



**Cheyenne Traditional School
Student/Parent Handbook
2024-2025**

13636 N. 100th Street, Scottsdale, Arizona 85260

Office: (480) 484-5600

Absentee Line: (480) 484-5650

School Hours: Grades Kindergarten thru 8th 7:45 am – 2:15 pm

PREAMBLE

This handbook is provided to students and their families to acquaint them with the rules, regulations, procedures, and other relevant information necessary for the orderly functioning of the school. It has been structured to help promote student progress as well as model appropriate school government. In addition, this handbook provides for the psychological and physical safety of the students through appropriate rules and regulations.

When violations in school disciplinary rules and regulations occur, it is the responsibility of involved teachers and administrators to work with the student, his or her parents, and other support personnel to help the student correct his or her behavior. All disciplinary actions shall be directed toward protecting the welfare of the school community as well as helping the student develop self-discipline. When determining the response for a specific violation of discipline, school personnel will consider the nature of the act, the student's previous history, his or her age and maturation, any mitigating circumstances, and the effect of his or her actions on the welfare of the school community.

The Cheyenne Creed and the Nine Cornerstones are posted in every classroom (see examples on the following pages) and throughout the campus to remind students and staff of Cheyenne's commitment to excellence and expectations for all. All rules, regulations, and procedures are aligned to the Cheyenne Creed, Nine Cornerstones, and the SUSD Code of Conduct. On morning announcements at the beginning of each week, we recite and review the Cheyenne Creed to help set the intention for each week as a campus community. The Cheyenne Creed and Nine Cornerstones are the frameworks to which Cheyenne was founded.



THE CHEYENNE CREED

**AS A MEMBER OF THE CHEYENNE
COMMUNITY, I WILL DO MY PERSONAL BEST.**

**IT IS MY RESPONSIBILITY TO
ACTIVELY LISTEN, HELP OTHERS,
TELL THE TRUTH, BE TRUSTWORTHY,
AND NOT PUT OTHERS DOWN.**

**BY DOING THIS, EVERYONE WILL HAVE A
CHANCE TO LEARN AND BE CREATIVE.**

The Nine Cornerstones of Cheyenne Traditional School

1. School of Choice

2. Focus on Academics

3. Linear Sequential Curriculum with an Emphasis on Mastering:

- Language Arts – Spalding, Humanities, and Toastmasters
- Math
- Science
- Social Studies

4. Teacher-Directed, Textbook-Based Instruction

5. Elevated Grading Scale

6. Maximum Use of Academic Time

7. Parental Commitment, Involvement and Support

8. High Expectations for All

9. School Uniform



Cheyenne Mission Statement

Cheyenne Traditional School is a school of choice. The acquisition of basic skills, primarily through direct instruction, is viewed as the foundation of the learning process. Priority is given to the fundamental tools of learning in the core academic areas of phonics and reading, grammar, spelling and writing, mathematics, social studies, and science.

Students will be given opportunities to apply those skills in a meaningful, reinforcing way. Similar to other schools in the Scottsdale Unified School District (SUSD), Cheyenne will provide an academic environment that will develop respect, responsibility, honesty, integrity, leadership, and citizenship in accordance with SUSD's mission statement.

We believe that students need a sequentially articulated program that includes standards and grade-level agreement in basic skill areas.

GOALS

Students will be fluent readers, writers, and speakers.

Students will achieve proficiency in computation, problem-solving, and mathematical applications. Students will learn a basic core of knowledge that includes content, concepts, & essential skills for each subject area

Students will use technology to communicate and be productive members of a democratic society.

We believe that ensuring academic time blocks, specifying the amount of time to be spent on each subject, and minimizing program pull-outs and classroom interruptions will allow for maximum use of academic time.

We believe that firm, consistent discipline and a positive school environment are an integral part of education.

We believe that educating children is a shared partnership in learning between the teacher, parents, and student. Parent commitment, responsibilities, and accountability are **required**.

