has the authority to make the decision whether or not to talk with the law enforcement officer or DSS/CPS and without parental involvement. However, the student shall be afforded the opportunity to contact their parent/guardian for advice before responding to a request by the authorities to be interviewed by law enforcement and/or talk to the Department of Social Services/Division of Child Protection Services. The student shall also be provided the opportunity to select an adult of their choice to be present during an interview by law enforcement.

MANDATORY REPORTING

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

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

GUIDANCE AND COUNSELING

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

BEHAVIOR

DUE PROCESS

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

1. Adequate notice of charges will be made.
2. Reasonable opportunity to prepare for and meet the charges will be given.
3. An orderly hearing adapted to the nature and circumstances of the situation will be conducted.
4. A fair and impartial decision will be rendered.
5. Article 24:07 of the Administrative Rules of South Dakota will be used to outline procedures and the definition of due process.

SHORT-TERM DISCIPLINARY ACTIONS

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

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

LONG-TERM DISCIPLINARY ACTIONS

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

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

DISCIPLINE OF STUDENTS WITH DISABILITIES/MANIFEST DETERMINATION

Discipline of students with disabilities will adhere to Individuals with Disabilities Education Improvement Act (H.R. 1350; referred to as "IDEIA" or Section 504 of the Rehabilitation Act) regulations and procedures (effective July 1, 2005). Students with disabilities will be disciplined in the same manner as a non-disabled student. However, should a disciplinary infraction require more than a 10-day suspension or if a pattern of repeated infractions exceeds 10 days a Manifestation Determination meeting will be held to determine whether the behavior is a direct result of the disability. Consequences will be administered based on the committee's recommendation. Serious infractions involving drugs, weapons, or serious bodily injury can result in a disabled student being removed from the school for up to 45 days, without the case being required to go before a hearing officer. Education services will be provided to disabled students who have been suspended for more than 10 days.

STUDENT DISCIPLINARY PROCEDURES

A discipline matrix will be used for routine discipline violations such as insubordination and disruptive conduct in the classroom. Discipline referrals of a serious nature will go directly to the Assistant Principal or building administrator for disciplinary action. School administrators and referring personnel will make a restorative attempt to redirect behavior, in order to seize what are referred to as “teachable moments”, before punitive consequences are followed.

IN-SCHOOL SUSPENSION ROOM (ISS)/OUT-OF-SCHOOL SUSPENSION (OSS)

The Combined Board of Education of the C-EB School operates under two types of suspension:

- 1) An **in-school suspension (ISS)** will require the student to be in school during class, doing school work, but not attending regular classes.
- 2) An **out-of-school suspension (OSS)** will require the student to be removed from the school with no school activities.

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

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

DISCIPLINARY ACTIONS FOR BEHAVIOR INFRACTIONS

****All consequences with exception of those for weapons and drugs are subject to administrative discretion. The School Supervisor and the Superintendent have the authority to recommend to the school board that the suspension/expulsion requirement be modified on a case-by case basis***

BEHAVIOR & DISCIPLINE MATRIX

Administration has the responsibility to conduct an investigation regarding all incidents and all parties involved to ensure the safety of school, students, and staff. The suspension mentioned in the matrix is In-School Suspension (ISS) or Out-of-School Suspension (OSS). When suspensions are not specified in the matrix, the school board will determine which suspension is appropriate on an individual basis. If any offense does not clearly apply to a specific infraction class, the principal will determine the appropriate infraction class for the offense. If any laws are violated by students while in school, on school property, or at school functions appropriate law enforcement officials will be notified.

Infraction Class	First Offense	Second Offense	Third Offense or More
<p><u>I. Class one infractions</u> Includes: nuisance objects, inappropriate behavior, disrespectful behavior causing a chronic classroom disturbance, dress violations, minor horseplay, teasing/name calling, skipping class, cafeteria misbehavior, public displays of affection, minor technology misuse, unauthorized school facility access.</p>	<p>Verbal warning and/or</p> <p>(1) Loss of privilege, or</p> <p>(2) Detention and/or ISS for ½ day, or</p> <p>(3) Help the student correct the problem through restorative justice session(s) apologies, restitution, restorations.</p>	<p>Verbal warning and</p> <p>(1) Loss of privilege, or</p> <p>(2) Detention and/or ISS for 1 day, or</p> <p>(3) Help the student correct the problem through restorative justice session(s).</p> <p>(4) Written Plan of Action</p> <p>Inform the parent(s)</p>	<p>Work with parent(s) to correct the problem as needed. If it is determined that progress is not being made, move to class two responses on the extended offenses.</p>
<p><u>II. Class two infractions</u> Includes: disregard for rules/insubordination, verbal threats, cheating, plagiarism, hazing/bullying, profanity, obscenity, obscene gestures, harassment, possession and/or use of tobacco/e-cigarettes and/or components/devices, distribution or possession of non-narcotic substances, theft of minor property, minor vandalism, aggressive pushing, destructive/excessive horseplay, skipping detention, setting up fights, instigating a fight, failure to report a fight or physical threat, falsifying school records, cell phone misuse according to cell phone policy.</p>	<p>Apologies, Restorations, Restitution, Relationship Repair and/or</p> <p>(1) Loss of privileges, and/or</p> <p>(2) ISS for 1 day</p> <p>(3) Possible referral to Law Enforcement</p> <p>Inform parent(s)</p> <p><i>The administration may use its own judgment in determining what they deem appropriate consequences.</i></p>	<p>Apologies, Restorations, Restitution, Relationship Repair and/or</p> <p>(1) Loss of privileges, and/or</p> <p>(2) Suspension from school for 1 to 3 days</p> <p>(3) Written Plan of Action</p> <p>(4) Possible referral to Law Enforcement</p> <p>Inform parent(s)</p> <p><i>The administration may use its own judgment in determining what they deem appropriate consequences.</i></p>	<p>Work with parent(s) to correct the problem as needed. If it is determined that progress is not being made, move to class three responses on the extended offenses.</p>
<p><u>III. Class three infractions</u> Includes: possession of THC/edibles/drug/vapes and/or paraphernalia or devices, physical threats, fighting, gang & gang related behavior, blatant insubordination, setting a false fire alarm, theft or destruction of felony rated property, major vandalism, disruption of school, sexual harassment, under the influence of a controlled substance, reporting to school under the influence of alcohol, major technology misuse. Schools do not need drug tests or Breathalyzer tests to suspend. Evidence relating to reasonable suspicion of probable use or possession must</p>	<p>Apologies, Restorations, Restitution, Relationship Repair and/or</p> <p>(1) Loss of privileges, and</p> <p>(2) Suspension from school for 3 to 5 days</p> <p>(3) Restore property and pay expenses</p> <p>(4) Referral to Law Enforcement</p>	<p>Apologies, Restorations, Restitution, Relationship Repair and/or</p> <p>(1) Suspension from school for 5 to 9 days.</p> <p>(2) Restore property and pay expenses</p> <p>(3) Referral to Law Enforcement</p> <p>(4) Written Plan of Action and/or Re-Entry Plan</p>	<p>(1) Suspension from school for 10 days.</p> <p>(2) Restore property & pay expenses</p> <p>(3) Referral to Law Enforcement</p> <p>(4) Written Plan of Action and/or Re-Entry Plan</p> <p>Move to class four responses on the extended offenses.</p>

