

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

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

STUDENT/PARENT/GUARDIAN HANDBOOK



2016-2017

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

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

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.

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!



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

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



Vision

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

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Policy Text Disclaimer

In some cases, an incomplete copy of a policy is included in this handbook. Portions of the policy that deal with topics such as staff in-service or employee use of the policy may not be included. The intent to include a portion of the policy is to cover items that are pertinent to students. A complete copy of the policy is available in the EC Office or Cheyenne-Eagle Butte Schools Administrative Offices.

August 2016

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**Board Approved on
02-16-2016**

2016/2017

C-EB School Calendar

Aug. 10-11 –Pre Registration
 Aug. 22 – BIE Staff Return
 Aug. 23 – 20-1 Staff Return
 Aug. 22-26 – Staff Pre Service
 Aug. 29 – First Student day
 Sept. 2 – No School Staff Dev.
 Sept. 5 – Labor Day
 Sept. 6 – No School Staff Dev.
 Sept. 28 – 1:00 Release/Staff Dev.
 Oct. 3 – PTC 4:00-8:00 p.m.
 Oct. 5 – PTC 4:00-8:00 p.m.
 Oct. 7 – No School PTC Comp Day
 Oct. 10 – Native American Day
 Oct. 26 – 1:00 Release/Staff Dev.
 Nov. 4 – End of 1st Quarter
 Nov. 11 – Veteran’s Day
 Nov. 23 – 1:00 Student Release
 Nov. 24-25 – Thanksgiving Break
 Dec. 14 – 1:00 Student Release
 Dec. 15 – Jan. 3 – Winter Break
 Jan. 2 – New Year’s Day
 Jan. 3 – No School Staff Dev.
 Jan. 4 – School Resumes
 Jan. 16 – Martin Luther King Jr Day
 Jan. 20 – End of 1st Semester
 Feb. 1 – 1:00 Release/Staff Dev.
 Feb. 20 – President’s Day
 Feb. 27 – PTC 4:00 – 8:00 p.m.
 Mar. 1 – PTC 4:00 – 8:00 p.m.
 Mar. 3 – No School PTC Comp Day
 Mar. 20 – No School Staff Dev.
 Mar. 24 – End of 3rd Quarter
 Apr 14-17– No School Spring break
 May 25 – Last Day for Students
 May 25 – 1:00 Student Release
 May 26 – Staff Development
 May 26 - Last BIE staff day
 May 26 – Last Day Certified
 20-1 Staff

February 2017

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30	31					

Holidays- No School	Yellow
Vacation – No School	Blue
Professional Dev. Full day	Orange
PTC No School	Pink
1:00 Release/Staff Development	Green

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.”



Dear Parents/Guardians:

The Cheyenne-Eagle Butte School System is committed to quality education. Communication is an important part of that commitment, and certainly parents/guardians head the list of people with whom educators must communicate.

This handbook was written for parents/guardians by a team of administrators, teachers, parents/guardians and other representatives of the C-EB Schools to provide you with a general overview of services, expectations, and policies related to your child's education. This handbook is approved by the Cooperative Board of Education and is considered policy. Occasionally it is necessary to update the handbook after it has been printed. If that occurs, corrections will be made available in each school's office.

We sincerely hope you find this handbook helpful. Our intent is to provide greater understanding of the instruction your child receives in the Cheyenne-Eagle Butte Schools and to focus on the important role of the parent/guardian.

Please conclude that this publication is a token of our commitment to the success of learning and the direct relationship of students and their families to that success.

We encourage your communication at any time.

Sincerely,

Cheyenne-Eagle Butte Schools



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

- Dr. Vicki Birkeland ➡ Principal, School-To-Work Program Coordinator
- Whitney Thompson ➡ Clerk, Section 504 Assistant, Attendance, Point & Excellent Day Recorder
- Jerica Slocum ➡ Social Studies & Social Skills Teacher
- Michael Scott ➡ Exceptional Education Teacher, Case Manager & Technology Manager
- Lisa Maynard ➡ Education Technician & Attendance Manager
- Vacant ➡ Education Technician
- Christina Osthus ➡ English Language Arts & Social Skills Teacher
- Patricia Harper ➡ Science & Social Skills Teacher
- Deb Gropper ➡ Math & Social Skills Teacher
- Fay “Chug” Garreau ➡ Education Technician & Behavior Manager
- Gina Veo ➡ EC School Counselor, Coordinator Section 504
- Lola Blue Earth ➡ Placement Counselor
- Melissa Neigel ➡ GED® Test Administrator



Parents/guardians may obtain qualifications of their children’s teachers through the EC Principal upon request.



SECTION I PURPOSE

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 alternative 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 fifteen students, the EC II/III programs can accommodate fifty-five students total, and the GED program can accommodate five students total, for a grand total of seventy-five students.

PROGRAM DESCRIPTIONS

E.A.G.L.E. CENTER I:

This alternative program is for students in grades 7-9 who have had significant academic, social, or emotional difficulties within the regular school program and may have exhibited various degrees of disruptive, counter-productive, or withdrawn behavior. This program serves a maximum of fifteen students. Students enter the program at Level I Social Skills status and can advance to Levels II, III and Advanced status. Students who have earned Level III Social Skill status or Advanced status (or other criteria as determined by the EC Principal) may remain in EC I or begin in the regular education program or EC II at semester.

E.A.G.L.E. CENTER II:

This alternative 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-five students in the EC II program per semester, but that total of fifty-five students includes all EC students from the previous semester who have maintained good standing regarding credits (2.5 credits or whatever is specified on their plans) and attendance (94%). 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-five. All individual student plans supersede requirements for continuance in all EC programs.

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, Individual Education Plan, or Section 504 Accommodation Plan, and per Discipline Policy) or as determined by the EC Principal. Book work classes will be made available per student's academic plan, and computer classes may be assigned as determined by the EC Principal. EC III schedules vary, but the minimum requirement for all EC III students is that they attend a minimum of five hours per week or a maximum of 30 hours per week, and they are required to sign in and sign out daily. EC III students count toward the maximum enrollment numbers set for both EC I and EC II, fifteen and fifty-five respectively.

School-Based General Educational Development (GED®) Program:

On November 10, 2014, an additional academic intervention was added to give qualified 16 to 21-year-olds the opportunity to commit to earning a high school equivalency diploma (credential). The EC accepts up to five students at one time for its school-based GED program, and students must apply before being interviewed and selected by EC principal or designee. For more information on this program, refer to Section IV on page 14-15.

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 independent study classes congruent with state standards/common core standards (per C-EB Common Core Standards Plan).

Our **research-based/technology-based curriculum Anywhere Learning Systems (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.

A – ASSESSMENT:

Cheyenne-Eagle Butte School utilizes assessment (testing) as an important part of the instructional program. Students are assessed for three (3) benchmarks 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 3-8 and 11 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-11th), Smarter Balanced (7th, 8th, and 11th), and DSTEP science (8th and 11th) testing.

- **Measures of Academic Progress (MAP) Assessments** are achievement tests in math, reading, and science (8th and 11th grades only) that students take 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 Dakota STEP scores.
- **Smarter Balanced (SB) Tests** are computerized online state assessments that measure student proficiency in English Language Arts (ELA) and Mathematics and are aligned to the Common Core State Standards.
- **DSTEP** is a computerized online state assessment that measures 8th and 11th grade student proficiency in Science.
- **Achieve 3000 (Teen Biz)** provides web-based, individualized learning that is scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance. With satisfactory performance, eighth and ninth grade students in EC I can earn a high school elective credit for this Strategic Reading course. With team and instructor recommendation, EC II students can also earn high school English credit for Strategic Reading.

- **Response to Intervention (RtI)** integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior incidents.
- **Developing Distinguished Readers (DDR) Intervention** is a course designed for students who are interested in improving their reading proficiency through a combination of training in phonemic awareness, phonics, and vocabulary, practice in fluency, application toward real-world tasks, and enrichment activities. EC II students will be invited to participate once a week in Wing B of the dorm. This course meets from 12:15-1:15 PM on Tuesdays with EC English teacher.

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.

E – EMPLOYMENT:

The employability of the workforce in the local area is a vital area for the alternative 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.

PARENT/GUARDIAN PARTNERSHIP

The E.A.G.L.E. Center (EC) believes a partnership with parents or guardians is very important. The EC’s goal is to keep communication open, positive, and respectful with the parents or guardians; the EC staff expects the same from parents and guardians. Communication is established through monthly bulletins and calendars, attendance letters, academic progress letters, homenotes, meetings, activities, telephone calls, trainings, and person to person contact. For additional information refer to the appendices on page 34.