We believe that continuous monitoring of student achievement and program effectiveness is paramount to the ongoing success of the traditional school.

CHEYENNE TRADITIONAL SCHOOL STATEMENT OF SUPPORT

By enrolling in Cheyenne Traditional School, you have agreed to observe the tenets that guide Cheyenne's cornerstones as a school of choice within the Scottsdale Unified School District. The purpose of the Cheyenne Traditional School Statement of Support is to establish your agreement to participate in the Cheyenne Traditional School.

The undersigned parent(s)/guardian(s) of student(s) _____

agree to support Cheyenne Traditional School. I have read and understand the philosophy of the school and will be readily available to:

1. Support the philosophy of the traditional school instructional model and Cheyenne Cornerstones: *(1) School of Choice (2) Focus on Academics (3) Linear Sequential Curriculum (4) Teacher Directed, Textbook-Based Instruction (5) Elevated Grading Scale (6) Maximum Use of Academic Time (7) Parent Commitment, Involvement, Support (8) High Expectations for All (9) School Uniforms.*
2. Support the homework policies by providing time, place, and appropriate atmosphere for homework; signing homework when required by teachers; and regularly checking grades and assignments in ParentVue Synergy and teacher websites.
3. Understand that if my student's assignment is turned in after the due date then the grade earned will be reduced by 50% if one day past due and will not earn a grade for any day later.
4. Support the attendance policy by assuring my student is attending school from the start to the end of the school day.
5. Review my student's behavior card (light sheet in grades K - 3 and communication card in grades 4 - 8) and will provide signature or initials as required.
6. Support the SUSD Code of Conduct and Cheyenne's discipline practices.
7. Follow and support the Cheyenne's uniform and dress code.
8. Consult with teachers, administrators and other school personnel when requested or by request to address your student's academic or behavioral progress.
9. Participate in parent meetings, conferences, and school projects.
10. Support the "Away for the Day" Technology Policy.

Cheyenne Traditional School is a school of choice. By signing this Statement of Support, I am choosing to agree and accept my responsibilities stated above and will support Cheyenne's philosophy, practices, and policies.

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

CHEYENNE INFORMATION:

Parents and Students will be required to sign the Cheyenne Statement of Support. (See previous page)

Attendance/Excused Absence:

Parents are requested to telephone the school office each day their child will be absent. The attendance line is available 24 hours a day. Please call (480) 484-5650 and leave the following information **only**:

1. Name of child
2. Name of child's teacher
3. Reason for absence

If an absence is not confirmed by phone or email, we will make every effort to contact parents during the day. This is done for the safety of each student.

We will not require students to bring cause for absence as long as prior contact with the parent or guardian has been made.

ARTICLE 1. SEC. 15-802, ITEM B, OF THE ARIZONA SCHOOL CODE STATES: "THE PARENT OR PERSON WHO HAS CUSTODY SHALL DO THE FOLLOWING:"

If the child will attend a public, private or charter school, enroll the child in and ensure the child attends a public, private, or charter school for the full-time school is in session. If a child attends a school which is operated on a year-round basis the child shall regularly attend during school sessions that total not less than (one hundred eighty) as applicable, or the equivalent as approved by the superintendent of public education. A child is considered truant who is truant for at least five (5) school days within the school year. "Truant" means an unexcused absence for at least one class period during the day.

THE AZ. STATE LAW SAYS THAT IS UNLAWFUL FOR ANY CHILD BETWEEN THE AGES OF SIX AND SIXTEEN TO FAIL TO ATTEND SCHOOL DURING THE HOURS SCHOOL IS IN SESSION, (UNLESS THERE IS A VALID EXCUSE).

State law requires a written request from a parent to arrange for absences due to medical appointments. A parent or guardian must come to the office to pick up the student. Students will not be released directly from the classroom. This is for your child's protection. Parents will be asked to sign out their child prior to leaving. If a student returns to school before the end of the day, he/she must sign in at the office and receive a pass to return to class.