<p>be reported immediately and investigated in a timely manner.</p>	<p>(4) Written Plan of Action and/or Re-Entry Plan</p> <p>Inform parent(s)</p> <p><i>The administration may use its own judgment in determining what they deem appropriate consequences.</i></p>	<p>Inform parent(s)</p> <p><i>The administration may use its own judgment in determining what they deem appropriate consequences.</i></p>	<p>Inform parent(s)</p> <p><i>The administration may use its own judgment in determining what they deem appropriate consequences.</i></p>
<p>IV. Class four infractions Includes: Oral or written physical/verbal life-threatening threats to a student or staff member; use or distribution of alcohol, drugs, components/devices including vape pens containing, controlled substances, edible controlled substances, paraphernalia, or inhalants; knife blades under three inches in length, or other weapons on campus or at school functions. Smell, behavior, and physical possession of drugs, alcohol, or paraphernalia will determine reasonable suspicion. Schools do not need drug tests or Breathalyzer tests to suspend. Using technology to invade the privacy of others in the restroom or locker room. Evidence relating to reasonable suspicion of probable use or possession must be reported immediately and investigated in a timely manner.</p>	<p>Apologies, Restorations, Restitution, Relationship Repair and/or</p> <p>(1) Suspension from school for 5 to 7 days.</p> <p>(2) Referral to Law Enforcement</p> <p>Inform parent(s)</p> <p><i>The administration may use its own judgment in determining what they deem appropriate consequences.</i></p>	<p>(1) Suspension from school for 5 to 10 days, or</p> <p>(2) Suspension from school for 7 to 10 days pending a recommendation for long-term suspension or expulsion hearing.</p> <p>(3) Referral to Law Enforcement</p> <p>Inform parent(s)</p> <p><i>The administration may use its own judgment in determining what they deem appropriate consequences.</i></p>	<p>(1) Suspension from school for 10 days for use or distribution of drugs, alcohol, or knife pending a recommendation for long-term suspension or expulsion hearing.</p> <p>(2) Referral to Law Enforcement</p> <p>Move to class five responses on the extended offenses.</p> <p>Inform parent(s)</p> <p><i>This infraction warrants board level decision(s) based upon outcomes of the formal hearing process.</i></p>
<p>V. Class five infractions Includes: Attempt to sell or distribute drugs or alcohol, assault to a student or staff member, oral or written physical/verbal life-threatening threats to a student or staff member, fighting with a staff member, assault towards a student or staff member, acts of reasonable suspicion of intent to endanger or threaten the lives and health of others with weapons, possession of a knife blade over three inches in length, explosive or blunt object, arson, major vandalism and/or theft (\$500+) and/or bomb threats. Bomb threats and/or other acts of reasonable intent to endanger or threaten the lives and health of others are a violation of Board policy and civil and criminal law.</p>	<p>(1) Suspension from school for 10 days pending a recommendation for long-term suspension or expulsion hearing.</p> <p>(2) Referral to Law Enforcement</p> <p>Inform parent(s)</p> <p><i>This class of infraction warrants board level decision(s) based upon outcomes of the formal hearing process.</i></p>		

RETALIATION

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

DANGEROUS WEAPONS POLICY

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

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

DISCIPLINE RELATED DEFINITIONS

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 and attending any school activities (including out of town) will be considered in school premises for the purpose of this policy.

Dangerous weapon:

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

Firearm:

1. Any weapon, including starter guns except when used solely at athletic events, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.

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

Gang & Gang Related Behaviors Policy:

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

No Student May:

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

C-EB SUICIDE IDEATION AND SUICIDE INTERVENTION APPROACH

1. Suicide ideation is always a serious matter and is treated as such. We act immediately upon any report. How we proceed depends upon the situation and the assessment. If a student presents with suicidal ideation, history of attempts, self-harm plans and/or admits to an attempt, they will be transported to the next level of care. Teachers or other Staff who receive information either directly or indirectly about a suicide ideation concern must contact the counselors/principal **immediately**.
2. A school counselor meets with the student and assesses the situation. If the student does not have a plan but has been thinking about the possibility of suicide, parents are immediately notified. It is

recommended to the parent/guardian they seek professional help for an assessment. The counselor can help arrange an appointment with a local mental health clinic or recommend out-of-town options. A C-EB incident report will be filed by the school counselor detailing the incident, all incident reports will be housed in the building principal's designated location.

