

Cheyenne-Eagle Butte School

E.A.G.L.E. CENTER (EC) I, II & III

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

EC Credit Recovery/Intervention Program

Handbook



2023-2024

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

CHEYENNE-EAGLE BUTTE (C-EB) SCHOOL
EAGLE BUTTE, SD 57625
964-8771/8773
EC Facebook: Wanbli Tanka

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

August 2023

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September 2023

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November 2023

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December 2023

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02/27/2023

2023/2024 C-EB School Calendar

Aug. 9-10 – Pre-Registration

9:00 AM to 3:00 PM

Aug. 21 – All Staff Return

Aug. 21-24 – In-Service Week

Aug. 25 – 8:00-10:00 Open House

Aug. 25 – 10:00 Start for Students

Sept. 1 – No School

Sept. 4 – Labor Day – No School

Sept. 5 – No School

Sept. 21 – 1:00 Release/Staff PD

Oct. 9 – Native American Day

Oct. 27–End of 1st Quarter

Nov. 3 – PTC/No School

Nov. 9 – 1:00 Release/Staff PD

Nov. 10 – Veteran’s Day Observed

Nov. 22-24 – Thanksgiving - No School

Dec. 14-15 – LNI Break

Dec. 21 - Jan. 01 - Winter Break - No School

Jan. 2 – Staff Development

Jan. 3 – School Resumes

Jan. 15 – Martin Luther King Jr. Day

Jan. 19 – End of 1st Semester

Feb. 8 – 1:00 Release/Staff PD

Feb. 19 – President’s Day

Mar. 4-5 – No School

Mar. 14 – 1:00 Release/Staff PD

Mar. 28 – Early Release

Mar. 28 – 3rd Quarter Ends

Mar. 29 – April 2 – No School Spring Break

April 12 – PTC/No School

May 19 – HS Graduation

May 23 - Last Day for Students

May 24 - Staff Development

Last Day BIE, 20-1 Staff and CRST Title I

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

February 2024

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April 2024

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May 2024

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June 2024

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July 2024

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Cheyenne-Eagle Butte Schools
P.O. Box 672
2005 E St.
Eagle Butte, SD 57625

E.A.G.L.E. Center

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

Telephone: (605) 964-8771/8773
Fax: (605) 964-1218

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



E.A.G.L.E. Center supports and promotes students' BEST SELF. Change requires action to be punctual to school and complete classes. Steps to school success are below...

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

Think
Positive
TALK
POSITIVE
FEEL
POSITIVE

The steps to school success are real, and we know that nothing happens until we take **ACTION**.



Cante Etanhan Owoglake
(speaking from the heart)

All of us at the EC support and encourage students to be their best self, practice growth mindset (focus on how we can get better), and mindful of learning (to be fully present in the moment). Uncertainties may be the bigger challenge... calming our minds and bodies to walk good (tanyan omani) with inner peace, practice positive inner dialogue and have a well-spring of self-confidence.



Mitakuyepi, hecetu welo ye

Dr. Vicki Birkeland, Principal
(Wahpe Snasna Win)

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POLICY TEXT DISCLAIMERS

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

BUILDING PHONE NUMBERS

E.A.G.L.E. Center 605-964-8771/8773

Cheyenne-Eagle Butte Schools K-12

Bureau of Indian Education Administration 605-964-8777

Eagle Butte School District 20-1 Administration 605-964-4911

High School 605-964-8744

Junior High 605-964-7841

Upper Elementary 605-964-2702

Primary 605-964-7920

EC Staff Team	
Dr. Vicki Birkeland	Principal, School-To-Work Program Coordinator, Acting Section 504 Coordinator
Vacant	EC Secretary, Attendance Assistant
Vacant	School Counselor, Section 504 Coordinator
Vacant	Special Education Teacher
Dr. James Padilla	ELA Teacher, Proctor NWEA Measures of Academic Progress, Proctor Achieve3000
Cherry Rose Allanic	Mathematics Teacher, Proctor Social and Emotional Learning
Doug Petersen	Social Studies Teacher, Proctor Wanbli Tanka Facebook
Vacant	Science Teacher
Lisa Maynard	Education Technician, NASIS Attendance Manager
Fay “Chug” Garreau	Education Technician, NASIS Behavior Manager
Catlin Woods	Education Technician, NASIS Data Manager
Vacant C-EB High School	C-EB High School Placement Counselor

All EC staff may be reached via email by using the following format: firstname.lastname@ohitika.com

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

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

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

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



SCHOOL TRADITIONS

Our Name:

BRAVES

Our Colors:

Scarlet, Columbia Blue, & White

Our Paper:

Ohitika ta Wotonin Wowapi
(Braves Bringing News)

Our Yearbook:

The Brave

Our Motto:

Victory

School Song: “On Wisconsin”

Our School Song:

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

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

Onward Braves,
Onward Braves
On To Victory!

Cheer Braves, Cheer
And Let Your Voices
Ring!!

Lakota Flag Song:

**Wapaha Olowan
Tunkasila Yapi, Tawapaha Kin Han
Oihanke Sni He Nanjin Kte Lo
Iyohlata Ya Oyate Kin Han
Wicicagin Kta Ca, Le Ecamun Welo**

English Translation:

**The president's flag
will stand forever;
under this flag the people will grow.
so I do this.**

LAKOTA VALUES

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

SEVEN VALUES

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

STUDENTS' RIGHT TO KNOW

RIGHTS OF INDIVIDUAL STUDENTS

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

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

STUDENTS' RESPONSIBILITY

STUDENT APPEARANCE

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

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

7. Pants must fit properly. Excessively baggy or tight clothing, and clothing which advertises gang symbols or affiliation is prohibited. A pattern of dress in "gang colors" is not allowed. Refer to section on gang related behaviors for more information.

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

EXPECTATIONS OF STUDENTS



BRAVES Expectations

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

POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)

PBIS gives students a set of expected positive behaviors appropriate for learning and for positively interacting with each other and staff. A "Caught Being Good" slip can be awarded by staff daily to acknowledge students who exhibit behavior that align with program expectations. Slips are converted to dollars that students use to purchase items from the EC BRAVES Store.

SOCIAL AND EMOTIONAL LEARNING (SEL)

Social and Emotional Learning teaches students some necessary skills to self-regulate and to be more successful in a stressful environment. Stress interferes with students' ability to learn, and this is why it is important for focus on strategies to help students cope with their feelings. SEL offers topics such as mental health, anxiety, time management, bullying, social media, decision-making skills, self-management, self-awareness, social-awareness and people skills. Students are presented daily with inspirational messages for self-reflection and discussion.





COMMUNICATIONS

COMMUNITY

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

TELEPHONE USE AND MESSAGES

Students are not allowed to make phone calls during school hours unless there is an emergency. Students are not called out of class for in-coming calls unless there is an emergency. Please inform your child where to go after school before the child leaves in the morning. If plans have changed and your child is not aware of what to do after school, please contact the office by 2:00 p.m. each day to ensure time for messages to be delivered.

CELL PHONES

Cell phones are allowed and upon arrival must be turned off and placed in students' backpack or bag. Failure to cooperate student is given two warnings, third citation student has an option (student does not bring cell phone into the building or checks cell phone into the office upon arriving and cell phone is locked-up in a cabinet), and fourth citation cell phone is locked-up until the end-of-quarter or end-of-semester.

EARLY DISMISSAL

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

SCHOOL CLOSING

If for any reason there is a closing of the school, announcements will be made through the means listed below. The 20-1 Superintendent and BIE School Supervisor will make the decision to close school. In the event of inclement weather and country bus transportation is cancelled, it is cancelled for *both* AM & PM transportation runs.

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



SCHOOL ADMISSION

New enrollment or in-district transfer students may enroll at the beginning of each quarter (first two weeks) for grades K-8 and at the beginning of each semester (first two weeks) for high school with the exception of E.A.G.L.E. Center students. (Refer to page 69 for EC Placement processes) Students being enrolled at the Cheyenne-Eagle Butte E.A.G.L.E. Center must have all required placement documents completed prior to entrance.