Tardy Policy

It is the parent's responsibility to ensure daily punctuality. Students who are **tardy** will report to the school office for an admit slip which they will give to their homeroom teacher. Students who are not in the classroom when the 7:45 AM bell rings are tardy for school. Your student is tardy for school if you are:

Kindergarteners arrive between 7:46 am – 11:00 am is Tardy.

Grades 1st-8th: between 7:46 am – 9:25 am is Tardy.

(See Discipline Policy related to attendance)

Health and Safety/Nurse/ Immunization:

Illness Guidelines

Fever: Please keep your child home from school with a fever of 100 degrees or greater. Students may return to school with a temperature less than 100 degrees (without the use of Ibuprofen or Tylenol) only after the child has been fever-free for 24 hours.

Rash: All rashes should be identified by your medical provider. Upon returning to school, a doctor's note should be brought to the nurse identifying the rash as not contagious.

Pink Eye/Conjunctivitis: Conjunctivitis or "pink eye" is highly contagious. Symptoms include watering, irritation, itching, and redness to the white part of the eye and/or the lining of the eyelids. Swelling of the eyelids, sensitivity to light and a pus-like yellow discharge may occur. Students may not return to school while the eye is still red and draining, or for 24 hours after the initiation of treatment.

Vomiting: Students should not return to school for 24 hours after the last episode of vomiting. Episodes of vomiting without fever may be due to a virus and could still be contagious to classmates.

Reporting an Absence

Please call 480-484-5650 to report your child's absence. Please indicate on the attendance line if your child is home sick with a fever. Also, state the specific diagnosed illness if known. For diagnosed influenza, please inform the school nurse at 480-484-5611.

Medications at School

All medications must be brought in by a parent to the nurse's office. Medications are stored in the nurse's office and administered by the nurse. A child may not keep medication in his/her backpack. If your child needs to take prescription medication at school, the medication must be brought in the original prescription bottle with the child's name on the label. A parent will need to sign a consent allowing the nurse to administer the medication during school hours.

The school does not provide any over-the-counter medications to students. If your child requires an over-the-counter medication at school, it must be in the original, sealed container. If a student requires cough drops, cough syrup, a pain reliever, anti-itch cream or other over-the-counter medication, it must be brought in by a parent. A consent form will need to be signed for each medication.

Each child that has been prescribed epinephrine for an allergy must have their own EpiPen with a prescription label attached stored in the health office.

Leaving School Due to Illness

Please do not communicate with your student via cell phone during school hours. The proper procedure for students who feel they need to go home is to obtain a pass from a teacher to report to the school nurse to be evaluated. Stopping in the nurse's office during the passing period is not permitted except in emergencies. The school nurse will contact the parent if the student is not well enough to stay for the remainder of the day. No student may leave campus at any time without being released from the nurse's office or school office.

Dress Standards:

Cheyenne students are expected to dress neatly. The dress code is established to ensure an atmosphere conducive to study.

Cheyenne Traditional School Uniform Standard of Dress

Approved by the Scottsdale Governing Board-June 7, 2005
(*Revised February 29, 2024*)

Cheyenne Uniform Dress Code

The Cheyenne Traditional School Uniform Dress Code is a Cheyenne Traditional Cornerstone. We believe that there is a relationship between student dress and student success, school pride, and the accomplishments of delivering curriculum goals. The Cheyenne Uniform Dress Code promotes a positive and distinctive Cheyenne identity that reflects the values of the school and community.

Clothing, outerwear, and stockings must be plain and without writing, graphics, or multi-colors. Only Cheyenne Traditional School trademarks are allowed on all clothing except socks. (sock logo must be smaller than 1 inch, in navy, gray or black only) Clothing must fit properly in size and in length.

Students are required to conform to the Uniform Dress Code every day: ONLY Uniform appropriate shirts, bottoms, footwear and (as needed) approved outerwear.

Shirts

Acceptable shirts are collared polo shirts, collared dress shirts or collared blouses.

Cheyenne Spirit T-shirts may be worn on Fridays or designated spirit days.

