

C-EB PRIMARY SCHOOL
SCHOOL YEAR 2020 – 2021
PARENT/GUARDIAN/STUDENT HANDBOOK

**B
R
A
V
E
S**



OUR MISSION:

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

OUR VISION:

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



Cheyenne - Eagle Butte Primary School

PO Box 672
Eagle Butte, SD 57625
www.ohitika.com



Leslie E. Logg, Acting Principal
Leslie.Logg@hie.edu

B

Parents/Guardians:

Welcome back to the 2020 – 2021 school year!

R

There will be morning recess from 7:45-8:00 AM (weather permitting) or library every day, please make sure your student makes it to the building during this time. There will be staff on duty to make sure your child gets to the designated area.

A

Breakfast will be served to all students from 8:05 a.m. to 8:30 a.m. If your student is tardy they will need to be escorted to the cafeteria by a C-EB Primary Staff member. We want to ensure all students have breakfast prior to learning and are kept safe.

V

School begins at 8:00 AM and releases at 3:25 PM. Please use the secured entrance at the Gymnasium lobby after 8:00 a.m., all other doors will be locked. Upon entrance, please report directly to the Primary office. The safety of your child is one of our main priorities and your cooperation is greatly appreciated.

E

Please remember the importance of attendance, your children matter to us and we want to see them get the very best education possible. If your child is absent and you don't call in, the office clerks will call to check on your child. We want your child at school every day school is in session, "School success goes hand in hand with good attendance!"

S

Thank you for giving us the opportunity to be part of your child's education, we are looking forward to a great school year!

Sincerely,
Mr. Logg

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

POLICY TEXT DISCLAIMER:

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

August 2020

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**AMENDED – Board Approved on
7/20/2020**

Board Approved on 2/10/2020

2020/2021 C-EB School Calendar

Aug. 3, 4, 5, 6 – Pre-Registration

9:00 AM to 3:00 PM

Aug. 31 – All Staff Return

Aug. 31-Sept. 4 – In-Service Week

Sept. 7 – Labor Day

Sept. 8 – First Day Students

Oct. 9 – No School – Parent

Teachers Conference 8:00-4:00

Oct. 12 – Native American Day

Oct. 23 – End of 1st Quarter

Nov. 11 – Veteran's Day

Nov. 25-27 – Thanksgiving Break –

No School

Nov. 26 – Thanksgiving

Dec. 21 – Jan. 1 – Winter Break

Jan. 1 – New Year's Day

Jan. 4 – School Resumes

Jan. 15 – End of 1st Semester

Jan. 18– Martin Luther King Jr Day

Feb. 12 – No School – Parent

Teachers Conference 8:00-4:00

Feb. 15 – President's Day

Mar. 19 – End of 3rd Quarter

Apr. 2-5 – No School – Spring Break

May 16 – Graduation!!

May 27 – 1:00 Student Release

May 27 – Last Day for Students

May 28 – Staff Development

May 28– Last Day for all Staff

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

167 – Instructional Days

8 – Administrative Days

8 – Federal Holidays

12 – School Vacation Days

Total: 195 Paid Days - BIE

183 Paid Days BIE Teacher/Counselors

175 Paid Days 20-1 Employees

February 2021

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May 2021

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June 2021

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July 2021

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PRIMARY SCHOOL

STAFF LISTING

PRINCIPAL

Mr. Leslie E. Logg

CLERK

Vacant

ATTENDANCE CLERK

Mrs. Barb Schrempf

KINDERGARTEN TEACHERS

Ms. Justyn Lawrence

Mrs. JoBeth Moran

Ms. Stancee Moran

Mrs. Darla Shupick

Ms. Megan Simon

Mrs. Marti Smith

Vacant

SPECIALS TEACHERS

Media Center...Ms. Mary Marshall

PE...Mr. Shannon Jewett

Lakota...Vacant

Lakota...Vacant

Computers...Vacant

Art.....Vacant

FIRST GRADE TEACHERS

Ms. Kelsey Goodridge

Ms. Nadine Oakie

Ms. Twila White Bull

Mrs. Vanessa White Eyes

Vacant

Vacant

PARAPROFESSIONALS

Mrs. Kimberly Eaton

Ms. Kim Lawrence

Ms. Elizabeth Moran

Ms. Savanna Traversie

Ms. Merri Bruguier

Ms. Beatrice Looking Horse

Ms. Jasmine LeBeau

Mr. Gilbert Red Dog

Mrs. Yvonne Dupris

Ms. Carlye War Bonnet

RESOURCE STAFF

Mrs. Jaci Alley

Vacant

Vacant

TIME-OUT

Mrs. Pamela Afraid of Hawk

INTERVENTIONIST

Vacant

PARENT INVOLVEMENT COORDINATOR

Vacant

GIFTED & TALENTED

Mr. Kevin White Bull

Vacant

SCHOOL PSYCHOLOGIST

Mr. Brian Larson

COUNSELOR

Vacant

IANITORS

Mr. Andrew Lind

INFORMATION TECHNOLOGY

Mr. Galen Eberhard

Standard II—Administrative requirements: 25 CFR 36.11

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

(1) The overall school ratio of regular program students to regular program teachers in self-contained classrooms shall not exceed the following except under the conditions set forth in paragraphs (a)(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, in the absence of a regular teacher, a certified substitute teacher who meets the State substitute teacher qualifications. In the event that such a substitute is not available, coverage will be provided by a school employee designated by the school supervisor. A class cannot have as a teacher an employee without teaching credentials for more than 20 school days during any one school year.

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

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

SCHOOL TRADITIONS

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

A. 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.

B. SEVEN VALUES

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

C. LAKOTA FLAG SONG (WAPAHA OLOWAN)

TUNKASILA YAPI, TAWAPAHA KIN HAN OIHANKE SNI HE NANJIN KTE LO
(*The Presidents flag will stand forever*)

IYOHLLATA YA OYATE KIN HAN WICICAGIN KTA CA,
(*under this flag the people will grow*)

LE ECAMUN WELO
(*so I do this*)

D. TRIBAL ORDINANCE 66 (Section 4, 2 a and b, 3 a: 1, 2, 3, b: 1, 2, 3)

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

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

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

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

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

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

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

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

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

Section 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.

Section 7. *Effective Date.*

The effective date of this Code shall be January 1, 1995 and this Code shall be implemented to the maximum extent practicable on that date.

E. LAKOTA LANGUAGE/CULTURE/HISTORY

Since the Cheyenne-Eagle Butte School system is located in the heart of the Cheyenne River Sioux Tribe, every effort will be made to include appropriate traditional and contemporary teachings of the Lakota language, culture, and history and follow the intent of CRST Ordinance 66. This ordinance mandates that any student enrolled in, or is a descendant of; a federally recognized tribe will be enrolled in a Lakota language class every year of school. Further, all other students are encouraged to take Lakota language.

STUDENT RIGHTS, RESPONSIBILITIES, and EXPECTATIONS (Anti Bullying Act/Ordinance Available in the front office)

A. BRAVES EXPECTATIONS

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



B. BULLYING POLICY

Cheyenne-Eagle Butte School Bullying Policy
Eagle Butte 20-1 School District and Cheyenne River BIE cooperative School

BULLYING IS NOT TOLERATED AT CHEYENNE-EAGLE BUTTE SCHOOL.

A person is bullied when he or she is exposed **repeatedly and over time**, to negative actions on the part of one or more persons, and he or she has difficulty defending himself or herself. **CYBER BULLYING** – The use of information and communications technology (ICT) particularly mobile phones, (or other electronic devices) and the internet, deliberately to harass or upset someone else.

ANTI-BULLYING RULES:

RULE 1: We WILL Not Bully Others.

RULE 2: We WILL Help Students Who Are Bullied.