3. If the assessment deems no need for a referral to a mental health professional, the school counselor addresses their findings with the principal, student, and parent/guardian. A C-EB incident report will be filed by the school counselor detailing the incident, all incident reports will be housed in the building principal's designated location. A check in/check-out plan will be developed for the student if needed.
4. If the assessment requires a referral to a mental health professional, the school counselor immediately contacts the School Resource Officer, building principal and the student's parent/guardian. The School Resource Officer will transport the student directly to the local Emergency Room.
5. If a student is transported to the next level of care, a critical incident report will be completed within 24 hours.
6. A documented reintegration plan will be developed by the administrator, parent/guardian, counselor and student. In the event there are previous plans in place the team will align all plans.
 - a. **National Suicide Prevention Life Line Phone Number is 1-800-273-8255**
 - b. **Crisis Text Line is 741-741**

TITLE IX INFORMATION & CONTACT

The Cheyenne-Eagle Butte School (C-EB) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to Kara Four Bear, Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The C-EB Title IX Coordinator is Kara Four Bear, EBSD Superintendent, and they may be reached at 605-964-4911; via email at Kara.FourBear@k12.sd.us; PO Box 260 Eagle Butte, SD 57625; or by visiting the EBSD Business Office located at 24 W. Prairie Rd. Eagle Butte, SD 57625. C-EB's nondiscrimination policy and grievance procedures can be located at <https://ceb.k12.sd.us/index.php> on the school website or otherwise describe location(s).

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to <https://ceb.k12.sd.us/resources.php> on the school website or otherwise describe location(s).

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

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

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

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.

SEXUAL HARASSMENT

Our school does not discriminate on the basis of sex in any education program or activity that it operates, including admission and employment. The school is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the school may be referred to the school's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both. (34 CFR § 106(b)(1)).

The school is committed to a school environment which is free from sexual harassment and conducive to all students' educational opportunities. Sexual harassment can inhibit a student's educational opportunities and an employee's work. Sexual harassment of students attending school in the school or students from other schools who are at a school activity, and sexual harassment of school employees, school volunteers, parents, guests, visitors and vendors of the school shall also not be tolerated and is strictly prohibited.

All students, school employees, school volunteers, parents, guests, visitors and vendors shall conduct themselves in a civil and responsible manner and in a manner consistent with school policies. This policy prohibiting sexual harassment shall apply to all students, school employees, school volunteers, parents, guests, visitors and vendors while on school property, while attending or participating in school activities, on school-owned property or on non-school property, while in any school-owned or leased vehicle, while at a school bus stop, or when in a private vehicle located on school property during school or during school activities.

I. DEFINITION

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a) (10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a) (30).

Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. (34 CFR § 106.8(a))

Any student who believes that he or she has been or is being subjected to sexual harassment or has reason to suspect another person has been or is being subjected to sexual harassment may also report it to a teacher, guidance counselor, or school administrator. The report may be made verbally or in writing.

The school's response shall treat complainants and respondents equitably by offering supportive measures to a complainant, and by following a grievance process that complies with Title IX requirements before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. (34 CFR § 106.44(a))

II. DESIGNATION OF TITLE IX COORDINATOR

The Board has designated the following school employee to coordinate its efforts to comply with its responsibilities as set forth in 34 CFR Part 106, who shall be referred to as the "Title IX Coordinator." (34 CFR § 106.8(a))

Name or Title: Kara Four Bear, Superintendent of Eagle Butte Public School District 20-1
Office Address: PO Box 260 Eagle Butte, SD 57625

Email Address: Kara.FourBear@k12.sd.us

Telephone Number: 605-964-4911

The school shall notify applicants for employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the school, of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator. (34 CFR § 106.8(a)) The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. (34 CFR § 106.30(a))

III. DISSEMINATION OF POLICY

The school shall notify persons entitled to the notification under Section I. above that the school does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and this policy not to discriminate in such a manner. Such notification must state that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX to the school may be referred to the school's Title IX Coordinator, to the U.S. Assistant Secretary of Education, or both.

The school shall prominently display the contact information required to be listed for the Title IX Coordinator on its website, and in each handbook or catalog that it makes available to persons entitled to a notification pursuant to Section I. above. (34 CFR § 106.8(b))

IV. ADOPTION OF GRIEVANCE PROCEDURES

The school has adopted and published grievance procedures (ACAA-R (1), Sexual Harassment – Regulations) that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and this policy. The school shall provide to persons entitled to a notification under Section I above notice of the school's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school will respond. (34 CFR § 106.8(c))

V. DEFINITIONS

(34 CFR § 106.30(a), except when otherwise indicated)

- a. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school's Title IX Coordinator or any official of the school who has authority to institute corrective measures on behalf of the school, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability (when a person has a particular legal relationship to the person who acted negligently) or constructive notice (deeming notice of something to a person having been given, even though actual notice did not exist) is insufficient to constitute actual knowledge. This standard is not met when the only official of the recipient with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District.