Polo shirts are plain in solid navy, light blue, or white.

Dress shirts and blouses are white and must have sleeves.

Shirts must remain tucked into pants, shorts or skirts all day.

Shorts / Long Pants

Long pants and shorts are plain and uniform style. No jeans, colored denim, cargo-styled (multi-pocket) style, or knit fabrics.

Pants are solid navy blue or tan (khaki).

Long pants are to be ankle length. Shorts must be of a length that is at or about the knee.

Cheyenne logo sweats- ONLY may be worn on Fridays or designated spirit days.

The waistline of pants must sit at or above the top of the hipbone.

No "cargo" styled multi-pocketed long pants or shorts.

Jumper Dresses (A jumper is a collarless & sleeveless dress that must be worn over a blouse).

Jumpers are plain and uniform style.

Jumpers are solid navy blue or tan (khaki) for K-5.

Hemlines are about the knee, no shorter than 3 inches from the knee.

No polo-style dresses.

Skirts

K-5: Skirts are solid navy blue or tan (khaki). Hemlines are no shorter than 3 inches from the knee.

Middle School: Skirts are blue/gold plaid from Frenchtoast.com Item #1065. All skirts must be of a length that is at or about the knee. Skirts must not be hemmed to shorten the length.

Shoes and Stockings

Shoes must be fully closed at heel and toe, and properly secured on the foot.

Shoe ankle height is at or below the ankle.

Heel height is lower than 1 inch.

Each pair of shoes must be uniform in style and color.

Shoes that are bejeweled, wheeled shoes, flashing lights, and/or boots are not allowed.

Socks, stockings, or tights (with feet) are required.

Leggings (without feet) may be worn under skirts or dresses. Leggings must be no shorter than ankle length.

Socks and stockings may be solid white, navy blue, or black or have small (not bigger than 1 inch logo in navy, gray or black). Tights are opaque in solid white or navy.

Belts

Belts are to be plain leather or cloth and in colors of solid black, brown, white, tan (khaki) or navy blue.

Belts and belt buckles cannot be decorative or ornate in fashion.

Belts must fit normally around the waist.

Makeup and Nails

Grades K through 5 may wear clear lip-balm. No makeup and no nail polish.

Grades 6 through 8 may wear natural colored makeup. No false eyelashes.

Grades 6 thru 8 nails should be natural in appearance and appropriately short – clear polish, no colors.

Nails art or embellishments are not allowed-SNS, Acrylic, Dip, Gel...etc.

No visible body art is allowed- No henna, tattoos, marker drawings, pen drawings...etc

Hair Styles, Hair Accessories, and Hats

Hair must be clean, neatly trimmed, not obstructing eyesight, groomed, and in a natural color.

Hair should not be a distraction to learning. No extreme hairstyles, no shaved designs.

Headbands, hair ribbons, and ponytail elastics are to be plain in white, tan, navy blue, light blue, brown, or black.

Hair clips may be white, tan, navy blue, brown, black, gold or silver.

Hair bows may be navy, white, light blue and no bigger than 4 inches in size.

Baseball hats and knitted fitted caps must be plain in solid colors of white, tan, navy blue, light blue, or black.

Hats are not worn in the classrooms or inside buildings.

Jewelry, ID Lanyards and Technology

Discretely styled small pair of stud earrings (no dangling earrings – safety concern) and a plain style watch may be worn in Grades K through 5.

Discretely styled small pair of earrings (no dangling earrings – safety concern), a single short necklace, a single strand bracelet, and a plain style watch may be worn in Grades 6 through 8.

Lanyards must have a break-away clasp and be plain in solid navy blue, light blue, white, or black

Patriotic and religious expressions in jewelry are allowed if items adhere to the SUSD Uniform Dress Code.

No “smart” technology or phone watches that can send and receive messages, texts, etc. Any student wearing one will have written permission from administration to be approved. This will also be noted in Synergy.