2016-2017 EC I Schedule

MONDAY---FRIDAY		
7:45-8:00	Improving Word Knowledge— Scott , Garreau, EdTech	Time Out EdTech
8:00-8:15	Class Meeting— Dr. Birkeland , Garreau, EdTech Backup: Maynard	Annis , Garreau
8:15-9:00	* TeenBiz 3000 Reading Intervention (M-Th)— Ms. Osthus , EdTech, Garreau * ATOD/Olweus (F)— Veo, EdTech, Garreau	Garreau , EdTech
9:00-10:00	* 7 th -9 th English and Math— Ms. Osthus , Ms. Gropper , EdTech, Maynard	EdTech , Maynard
10:00-11:00	* 7 th -9 th Social Studies and Science— Ms. Slocum , Ms. Harper , EdTech, Garreau	EdTech , Garreau
11:00-11:30	* Social Skills (M)— Core teachers rotate by Qtr. , Garreau, EdTech * Art (T-F)— Ms. Harper , EdTech, Garreau * Monthly parent activities Fridays—Veo, Garreau, Maynard	Garreau , EdTech
11:30-12:00	Lunch— EC I , Garreau, Veo	None
12:00-2:30	Continuation of core classes (All staff)	Supervising teacher
	* Wing B computer lab/Smartboard area	



SECTION II

EC I Program 7:45-2:30

Monday, Tuesday, Wednesday, Thursday, Friday

Levels: I-7:45 a.m. or II-7:50 a.m.
or III-7:55 a.m. or Advanced-8:00 a.m.
(Arrival time depends on Social Skills Level)

Lunch	11:30-12:00
Dismissal	2:00 or per student plan
Lakota Language	12:00-12:30 Fridays (when instructor is available)
Weekly Counseling	Scheduled by counselor

C-EB JH Classes 12:00-3:20 (Optional)

Students on Social Skills Level II, III, or Advanced may attend C-EB Jr. High afternoon classes. Prior to attending any classes, the parent/guardian and student will meet with the C-EB JH Principal or designee.

Attendance—Students are required to maintain 94% attendance – state, BIE, and school policy requirement. If attendance is less than 94%, students will be encouraged to attend from 2:00-3:00 p.m. Monday –Friday.

Tardy—Student earns 0 points for an unexcused tardy, does not earn an Excellent Day for that day, and is required to take a Homenote home.

If dropped and to re-enroll, parent/guardian contacts the EC Principal to schedule a meeting date and time.

EC I: Homenote

All students on Level I Social Skills status are required to take their Homenotes home daily for parental review and signature. Students who were in Time-Out or received a zero are required to take home their Homenotes. Also, students on any Level who receive unexcused tardies are required to take home their Homenotes. The student must return it the next school day to the Principal with parent or guardian or designee's signature. If the Homenote is not returned or signed by parent or guardian or designee, the student earns zero points for that day. Once a student has reached Level II Social Skills or above, the first three times in a semester that the Homenote is not returned, the student earns zero points for that day. The following time the Homenote is not returned, the student will either lose points, success days and/or Social Skills level as determined by the EC principal.

EC I: Behavior Treatment Plan & Quarterly Meetings

This plan is completed at the placement meeting prior to entering the EC I Program (new students) or within ten school days by the counselor (returning students). This plan is part of the student's "Winning Formula Plan" for personal, social, and academic growth. Also, the plan includes a student self-assessment. Quarterly meetings are scheduled with the parent/guardian and student to review the student's social and academic progress.

Measures of Academic Progress (MAP) is the Northwest Evaluation Association (NWEA) comprehensive reporting system aligned with Common Core State Standards and used to monitor students' academic progress. The reading, math, and science (8th and 11th grades only) tests are administered to students in grades 7th-11th three times (Fall, Winter, Spring). All students are required to take this test, depending on their current grade levels.

Positive Behavioral Interventions and Supports (PBIS) gives students a set of expected positive behaviors appropriate for learning and for positively interacting with each other and staff. PBIS is integrated into EC Social Skills Class and Class Meeting presentations.

Olweus Bullying Prevention Program (OBPP) is designed to improve peer relations and make school a safer, more positive place for students to learn. "Unity Circle" is held bi-monthly and gives students the opportunity to share ideas and opinions in a safe environment.

Monthly EC Information Bulletin & Calendar are sent to parents/guardians and posted at the EC by the first day of each month.

Summer School – is held 4 weeks in June, Monday-Thursday, 8:30-12:30 and 12:30-3:30. Summer School Agreements are completed at the students' 4th Quarter Summary Meetings.

Referral Process – refer to Section VI of appendices on page 37.

EXIT & DISMISSAL CRITERIA - Level III Social Skills with 30-40 Excellent Days, OR 10th grade status, OR as determined by the EC Principal.



SOCIAL SKILLS LEVEL SYSTEM

LEVEL I:

- New students are placed on Level I upon entering the E.A.G.L.E. Center
- **Student must earn 20 non-consecutive Excellent Days**, show mastery of Level I social skills before moving to Level II
- **School day begins at 7:45 a.m. daily, and arrival at 7:45 a.m. can lead to a high school elective credit for Word Knowledge for 8th and 9th grade students.**
- Students receive an Excellent Day if they were not in Time-Out and had satisfactory behavior in each class, for which they receive 60 points
- Excellent Day points are converted to gift certificates for Incentive Social Skills Trips
- Students will be supervised at all times
- Students will eat lunch at the school cafeteria and may have an assigned table or per parent/guardian approval, not eat at school cafeteria
- Students will attend all classes on their schedules
- Nutritious food items and EC-approved beverages allowed prior to and during Class Meeting—not during class or Time-Out
- Daily Homenote (Alteration may result in Time-Out, In-School Suspension or EC III)

LEVEL II

- **Students must earn 30 non-consecutive Excellent Days**, showing mastery of Level I and II social skills, before moving to Level III
- **School day begins at 7:50 a.m. daily, though arrival at 7:45 a.m. can lead to a high school elective credit for Word Knowledge for 8th and 9th grade students.**
- Students must not be in Time-Out or earn a zero for an Excellent Day, for which they receive 60 points
- Excellent Day points are converted to gift certificates for Incentive Social Skills Trips
- Students will be supervised at all times
- Students will eat lunch at the school cafeteria and sit at assigned table, or per parent/guardian request not eat at school cafeteria
- Students will attend all classes on their schedules
- Nutritious food items and EC-approved beverages allowed prior to and during Class Meeting—not during class or in Time-Out
- A Homenote will be sent home with the student if the student was in Time-Out on that day, fails to return Homenote or shows lack of academic engagement
- Homenote as needed or determined by the EC Principal (Alteration may result in Time-Out, In-School Suspension, EC III, or return to Level I)
- Inappropriate language may result in student returning to Level I

LEVEL III

- **Students must earn 40 non-consecutive Excellent Days**, showing mastery of all Level I, II, and III social skills before advancing to Advanced Level.
- **School day begins at 7:55 a.m. daily, though arrival at 7:45 a.m. can lead to a high school elective credit for Word Knowledge for 8th and 9th grade students.**
- Same as above (in Level II description)

ADVANCED EC I (Students are required to practice Level I, II, III skills with consistency; if not, student may revert back to Level I, II, or III per EC Team's recommendation and/or at Principal's discretion.)

- **School begins at 8:00 a.m. daily, though arrival at 7:45 a.m. can lead to a high school elective credit for Word Knowledge for 8th and 9th grade students.**
- Same as above (in Level II description)

EXCELLENT DAY RECOGNITION

EC I students who earn an Excellent Day (by earning a plus in each class) report to the EC Principal's office (depends on the principal's availability) the following morning after Class Meeting to be recognized and rewarded by the EC Principal as follows:

- parent or guardian may be contacted by telephone,
- student is rewarded with a healthy treat or gift certificate, and
- student is complimented for demonstrating excellent Social Skills.



A male and a female student with the most Excellent Days per Quarter and Semester and Best Overall for the school year will be recognized at Awards Day. Pending funding, students are rewarded by gift certificates for excellent behavior as determined by their Excellent Day points

that are converted to dollars (in gift certificates) each semester. Two Incentive Social Skill Trips are scheduled for December & May.

Change in Social Skills Status

A student's social skills status may be lowered due to continuous noncompliant behavior or repetitive discipline offenses, as determined by the EC Principal

Extended Learning (PM) Optional

EC I students are encouraged to attend school from 2:00-3:00 Monday through Friday to makeup attendance and advance academically.



SECTION III EC II Program

**8:30 - 3:30 Monday, Tuesday, Wednesday,
Thursday, and Friday
Computer Classes/Book Work
Lunch at cafeteria 11:45-12:15**

Make-Up Attendance (scheduled with the Attendance Manager):

- **2:00-3:30 (five hours=day)**

Bank Day Attendance (scheduled with the Attendance Manager):

- **2:00-3:30 (five hours=day)**

EC Calendar

- **It is the student's responsibility to refer to the monthly calendar for early closing every other Thursday at 2:00 for staff meetings.**

Being on Time & Working (On-Task):

- **Arrives on time and stays on task/work = EARLY DISMISSAL, 2:00 p.m.**
- **Arrives late or does not stay on task/work = DISMISSAL, 2:15 p.m.-3:30 p.m.**
Attendance Manager or designee is responsible for length of makeup time for being tardy and off-task behavior, and minimum is 15 minutes to 1 hour and 30 minutes.
(If off-task, student is given a yellow warning slip. If the student immediately turns his/her behavior around, student may still have early dismissal.)