PARENT/GUARDIAN INVOLVEMENT

Parents/guardians will be fully informed of the school enrollment and E.A.G.L.E. Center placement opportunity available for their child. As needed or requested, parent/guardian will be provided an oral explanation regarding disputes over E.A.G.L.E. Center placement for dispute resolution. Parents/Guardians will be provided with meaningful opportunities to participate in the education of their children.

START DATE

Student start date is determined at their EC Placement Meeting.



ATTENDANCE



(Tribal Attendance Code/Ordinance Available at EC Office)

EARLY ARRIVAL/DISMISSAL TO SCHOOL

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

MINIMUM INSTRUCTIONAL HOURS

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



Grades	Minimum Hours of Instruction
Grades 6-8	962.5
Grades 9-12	970

COMPULSORY ATTENDANCE AND TRIBAL ADULT DEFINITION

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

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

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

TRUANCY

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

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

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

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

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

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

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

MAXIMUM ABSENCES

Students 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 3:15 – 4:00 p.m. Monday – Friday. To make up for prior absences the student must have arrived on time and take responsibility to notify attendance manager.

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

NOTIFICATION OF ATTENDANCE PERCENTAGE

Students' EC Academic Progress Reports are mailed at mid-quarter to parents/guardians and includes attendance percentage. In addition, attendance percentage is reported on first and second semester EC Report Cards.

EC DROP AND RE-ENROLLMENT PROCESS

1. 17 years of age or less:

If a student is dropped for the third time and re-enrollment is requested, it will be at the EC Principal's discretion. If there are no EC slots open, the student may be placed on EC III Interim Schedule from 2:15-4:00 daily until a slot opens.

2. 18 years of age or older- considered adults by tribal definition (refer to page 19)

Upon student's request, EC may re-enroll students who are considered adults by tribal definition (refer to page 19). In accordance with the following guidelines: Student attendance will be reviewed quarterly to determine attendance compliance. Attendance below 80% will result in a quarterly EC Attendance Review meeting. At the meeting the student will be offered EC III Interim Schedule from 2:15-3:15/4:00 daily effective until the end-of-semester. Non-attendance to the meeting will result in the student being dropped. If an EC slot is available, the following semester the student may be considered for re-entry upon student's request.

The EC's small classroom settings (EC and Wing B buildings) allows EC staff to serve a certain number of students due to safety reasons. If the EC program is at full capacity, consideration is given to EC III Educational Schedule/Setting (IES) for educational services. If a student/parent/guardian is not satisfied with EC III Interim schedule, a letter requesting a meeting with the EC Team is recommended.

LEAVING SCHOOL

A parent/guardian may check their student out of school, at which time the office secretary or designee will write a pass. **Students may only leave campus with permission from the EC Principal or designee, and must have a pass from the office.** Leaving campus without a pass and approval from the EC Principal is considered a lack of Program Support. Students who are considered adults by tribal definition will sign in and sign out daily. Signing out or missing more than 1 hour and 30 minutes in a day will be recorded as a minimum of a half-day absence (refer to page 19).

EXCUSED ABSENCES

Full day of school attendance is required to participate in extra-curricular activities (field trips, off campus and evening activities).

1. Personal Illness/Medical Appointments: All medical absences exceeding three days shall require a medical statement or parent note.
2. Bereavement: Not to exceed three days.
3. Work: Must be approved in advance and directly related to family income.
4. Family Trips: Must be approved in advance and of an educational nature.
5. Other Excused Absences Include: (unique individual/community educational/cultural activities, including, but not limited to: AAU, Snow Queen, 4-H, YMCA, boxing, archery, SDHSAA events if a family member qualifies for state, etc. SDCL 13-27-6.1 Events of state, youth programs, and work as precinct election official. An elementary and secondary student is eligible to be counted for school attendance up to five days in a school term if an excuse from actual school attendance is requested by a parent or guardian for the purpose of attending events of state or nationally recognized youth programs of educational value or for the purpose of working as a precinct election official if the student is at least eighteen years old. If preapproved and all make up assignments or alternative assignments are complete within the allotted time frame.
6. Administrative Discretion on a case by case basis.

IRREGULAR ATTENDANCE & SKIPPING CLASS

EC Principal, EC Attendance Manager, and EC Counselor or Designee will work with families who are experiencing difficulties to remediate attendance issues as a supportive measure. In the event interventions are unsuccessful, the school will develop a partnership on behalf of the student with the CRST Tribal Children's Court to enforce the CRST Attendance Policy.

MAKE-UP WORK

Students who have 80% attendance at the end of first quarter, second quarter and third quarter can apply to take their laptop home. Students are required to return their laptop daily, failure to comply will result in loss of the laptop privilege.

PARENT'S/GUARDIAN'S RESPONSIBILITIES

Daily attendance is important for students to maximize their learning.

1. 17 years of age or less:

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.
- When the weather is cold, students are expected to be dressed for the weather conditions on buses, at school and at school activities. Winter Attire: i.e. could be deemed as but not limited to coats, hats, gloves, closed toed shoes, pants (not short pants), etc.

2. 18 years of age or older- considered adults by tribal definition (refer to page 19)

In addition of the above parent/guardian responsibilities, students are required to

- Attend school daily from 8:15-3:15
- Complete Daily Sign-In and Sign-Out sheet



TARDINESS

A tardy is if a student arrives between 8:21 a.m.–9:46 a.m. or as determined by the EC Principal, based on a student's individual plan.

1. Upon arriving student checks in with the EC Secretary.
2. The tardy is documented by EC Secretary and attendance manager.
3. An unexcused tardy will result in the student remaining at the EC until 3:15 p.m.
Arriving at 9:46 a.m. or later will be counted as a half-day absence.
4. Reasons for Excused Tardiness
 - Medical Appointment
 - Court
 - Counseling Appointment
 - Bad Road Conditions
 - Administrative Discretion

BATHROOM/RESTROOM PASSES

EC students are required to sign-in with their first name, last initial, and record time in and time-out. One male and one female are allowed to use the restroom at one time. Linger in the restroom is inappropriate behavior.

ATTENDANCE RECOGNITION AND BRAVES STORE

Exemplary attendance is identified as 94% or better. Acknowledgement of Exemplary and Excellent attendance is throughout the school year using "Caught Being Good" slips for EC students, which are converted to BRAVES Bucks. EC students will visit the BRAVES Store once

per quarter to spend their BRAVES Bucks. Attendance honorees are recognized at EC Awards Day.

ACADEMIC AND ACTIVITY RECOGNITION

Each semester students are honored through earning certificates and gift cards for being focused, working with consistency on subject/project/lab/activity and show completion of tasks. In May the EC Awards Day (Wopila Celebration) is held to honor students who have shown exemplary and proficient behavior and academic with gift cards, blankets and star quilts.

School is a job!



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

THE EAGLE REPRESENTS:



WINGS TO TAKE YOU WHEREVER YOU GO IN LIFE!

VISION TO SEE THE FUTURE!

VOICE OF POSITIVE INFLUENCE!

CLAWS FOR WORKING HARD!

Cheyenne-Eagle Butte Mission Statement

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



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

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



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

“To celebrate is to re-create, refresh, and to remake the spirit. It is to grow rather than go or get or grab.” – Anonymous



PURPOSE OF PROGRAM

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

Program Descriptions

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

The EC Program is for junior high *cante' waste'* (good hearted) students in grades 7- 8 who have had significant academic difficulties within the regular school program. This program serves a maximum of ten students.

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

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

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

This is an Interim Educational Schedule/Setting (IES), and the student will be able to progress in the general curriculum with a schedule and accommodations unique to the student. An IES may be used if a student's transition placement is pending (per Individual Accommodation Plan, Individualized Education Program/Plan, or Section 504 Accommodation Plan, and per Behavior Policy), or adult student attendance, or as determined by the EC Principal. Any deviation from daily required program attendance must be approved by EC Principal and requires supportive documentation. Documentation to support a schedule change may include parent status or documented medical recommendation (not an all-inclusive list), or behavior.