Sweatshirts/Sweaters/Jackets/Coats

Sweatshirts, sweaters, and jackets worn on campus must be plain (no logos) in solid navy, light blue, black, or white.

Athletic and Scouting Uniforms

Middle school athletic uniforms and jerseys are allowed on game day and on Spirit Fridays only.

Spirit line skirts on game days are appropriate with white leggings.

Scouting uniforms or vests may be worn on meeting days only and must meet dress code requirements.

Consequences for Dress Code Violations

In addition to disciplinary action, students who violate the Cheyenne Uniform Dress Code standards may be asked to do any of the following, depending upon the specific circumstances:

- Change into clothing that may be provided by the school.
- Turn inappropriate clothing inside out.
- Have a parent provide appropriate change of clothing during school.
- Remove the accessory.

Section III. Interpretation and Violations

CTS administration or teachers may question the dress of any student. The CTS principal or assistant principal will have complete and final judgment on all matters concerning interpretation of the standard of dress policy. Matters concerning appearance and dress not specifically covered in the standard of dress guidelines shall be within the discretion of the principal or assistant principal, (Reference: Uniform Code of Student Conduct) as follows:

Immodest or distracting dress or appearance of any type is not permitted. This is not confined to clothing, but also includes fads in hairstyles, makeup or other attractions that would, in the opinion of the principal or assistant principal, tend to promote student disruption, jeopardize student conduct, or otherwise interfere with the educational process. Clothing or appearance will be considered inappropriate if, in the judgment of the principal or assistant principal, it (Presents a risk to the health, safety or general welfare of the students, staff, or others.

1. Interferes with or disrupts the educational environment or process.
2. Is counterproductive to the curriculum goals or educational objectives.
3. Produces disorder or creates an atmosphere of threat, intimidation, or undue pressure; or
4. Causes excessive wear or damage to school property.

INSTRUCTIONAL PROGRAMS

Grades Kindergarten and Grade 1:

- | | |
|---------------------------|-------------------------------------|
| O - Outstanding | ++ Consistently demonstrates |
| S - Satisfactory | + Developing |
| N - Needs Support | - Improvement Needed |
| U - Unsatisfactory | |

Grades 2nd – 8th: Letter grades are given to reflect achievement and effort.

- | | |
|----------|------------|
| A | 93% - 100% |
| B | 84% - 92% |
| C | 72% - 83% |
| D | 60% - 71% |
| F | Below 60% |

Principal List w/Distinction, Principal's List and Honor Roll

Principal List with Distinction: 4.0 GPA (An A in every class including special area classes); With no U's and no N's in conduct.

Principal List: 3.8 GPA in all academic classes AND a B average in all special area classes; With no U's and no more than one N in conduct (in academic and special areas)

Honor Roll: 3.5 GPA in all academic classes AND a B average in all special area; With no U's and no more than one N in conduct (in academic and special areas)

Report Cards:

Cheyenne Traditional School professional staff will communicate with parents by actively involving you in your child's progress.

Orientation night will be an opportunity for parents to become acquainted with your child's academic program and teacher. Teachers will review the goals for the year, the course of study, materials, and textbooks used in class.

Midterm reports will be sent home in the middle of each grading period to those **students who are in danger of receiving a C, D or F in any subject.**

Two parent teacher conferences are listed on the calendar. If a conference is needed, at that time your child's growth and progress will be reviewed and evaluated. Parents may request an additional conference any time they feel a need. Parents will be kept informed about classroom events and curriculum.

Homework/Home Reading/Make-Up Work:

The responsibility for the total education of a child is shared by the family and the school and requires active participation of the child in the educational process. It is the policy of the Scottsdale Unified School District to encourage student effort outside of the school day. The actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load. Independent reading assignments and expectations may be in addition to these homework guidelines. Homework is designed to: provide practice of skills and concepts introduced in class; strengthen basic skills; stimulate and further personal interests; develop independent study skills; develop initiative and responsibility; and keep parents aware of their child's curriculum and academic progress.