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

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

Consequences: *Range of disciplinary measures dependent on severity*

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

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

- 2-10 days ISS/OSS with no school activities **and**
- Parent / Guardian notification **and**
- *Bullying Circle discussion with counselor or Principal*
- Development of Behavior Management Plan **and**
- Referral to counselor for subsequent sessions on bullying prevention

Consequences for continued incidents that are not curtailed by other consequences

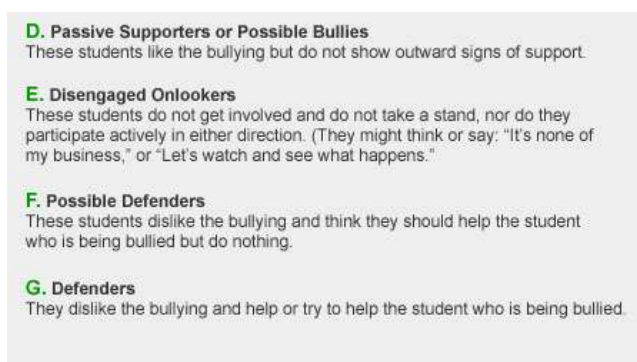
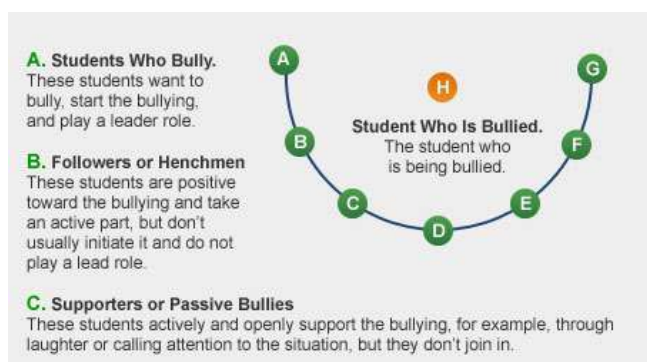
- 10 days OSS with no school activities **and**
- Referral to law enforcement if severity warrants **and**
- *Referral to School board for long-term suspension/expulsion*

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

Infraction Options – Range of disciplinary measures dependent on severity

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

Olweus Bullying Circle (©Olweus/Hazelden)



PROCEDURE FOR REPORTING BULLYING:

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

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

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

C. 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.

D. OLWEUS

This theory is designed to improve peer relations and make school a safer, more positive place for students to learn. Primary Principal will provide an inspirational message to students for self-reflection and discussion.

E. 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.

F. PHYSICAL EDUCATION

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

G. STUDENT APPEARANCE

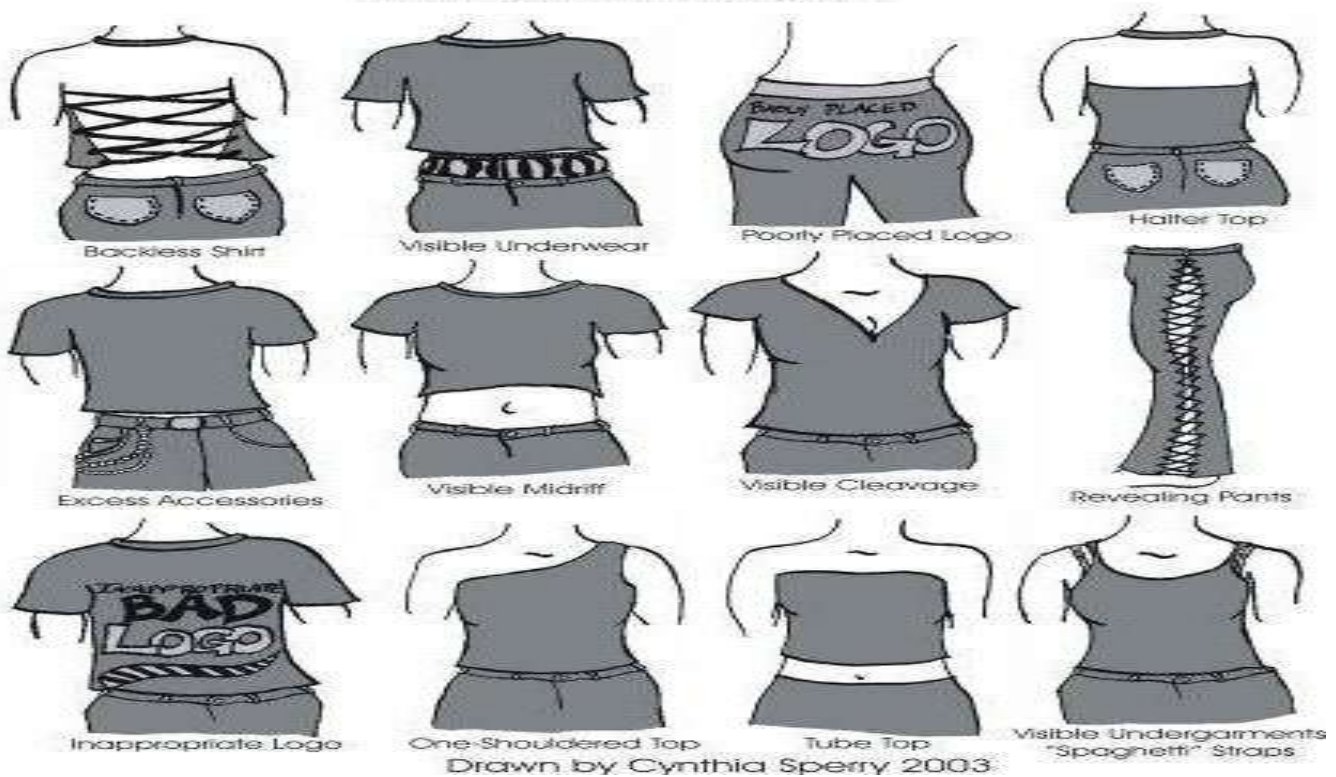
While at school, we want you to have the best experience possible. The following student appearance policy has been developed to assure that no one will feel offended or uncomfortable during school.

1. Clothing: All clothing shall be neat, clean, and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school and school activities.
2. Personal items, student drawings, and articles of clothing which display profanity, products, or slogans which promote tobacco, alcohol, drugs, violence, gang, sex or are in any other way distracting, disrespectful, or insubordinate are prohibited and is considered willful disobedience.
3. Excessive accessories such as hanging chains and hanging suspenders are not allowed. This is for safety reasons. Items of clothing which expose bare midriffs, bare chests, undergarments, or that are transparent (see-through) are prohibited. Tank tops with straps wider than one inch are permitted. Please be advised that spaghetti straps, shirts which expose a bare back, halter tops, and tube tops are prohibited. Students who continue to wear items of such as these are considered to be willfully disobedient.

4. Caps, hats, or other head-gear must be removed upon entering the school building. They must be properly stored by the student upon entering the school during instructional hours. If not stored they may be confiscated. Refusal to comply will constitute willful disobedience.
5. When caps are worn at school events, they should be worn with the bill forward at all times.
6. Shoes must be worn at all times and must be appropriate for school.
7. Pants must fit properly. Excessively baggy or tight clothing, and clothing which advertises gang symbols or affiliation is prohibited. A pattern of dress in "gang colors" is not allowed. Refer to section on Gang related behaviors for more information.

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

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



COMMUNICATIONS

A. COMMUNITY AND PARENT/GUARDIAN INVOLVEMENT

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

A. 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.

B. CELLS PHONES AND OTHER DEVICES

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

C. 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.

D. 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.

E. SCHOOL CLOSING

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

F. PARENT/GUARDIAN SUPPORT OF STUDENT ACTIVITIES

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

G. CHEYENNE – EAGLE BUTTE PARENT INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS

- Cheyenne – Eagle Butte Schools agrees to implement the following statutory requirements:
- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents/guardians of the Parent Involvement Policy through various methods and evidence of locations will be housed in the 20 -1 Superintendent, BIE School Supervisor and

Curriculum Coordinator's office. The policy will be made available to the local community and updated periodically to meet the changing needs of parents/guardians and the school.

