

Cheyenne-Eagle Butte School

E.A.G.L.E. CENTER I, II & III

E=Education A=Assessment G=Goals L=Life Skills E=Employment

STUDENT/PARENT/GUARDIAN HANDBOOK



2020-2021

**E.A.G.L.E. CENTER I, GRADES 7-8
E.A.G.L.E. CENTER II/III, GRADES 9-12**

**CHEYENNE-EAGLE BUTTE (C-EB) SCHOOL
EAGLE BUTTE, SD 57625
964-8771/8773**

SCHOOL VISION: Keeping our Wakanyaja (children) sacred through positive thinking.



Dear E.A.G.L.E. Center Parent/Guardian:

“Thank You” for being a partner with us. There are times when we all could use inspiration and encouragement, whether to boost our aspirations, restore hope, or simply to remind us to choose the “road best traveled.”



You are significant and hold the power to create the life that is more meaningful and valuable for you. Famous Dave says, “Life is hard by the yard but a cinch by the inch.” I agree wholeheartedly. At the E.A.G.L.E. Center, our goal is to support and promote BEST SELF. Change is generally challenging and requires action. I have these steps to success or steps to make change displayed in my office. It is okay to start today. The steps are listed below...

- | | |
|--------------------|--------------------------|
| 1. I won't do it | 5. I'll try to do it |
| 2. I can't do it | 6. I can do it |
| 3. I want to do it | 7. I will do it |
| 4. How do I do it? | 8. Yes, I did it! |



The step process is real, and we know that nothing happens until we take **ACTION**.

We want our students to become lifelong learners. You can help us by your positive thinking to continue to build your BEST SELF. Also, Famous Dave says, “Think it and ink it.” I ask why not? It may be the turbocharge to experience more success.

The EC Team values quality learning. This one value is what motivates us to provide a first-class education for your student.

Respectfully,

Dr. Vicki Birkeland, Principal



TABLE OF CONTENTS

PARENT/GUARDIAN LETTER	2
TABLE OF CONTENTS	3-7
EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION (EOAA)	7
POLICY TEXT DISCLAIMER	7
STUDENT POLICY LOCATION	7
CALENDAR	8
E.A.G.L.E. Center Staff	9
Standard II—Administrative requirements: 25 CFR 36.11	10
SCHOOL TRADITIONS	11
LAKOTA VALUES	11-13
a. Seven Values	11
b. Lakota Flag Song and English Translation	11
c. Tribal Ordinance 66 (Sec. 4, 2 a and b, 3 a: 1, 2, 3, b:1, 2, 3; Sec. 5; Sec. 6)	11
d. Lakota Language/Culture/History	13
STUDENT RIGHTS, RESPONSIBILITIES, & EXPECTATIONS	13-15
a. BRAVES Expectations	13
b. PBIS	13
c. Olweus Bullying Prevention Program (OBPP)/Unity Circle	14
d. Rights of Individual Students	14
e. Physical Education	14
f. Student Appearance/Hygiene	14
COMMUNICATIONS	16-17
a. Community and Parent/Guardian Involvement	16
b. Telephone Use and Messages	16
c. Cell Phones and Other Electronic Devices	16
d. Keeping Students After School	16
e. Early Dismissal	16
f. School Closing	16
g. Classroom Visitor Guidelines	17
h. Parent/Guardian Support of Student Activities	17
SCHOOL ADMISSION	18
a. Parent/Guardian Options and Involvement	18
b. Start Date	18
ATTENDANCE	18-23
a. Early Arrival/Dismissal to School	18
b. CFR Minimum Instructional Hours	19
c. Compulsory Attendance and Tribal Adult Definition	19
d. Truancy/CRST Attendance Code	19
e. Maximum Absences	20
f. Notification of Procedure for Absences	20
g. Appeal Process (EC Drop and Re-Enrollment Process)	21
h. Leaving School	21
i. Excused Absences	21
j. Irregular Attendance	22
k. Make-up Work (Attendance Credit for Book-based Work)	22

l. Parent/Guardian Attendance Responsibilities	22
m. Student’s Attendance Responsibilities.....	22
n. Bathroom/Restroom Passes	22
o. Tardiness.....	23
p. Excellent Attendance Recognition	23
DAILY SCHEDULE.....	23
ACADEMICS	24-30
a. Every Student Succeeds Act (ESSA)	24
b. Grading Scale.....	24
c. Honor Roll	24
d. Assessments.....	24
e. Student Academic Reports (Progress Reports).....	25
f. Parent Portal.....	25
g. Homework Policy	25
h. Less than Proficient Reports (Standardized Assessment Reports).....	25
i. Retention and Social Promotion: 25CFR 36.31	26
j. Response to Intervention (Rtl).....	26
k. Special Education Services	26
i. Special Education Services	26
ii. Special Education Funding: 25 CFR 39.106.....	27
iii. Extended School Year (ESY) Services: CFR 300.106	27
iv. Special Education Referral Process—Special Education Flowchart	27-28
v. Gifted and Talented Services and Flow Chart.....	29
vi. 21 st Century	30
CO-CURRICULAR ACTIVITIES	30-33
a. Student Organizations.....	30
b. Field Trips.....	30
c. Field Trips Expectations	31
d. Parent/Guardian/Student/Class/Community Fundraising	31
e. Sports Physicals	31
f. Eligibility.....	31
g. Procedure for Dismissal of Student From a Co-Curricular Activity	32
h. Student Support of Student Activities	33
i. Parent/Guardian Support of Student Activities.....	33
j. Dances	33
VALUABLE RESOURCES	33-38
a. Teacher Qualifications (Parents’/Guardians’ Right to Know)	33
b. Cheyenne-Eagle Butte Parent/Guardian Involvement Policy.....	34
HEALTH, SAFETY, AND SECURITY	39-48
a. Health/School Nurse.....	39
b. Food Allergies	39
c. Health Emergencies.....	39
d. C-EB Suicide Intervention Approach/SUICIDE HOTLINE	40
e. Wellness Policy.....	41
f. Guidance and Counseling.....	41
g. Mandatory Reporting.....	41

h. Police/FBI Questioning of Students	42
i. Security.....	42
j. Search and Seizure.....	42
k. Behavior	43
i. Due Process.....	43
ii. Short-Term Disciplinary Actions.....	43
iii. Long-Term Disciplinary Actions	43
iv. Discipline of Students with Disabilities/Manifestation Determination	44
l. Student Disciplinary Procedures.....	44
i. Timeout (Reflection Room)	44
ii. In School Suspension/Out of School Suspension.....	44
iii. Disciplinary Action	45
m. Discipline Policy (Behavior and Consequences).....	45
i. Distribution and/or Purchase of Narcotics, Drugs, etc.....	45
ii. The Use/Possession/Being Under the Influence of Drugs, etc.	45
iii. Assault on Faculty or Assault Student-to-Student	45
iv. Fighting or Instigating a Fight.....	45
v. Vandalism, Stealing, Extortion, or Falsifying Information.....	45
vi. False Fire Alarms	45
vii. Bomb Threat.....	45
viii. Starting a Fire	45
ix. Threatening Staff and/or Student(s).....	45
x. Intimidating Staff and/or Student(s).....	45
xi. Bullying.....	45
xii. The Use or Possession of Tobacco, etc. on School Premises	46
xiii. Gang-Related Activity or Behaviors	46
xiv. Abuse of Digital Equipment	47
xv. Cell Phones and Other Electronic Devices	48
xvi. C-EB Weapons Policy.....	48
SCHOOL BUILDINGS AND GROUNDS	49-50
a. Premises.....	49
b. Security.....	49
c. Media Center (High School Library).....	49
d. Lost and Found	49
e. Damaged/Loss of School Property	49
f. Personal Items	49
g. Cafeteria	50
h. Outdoor Activities.....	50
i. Recess	50
ii. Lunch Break	50
TRANSPORTATION.....	50-51
a. School Buses	50
b. Bus Infractions.....	50
c. Student Vehicles	50
d. Bicycles	50
e. Skateboards, Roller Skates, Roller Blades, Scooters, Heelys, Snowboards....	51

CHEYENNE-EAGLE BUTTE SCHOOL POLICIES & REGULATIONS	51-59
a. Non-Discrimination Statement.....	51
b. Equal Education Opportunities (EEO) Statement	52
c. McKinney-Vento Act/Homelessness	53
d. Homeless Policy	53
e. School Enrollment Questions.....	54
f. Transportation for Homeless Students.....	54
g. Complaint Procedure.....	54
i. Public Complaint Procedure	54
ii. Student Complaint Procedure.....	55
h. Sexual Harassment Policy	56
i. Confidentiality	57
j. Family Education Rights and Privacy Act (FERPA).....	57
k. Summary of Section 504	58
l. Title I	60
m. Asbestos.....	60
n. Location of School Policies	60
SCHOOL/PARENT/GUARDIAN/STUDENT COMPACT	60-62

E.A.G.L.E. CENTER PROGRAM

C-EB MISSION STATEMENT, EC MISSION STATEMENT, AND EC MOTTO	63
PURPOSE OF PROGRAM	64
PROGRAM DESCRIPTIONS (ECI, ECII, ECIII)	64
E.A.G.L.E. CENTER (EC) PROGRAM GOALS	65-66
EC PROGRAM INFORMATION	67-72
a. EC Program Introduction	67
b. Academic Program Design	67
c. EC Monthly Bulletin and Calendar	67
d. Student Directory and Registration.....	67
e. School Age Limit—High School/E.A.G.L.E. Center.....	68
f. ECI Pre-Placement and Placement Process	68
g. ECII Placement Process	69
h. Requirements for Continuation of Academic Learning at Semester.....	70
i. Additional Educational Options.....	71
j. Transition to C-EB High School from E.A.G.L.E. Center	71
k. EC Activities Liaison	71
l. Photos of EC Activities	71
m. Internet Policy	71
n. Extended Learning Time	72
EC ACADEMIC INFORMATION.....	72-77
a. EC Academic Plan	72
b. EC Individual Accommodation Plan (IAP)	72
c. Academic Plan Request Form	72
d. Junior High School Required Courses	73
e. High School Required Courses and Advanced Endorsements.....	74
f. Class Standing.....	76

g. Graduation and Commencement Exercises	76
h. Graduating Senior Exit Procedures	76
i. Work Skills Curriculum	77
j. Reporting Periods.....	77
k. Elevated Academic Opportunity.....	77
EC BEHAVIOR INFORMATION	77-82
a. Expectations.....	77
b. Response to Intervention (Rtl) Action for Lack of Program Support	77
c. Response to Intervention (Rtl) Procedure	78
d. Definition of Terms	78
e. Administrative Discretion.....	82

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION (EOAA)

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

POLICY TEXT DISCLAIMER

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

STUDENT POLICY LOCATION

The complete student policies (Due Process, Weapons, Non-Acceptance of Transfers, Administrator’s Legal File, Student Contact with Law Enforcement and Social Services, Child Abuse, Drug and Alcohol, FERPA, Student Grievance, Sexual Harassment, Student Search, Student Bus, C-EB School Emergency Plan (COOP Plan), Health and Wellness, Bullying Prevention and Reporting, and Other) are filed at the 95-561 Principal/BIE School Supervisor and 20-1 School Superintendent Offices.



August 2020

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

September 2020

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

October 2020

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

November 2020

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

December 2020

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

January 2021

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

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

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

Aug. 5-6 – Pre-Registration
9:00 AM to 3:00 PM

Aug. 17 – All Staff Return

Aug. 17-21 – In-Service Week

Aug. 24 – First Day Students

Sept. 4 – No School

Sept. 7 – Labor Day – No school

Sept. 8 – No School

Sept. 16 – 1:00 PM Student
Release/Staff Development

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. 16 – 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

Jan. 27 – 1:00 PM Student
Release/Staff Development

Feb. 12 – No School – Parent

Teachers Conference 8:00-4:00

Feb. 15 – President’s Day

Mar. 17 – 1:00 PM Student
Release/Staff Development

Mar. 19 – End of 3rd Quarter

Apr. 2-5 – No School – Spring Break

Apr. 21 – 1:00 PM Student
Release/Staff Development

May 16 – Graduation!!