Registration, Placement Meeting, and Academic Plan

These procedures are completed by the high school personnel prior to the student's entry into the EC. The EC II/III programs accommodate a maximum of fifty-five students per semester, except at EC principal's discretion. The high school principal or designee will select students to place at the EC, as specified on page 12. The high school staff member in charge of EC academic plans will utilize the E.A.G.L.E. Center Class Chart in order to complete each student's EC academic plan. The junior and senior Academic Plans will include all classes required to graduate. The EC will have all student Academic Plans on file a minimum of one

school day prior to each start date, along with a copy of each student's registration forms. If the student has an Individual Education Plan or Section 504 Plan, a transition meeting is scheduled by high school principal or designee or EC principal or designee prior to the student entering the EC or reentering C-EB High School. Upon entry, the student will meet with the EC Principal or designee, receive and review a spiral-bound EC Student/Parent/Guardian Handbook, and review the Individual Accommodation Plan (if applicable), semester credits required, and academic and behavior expectations and policies. Student will sign a form to acknowledge receiving the EC Student/Parent/Guardian Handbook. The high school EC placement counselor will give the parent/guardian a copy of the EC Handbook (not spiral-bound) at registration or the placement meeting. It is the parent/guardian and student's responsibility to read the EC Student/Parent/Guardian Handbook.

Requirements for Continuation of Academic Learning, Semester

Students are required to earn 2.5 credits a semester or as stated on their Section 504 Plans, Individual Education Plans (IEP), or Individual Accommodation Plans (IAP) and have 94% attendance to automatically qualify to return the following semester unless waived by the EC Principal. The EC will provide to the high school principal or designee the list of students who automatically qualify to return for the new semester one week prior to the end of the previous semester and will notify parent/guardian by mail the following Tuesday. It will be at the discretion of the high school principal or designee to choose students to fill the vacant slots out of fifty-five (55) total slots after EC students qualified to return are taken into account. Students will need to have earned their required credits and show 94% attendance by one week prior to the end of the semester for automatic continuation at the EC. The EC II/III program will be considered full to capacity at fifty-five students, though the EC principal reserves the right to grant emergency requests above fifty-five, not to exceed sixty total.

Measures of Academic Progress (MAP) is the Northwest Evaluation Association (NWEA) comprehensive reporting system aligned with state standards and used to monitor students' academic progress. The reading, math, and science (8th and 11th grades only) tests are administered to students in grades 7th-11th three times (Fall, Winter, Spring). All students are required to take this test, depending on their current grade levels.

Positive Behavior Intervention & Supports (BRAVES acronym - PBIS) is used to recognize positive behavior. A "Caught Being Good" slip can be awarded daily by staff to acknowledge students who exhibit **1. Being** prepared for learning, **2. Taking Responsibility**, **3. Showing a positive Attitude**, **4. Building character through Values**, **5. Striving for Excellence**, and **6. Promoting a Safe** environment. Availability of funds determines the monthly EC Braves Store visits.

Olweus Bullying Prevention Program (OBPP) is designed to improve peer relations and make school a safer, more positive place for students to learn. EC II "Unity Circle" is held weekly on Thursdays so that students are given the opportunity to hear and share ideas and opinions in a safe environment. All staff members are involved and are available to talk with students about concerns.

Lakota Language is offered Fridays from 12:15-12:45 when a teacher is available.

Extended Learning 2:00 - 3:30 PM

This time is used for credit recovery, making up or banking attendance, addressing unexcused tardies, truancy, or inadequate academic progress, providing tutoring or academic assistance, and facilitating EC III.

Summer School – held four weeks in June, Monday-Thursday, 8:30-12:30 and 12:30-3:30.

The first Monday is for staff preparation and entering students into Anywhere Learning Systems (ALS), and the first Friday students will attend school, to ensure four four-day weeks of Summer School. EC Summer School Agreements are completed at students' Academic Review Meetings. The maximum number of students who can be accommodated during Summer School at the EC is sixty 9th-12th grade students. High school personnel will complete high school students' EC Summer School Agreements in early May and provide the agreements to the EC Principal five days before the last day of school.

Other:

- All **seniors** will be assigned an **advisor** during second semester to monitor their academic progress.
- Beverages brought into the EC must have fewer than 30 grams of sugar and must be checked and opened by Office Clerk or designee. The EC does not allow energy drinks, sweetened soda water, or any sweetened electrolyte beverage in the EC building. (Wellness Policy available in EC office)
- All completed school assignments must be handed directly to the teacher of that class.
- A monthly bulletin & calendar is sent to parents/guardians and posted at the EC by the first school day of each month.
- Counseling available per student's request.

Graduation:

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 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.

1. Exit criteria:

- Transition is at semester to attend regular high school.
- Dismissal from any EC Program may occur for lack of academic progress (required to earn 2.5 credits per semester or as recorded at placement meeting), less than 94% attendance, a recommendation from the Rtl team due to repetitive noncompliant behavior, or at the discretion of the EC Principal.

2. Senior Exit - completion of Cheyenne-Eagle Butte or South Dakota High School graduation requirements is required, as officially documented.

Criteria for EC Senior Exit:

- The student requests an Exit form at the EC Office, 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 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.
- C-EB School requires 22 credits for graduation.
- Student must have 94% attendance before the EC Principal signs his/her Exit form.



SECTION IV General Educational Development (GED®) School-Based Program

GED® Schedule:

- **Required - Monday-Thursday, 12:00-2:00 p.m. at EC**
- **Optional - Friday, 12:00 p.m.-2:00 p.m. at EC**
- **GED® Test Fridays, 12:00-3:00 p.m. at EC Dorm, Wing B (check-in 12:00)**
(All test are scheduled with Test Administrator, 964-8774/8775, Ext. 226 or by email Melissa.Neigel@bie.edu)

DESCRIPTION

On November 10, 2014, an additional academic intervention entitled General Educational Development (GED®) School-Based Program was added to give qualified 16 to 21-year olds the opportunity to commit to earning a high school equivalency diploma (credential). All testing is computer-based and aligned with the Common Core State Standards to increase college and career readiness. The test has been re-aligned into four sections: reasoning through language arts, reasoning through mathematics, science, and social studies. Writing assignments have been incorporated into the language arts, science, and social studies sections.

ADMISSION

Interested participants are required to complete an application available at the EC and C-EB High School, complete the application and schedule a meeting with the EC Principal. Attendance, credits, and behavior data will be assessed prior to approving the application. Five participants from the applications will be selected. Students who previously attended or are attending the EC Program (grades 9-12) qualify for the GED® Program and will be given first priority. The EC Principal may approve community requests for admission (over 21 years of age). All GED students, regardless of age, are considered EC students and are thus required to abide by all expectations and rules contained in this handbook that apply to EC II/III students, including rules regarding behavior, dress, electronic devices, and beverages.

ATTENDANCE

GED® participants can remain in the GED® Program for a maximum of four semesters, unless the student applies to the EC Principal for an extension. All appropriate requests for

accommodations for Exceptional Education and Section 504 students will be considered. It is the student's responsibility to attend school. The maximum number of absences (excused or unexcused) for all GED students, regardless of age or reason (with the exception of an extended hospitalization), is ten school days per semester. An affidavit will be filed with CRST Children's Court on students under 18 years of age who are absent 10 nonconsecutive days per semester. If no action is taken by the court within four (4) weeks of the filing date, home schooling will be recommended and parent/guardian notified by mail. Once a student turns 18 years of age and is absent 10 nonconsecutive days in one semester, he/she will be dropped. A student may re-enroll in the GED® Program once per semester after being dropped, but any re-enrollment request may be denied per EC Principal's discretion.

After completing the GED® study curriculum, each student will be required by the EC to demonstrate readiness to pass the test on the GED Ready™ (formerly known as the Official Practice Test). All requests for appropriate testing accommodations for Exceptional Education and Section 504 students will be considered, and those that need to be approved by the GED Testing Service will be first reviewed by GED/NCRC state personnel at least thirty school days before the applicable testing date. When each GED® exam is completed, an online unofficial score report is provided, followed by an official score report. After all tests are passed, participants will receive one free transcript and diploma (credential). Requesting and paying for duplicate transcripts and diplomas (credential) are the responsibility of participants. The cost is \$15.

Due to the number of seat hours required for sports participation, all EC GED® students would be ineligible for sports unless a request was written and submitted by the student to the EC Principal for consideration on or prior to the first day of school. All other requirements for eligibility still apply, as noted on pages 21-22.

Military service information:

- Army and Marines: GED® + 15 college credits
- Air Force: GED® + ASVAB score of 65 or above **or** GED® + ASVAB score of 50 or above + 15 college credits or 22 quarter hour credits
- Navy: GED® + ASVAB score of 50 or above (if ASVAB is below 50 individual needs GED +15 college credits)



SECTION V ATTENDANCE

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 **Alternative Education Program** (E.A.G.L.E. Center I, II, & III, grades 7-12), is in accordance with tribal, federal and state law. For ISEP membership purposes (Average Daily Membership-ADM), students who are absent for 10 consecutive school days are dropped on the 11th day. Refer to pages 37-38 for CRST Attendance Policy.

Maximum Absences

Junior High (7-8) 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 2:00-3:00 Monday – Friday.

High School (9-12) 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 2:00-3:00/3:30 Monday – Friday.