- In carrying out the Title I, Part A, parental involvement requirements, the Cheyenne – Eagle Butte School will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required under section 1111 of the ESEA.
- The school will involve the parents/guardians of children served in Title I, Part A schools in decisions through invitation and encouragement to volunteer on the Parent Advisory Committee (PAC).
- The school will build its own and the parent's/guardian's capacity for strong parental involvement through monthly Parent Advisory Committee (PAC) meetings. The PAC will review data and provide input toward improving academic achievement.
- Inform parents/guardians of the curriculum, state academic and content standards at the fall open house, and assist parents/guardians in building their capacity for academic achievement through understanding content standards, requirements of Title I programs, monitoring of their child's progress and parents/guardians working with educators.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents/guardians may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - (A) that parents/guardians play an integral role in assisting their child's learning;
 - (B) that parents/guardians are encouraged to be actively involved in their child's education at school;
 - (C) that parents/guardians are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA

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

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

1. The Cheyenne-Eagle Butte Schools will take the following actions to involve parents/guardians in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - The Parent/Guardian Advisory Committee (PAC) meets throughout the year, and the schools' Parent Involvement Coordinator and Curriculum Coordinator works with parents/guardians on a consistent basis. C-EB Schools will recruit parent/guardian volunteers to attend these meetings and involve parents and guardians in the planning, review and implementation of school activities along with school program changes and improvements, review surveys, providing parents/guardians the opportunity to submit comments and ideas on the individual improvement plan of each school.

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

- Having teachers provide progress monitoring results to the parents/guardians for data-driven instruction that will assist in creating individualized learning for their child throughout the school day.
7. The Cheyenne-Eagle Butte Schools will take the following actions to provide each parent/guardian timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 - Providing a notice to the parents/guardians in letter format from the building level principal of each classroom teacher who is not highly qualified by the first two weeks of the school year.
 8. The Cheyenne-Eagle Butte Schools will provide assistance to parents/guardians of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph –
 - the state’s academic content standards,
 - the state’s student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child’s progress, and
 - how to work with educators through Family Nights, Parent Involvement Coordinator, Parent Involvement Newsletter, local workshops, Parent/Teacher Conferences, Parent Advisory Committee, Classroom Teacher Newsletter but not limited to these activities.
 9. The Cheyenne-Eagle Butte Schools will provide materials and training to help parents/guardians work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by providing:
 - Academic Family Nights
 - Classroom Teacher Newsletter
 - Parent/Teacher Conferences
 - Parent Advisory Committee
 - Technology Family Night
 10. The Cheyenne - Eagle Butte Schools will, with the assistance of its parents/guardians, educate its teachers, principals, outside agency contractors and other staff in how to reach out to, communicate with, and work with parents/guardians as equal partners in the value and utility of contributions of parents/guardians, and in how to implement and coordinate parent programs and build ties between parents/guardians and schools through:
 - Fall In-service
 - Parent/guardian Involvement Committee
 - Evening workshops
 - Professional literature dissemination
 - Informing parents/guardians of additional resources and organizations available to parents/guardians and school staff, such as the Parent Information Resource Center (PIRC), www.sdpirc.org or phone number: 1-800-219-6247
 - Educating parents/guardians on the Elementary and Secondary Education Act published in the school information pamphlet given out at registration. The pamphlet will also provide parents/guardians an opportunity to respond and have input into the progress of the school.
 11. The Cheyenne-Eagle Butte Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the

Parents/guardians as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in the education of their children through:

- Coordination with Head Start to align programming into the academic setting
- Visitation and Transition meetings from Head Start to Kindergarten, 2nd to 3rd grade, 6th to 7th grade, 8th to 9th grade, 12th to post-secondary activities (college, employment and living skills)
- Pre-registration to Kindergarten; academic setting expectations/readiness
- Jumpstart; summer school program for incoming Kindergarteners
- Parent/guardian resource center in each building

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

- Encourage parents/guardians to visit directly with their children's teachers and/or principal regarding school concerns.
- Translation of information to first language upon request.
- Invite and encourage parents/guardians to volunteer their time and talents in the school by serving as chaperones, classroom helpers, and class guests.
- Provide support for parental involvement activities as requested by parents/ guardians.

SCHOOL ADMISSION

A. STUDENT ENROLLMENT

- 1) Students being enrolled at the Cheyenne-Eagle Butte Primary must have all required documentation completed prior to entrance and classroom assignment. In the event the student enrolled after the school year began, they will be placed in a classroom that supports equal student-teacher ratio.
- 2) 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 with the exception of Eagle Center students. Out of district transfer students will be enrolled upon relocation within the district boundaries. Students expelled or undergoing expulsion proceedings will be considered on an individual basis. Requirements for enrollment include a complete application and promotion to the grade they are entering.

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

B. PARENT 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.

C. AFTER SCHOOL PICK UP

For the safety of students all primary school students must be picked up by their parent/guardian or designated person after school every day. Students will not be allowed to walk alone across campus or home.

D. CLASSROOM PLACEMENT

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.

E. START DATE

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

ATTENDANCE

(Tribal Attendance Code/Ordinance Available at Office)

A. EARLY ARRIVAL TO SCHOOL

Students who arrive at school 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.

B. What is the minimum number of instructional hours required in order to be considered a full-time educational program: 25 CFR 39.214 and Codified Law 13-26-1

A full time program provides the following number of instructional/student hours to the corresponding grade level:

GRADE	HOURS
K	720
1 - 3	875
4 - 5	900
6 - 8	962.5
9 - 12	970

C. COMPULSORY ATTENDANCE

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

D. TRUANCY

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

CHEYENNE RIVER SIOUX TRIBE - CHAPTER X –

SCHOOL ATTENDANCE: 10.01 SCHOOL ATTENDANCE

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

- (1) Miss three or more consecutive days of school without a valid excuse written and signed by their parent(s) or guardian(s); or
- (2) Otherwise fail to attend school regularly; and

- (3) That the school and a child's parent(s), guardian or custodian have held a meeting or the child's parent(s), guardian or custodian has refused to attend a meeting to discuss the child's habitual and unjustified absence from school: and
 - (4) That the school has provided an opportunity for counseling to determine whether a curriculum would resolve the child's problem and if the local school board or governing authority of a private school provides an alternative education program, that the child has been provided with an opportunity to enroll in the alternative education program: and
 - (5) That the school has conducted a review of the child's educational status which may include medical, psychological and/or educational testing of the child in accordance with the school regulations to determine whether social problems may be a cause of the child's absence from school and, if so, that the appropriate action has been taken; and
 - (6) That the school has sought assistance, from appropriate agencies and resources available to the local school board or private school, or has referred the matter to a local social services agency for the purpose of utilizing and coordinating such agencies and resources.
- (A) At the discretion of the Tribal Prosecutor, children who are in violation of this section may be treated as juvenile offenders alleged to have violated a Class B misdemeanor. Alternately, such children may be treated as children in need of care for all purposes of this Code, provided that in such cases the procedures set forth in Chapter 9 of this Code shall be amended and/or clarified as follows:
- (1) The requirements of holding an Advisory Hearing, as set forth in Section 9.08, shall be abolished; and
 - (2) After the petition is filed, the Court shall set a date for an adjudicatory hearing, which shall not be more than thirty (30) days after the petition is filed, and direct the Court Clerk to issue the appropriate summons in accordance with Section 9.07 (A)(2) – (5); and
 - (3) Section 9.09(A) shall be abolished.
- (B) Indian parent(s) or guardian(s) of Indian children who are in violation of this section shall be guilty of a class B misdemeanor. Non-Indian and Indian parents or guardians of Indian children who are in violation of this section shall be subject to a civil fine not to exceed \$50.00 for each day their child fails to attend school.

E. MAXIMUM ABSENCES

- Students who miss ten days of consecutive absences are automatically dropped (waivers available for medical purposes)

F. NOTIFICATION PROCEDURE FOR ABSENCES

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

After the 3rd, 6th, and 8th absence: Notification in writing to parents/guardians of their child's absences. The Principal/Designee will make personal contact with the parents/guardians notifying him/her of the 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 and guardians will be notified in writing when petitions are filed with the Tribal Prosecutor.

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

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

G. LEAVING SCHOOL

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

H. EXCUSED ABSENCES

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

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

I. IRREGULAR ATTENDANCE

Students whose absences are having a negative impact on their education are subject to a Department of Social Service referral and a Suspected Child Abuse and Neglect (SCAN) reporting. These reports will be made for educational neglect purposes.