May 20 – 1:00 Student Release

May 20 – Last Day for Students

May 21 – Staff Development

May 21– Last Day for all Staff

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

February 2021

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

March 2021

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

April 2021

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

May 2021

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

June 2021

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

July 2021

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



E.A.G.L.E. Center Staff

- Dr. Vicki Birkeland ➡ Principal, School-To-Work Program Coordinator
- Vacant ➡ EC Clerk, Attendance Assistant
- Jerica Slocum ➡ Social Studies Teacher
- Vacant ➡ Exceptional Education Teacher, Case Manager & Technology Manager
- Lisa Maynard ➡ Education Technician & Attendance Manager
- Vacant ➡ Education Technician
- Patricia Harper ➡ Science Teacher
- Vacant ➡ Math Teacher
- Vacant ➡ English Language Arts Teacher
- Fay "Chug" Garreau ➡ Education Technician & Behavior Manager
- Gina Veo ➡ EC School Counselor, Coordinator Section 504
- Lola Blue Earth ➡ C-EB HS EC Placement Counselor



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

Our Name: **BRAVES**

Our Colors: **Scarlet, Columbia Blue, & White**

Our Paper: **Ohitika ta Wotonin Wowapi**
(Braves Bringing News)

Our Yearbook: **The Brave**

Our Motto: **Victory**

School Song: **“On Wisconsin”**

Our School Song:

Onward Braves,
Onward Braves,
On To Victory!!!

Banners High Up
In The Sky
Fly On To Victory
Rah Rah Rah!!!

Onward Braves,
Onward Braves
On To Victory!

Cheer Braves, Cheer
And Let Your Voices
Ring!!

LAKOTA VALUES

Student actions, attitudes, and appearance are a reflection of that student as a person, as a student of the Cheyenne-Eagle Butte School, and as a member of their community. Students are expected to treat each other and adults with courtesy and respect.

a. Seven Values

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

b. Lakota Flag Song:

English Translation:

<p>Wapaha Olowan Tunkasila Yapi, Tawapaha Kin Han Oihanke Sni He Nanjin Kte Lo Iyohlata Ya Oyate Kin Han Wicicagin Kta Ca, Le Ecamun Welo</p>	<p>The president's flag will stand forever; under this flag the people will grow. so I do this.</p>
--	---

c. Tribal Ordinance 66 (Section 4, 2 a and b; 3 a: 1, 2, 3, b: 1, 2, 3; Section 5; Section 6) is a resource.

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

(2) Kindergarten through 6th Grade. Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall provide a

minimum of one class period per day of instruction in Lakota language and culture for Indian students in kindergarten through 6th grade, and

- (a) *Kindergarten through 3rd Grade.* Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall emphasize basic conversational use of Lakota language and Lakota stories, music and dance for students in kindergarten through 3rd grade.
 - (b) *4th through 6th Grade.* Bureau of Indian Affairs schools and tribal [tribal] schools within the territory of the Cheyenne River Sioux Tribe shall emphasize conversational use of Lakota language and Lakota stories, music and dance for students in 4th through 6th grade.
- (3) *7th through 12th Grade.* Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall provide the following courses to Indian Students in the following grades:
- a. ***Lakota Language.*** A minimum of one class per day shall be devoted to instruction in Lakota language instruction for all Indian students.
 - (1) *7th and 8th Grade.* Lakota language instruction for Indian students in the 7th and 8th grade shall continue to emphasize conversational use of Lakota Language.
 - (2) *9th and 10th Grade.* Lakota language instruction for students in the 9th and 10th 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 Culture and History.*** A minimum of five class periods per week shall be devoted to instruction in Lakota culture of history; provided, however, that the required period of instruction for Lakota culture or history may overlap by one-half instruction in Lakota language.
 - (1) *7th and 8th Grade.* Instruction in Lakota culture for Indian students in the 7th and 8th grade shall cover Dakota and Lakota history both prior to the first contact with the United States and history from that contact to the present day.
 - (2) *9th and 10th Grade.* Instruction in Lakota culture for Indian Students in the 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 the Lakota history and culture for students in the 11th and 12th grade shall emphasize the significance of the Treaties between the United States and the Great Sioux Nation, the Interrelation between the United States

[States] and the Cheyenne River Sioux Tribe, and the structure and functions of the tribal government.

Section 5. Other Required Language Instruction.

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

Section 6. Instruction for Non-Indian Students.

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

d. Lakota Language/Culture/History

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

When a Lakota language teacher is available to the EC Program, this class will be scheduled.

STUDENT RIGHTS, RESPONSIBILITIES, and EXPECTATIONS



a. BRAVES Expectations

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

b. Positive Behavior Intervention Support (PBIS)

PBIS gives students a set of expected positive behaviors appropriate for learning and for positively interacting with each other and staff. A “Caught Being Good” slip can be awarded by staff to acknowledge students who exhibit behavior that aligns with our program expectations.

c. Olweus Bullying Prevention Program (OBPP)/Unity Circle

Olweus is designed to improve peer relations and make school a safer, more positive place for students to learn. An EC staff will provide topical, inspirational messages to students for self-reflection and discussion to promote social/emotional development to support the best self of each student.

d. Rights of Individual Students:

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

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

e. Physical Education

All students who are enrolled in P.E. are required to participate unless they have a written excuse from a doctor or as stated in the student's Section 504 or IEP plan. However, if your student has been sick or injured, please notify the EC Principal who will take the illness or injury into account when requesting the student to perform physical activities.

f. Student Appearance/Hygiene

Students are restricted from wearing or carrying symbols that endorse or imply the use of substances not legally available to minors. Also the wearing or possession of clothing, hats, or jewelry that have profane, sexual, or racially derogatory connotations is strictly forbidden, and rubber or elastic bracelets are not allowed. Likewise, any student wearing or displaying clothing or tattoos which symbolize gang affiliation or membership shall be subject to disciplinary action. (Refer to "Gang-related Activity or Behaviors" on page 46.) Shoes must be worn at all times. Caps/hats must be removed upon entering the main EC study area and office (can be worn in the EC entrance and cafeteria entrance). Caps/hats must be removed for programs, assemblies, and during the national anthem and flag song. Coats need to be removed and all hoods taken off upon entering the EC unless approved by the EC Principal or designee. Also, excessive accessories such as hanging chains or hanging suspenders are not allowed in school for safety reasons. Hickies on the neck and face need to be covered; if not,

the parent/guardian will be contacted and student will be sent home. It is the student's responsibility to cover hickies before arriving at school.

Also, any clothing which substantially interferes with the educational process is prohibited. This includes clothing that does not adequately cover or conceal the body (i.e., tank tops, muscle shirts, halter tops, tube tops, spaghetti straps, exposed cleavage, posteriors or midriiffs, short skirts or shorts, excessively tight or excessively baggy clothing, pants with holes showing skin, and see-through garments without a shell or shirt worn under the garment). Students can wear what is offered by EC, or parent/guardian can bring change of clothing. While the primary responsibility for appearance and hygiene rests with the students and their parent/guardian, the EC Principal reserves the right to judge what is proper and what is not. Failure to cooperate may result in a Response to Intervention meeting or as determined by the EC Principal (Refer to "Response to Intervention" page 76). Please use the following pictures as a guide for what **NOT** to wear to school:





COMMUNICATIONS

a. Community and Parent/Guardian Involvement

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

b. Telephone Use and Messages

All telephone calls made by students will be documented on the Student Telephone Log located on a clipboard near telephone. Limited use of office telephone by students (once per month) is recommended unless approved by staff. The phone is not to be used daily by any student. Students need to make plans prior to attending school to eliminate use of the office telephone unless there is an emergency. The EC Clerk will notify both the student and parent/guardian when this privilege is misused. If the EC Clerk is out of the office, a staff member must ask the student, "What is the emergency?" or "Why do you need to make the phone call?" before giving approval. If staff is uncertain, the EC Principal will be contacted. If approved to use the telephone, one staff member must remain in the office while the student makes the telephone call.

c. Cell Phones and Other Electronic Devices

Cell Phones, iPods, MP3 Players, Cameras & Other Electronic Devices are not allowed, unless written in a student's Individualized Education Program/Plan or Section 504 Accommodation Plan. Students are required to turn in the above items to an assigned staff upon entering the EC. Any other approval for electronic devices must be submitted in written form and approved by EC Principal. (Refer to possible consequences for unapproved possession or use on page 48.)

d. Keeping Students After School

The EC program does not keep students after school hours. All students are dismissed, regardless of arrival time or behavior, at 3:15 daily. (Refer to page 71 for information about EC's Extended Learning Time.)

e. Early Dismissal

Principals will be notified and announcements will be made over public media to alert parents/guardians. School Messenger may also be used for school announcements.

f. School Closing

If for any reason there is a closing of the school, announcements will be made via the School Messenger System and over KDLT TV, Sioux Falls, KOTA Territory/KEVN TV Black Hills Area– Rapid City, KIPi (93.5), KLND-Little Eagle (89.5 FM), KOLY-Mobridge,(1300 AM) KMLO-Mobridge,(99.5 FM) KELO TV-Sioux Falls, KSFY-

Pierre/Sioux Falls Stations, and “Cheyenne-Eagle Butte Schools” official Facebook page. 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.

g. 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, including their own.
3. When you arrive at the school, please stop in the office to sign the visitor log and obtain a visitor’s badge, and sign out when you leave.
4. While visiting the classroom, parents/guardians are asked to quietly observe. To ensure the privacy of all students, please do not take photographs or use video or audiotapes in the classroom. Please shut your cell phones off while in the classroom.
5. During your visit, the classroom teacher will continue to provide instruction to students. Any questions should be addressed to the teacher at a later time. The teacher will provide you with a short form before you leave the classroom with his/her contact information.
6. If you plan on visiting your child(ren’s) classroom for 5 consecutive days, on the 6th day you must submit to a background check in accordance with the Bureau of Indian Educations policy – 62 BIAM 11.29 Voluntary Service.

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 Activities. Parents/guardians please follow these guidelines to attend a Parent Activity.

h. Parent/Guardian Support of Student Activities

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



SCHOOL ADMISSION

New enrollment or in-district transfer students may enroll at the beginning of each quarter (first two weeks) for grades K-8 and at the beginning of each semester (first two weeks) for high school with the exception of E.A.G.L.E. Center students. (Refer to page 67 for EC Placement processes.) 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. Students being enrolled at the Cheyenne-Eagle Butte E.A.G.L.E. Center must have all required documentation completed prior to entrance.

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.

a. Parent/Guardian Options and Involvement

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

b. Start Date

The Cheyenne-Eagle Butte Cooperative School Board determines the start date for each school year and a school calendar provides a comprehensive month-by-month schedule that includes the last day of school for students and staff.



ATTENDANCE



(Tribal Attendance Code/Ordinance Available at EC Office)

a. Early Arrival/Dismissal to School

1. Arrives on time and stays on task/work = EARLY DISMISSAL, 2:45 p.m.
2. Arrives late or does not stay on task/work = DISMISSAL 3:15 p.m.



b. CFR Minimum Instructional Hours

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 and Tribal Adult Definition

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

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

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

d. Truancy

**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 is 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.

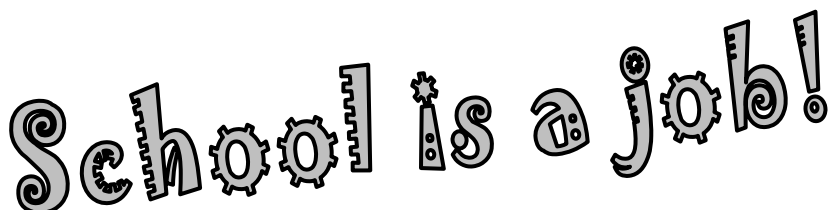
e. Maximum Absences

Students are allowed four (4) absences per semester or must have **94% attendance.** The absences may be a combination of excused or unexcused, and students can make up attendance from 2:45-3:15 p.m. Monday – Friday. To make up for prior absences the student must have arrived on time and take responsibility to notify attendance manager.

For ISEP membership purposes (Average Daily Membership-ADM), students who are absent for 10 consecutive school days are dropped on the 11th day.

f. Notification Procedure for Absences

When a student is absent four nonconsecutive days, parent/guardian will be notified by mail and a meeting scheduled. An affidavit can be filed with the court at any time after the third consecutive unexcused absence or for irregular attendance and parent/guardian notified.



g. Appeal Process (EC Drop and Re-Enrollment Process)

1. EC will re-enroll students who are not 18 years of age twice.
If dropped the third time and re-enrollment is requested, it will be at the EC Principal's discretion. If there are no EC slots open, the student may be placed on EC III Interim Schedule from 2:15-3:15 daily until a slot opens.
2. Upon student's request, EC may re-enroll students who are considered adults by tribal definition (refer to page 19). In accordance with the following guidelines: Student attendance will be reviewed quarterly to determine attendance compliance. Attendance below 80% will result in a quarterly attendance review meeting. At the meeting the student will be offered EC III Interim Schedule from 2:15-3:15 daily effective until the end of the semester. Non-attendance to the meeting will result in the student being dropped. If an EC slot is available the following semester the student may be considered for re-entry upon student's request.