Reasons for Excused Absences

1. **Personal Illness** Any absences exceeding three (3) days require a medical statement
2. **Bereavement** Not to exceed three (3) days.
3. **Work** Must be approved in advance and directly related to family income.
4. **Family Trips** Must be approved in advance and of educational or emergency nature
5. **Administrator Discretion**

EC I: Tardies and Leaving School Early:

1. Tardy noted if a student arrives after 7:45 a.m. (if Level I), 7:50 a.m. (if Level II), 7:55 a.m. (if Level III), or 8:00 a.m. (if Advanced)
2. Upon arriving student checks in with the Office Clerk
3. An unexcused tardy results in a zero “O” on Homenote
4. Arrival at 10:00 a.m. or later will be counted as ½ day absence.

Notation for Homenotes:

- If student arrives late and it is unexcused, the student will earn 0 points.
 - If student consistently leaves before 10:00 a.m., the student will earn 0 points.
- When a student gets a zero “O” on his/her Homenote for an unexcused tardy, the student is required to take home his/her Homenote and return it the following morning signed by the parent/guardian or designee.

ECII Tardies: A tardy is noted if a student arrives after 8:35 a.m. or as determined by the EC Principal, based on a student’s individual plan.

1. Upon arriving student checks in with the Office Clerk.
2. The tardy is documented by the attendance manager.
3. An unexcused tardy will result in the student remaining at the EC a minimum of fifteen minutes, not to exceed the work-time missed, as determined by the EC Principal and the attendance manager. Arriving at 11:00 p.m. or later will be counted as ½ day absence.

Opportunities for attendance makeup/home study attendance credit

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 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.

Process for Notifying Parent/Guardian of 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.

Parent/Guardian Attendance Responsibilities

The parent/guardian is responsible to:

- Notify the school of their child's planned or unplanned tardy.
- Notify the school, in advance, of their child's planned absences.
- Notify the school on the day of an unplanned absence.
- Encourage the child to obtain and complete all make-up work.



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.

Drop and Re-Enrollment Information

- EC will re-enroll students who are not 18 years of age twice; this includes EC III students or students on a special schedule. 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 Home Study and referred to HS the following semester. Failure to attend the HS the following semester will result in an affidavit filed with children's court by the EC Attendance Manager.
- EC may re-enroll students who are 18 years of age or older once. If dropped the second time and re-enrollment is requested, the student will be referred to the high school principal to discuss educational options. If the EC has no available slots, one option is the GED Program.

Attendance Responsibilities (18 years of age or older)

- Attend a minimum of five hours weekly (if an EC III student) as documented by the required sign-in and sign-out sheet. Failure to attend five hours weekly for two nonconsecutive weeks will result in a drop. It is the students' responsibility to record their time in their handbooks. When five hours are not documented on the sign-in and sign-out sheet, parent/guardian is notified by mail showing the hours and minutes spent at the EC. The second letter includes a drop letter and a letter showing the hours and minutes spent at the EC using the sign-in and sign-out sheet for verification.

Leaving School

A parent/guardian may check their child 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.** Students who leave campus without a

pass and approval from the EC Principal may be subject to disciplinary action as they are considered truant. Students who are 18 years of age or older will be allowed to leave school per their request unless the parent/guardian provides their preference to the contrary in writing.

Excused Attendance for Family-related Absences

Absences for family emergencies and family medical appointments are excused per administrator discretion.

No School Announcements

If for any reason there is a closing of the school, announcements will be made over radio stations KGFX(1060)-Pierre, KMLO(100.5)-Mobridge, KLND (89.5)-Little Eagle, KOLY(99.1)-Mobridge, and TV stations KELO-Sioux Falls, KSFY Pierre/Sioux Falls, local Cable TV Channels 22 & 30, and Telephone Reach. Announcements are also made on KELO's "Closeline" website (<http://www.keloland.com/weather/Closeline.cfm>). Please refrain from calling the school. Only the District Superintendent and BIE School Supervisor make the decision to close school.

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 II, which are converted to Braves Bucks. EC II students will visit the Braves store every other month to spend their Braves Bucks. Exemplary attendance is also recognized at all EC Awards programs.

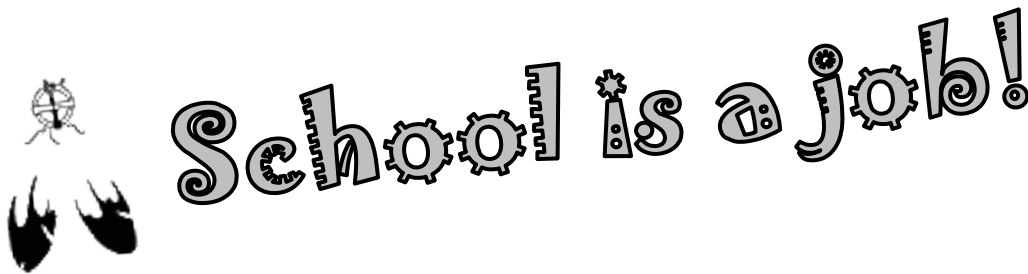
Exemption (Excellent Attendance)

Students may be counted as having excellent attendance if their only absences are excused absences for unique individual or community activities that are of an educational and cultural nature (e.g., State AAU, State Fair, State Snow Queen Contest, State 4-H events, and YMCA) as determined by the Principal. This waiver will apply only if the absence is excused in advance and all make-up assignments or alternative assignments are complete within the allotted time frame.

-Students attending a SDHSAA state competition shall be counted for excellent attendance if an immediate family member qualifies for that competition/activity.

APPROVED 04/15/03

-Participation in school activities is not part of this policy; refer to extra-curricular activities for direction.





SECTION VI GENERAL INFORMATION

❖ Non-Discrimination Statement

The Cheyenne-Eagle Butte School advises students, parents, 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. A more detailed non-discrimination policy is included in the appendices on pages 43-44.

❖ Anti-Harassment Statement

The Cheyenne-Eagle Butte School does not tolerate harassment of any kind. More detailed procedures for identifying and reporting harassment are included in the appendices on pages 39-41.

❖ Photos of EC Activities

Photos may be published in the newspapers and school publications.

❖ School Nurse, Medication, Head Lice

Students who need medical attention from the school nurse must have a completed referral form and a pass from the office. Parent/guardian will be notified if their child develops certain patterns of illnesses. Parent/guardian wishing to have prescription medication for their child in school must provide the medication with the doctor's instructions for administering the medicine to the school nurse or trained office staff and must sign a consent form for administration of the medication. Students will be checked periodically for head lice. If head lice are discovered, the student will be sent home and be treated prior to re-entry.

❖ Food Allergies

Parent/guardian records all food allergies on student school application/registration and notifies the office each year with an update on any new or continuing allergies.

❖ Visitors

All visitors must sign in at the EC Office with the Office Clerk upon entering the EC for security purposes. The staff is required to inquire about the visitor's purpose and offer assistance. The EC Principal or designee has the authority to deny a visitor.

❖ Use of Motor Vehicles

In the interest of safety, we ask students to park their motor vehicles and cycles 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. Parent/guardian approval may be required as determined by the EC Principal.

❖ Bus Students

Buses leave at 3:35 p.m. from the horseshoe area. In the event of inclement weather when country bus transportation is cancelled, it is cancelled for both AM & PM transportation runs. The bus driver has the same authority over students riding the buses as a teacher has in the classroom. Inappropriate behavior may be reported to the EC Principal. The School Bus Policy is available upon request.

❖ Telephone

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 Office Clerk will notify both the student and parent/guardian when this privilege is misused. If the Office 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.

❖ Nutrition

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. Because of this, the EC does not allow energy drinks in our facilities or drinks with more than 30 grams of sugar. All drinks brought into the EC must be opened by the EC Office Clerk or designee.

❖ Reporting Academic Progress

All EC II/III students must show academic progress by completing 2.5 credits each semester, or as stated on the student's plan. Mid-Term Progress Reports will be sent in the middle of each quarter. 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 will be held as requested by the teacher, parent/guardian or principal.



SECTION VII EMERGENCY PROCEDURES

EMERGENCY DISASTER PLANS

Cheyenne-Eagle Butte School has an Emergency Preparedness Plan, Continuity of Operation Plan (COOPlan) (board approved 10/13/15). 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.

CHEYENNE RIVER PRIDE TEAM—Positive, Right Intervention Demonstrates Excellence

This team, also called the Crisis Response Team (CRI) or Crisis Intervention Team (CIT), involves school, community, and tribe in suicide prevention through response to emotional crisis. The team fosters a supportive school-based and community-based approach toward suicide prevention, early intervention, and post-intervention services. CONTACT NUMBERS:

Call 911 – if you or someone you know is in immediate danger; Call 1.800.273.8255 – Suicide Prevention Life Line; Text “START” to 741.741 to chat via text; Call 964.0722 – CRST Behavior Health.



SECTION VIII CO-CURRICULAR ACTIVITIES

C-EB SCHOOL TRADITIONS

Our Mascot: Braves
Our Colors: Scarlet, Columbia Blue, White
Our Motto: Victory

Co-Curricular Activities

Co-Curricular activities are all school-sponsored events, programs and activities, in which Cheyenne-Eagle Butte Junior High and High School is represented. EC students are allowed to participate in all school activities and clubs per their individual plans. All rules that apply to classroom behavior also apply to school-sponsored events.