- b. “Complainant “means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- c. “Dating violence” means violence committed by a person:
 - 1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - 2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. the length of the relationship.
 - ii. the type of relationship.
 - iii. the frequency of interaction between the persons involved in the relationship. (34 U.S.C. 12291(a) (10))
- d. “Decision-maker” means the school administrator who has primary responsibility and authority related to students, staff and attendance center where the alleged sexual harassment occurred, unless otherwise designated by the Board, and who has the authority to make a determination on the complaint as to responsibility of the respondent.
- e. “Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction. (34 U.S.C. 12291(a)(8))
- f. “Education program or activity” includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (34 CFR § 106.44(a))
- g. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the school.
- h. “Document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the school) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Should the Title IX Coordinator sign the formal complaint, the Title IX Coordinator is not a complainant or otherwise a party, and the Title IX Coordinator must comply with the Title IX requirements.
- i. “Notice” includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.
- j. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- k. “Sexual assault” means any nonconsensual sexual act proscribed by Federal, Tribal, or State law, including when the victim lacks capacity to consent. (20 U.S.C. 1092(f)(6)(A)(v))
- l. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - 1. fear for his or her safety or the safety of others; or
 - 2. suffer substantial emotional distress. (34 U.S.C. 12291(a) (30))

- m. “Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escorting the complainant while on school property or while at a school off-campus activity, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

VI. SCHOOL’S RESPONSE TO SEXUAL HARASSMENT

(34 CFR § 106.44)

- A. General response to sexual harassment. Regardless of whether or not a formal complaint is filed, should the school have actual knowledge of sexual harassment in a school educational program or activity against another person in the United States, the school shall respond promptly in a manner that is not deliberately indifferent (i.e., if the school’s response to sexual harassment is clearly unreasonable in light of the known circumstances). The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. Response to a formal complaint. In response to a formal complaint, the school shall follow the grievance process as set forth in ACAA-R (1), Sexual Harassment – Regulations.
- C. Time frames. The time frames set forth in the regulations shall be considered as a maximum length of time within which the related step is to be completed, however, the time frames may be extended for good cause upon written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause includes, but is not limited to, utilization of the informal resolution process, availability of an investigator if not a school employee, complexity of the investigation, absence of a party, a party’s advisor, a witness, or decision-maker (including a person necessary for addressing an appeal), concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.
- D. Emergency removal. Nothing in Title IX regulations or this policy prohibits the school from removing a respondent from the school’s education program or activity on an emergency basis, provided that the school undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal, however, nothing in Title IX regulations or this policy may be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act. Additionally, nothing in the Title IX regulations or this policy prohibits the school from placing an employee respondent on administrative leave during the pendency of a grievance process, however, nothing in Title IX regulations or this policy may be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

The policy in its entirety may be located for your review within the school office and via the following web link: <https://ceb.k12.sd.us/pdf/2020/Title-IX-Policy-Update.pdf>

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.

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.

SCHOOL PREMISES

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

SECURITY

PRIMARY – All doors will remain locked during the school day. In the event you need to enter the school, please use the gym lobby 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 Primary office. Safety and security of students and staff is of primary importance. Security cameras are installed inside and outside most school buildings. The cameras are monitored by the school's resource officer and/or principals.

UPPER ELEMENTARY - At 7:30 a.m. the Circle doors open for students. Between 8:00 and 3:15, all doors are locked, and visitors must buzz in at the east door, south door, or flagpole door. All visitors must have a pass once they leave the office. The building principal and assistant principal have the authority to deny a visitor at his/her discretion. Visitors are not allowed to discipline students that are not their own children. Security cameras are on throughout the building.

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

HIGH SCHOOL - All door will remain 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.

LOCKERS

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

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.

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.

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.

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.

CAFETERIA

ALL SCHOOLS

Breakfast and lunch are served in the cafeteria daily when school is in session. Appropriate behavior is expected while students are in the cafeteria. No running or line cutting. Students must remove their hats, caps, or hoods while in the dining area. Students are to clean up their table after eating. When we have a late-start days, breakfast is not served.

HIGH SCHOOL CAFETERIA & OPEN LUNCH

Students in grades 9-11 are NOT allowed to leave campus during lunch. Open lunch is a senior privilege, at the discretion of administration.

OUTDOOR ACTIVITIES

Administrative discretion will be used to determine whether students will have time outside or inside after lunch. Students are required to follow school rules at all times and follow the instructions of the persons on duty.

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 or wind chill factor is lower than 0 degrees, the students will not be allowed to go outside.

TRANSPORTATION

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. 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.

C-EB SOUTH CAMPUS

Buses usually arrive at the school no later than 7:55 a.m. Buses load from the Upper Elementary School at 3:20 p.m. Students may ride the bus from the Upper Elementary to the High School. No Heart, Fox Ridge and Habitat Bus students are directly delivered. All other students go to the High School.

C-EB NORTH CAMPUS

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 horseshoe by the back of high school (north).

BUS INFRACTIONS

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

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

SKATEBOARDS, ROLLER SKATES, ROLLER BLADES, HOVERBOARDS, HEELIES, SNOWBOARDS and SCOOTERS

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

VEHICLES

The parking lot is for use by staff, guests, and High School students only. Junior High students are NOT allowed to drive to school unless they have a valid Driver’s License and proof of insurance. Students bringing personal vehicles to school must have the required parent/guardian signature and form completed with proof of insurance and a valid driver’s license to operate a vehicle.

NON-DISCRIMINATION

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

In keeping with these statements, the following will be objectives of C-EB:

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

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

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

MCKINNEY VENTO/HOMELESSNESS

The McKinney-Vento Homeless Assistance Act guarantees rights and services to remove educational barriers for homeless children and youth.

A homeless child is an individual age 21 and under eligible for public education services under state and federal law who lacks a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- 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;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

Each campus will appoint a liaison for homeless children.

Every homeless child is entitled to equal access to the same free, appropriate public education as provided to other students. C-EB Schools will strive to ensure the enrollment and attendance of homeless children not currently attending school. C-EB Schools will enroll a child who is homeless regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment.

Homeless children will have access to services comparable those offered to other students, including but not limited to:

1. Transportation services;
2. Educational services for which a student meets eligibility criteria (e.g., Title I);
3. Educational programs for students with disabilities and limited English proficiency;
4. Programs in vocational and technical education;
5. Programs for gifted and talented students; and
6. School nutrition program.

C-EB Schools will review and revise as necessary those policies, rules or procedures that may be barriers to enrollment of homeless children. In reviewing and revising such procedures, C-EB Schools will consider issues of transportation, immunization, residence, birth certificates, school records, and other documentation.