The EC's small classroom setting allows EC staff to serve a certain number students due to safety concerns. If the EC program is at full capacity, consideration is given to EC III Interim Home Study for educational services in lieu of an appeal process. Student/Parent/Guardian may request in writing a hearing with the EC Team if they are not satisfied with the EC III Interim Home Study schedule.

h. Leaving School

A parent/guardian may check their student out of school, at which time a staff member will write a pass. **Students may only leave campus with permission from the EC Principal or designee, and must have a pass from the office.** Leaving campus without a pass and approval from the EC Principal is considered a lack of Program Support. Students who are considered adults by tribal definition will sign in and sign out daily. Signing out or missing more than 1 hour in a day will be recorded as a minimum of a half-day absence (refer to page 19).

i. Excused Absences

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

j. Irregular Attendance

Whenever a student is absent for four non-consecutive days, an attendance meeting is scheduled with the student and the parent/guardian. Continuation of irregular attendance results in an affidavit being filed with the CRST Children's Court and parent/guardian notified.

k. Make-up Work (Attendance Credit for Book-based Work)

Because of the independent study format of the E.A.G.L.E. Center and the emphasis placed on work completed at home, students will be awarded attendance credit for book-based courses and packets completed independently. Students will also be awarded attendance credit for attending special seminars on financial literacy, reading, and transition skills, and for showing positive effort on their required standardized assessments.

l. Parent/Guardian Attendance Responsibilities (Under 18 Years of Age)

The parent/guardian is responsible to:

1. Notify the school of their child's planned or unplanned tardy.
2. Notify the school, in advance, of their child's planned absences.
3. Notify the school on the day of an unplanned absence.
4. Encourage the child to obtain and complete all make-up work.
5. A doctor's statement is required upon the student's return to school if the student has been absent 3 or more consecutive days due to illness, or if there is a pattern of illness, or as determined by the EC Principal.
6. When the weather is cold, students are expected to be dressed for the weather conditions on buses, at school and at school activities. Winter Attire: i.e. could be deemed as but not limited to coats, hats, gloves, closed toed shoes, pants (not short pants), etc.

m. Student's Attendance Responsibilities (Adults by Tribal Definition—refer to page 19). Attend school daily from 8:15-3:15 as documented by the required daily sign-in and sign-out sheet. Any deviation from daily required program attendance must be approved by EC Principal and requires supportive documentation. Any schedule change will be recorded on the Individualized Accommodation Plan (IAP).

Documentation to support a schedule change may include parent status or documented medical recommendation (not an all-inclusive list). Student attendance will be reviewed quarterly to determine attendance compliance. Attendance below 80% will result in a quarterly attendance review meeting. At the meeting the student will be offered EC III Interim Schedule, effective until the end of the semester. Non-attendance to the meeting will result in the student being dropped. If EC slot is available the following semester the student may be considered for re-entry upon student's request.

n. Bathroom/Restroom Passes

EC students are required to sign-in with their first name, last initial, and time in. Only one male and/or one female is allowed to use the restroom at one time. Lingering in the restroom is considered inappropriate behavior.

o. Tardiness

A tardy is if a student arrives between 8:21 a.m. – 9:45 a.m. or as determined by the EC Principal, based on a student's individual plan.

1. Upon arriving student checks in with the EC Clerk.
2. The tardy is documented by EC Clerk and attendance manager.

3. An unexcused tardy will result in the student remaining at the EC until 3:15 p.m. Arriving at 9:45 a.m. or later will be counted as a half-day absence.
4. Reasons for Excused Tardiness
 - Medical Appointment
 - Court
 - Counseling Appointment
 - Bad Road Conditions
 - As Determined by the EC Principal



p. Excellent Attendance Recognition

Excellent attendance is identified as 94% or better. Acknowledgement of Excellent Attendance will be throughout the school year using “Caught Being Good” slips for EC students, which are converted to Braves Bucks. EC students will visit the Braves store every other month to spend their Braves Bucks. Exemplary attendance is also recognized at all EC Awards programs.



DAILY SCHEDULE



The EC Program operates from 8:15 a.m. to 3:15 p.m. daily, Monday through Friday. Each student has an Individual Accommodation Plan (IAP) that directs instruction and learning. In addition, students may have Individualized Education Programs/Plans (IEPs), Section 504 Accommodation Plans, or Response to Intervention (RtI) Action Plans. Any of these student plans may support a change in schedule. Students can earn a 10 minute break before lunch and after lunch by remaining quietly on-task with their academics. This is a privilege and not a right. During this time students' options are to remain working, visit quietly (not disturbing those who are still working), put head down, go outside (weather permitting and staff available), play games only on CoolMathGames.com or watch videos pertaining to news/sports/school appropriate interests. Listening to music is NOT allowed during this break time.





Academics



a. Every Student Succeeds Act (ESSA)

The Combined Board of the Cheyenne Eagle Butte School supports the federal ESSA. As part of the EC School Improvement Plan, students are expected to work toward academic growth in reading, math, and science. In addition, we expect at least a 94% attendance rate for all students.

b. Grading Scale

In all subjects, students will be graded on the basis of A, B, C, or IP (In Progress) as follows:

A- Superior	94%	-	100%
B- Excellent	86%	-	93%
C- Average	80%	-	85%
IP- In Progress	79% & Below or class not completed		
NS- Not Started			
WEE – Work Experience Ended (School-to-Work)			

c. Honor Roll

The following criteria apply for the Cheyenne-Eagle Butte Junior High and High School Honor Roll:

1. An In Progress (IP) will disqualify the student.
2. A student must have one A for any C.
3. Excellent Honor Roll will be composed of those students with a GPA from 3.0 to 3.4.
4. Superior Honor Roll will be composed for those students with a GPA from 3.5 to 4.0.
5. Grades earned in Exceptional Education classes and Work Skills Curriculum receives the same grade points as any other class.
6. "Honor students" are those students having a 3.0 GPA for two years in junior high or four years in high school.
7. Acknowledgement of Honor Students will take place each Semester on Awards Day.

d. Assessments

Cheyenne-Eagle Butte School utilizes assessment (testing) as an important part of the instructional program. Students are assessed for three (3) benchmark periods (Fall, Winter, Spring) to determine which concepts and skills they have mastered and which ones they need additional help on. Also, students in grades 3rd – 8th and 11th are required to take the state-mandated test (Smarter Balanced). Finally, EC teachers use a wide variety of assessments as evaluation tools. Since assessment (testing) is used to make instructional decisions, students must test unless an individual student plan states

differently. Students are expected to complete MAP (7th- 12th), the Smarter Balanced English Language Arts and Math tests (7th, 8th, and 11th), and the South Dakota Science Assessment (SDSA) science test (8th and 11th). All students will take all required tests for their grade level according to the Native American Student Information System (NASIS)/Infinite Campus. Students are not allowed to opt-out of assessment (testing), since it is used to make instructional decisions.

- **Measures of Academic Progress (MAP) Assessments** are achievement tests in math, reading, and science in grades 7th-12th and students take the tests on the computer three times during the school year (Fall, Winter, Spring). Learning Continuum lists specific math, science and reading skills and concepts by achievement level. It is the continuum that drives instruction to improve students' Smarter Balanced and South Dakota Science Assessment scores.
- **Smarter Balanced Tests** are computerized online state assessments that measure student proficiency in English Language Arts and Mathematics and are aligned to the South Dakota State Standards.
- **South Dakota Science Assessment (SDSA)** is the state's science assessment.

e. Student Academic Reports (Progress Reports)

All EC II/III students show academic progress by earning credits towards graduation requirements each semester, or as stated on the student's plan. Mid-Term Progress Reports for all EC students will be sent in the middle of each quarter to all parents/guardians. These reports will list all classes and simply indicate if satisfactory progress is being made in each course. If there is a concern with academic progress of any student, a meeting may be held if requested by the student, teacher, parent/guardian or EC Principal.

f. Parent Portal

Parents/guardians are welcome to sign up for Parent Portal access with the EC Clerk. This program is a part of the school's Campus software, and can be used to check final semester grades via the C-EB website (www.ohitika.com) and the Campus log-in tab. For additional information parents/guardians may contact the EC Office.

g. Homework Policy

To meet the School Board's policy regarding weekly homework, to increase engagement, and to improve home/school relations, EC teachers will use this policy with discretion, recognizing the uniqueness of program design and student needs. EC students are allowed to take book-based class work home daily.

h. Less than Proficient Reports (Standardized Assessment Reports)

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

i. Retention (and Social Promotion)

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.

If retention is considered, parents/guardians will be consulted. A decision will be determined following parental input.

j. Response to Intervention (RtI)

RtI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior incidents. (Refer to pages 76-78 for more information on EC Response to Intervention.)

k. Special Education Services

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

i. Special Education Services

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

ii. 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.

iii. Extended School Year (ESY) Services: CFR 300.106

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

(a) General

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

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

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

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

iv. Special Education Referral Process-Special Education Flowchart (next page)





CEB Special Education Referral Process - Special Education Flowchart

1. Recognition

Student exhibits atypical needs as compared to peers.

2. Pre-referral

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

Student is provided a minimum of (2) scientifically researched-based interventions by HQT, implemented with fidelity.

Note: *Recommended timeframe: Between 8-16 weeks.*

3. Referral

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

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

4. Evaluation

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

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

5. Eligibility

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

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

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

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

6. IEP Process (IEP and LRE)

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

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

7. IEP Implementation (FAPE)

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

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

8. IEP Review

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

9. Reevaluation

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

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

v. Gifted and Talented Services

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

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

1. Recognition

Student exhibits atypical strength as compared to peers.

2. Pre-referral

Referring staff member and/or parent/guardian refers to the gifted and talented team.

3. Referral

Student is officially referred for evaluation for gifted and talented services with written documentation.

4. Evaluation

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

5. Eligibility

Evaluation team determines if the student is eligible according to the Code of Federal Regulations. The team will consist of parent/guardian, gifted/talented teacher, administrator, general education teacher and any other individual who was part of the evaluation process.

6. Individual Education Plan Process (IEP)

A multi-disciplinary team of parents/guardians, both a general and gifted and talented teacher, an administrator, related service providers (if relevant) and student,

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) year for intellectual ability, creativity/divergent thinking, and academic aptitude/achievement. The comprehensive evaluation is valid for (1) year for leadership and visual/performing arts. The reevaluation is required for determining continued eligibility for services. If the student no longer meets eligibility criteria, there will be an exit meeting and the student will be dismissed from services and his/her IEP will end.

vi. 21st Century

The 21st Century Community Learning Center seeks funding to serve students within a K-12 elementary, middle and secondary school and dormitory system by providing educational, recreational, health, and social service programs for students and their families. This funding provides reading and math academic enrichment, homework centers and tutors, summer learning programs, and a broad array of cultural, developmental, and recreational opportunities.



CO-CURRICULAR ACTIVITIES

Co-Curricular activities are all school-sponsored events, programs and activities in which C-EB Junior High, C-EB High School, E.A.G.L.E. Center are represented. EC students are allowed to participate in all school activities and clubs. All rules that apply to classroom behavior also apply to school-sponsored events. Participation by students in any activity during school day which requires them to leave the EC must be approved by EC Principal in advance.

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

1. Athletics (including practice)
2. Band
3. Cheerleading
4. All Club/Organizations Activities
5. Non-Academic Trips
6. All activities in which Cheyenne-Eagle Butte School is represented

GO BRAVES!