Our expectation is that assigned homework will be completed every night along with nightly reading. Make up work requested for any reason OTHER than illness i.e., trips, vacations, etc. will be given UPON RETURN.

Parent responsibilities

- To establish a homework routine
- To provide a place free from distraction
- To examine and sign homework sheets/books.
- To communicate with the teacher if your child has had difficulty with an assignment.
- To provide encouragement to your child

Make-up work/Late Work

Students are expected to make up all missed assignments when absent from school. It is the student's responsibility to ensure that classroom instructional notes and assignments are obtained from teachers upon returning from any type of absence. Students have an amount of time equivalent to the number of days absent to make up work assigned during an absence.

Exceptions

Long-range assignments such as a term paper or project must be submitted on the date due, even in the event of an absence, unless satisfactory arrangements have been made with the teacher.

Students with chronic illness are held to this same policy.

Students may not receive credit for assignments when:

1. Truant/Excessive
2. Parents/guardians do not call the school prior to 3 p.m. on the day of an absence.
3. When absences are excessive, and the student is consequently recorded as truant.

Celebrations:

We understand that parents and friends like to celebrate various occasions. However, balloons, cakes, candy, flowers etc. cause many distractions and cannot be allowed on campus or on the bus. These items are disruptive in the classrooms and are a safety concern on the bus. If they are delivered, they will be kept in the office. Cheyenne provides an environment that models healthy behavior.

Non-food alternatives only will be used for celebrations such as student birthdays and /or star performers. The three regular classroom parties for holidays and end of the year will be exempt from this rule, as are activities used for specific instruction such as Johnny Appleseed, Colonial Day, and Greek Day. We ask parents to think about healthier alternatives for these other celebrations in order to reduce the amount of fatty and sugary foods that are given to our children.

SUSD Code of Conduct - Discipline Policy

Behavior Standards

The main function at Cheyenne is to provide each student with the best educational opportunity available. In order to do this, discipline must be maintained in the school. No student will be allowed to disrupt the educational process of another student. In most cases, the classroom teacher will manage discipline problems. If further assistance is needed, students will be referred to the assistant principal who has the authority to take whatever disciplinary action is necessary. If a problem continues to persist or a child is sent to the principal, parents will be notified, and a conference may be scheduled. At Cheyenne we use Multiple Tiered Systems of Support- Behavior Program (MTSS-B).

You can access the Scottsdale Unified School District Uniform Code of Student Conduct at www.susd.org. Cheyenne Traditional School follows the Scottsdale Schools' Uniform Code of Conduct.

Cheyenne Traditional School uses the Multiple Tiered Systems of Support- Behavior Program (MTSS-B). In order to maintain an effective school-wide behavior management system, it takes the efforts of everyone working together in a consistent manner. For everyone in our school to be safe, and for quality education to occur, there must be rules for all of us to follow. The rules tell us what we can do, and what we cannot do.

Cheyenne's MTSS-B Program

The purpose of the **M**ultiple **T**iered **S**ystems of **S**upport- **B**ehavior Program is to use positive behavior interventions to increase appropriate behavior and to decrease problem behaviors that interfere with learning and instruction. This is accomplished by preventing problem behaviors and managing and replacing problem behaviors when they occur. For example:

- **Prevention includes:**
 - Stating clear expectations
 - Teaching and modeling
 - Practicing appropriate behavior
 - Describing outcomes or rewards

- **Managing includes:**
 - Consistency in behavior expectations and outcomes
 - Desired outcomes are visible
 - There is not an overreaction to problem behaviors

- **Replacing includes:**
 - Calmly stating expected behavior when problem behavior occurs
 - Waiting for student to comply rather than giving into tantrums or other inappropriate requests
 - Consistently rewarding correct behavior

At Cheyenne, we support this philosophy throughout campus by emphasizing the CTS Way! Teachers and staff will help students understand what the CTS Way means and will reference the posters seen in the classrooms, hallways, playgrounds, and cafeteria when applicable. Communication with parents will occur regularly to ensure that the student is meeting these expectations. These are foundational skills and behaviors, along with the Nine Cornerstones, that we believe will serve a student long after they leave Cheyenne.