J. MAKE-UP WORK - STUDENT RESPONSIBILITY

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

K. PARENT'S/GUARDIAN'S RESPONSIBILITY

The parents/guardians are responsible for the following:

- If possible, notify the school prior to their child's absence.
- Upon return of the child to school, submit a written note or telephone call stating the reason for the absence(s).
- Encourage your child to obtain and complete their make-up work.
- Winter Attire: When the weather is cold, students must wear appropriate winter clothing on buses, at school and at school activities. Appropriate winter attire could be deemed as but not limited to coats, hats, gloves, closed toed shoes, pants (not short pants), 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.

L. BATHROOM PASSES

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.

M. STUDENT WITH HALLWAY PASSES

The Cheyenne – 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

N. TARDINESS

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

- Student will report to the office to sign in.
- 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

EXCELLENT ATTENDANCE RECOGNITION

Acknowledgement of Excellent Attendance will be during the school year.

ACADEMICS

ELEMENTARY AND SECONDARY SCHOOLS ACT

The Combined Board of the Cheyenne Eagle Butte School supports the Elementary and Secondary Schools 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 (will include Every Student Succeeds Act language at a later time).

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.

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

A. ASSESSMENTS (TESTING)

Cheyenne-Eagle Butte utilizes assessment (testing) as an important part of the instructional program. Students are assessed for three (6) Benchmark periods (Fall, Winter, Spring) to determine which concepts and skills they have mastered and which ones they need additional help on. In addition, students may be progress monitored to determine the amount of progress being made between benchmark periods. Also, students in grades 3-8 and 11 are required to take the state mandated test. Finally, teachers have the option to use topic, unit, or chapter tests as evaluation tools. Students are not allowed to opt out of assessment (testing), since it is used to make instructional decisions.

B. STUDENT ACADEMIC PROGRESS REPORTS

Report cards will be distributed to the students and parents/guardians four times during the year. Report cards will be available for the parent/guardian by end of the week after the mid-term date and at the conclusion of each semester. The school will mail progress/deficiency reports periodically.

C. PARENT PORTAL

We strongly encourage parents/guardians to sign up for Parent Portal. This is a program that you can check the grades, attendance, activities of all your students online. You can sign-up with the Registrar at the Primary School, call 605-964-7920 for a tutorial.

D. HOMEWORK POLICY

The purpose of homework is to:

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

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

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

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

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

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

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

E. LESS THAN PROFICIENT REPORTS

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.

F. SUMMER SCHOOL

The Cheyenne-Eagle Butte Primary School students are encouraged to participate in the summer school program that is hosted at the Cheyenne-Eagle Butte Upper Elementary during the month of June.

G. RETENTION POLICY

The Cheyenne-Eagle Butte Primary School will utilize the Measure of Academic Progress and AIMSweb Progress Monitoring data to determine if a student needs to be retained. The classroom teacher and building Principal will utilize the following process to determine if a student requires retention:

- Submit student name to the Response to Intervention (RTI) Team to begin necessary academic or behavioral interventions; if the student is not responding to interventions, evidence by AIMSweb progress monitoring
- Make Parent/Guardian contact by the end of the winter benchmark assessment period and notify parent/guardian of possible retention; keep parent/guardian informed throughout RTI process
- Schedule a meeting with the Parent/Guardian, Classroom Teacher and Building Principal to obtain parent/guardians written consent to retain student
- **Standard XI—Student promotion requirements: 25 CFR 36.31**

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

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

H. RESPONSE TO INTERVENTION (RTI)

The RTI 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.

I. EDUCATIONAL SERVICES

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

Special Education Services

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

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

Parents/Guardians are encouraged to contact the Cheyenne-Eagle Butte Primary School if they think their child is need of services.

Special Education Funding: 25 CFR 39.106

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

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

Extended School Year

Extended School Year is offered to students who are identified as a student with a disability within the Special Education program. Each student identified for services must show a regression after a period of time during the school year and documented evidence of such regression.

CEB Special Education Referral Process - Special Education Flowchart

1. Recognition

Student exhibits atypical needs as compared to peers.

2. Pre-referral

Concerned teacher and/or parent/guardian refers to the TAT/RTI team. Student is provided a minimum of two (2) scientifically researched-based interventions implemented with fidelity by HQT, implemented.

Note: Recommended timeframe: Between 8-16 weeks.

3. Referral

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

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

4. Evaluation

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

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

5. Eligibility

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

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

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

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

6. IEP Process (IEP and LRE)

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

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

7. IEP Implementation (FAPE)

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

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

8. IEP Review

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

9. Reevaluation

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

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

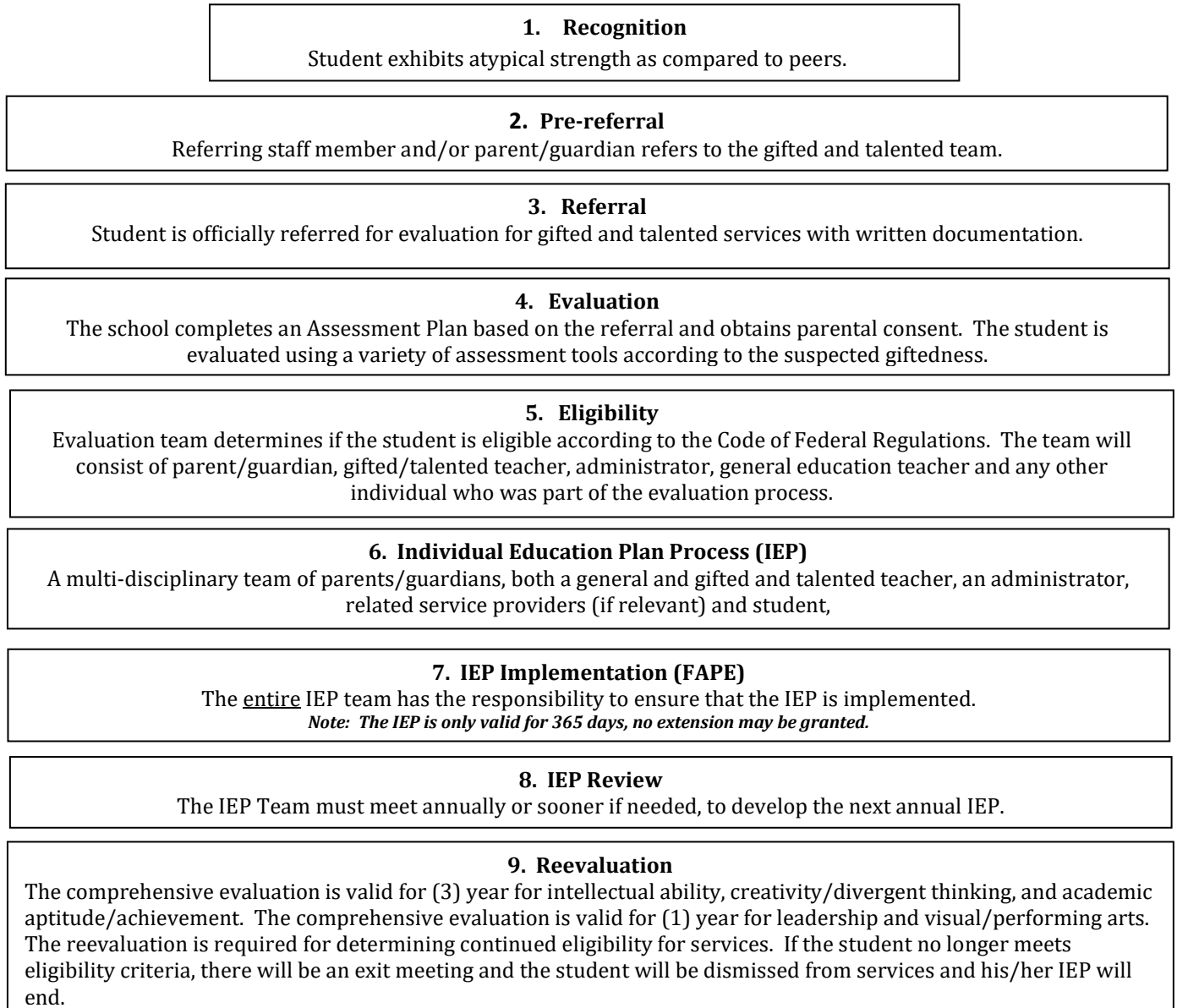
Note: Parental Revocation of Consent-Parent revokes consent for the student to receive special education services. Student returns to general education status. If parent reconsiders later, student is treated as an Initial Evaluation.