Any citations for behavior and/or unexcused absences or tardies may disqualify student from participating in that activity as determined by EC Principal.

a. Student Organizations

EC 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 use of school facilities, audio-visual equipment, announcements in the school paper and other media shall be made through normal channels and with normal protective controls to approved, organized student organizations. Any official student publication of the school or publication of any student organization shall enjoy freedom of expression and opinion within the Student Rights guideline.

b. Field Trips

C-EB E.A.G.L.E. Center Program is committed to offering academic, athletic, cultural, enrichment, fine arts, and transition field trips.

c. Field Trips Expectations

While each field trip varies in type, these guidelines will be considered for student participation on a field trip:

1. Academic – is the student making adequate academic progress?
2. Attendance – does the student have 94% or better attendance? Does the student consistently show punctuality?
3. Behavior – does the student's behavior log indicate consistent self-management?
4. Final determination will be made by EC Principal.

d. Parent/Guardian/Student/Class/Community Fundraising

Fundraising must be approved by the building principal prior to the fundraising event. Fundraising at athletic events must be approved by the Activities Director and EC Principal notified. The "Request to Sponsor Fundraising Activity" form must be filled out and returned with two signatures to the Activity Funds Director (BIE Data Clerk). A copy of the form also goes to the appropriate building principal and is filed by the organization advisor. The money raised is to be turned in to the Activity Funds Director within 2 school days. Funds will then be deposited into an activities account. When the organization wishes to withdraw funds, a form will be filled out requesting needed amount.

e. Sports Physicals

All students participating in athletics must have a physical prior to their participation in any sport. Forms for athletic physicals are available from the Activities Director or the EC office. It is required that a parent/guardian sign a consent slip at the time of registration in case of medical emergency.

f. Eligibility

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

1. Student's attendance must be 94% or better.
2. Student must fulfill their attendance requirement per their Individual Accommodation Plan (IAP) the day of and after the activity unless excused by the EC Principal. For weekend activities, attendance is required on the final day of school. In case of an emergency, the EC Principal is the only person who can make an exception to this rule.
3. Student must have passed at least two (2) credits (e.g. 4 half credit classes) in the previous semester. Student must be present for a minimum of twenty (20) hours in a regular five-day school week.
4. Students who earn academic credit during summer school for credit recovery will be able to have those credits applied to their total number of second semester earned credits for eligibility for fall sports. This requires approval from building principals or designee and each student has an EC Summer School Agreement form completed.

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

1. You have reached your 20th birthday.
2. You have attended more than four (4) first semester and four (4) second

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

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

g. Procedure for Dismissal of Student from a Co-curricular Activity

1. Requirements of the Activities Director
 - The student shall be notified of school policy which affects the activity they are participating in. This will be in writing.
 - The student shall be notified of any additional requirements of his/her particular activity. This will be in writing.
 - Each sponsor/advisor/coach is expected to carry out the rules.
2. Requirements of the Principal
 - The student shall be advised in writing, of the violation. If done verbally, it shall be done in private. The student will be granted a hearing if excluded for the remainder of the season/year.
 - The student shall be given the chance to explain his/her position regarding the said violation.
 - The parent/guardian of the student shall be notified of the violation and explanation will be given as to the reason for dismissal or potential violation.
 - The school shall provide for a conference, which may include student, parent/guardian, sponsor, advisor, coach, administrators, and witnesses if requested by student or parent/guardian.

h. Student Support of Student Activities

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

i. Parent/Guardian Support of Student Activities

(Refer to page 17 for this information.)

j. Dances

Cheyenne-Eagle Butte dances are provided for the Cheyenne-Eagle Butte High School/E.A.G.L.E. Center students unless other attendees are approved by EC Principal at least a week in advance. No student will be allowed to leave the dance and re-enter for any reason. No person will be allowed to purchase a ticket or enter the dance if any chaperone believes that such a person has been drinking or abusing any other substance and or above the age of 19 years old.

1. Chaperones will be pre-arranged in accordance with the application to sponsor a dance. The following is a list of the minimum number of chaperones for a dance:
 - Teachers/Staff
 - Administrator
 - Parents/Guardians
 - Police Officer
2. The police department at frequent intervals during the dance will patrol the parking lot.
3. Dances will run from 8:00 p.m. to 12:00 p.m. unless an athletic event delays the starting time.
4. Prom is an exception because it is a formal event. Students attending the prom will be dressed in formal attire. (Collared shirt, dress slacks, dresses, for example).
5. All of these guidelines are subject to EC Principal discretion.



VALUABLE RESOURCES



a. Teacher Qualifications (Parents'/Guardians' Right to Know)

The federal Elementary and Secondary Education Act (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 a parent/guardian is interested in this information, they may send a written request to the EC Principal, who will provide a response to the request.

b. Cheyenne-Eagle Butte Parent/Guardian Involvement Policy

(Board Approved May 8, 2017)

NOTE: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents/guardians of participating children a written parental involvement policy that contains information required by section 1118 of the Every Student Succeeds Act (ESSA) (parental involvement policy). The policy concerning how to submit comments concerning Federal Programs is in this student handbook. Every parent/guardian receives a copy of the handbook at registration each year.

PART I. GENERAL EXPECTATIONS

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

- Consistent with section 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 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.





HEALTH, SAFETY, AND SECURITY

a. Health/School Nurse

Head Lice:

Regular checks for head lice will be made within the school. If a student is found with lice, they will be sent home until the problem is cleared up and they return with medical clearance. Medical clearance can be obtained through IHS or the CHR Program.

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:

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

1. Prescription Medication: Any parent/guardian wishing to have prescription medication for their student in school must provide the medicine with the doctor's instructions for administering the medicine to the EC Clerk and must sign a consent form for the administration of the medication. Any student having prescription medication in their possession also must turn in medication to EC Clerk upon arrival. All required prescription medication will be dispensed by EC Clerk or trained staff.
2. Over-the-counter Medication: Any student having over-the-counter medication in their possession must turn in medication to EC Clerk upon arrival. The EC Office also has school-approved over-the-counter medications, including acetaminophen (Tylenol), aspirin, cough drops, and Pepto-Bismol. A parent/guardian must give permission for the student to receive any of these school approved over-the-counter medications at school. This approval will be given at registration.

Student Sent Home for Illness:

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

b. Food Allergies

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

c. Health Emergencies

1. Assess the situation.
2. If the situation is life-threatening or potentially life-threatening, serious, or disabling, immediately contact EMS [911] and follow instructions. Immediately alert School Resource Officer as well.

3. For non-life-threatening emergencies, contact School Resource Officer or hospital ER and follow instructions. Contact parent/guardians as soon as medical care is arranged.
4. EC Principal will contact BIE School Supervisor and District Superintendent as applicable, and the person of first contact will file a BIE Critical Incident Report and submit to building principal.
5. Follow-up as needed.

d. C-EB Suicide Intervention Approach/Suicide Hotline

C-EB SUICIDE IDEATION AND SUICIDE INTERVENTION APPROACH

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

**National Suicide Prevention Life Line Phone Number is
1-800-273-8255, or TEXT 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 EC must have fewer than 30 grams of sugar per serving or no artificial sugar added and must be checked and opened by EC office staff. The EC does not allow energy drinks (to include Kratom and other over stimulating substances), sweetened soda water, or any sweetened electrolyte beverage in the EC building. (Wellness Policy available in EC office)

f. Guidance and Counseling

The Guidance and Counseling Program at the EC 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 student by calling the EC Principal and asking to speak with a counselor. EC staff can complete a counselor referral form for EC students as well. In the area of career awareness, students in grades 9-12 will be given the opportunity to work out career/vocational plans for themselves and are expected to use the Career Cruising/SDMyLife program on a regular basis. Students may see any counselor per their request. There are referral forms available for school-contracted counselors from the EC Principal.

g. Mandatory Reporting

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

Public Law 101-647, (Codified in 42 USC § 13031), Crime Control Act of 1990, Subchapter IV – Child Abuse Reporting, requires that any person who, while in a professional capacity or activity on Federal land or in a federally operated (or contracted) facility learns of facts that give reason to suspect that a child has suffered

an incident of child abuse, shall as soon as possible make a report of the suspected abuse to the agency designated to receive the report.

h. Police/FBI Questioning of Students

If a student is a witness (and not the suspected offender) the police officer may question a student 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 student and/or give permission for their student to be questioned.

i. Security

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.

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

k. Behavior

i. Due Process

All students are guaranteed due process rights as set forth by SDCL 13-31-4. Eagle Butte School District 20-1 is in compliance with standards established by the State Board of Education. Those standards are:

- (a) Adequate notice of charges will be made.
- (b) Reasonable opportunity to prepare for and meet the charges will be given.
- (c) An orderly hearing adapted to the nature and circumstances of situation will be conducted.
- (d) A fair and impartial decision will be rendered.
- (e) Article 24:07 of the Administrative Rules of South Dakota will be used to outline procedures and the definition of due process.

ii. Short-Term Disciplinary Actions

Building Principal can recommend short-term disciplinary actions not to exceed 10 days.

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 of fair procedure or due process.

This includes the right to:

- (a) be informed of conduct which would result in disciplinary action against the student.
- (b) be notified of any rule violation.
- (c) an explanation of the evidence supporting the charge.
- (d) an opportunity to present the student's side of the story.
- (e) a penalty that is proportionate to the violation.

For all short-term disciplinary actions, students will have an informal administrative hearing with the EC Principal.

iii. Long-Term Disciplinary Actions

Superintendent/School Supervisor can recommend disciplinary actions not to 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, refer to page 48). The Cheyenne-Eagle Butte Cooperative Board shall serve as the Hearing Board for Expulsions and Long Term Suspensions. 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.

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

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

I. Student Disciplinary Procedures

i. Timeout (Reflection Room)

A designated area used for students struggling with self-management to write a plan to help change behavior. The use of the Reflection room can vary from 15 minutes or more as determined by the EC Principal or designee.

ii. In School Suspension/Out of School Suspension

- (a) EC uses the term "Reflection Room" in lieu of "In School Suspension (ISS)."
- (b) EC uses the "EC III Interim Schedule/Setting" (e.g. home study or on-site learning) to accommodate students and support positive improvements for academics and/or behavior in lieu of "Out of School Suspension (OSS)."

iii. Disciplinary Action

The EC Principal is empowered and directed to use discretion in the enforcement and application of the provisions stated in the discipline policy (refer to pages 45-48). 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.* Weapon and drug offense penalties are determined by the Cooperative School Board.

m. Discipline Policy (Behavior and Consequences)

- i. (1) Distribution and/or purchase of Narcotics, Dangerous Drugs, Controlled Substances, or Alcoholic Beverages on school campus or school functions (CRST law and Order Code – Sec. 3-4-105 Contributing to the Delinquency of a Minor...is a Class B Offense)**
- ii. (2) The Use of and/or Possession of and/or Being Under the Influence of Narcotics, Drug Paraphernalia, Dangerous Drugs, Controlled Substances, Alcoholic Beverages or any other alcohol-based product used with the intent to alter behavior on school campus or at school functions (CRST Law and Order Code – “Possession or consumption of an alcoholic beverage...by a person under 18 is a Class C Offense); Over-the-counter Drugs**
- iii. (3) Assault on School Premises on Faculty or Assault Student-to-Student**
- iv. (4) Fighting or Instigating a Fight**
- v. (5) Vandalism, Stealing, Extortion, or Falsifying Information**
- vi. (6) False Fire Alarms**
- vii. (7) Bomb Threat**
- viii. (8) Starting a Fire**
- ix. (9) Threatening Staff and/or Student(s)**

Consequences for items 1-9 (i-ix) above:

- Juvenile Authorities will be contacted
- EC III Schedule (Conference with parent/guardian; Referral to Counselor and Four Bands Healing Center as determined by the EC Principal)

An offense may result in a change of schedule, suspension as determined by the EC Principal (informal hearing) or long-term suspension or expulsion (formal hearing) as determined by the Cooperative Board of Education and/or Juvenile Authorities will be notified and a complaint may be filed by the EC.

- x. (10) Intimidating Staff and/or Student(s)**
- xi. (11) Bullying (Involving student who bullies, student who is bullied, and bystanders)**

Consequences for items 10-11 (x-xi) above:

- Juvenile Authorities may be contacted
 - EC III Schedule may be recommended
- Process: Individual conference with each student; school’s Resource Officer contacted at the start of EC’s investigation or fact-finding process; parent/guardian contacted—letter to parent/guardian to include referral for counseling [e.g. with school counselor or Mental Health]; *Anti-Bullying Contract required for all bullying*

incidents—all staff increase active monitoring/supervision accordingly, weekly check-in with the Behavior Manager, and weekly counseling as recommended by RtI Team; if beneficial, a conflict resolution meeting will be scheduled; principal is actively involved in fact-finding process, makes final recommendation(s) for behavior intervention, follows up intervention, and reinforces positive student behavior management. Cyberbullying brought into school by students or parents will be handled by the EC Principal on a case-by-case basis.