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!!

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 in charge of this communication. Getting involved in junior high and high school activities such as yearbook, fund-raising (concession stands, bake sales), Student Council (as representative(s) for EC I and EC II), voting, nominations, Senior Trip, movies, assemblies, and decorating for prom and other dances is optional for students. Information will be posted weekly.

Physicals

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

Eligibility For School Activities

To participate in school-sponsored activities a student is required to:

- Attend all assigned classes on the day of the activity and the day prior to that activity, unless excused by the EC Principal.
- Not have an unexcused tardy the day on which you are to participate in the activity.
- For weekend activities, attendance is required on the final day of school. In case of emergency, an exception to this rule may be allowed by the EC Principal ONLY.
- Be earning 80% mastery or better in all subject areas.
- Be passing in at least four full-time required subjects (for a total of two credits) during the current semester.
- Have passed at least four full-time required subjects (for a total of two credits) in the previous semester.

In addition, according to the SDHSAA, you are not eligible if:

- You have reached your 20th birthday.
- You have attended more than four (4) first semesters and four (4) second semesters of school (any total of 8) in grades 9-12. Enrollment in school for fifteen days or participation in an inter-school contest shall constitute a semester.
- You have graduated from a regular four-year high school or institution of equivalent rank.
- You have not enrolled by the 16th day of the current semester. Date of regular entry into classes is considered the date of enrollment.
- You have been absent from school more than 10 consecutive school days (illness of the student or a death in the immediate family is an exception).
- You have transferred from one high school to another without a corresponding change in the residence of your parents/guardians.
- You don't have a signed physical examination and parent form on file in the Principal's office.
- You have ever participated in an athletic contest under an assumed name.
- You have ever participated in athletics in any institution of learning which was ranked higher than a standard secondary school.
- You have violated your amateur standing.
- During a high school season, you competed as an individual or a member of another team.

Any questions regarding the above mentioned athletic requirements shall be directed to the Athletic Director and/or the EC Principal.

Procedure for Dismissal from a Co-Curricular Activity

Section I. Requirements of the Athletic/Activity Director:

- The student shall be notified of school policy which affects the activity in which they are participating. 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 these rules.

Section II. Steps Taken When Violations Occur:

1. The student shall be advised, either orally or in writing, of the violation. If done orally, it shall be done in private. If excluded for the remainder of the season/year, the student will be granted a hearing. The student shall be given the chance to explain his/her position regarding the said violation.
2. The parent/guardian of the student shall be notified of the violation and an explanation will be given as to the reason for dismissal or potential dismissal.
3. 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.

Dance Policy

Cheyenne-Eagle Butte school dances are provided for Cheyenne-Eagle Butte students and approved guests only.

- *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:

(4) Teachers/Staff

(1) Administrator

(2) Parents/Guardians

(1) Police Officer/School Liaison Officer

If EC students attend, EC will provide a staff chaperone.

- *Parking Lot*

The police department will patrol the parking lot at frequent intervals during the dance.

- *Hours*

Dances after school hours will run from 8:00 p.m. to 11:00 p.m. unless an athletic event delays the starting time.

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, provided said advisors are agreed to by the advisor formerly chosen and approved by the Principal. 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. All student organizations that wish to use school facilities for fundraising purposes shall have on file a "Plan of Operation." Fundraising must be approved by the building principal 5 school days prior to the event. Fundraising at athletic events must be approved by the EC Principal and the Activities Director. Money raised through fundraising must be deposited in the approved account within two school days.

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.

It's all^{*} in the
{Att^{*}itude}



SECTION IX DISCIPLINE

EXPECTATIONS:

❖ **Manners**

Students need to show respect at all times. For example, upon entering the EC study area, computer lab or office, students need to remove their caps/hats. Also, appropriate manners and behavior need to be demonstrated in the cafeteria. Failure to cooperate (non-compliance) may result in a program intervention or disciplinary action, page 29.

❖ **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.

❖ **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. Internet access is a privilege, not a right, and inappropriate use will result in cancellation of the privilege. Students who engage in obscene, abusive, sexually explicit, or threatening language may be subject to immediate cancellation of privileges for up to one year. Students do not have e-mail privileges per policy unless approved by the principal for educational use such as class activities or ACT registration. Refer to page 30 for consequences of Internet misuse. The Acceptable Use Policy for Cheyenne River Agency Schools is available in the Comprehensive School-Wide Policy binder located in the EC office.

❖ **Cell Phones, iPods, MP3 Players, Cameras & Other Electronic Devices are not allowed**, unless approved by the principal or per student’s Individual Education Plan or Section 504 Accommodation Plan. If not approved, students are required to turn in the above items to an assigned staff upon entering the EC. Refer to possible consequences for inappropriate use and the approval process on page 32.

❖ **Student Appearance**

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 (see “Gang-related Activity” on page 31). Shoes must be worn at all times. Caps/hats must be removed upon entering the main EC study area and offices (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.

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, spaghetti straps, exposed cleavage, posteriors or midriffs, short skirts, 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 parents, the EC Principal reserves the right to judge what is proper and what is not. Failure to cooperate may result in a program intervention or disciplinary action (refer to page 29).

❖ **School Premises**

School premises are defined as all school buildings and grounds including, but not limited to, the academic buildings, dormitories, gymnasiums, playground, athletic facilities, parking lots, swimming pool, kitchen and dining facilities, and school-owned or school-operated vehicles.

❖ **Search**

It is the inherent right of school boards and school administrators to inspect school desks, and/or other storage spaces. Desks, and/or other storage spaces remain the property of the school; and school officials have the right of access at any time for any reason. School officials have the authority to conduct searches of individual students and student property as defined in the Comprehensive School-Wide Policy binder.

ADMINISTRATIVE DISCRETION

The EC Principal is empowered and directed to use discretion in the enforcement and application of the provisions stated in the discipline policy. The range of disciplinary action that may apply to behavior offenses serve only as guideline. The range of disciplinary action may not be applicable to all behavior offenses, incidents, and/or circumstances. When disciplinary action results in a suspension, the parent or guardian will be notified by letter, and as needed, a telephone call, home visit, and/or Homenote (EC I) will be utilized.

DUE PROCESS PROCEDURES

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.

Due Process:

SHORT-TERM DISCIPLINARY ACTIONS (Suspension – One to ten days):

For all short term disciplinary actions, students will have an **informal administrative hearing with the EC Principal**. Students shall be afforded the rights of fair procedure or due process.

This includes the right to

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

LONG-TERM DISCIPLINARY ACTIONS (Suspension – Eleven days or more—or Expulsion):

In making a recommendation for all long-term disciplinary actions, parents/guardians and students must be made aware that they have a right to a formal Hearing with the Cooperative School Board. A hearing may be requested by the parent/guardian. The complete Due Process policy including CFR25 & SDCL 13-32-4 is available from the EC Principal.

Discipline of students with disabilities will adhere to Individuals with Disabilities Education Improvement Act (H.R. 1350; referred to as “IDEA ‘04”) regulations and procedures (effective July 1, 2005).

TIME-OUT & IN-SCHOOL SUSPENSION

EC I:

Students are required to report to this area for non-compliance, In-School Suspension, or as assigned by the EC Principal to write a PLAN to change behavior. Students are required to sit quietly in Time-Out (TO) for 15 minutes before writing a PLAN. Also, students may be required to complete any missed assignment(s), write a letter to his/her parent/guardian, or write a letter of apology to staff or another student. Parent/guardian may be required to attend school with their child for repetitive noncompliant behavior. Regardless of social skills level, Time-Out ranges from 15-30 minutes or as determined by TO supervisor. In-School Suspension ranges from 15-60 minutes or as determined by TO supervisor.

ECII:

Students are required to report to designated area (usually office) to complete a Plan as directed by staff; generally, behavior is noncompliance resulting in Rtl action.

ECIII:

Generally, EC III students will simply be sent home in case of noncompliance. If student is under 18, parent/guardian will be notified by phone before the student is released.

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.
- **In-School Suspension (ISS):** Action resulting in use of Time-Out area and the range of time is from 30 minutes or more or as determined by the EC Principal or designee with an informal hearing.
- **Out-of School Suspension (OSS)** Action resulting in short-term or long-term suspension.
- **Short-term Suspension:** Action resulting in recommendation for ISS or OSS 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. (See Weapons Policy)
- **Assault**
 - Simple: An intentional physical attack against another person against his or her will.
 - Aggravated: 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 30 under Item 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).

Permission is granted for staff to restrain a child in the event he or she becomes a danger to him or herself or others.
- Physical Restraint**
- EC Team**

A team (also called EC Assistant Team, Multi-Disciplinary “IEP” Team, Student Assistant 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 Liaison Officer**

Officer may perform searches, investigate incidents, and assist staff when students do not comply with policy.
- Conflict Resolution**

To resolve differences between two or more students; liaison officer will be present when counselor or EC Principal does intervention.
- Police/FBI Questioning Students**

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

If a student is the suspected offender, the police officer or FBI investigator should wait for the parents to arrive and be there with their child and/or give permission for their child to be questioned.