Dispute Resolution Process

C-EB Schools has developed a dispute resolution process for when parents, guardians, or an unaccompanied child and C-EB Schools disagree on the eligibility, enrollment, or educational placement of the homeless child. When a dispute arises, the child shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. Should a dispute occur regarding eligibility, enrollment, or school selection of a homeless child, the dispute process as outlined in regulation JFB-R(1) must be used.

C-EB Schools will provide a written explanation of the decision to the parent or, in the case of an unaccompanied child, to the unaccompanied child. The written explanation must include a description of the parent's or unaccompanied child's right to appeal the decision.

The designated campus Homeless Liaison is responsible for carrying out the dispute resolution process in an expeditious manner.

COMPLAINT PROCEDURE

Discrimination, harassment, program complaints, and all Federal programs shall be addressed in writing to the 95-561 School Supervisor or the 20-1 Superintendent who will investigate, render a decision, and provide notification of the decision to the complainant in a timely manner. A parent/guardian, student, employee, or school stakeholder who has a complaint regarding the use of Federal ESEA funds and is unable to resolve the issue, may address the complaint in writing to the 95-561 School Supervisor or the 20-1 Superintendent.

Disputes addressing the enrollment, transportation (including inter-school disputes), and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure.

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

Steps:

1. The School Supervisor or 20-1 Superintendent will investigate the written complaint and render a decision, within two weeks, after receipt of the complaint.
2. The School Supervisor or 20-1 Superintendent will notify the complainant of the decision in writing.
3. The complainant will be allowed one week to react to the decision before it becomes final.
4. The complainant will either accept or disagree with the decision and will provide such acknowledgement in writing, addressed to the School Supervisor or 20-1 Superintendent.

5. If the issue is not resolved with the School Supervisor or 20-1 Superintendent, the complaint will be forwarded to the appropriate Board of Education for further review. The parent/guardian or unaccompanied youth shall be provided with a written explanation of the Board's decision including the rights of the parent, guardian, or youth to appeal the decision.
6. Unresolved complaints may be forwarded by the complainant to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure.)

PUBLIC COMPLAINT PROCEDURE

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

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

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

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

Complaints about staff will be given respectful attention. If the complaint warrants an investigation, due process rights will be maintained. If a complaint, excluding those concerning Board actions or Board operations, is made directly to the school board or to an individual school board member, the individual making the complaint will be advised to issue the complaint to the school using the C-EB's complaint procedures.

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

CONFIDENTIALITY

1. 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.
2. 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.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

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

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

- Parents/guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.
- Parents/guardians or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardians or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

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

Or you may contact us at the following address:

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

ASBESTOS

DISTRICT 20-1 ASBESTOS STATEMENT

The Upper Elementary School is asbestos free.

BIE STATEMENT

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.

LOCATION OF SCHOOL POLICIES

Full copies of all board approved polices are on file in the 20-1 administrative office and are available on the District 20-1 website: <https://ceb.k12.sd.us/board.php> or the Federal Website: <https://www.ecfr.gov/cgi-bin/text-idx?SID=10b6d8f1896397e217f65b6c2b5be3ee&mc=true&tpl=/ecfrbrowse/Title25/25CisubchapE.tpl>

STANDARD II --ADMINISTRATIVE REQUIREMENTS: 25 CFR 36.11 (BIE regulations)

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

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

Kindergarten 20:1
1st Grade—3rd Grade 22:1
4th Grade—High School 25:1
2. Multi-grade classrooms that cross grade-level boundaries (e.g., K-1, 3-4, etc.) shall use the maximum of the lower grade. In grades K-8, grades shall be consolidated to meet the teacher ratios listed above.
3. The daily teaching load per teacher in departmentalized classes shall not exceed 150 students (ADM) except in activity type classes such as music and physical education.
4. Schools exceeding these specific staffing ratios for over 30 consecutive days during one school year shall submit a justification for a request for a waiver to the Director, through the Agency Superintendent for Education or Area Education Programs Administrator, as appropriate, which may be approved for a period not to exceed one school year and for the following reasons:
 - i. Additional classroom space is not available for establishing another class; or

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

5. Each school shall provide,

- i. teachers, and in the absence of a regular teacher, a certified substitute teacher who meets the State substitute teacher qualifications. In the event that such a substitute is not available, coverage will be provided by a school employee designated by the school supervisor. A class cannot have as a teacher an employee without teaching credentials for more than 20 school days during any one school year.
- ii. Written school enrollment and attendance policies. Each school shall have written school enrollment and attendance policies in compliance with and/or consistent with 25 CFR 31, Federal Schools for Indians, the statutes of the State, and tribal education ordinances.
- iii. Immunization. School children shall be immunized in accordance with the regulations and requirements of the state in which they attend school or standards of the Indian Health Service.

TRIBAL ORDINANCE 66 (Section 4, 2 a and b; 3 a: 1, 2, 3, b: 1, 2, 3; Section 5; Section 6) is a resource.

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

- (a) *Kindergarten through 6th Grade.* Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall provide a minimum of one class period per day of instruction in Lakota language and culture for Indian students in kindergarten through 6th grade, and
- (b) *Kindergarten through 3rd Grade.* Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall emphasize basic conversational use of Lakota language and Lakota stories, music and dance for students in kindergarten through 3rd grade.
- (c) *4th through 6th Grade.* Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall emphasize conversational use of Lakota language and Lakota stories, music and dance for students in 4th through 6th grade.
- (d) *7th through 12th Grade.* Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall provide the following courses to Indian Students in the following grades:

Lakota Language.

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

- (1) *7th and 8th Grade.* Lakota language instruction for Indian students in the 7th and 8th grade shall continue to emphasize conversational use of Lakota Language.
- (2) *9th and 10th Grade.* Lakota language instruction for students in the 9th and 10th shall emphasize instruction in Lakota grammar and reading of Lakota or Dakota texts.
- (3) *11th and 12th Grade.* Lakota language instruction for students in the 11th and 12th grade shall emphasize instruction in writing in Lakota language and reading of Lakota or Dakota texts.