NEW CTS WAY SIGNAGE COMING FALL 2024

The CTS Way: Character Counts!

Trustworthiness-

- Be honest. Don't deceive, cheat, or steal
- Have integrity. Do what you say you'll do
- Keep your promises
- Be loyal. Stand by your values

Respect-

- Follow the Golden Rule
- Be accepting of differences
- Be courteous to others
- Deal peacefully with anger, insults, and disagreements
- Be considerate of others' feelings

Responsibility-

- Do what you are supposed to do. Try your best
- Persevere. Keep on trying
- Be self-disciplined
- Think before you act. Consider the consequences
- Be accountable for your words, actions, and attitudes

Fairness-

- Play by the rules
- Take turns and share
- Be open-minded. Listen to others

Caring-

- Be kind
- Be compassionate
- Express gratitude
- Forgive others
- Be considerate of others' feelings

Citizenship-

- Do your share to make your home, school, and community better
- Cooperate
- Stay informed. Vote when you are eligible
- Be a good neighbor
- Make choices that protect the safety and rights of others
- Protect the environment

Students' Rights

- All students have the right to a meaningful education.
- All students have the right to be respected and treated with kindness at school.
- All students have the right to express themselves and tell their side of the story.
- All students have a right to a safe school.

Students' Responsibilities

- All students have a responsibility to respect the rights of all other people involved in the educational process.
- All students have a responsibility to be good learners and take advantage of the educational opportunities offered them.
- All students have a responsibility to complete their assignments and make up their work after an absence.
- All students have a responsibility to not bother other students while they are doing their work.
- All students have a responsibility to arrive at class on time, with necessary materials.
- All students have a responsibility to be at school everyday.
- All students have a responsibility to obey school, classroom, and playground rules.

Students May Not

- Run or play in the corridors before or after school or during recess.
- Play in the parking lots or bicycle area before or after school or during recess.
- Ride bikes on campus
- Leave campus without permission from the office.
- Chew gum in school. **All food is eaten inside the cafeteria.**
- Bring skates, skateboards, roller blades or scooters to school.
- Bring personal toys, electronic equipment such as cellphones, smart watches, or other valuable items unless permission is given by a teacher or by the administration.
- Possess or use dangerous items at school which include tobacco, matches, alcohol, drugs, lighters, fireworks, knives, water pistols, laser pointers, water balloons, and other devices.
- Fight, throw rocks/sand, kick, disobey school personnel, or be disruptive in the classroom.
- Swear, talk back to school personnel, or make fun of someone.
- Steal school property or another individual's personal property.
- Damage or destroy school property or another individual's personal property.

Site Council

Site Council is a system by which individuals affected by and responsible for implementing the decisions share in making the decisions. Therefore, Site Council is an inclusionary process in which the people who affect and are affected by significant decisions participate in making those decisions.

Student Records

The records of each student are considered confidential and released only to parents or guardians unless rights have been severed by the courts, district personnel working directly with the student, state, and federal agencies, (but no personally identifiable information) and to institutions where a student has applied for admission.

The right to inspect and review educational records and the release of or access to such records, other information, or instructional materials will be consistent with federal law in the Family Educational Rights and Privacy Act, title 20, United States Codes, #1232G and #1232H, and with federal regulations issued pursuant to such act.

Trespassing on School Grounds:

The following regulations regarding use of school grounds are to be observed:

- No trespassing signs have been posted at various points on entry to our campus. These are not intended to exclude the legitimate use of the playgrounds, but rather to prevent loitering and possible acts of vandalism.
- Dogs, Horses, and motorized vehicles, including but not limited to, motorcycles, mini-bikes, and go-carts are not authorized to be on school sidewalks or on non-paved areas.
- Practicing golf on school grounds is not permitted.
- Bicycles, skateboards, and other roller skates/blades, scooters, or mopeds may not be ridden on school grounds.