Discipline of Exceptional Education Students

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 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 EC Team’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/Cooperative School Board. Education services will be provided to disabled students who have been suspended for more than 10 days.

Discipline of students with disabilities shall be implemented in a manner consistent with the Individuals with Disabilities Education Improvement Act (IDIEA) as amended in 1995 and Section 504 of the Rehabilitation Act of 1973 prohibiting discrimination of individuals with disabilities.



Rtl Action for Lack of Program Support

“Program Support” includes: Following Instructions, Accepting Feedback, Adult Relations, Peer Relations, Boundaries, 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.) Refer to pages 24-25

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.

Repeated offenses under this system may result in a change in academic services for the following semester, as recommended by the Rtl Team or EC Principal.

- **Tier I** involves communicating with student and making connections or linking to the students’ behavior.
- **Tier II** involves communicating and problem-solving with student and parent/guardian; this will involve a referral to counselor, a contract and letter to parent/guardian, etc.
- **Tier III** involves communicating and problem-solving as a team to establish an Action Plan.

Consequences for Various Offenses

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)**
2. **The Use of and/or Possession of and/or Being Under the Influence of Narcotics, Drug Paraphernalia, Dangerous Drugs, Controlled Substances, Alcoholic Beverages 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); antitussive drugs (i.e., cough suppressants)**
3. **Assault on Faculty or Assault Student to Student**
4. **Fighting or Instigating a Fight**
5. **Vandalism, Stealing, Extortion, or Falsifying Information**
6. **False Fire Alarms**
7. **Bomb Threat**
8. **Starting a Fire**
9. **Threatening a staff**

Consequences for items 1-9 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)
- May Lose Accumulated Points and/or Excellent Days
- Level status may be lowered

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.

10. Threatening or Intimidating another student

11. Bullying (Involving student who bullies, student who is bullied, and bystanders)

Consequences for items 10-11 above:

- Juvenile Authorities may be contacted
- EC III Schedule may be recommended
- May lose Accumulated Points and/or Excellent Days/Level status may be lowered
 Process: Individual conference with each student; school’s Liaison 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 Rtl 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.

An offense involving the items 10-11 above may result in a change of placement, 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.

12. The Use and Possession of Tobacco, E-Cigarettes, Lighters, or Matches on School Campus – Possession of Lighters and Matches are not referred to Four Bands Healing Center (FBHC).

Consequence:

- | | |
|-----------------------------|--|
| 1st Offense | Warning (parent/guardian contacted.) |
| 2nd Offense | Time-Out (-60 points; may lose Accumulated Points; Liaison Officer & parent/guardian contacted; Referral to school counselor) |
| 3rd Offense | <u>Contract</u> with Behavior Mgr. (-60 points; may lose Accumulated Points &/or Excellent Days; Conference with parent/guardian; Referral to school counselor & FBHC; Liaison Officer contacted) |
| 4 th Offense | EC III Schedule (Conference with parent/guardian; Referral to school counselor Four Bands Healing Center) |
| 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.

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.

Consequence:

- | | |
|----------------------------|---|
| 1 st Offense | Warning (parent/guardian contacted.) |
| 2 nd Offense | In-School Suspension (-60 points; <u>Contract</u> with Behavior Mgr.; Conference with parent/guardian; may lose Accumulated Points; Referral to Counselor) |
| 3 rd Offense | EC III Schedule (Until end of Semester; 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.

14. Computer Misuse and/or Abuse of the Internet and Equipment – Students are required to complete a C-EB School Internet Agreement Use form at registration or placement. Student signature means that the student is responsible for the content of the “Conditions and Terms of Use of the Internet” Policy; User agreement forms are in student files.

Consequence:

- | | |
|----------------------------|--|
| 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.

15. Beepers, pagers, laser pointers, cellular phones, CD's, iPods, MP3 Players and other electronic devices are not allowed.

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.

Written requests to use iPods and MP3 Players **for listening to music only** can be submitted to EC Principal either by the first Monday of each quarter or at the placement meeting. Once a request is approved, any staff at anytime can check for appropriate music; if student is defocused from academics, ignoring staff when spoken to, sharing headphones at school, or excessively visiting while using headphones, privilege to use device can be lost until the end of quarter or semester as determined by the EC Principal. The charging of students' personal devices at school is not allowed, and neither is music that is inappropriate for school, such as music with vulgarity.

Consequence:

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.

16. Harassment and Violence (ZERO TOLERANCE)

Policy available in School-Wide Policy binder in EC Office.

- Student completes a complaint form against another student.
- Complaint is investigated by Superintendent.

An offense may result in a change of schedule or suspension as recommended by the EC Principal 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.

17. Student Possession Of, Use Of, and/or Threats to Use Weapons On School Premises or at School Sponsored Activities—C-EB Weapons Policy (ZERO TOLERANCE)

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.

1. 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.

2. 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, explosive or incendiary devices, rockets or missiles, live ammunition, 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, suspension by the 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.

GO BRAVES GO!

SECTION X

APPENDICES

I. STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

AUTHORITY

This Student Bill of Rights and Responsibilities shall be effective from the date of its approval by the Cooperative School Board.

- Parties may propose amendments anytime during the school year.
- Copies of the proposed amendments shall be presented to the Principal, who will in turn review/revise and may present to school board members.
- Approved amendments shall become effective immediately.

RIGHTS OF THE INDIVIDUAL STUDENT

Students have, and shall be accorded the following rights:

- The right to an education.
- The right to be free from unreasonable search and seizure of their person and their property, to a reasonable degree of privacy and to a safe and secure environment.
- The right to make his or her own decision where applicable.
- 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 or disruptive to the education process or endangers the health and safety of the student and others.
- The right of freedom of the press, except where material in student's publications are libelous, slanderous, or obscene.
- The right to peaceably assemble and to petition the remedy of grievance.
- The right to freedom from discrimination.
- The right to due process. Every student is entitled to formal due process for alleged violation of school regulations for which the student may be subjected to suspension or expulsion as outlined by school policy.

II. PARENT/GUARDIAN INVOLVEMENT POLICY

1. Involve parents/guardians in the School Improvement Plan and encourage attendance at annual parent/guardian dinners and trainings through the newspaper, posters, signs and letters.
2. Plan school activities for times when it is most convenient for parents/guardians. Transportation may be provided based on individual needs.
3. Involve parents/guardians in the planning of school activities along with school program changes and improvements. The Parent/Guardian Satisfaction Survey and other surveys are used as guides for making EC Program improvements.
4. Inform parents/guardians through the West River Eagle Newspaper, monthly EC Bulletin and Calendar, parent/guardian telephone reach, posters etc.
5. Invite and encourage parents/guardians to volunteer their time and talents in the school by serving as chaperones, classroom helpers and class guests.
6. Inform parents/guardians of the curriculum, state content standards and student test reports (results) at a fall Open House, Parent/Teacher Conferences, and at other scheduled parent/guardian activities.
7. Encourage parents/guardians to visit directly with their children's teachers and/or EC Principal regarding school concerns.
8. Encourage parents/guardians to use the CRST Title I Parent Resource Center where various materials can be checked out and participate in other parent/guardian activities.
9. Continue to distribute the Student-Parent-Teacher Compact that outlines how parents/guardians, the entire school staff, and students share the responsibility for student achievement and the means by which the school and parents will build and develop a partnership.
10. Provide reasonable support for parental involvement activities as requested by parents/guardians.
11. Inform and encourage all parents/guardians to be involved in their child's progress through sending mid-quarter academic progress letters, report cards, phone calls and home visits.
12. It is the responsibility of parent/guardian to provide court documentation at registration to officially show who is responsible for the child.
13. Parent/guardian involvement is recorded on a form and maintained in the EC office. Parent/guardian recognition is throughout the school year.
14. The South Dakota Department of Education website has a Response to Intervention (RtI) Parent Quick Reference Guide and a Special Education [Parents' Rights Handbook](#).

III. COMMUNITY MEMBER EXPECTATIONS

In an exemplary school system, 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 district staff. Community members and parents/guardians recognize that their input and involvement are essential to the success of a school system. Parent/guardian involvement is a crucial element in the success of every student and each of our students deserves to be successful.

IV. ACADEMICS and CURRICULUM

Every student is provided opportunities to experience academic success and have a sense of stimulation, recognition and certainty. Computerized instruction and Independent Study Classes are offered to students. Also, mastery learning, cooperative learning, and student self-directed learning are reinforced.