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

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

E – EDUCATION:

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

A – ASSESSMENT:

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

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

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

G – GOAL SETTING:

Setting positive and realistic goals is a crucial high school component. CTE classes such as College and Careers, Investigating Careers, and Job Skills provide a specimen of knowledge for goal setting. Also, the semi-monthly Career Readiness class provides a well-spring of career preparation topics.

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 Box, Careers and Independent Living Skills. These classes are necessary for young people and adults to function successfully in everyday life.

E – EMPLOYMENT:

The EC School-to-Work Program is an excellent tool preparing students for post-secondary job training, earning credit, while at the same time, preparing students to be "job-ready" in a time-efficient manner. 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.



Toka He/Ho? (What's Happening?)

EC PROGRAM INFORMATION

8:15 a.m. - 3:15 p.m. Monday—Friday

Computer/Book-based Classes

Lunch at cafeteria 11:30 a.m.-12:00 p.m.

EC PROGRAM INTRODUCTION

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

ACADEMIC PROGRAM DESIGN

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

EC MONTHLY BULLETIN AND CALENDAR

A monthly bulletin & calendar is mailed to parents/guardians and posted on the EC bulletin boards and on Wanbli Tanka (EC Facebook) by the first school day of each month. Two Thursdays each month, as communicated through the EC Calendar, all students are dismissed at 2:45, including bus and dorm students. Parents/Guardians need to make arrangements in advance for accommodating their students until the buses arrive between 3:20-3:30 p.m. and dorms open (3:00 p.m.). If this is a hardship, parent/guardian or student may contact the EC Principal.

REGISTRATION

Annual school registration is held in August. Failure to register will result in the student who attended the spring semester of the following school year losing their EC slot. Registration is held with the regular C-EB school program setting (i.e. junior high and high school) usually at the south end school. Students cannot be automatically registered or placed in the EC Program unless the student finished the previous semester at the EC setting. Students who are not listed on the EC Student Roster may have been dropped or transferred before the end of a semester and did not return within that semester. These students must request or reapply through the C-EB High School or Junior High building principal or designee to be placed in the EC Program according to the placement process (see below).

EXTENDED LEARNING TIME

The time from 3:15 – 4:00 p.m. is used for credit recovery, making up attendance, truancy, or inadequate academic progress, providing tutoring or academic assistance, and facilitating EC III.

PHYSICAL EDUCATION

All students enrolled in P.E. are required to participate unless they have a written excuse from a doctor or as stated in the student's Section 504 or IEP plan. Parents/guardians are encouraged to notify the EC Principal of an illness or injury.

SCHOOL AGE LIMIT—HIGH SCHOOL/E.A.G.L.E. CENTER

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

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

(For student eligibility refer to registration above)

ECI Placement Process



New Student Pre-Placement Meeting at the Junior High

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

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

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

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



New Student Placement Meeting at the EC building

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

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

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



ECII Placement Process

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

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



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

Note – EC Counselor or Designee: At fall registration for returning students from previous semester (2nd Semester), the EC Counselor or designee completes all required registration forms, IAP's, and provide current EC monthly bulletin and calendar.



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

Required Paperwork (HS to EC): One full school day prior to a student starting at the EC, the EC Principal receives a copy of the student's registration form(s), original Individual Accommodation Plan (IAP), and original EC Academic Plan.

Note – (EC to HS): Parent/guardian can request in writing 2 weeks prior to the end of a semester that their student attend the C-EB High School. Also, a Section 504 Accommodation Team or Individual Education Plan (IEP) Team can make a team recommendation for C-EB High School educational services.



Student Orientation: All students upon entering the EC Program are provided an orientation by the EC principal or designee(s) that includes review of their EC Academic Plan, Program Support, Expectations, Internet/Laptop User Agreement (if applicable), and EC Handbook. Parent/Guardian is required to complete a new registration form. This form is provided to the BIE Business Technician (Data) by the EC Secretary. Following the review, the student will sign a form as proof of their orientation (EC expectations for success).

REQUIREMENTS FOR CONTINUATION OF ACADEMIC LEARNING PER SEMESTER

Per parent/guardian request (ten school days prior to the end of the first semester or per parent/guardian at fall registration), students will be considered for regular high school learning. EC will provide to the high school principal or designee a list of students who have requested to return to the regular high school program. An EC Student Roster will be provided to the high school principal or designee before August registration showing students who have meet the requirements to return fall semester.

ADDITIONAL EDUCATIONAL OPTIONS

Options are provided at EC meetings as needed or as requested by parents/guardians.

EC ACTIVITY LIAISON

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

PHOTOS OF EC ACTIVITIES

Photos may be published in the newspapers, school publications, on the Internet, and on EC Facebook “Wanbli Tanka” as determined by parent/guardian consent.

INTERNET POLICY

Internet Policy is provided at registration and as needed when checking out to student electronic equipment.





EVERY STUDENT SUCCEEDS ACT (ESSA)

The Cooperative Board of the Cheyenne-Eagle Butte School supports the Every Student Succeeds Act. As part of our School Wide Improvement Plan, students are expected to work toward proficiency in reading and math. The teacher philosophy and grading process will be clearly announced, and the students in each class will receive a written syllabus of coursework the first week of each semester. C-EB school plans and implements interventions and academic enrichment strategies based upon standardized and criterion referenced assessments given periodically throughout the year. School-wide assessments such as NWEA MAP, and state directed assessment such as Smarter Balanced will be administered. In addition, we expect at least 94% attendance rate for all students.

GRADING SCALE

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

A.....	94% - 100%
B.....	86% - 93%
C.....	80% - 85%
<i>*IP</i>	79% and below or class not completed
NS.....	Not Started
WEE.....	Work Experience Ended (School-to-Work)

***SPORTS ELIGIBILITY – IN PROGRESS (IP)**

For sports eligibility and if the students' grade percentage ranges between 60%-79%, student is considered eligible to play sports. This percentage is aligned with the C-EB High School grading scale.

EC ACADEMIC PLAN

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

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

EC INDIVIDUAL ACCOMMODATION PLAN (IAP)

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

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

2. EC Counselor or Designee is responsible for development of IAPs for all returning EC students from spring semester.

ACADEMIC PLAN REQUEST FORM

Any class/course changes on EC Academic Plan must be first written on an Academic Plan Request Form from the EC Office. The staff requesting will submit the form to the EC Principal or Designee, who will forward it to the EC Counselor or Designee to review and approve the form before returning it to the EC Principal for signature. After approval, the form and the EC updated Academic Plan will be placed in the “Staff Initial” box in the office and secretary will update EC Academic Plan office copy in office binder, EC student Report Card, and EC Progress Report. EC Principal will update original EC Academic Plan located in EC Principal’s office.



JUNIOR HIGH REQUIRED CLASSES

7th Grade

English	Life Science
Math	Lakota Language (pending teacher)
US Geography	

8th Grade

English	Physical Science
Math	Lakota Language (pending teacher)
US History	

HIGH SCHOOL REQUIRED COURSES:

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

1. Four credits of Language Arts – must include:
 - a. Writing – 1.5 credits
 - b. Literature – 1.5 credits (must include .5 credit of American Literature)
 - c. Speech or Debate – .5 credit
 - d. Language Arts elective – .5 credit (e.g. see below)
 - Creative Writing
 - Film and Literature
 - Literature of a Culture
 - Research Writing

2. Three credits of Mathematics – must include: a. Algebra I – 1 credit b. Algebra II* – 1 credit c. Geometry* – 1 credit
3. Three credits of Lab Science – must include: a. Biology – 1 credit b. Any Physical Science (Earth Science does not count) – 1 credit c. Chemistry or Physics* – 1 credit
4. Three credits of Social Studies – must include: a. World Geography – .5 credit b. World History – .5 credit c. U.S. History – 1 credit d. U.S. Government – .5 credit e. Tribal Government-- .5 credit
5. Fine Arts*--1 credit (Refer to page 77)
6. Personal Finance or Economics-- .5 credit
7. Physical Education - .5 credit
8. Health (includes Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) training) -- .5 credit
9. One credit of the following—any combination: a. Approved Career & Technical Education (e.g. EC career classes) b. Capstone Experience or Service Learning c. World Language (e.g. Lakota Language)