Gifted and Talented Services

The Cheyenne-Eagle Butte Schools' Gifted and Talented Program will consist of the development of a Gifted Individual Education Plan with individual projects and group projects in each student's area of high interest and in student strength areas. The Gifted and Talented program requires that students are assessed or evaluated for identified areas of giftedness and re-evaluated every three (3) years. Teachers will be given a list of their students participating in the Gifted and Talented Program and their scheduled time to receive services.

Parents/Guardians are encouraged to contact the Cheyenne-Eagle Butte Primary School if they think their child is need of services.

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



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

Title I

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

21st Century

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

After School Program (K-12)

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 encourages all K-2 students to participate in summer school during the month of June.

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.

A. STUDENT ORGANIZATIONS

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

B. FIELD TRIPS

The Cheyenne-Eagle Butte Primary School is committed to offering academic, cultural, enrichment, fine arts, incentive 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 incidents will be considered when determining eligibility for the field trip.

FIELD TRIP EXPECTATIONS

All Cheyenne-Eagle Butte Primary School students will be expected to follow the overarching BRAVES expectations while participating on a field trip and any other expectation deemed appropriate by chaperones. All primary students will understand what it means to be safe, be responsible and be respectful while at the primary school.

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

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.

D. 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.

E. PARENT/GUARDIAN SUPPORT OF STUDENT ACTIVITIES

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

*Research states, if the school/parent/guardian/student work together student achievement is enhanced!
Please join us at all parent/guardian activities in the Primary School.*

VALUABLE RESOURCES

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

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

B. VISITORS

All visitors, including parents/guardians, are required to report to and sign in at the office. The Assistant Principal has the authority to deny a visitor at his or her discretion as visitors will only be allowed to see a staff member during their break or PREP time; non-instructional time or visit your student's classroom upon making the request. Visitors are not allowed to discipline students that are not their children.

C. CLASSROOM VISITOR GUIDELINES

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

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

HEALTH, SAFETY, AND SECURITY

A. HEALTH/SCHOOL NURSE

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

- Head Lice:** Regular checks for head lice will be made within the school. If a child is found with lice, they will be sent home until the problem is cleared up. The office personnel will determine if the child is allowed back into the classroom.
- Bed Bugs:** If a bed bug is found on a student or in/on student's belongings, parent/guardian will be contacted immediately and student may be sent home.
- Medication:** Any parent/guardian wishing to have prescription medication for their child in school must provide the medicine with the doctor's instructions for administering the medicine to the school nurse/clerk and must sign a consent form for the administration of the medication.

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

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

B. FOOD ALLERGIES

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

C. HEALTH EMERGENCIES

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

D. C-EB SUICIDE IDEATION AND SUICIDE INTERVENTION APPROACH

1. Suicide ideation is always a serious matter and is treated as such. We act immediately upon any report. How we proceed depends upon the situation and the assessment. If a student presents with suicidal ideation, history of attempts, self-harm plans and/or admits to an attempt, they will be transported to the next level of care. Teachers or other Staff who receive information either directly or indirectly about a suicide ideation concern must contact the counselors/principal **immediately**.
2. A school counselor meets with the student and assesses the situation. If the student does not have a plan but has been thinking about the possibility of suicide, parents/guardians are immediately notified. It is recommended to the parent/guardian they seek professional help for an assessment. The counselor can help arrange an appointment with a local mental health clinic or recommend out-of-town options. A C-EB incident report will be filed by the school counselor detailing the incident, all incident reports will be housed in the building principal's designated location.
3. If the assessment deems no need for a referral to a mental health professional, the school counselor addresses their findings with the principal, student, and parent/guardian. A C-EB incident report will be filed by the school counselor detailing the incident, all incident reports will be housed in the building principal's designated location. A check in/check-out plan will be developed for the student if needed.
4. If the assessment requires a referral to a mental health professional, the school counselor immediately contacts the School Resource Officer, building principal and the student's parent/guardian. The School Resource Officer will transport the student directly to the local Emergency Room.
5. If a student is transported to the next level of care, a critical incident report will be completed within 24 hours.
6. A documented reintegration plan will be developed by the administrator, parent/guardian, counselor and student. In the event there are previous plans in place the team will align all plans.
 - a. **National Suicide Prevention Life Line Phone Number is 1-800-273-8255**
 - b. **Crisis Text Line is 741-741**

E. WELLNESS POLICY

C-EB Schools support healthy lifestyles and good nutrition. This affects the meals our cafeteria chooses to serve and the beverages and food items that students can bring into school. Beverages brought into the Primary must have fewer than 20 grams of sugar per serving or no artificial sugar added and must be checked and opened by Primary School Staff. The Primary does not allow energy drinks or sweetened soda water (Wellness Policy available in the front office).

F. ADMINISTRATIVE DISCRETION

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

- Be informed of conduct which would result in disciplinary action against the student

- Be notified of any rule violation
- An explanation for the evidence supporting the charge
- An opportunity to present the student's side of the story
- A penalty that is proportionate to the violation
- Administration reserves the right to make a decision on a case by case scenario

G. SEARCH AND SEIZURE

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

- Administration or a designee may request a search when that official has reasonable grounds to suspect that the search will uncover evidence of a violation of school policy, school rules, or federal, state or local laws.
- The extent of the search of a student's person or personal effects and the measures used in conducting the search must be reasonably related to the objectives of the search, must not go beyond what is warranted by the nature of the suspected violation, and must respect the privacy considerations in light of the age and gender of the student.
- Desks and other storage areas provided for student's use on school premises are considered school property and remain at all times under the ownership and control of the school and are subject to inspection at any time. A student's personal space will be respected unless there is "reasonable suspicion" for concern about student safety or about rule violations.
- Canines will not directly check a student's person. Detection canines capable of locating controlled material such as illegal substances, alcohol, gunpowder, and other medication deemed legal and illegal may be brought to the E.A.G.L.E. Center on a random and unannounced basis by law enforcement.
- The Supreme Court has ruled that the detention and questioning of students by school officials on school grounds, and the search of a student's person and property does not offend the Constitution as long as the officials have "reasonable suspicion." The courts have also upheld the right of schools to use detection canines to passively check areas, rooms, and property. "Reasonable Suspicion" for search and seizure of illegal, unauthorized or contraband items is defined as
 - a. A positive indication by a detection canine
 - b. Reasonably credible information from another student
 - c. Staff detecting the smell of drugs or alcohol
 - d. Behavior or physiological indicators characteristic of intoxication
 - e. Alcohol, paraphernalia or drugs observed by staff

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

H. POLICE/FBI QUESTIONING OF STUDENTS

If a student is a witness (and not the suspected offender) the police officer may question a child without parent/guardian permission. However, it is always a good practice to contact the parent/guardian. If a

student is the suspected offender, the police officer should wait for the parent/guardian to arrive and be there with their child and/or give permission for their child to be questioned.

I. MANDATORY REPORTING

Public Law 101-630, as amended (Codified in 25 USC 3203 § 1169), *Indian Child Protection and Family Violence Prevention Act*, requires that any person identified as a Mandated reporter who knows or has a reasonable suspicion that a child has been abused in Indian country, must report the information to the local protective services agency 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.

J. 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 Assistant Principal and asking to speak with the counselor.

K. BEHAVIOR

a. DUE PROCESS

All students are guaranteed due process rights as set forth by SDCL 13-32-4 Eagle Butte School District 20-1 is in compliance with standards established by the State Boards of Education. Those standards are:

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

b. SHORT TERM DISCIPLINARY ACTIONS (Building Principal can recommend and not exceed 10 days)

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:
Be informed of conduct which would result in disciplinary action against the student;

1. Notice of any rule Infraction;
2. Explanation of the evidence supporting the infraction;
3. An opportunity to present the student's side of the story;
4. Appropriate consequence(s).

c. LONG TERM DISCIPLINARY ACTIONS (Superintendent/School Supervisor can recommend and not exceed 45 days and the Cooperative School Board can recommend 90 days or expulsion)

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

d. DISCIPLINE OF STUDENTS WITH DISABILITIES/MANIFESTATION 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.