Lakota Culture and History.

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

- (1) *7th and 8th Grade.* Instruction in Lakota culture for Indian students in the 7th and 8th grade shall cover Dakota and Lakota history both prior to the first contact with the United States and history from that contact to the present day.
- (2) *9th and 10th Grade.* Instruction in Lakota culture for Indian Students in the 9th and 10th grade shall emphasize the public events and the ceremonies that are central to Lakota culture.
- (3) *11th and 12th Grade.* Instruction in the Lakota history and culture for students in the 11th and 12th grade shall emphasize the significance of the Treaties between the United States and the Great Sioux Nation, the Interrelation between the United 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.

Lakota Language/Culture/History

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

CHEYENNE – EAGLE BUTTE TITLE & PARENT/GUARDIAN INVOLVEMENT POLICY

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents/guardians of participating children a written parental involvement policy that contains information required by section 1116 of Every Student Succeeds Act (ESSA). The policy concerning how to submit comments concerning Federal Programs is in this student handbook. Every parent/guardian receives a copy of the handbook at registration each year.

PART I. GENERAL EXPECTATIONS

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

- Consistent with section 1116, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1116 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116d of the ESEA.
- Schools will notify parents/guardians of the Parent/Guardian Involvement Initiative through various methods and evidence of locations will be housed in the 20 -1 Superintendent and BIE School Supervisor’s offices. 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 Wakpa Waste’ Tiospaye Committee (Parent Involvement Committee).
- The school will build its own and the parent’s/guardian’s capacity for strong involvement through monthly Wakpa Waste’ Tiospaye Committee (Parent Involvement Committee) meetings. Wakpa Waste’ Tiospaye Committee (Parent Involvement Committee) will review data and provide input toward improving academic achievement.
- Inform parents/guardians of the curriculum, state academic and content standards at the fall open house, and assist parents/guardians in building their capacity for academic achievement through understanding content standards, requirements of Title I programs, monitoring of their child’s progress and parents/guardians working with educators.
- The school will provide other reasonable support for parent/guardian involvement activities under section 1116 of the ESEA as the parents/guardians request.
- The school will be governed by the following statutory definition of parent/guardian involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 1. that parents/guardians play an integral role in assisting their child’s learning;
 2. that parents/guardians are encouraged to be actively involved in their child’s education at school;
 3. 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;
 4. the carrying out of other activities, such as those described in section 1116 of the ESEA (See appendix A)

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

- 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 1116 of the ESEA:
 1. The Wakpa Waste’ Tiospaye Committee (Parent Involvement Committee) and Parent Advisory Committee meets throughout the year C-EB Schools will recruit parent/guardian volunteers to attend these meetings.
 2. Involve parents/guardians in the planning, review and implementation of school activities along with school program changes and improvements, review surveys, providing parents/guardians

the opportunity to submit comments and ideas on the individual improvement plan of each school.

- 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:
 1. Parents/Guardians are notified of the annual meeting through the newspaper, posters, signs, school messenger and a letter home.
 2. Parent/Guardian meetings are scheduled throughout the school year to give them the opportunity to make program recommendations for the school reform process.
- The Cheyenne - Eagle Butte Schools will hold an annual meeting to inform parents/guardians of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents/guardians to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents/guardians and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents/guardians as possible are able to attend. The school will invite all parents/guardians of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
 1. Fall, Winter, and Spring Parent/Guardian Forums (in accordance with all Federal Program requirements).
- 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:
 1. 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.
 2. Assisting parents/guardians in building their capacity for academic achievement through understanding assessment results and South Dakota student content standards.
 3. 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.
- 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:
 1. 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.
 2. Receiving parent/guardian suggestions and share them with the appropriate administrative team to determine the feasibility of programming changes.
 3. Implementing all agreed upon programming changes will be implemented at the building level with School Board approval.
- 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:
 1. 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.
 2. Assuring curriculum is aligned with the State of South Dakota content standards.

3. Assisting parents/guardians in building their capacity for academic achievement through understanding, assessment results and South Dakota student content standards.
 4. 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.
- The Cheyenne - Eagle Butte Schools will take the following actions to provide each parent/guardian timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 1. Providing a notice will be provided to the parents/guardians in letter format from the building level principal of each classroom teacher who is not highly qualified by the first two weeks of the school year.
 2. Notifying Parents/Guardians within four weeks that their student is being taught by a non- highly qualified teacher during the school year.
 - 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:
 1. the state's academic content standards,
 2. the state's student academic achievement standards,
 3. the state and local academic assessments including alternate assessments,
 4. the requirements of Part A,
 5. how to monitor their child's progress, and
 6. how to work with educators through Family Nights, Parent Involvement Coordinator, local workshops, Parent/Teacher Conferences, Parent Advisory Committee, and Wakpa Waste' Tiospaye Committee (Parent Involvement Committee), Classroom Teacher Newsletter but not limited to these activities.
 - 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:
 1. Academic Family Nights
 2. Classroom Teacher Newsletter
 3. Parent/Guardian - Teacher Conferences
 4. Wakpa Waste' Tiospaye Committee (Parent Involvement Committee)
 5. Technology Family Night.
 - The Cheyenne - Eagle Butte Schools will, with the assistance of its parents/guardians, educate its teachers, principals, outside agency contractors and other staff in how to reach out to, communicate with, and work with parents/guardians as equal partners in the value and utility of contributions of parents/guardians, and in how to implement and coordinate parent/guardian programs and build ties between parents/guardians and schools, by:
 1. Fall In-service
 2. Parent Advisory Committee
 3. Wakpa Waste' Tiospaye Committee (Parent Involvement Committee)
 4. Evening workshops
 5. Professional literature dissemination