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

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

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

9-12 GRADE CLASSIFICATIONS

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

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

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

SOUTH DAKOTA STATE HIGH SCHOOL GRADUATION REQUIREMENTS

For more information on SDHS Graduation Requirements go to:

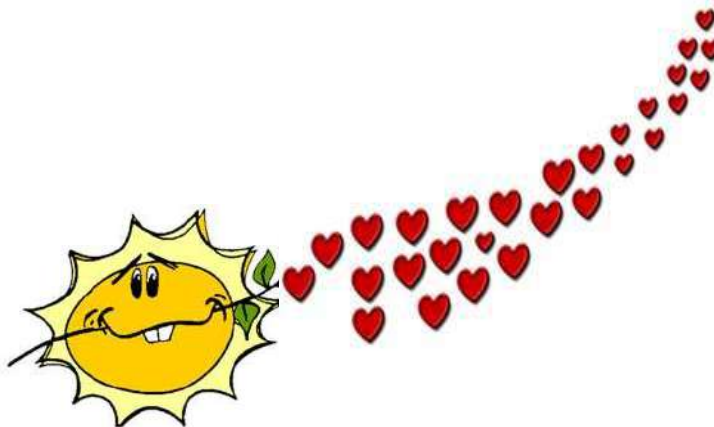
<https://doe.sd.gov/gradrequirements/>

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

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

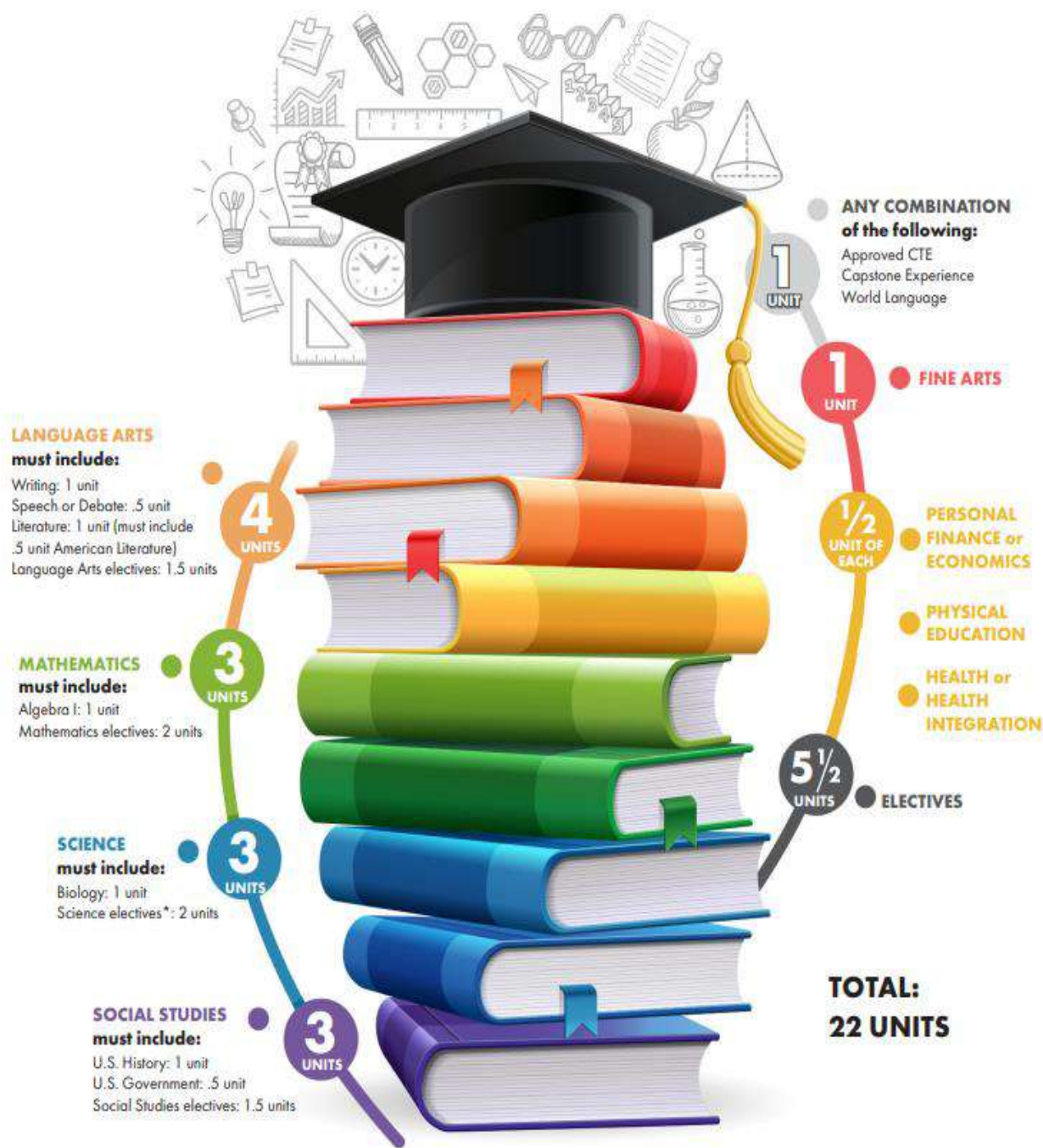
ELEVATED ACADEMIC OPPORTUNITY

This opportunity is available per student request and pending availability of courses at the C-EB High School. If funds are available and parents/guardians want their child to be more academically challenged, a written request from the parent/guardian or student can be submitted to the EC Principal. The EC Team will meet to discuss options with the parent/guardian. One example is the **New South Dakota Center for Virtual Education**. The South Dakota Department of Education has a new and improved South Dakota Center for Virtual Education (SDCVE), previously known as the South Dakota Virtual School. It is a clearinghouse of distance courses offered by approved providers. The new URL for this site is <https://sdcve.k12.sd.us>.



South Dakota High School Graduation Requirements

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



South Dakota High School Graduation Requirements

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

ADVANCED ENDORSEMENTS

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

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

ADVANCED ENDORSEMENT REQUIREMENTS

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

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

ADVANCED CAREER ENDORSEMENT REQUIREMENTS

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

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

ADVANCED HONORS ENDORSEMENT REQUIREMENTS

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

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

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



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DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

GRADUATION AND COMMENCEMENT EXERCISE

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



GRADUATION SENIOR EXITING PROCEDURES

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

REPORTING PROCEDURES

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

STUDENT MID-TERM ACADEMIC PROGRESS REPORTS

Mid-Term Progress Reports for all EC students are mailed in the middle of each quarter to all parents/guardians. These reports will list all classes and indicate Attendance Percentage, Class Completion (C), Satisfactory (S), Needs Improvement (NI), and Not Started (NS).

STUDENT ACADEMIC REVIEW MEETINGS

Parents/Guardians are invited to their students' first and/or second academic review meeting usually held in December/January (first semester), and April/May (second semester). These meetings are to review students' attendance and academic progress. At the second semester meeting, a preliminary academic plan is written for the next school year fall semester.

STANDARDIZED ASSESSMENT REPORTS

The EC Data Collaboration Team meets regularly to review students' test results. After standardized testing and when results are available, student data is reviewed by the EC Data Collaboration Team, results analyzed, and instruction adjusted to accommodate student needs. Student assessment reports mailed to parents/guardians.

RETENTION POLICY

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

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

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

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

SUMMARY OF SECTION 504

WHAT IS SECTION 504?

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

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

HOW DOES SECTION 504 DEFINE “DISABILITY?”

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

WHAT IS A MAJOR LIFE ACTIVITY?

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

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

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

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

RESPONSIBILITIES:

Section 504 falls under the responsibility of the regular education program. School staff, students and parent/guardian need to work in collaboration to help guarantee that the student is provided with the necessary and reasonable accommodation and/or services. At a “504 meeting” teachers and other school staff along with parent/guardian and students develop a plan that outlines the accommodations that meet the unique needs of that particular student. The student’s regular education teachers will be legally responsible for implementing the plan.