L. STUDENT DISCIPLINARY PROCEDURES

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

On the first incident of a routine classroom or general supervision behavior problem, teachers are asked to follow some basic procedures such as; communicating to the student what behavior was observed; asking for the student's viewpoint; counseling in order to come up with a better way of behaving or reviewing expectations; and finally help students make a verbal commitment to change the behavior and parent/guardian notification is made.

- On the second incident teachers are asked to follow the same procedures but the student must make a written commitment to change behavior the parent/guardian is notified and a conference is set up with the teacher and student.

- On the third incident the teacher refers the student to the time-out room for a full class period, parent/guardian is notified, and a conference is set up with the principal.
- Any subsequent infractions will result in a conference with the parent/guardian, and the principal. Administrative discretion will be applied.

a. TIME-OUT

Reserved for more severe problems. Students will be sent to time-out for the following:

- Severe loss of verbal, physical control, and misuse of electronics.
- Absolutely refusing to obey teachers or persons in charge of specific activities.
- Severely disrupting the learning of other students.
- Failure to follow a student commitment plan after the step process has been used.
- Cell phones or other electronic devices are not allowed in the Time Out Room.

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

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

Further incidents may result in suspension and considered willful disobedience.

DISCIPLINARY ACTIONS FOR BEHAVIOR INFRACTIONS

*****All Consequences 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*****

Disciplinary Procedures:

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

a. IN SCHOOL SUSPENSION/OUT OF SCHOOL SUSPENSION

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

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.

DISCIPLINARY ACTION

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

M. BEHAVIOR AND CONSEQUENCES

TIME-OUT TECHNICIAN WILL CONTACT PRINCIPAL AT THEIR DISCRETION FOR ASSISTANCE		
BEHAVIOR	DEFINITION	CONSEQUENCES
Willful Disobedience, Insubordination, or Disruptive Conduct	Student failure to follow school rules or execute a faculty/staff request related to in-class activities, school-related activities, or general supervision responsibilities, including (without limitation): disrespectful/obscene language either written or oral or inappropriate physical, written or oral actions directed at staff or students; loss of verbal or physical control; and leaving school/classroom without permission. This list is not all-inclusive; administration reserves the right to judge what constitutes willful disobedience, insubordination or disruptive conduct.	1st Infraction: - Classroom Teacher will intervene in student behavior for self regulation purposes. - Parent/Guardian Contact will be made. 2nd Infraction: - Time-Out Technician will meet with the student to regulate and correct behavior. - The Time-Out Technician will provide appropriate intervention strategies for classroom teacher and student. - Parent/Guardian Contact will be made. 3rd Infraction: - Time-Out Technician will verbally interact with student to regulate and correct behavior. - Parent/Guardian Contact will be made. 4th Infraction: - A parent meeting with Time-Out Technician, Principal, School Social Worker, Classroom Teacher to develop a behavior intervention plan.
Misuse and/or Abuse of the Internet and Technology Equipment	Handling the equipment in a rough manner. Using the Internet in an inappropriate manner.	1st Infraction: - Staff member in proximity of student misusing/abusing equipment will verbally reinforce appropriate use of equipment. - Parent/Guardian Contact by witnessing Staff member will be made. 2nd Infraction:

		• Staff member in proximity of student misusing/abusing equipment will submit incident report to Time-Out Technician for review of appropriate use of equipment. • Parent/Guardian Contact will be made. 3rd Infraction: • Staff member witnessing student misusing/abusing equipment will refer to Principal and equipment privileges will be discontinued for 1 week. • Parent/Guardian Contact will be made.
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. Any student bringing a firearm to school shall be recommended for expulsion for not less than twelve (12) months and will be referred to law enforcement authorities. For the purpose of this section, the following definitions will apply: School Premises: All school buildings and grounds including but not limited to the: academic buildings, dormitories, gymnasiums, playgrounds, athletic facilities, parking lots, swimming pool, kitchen and dining facilities, and school owned or operated vehicles. Students who are participating in or attending any school activities (including out of town) will be considered in school premises for the purpose of this policy. Dangerous weapon: 1. Firearm; 2. Knife; 3. Any device instrument, material or substance, whether	

	animate or inanimate, which is capable of, used to, and/or used as a threat to inflict death or bodily harm; 4. Toy weapons (including without limitation: cap guns, water guns) or any other device, appearing like a dangerous weapon 5. Any destructive device, which includes: a) Any explosive, incendiary, or poison gas; b) Rocket or missile having an explosive or incendiary charge of more than one-quarter ounce, or c) Live ammunition Firearm: Any weapon, including starter guns except when used solely at athletic events, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. The frame or receiver of any weapon described above. Any firearm muffler or firearm silencer. Any air gun, BB gun, pellet gun, or similar device which is capable of inflicting bodily harm. 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. 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.	
Bomb Threat Policy	Making a bomb threat is a crime under South Dakota and Cheyenne River Sioux Tribal Law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school. The administration may suspend and/or recommend for expulsion any student who makes a bomb threat.	1st Infraction: • Person in proximity will discuss the severity of the threat and report the incident to the principal • Parent/Guardian contact will be made • Law enforcement will be contacted at principal's discretion. 2nd Infraction: • Refer to the principal • Parent/Guardian contact will be made • Law enforcement will be contacted at the principal's discretion.
Fire Alarms	Any one that intentionally sets off a fire alarm.	1st Infraction: • The person within proximity of the incident will accompany the child to the Time-Out Technician.

		• The Time-Out Technician will discuss the severity of intentionally pulling the fire alarm. • The parent/guardian will be contacted. • The student will be provided a sack lunch and will lose their noon recess. 2nd Infraction: • A parent/guardian meeting with Time-Out Technician, Principal, School Social Worker, Classroom Teacher to develop a behavior intervention plan.
Theft of Property	Student theft of property is a disrespect of other's property. It is punishable by law and depending on the theft may be referred to law enforcement.	1st Infraction: • Student will be given a chance to return the stolen item. The teacher will discuss the incident with the student. 2nd Infraction: • Parent/guardian notification and a written plan of action.
Use and/or Possession of Tobacco Products	Any products related to tobacco like E-Cigarettes, lighters, and/or matches. Includes any similar products on school property or at any school function.	1st Infraction: • Immediate confiscation of items • Parent/guardian Notification • Time-out Technician will review school rules with the student. 2nd Infraction: • Immediate confiscation of items • Parent/guardian notification and conference with the principal.
Starting a Fire/Major Vandalism	Starting a fire on the school premises or at a school function. Damaging school property or breaking into the school. Stealing school property.	1st infraction: • Referral to Time-out Technician • Parent/ guardian conference • Subsequent infractions

		and vandalism/theft over \$500 damage will be determined by Administration
Simple Assault (Including Threatening a Staff Member)	A Simple Assault is an intentional physical attack against another person against his/her will or a fight without mutual participation. One aggressor. The Cheyenne River Sioux Tribe Law and Order Code defines "simple assault" as: (1) A person is guilty of simple assault if he: a. Attempt to cause or purposely, knowingly, or recklessly causes bodily injury to another; or b. Negligently causes bodily injury to another with a deadly weapon; or c. Attempts by a show of force or violence to put another in fear of imminent serious bodily injury; or d. Recklessly endangers another by an act or omission to act which threatens to cause serious bodily harm to another, whether or not such harm actually occurs. (2) Simple Assault is a Class B offense unless committed in a fight or scuffle entered into by mutual consent; in which case, it is a Class C offense. Threatening a Staff Member includes any verbal or physical assault that has the intention to invoke the fear of harm.	STUDENT TO STUDENT and STUDENT TO ADULT ASSAULT 1st Infraction: • Student will be removed from the situation and taken to the Time-Out Technician. • The Time-Out Technician will discuss the severity of the incident. • The principal and parent/guardian will be contacted. • The consequence will be subject to the discretion of the principal. • Counselor referral for anger management Subsequent Infractions: • Referral to Law Enforcement • Parent/Guardian Notification • Counselor referral for anger management
Drug Paraphernalia	Any gadgets that are used for drug use. (An example would be a pipe, vapor pen, etc.)	1st Infraction: • Immediate confiscation of items • Principal will be notified • Parent/ guardian notification • Law enforcement notification