Junior High Required Courses:

- **7th Grade**

English	Life Science
Math	SD Studies (History & Geography)
Lakota Language	Vocabulary
Social Skills, Study Skills, Alcohol Tobacco & Other Drug (AT&OD) & Inhalant Prevention	
- **8th Grade**

English	Physical Science
Math	Lakota Language
US History	Vocabulary
Social Skills, Study Skills, and Alcohol Tobacco & Other Drugs & Inhalant Prevention	

C-EB's Requirements Aligned with State Graduation Statutes

High School Graduation --- 22 credits

- 0 - 4 credits for 9th grade (freshman status)
- 5 - 9 credits for 10th grade (sophomore status)
- 10 -14 credits for 11th grade (junior status)
- 15 & above credits for 12th grade (senior status)

Graduation Requirements

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

1. Four credits of Language Arts ---must include:

- a. Writing – 1.5 credits
- b. Literature – 1.5 credits (must include .5 unit of American Literature)
- c. Speech or Debate - .5 credit
- d. Language Arts elective - .5 credit

2. Three credits of Mathematics ---must include:

- a. Algebra 1 – 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 – 1 credit
- c. Chemistry or Physics– 1 credit

4. Three credits of Social Studies ---must include:

- a. World History - .5 credit
- b. Geography - .5 credit
- c. U.S. History – 1 credit
- d. U.S. Government - .5 credit
- e. Tribal Government - .5 credit (per C-EB requirements only)

5. One credit of the following—in any combination:

- a. Approved Career & Technical Education: Including internships and job training
- b. Capstone Experience or Service Learning: An extended research project and presentation or other experience as designed by student and advisor
- c. World Language

6. One credit of Art Appreciation

7. One half credit of Personal Finance or Economics

8. One half credit of Physical Education

9. One half credit of Health or Health Integration

The South Dakota Department of Education allows students to be excused from either Algebra II or Geometry (but not both) for a more appropriate course, and students may be excused from Chemistry or Physics, to be replaced by a more appropriate lab science class. Any such exemption requires both parent/guardian and administrator approval.

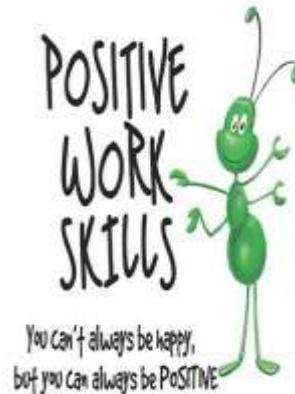
Adequate Academic Progress

To be making academic progress, EC I students are expected to complete daily work and assigned homework, and to get make-up assignments from teachers when absent. It is required that each student in EC II and ECIII work to earn at least 2.5 credits each semester; a student placed in the EC late in a given semester may be required to earn fewer credits as determined at the student's placement meeting.

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 II and EC III students are allowed to take independent study class work home daily.

Distance Learning is available per student request and pending availability of courses at the C-EB High School.



Academic Opportunity

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 SD Virtual HS or ND Center for Distance Learning.

The State Special/Exceptional Education Graduation Requirements:

- Completion of an approved secondary special/exceptional education program which signifies that the student no longer requires special/exceptional education services.
- The instructional program shall be specified on the Individual Education Program (IEP). The IEP shall state specifically how the student in need of Special/Exceptional education and related services will satisfy the district's graduation requirements. Parents/guardians must be informed through IEP process at least one year in advance of the intent to graduate their child upon completion of the IEP and to terminate services by graduation.

Grading

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)			

Honor Roll:

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

- An In Progress (IP) will disqualify the student.
- A student must have one A for any C
- Excellent Honor Roll will be composed of those students with a GPA from 3.0 to 3.4.
- Superior Honor Roll will be composed for those students with a GPA from 3.5 to 4.0.
- Grades earned in Exceptional Education classes and Work Skills Curriculum receives the same grade points as any other class.

Honor Student:

- "Honor students" are those students having a 3.0 GPA for two years in junior high or four years in high school.
- Acknowledgement of Honor Students each Quarter and Semester will be on Awards Day at the end of the school year.

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 or guardian the second week following the end of each Quarter grading period.

National Honor Society:

The National Honor Society guidelines are stated in the C-EB High School Braves Handbook and are available upon request.

V. 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 component. This is accomplished through career classes such as Career Essentials, Career Box, Careers, Choices, and the state's Career Cruising Program. Elective credits can be earned through the work-based training School-to-Work Program (handbook available upon request).

The State Department of Education requires 8th and 10th grade students to complete a Career Matchmaker Interest Inventory, 9th grade students a Personal Learning Plan (PLP), and 10th grade students a Ability Profiler Career Assessment.

VI. EC REFERRAL & PLACEMENT

EC I Placements are for 7th- 9th grade students. The UE, JH, and EC Principal will meet to review and prioritize the potential referral student list in April. Sixth grade students are given first preference. It is the responsibility of the building principal to notify parents/guardians and schedule meeting. The parent/guardian, student, and principals must be present; if not, the meeting will be rescheduled. Transition meetings are completed before the end of the school year for special education and Section 504 student transitions. The EC principal will notify parents/guardians of the date and time of the August EC I Placement Meetings that are held at the EC.

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

VII. CLASSROOM VISITOR (PARENT/GUARDIAN) GUIDELINES

Parents/Guardians: Please follow these guidelines to schedule and visit your child's classroom.

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

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

REMINDER: When you arrive at the school, please stop in the office to sign the sign-in sheet and obtain a visitor's badge.



Engaged Learners!

VIII. CHAPTER X, 10.01 – CRST SCHOOL ATTENDANCE

All children older than five (5) years and younger than eighteen (18) years shall attend school regularly unless they have graduated from high school or received an equivalency degree.

Unless subject to a valid suspension, expulsion, or other order prohibiting them from attending school, children shall be in violation of this section if they:

1. Miss three or more consecutive days of school without a valid excuse written and signed by their parent(s) or guardian(s); or
2. Otherwise fail to attend school regularly; and
3. That the school and a child's parent(s) guardian or custodian have held a meeting or the child's parent(s), guardian or custodian has refused to attend a meeting to discuss the child's habitual and unjustified absence from school; and
4. That the school had provided an opportunity for counseling to determine whether a curriculum change 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 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. Alternatively, 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 requirement of holding an Advisory Hearing, as set forth in Section 9:08, shall be abolished; and
- (2) After a 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.

IX. 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.

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:
 - We will have one parent/guardian-teacher conference in the first semester and one in the second semester.
3. Provide parents/guardians with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - Keep parents/guardians informed on their child's progress through mid-term progress reports and quarterly report cards.
 - Notify parents/guardians 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 throughout the school year.

Parent/Guardian Responsibilities:

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

1. Believe in your child.
2. Discuss with your child his/her goals on a regular basis.
3. Respect my child, yourself, and others responsible for your child’s education.
4. Talk to your child about school.
5. Monitor attendance.
 - Make sure my child is in school.
 - Send your child to school on time, prepared to learn.
 - Use Parent Portal as available.
6. Making sure that homework is completed.
 - Provide a consistent homework time in an undisturbed study area, and be available if the child needs help.
 - Make sure the homework is done, signed off on by a parent/guardian, and returned to school daily.
 - Praise the child when homework is completed.
 - Encourage your child to read or read with him/her daily at home.
7. Visit your child’s classroom to observe.
8. Participate in school activities with your child.
9. Stay informed about your child’s education and communicating with the school by promptly reading all notices from the school and responding appropriately.
10. Participating, as appropriate, in decisions related to your child’s education.
11. Serving, to the extent possible, on policy advisory groups, such as being a parent 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 parents/guardians about what I am doing in school.
6. Do my homework and return the assignments on time to school.
7. Encourage my classmates to be the best they can be.
8. Be responsible for my own behavior.

X.MCKINNEY-VENTO ACT/STUDENT RESIDENCY QUESTIONNAIRE

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-

1. Means individuals who lack a *fixed, regular, and adequate* nighttime residence.; and
2. Includes-
 - a. Children and youths who are sharing the house of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping ground due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
 - b. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - c. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus and train stations or similar settings; and
 - d. Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances.

3. Homeless children or youth: "Homeless child" means a child or youth. "Unaccompanied youth" includes a child not in the custody of a parent or guardian.
4. A student who is in a home for CPS placement or in Foster Care does not qualify for assistance.
5. As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, the school shall serve homeless children according to their best interest. The "best interest" of a child, the school shall;
 - a. To the extent feasible, keep a homeless child in the school of origin, except when doing so is contrary to the wishes of the child's parent or guardian.
 - b. Provide a written explanation to the homeless child's parent or guardian, including a statement of appeal rights, if the School sends the child to a school other than the school of origin or a school requested by the parent or guardian; and
 - c. In the case of an unaccompanied youth, consider the views of the child and provide the notice required in the event of an enrollment dispute.

SCHOOL ENROLLMENT:

Where can students experiencing homelessness attend school?

- The school in the attendance area where the child or youth is currently living.
- Students must be enrolled immediately even without records or proof of residency.
- If immunization records are missing the school must refer the parents/guardians to the local public health office.
- If proof of residency is lacking, the parent or guardian may sign an affidavit stating the family is homeless.

PARENT OPTIONS AND INVOLVEMENT:

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

XI. 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

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

EXAMPLES

Some examples of sexual conduct are:

1. Sexual advances;
2. Touching of a sexual nature;
3. Graffiti of a sexual nature,
4. Displaying or distributing sexually explicit drawings, pictures or written materials;
5. Sexual gestures;
6. Sexual or "dirty" jokes;
7. Pressure for sexual favors;
8. Touching oneself sexually or talking about one's sexual activity in front of others;
9. Spreading rumors about or rating other students as to sexual activity or performance.