An offense involving the items 10-11 above may result in a change of schedule/setting, and/or suspension by the EC Principal (informal hearing) or long-term suspension or expulsion (formal hearing) as determined by the Cooperative Board of Education and/or Juvenile Authorities may be notified and a complaint may be filed by the EC. Bullying references: 12/9/12 CRST Anti-Bullying Act (Resolution) and 2012 SD Senate Bill No. 130 & Amendment.

xii. (12) The Use or Possession of Tobacco, Lighters, Matches, or E-Cigarettes any vape/vapor products (e.g. JUUL products) on School Premises – Possession of Lighters and Matches are not referred to Four Bands Healing Center (FBHC).

Consequences:

- | | |
|-----------------------------|---|
| 1 st Offense | Warning (parent/guardian contacted.) |
| 2 nd Offense | Reflection Room (Resource Officer Contacted; Conference with parent/guardian; Referral to school or other counselor) |
| 3 rd Offense | <u>Contract</u> with Behavior Mgr. (Resource Officer contacted; Conference with parent/guardian; Referral to school or other counselor & Four Bands Healing Center (FBHC)) |
| 4 th Offense | EC III Schedule (Conference with parent/guardian; Referral to school or other counselor or FBHC) |
| 5 th + Offenses: | Conference with parent/guardian to select best option as determined by EC Team or by EC Principal. |

Options:

- Parent/guardian or designee will attend school with child;
- EC III Schedule;
- In-School Suspension;
- Out-of-School Suspension;
- Service to the School or Service to the Community; OR
- Other, per EC Principal discretion

An offense involving tobacco and other items above may result in a change of schedule, suspension as determined by the EC Principal (informal hearing) or long term suspension or expulsion (formal hearing) as determined by the Cooperative Board of Education and/or Juvenile Authorities may be notified and a complaint may be filed by the EC.

xiii. (13) Gang-Related Activity or Behaviors

The Cheyenne-Eagle Butte School will not tolerate any gang or gang-related activity or behaviors on school premises. This policy applies to school-sponsored activities as well as during the regular school day.

- No gloves worn in the school or at school-sponsored activities.
- No sunglasses in the school.

- No headgear worn (hoods, caps, hats, headbands, head wraps, hairnets, etc.) in school or at school-sponsored activities.
- No colored scarves/bandannas on school property.
- Clothing must fit well. No oversized clothing is permitted.
- Sagging and baggy pants are prohibited. First offense, parent/guardian is contacted and student will be taken home to change pants. Pants must be belted at the waist and have no excess belt showing or as determined by the Principal.
- Gang-style graffiti on anything is prohibited.
- Throwing hand signs, using verbal gang signals, whistling or any other form of gang signals (includes wearing brass knuckles) are prohibited.
- Gang-related tattoos must be covered at all times in school.
- Individual or group activities/gatherings that are threatening or intimidating to others is prohibited on school premises.

Consequences:

1 st Offense	Warning (parent/guardian contacted.)
2 nd Offense	Reflection Room (<u>Contract</u> with Behavior Mgr.; Conference with parent/guardian; Referral to school or other counselor)
3 rd Offense	EC III Schedule (Conference with parent/guardian)
4 th + Offenses	Conference with parent/guardian to select best option as determined by EC Team or EC Principal.

Options:

- Parent/guardian or designee will attend school with child;
- EC III Schedule;
- In-School Suspension;
- Out-of-School Suspension;
- Service to School or Service to Community
- Other

An offense may result in change of schedule, and/or suspension as determined by the EC Principal (informal hearing) or long term suspension or expulsion (formal hearing) as determined by the Cooperative Board of Education and/or Juvenile Authorities may be notified and a complaint may be filed by the EC.

xiv. (14) Abuse of Digital Equipment (e.g. hitting/pounding or any physical interaction with the equipment that is not for its intended use).

Consequences:

1 st Offense	No computer use for 5 school days (Referral to Counselor)
2 nd Offense	No computer use for 10 school days
3 rd + Offenses	No computer use to end of quarter or semester or as determined by EC Principal

An offense may result in a change of schedule, suspension by the EC Principal (informal hearing) or long term suspension or expulsion (formal hearing) as determined by the Cooperative Board of Education and/or Juvenile Authorities may be notified and a complaint may be filed by the EC.

xv. (15) Cellular Phones, iPods, MP3 Players, Beepers, Pagers, Laser Pointers, CD's, and other electronic devices are not allowed. Upon arrival students are required to turn in any electronic device and corresponding items.

After the first offense (warning), the item confiscated will need to be picked up by the parent/guardian or designee at the end of the quarter, semester or school year as determined by the EC Principal. Any item that is confiscated may be checked by school officials and turned over to federal officials if the situation warrants.

Consequence for Repeated Offenses:

Repeated offenses may result in a change of schedule, suspension by the EC Principal (informal hearing) or long-term suspension or expulsion (formal hearing) as determined by the Cooperative Board of Education and/or Juvenile Authorities may be notified and a complaint may be filed by the EC.

xvi. (16) Student Possession Of, Use Of, and/or Threats to Use Weapons On School Premises or at School Sponsored Activities—C-EB 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 events. No firearms are permitted on any school premises, including school vehicles or any vehicles used for school purposes, all buildings and other facilities used for school functions. This policy also applies to school activities that take place outside of Eagle Butte. An exception would be weapons under control of law enforcement personnel, starting guns at athletic events, firearms or air guns at firing ranges, gun shows, and authorized supervised training sessions for the use of firearms.

- Students in possession of miniature weapons as part of an action figure set or toy weapons such as water pistols will be subjected to appropriate disciplinary action.
- If any student brings a firearm to school, any disciplinary action will be determined by the cooperative school board, and the student will be referred to law enforcement authorities.

Dangerous weapons include but are not limited to firearms, BB guns, knives, utility knives, explosive or incendiary devices, rockets or missiles, live ammunition, lancets, razor blades, and any device, instrument, material, or substance that can be and/or is used to inflict death or bodily harm, as well as that which is used as a threat of bodily harm.

Consequence:

An offense may result in a change of schedule, long-term suspension or expulsion (formal hearing) as determined by the Cooperative Board of Education and Juvenile Authorities notified and a complaint may be filed by the EC. Weapon penalties are determined by the Cooperative School Board.





SCHOOL BUILDINGS AND GROUNDS

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.

EC Building Entrance:

For safety purposes all stakeholders must “ring” for office entrance approval.

School Premises Pass:

EC students must have a pass from the EC Office to be in the C-EB High School and/or Junior High areas at any time during the school day, from 7:00 a.m. to 3:45 p.m.

b. Security

Cheyenne-Eagle Butte School has an Emergency Preparedness Plan, Continuity of Operation Plan (COOPlan) (board approved). Procedures will be posted and explained to students for the following events: bomb threats, tornado and other weather warnings, fire evacuations, and lock-downs. Students need to be visually aware of the five emergency exits (lights) in the E.A.G.L.E. Center.

c. Media Center (High School Library)

If a student is doing research for a class or wants to check-out a book for personal reading, an EC teacher can give permission for the student to visit the High School Media Center. The EC Clerk will write the student a pass.

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 were issued. Students are responsible to pay for any lost or seriously damaged school property. If students do not return a textbook or make restitution, they may not be allowed to check out additional books. Students are expected to demonstrate responsibility in returning materials to the High School library. Also, seniors must have all library books returned; it is a senior Exit requirement.

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.

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.

h. Outdoor Activities

- i. Recess: EC does not have recess.
- ii. Lunch Break: Weather/circumstances permitting, students have an option of leaving cafeteria 15 minutes early with supervisor(s) to designated outdoor area or remaining in cafeteria for the remainder of lunch break with a supervisor(s). Leaving early with a supervisor is a privilege.



TRANSPORTATION

a. School Buses

Buses arrive at horseshoe area between 7:40 a.m. and 7:50 a.m. Buses leave between 3:35 p.m. and 3:40 p.m. from the horseshoe area. In the event of inclement weather when country bus transportation is cancelled, it is cancelled for both a.m. & p.m. transportation runs.

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.

c. Student Vehicles

In the interest of safety, we ask students to park their motor vehicles (including motorcycles and dirt bikes) immediately upon arriving at the EC and leave them parked until the student is officially dismissed from the EC. Should the need arise, a student may be granted permission to drive or move his or her vehicle during the day. Parking areas that are off-limits for student vehicles include the area in front of the bus garage and facility management garage. Parent/guardian approval may be required as determined by the EC Principal.

d. Bicycles

The same expectations that apply to motorized vehicles also apply to bicycles. Bicycles that are ridden to school must be parked immediately on arrival.

e. Skateboards, Roller Skates, Roller Blades, Scooters, Heelys, Snowboards

If any of the above items are brought to school, they are to be checked in at the EC office upon arrival. If they are used during the school day, staff may ask for them, and parents will be contacted to pick them up. If a student refuses to comply with the confiscation request it will be considered a lack of Program Support and appropriate action will be taken.



**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 (fax), or ocr.KansasCity@ed.gov (email).

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

PROGRAM	CONTACT PERSON	ADDRESS	PHONE NUMBER	EMAIL
District 20-1 Federal Programs: Title II, Title III, Title VI, Title IX, IMPACT Aid, Perkins, JOM	Carol Veit, 20-1 Superintendent	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	carol.veit@k12.sd.us
BIE School Supervisor Title IX	Dr. Juanita Becenti BIE Supervisor/Principal	PO Box 672 Eagle Butte, SD 57625	605-964-8777	juanita.becenti@bie.edu
District 20-1 SPED Director	Rebekah Smith 20-1 SPED Director	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	rebekah.smith@k12.sd.us
BIE Jr. High Principal	Dr. Kathie Bowker Jr. High Principal	PO Box 672 Eagle Butte, SD 57625	605-964-7841	kathie.bowker@bie.edu
BIE High School Principal	Francine Hall BIE High School Principal	PO Box 672 Eagle Butte, SD 57625	605-964- 8744/8755	francine.hall@bie.edu
BIE SPED Director	Carla Blue Coat Acting BIE SPED Director	PO Box 540 Eagle Butte, SD 57625	605-964-7920	carla.bluecoat@ohitika.com
BIE Primary Principal	Leslie Logg Acting Primary Principal	PO Box 672 Eagle Butte, SD 57625	605-964-7920	leslie.logg@bie.edu
BIE Primary Section 504 Coordinator	Megan Simon Section 504 Coordinator	PO Box 672 Eagle Butte, SD 57625	605-964-7920	megan.wright@bie.edu
District 20-1 Title	Cora Petersen Upper Elementary Principal	PO 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	JoEllen Berndt Upper Elementary Counselor	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	joellen.berndt@k12.sd.us
BIE Activities Director	Allen Benoist Activities Director	PO Box 672 Eagle Butte, SD 57625	605-964- 8744/8755	allen.benoist@ohitika.com
BIE High School Section 504 Coordinator	Jill Kessler High School Counselor	PO Box 540 Eagle Butte, SD 57625	605-964- 8744/8755	jill.kessler@bie.edu
District 20-1 High School Section 504 Coordinator	Lola Blue Earth High School Counselor	P O Box 540 Eagle Butte, SD 57625	605-964- 8744/8755	lola.blueearth@k12.sd.us
BIE Junior High Section 504 Coordinator	Jaime O'Neal Junior High Counselor	P O Box 540 Eagle Butte, SD 57625	605-964-7841	jaime.oneal@ohitika.com
BIE E.A.G.L.E. Center	Dr. Vicki Birkeland EC Principal, School-to- Work Coordinator	P O Box 672 Eagle Butte, SD 57625	605-964- 8771/8773	vicki.birkeland@bie.edu
BIE E.A.G.L.E. Center Section 504 Coordinator	Gina Veo, EC Counselor	P O Box 672 Eagle Butte, SD 57625	605-964- 8771/8773	virginia.veo@bie.edu
CRST Title I	Chip Bird Necklace Director	PO Box 590 Eagle Butte, SD 57625	605-964-8577	chip.birdnecklace@gmail.com

b. Equal Education Opportunities (EEO) Statement

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, or status as a veteran.

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:

- I. Means individuals who lack a ***fixed, regular, and adequate*** nighttime residence and
- II. Includes-
 1. 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.
 2. 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.
 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus and train stations or similar settings; and
 4. Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances.
- III. 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.
- IV. A student who is in a home for CPS placement or in Foster Care does not qualify for assistance.
- V. 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;
 1. 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.
 2. 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
 3. 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 School's 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.

e. 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.

f. Transportation for Homeless Students

Transportation may be provided based on individual needs.

g. 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 solve 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.)

h. 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.