		All subsequent infractions will follow the protocol of the first infraction
Controlled and Uncontrolled Substances	Controlled Substances (marijuana, any products containing THC, narcotics, and other illicit drugs, methamphetamines, prescription pills, opium, pain pills) are not allowed on school premises or at any school functions. You cannot distribute any controlled substances on school premises or at any school function. Uncontrolled Substances are any product that can be purchased over the counter at a store (i.e. Advil, cough syrup, etc) and are not allowed on campus unless distributed by a designated staff member.	1st Infraction: - Contact Law Enforcement - Contact School Superintendent/Principal - Contact Parent/Guardian - Administrative discretion reserved
Instigating a Fight	Causing other students to fight involving: physical violence.	1st Infraction: - Staff within proximity will intervene and discuss school rules concerning instigating a fight. - Staff will document incident. - Parent/guardian notification. Subsequent Infractions - Staff within proximity will accompany the student to the Time-Out Technician. - Parent/ guardian notification and written plan.
Fighting	Mutual participation in a fight involving: physical violence, where there is no one main offender and no major injury (excludes verbal confrontations or other minor confrontations).	1st Infraction: - Staff within proximity will intervene and discuss school rules concerning instigating a fight. - Staff will document incident. - Parent/ guardian notification Subsequent Infractions - Staff within proximity will

		accompany the student to the Time-Out Technician. • Parent/ guardian notification and Written Plan.
Bullying Infraction	The severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of: (i) causing physical or emotional harm to the other student or damage to the other student's property; (ii) placing the other student in reasonable fear of harm to himself or of damage to his property; (iii) creating a hostile environment at school for the other student; (iv) infringing on the rights of the other student at school; or (v) materially and substantially disrupting the education process or the orderly operation of a school. All bullying complaints must have a physical paper trail or these will be dealt with as hearsay.	Consequences for any Infraction: Range of Disciplinary Measures dependent of severity include: • Immediate removal of offender(s) from area • Parent/ guardians Notification and Conference • Development of Behavior Management Plan • Referral to counselor for social skills sessions Consequences for subsequent Infractions: • Immediate removal of offender(s) from area, <i>and</i> • Parent/Guardian Notification and Conference • Development of Behavior Management Plan • Referral to counselor for social skills sessions • Administrative discretion reserved All infractions will follow the CRST Tribal Ordinance.
School Transportation Infraction	If a rule is broken while being transported in a school vehicle.	1st Infraction: • Warning • An Incident report will be completed and filed with the Time-Out Technician whom will notify parent/guardian of the incident. • Time-Out Technician will discuss bus rules with the child. 2nd Infraction: • An Incident report will be completed and filed with the Time -Out Technician

		• Parent/Guardian notification • The Principal will administer appropriate disciplinary action. • Time-Out Technician will provide the student with a sack lunch and discuss bus rules again. An assigned seat will be selected Subsequent and very serious Infractions: • An Incident report will be completed and filed with the Time-Out Technician • A copy will completed and filed with the Principal • A copy will be mailed home. • The parent/guardian will be contacted. • A determination of the suspension of transportation service will be made. Suspension from bus service does not mean suspension from school.
Gang Policy & Gang Related Behavior	In the interest of safety for all students, the Cheyenne-Eagle Butte Cooperative Board of Education will not tolerate gang and gang related behaviors. For the purposes of disciplinary action, a gang shall be defined as a group of three or more people who (1) have a name, (2) claim a territory, (3) have rivals/enemies, (4) interact together to the exclusion of others, and (5) exhibit antisocial behavior often associated with crime or a threat to the community. For the purposes of this section, school premises are defined as all school buildings and grounds including, but not limited to, the academic buildings, dormitories,	1st infraction: • 1-5 days ISS and • No School Activities and • Parent/Guardian Notification Subsequent infractions: • 1-5 days OSS and • No School Activities and • Parent/Guardian Notification and Conference with Principal

	gymnasiums, playground, athletic facilities, parking lots, swimming pool, kitchen, and dining facilities, school owned or operated vehicles.	
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SCHOOL BUILDINGS AND GROUNDS

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

A. PREMISES

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

B. SECURITY

All doors will remained 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.

C. MEDIA CENTER

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

D. 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.

E. 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.

F. 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.

G. CAFETERIA

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

H. OUT DOOR ACTIVITIES (Recess/Lunch)

Students are required to observe rules of safety on the playground and to follow the instructions of the persons on playground duty. Tackle football and other rough games are prohibited. In order for students to maintain the privilege of using the playground they must adhere to rules which promote safety and appropriate social interaction. Playground rules will be posted in the classrooms and taught to the students.

1. Stay in the assigned area.
2. When called in, play stops immediately.
3. Respectful behavior towards others.
4. Use equipment appropriately – safely.
5. Wrestling or rough play is not permitted.
6. Throwing rocks and snowballs is not permitted.
7. A student needs to tell the staff member on duty of any incidence that occurred so it can be addressed immediately.

(If the temperature is lower than 0 degrees the students will not go outside)

TRANSPORTATION

A. SCHOOL BUSES

A large number of students are transported by C-EB school buses. This is a service that should be appreciated by all. Show your appreciation by your good conduct and cooperation. Bus transportation is a privilege not a right. Buses usually arrive at the school no later than 8:10 a.m. All country buses will depart at 3:40 p.m. from the horse shoe by the Jr. High school. The school will provide transportation if a student misses the bus and the school is at fault, otherwise parents/guardians are expected to provide transportation home. Notify the office immediately if there are any changes in riding the bus.

B. BUS INFRACTIONS

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

C. BICYCLES

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

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

Skateboards, roller skates, roller blades, and scooters are not allowed on school property. **DO NOT BRING THESE ITEMS TO SCHOOL!** These items will be confiscated and kept until a parent or guardian picks

them up. Heelies may not be used during the school day or during school-sponsored activities. Students wearing them on the way to school should pop the wheels out upon arrival and keep them out for the remainder of the school day. If they are used during the day, any staff member may ask for them, and parents or guardians may pick them up. If a student refuses to comply with the confiscation request it will be referred to the level of willful disobedience.

CHEYENNE-EAGLE BUTTE SCHOOL POLICIES & REGULATIONS

A. NON-DISCRIMINATION STATEMENT

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

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

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

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

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

B. EQUAL EDUCATION OPPORTUNITIES

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

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

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

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

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

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

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

PROGRAM	CONTACT PERSON	ADDRESS	PHONE NUMBER	EMAIL
District 20-1 Federal Programs: JOM, Title III, Title IX, IMPACT Aid, Perkins,	Keith Watt Business Manager	P O Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	Keith.Watt@k12.sd.us
BIE Title IX	Kathie Bowker BIE Acting Supervisor	P O Box 540 Eagle Butte, SD 57625	605-964-8777	Kathie.Bowker@bie.edu
District 20-1 SPED Director	Rebecca Smith 20-1 SPED Director	P O Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	Rebecca.Smith@k12.sd.us
BIE SPED Director	Carla Blue Coat BIE SPED Director	P O Box 540 Eagle Butte, SD 57625	605-964-8777	carla.bluecoat@bie.edu
BIE Primary School	Leslie E. Logg, Acting Primary Principal	P O Box 672 Eagle Butte, SD 57625	605-964-7920	leslie.logg@bie.edu
District 20-1 Title I	Cora Petersen, Upper Elementary Principal	P O Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	cora.petersen@k12.sd.us
District 20-1 Upper Elementary Section 504 Coordinator	Jo Ellen Berndt, Upper Elementary Counselor	P O Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	joellen.berndt@k12.sd.us
BIE High School Section 504 Coordinator	Jill Kessler, High School Counselor	P O Box 672 Eagle Butte, SD 57625	605-964-8777	jill.kessler@bie.edu
BIE Junior High Section 504 Coordinator	Jaime O'Neil, Junior High Counselor	P O Box 672 Eagle Butte, SD 57625	605-964-7841	jaime.oneil@ohitika.com
E.A.G.L.E. Center Section 504 Coordinator	Dr. Vicki Birkeland E.A.G.L.E. Center Principal Gina Veo, Counselor	P O Box 672 Eagle Butte, SD 57625	605-964-8773	vicki.birkeland@bie.edu
BIE Primary School 504 Coordinator	Megan Simon, Kindergarten Teacher	P.O. Box 672 Eagle Butte, SD 57625	605-964-7920	megan.wright@bie.edu