ACCOMMODATIONS:

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

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

MODIFICATIONS:

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

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

SECTION 504 PROCESS:

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



SPECIAL EDUCATION SERVICES

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

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



C-EB Education Referral Process - Special Education Flowchart

1. Recognition
Student exhibits atypical needs as compared to peers; Concern about student performance
2. Pre-referral
Concerned teacher and/or parent refers to the TAT/RTI team. Student is provided a minimum of (2) scientifically researched-based interventions by HQT, implemented with fidelity. <i>Note: Recommended timeframe: Between 8-16 weeks.</i>
3. Referral
Student is officially referred for evaluation for special education services through either the RTI (Response to Intervention) team or MTSS (Multi-Tiered System of Support) and/or parent. Written documentation of interventions attempted. <i>Note: When considering Specific Learning Disability, the past 2 years of attendance records must be attached to ensure that the student has had the opportunity to be instructed in the core subjects by HQT. Parent Referral: If the school receives a written parental referral for an evaluation the school must meet and decide to either pursue the evaluation and obtain consent or if the school decides not to evaluate must send a Prior Written Notice (PWN) to the parent stating reasons for refusal. Parent has right to an Independent Educational Evaluation at school expense.</i>
4. Evaluation
The school completes an Assessment Plan based on the referral and obtains parental consent. The student is evaluated using a variety of assessment tools according to the suspected disability(s). <i>From date that school receives consent 25 School days to complete all evaluations.</i>
5. Eligibility
Prong 1: Evaluation team determines if the student is eligible according to South Dakota Eligibility Criteria Prong 2: If eligible, educational performance must be affected, and Prong 3: Student is in need of specially designed instruction in order to benefit from education <i>Note: If student doesn't qualify, he/she may be considered for a 504 Accommodation Plan or referred back to RTI Team/MTSS for additional interventions.</i>
6. IEP Process (IEP and LRE)
A multi-disciplinary team of parents, both a general and special education teacher, an administrator, related service providers (if relevant) and student, if appropriate meet to develop an Individualized Education Program (IEP). This document guides the school on the program that will be provided to the student. The IEP Team must also determine the Least Restrictive Environment (LRE) and provide justification in the IEP for more restrictive placement, if not the general education classroom. <i>Eligibility and IEP, if needed must be completed within 60 Calendar Days from date of receipt of consent.</i>
7. IEP Implementation (FAPE)
The <u>entire</u> IEP team has the responsibility to ensure that the IEP is implemented. <i>Note: The IEP is only valid for 365 days, no extension may be granted.</i>
8. IEP Review
The IEP Team must meet annually or sooner if needed, to develop the next annual IEP.
9. Reevaluation
The comprehensive evaluation is valid for (3) years, or sooner if need arises. The reevaluation is required for determining continued eligibility for services. If the student no longer meets eligibility criteria, there will be an exit meeting and the student will be dismissed from services and his/her IEP will end. <i>Note: If student doesn't qualify, he/she may be considered for a 504 Accommodation Plan or referred back to RTI Team/MTSS for additional interventions.</i>

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

EXTENDED SCHOOL YEAR (ESY) SERVICES (34 CFR 300.106)

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

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

SPECIAL EDUCATION REFERRAL PROCESS

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

GIFTED AND TALENTED SERVICES

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



Gifted and Talented Referral Process - Gifted and Talented Flowchart

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

ENRICHMENT SERVICES STATEMENT

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

TITLE I

The Cheyenne-Eagle Butte School operates a school-wide program, grade specific for all students in K-12, via the CRST Title I Program and the SD DOE Public School Title I Program. This means that all students have access to Title I resources. The goal of the program is to provide supplemental assistance so that all students will achieve high standards. Title I funds are used for staff, professional development, equipment, and supplies.

LAW ENFORCEMENT AND DEPARTMENT OF SOCIAL SERVICES STUDENT INTERVIEW POLICY

LAW ENFORCEMENT

Cheyenne-Eagle Butte School has a cooperative agreement with the CRST Police Department to provide law enforcement services and patrol the campus. They patrol the entire campus by foot, bicycle, and vehicle seven days a week, and are on call 24 hours a day. Law enforcement may utilize canines in situations of search and seizure. Law enforcement will respond to calls of disorderly conduct, possession of alcohol or drugs, assault, sexual assault, vehicle theft, and other crimes and school violations. They are responsible for the safety of the students, staff, and visitors and for protection of all buildings and property belonging to Cheyenne-Eagle Butte School. Law enforcement ensures that the school's anti-drug, anti-gang and anti-alcohol policies are enforced, as well as providing educational activities and resource support. Students violating the "Severe" or "Major" categories will be referred to law enforcement for possible citations or arrest. Students committing crimes on campus will be referred to law enforcement for adjudication. Students cited or arrested by law enforcement will be required to adhere to the consequences sanctioned by the CRST Juvenile Department, as well as any disciplinary consequences imposed by the school. Crimes committed by students over 18 are subject to Federal prosecution.

SCHOOL RESOURCE OFFICER

Cheyenne-Eagle Butte High School in partnership with Cheyenne River Sioux Tribe Law Enforcement has a School Resource Officer on duty. In addition to their law enforcement duties the School Resource Officer provides mentoring to students, interaction with faculty and participation in the classroom as guest speakers. The addition of the School Resource Officers has not only provided a safe school environment, but also enhances a positive relationship between students and the police. The School Resource Officer has many duties within the district that include; training, advising, and assisting with school safety and security, as well as conducting any criminal investigations on the school campus. School Resource Officer is available for students, parents, and school staff to answer questions or to discuss any concerns they may have. Students are not sent directly to the School Resource Officer for discipline. All disciplinary incidents on the school grounds are reported to the appropriate administrator. An administrator will determine if it is necessary to involve the Resource Officer. Enforcement of the student code of conduct is the responsibility of teachers and administrators. Some types of behavior warrants referral to our School Resource Officer as the breach of conduct may also be a criminal offense.

POLICY STATEMENT

When students are at school or involved in a school activity off school ground, the school has an obligation to the students and their parents, and an obligation to authorities such as law enforcement and the Department of Social Services. This policy balances the rights of students and parents with the rights and responsibilities of law enforcement and the Department of Social Services as those entities investigate juvenile delinquency/criminal matters and matters related to suspected child abuse and neglect. It is therefore the policy of the Cheyenne – Eagle Butte Schools that:

1. Should a law enforcement officer wish to talk with a student under the age of 18 while the student is at school or at a school activity and interview the student for a reason other than investigating suspected child abuse or neglect, the school will not grant permission for the law enforcement officer to talk with the student unless the school has first notified the student's parent(s)/guardian(s) and received permission from a parent/guardian for the student to talk with the law enforcement officer. Parents/guardians have the right to deny the request from law enforcement to talk with the student. Parents/guardians shall also be afforded the opportunity to be present during the interview should permission be granted by parent/guardian for a law enforcement officer to talk with the student. However, should the law enforcement officer order school personnel to present the student so the officer may talk to the student, after documenting the law officers order to present the student, the school personnel shall comply with the officer's order and an administrator shall then immediately contact the student's parent.
2. Should the Department of Social Services (DSS) or a law enforcement officer be investigating suspected child abuse or neglect and wish to talk with a student under the age of 18* while the student is at school, the request to talk with a student shall be documented by the school administrator, including the name of the person making the request, date of request, date of interview, and that the request is made for the reason of investigating suspected child abuse or neglect. The law in South Dakota requires investigation of suspected child abuse to be kept confidential and can be done without notification to parents. Therefore, the school will not notify parents of a request by the Department of Social Services or law enforcement to talk with a student in such instances.

* Upon the student reaching the age of 18, the student is a legal adult and has the authority to make the decision whether or not to talk with the law enforcement officer or DSS and without parental involvement. However, the student shall be afforded the opportunity to contact his/her parents for advice before responding to a request by the authorities to meet with and talk to law enforcement and/or the Department of Social Services.