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

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

RESPONSIBILITY

C-EB officers, employees and students are responsible for maintaining a working and learning environment free from sexual harassment. Workshops and activities will be provided by the C-EB to explain the policy and laws. Careful scrutiny will be undertaken of all allegations of sexual harassment. False allegations that are malicious or ill-founded may constitute libel or slander. Copies of the policy will be available at all administrative offices.

COMPLAINTS

1. Reporting for employees

Any employee who believes that he or she has been a subject of sexual harassment by a school employee or officer should report this incident immediately to his or her immediate supervisor. If the immediate supervisor is involved in the activity, the violation should be reported to the supervisor's immediate supervisor.

2. Reporting for students

A student who believes he or she has been sexually harassed (or a parent or guardian who believes that his or her child has been harassed) should immediately report it to a responsible school official. This could be a teacher, Principal, faculty member, administrator, campus security officer, or the school's Title IX coordinator. (not an all-inclusive list)

3. Investigation

All reported incidents will be thoroughly investigated and subject to disciplinary action. While absolute confidentiality cannot be guaranteed, confidentiality consistent with due process will be strictly maintained. Criminal acts must be reported to law enforcement authorities. An employee or student may file a written complaint because of dissatisfaction with the handling of a harassment complaint and may utilize any applicable grievance procedure for the purpose.

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.

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.

XII. STAKEHOLDER COMPLAINT PROCEDURE

Discrimination, harassment, program complaints, and all Federal programs shall be addressed in writing to the 95-561 School Supervisor or the 20-1 Superintendent who will investigate, render a decision, and provide notification of the decision to the complainant in a timely manner. A parent/guardian, student, employee, or school system stakeholder who has a complaint regarding the use of Federal ESEA funds and is unable to solve the issue, may address the complaint in writing to the 95-561 School Supervisor or the 20-1 Superintendent. Disputes addressing the enrollment, transportation (including inter-district disputes), and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure. Parents and guardians, and unaccompanied youth may initiate the dispute resolution process directly at the school they choose, as well as at the district or 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.

The following steps will be observed:

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

XIII. PUBLIC COMPLAINT PROCEDURE FOR COMMUNITY MEMBERS

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 Boards believes that official complaints relating to the school system, 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 schools.

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 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.

XIV. 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:

1. 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.
2. 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.
3. 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.]

4. 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)

XV. NOTICE REGARDING SECTION 504: PROGRAMS FOR STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT OF 1990.

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

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

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

XVI. NONDISCRIMINATION AND EQUAL EDUCATION OPPORTUNITIES NOTIFICATION

NON-DISCRIMINATION/EQUAL EDUCATION OPPORTUNITIES 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.

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 VII, 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 Title IX	Larry Mendoza Acting BIE Supervisor, Activities/Athletic Director	PO Box 540 Eagle Butte, SD 57625	605-964-8777	lhendoza@live.com
District 20-1 SPED Director	Jane Azure, 20-1 SPED Director	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	jane.azure@bie.edu
BIE SPED Director	Jennifer Bowman, Acting BIE SPED Director	PO Box 540 Eagle Butte, SD 57625	605-964-8777	jennifer.gaytan@bie.edu
District 20-1 Title I	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	Jo Ellen Berndt, Upper Elementary Counselor	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	joellen.berndt@k12.sd.us
BIE High School	Dora Gwin High School Principal	PO Box 679 Eagle Butte, SD 57625	605-964- 8744/8755	dora.gwin@ohitika.com
BIE High School Section 504 Coordinator	Jill Kessler, High School Counselor	PO Box 540 Eagle Butte, SD 57625	605-964-8777	jill.kessler@bie.edu
BIE Junior High	Dr. Kathie Bowker, Junior High Principal	PO Box 672 Eagle Butte, SD 57625	605-964-7841	kathie.bowker@bie.edu
BIE Junior High Section 504 Coordinator	Jaime O'Neal, Junior High Counselor	P O Box 540 Eagle Butte, SD 57625	605-964-7841	jaime.oneil@ohitika.com
BIE Primary Section 504 Coordinator	Principal, Vacant	P O Box 540 Eagle Butte, SD 57625	605-964-7920	
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

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

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

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



E.A.G.L.E. Center II & III

(It is your responsibility to read EC Student/Parent/Guardian Handbook.)



Student Start-Up Information

1. **Late Arrivals/Tardies**—check in at the office with the Clerk. If not, you will be counted absent. If you are tardy, you are required to stay a minimum of 15 minutes (e.g., arrive at 8:37, stay until 2:15) or as assigned by attendance manager; if you come at 11:00 or later, it will be encoded as ½ day absent and you will be required to stay until 3:00/3:30. (pp. 11 & 16)
2. **ECIII Students/Special Schedule**—required to sign-in upon arriving and sign-out upon leaving; failure to follow this procedure will result in student being recorded as absent. Student attends a minimum of five hours per week; if you have questions, check with attendance manager.
3. **Extended Learning, 2:00-3:00/3:30** (p. 13)
4. **All standardized tests required.** (p. 5)
5. **Braves Store**—Students will visit EC Braves store monthly. Staff will give out “Caught Being Good” slips to students to reinforce positive behavior using the Positive Behavior Intervention Support (**PBIS**) **B.R.A.V.E.S.** acronym to reward behavior. (p. 18)
6. **Students automatically qualify to continue at the EC the next semester** by having 94% attendance or better and completing 2.5 credits, or as specified on a student’s plan. (p. 12)
7. **All drinks brought into the EC must be sealed** upon entering the building and opened by the EC Office Clerk or designee. (p. 13)
8. **Students hand completed assignments directly to the teacher of that class.** (p. 13)



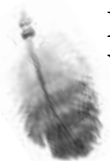
EXPECT ACADEMIC RIGOR!!! (School is a job.)



Expectations/Rules

1. Turn-in **Electronic Devices** (e.g., cell phones, MP3 Players, iPods) to attendance manager or behavior manager immediately upon arriving; if unavailable, see office clerk. You may submit a written request by the first Monday of each quarter to the EC Principal for approval or your first day at the EC. (p. 32)
2. **Student Appearance**—specific expectations (pp. 24-25)
3. **Hickies** - need to be covered with a band-aid or clothing before arriving to school; EC staff will not give band-aids for hickies (p. 25)
4. **Oversized, baggy clothes** are not allowed; belt must be worn unless approved by EC Principal (p. 31)
5. **Office Telephone**—Students are allowed one call per month; sign your name and record date on the form attached to the clipboard that is hung on the office wall (p. 20)
6. **Solid red and blue colors** may be questionable as determined by Dr. Birkeland.
7. **Vulgar Expressions /Language** is not okay; you will need to **THINK** before speaking! (p. 29)
8. **Staff Desks, Chairs, & Store Room** are off-limits to students.
9. **Physical Boundaries**—It is okay to shake another person’s hand upon arrival; any other touching in school is not okay.

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!!!



E.A.G.L.E. Center

2016-2017 School Year

What is Program Support?

➤ **Program Support (p. 29):**

It is about behavior and helping students to self-assess their behavior, make a plan to change negative behavior, and experience positive outcomes. Behaviors to reinforce or correct will come under the following categories: Following Instructions, Accepting Feedback/Talking Back, Adult Relations, Peer Relations, Boundaries, Inappropriate Comments, Insubordination, Willful Disobedience, and Disruptive Conduct.

Examples (not all-inclusive list, page 24-25 & 29): Leaving School without Permission, Vulgarity, Hickies (not covered before arriving at school), Inappropriate Dress (low top/exposed cleavage, posteriors or midriffs; spaghetti-strap top or see-through garment without a shell or shirt worn under the garment; short skirt; sagging pants; wearing red or blue with gang associations—signs, intimidation, posturing, etc.); T-shirt longer than arm's length; muscle shirt; shorts above the knee).

➤ **What happens under Program Support (p. 29)?**

Tier I Intervention - First Offense: Warning

After this warning, if the same behavior or any other Program Support behavior occurs and is documented, we move to the second offense consequence.

Tier II Intervention - Second Offense:

- Parent/guardian is sent a letter the same day or the day following the incident. Parent/guardian telephoned and documented.
- Behavior manager meets with the student to complete a Student Behavior Contract that will indicate the date and time scheduled for parent/guardian meeting.
- Counseling scheduled.
- If additional Program Support behavior is documented between the second offense and scheduled meeting, the behavior will be attached to the Student's Behavior Contract and shared at the parent/guardian meeting.
- If parent/guardian fails to meet with the Behavior Manager and another Program Support behavior occurs and is documented, there will be a Tier III Intervention.

Tier III Intervention - Third Offense:

- Parent/Guardian notified of date and time of meeting with the Response to Intervention (RtI) EC Team to develop an ACTION Plan.
- Student will continue to have counseling.
- Parent/guardian notified of date and time of review (follow-up) meeting to assess the effectiveness of the ACTION Plan. If the parent/guardian does not attend, a letter is sent with the ACTION Plan recommended by the RtI EC Team. The parent/guardian will be telephoned by the behavior manager the day of the meeting or the following day to inform them of the ACTION Plan.