6. Inform parents/guardians of additional resources and organizations available published in the school information pamphlet given out at registration. The pamphlet will also provide parents/guardians an opportunity to respond and have input into the progress of the school.
- The Cheyenne - Eagle Butte Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, the Infant & Toddler Program, TRIO Program, the CRST Higher Education Program, and other programs. The school will also conduct other activities, such as resource centers that encourage and support parents/guardians in more fully participating in the education of their children by:
 1. Coordinate with Head Start to align programming into the academic setting
 2. Visitation and Transition meetings from Head Start to Kindergarten, 1st to 2nd grade, 6th to 7th grade, 8th to 9th grade, 12th to post-secondary activities (college, employment and living skills)
 3. Pre-registration to Kindergarten; academic setting expectations/readiness
 4. Jumpstart; summer school program for incoming Kindergarteners
 5. Community health partners such as the CRST Youth Diabetes Program to promote health and wellness
 - 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:
 1. Encourage parents and guardians to visit directly with their children's teachers and/or principal regarding school concerns.
 2. Translation of information to first language upon request.
 3. Invite and encourage parents/guardians to volunteer their time and talents in the school by serving as chaperones, classroom helpers, and class guests.
 4. Provide support for parental involvement activities as requested by parents and guardians.
 5. Educate parents/guardians on the Elementary and Secondary Education Act

INDIAN POLICIES AND PROCEDURES (IPP): IMPACT AID PROGRAM

It is the intent of the Eagle Butte School District 20-1 that all Indian children of school age have equal access to all programs, services and activities offered within the school District.

The Eagle Butte School District will consult with local tribal officials, parents/guardians of Indian children, and the Indian Education Committee in the planning and development of Indian Policies and Procedures (IPPs), general education programs, extra-curricular activities, and Lakota Language & Culture programming. These policies and procedures will be reviewed annually, and revisions will be made within ninety (90) days of a determination that requirements are not being adequately met or if the IPPs can be improved to better meet the needs of our students. Inadequacies in the development and implementation of the IPPs that are contrary to Impact Aid Law may be shared in written form to the District Superintendent. If the complaint is not resolved, it can be elevated to the Eagle Butte Board of Education for further resolution. IPPs and related information will be disseminated at minimum, using the preferred methods of communication: school website (<https://ceb.k12.sd.us/index.php>), official school newspaper, and through parent mailings via USPS.

The following policies and accompanying procedures shall become effective upon School Board action.

POLICY (1): The Eagle Butte School District will disseminate relevant applications, evaluations, program plans, and information related to educational programs and activities with sufficient advance notice to allow the Cheyenne River Sioux Tribe Education Committee, parents of Indian children, and the Indian Education Committee the opportunity to review and make recommendations. [34CFR22 2.94(a)(1)]

PROCEDURE(S):

The Eagle Butte School District will disseminate information and seek timely input regarding the following Federal and Title programs (including, but not limited to): Title I Part A, Title II A, Title IV, Title VI, Impact Aid, Johnson-O'Malley, and Carl-Perkins V funding and programming during the fall parent/public input meeting in the form of a presentation by District administration. The presentation information will be made available on the District websites and a hard copy available in the business office for public access.

Relevant applications, evaluations, plans, and information will be made available to the Cheyenne River Sioux Tribe Education Committee, the parents/guardians of Indian children, and the Indian Education Committee at a minimum of two (2) weeks prior to the meetings. A summary which will be placed on the school website with hard copies available in the main office, will be prepared and available for dissemination before the community input meetings in fall and spring semesters. We will notify parents of the date, time, location, and access information for related meetings using the preferred methods of communication: school website (<https://ceb.k12.sd.us/index.php>), official school newspaper, and through parent mailings via USPS two (2) weeks prior to the meetings.

In addition, representatives from the District will schedule annual meeting(s) with the Cheyenne River Sioux Tribe Education Committee to establish "meaningful Tribal consultation" as per Federal requirements.

Administration of the District shall be responsible to make available the South Dakota Department of Education School Board Report Card for the Eagle Butte Public School District, and all information contained therein, to the Cheyenne River Sioux Tribe Education Committee, the parents/guardians of Indian children, and the Indian Education Committee annually and on a continual basis. These stakeholders and any other interested persons can review assessment data located on either the school website or the South Dakota Department of Education website (<https://sdschools.sd.gov/#/home>) to help develop or modify educational programs and services through the input process, allowing for the participation of Indian students on an equal basis within the District. Report Card information will also be made available annually via public forum presentation and by providing access available to review within administrative offices.

Information concerning course offerings, educational programming, and extra-curricular programming shall be provided to parents/guardians/students at registration events, parent teacher conferences, and will be contained within school parent/guardian/student handbooks annually and on a continual basis.

POLICY (2): The Eagle Butte School District will provide an opportunity for the Cheyenne River Sioux Tribe Education Committee, parents/guardians of Indian children, and the Indian Education Committee to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities.
[34CFR222.94(a)(2)]

PROCEDURES:

These views shall be solicited during parent-teacher meetings, during parent/community school events, and during the open forum meetings held in the fall and spring semesters. Additionally, input is welcome throughout the year and may be submitted in writing or verbally to the District Superintendent for inclusion in the input process for the development of educational, extra-curricular, and Lakota Language & Culture programming. Notifications of opportunities to submit recommendations and comments will be shared by preferred methods of communication: school website (<https://ceb.k12.sd.us/index.php>), official school newspaper, and through parent mailings via USPS two (2) weeks prior to such opportunities.

District 20-1 Superintendent
P.O. Box 260
Eagle Butte, SD 57625
605-964-4911

The open forum meetings are specifically devoted to addressing questions regarding federal programs and/or educational programming. Based upon reasonable suggestions, the preferred methods of communication and dates and times of community input meetings will be modified to maximize participation from the Cheyenne River Sioux Tribal Education Program, parents/guardians of Indian children, and the Indian Education Committee.