MANDATORY REPORTING

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

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

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

GUIDANCE AND COUNSELING

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



RESPONSE TO INTERVENTION (RtI)

RtI is used to proactively teach students how they are expected to behave with the focus on prevention and creating positive environment, includes both academics and behavior.

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.

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

RESPONSE TO INTERVENTION (RtI) PROGRAM SUPPORT

"Program Support" includes: Computer Misuse, Sleeping/Disengaged Learner, Following Instructions, Accepting Feedback, Adult Relations, Peer Relations (Peer Relations Agreement—Remediation), Boundaries (e.g. inappropriate physical contact), Inappropriate Comments, Insubordination, Willful Disobedience, Disruptive Conduct, etc. (e.g. leaving school without permission, vulgarity, hickies, inappropriate dress, on school premises without authorized permission, academic dishonesty, etc.). Computer use at the EC needs to be tied to academic work and any programs, websites, etc., must be preapproved by an EC staff and tied directly to required coursework. Students are given one formal write-up and thereafter any misuse will result in action taken which could include moving to pencil/paper work and as available Acellus GoldBook or tablet. Students who are considered adults by tribal definition (refer to page 19) will be sent home

immediately for noncompliance, parent/guardian contacted, and student will not remain on school premises during that school day or as determined by the EC Principal.

RESPONSE TO INTERVENTION (RtI) PROCEDURE

Response to Intervention (RtI) Tier I, II, and III levels of intervention will be used to help students with self-regulatory behavior and continue teaching and reinforcing positive behavior using Positive Behavior Intervention & Supports (PBIS), a set of expectations.

An offense or repeated offenses under this system may result in a change in academic services, as recommended by the RtI Team or at the discretion of the EC Principal.

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

BEHAVIOR

DUE PROCESS

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

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

SHORT-TERM DISCIPLINARY ACTIONS

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

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

LONG-TERM DISCIPLINARY ACTIONS

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

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

DISCIPLINE OF STUDENTS WITH DISABILITIES/MANIFEST DETERMINATION

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

POLICE/FBI QUESTIONING OF STUDENTS

If a student is a witness (and not the suspected offender) the police officer may question a student without parent/guardian permission. However, it is always a good practice to contact the parent/guardian. If a student is the suspected offender, the police officer should wait for the parent/guardian to arrive and be there with their student and/or give permission for their student to be questioned. Written consent by parent/guardian presented by police gives authorized permission to question a student.

SECURITY

Safety and security of students and staff is of primary importance. Security cameras are installed inside and outside most school buildings. The cameras are monitored by the school's resource officer.

SEARCH AND SEIZURE

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

TIME-OUT (REFLECTION ROOM)

A designated area used for students struggling with self-management to have time to rethink what they need to do differently for success in the classroom. The use of the Reflection Area can vary from 15 minutes or more as determined by the EC Principal or designee.

IN SCHOOL SUSPENSION/OUT OF SCHOOL SUSPENSION

(a) EC uses the term "Reflection Area" in lieu of "In School Suspension (ISS)." Use of reflection area varies for individual students.

(b) EC uses the "EC III Interim Schedule/Setting" (e.g. on-site learning, pages 45-48), to accommodate students and support positive improvements for academics and/or behavior in lieu of Out of School Suspension (OSS). Students are not allowed to attend any school activities when OSS is assigned as a result of behavior. Certain behavior (e.g. weapons violation) may result in the students' being OSS, not scheduled for EC III Interim.

DISCIPLINARY ACTION

The EC Principal is empowered and directed to use discretion in the enforcement and application of the provisions stated in the discipline policy (refer to pages 45-48). The range of disciplinary action that may apply to Infractions serves only as a guideline. *The range of disciplinary action may not be applicable to all behavior Infractions, incidents, and/or circumstances.* Weapon and drug offense penalties are determined by the Cooperative School Board.





DISCIPLINE POLICY

(Behavior and Consequences)

- 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 or any other alcohol-based product used with the intent to alter behavior on school campus or at school functions** (CRST Law and Order Code – “Possession or consumption of an alcoholic beverage...by a person under 18 is a Class C Offense); **Over-the-counter Drugs**
- 3. Assault on School Premises 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 Staff and/or Student(s)**

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)

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. Intimidating Staff and/or Student(s)

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

Process: Individual conference with each student; school’s Resource Officer contacted at the start of EC’s investigation or fact-finding process; parent/guardian contacted—letter to parent/guardian to include referral for counseling [e.g. with school counselor or Mental Health]; *Anti-Bullying Contract required for all bullying incidents*—all staff increase active monitoring/supervision accordingly, weekly check-in with the Behavior Manager, and weekly counseling as recommended by RtI Team; if beneficial, a conflict resolution meeting will be scheduled; principal is actively involved in fact-finding process, makes final recommendation(s) for behavior intervention, follows up intervention, and reinforces positive student behavior management. Cyberbullying brought into school by students or parents will be handled by the EC Principal on a case-by-case basis.

An offense involving the items 10-11 above may result in a change of schedule/setting, and/or suspension by the EC Principal (informal hearing) or long-term suspension or expulsion (formal hearing) as determined by the Cooperative Board of Education and/or Juvenile Authorities may be

notified and a complaint may be filed by the EC. Bullying references: 12/9/12 CRST Anti-Bullying Act (Resolution) and 2012 SD Senate Bill No. 130 & Amendment.

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

Consequences:

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

Options:

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

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

13. Gang-Related Activity or Behaviors

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

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

-Individual or group activities/gatherings that are threatening or intimidating to others is prohibited on school premises.

Consequences:

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

Options:

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

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

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

Consequences:

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

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

15. iPods, MP3 Players, Beepers, Pagers, Laser Pointers, CD's, and Other Electronic Devices are not allowed. Upon arrival students are required to turn in any electronic device and corresponding items.

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

Consequence for Repeated Offenses:

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

16. Student Possession Of, Use Of, and/or Threats to Use Weapons On School Premises or at School Sponsored Activities—C-EB Weapons Policy

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

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

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

Consequence:

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

SEXUAL HARASSMENT

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

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

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

any school-owned or leased vehicle, while at a school bus stop, or when in a private vehicle located on school property during school or during school activities.

I. DEFINITION

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

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

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

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

DESIGNATION OF TITLE IX COORDINATOR

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

Name or Title: Kara Four Bear, Superintendent of Eagle Butte Public School District 20-1

Office Address: PO Box 260 Eagle Butte, SD 57625

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

Telephone Number: 605-964-4911

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

responsible for coordinating the effective implementation of supportive measures. (34 CFR § 106.30(a))

DISSEMINATION OF POLICY

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

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

ADOPTION OF GRIEVANCE PROCEDURES

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

DEFINITIONS

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

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

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

1. fear for his or her safety or the safety of others; or
 2. suffer substantial emotional distress. (34 U.S.C. 12291(a) (30))
- m. “Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escorting the complainant while on school property or while at a school off-campus activity, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

SCHOOL’S RESPONSE TO SEXUAL HARASSMENT

(34 CFR § 106.44)

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

under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act. Additionally, nothing in the Title IX regulations or this policy prohibits the school from placing an employee respondent on administrative leave during the pendency of a grievance process, however, nothing in Title IX regulations or this policy may be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

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

C-EB SUICIDE IDEATION AND SUICIDE INTERVENTION APPROACH

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



CO-CURRICULAR ACTIVITIES

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

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

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

GO BRAVES!

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

STUDENT ORGANIZATION

EC students are free to organize within the school for political, social, service, athletic, and other proper and lawful purposes. No student shall be discriminated against because of membership in any such organization. Student organizations require staff advisors. Advisors must be current staff members and may be chosen by the organization. The use of school facilities, audio-visual equipment, announcements in the school paper and other media shall be made through normal channels and with normal protective controls to approved, organized student organizations. Any official student publication of the school or publication of any student organization shall enjoy freedom of expression and opinion within the Student Rights guideline.