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.

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. "Sexting"—the digital sending or sharing of inappropriate sexual material;
8. Pressure for sexual favors;
9. Touching oneself sexually or talking about one's sexual activity in front of others;
10. Spreading rumors about or rating other students as to sexual activity or performance.

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

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

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.

i. 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.

j. 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 education records that the parent or eligible student believes are 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)

k. 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 Response to Intervention (RTI) 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.

I. Title I

The Cheyenne-Eagle Butte Schools operate 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.

m. 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.

n. Location of School Policies

The Cheyenne-Eagle Butte School-wide policies are available per request from the EC Principal.

SCHOOL, PARENT/GUARDIAN, AND 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 compact is included in each registration packet.

School Responsibilities:

The Cheyenne-Eagle Butte School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards.
 - The school will follow the South Dakota State Standards as a guide for what students should know and be able to do at each grade level.

- Curriculum resources will be research-based to make sure student academic achievement is reliable.
 - The administrative staff will provide high quality leadership.
 - Believe that all students can learn.
 - Respect each student and his/her uniqueness.
 - Teachers and other staff will be prepared and teach with rigor.
 - Be consistent and fair.
 - Provide a quality learning environment.
2. Hold parent/guardian-teacher conferences twice 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 once in the first semester and once in the second semester.
 3. Provide parents/guardians with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - Keep parents/guardians informed on their child's progress through mid-term progress reports and quarterly report cards.
 - Notify parents/guardians if child is academically performing below 80% in any subject area.
 - In addition parents/guardians may be contacted by telephone to report academic or behavior concerns.
 4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows:
 - The parent/guardian can call a staff member to inquire about when they are available for a consultation. If staff members are in class they will return your call to set up the meeting time.
 5. Provide parents/guardians opportunities to visit their child's classroom and observe classroom activities.
 - Parents/guardians will be invited to participate in school activities on an ongoing basis.
 - Parents/guardians are encouraged to visit your child's classroom; please contact the principal at least one-two days in advance. The principal will notify the teacher of the time and date of the arranged visit.
 6. Inform parents/guardians and students of upcoming events in a timely manner.
 - Communicate by sending notes home, mailing information, or by school reach.
 7. Provide parents/guardians and students with a grade level framework so they know at the beginning of the year what they will be expected to learn.

Parent/Guardian Responsibilities:

I, as a parent/guardian, will support my student's learning in the following ways:

1. Believe in my student.
2. Discuss with my student his/her goals on a regular basis.
3. Respect my student, myself, and others responsible for my student's education.
4. Talk to my student about school.
5. Monitor attendance.
 - Make sure my student is in school.
 - Send my student 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 my student needs help.
 - Make sure the homework is done, signed off on by a parent/guardian, and returned to school daily.
 - Praise my student when homework is completed.
 - Encourage my student to read or read with him/her daily at home.
 7. Visit my student's classroom to observe.
 8. Participate in school activities with my student.
 9. Stay informed about my student's education and communicate with the school by promptly reading all notices from the school and responding appropriately.
 10. Participating, as appropriate, in decisions related to my student'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 (PAC).

Student Responsibilities:

I, as a student, will be responsible for my own learning and will:

1. 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 parent/guardian 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 _____



E.A.G.L.E. CENTER PROGRAM

THE EAGLE REPRESENTS:



WINGS TO TAKE YOU WHEREVER YOU GO IN LIFE!
VISION TO SEE THE FUTURE!
VOICE OF POSITIVE INFLUENCE!
CLAWS FOR WORKING HARD!

Cheyenne-Eagle Butte Mission Statement

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



E.A.G.L.E. Center Mission Statement

To empower all learners to succeed using blended learning and instruction, nurturing cultural, academic, and personal growth, and supporting students’ natural motivation to learn, resulting in a stronger sense of well-being.



E.A.G.L.E. Center Motto

“Good, better, best—never let it rest ‘til the good gets better and the better is best!”



PURPOSE OF PROGRAM

The E.A.G.L.E. Center (EC), as part of the Cheyenne-Eagle Butte (C-EB) School, acknowledges that some students experience academic, behavioral, emotional, and life challenges which put them at risk. The purpose of the EC is to assist these students by implementing an credit recovery and intervention program that provides a multi-dimensional approach to learning. This educational approach (**E.A.G.L.E.** acronym) involves **E**ducation, **A**ssessment, **G**oal Setting, **L**ife Skills, and **E**mployment. At any given time, the EC I program can accommodate ten students and the EC II/III programs can accommodate fifty students, for a grand total of sixty students. EC I/EC II/ EC III emergency placements will be considered but not to exceed a grand total of sixty-five students.

Program Descriptions

E.A.G.L.E. Center I:

The EC Program is for at-risk students ranging from 13-16 years of age in grades 7- 8 who have had significant academic difficulties within the regular school program. This program serves a maximum of ten students. Administrative discretion may be used.

E.A.G.L.E. Center II:

The EC Program is for at-risk high school students (grades 9-12) who are experiencing specific school or life challenges. To be eligible, students may be 5th year seniors, young parents, or lack credits to graduate (not an all-inclusive list). The C-EB High School principal or designee may place up to fifty students in the EC II program per semester, but that total of fifty students includes all EC students from the previous semester who have maintained good standing by earning credits towards graduation requirements and maintaining positive attendance. All enrolled EC students in good standing have priority, and the EC principal reserves the right both to recommend continuation of any student in the EC program and to accept emergency placements above the maximum of fifty not to exceed a grand total (EC I/EC II/ EC III) of sixty-five students.

E.A.G.L.E. Center III:

This is an Interim Alternative Educational Schedule/Setting (IAES), and the student will be able to progress in the general curriculum with a schedule and accommodations unique to the student. An IAES may be used if a student's transition placement is pending (per Individual Accommodation Plan, Individualized Education Program/Plan, or Section 504 Accommodation Plan, and per Behavior Policy) or as determined by the EC Principal. Students must attend school daily from 8:15-3:15 as documented by the required daily sign-in and sign-out sheet. Any deviation from daily required program attendance must be approved by EC Principal and requires supportive documentation. Documentation to support a schedule change may include parent status or documented medical recommendation (not an all-inclusive list), or behavior. EC III academic schedules require a minimum of five hours per week.



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

The acronym E.A.G.L.E. best explains the program's goals.

E – EDUCATION:

The EC Program will help strengthen student learning, improve opportunities to learn, and increase parental and community support and involvement through offering a research-based/technology-based instructional curriculum and book-based classes congruent with state standards/common core standards (per C-EB Common Core Standards Plan).

Our research-based/technology-based curriculum utilizes several computer-based programs: Anywhere Learning Systems (ALS), Acellus Academy, and Achieve 3000. ALS features: **a)** the full range of core academic subjects: Language Arts, Math, Science, Social Studies; **b)** classes assigned by subject and standards; **c)** direct instruction methodology: Study, Practice, Test, Essay; and **d)** prescriptive instruction based on state standards. ALS provides a system for managing, reporting, and tracking student progress and a full multimedia authoring system, which enables teachers to create and modify content easily and ensures that the lesson content is not outdated.

Acellus Academy is a web-based learning program that offers individualized instruction to students and addresses students' individual and unique learning styles. The interactive system delivers quality video-based instruction from highly accredited teachers, supplemental reading material, and special writing assignments to implement a blended learning curriculum that empowers students to be college and career prepared.

Achieve 3000 is a web-based literacy program that builds vocabulary and comprehension skills specific to informational text, and can be used to build writing skills across the curriculum. This program distributes assignments and assessments to an entire class, but tailors them according to each student's Lexile level. This ensures skill mastery, steady growth, and improved test scores for all students. This program will be used in Language Arts and Social Studies courses.

A – ASSESSMENT:

Cheyenne-Eagle Butte School utilizes assessment (testing) as an important part of the instructional program. Students are assessed for three (3) benchmark periods (Fall, Winter, Spring) to determine which concepts and skills they have mastered and which ones they need additional help on. Also, students in grades 3rd – 8th and 11th are required to take the state-mandated test (Smarter Balanced). Finally, EC teachers use a wide variety of assessments as evaluation tools. Since assessment (testing) is used to make instructional decisions, students must test unless an individual student plan states differently. Students are expected to complete MAP (7th-12th), the Smarter Balanced English Language Arts and Math tests (7th, 8th, and 11th), and the South Dakota Science Assessment (SDSA) science test (8th and 11th). All students will take all required tests for their grade level according to the Native American Student Information System

(NASIS)/Infinite Campus. Students are not allowed to opt-out of assessment (testing), since it is used to make instructional decisions.

- **Measures of Academic Progress (MAP) Assessments** are achievement tests in math, reading, and science in grades 7th-12th and students take the tests on the computer three times during the school year (Fall, Winter, Spring). DesCartes (“day-cart”) is a continuum that lists specific math and reading skills and concepts by achievement level. It is the continuum that drives instruction to improve students’ Smarter Balanced and South Dakota Science Assessment scores.
- **Smarter Balanced Tests** are computerized online state assessments that measure student proficiency in English Language Arts and Mathematics and are aligned to the South Dakota State Standards.
- **South Dakota Science Assessment (SDSA)** is the state’s science assessment.

G – GOAL SETTING:

Setting positive and realistic goals is a crucial component of this program. The aptitude and interest inventories available on Career Cruising will empower students to make informed decisions about their future. The Career Cruising program allows staff members to assist students in setting appropriate goals that can be realized. The counselor or other school staff members assist all 9th graders with their Personal Learning Plans (PLPs) that serve as a roadmap to a student’s high school career. In addition, the counselor assists all 10th graders with their Ability Profiler that helps students understand how their aptitudes and abilities relate to the careers that match their interests.

L – LIFE SKILLS:

When students are confronted with personal or societal conflicts, they may not have the life skills they need to succeed. Students are offered a wide range of career classes such as Career Essentials, Choices, Career Box, Careers and Independent Living Skills. These classes are necessary for young people and adults to function successfully in everyday life. They are immediately relevant to learning, at the same time extending critical-thinking and problem-solving skills. Weekly transition class promotes post-secondary readiness.

E – EMPLOYMENT:

The employability of the workforce in the local area is a vital area for the EC program. In order to address this issue, the proposed system will include curriculum that uses applied instruction to teach the basic skills required for particular job areas. This approach satisfies the requirements for the School-to-Work Program. It can be an excellent tool for preparing young people for post-secondary job training, earning credit, while at the same time, preparing adults to be “job-ready” in a time-efficient manner. The program will be used in conjunction with the aptitude and interest inventories. The customization capabilities of this job skill component of the program will enable the development of partnerships with local businesses to prepare a future workforce with job-specific basic skills. School-to-Work Handbook is available upon request.



EC PROGRAM INFORMATION

8:15 a.m. - 3:15 p.m. Monday—Friday

Computer Classes/Book-based Classes

Lunch at cafeteria 11:45 a.m.-12:15 p.m.

EC Program Introduction

The EC Program is for approved students in grades 7-12. Students attend school as stated on their individual plan and take classes as listed on their EC Academic Plan. All students have an Individual Accommodation Plan (IAP).

Academic Program Design

Our model of education could be called “blended learning/instruction,” based on both computer and book-based classes. All book-based class assignments must be handed directly to the teacher of that class or turned into the teacher’s designated area. All students are responsible to self-manage their academic behavior and progress.

EC Monthly Bulletin and Calendar

A monthly bulletin & calendar is sent to parents/guardians and posted at the EC by the first school day of each month. Two Thursdays each month, as communicated through the EC Calendar, all students will be dismissed at 2:45, including bus and dorm students. Parents/Guardians need to make arrangements in advance for accommodating their students until the buses arrive (3:35 p.m.) and dorms open (3:00 p.m.). If this is a hardship, parent/guardian or student must inform the school counselor at the student placement meeting.

Student Directory: Student information directory includes student names and addresses. If you want to opt out of giving out this information, or displaying this information publicly please submit a written request to the principal at registration. Examples: pictures in the newspaper or on social media, hallway displays, military recruitment requests, honor roll or awards.

Registration

Annual school pre-registration is held in August. Failure to pre-register will result in the student losing their EC slot and registration will be with the regular C-EB school program setting (junior high and high school). Students cannot be automatically registered or placed in the EC Program unless the student finished the previous

semester at the EC setting. Students who are not listed on the EC Student Roster may have been dropped or transferred before the end of a semester and did not return within that semester. These students must request or reapply through the C-EB High School or Junior High building principal or designee to be placed in the EC Program according to the placement process.