Safety/Security Procedures:

Scottsdale Unified School District security measures are rooted in increasing student safety. In 2013, SUSD adopted tighter security measures at the schools to increase student safety on school campuses and during the school day. Cheyenne Traditional School considers student safety a priority and will follow compliance with SUSD security protocol. We thank you in advance for following our prescribed procedures.

Under more effective security measures, parents will no longer be allowed to walk their children onto the playground in the morning. Parents choosing to walk their children to school must leave the students at the gate, where staff will supervise students on the playground and to their classrooms. Cheyenne welcomes parental support for their children and the school, although restricting parents and other adults from the playground is the only way to ensure that Cheyenne students are not interacting with unknown adults.

All campus gates will remain closed until school staff are on duty. Cheyenne playground gates will be opened by a supervising adult at 7:20 AM when students will be welcomed onto the school playground. Gates will close at 7:40 AM at the first bell to allow students enough time to walk to class and be ready to learn when class begins at 7:45 AM. After the gates are closed at 7:40, parents will be required to walk their children to the office to sign the student in for a late pass to class.

The same protocol applies at the end of the school day. Gates will be opened when the final bell rings at 2:15 PM, and students will meet their parents at designated parent pick-up locations at the gates or at the curb for pick-up.

BEFORE SCHOOL

A Gate, North Playground Grades 4-8: Gate A will be opened and supervised by a staff member from 7:20 AM until 7:40 AM. The gate will be locked at 7:40 AM. Students arriving after 7:40 will enter through the front office to obtain a late pass to class.

Any student may enter through Gate A. This gate is adjacent to the 4th - 8th Grades playground. Younger students will travel to the Kindergarten - 3rd Grades playground through interior Gates F.

B Pre-K Cafeteria Entrance: Pre-K parents enter through the side exterior cafeteria door B to sign his or her child into the Pre-K class. Pre-K check-in will begin at 7:45 AM. Pre-K parents arriving after 8:00 AM must enter through the front office, sign in, and obtain a visitor badge.

C Gate, Center Courtyard: This gate will remain closed and locked until 2:15 PM.

D Gate, South Playground Grades K-3: Gate D will be opened and supervised by a staff member from 7:20 AM until 7:40 AM. The gate will be locked at 7:40 AM. Students arriving after 7:40 will enter through the front office to obtain a late pass to class.

Any student may enter campus through Gate D. This gate is adjacent to the Kindergarten - 3rd Grades playground. Older students will travel to the 4th Grade - 8th Grades playground through interior gates F.

E Gate, Bus Lane: The bus gate and adjacent gate will remain closed and locked except for the arrival of buses. Students may not enter either of these gates.

F Gates, Interior Campus: Students moving from the bus lane and to designated grade level playground/waiting areas will cross campus through interior Gates F. Students may not leave the school gated areas after arrival.

AFTER SCHOOL

Gates A, C, and D: Kindergarten teachers will escort their students through Gate D at 2:10 PM to allow for student pick-up. Gates A, C, and D will be unlocked at 2:15 PM. Students leaving campus will exit through Gates A, C, and D. Parents utilizing these gates may enter onto campus at 2:15 PM but are asked to keep hallways cleared and to refrain from visiting the classroom unless an appointment has been prearranged with a teacher.

B Pre-K Cafeteria Entrance: Gate B will be unlocked at 2:15 PM for Pre-K parents to enter campus and to pick up their students. We politely request that only Pre-K parents use this entrance.

E Gate: The bus gate will be opened at the time of the first arriving bus. Students may not exit at the bus gate or the adjacent gate.

Smoking on School Premises:

In order to protect the students, staff, and public from a harmful environment, the Governing Board prohibits smoking for staff, students, and visitors at District facilities, on District grounds, in District vehicles, and in the presence of students. For the purposes of this policy, smoking shall mean **uses of all tobacco and electronic cigarettes.**