POLICY (3): The Eagle Butte School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]

PROCEDURES:

Indian children counted by District 20-1 must participate with all other children educated by the Eagle Butte School District and the Cheyenne-Eagle Butte School System. Annually, the administrative team and school staff will review participation data in academic, extra-curricular, and Lakota Language & Culture programming and review comments gathered from parents, guardians, students, staff, and other stakeholder groups through professional development and planning meeting processes. Data is gathered from a variety of sources and is utilized through the year for the development of programming.

Summary findings will be used to determine if Indian children do indeed participate on an equal basis with non-Indian children in the District's educational programming, extra-curricular activities, and Lakota Language & Culture programming. Programming will be adjusted as needed to accommodate the provision and recruitment of participation by Indian children. These changes will be reflected in annual changes to the IPPs as necessary and through the course/educational programming information provided to stakeholders through handbooks, conferences, and parent/student events.

Summary findings will be made available, at a minimum of two (2) weeks prior to, during open forum meetings, via the District website, and be made available in the business office and shared with the Cheyenne River Sioux Tribe Education Committee, parents of Indian children, and the Indian Education Committee. Additionally, these opportunities will be utilized to accept comments, feedback, and recommendations on the equal participation of Indian children.

POLICY (4): The Eagle Butte School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]

PROCEDURES:

Educational programs shall be modified as necessary based upon recommendations from the Cheyenne River Sioux Tribe Education Committee, parents of Indian Children, and the Indian Education Committee to ensure that Indian children participate on an equal basis with all other children. Educational programs will also be modified as necessary to improve the performance and address the needs of all students. Recommendations, input, and/or modifications are evaluated by the District Superintendent and subsequently, the Eagle Butte Public School District Board of Education as recommended for approval. If modifications are approved by the Board of Education, they will be implemented within ninety (90) days. Changes to the IPP will be publicized to parents/guardians and the Cheyenne River Sioux Tribal Education Committee within thirty (30) days of being approved by the Board.

Every effort will be made to ensure that the parents/guardians of Indian children, the Indian Education Committee, and the Cheyenne River Sioux Tribe Education Committee will have adequate time and opportunity to express recommendations for a modified educational program. All stakeholders will be notified of changes through minutes that are posted on the school website and in the school's official newspaper and by using the preferred methods of communication to disseminate such changes: school website (<https://ceb.k12.sd.us/index.php>), official school newspaper, and through parent mailings via USPS.

POLICY (5): The Eagle Butte School District will at least annually respond in writing to written comments and recommendations made by the Cheyenne River Sioux Tribe Education Committee, the parents of Indian children, and the Indian Education Committee and disseminate the responses to all parties prior to the submission of the IPPs by the District. [34CRF222.94(a)(5)]

PROCEDURES:

Information regarding the input of the Cheyenne River Sioux Tribe Education Committee, the parents of Indian Children, and the Indian Education Committee will be annually gathered, interpreted, and a summary of responses by all parties will be disseminated to all parties prior to the submission of the IPPs by the District. A summary of input results along with

how the District proposes to address the concerns will be disseminated at minimum, using the preferred methods of communication: public school Board meetings, a hard copy made available in the business office, school website (<https://ceb.k12.sd.us/index.php>), official school newspaper, and through parent mailings via USPS.

Responses to comments by parents, guardians, and/or Tribal officials will be given at open forum meetings twice per year, at minimum, during the fall and spring semesters. Responses will be given by the Superintendent and/or Board members. Comments can be given in the open forum or recommendations and/or concerns can be submitted to the Superintendent of the Eagle Butte School District via a written letter or verbally to be later addressed at the open forum. A summary of recommendations/suggestions will be kept on file for review and examination.

POLICY (6): The Eagle Butte School District will annually provide a copy of the IPP to the Cheyenne River Sioux Tribe Education Committee, parents of Indian Children, and the Indian Education Committee. [34CRF222.94(a){6}]

PROCEDURE(S):

The Eagle Butte School District will provide a copy of the Indian Policy and Procedures to the Cheyenne River Sioux Tribe Education Committee and/or Tribal officials, parents of Indian children, and the Indian Education Committee when the annual input process is complete; the IPP is revised utilizing recommendations, input, and/or modifications from stakeholder groups, and within thirty (30) days of adoption by the Eagle Butte School District Board of Education.

Adopted: January 11th 2021 Reaffirmed: October 2023

PARENT/GUARDIAN-STUDENT COMPACT

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

This school-parent/guardian-student compact is in effect during the 2024-2025 school year.

SCHOOL RESPONSIBILITIES

The Cheyenne Eagle Butte School will:

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

PARENT/GUARDIAN RESPONSIBILITIES

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

1. Believe in your child.
2. Discuss with your child his/her goals on a regular basis.
3. Respect my child, yourself, and others responsible for your child's education.
4. Talk to your child about school.
5. Monitoring attendance.
 - Make sure my child is in school.
 - Send your child to school on time, prepared to learn.
 - Use Parent/guardian Portal as available.
6. Making sure that homework is completed.
 - Provide a consistent homework time in an undisturbed study area, and be available if the child needs help.
 - Make sure the homework is done, signed off on by a Parent/guardian and returned to school daily.
 - Praise the child when homework is completed.
 - Encourage your child to read or read with him/her daily at home.
7. Participate in school activities with your child.
8. Stay informed about your child's education and communicating with the school by promptly reading all notices from the school and responding appropriately.
9. Participating, as appropriate, in decisions related to your child's education.
10. 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 Wakpa Waste' Tiospaye Committee (Parent Involvement Committee).

STUDENT RESPONSIBILITIES

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

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

Student: _____ **Date:** _____

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

School: _____ **Date:** _____