School Age Limit—High School/E.A.G.L.E. Center

On 7/15/2019, the C-EB Cooperative School Board voted to change the school age limit to attend the EC from 18 to 21 years of age and to add BIE Supervisor and 20-1 Superintendent in conjunction with the EC Principal as the waiving of participation officials.



Flowchart – E.A.G.L.E. Center Placement

(For student eligibility refer to registration above)

ECI Placement Process

New Student Pre-Placement Meeting –

Scheduling: The junior high principal and the EC Principal agree to a date and time.

Location: The Pre-Placement Meeting will be held at the junior high.

Who attends: The parent/guardian and student are required to attend this meeting. Both principals and designees will also attend.

Requirements: The junior high principal or designee provides a copy of the student's registration forms, current attendance, academic documents, and a completed JH Referral Form. Students need to be placed a minimum of 2 weeks before the EC NWEA MAP Testing begins or be tested in their current placement.

Section 504 or Exceptional Education Transition: If a student is on a Section 504 Accommodation Plan or an Individualized Education Plan (IEP), a transition team meeting will be held at the pre-placement meeting or prior to the student's placement meeting. For Exceptional Education students and if a student is at re-evaluation (eligibility) status, junior high will complete the re-evaluation process prior to the pre-placement meeting. For students on an IEP, the student's current building case manager is responsible for preparing and providing the student's Meeting Notice, Prior Written Notice, IEP, Evaluation Summary Report, Amendment Document, Team Meeting Notes, and Record of Access.



New Student Placement Meeting –

Scheduling: The attendees at the pre-placement meeting will agree to a date and time.

Location: The Placement Meeting will be held at the EC.

Who attends: The parent/guardian and student are required to attend this meeting with the EC Principal or designee.

Required Orientation and Paperwork: EC Principal or designee will provide an orientation that includes review of student's Individual Accommodation Plan (IAP), EC Academic Plan, Program Support, Expectations, and EC Planner/Handbook. The EC Principal or EC Counselor will be responsible for creating an accurate ECI Academic Plan. Following the review the student will sign a form as proof of their orientation.



ECII Placement Process

New students can request for an EC placement with the C-EB High School Principal or designee and if approved, the High School EC Placement Counselor begins the process prior to the student starting at the EC pending available EC student slots as reported by the EC Principal. A new student is defined as any student who has not attended the EC the previous semester. Students need to be placed a minimum of 2 weeks before the EC NWEA MAP Testing begins or be tested in their current placement.

Section 504 or Exceptional Education Transition: If a student is on a Section 504 Accommodation Plan or an Individualized Education Plan (IEP), a transition team meeting will be held prior to the student's placement meeting. For Exceptional Education students and if a student is at re-evaluation (eligibility) status, junior high will complete the re-evaluation process prior to the placement meeting. For students on an IEP, the student's current building case manager is responsible for preparing and providing the student's Meeting Notice, Prior Written Notice, IEP, Evaluation Summary Report, Amendment Document, Team Meeting Notes, and Record of



New Student Placement Meeting: The High School EC Placement Counselor will schedule a placement meeting at the High School. The parent/guardian and student are required to attend this meeting. **All** students have an Individual Accommodation Plan (IAP) and EC Academic Plan that is completed by the High School EC Placement Counselor during the placement meeting. The High School EC Placement Counselor will use an updated NASIS transcript to write the EC Academic Plan. The parents/guardians are given a copy of the EC Planner/Handbook.

Note- EC Counselor: At fall registration for returning students from previous semester (2nd Semester), the EC Counselor completes all required registration forms (original forms go to High School Registrar and copy for EC), and completes students' Academic Plans.



ECII Academic Plan: The EC Counselor and High School EC Placement Counselor are responsible for accuracy on EC Academic Plans, to be checked against the student's transcript. All required classes to graduate must be listed on all junior and senior EC Academic Plans.

Required Paperwork (HS to EC): One full school day prior to a student starting at the EC, the EC Principal receives a copy of the student's registration form(s), original Individual Accommodation Plan (IAP), and original EC Academic Plan. Any schedule modifications must be submitted in writing by parent/guardian for review and possible approval by EC Principal.

Note (EC to HS): Parent/guardian can request in writing prior to the end of a semester that their student attend the C-EB High School. Also, a Section 504 Accommodation Team or Individual Education Plan (IEP) Team can make a team recommendation for C-EB High School educational services.



Student Orientation: All students upon entering the EC Program are provided an orientation by the EC principal or designee(s) that includes review of their EC Academic Plan, Program Support, Expectations, and EC Planner/Handbook. Following the review the student will sign a form as proof of their orientation.

Requirements for Continuation of Academic Learning at Semester

Students are required to earn credits towards graduation requirements each semester or as stated on their Section 504 Plans, Individualized Education Program/Plans (IEP), or Individual Accommodation Plans (IAP) and maintain positive attendance to automatically qualify to return the following semester unless waived by the EC Principal. Five school days prior to the end of the first semester, the EC will provide to the high school principal or designee a list of students who have requested to return to the regular high school program. An EC Student Roster will be provided to the high school

principal or designee before August registration showing students who have meet the requirements to return fall semester. The EC Program will be considered full to capacity with ten junior high students, and fifty high school students. The EC principal reserves the right to accept emergency requests not to exceed a grand total of sixty-five students which includes ECI/ECII/ECIII.

Additional Educational Options

Additional educational options are available to include ECIII, Job Corps, GED (not an all-inclusive list).

Transition to C-EB High School from E.A.G.L.E. Center

1. If a parent/guardian wants their student to attend the C-EB High School, the student can only transfer at the beginning of a semester and the parent/guardian is required to provide a written request ten school days before the end of the semester to EC Principal. During the first two the days of a semester, and if the parent/guardian wants their student to return after being placed in the EC setting they have a two day window to provide a written request for their student to return back to the C-EB High School.
2. If a student requests to go to the C-EB High School and they are with their original graduation cohort and student has positive attendance they will be referred through the EC Team to go to the C-EB High School at semester with parent/guardian support.
3. Dismissal from any EC Program may occur for lack of academic progress (fails to earn credits towards graduation requirements per semester and fails to maintain positive attendance, as recommended by the Rtl/EC Team (reviews academics, behavior, and attendance).

EC Activity Liaison (EC Involvement in JH & HS Activities)

An EC Activity Liaison will be determined at the beginning of the school year. Students need to know the *who*, *what*, *where* and *when* of activities/events. The EC Activity Liaison is responsible for this communication. Getting involved in junior high and high school activities (such as yearbook, fund-raising, Student Council, voting, nominations, Senior Trip, movies, assemblies, and decorating for prom and other dances) is optional for students. Information will be posted or shared daily with students using PowerPoint.

Photos of EC Activities

Photos may be published in the newspapers, school publications, and on the internet.

Internet Policy

Students and parents or guardians will be given the “Conditions and Terms of Use of the Internet in the School” Policy and an Internet Use Student Agreement Form to sign at registration or at the student placement meeting. Refer to pages 76-77 for consequences of computer misuse under Program Support. The Acceptable Use Policy for Cheyenne River Agency Schools is available in the Comprehensive School-Wide Policy binder located in the EC office.

Extended Learning Time

The time from 2:45 - 3:15 p.m. is used for credit recovery, making up attendance, addressing unexcused tardies, truancy, or inadequate academic progress, providing tutoring or academic assistance, and facilitating EC III.



EC ACADEMIC INFORMATION

EC Academic Plan

Each EC student has an EC Academic Plan on file. The High School EC Placement Counselor and EC Counselor are responsible for developing accurate academic plans. All academic course waiver forms, if applicable, must accompany EC Academic Plans.

1. High School EC Placement Counselor is responsible for the development of EC Academic Plans for students transferring from C-EB High School or other schools and any new EC students.
2. EC Counselor is responsible for development of EC Academic Plans for all returning EC students.

EC Individual Accommodation Plan (IAP)

Each EC student has an Individual Accommodation Plan (IAP) on file. The High School EC Placement Counselor and EC Counselor are responsible for developing accurate IAPs.

1. High School EC Placement Counselor is responsible for the development of IAPs for students transferring from C-EB High School or other schools and any new EC students.
2. EC Counselor is responsible for development of IAPs for all returning EC students.

Academic Plan Request Form

Any changes needed to the originally submitted EC Academic Plan must be written on an Academic Plan Request Form from the EC Office. The staff requesting will submit the form to the EC Principal, who will forward it to the EC Counselor to review and approve the form before returning it to the EC Principal for signature. After approval, the form will be placed in "Staff Initial" mailbox and clerk will update EC Academic Plan copy in office binder, EC student Report Card, and EC Progress Report. EC Principal will update original EC Academic Plan located in EC Principal's office. No new request forms will be officially implemented in January until after the second semester starts, but a student may be started in a class as needed per individual teacher discretion.



Junior High School Required Courses:

7th Grade

English

Math

US Geography

Life Science

Lakota Language (pending teacher)

8th Grade

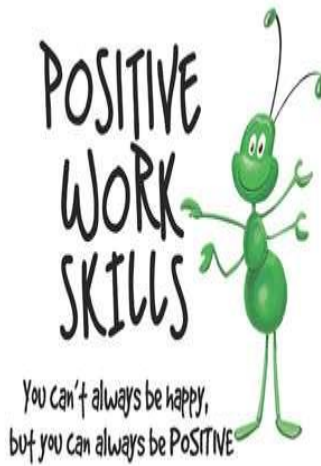
English

Math

US History

Physical Science

Lakota Language (pending teacher)





High School Required Courses:

A student's Personal Learning Plan (PLP) must document a minimum of 22 credits include the following:

1. Four credits of Language Arts – must include: a. Writing – 1.5 credits b. Literature – 1.5 credits (must include .5 credit of American Literature) c. Speech or Debate – .5 credit d. Language Arts elective – .5 credit (e.g. see below) <ul style="list-style-type: none">• Creative Writing• Film and Literature• Literature of a Culture• Research Writing
2. Three credits of Mathematics – must include: a. Algebra I – 1 credit b. Algebra II* – 1 credit c. Geometry* – 1 credit
3. Three credits of Lab Science – must include: a. Biology – 1 credit b. Any Physical Science (Earth Science does not count) – 1 credit c. Chemistry or Physics* – 1 credit
4. Three credits of Social Studies – must include: a. U.S. World Geography – .5 credit b. World History – .5 credit c. U.S. History – 1 credit d. U.S. Government – .5 credit e. Tribal Government-- .5 credit
5. Fine Arts*--1 credit (Refer to page 75)
6. Personal Finance or Economics-- .5 credit
7. Physical Education - .5 credit
8. Health (includes Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) training) -- .5 credit
9. One credit of the following—any combination: a. Approved Career & Technical Education (e.g. EC career classes, School-to-Work) b. Capstone Experience or Service Learning c. World Language (e.g. Lakota Language)

* **Math and Science Waiver:** With school and parent/guardian approval, a student may be excused from this course in favor of a more appropriate course. A student may be excused from Algebra II or Geometry, but not both. A student is still required to take three units of Math. If a student is excused from Chemistry or Physics, the student must still take three units of Lab Science. A waiver must be filled out by the counselor and approved by the parent/guardian. This is completed when the EC Academic Plan is developed.

*Students are not required to earn advanced endorsements to receive a high school diploma. All students must meet the base high school diploma requirements, students may earn advanced endorsements. For more information please use the following URL: <https://doe.sd.gov/gradrequirements/>

South Dakota High School Graduation Requirements

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

ADVANCED ENDORSEMENTS

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

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

ADVANCED ENDORSEMENT REQUIREMENTS

Indicates a student has pursued coursework consistent with entrance requirements for postsecondary education at a university.

4 UNITS OF LANGUAGE ARTS must include: • Writing: 1 unit • Speech or Debate: .5 unit • Literature: 1 unit (must include .5 unit American Literature) • Language Arts electives: 1.5 units	1 UNIT OF FINE ARTS
3 UNITS OF MATHEMATICS must include: • Algebra I: 1 unit • Geometry: 1 unit • Algebra II: 1 unit	½ UNIT OF PERSONAL FINANCE or ECONOMICS
3 UNITS OF SCIENCE must include: • Biology: 1 unit • Other Lab Sciences: 2 units	½ UNIT OF PHYSICAL EDUCATION
3 UNITS OF SOCIAL STUDIES must include: • U.S. History: 1 unit • U.S. Government: .5 unit • Social Studies electives: 1.5 units	½ UNIT OF HEALTH or HEALTH INTEGRATION
1 UNIT OF ANY COMBINATION of the following: • Approved Career & Technical Education • Capstone Experience • World Language	5 ½ UNITS OF ELECTIVES

ADVANCED CAREER ENDORSEMENT REQUIREMENTS

Indicates a student has career experience in a concentrated area, based on academic and/or workplace experience and a related credential.