FIELD TRIPS

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

FIELD TRIPS EXPECTATIONS

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

1. Academic – is the student making adequate academic progress?
2. Attendance – does the student have 80% or better attendance? Does the student consistently show punctuality?
3. Behavior – does the student's behavior log indicate consistent self-management?
4. Final determination will be made by EC Principal.

PARENT/GUARDIAN/STUDENT/CLASS/COMMUNITY FUNDRAISING

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

BUREAU OF INDIAN EDUCATION OPERATED SCHOOLS SEC. 115 (a)

1. Notwithstanding any other provision of law or Federal regulation, including section 586(c) of title 40, United States Code, the Director of the BIE, or the Director's designee, is authorized to enter into agreements with public and private persons and entities that provide for such persons and entities to rent or lease the land or facilities of a Bureau-operated school for such periods of time as the school is Bureau operated, in exchange for a consideration (in the form of funds) that benefits the school, as determined by the head of the school.
2. Funds received under paragraph (1) shall be retained by the school and used for school purposes otherwise authorized by law. Any funds received under paragraph (1) are hereby made available until expended for such purposes, notwithstanding section 3302 of title 31, United States Code.
3. Nothing in this section shall be construed to allow for the diminishment of, or otherwise affect, the appropriation of funds to the budget accounts for the operation and maintenance of Bureau-operated schools. No funds shall be withheld from the distribution to the budget of any Bureau-operated school due to the receipt by the school of a benefit in accordance with this section.

SPORTS PHYSICALS

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

SPORTS ELIGIBILITY

For sports eligibility and if an EC students' class grade percentage ranges between 60%-79%, student is considered eligible to play sports in accordance with the C-EB High School grading scale.

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

1. Student's attendance must be 94% or better.
2. Student must fulfill their attendance requirement per their Individual Accommodation Plan (IAP) the day of and after the activity unless excused by the EC Principal. For weekend activities, attendance is required on the final day of school. In case of an emergency, the EC Principal is the only person who can make an exception to this rule.
3. Student must have passed at least two (2) credits (e.g. 4 half credit classes) in the previous semester. Student must be present for a minimum of twenty (20) hours in a regular five-day school week.

4. Students who earn academic credit during summer school for credit recovery will be able to have those credits applied to their total number of second semester earned credits for eligibility for fall sports. This requires approval from building principals or designee and each student has an EC Summer School Agreement form completed.

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

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

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

PROCEDURE FOR DISMISSAL OF STUDENT FROM A CO-CURRICULAR ACTIVITY

1. Requirements of the Activities Director
 - The student shall be notified of school policy which affects the activity they are participating in. This will be in writing.
 - The student shall be notified of any additional requirements of his/her particular activity. This will be in writing.
 - Each sponsor/advisor/coach is expected to carry out the rules.
2. Requirements of the Principal
 - The student shall be advised in writing, of the violation. If done verbally, it shall be done in private. The student will be granted a hearing if excluded for the remainder of the season/year.

- The student shall be given the chance to explain his/her position regarding the said violation.
- The parent/guardian of the student shall be notified of the violation and explanation will be given as to the reason for dismissal or potential violation.
- The school shall provide for a conference, which may include student, parent/guardian, sponsor, advisor, coach, administrators, and witnesses if requested by student or parent/guardian.

STUDENT SUPPORT OF STUDENT ACTIVITIES

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

DANCE PARTICIPATION REQUIREMENTS

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

High School - Cheyenne-Eagle Butte dances are provided for the Cheyenne-Eagle Butte High School students only unless sponsor has High School Principal approval at least a week in advance. No student will be allowed to leave the dance and re-enter for any reason. No person will be allowed to purchase a ticket or enter the dance if any chaperone believes that such a person has been drinking or abusing any other substance and or above the age of 19 years old. Chaperones will be pre-arranged in accordance with the application to sponsor a dance. The following is a list of the minimum number of chaperones for a dance:

- (3) Teachers/Staff
- (1) Administrator
- (2) Parents/Guardians
- (1) Police Officer

The police department at frequent intervals during the dance will patrol the parking lot. Dances will run from 8:00 p.m. to 12:00 p.m. unless an athletic event delays the starting time. Prom is an exception because it is a formal event with dress code, code of conduct, eligibility requirements. Administrative Discretion will apply.



HEALTH, SAFETY, AND SECURITY

WELLNESS POLICY

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

HEALTH

Head Lice:

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

Bed Bugs:

If a bed bug is found on a student or in/on student's belongings, parent/guardian will be contacted immediately and student may be sent home.

Medication:

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

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

STUDENT SENT HOME FOR ILLNESS

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

FOOD ALLERGIES

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

HEALTH EMERGENCIES

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

CLASSROOM VISITOR GUIDELINES

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

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

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

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



SCHOOLS, BUILDINGS AND GROUNDS

PREMISES

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

EC and Wing B Building Entrances:

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

School Premises Pass:

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

SECURITY

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

MEDIA CENTER (HIGH SCHOOL LIBRARY)

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

LOST AND FOUND

Please ask any of the staff members in the office for any item you may have lost. If you find an item, please turn it in to your teacher or other staff member.

DAMAGE/LOSS OF SCHOOL PROPERTY

Textbooks, calculators and other school property are to be returned in the condition in which they 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.

PERSONAL ITEMS

Students are discouraged from bringing personal items to school unless approved by the teacher. Any items that resemble weapons or are related to violence will not be allowed. The school will not be held responsible for any lost or stolen personal items. Live animals/pets will not be allowed in school unless part of a class activity. The animals will be in a cage or carrier.

CAFETERIA

Breakfast and Lunch are served in the cafeteria daily when school is in session. Appropriate behavior is expected while students are in the cafeteria. No running or line cutting. Students must remove their hats, caps, or hoods while in the dining area. Students are to clean up their table after eating.

OUTDOOR ACTIVITIES

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



TRANSPORTATION

SCHOOL BUSES

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

BUS INFRACTIONS

The bus driver has authority over their bus students. In case of rule infraction on the bus, the bus driver will try to resolve the problem and report the incident to the building principal for appropriate disciplinary action.

STUDENT VEHICLES

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

BICYCLES

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

SKATEBOARDS, ROLLER SKATES, ROLLER BLADES, SCOOTERS, HEELYS, SNOWBOARDS

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



NON-DISCRIMINATION

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

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

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

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

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



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

PROGRAM	CONTACT PERSON	ADDRESS	PHONE NUMBER	EMAIL
District 20-1 Federal Programs: Title II, Title III, Title VI, Title IX, IMPACT Aid, Perkins, JOM	Kara Four Bear, 20-1 Superintendent	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	Kara.FourBear@k12.sd.us
BIE School Supervisor Title IX	Jennifer Bowman BIE Supervisor/Principal	PO Box 672 Eagle Butte, SD 57625	605-964-8777	Jennifer.bowman@bie.edu Jennifer.bowman@ohitika.com
District 20-1 SPED Director	Rebekah Smith 20-1 SPED Director	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	rebekah.smith@k12.sd.us
BIE Jr. High Principal	Dr. Kathie Bowker Jr. High Principal	PO Box 672 Eagle Butte, SD 57625	605-964-7841	kathie.bowker@bie.edu
BIE High School Principal	BIE High School Principal	PO Box 672 Eagle Butte, SD 57625	605-964-8744/8755	
BIE SPED Director	Jennifer Bowman Acting BIE SPED Director	PO Box 540 Eagle Butte, SD 57625	605-964-7920	Jennifer.bowman@bie.edu Jennifer.bowman@ohitika.com
BIE Primary Principal	Leslie Logg Acting Primary Principal	PO Box 672 Eagle Butte, SD 57625	605-964-7920	leslie.logg@bie.edu
BIE Primary Section 504 Coordinator	Leslie Logg	PO Box 672 Eagle Butte, SD 57625	605-964-7920	leslie.logg@bie.edu
District 20-1 Title	Cora Petersen Upper Elementary Principal	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	cora.petersen@k12.sd.us
District 20-1 Upper Elementary Section 504 Coordinator	JoEllen Berndt Upper Elementary Counselor	PO Box 260 24 West Prairie Rd Eagle Butte, SD 57625	605-964-4911	joellen.berndt@k12.sd.us
BIE Activities Director	Allen Benoist Activities Director	PO Box 672 Eagle Butte, SD 57625	605-964-8744/8755	allen.benoist@ohitika.com
District 20-1 High School Section 504 Coordinator	High School Counselor	P O Box 540 Eagle Butte, SD 57625	605-964-8744/8755	
BIE Junior High Section 504 Coordinator	Jaime O'Neal Junior High Counselor	P O Box 540 Eagle Butte, SD 57625	605-964-7841	jaime.oneal@ohitika.com
BIE E.A.G.L.E. Center (EC) Section 504 Coordinator	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
CRST Title I	Chip Bird Necklace Director	PO Box 590 Eagle Butte, SD 57625	605-964-8577	chip.birdnecklace@gmail.com