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

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

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

C. McKinney-Vento Act/Homelessness

The Student Residency Questionnaire will be given at registration or at placement meeting to determine residency status of each student, which greatly affects a student's learning. Homeless students and youth under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001-Title X, Part C of the No Child Left Behind Act-Sec 725:

- a. Means individuals who lack a *fixed, regular, and adequate* nighttime residence; and
- b. Includes-
 - i. Children and youths who are sharing the house of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping ground due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
 - a. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - b. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus and train stations or similar settings; and
 - c. Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances.
 - ii. Homeless children or youth: "Homeless child" means a child or youth. "Unaccompanied youth" includes a child not in the custody of a parent or guardian.
 - iii. A student who is in a home for CPS placement or in Foster Care does not qualify for assistance.
 - iv. As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, the school shall serve homeless children according to their best interest. The "best interest" of a child, the school shall;
 - a. To the extent feasible, keep a homeless child in the school of origin, except when doing so is contrary to the wishes of the child's parent or guardian.
 - b. Provide a written explanation to the homeless child's parent or guardian, including a statement of appeal rights, if the School sends the child to a school other than the school of origin or a school requested by the parent or guardian; and
 - c. In the case of an unaccompanied youth, consider the views of the child and provide the notice required in the event of an enrollment dispute.

D. HOMELESS POLICY

The Cheyenne-Eagle Butte Schools policy regarding:

- 1) Enrollment: Ensure the immediate enrollment of children or youth experiencing homelessness until all enrollment records may be secured, i.e. academic records, medical records, proof of residency, degree of Indian blood, or other documentation.
- 2) School of Origin: Keep a child or youth experiencing homelessness in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian.

- 3) Notice of Rights: Ensure the elimination of stigmatization or segregated services and the elimination of other identified barriers for homeless children and youth.
- 4) Comparable Services: Provide children or youth experiencing homelessness with services comparable to services offered to other services in the school including the following:
 - Transportation services.
 - Educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.
 - Programs in vocational and technical education.
 - Programs for gifted and talented students.
 - School nutrition programs.
- 5) Barriers to Enrollment: Review and revise any policies that may act as barriers to the enrollment of homeless children. Shall give consideration to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

I. School Enrollment Questions:

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

II. Transportation

Transportation may be provided based on individual needs.

E. Complaint Procedure

I. Public Complaint Procedure

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

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

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

- 1) Procedures to channel complaints to the personnel best positioned to resolve the issue;
- 2) Procedures to formally accept, acknowledge and respond to complaints;
- 3) Procedures to elevate unresolved complaints to higher levels of authority within the school.

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

After receiving the full attention and diligence of the staff, unresolved complaints may be appealed to the School Board, provided the appeal occurs within seven calendar days of the superintendent's final ruling.

The superintendent shall present the appeal in accordance with relevant school policies. The Board will consider the appeal at the next regular board meeting and act on the matter according to its best judgment.

II. Student 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 complaint in a timely manner. A parent/guardian, student, employee, or school stakeholder who has a complaint regarding the use of Federal 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 or guardian or unaccompanied youth shall be provided with a written explanation of the Board's decision including the rights of the parent, guardian, or youth to appeal the decision.
- 6) Unresolved complaints may be forwarded by the complainant to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure).

III. Sexual Harassment Policy

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

a. Definition of Sexual Harassment:

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

b. Examples of Sexual Harassment:

- 1) Sexual advances;
- 2) Touching of a sexual nature;
- 3) Graffiti of a sexual nature,
- 4) Displaying or distributing sexually explicit drawings, pictures or written materials;

- 5) Sexual gestures;
- 6) Sexual or "dirty" jokes;
- 7) Pressure for sexual favors;
- 8) Touching oneself sexually or talking about one's sexual activity in front of others;
- 9) Spreading rumors about or rating other students as to sexual activity or performance.

Not all physical conduct would be considered sexual in nature. Some examples of non-sexual conduct are:

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

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 system 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.

IV. 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 district's obligations to cooperate with police investigations or legal proceedings, or to take appropriate disciplinary action, the district 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.

V. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the Cheyenne- Eagle Butte School receives a request for access.
- Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's educational records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- Parents or eligible students who wish to ask the Cheyenne-Eagle Butte School to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for

amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. For more information contact a school administrator or one of the following:

Regional Director
Department of Education
Office for Civil Rights
816-880-4202
TDD 816-891-0552

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520
1-800-USA-LEARN (1-800-872-5327)(voice)
(RE: FERPA)

VI. Section 504

Notice Regarding Section 504: Programs For Students With Disabilities Under Section 504 Of The Rehabilitation Act Of 1973 And The Americans With Disabilities Act Of 1990.

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

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

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

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 Section 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 followed by a pre-eligibility meeting. This is not necessarily the same as an evaluation for Special Education. Staff may use existing information such as grades, attendance reports, cumulative folder information, observation, and formal or informal test information. Information about current classroom functioning is critical. Parents may provide information from private doctors, therapist, etc.

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

Responsibilities:

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

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

What does making accommodations mean?

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

Section 504 Process:

- Referral to area RtI (Response to Intervention) team
- Referral to 504 Planning Team
- Notification to obtain supporting documentation for a pre-eligibility meeting
- Eligibility Meeting-Written Parental Consent
- Develop 504 Plan
- 504 Plan Implementation

Review of 504 Plan, at least once annually.

VII. Asbestos

The Asbestos Hazard Emergency Response Act (AHERA) requires that all public school buildings be inspected or re-inspected for the presence of asbestos every three years after a management plan is in effect. This same statute also requires initial and annual notifications of the availability of a management plan which outlines the steps to be taken to eliminate the hazard. We, at the Cheyenne-Eagle Butte School are willing to comply with this statute because of our great concern for the well-being of your children. We have received a management plan which identifies all asbestos in the school. The plan is available for public review in the C-EB School Supervisor’s office and the District 20-1 Business Office during normal business hours.

LOCATION OF SCHOOL POLICIES

All policies for the Cheyenne-Eagle Butte School are housed in the building principal’s office for review.

CHEYENNE EAGLE BUTTE SCHOOL PARENT/GUARDIAN-STUDENT COMPACT

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

This school-parent/guardian-student compact is in effect during the 2019-2020 school year.

SCHOOL RESPONSIBILITIES

The Cheyenne Eagle Butte School will:

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

PARENT/GUARDIAN RESPONSIBILITIES

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

1. Believe in your child.
2. Discuss with your child his/her goals on a regular basis.
3. Respect my child, yourself, and others responsible for your child's education.
4. Talk to your child about school.
5. Monitoring attendance.
 - Make sure my child is in school.
 - Send your child to school on time, prepared to learn.
 - Use Parent 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 by a parent/guardian and returned to school daily.
 - Praise the child when homework is completed.
 - Encourage your child to read or read with him/her daily at home.
7. Visit your child's classroom to observe.
8. Participate in school activities with your child.
9. Stay informed about your child's education and communicating with the school by promptly reading all notices from the school and responding appropriately.
10. Participating, as appropriate, in decisions related to your child's education.
11. Serving, to the extent possible, on policy advisory groups, such as being a parent/guardian representative on the school's School Improvement Team, and/or the Parent Advisory Committee.

STUDENT RESPONSIBILITIES

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

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

Student: _____

Date: _____

Parent/Guardian: _____

Date: _____

School: _____

Date: _____