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

ADVANCED HONORS ENDORSEMENT REQUIREMENTS

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

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

4 UNITS OF LANGUAGE ARTS must include: • Writing: 1.5 units • Speech or Debate: .5 unit • Literature: 1.5 unit (must include .5 unit American Literature) • Language Arts electives: .5 unit	1 UNIT OF FINE ARTS	3 UNITS OF SOCIAL STUDIES must include: • U.S. History: 1 unit • U.S. Government: .5 unit • World History: .5 unit • Geography: .5 unit • Social Studies electives: .5 unit	½ UNIT OF HEALTH or HEALTH INTEGRATION
4 UNITS OF MATHEMATICS must include: • Algebra I: 1 unit • Geometry: 1 unit • Algebra II: 1 unit • Advanced Mathematics: 1 unit (details at sdos.sdbor.edu/require/require.html)	½ UNIT OF PERSONAL FINANCE or ECONOMICS	2 UNITS OF ANY COMBINATION of the following: • Approved Career & Technical Education OR • Modern or Classical Language (including American Sign language); must be in the same language	2 ½ UNITS OF ELECTIVES
4 UNITS OF SCIENCE must include: • Biology: 1 unit • Any Physical Science: 1 unit • Chemistry or Physics: 1 unit • Science elective: 1 unit	½ UNIT OF PHYSICAL EDUCATION		

*** Fine Arts Requirement:** The Cheyenne-Eagle Butte School may decide to offer credit for extracurricular Fine Arts activities. Students may be granted up to one credit in Fine Arts for participation in extracurricular activities. A maximum of ¼ credit may be granted for each activity in each school year.

Academic core content credit may be earned by completing an approved career and technical education course. Approval to offer credit must be obtained through an application process with the Department of Education. The application must include: course syllabus; standards based curriculum; teacher certification; and assessment of standards by methods including end-of-course exams, authentic assessment, project-based learning or rubrics.

Class Standing

Freshmen	-	<5 Credits Earned
Sophomores	-	5 Credits Earned
Juniors	-	10 Credits Earned
Seniors	-	16 Credits Earned



Students must have a minimum of 22 credits to graduate.

Graduation and Commencement Exercises

All seniors will be assigned an advisor during second semester to monitor their academic progress. Students are not required to participate in commencement exercises. If students participate they are required to wear a cap and gown in colors chosen by the graduating class, which will be furnished by the school at no charge to the student and must be returned following the ceremony. It is the student's responsibility to be in attendance or make other arrangements on the date scheduled for measuring and ordering. If a student does not get measured, it will be assumed that he/she will not be participating. Seniors who have not fulfilled their graduation requirements will not be allowed to participate in the commencement exercises. To graduate from Cheyenne-Eagle Butte High School, a student must have completed the last semester of his/her education at the Cheyenne-Eagle Butte School.

Parents/guardians and students are allowed to purchase and adorn (beads, sequins, ribbons, etc.) their graduation cap and gown in traditional designs that have cultural/spiritual significance. The designs can be on the brim or tassel of the cap and on the yoke and/or back of the gown.



Graduating Senior Exit Procedures

1. The student requests an Exit form from the EC Clerk, gets EC teacher/staff signatures for completed coursework, and requests a pass to the high school for signatures from the high school librarian, athletic director, and the EC High School Placement Counselor; upon returning to the EC, the student gets the EC Principal's signature after answering the questions that will give the EC information on the senior student's future plans. IEP students must also complete a summary meeting with EC case manager at the time of senior exit.
2. C-EB School requires 22 credits for graduation.
3. Student must have 94% attendance before the EC Principal signs his/her Exit form.

Work Skills Curriculum

The E.A.G.L.E. Center (EC) is committed to the goal of preparing students for the world of work through the EC's career curriculum and school-to-work components. This is accomplished through career classes such as Career Essentials, Career Box, Careers, Choices, and the state's Next Generation SDMyLife Program. School-to-work credits can be used either as elective credits or as credits for the state-required Career and Technical Education. (EC School-to-Work Handbook available upon request).

Reporting Periods

Report cards will be distributed to the students and parents four (4) times during the school year. Report cards will usually be available for the parent /guardian the second week following the end of each Quarter grading period.

Elevated Academic Opportunity

This opportunity is available per student request and pending availability of courses at the C-EB High School. If funds are available and parents/guardians want their child to be more academically challenged, a written request from the parent/guardian or student can be submitted to the EC Principal. The EC Team will meet to discuss the request and possibly recommend a course through South Dakota's Virtual School.



EC BEHAVIOR INFORMATION

Expectation is the confidence that something will happen. **Expectations** are based on **beliefs** and **values**.

Beliefs are what we think is true.

Values are what we think something is worth.

**The EC Staff has high expectations of you.
We believe that it is possible that we can help you and
We believe that it is important to do so!!!**

Any returning or new students coming into the EC program are provided a strong orientation on **expectations/rules** and **Program Support** (hand-outs for both), consisting of students' responsibility to self-manage their own behavior and follow staff instructions. When they demonstrate self-regulating behavior, they are recognized through EC PBIS with "Caught Being Good" slips, which convert to BRAVES bucks which can be used in the EC Braves Store. For more information about PBIS, refer to page 13.

Response to Intervention (RtI) Action for Lack of Program Support

"Program Support" includes: Computer Misuse, Sleeping/Disengaged Learner, Following Instructions, Accepting Feedback, Adult Relations, Peer Relations (Peer Relations Agreement—Remediation), Boundaries (e.g. inappropriate physical contact),

Inappropriate Comments, Insubordination, Willful Disobedience, Disruptive Conduct, etc. (e.g. leaving school without permission, vulgarity, hickies, inappropriate dress, on school premises without authorized permission, academic dishonesty, etc.). Computer use at the EC needs to be tied to academic work and any programs, websites, etc., must be preapproved by an EC staff and tied directly to required coursework. Students are given one formal write-up and thereafter any misuse will result in action taken which could include moving to pencil/paper work and as available Acellus GoldBook or tablet. Students who are considered adults by tribal definition (refer to page 19) will be sent home immediately for noncompliance and will not remain on school premises during that school day or as determined by the EC Principal.

Response to Intervention (Rtl) Procedure

Response to Intervention (Rtl) Tier I, II, and III levels of intervention will be used to help students with self-regulatory behavior and continue teaching and reinforcing positive behavior using Positive Behavior Intervention & Supports (PBIS), a set of expectations. An offense or repeated offenses under this system may result in a change in academic services, as recommended by the Rtl Team or at the discretion of the EC Principal.

1. Tier I is a Warning for the first behavior of this kind, and involves communicating with student and making connections or linking to the students' behavior. This communication takes place between the student and the Behavior Manager in the EC Office, and confidentiality is adhered to.
2. Tier II is a Contract, and involves communicating and problem-solving with student and parent/guardian; the parent/guardian is invited to a meeting with the student and Behavior Manager, where the student will complete a Contract that demonstrates that continuation of non-compliant behavior will result in a Tier III Rtl Team meeting. The parent/guardian will receive a copy of the Contract with expectations and suggestions for better self-management. A referral will be given to the EC Counselor at this Tier level. This communication takes place in the EC Office, and confidentiality is adhered to.
3. Tier III is an Action Plan, and involves communicating and problem-solving as a team. Student and parent/guardian are expected to attend this meeting and are invited to actively engage with the Rtl Team to develop an Action Plan to support a positive change of behavior. This meeting will take place in the dorm, Wing B conference room



Definition of Terms

Contract Agreement:

May be recommended for prevention or intervention purposes

Formal Hearing Committee:

Shall be the Cooperative Board of Education

Informal Hearing:	Shall constitute a conference between the student and the EC Principal or designee. There is no appeal.
Short-term Suspension:	Action resulting in recommendation for ECIII Schedule/Setting from school for not more than 10 school days with an informal hearing.
Long-term Suspension:	Action resulting in recommendation for OSS for more than 10 but not more than 90 school days with a formal hearing.
Expulsion:	Termination of a student's membership in school and from participation in extra-curricular activities for not more than 12 consecutive months.
Assault	<u>Simple</u> : An intentional physical attack against another person against his or her will. <u>Aggravated</u> : An intentional physical attack against another person against his or her will that causes bodily harm (i.e., bleeding, visible contusions, broken bones) and is serious enough to warrant a call to the police.
Threats and/or Intimidation	Any physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon, and without subjecting the victim to actual physical attack (i.e. bomb threats, threats to inflict bodily harm to the recipient or someone else, and any other such action severe enough to warrant a call to law enforcement)
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).
CRST Anti-Bullying Act	This resolution was passed on December 10, 2012. It recognizes the need for a law to address bullying, harassment, and hazing. The Juvenile Justice Department is authorized to prosecute youth who are in direct violation of this law.
Bullying	Repeated action (physical, verbal, non-verbal,

written, electronic, or otherwise) directed toward an individual, which causes physical hurt or emotional distress, to the extent that the learning environment is perceived as hostile and the targeted student is deprived of educational opportunities. The EC staff recognizes that many psychological issues are involved in both the causes and the effects of bullying, and that anyone involved in bullying (the student who bullies, the student who is bullied, and bystanders) may benefit from a referral for mental health services from the school or the community. The EC also supports all resolutions by tribal, state, and federal governments regarding bullying, such as the CRST Anti-Bullying Act and S.D. Senate Bill 130 and Amendment. For details on EC procedures for bullying situations, refer to page 45 under Item xi (11) "Bullying."

Cyber-Bullying

Methods of bullying with technology such as instant messaging, text messaging, cameras on cell phones used to bully, inappropriate information about students posted on Web pages (for example, in blogs), chat rooms, and social networking sites (e.g. Facebook, Twitter).

Physical Restraint

Permission is granted for staff to restrain a child in the event he or she becomes a danger to him or herself or others.

EC Team

A team (also called EC Rtl Team, Multi-Disciplinary "IEP" Team) comprised of EC staff, parent/guardian or others, per invitation

Response to Intervention (Rtl)

EC staff is the Rtl Team and meets weekly (as needed) to develop an intervention action plan to support student academic or behavior change. The plan may include Check-In Check-Out (CICO) with a mentor and/or ECIII Schedule.

School Resource Officer

Officer may perform searches, investigate incidents, and assist staff when students do not

comply with policy. Officer is authorized to deliver and serve CRST Tribal and Federal Court Subpoenas, or Service Papers or Orders. However, per department policy, CRST Police Officers and School Resource Officers are unable to deliver other paperwork from the school to parents and guardians.

Conflict Resolution

To resolve differences between two or more students; School Resource Officer may be present when counselor or EC Principal does intervention, pending the level of conflict.

Non-Narcotic Substances

To include over-the-counter medication but not limited to: Maxi-Alert, No-Doz, Aspirin, Tylenol, Cough Syrup, Triple C's, synthetics K2, Spice, Salvia, etc...

Distribution or Possession of Controlled Substances

Controlled Substances (marijuana, any products containing THC, narcotics, and other illicit drugs, methamphetamines, prescription medication, opiates, pain pills) are not permitted and may not be distributed on school premises or at any school function.

Drug Paraphernalia & Biohazard Materials

Any devices that are utilized/intended/ associated with/for drug use (pipes, vapor pens, zig-zags, needles, etc.). Any such items will be confiscated and not returned.

Search

It is the inherent right of school administrators to inspect school desks, and/or other storage spaces remain the property of the school; and school officials have the right of access at any time for probable cause. Refer to Search and Seizure on pages 42-43.



Administrative Discretion

The EC Principal is empowered and directed to use discretion in the enforcement and application of the provisions stated in the behavior policy except for weapons and drug violations that require a Cooperative School Board hearing. The range of disciplinary action that may apply to behavior offenses serves only as guideline. The range of disciplinary action may not be applicable to all behavior offenses, incidents, and/or circumstances. When disciplinary action is warranted, the parent or guardian will be notified by letter, and as needed, a telephone call and/or a home visit.



Wopila Tanka!