EQUAL EDUCATION OPPORTUNITIES (EEO)

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

In an effort to provide a safe, respectful educational environment, C-EB prohibits discrimination in its policies, employment practices, programs and activities on the basis of race, color, creed, religion, age, gender (including pregnancy), sexual orientation (LGBTQ2S+)*, disability, national origin or ancestry, military/veteran status, genetic information or any other category protected by

law. C-EB prohibits acts of discrimination toward any individual(s) while on C-EB property or at C-EB sponsored activities. Additionally, C-EB provides equal access to designated youth groups.

The Cheyenne-Eagle Butte Schools provides equal education opportunities for all its students, and does not discriminate against students, employees, or others in its policies, practices, programs and activities on the basis of race, color, ethnic background, national origin, pregnancy, student marital status, religion, creed, age, sex, citizenship, political affiliation, mental and/or physical challenge, disability, sexual orientation, or status as a veteran. *LGBTQ2S+ is an acronym that stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning and Two-Spirit. Though students may use any of the above words to self-identity, the school supports every person and the language that fits best for that student.

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

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

MCKINNEY VENTO/HOMELESSNESS

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

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

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

Each campus will appoint a liaison for homeless children.

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

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

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

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

DISPUTE RESOLUTION PROCESS

C-EB Schools has developed a dispute resolution process for when parents, guardians, or an unaccompanied child and C-EB Schools disagree on the eligibility, enrollment, or educational placement of the homeless child. When a dispute arises, the child shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. Should a dispute occur regarding eligibility, enrollment, or school selection of a homeless child, the dispute process as outlined in regulation Code JFB-R1 (Enrollment and School Choice) must be used.

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

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

COMPLAINT PROCEDURE

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

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

Steps:

1. The School Supervisor or 20-1 Superintendent will investigate the written complaint and render a decision, within two weeks, after receipt of the complaint.
2. The School Supervisor or 20-1 Superintendent will notify the complainant of the decision in writing.
3. The complainant will be allowed one week to react to the decision before it becomes final.
4. The complainant will either accept or disagree with the decision and will provide such acknowledgement in writing, addressed to the School Supervisor or 20-1 Superintendent.
5. If the issue is not resolved with the School Supervisor or 20-1 Superintendent, the complaint will be forwarded to the appropriate Board of Education for further review. The parent/guardian or unaccompanied youth shall be provided with a written explanation of the Board's decision including the rights of the parent, guardian, or youth to appeal the decision.
6. Unresolved complaints may be forwarded by the complainant to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure.)

PUBLIC COMPLAINT PROCEDURE

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

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

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

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

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

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

CONFIDENTIALITY

1. It is the school's intent to keep the information brought forward in a complaint confidential and limited to those directly involved with the complaint. However, because an individual's right to confidentiality must be balanced with the school's obligations to cooperate with police investigations or legal proceedings, or to take appropriate disciplinary action, the school retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances.
2. Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate law enforcement authorities and the anonymity of both the complainant and school officials involved in the investigation will be strictly protected as required by law.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

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

Or you may contact us at the following address:

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

ASBESTOS

DISTRICT 20-1 ASBESTOS STATEMENT

The Upper Elementary School is asbestos free.

BIE STATEMENT

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

LOCATION OF SCHOOL POLICIES

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

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

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

1. The overall school ratio of regular program students to regular program teachers in self-contained classrooms shall not exceed the following except under the conditions set forth in paragraphs (a)(4) (i) and (ii) of this section. Average daily membership (ADM) shall be used in meeting the following ratios. Level Ratio:
Kindergarten 20:1
1st Grade—3rd Grade 22:1
4th Grade—High School 25:1
2. Multi-grade classrooms that cross grade-level boundaries (e.g., K-1, 3-4, etc.) shall use the maximum of the lower grade. In grades K-8, grades shall be consolidated to meet the teacher ratios listed above.
3. The daily teaching load per teacher in departmentalized classes shall not exceed 150 students (ADM) except in activity type classes such as music and physical education.
4. Schools exceeding these specific staffing ratios for over 30 consecutive days during one school year shall submit a justification for a request for a waiver to the Director, through the Agency Superintendent for Education or Area Education Programs Administrator, as appropriate, which may be approved for a period not to exceed one school year and for the following reasons:
 - i. Additional classroom space is not available for establishing another class; or
 - ii. The school, Agency, Area and Office of Indian Education Programs Applicant Supply File has been exhausted and the required teacher position cannot be filled. However, efforts to fill the vacancy shall be continued.
5. Each school shall provide,
 - i. teachers, and in the absence of a regular teacher, a certified substitute teacher who meets the State substitute teacher qualifications. In the event that such a substitute is not available, coverage will be provided by a school employee designated by the school supervisor. A class cannot have as a teacher an employee without teaching credentials for more than 20 school days during any one school year.
 - ii. Written school enrollment and attendance policies. Each school shall have written school enrollment and attendance policies in compliance with and/or consistent with 25 CFR 31, Federal Schools for Indians, the statutes of the State, and tribal education ordinances.
 - iii. Immunization. School children shall be immunized in accordance with the regulations and requirements of the state in which they attend school or standards of the Indian Health Service.

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

SECTION 4. REQUIREMENT FOR INSTRUCTION IN LAKOTA LANGUAGE, CULTURE AND HISTORY.

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

LAKOTA LANGUAGE.

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

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

LAKOTA CULTURE AND HISTORY.

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

- (1) *7th and 8th Grade.* Instruction in Lakota culture for Indian students in the 7th and 8th grade shall cover Dakota and Lakota history both prior to the first contact with the United States and history from that contact to the present day.
- (2) *9th and 10th Grade.* Instruction in Lakota culture for Indian Students in the 9th and 10th grade shall emphasize the public events and the ceremonies that are central to Lakota culture.

- (3) *11th and 12th Grade.* Instruction in the Lakota history and culture for students in the 11th and 12th grade shall emphasize the significance of the Treaties between the United States and the Great Sioux Nation, the Interrelation between the United States and the Cheyenne River Sioux Tribe, and the structure and functions of the tribal government.

SECTION 5. OTHER REQUIRED LANGUAGE INSTRUCTION.

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

SECTION 6. INSTRUCTION FOR NON-INDIAN STUDENTS.

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

LAKOTA LANGUAGE/CULTURE/HISTORY

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

CHEYENNE-EAGLE BUTTE TITLE I & PARENT/GUARDIAN INVOLVEMENT POLICY

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

PART I. GENERAL EXPECTATIONS

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

- Consistent with section 1116, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1116 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116d of the ESEA.
- Schools will notify parents/guardians of the Parent/Guardian Involvement Initiative through various methods and evidence of locations will be housed in the 20 -1 Superintendent and BIE School Supervisor's offices. The policy will be made available to the local community and updated periodically to meet the changing needs of parents/guardians and the school.

- In carrying out the Title I, Part A, parental involvement requirements, the Cheyenne – Eagle Butte School will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required under section 1111 of the ESEA.
- The school will involve the parents/guardians of children served in Title I, Part A schools in decisions through invitation and encouragement to volunteer on the Wakpa Waste’ Tiospaye Committee (Parent Involvement Committee).
- The school will build its own and the parent’s/guardian’s capacity for strong involvement through monthly Wakpa Waste’ Tiospaye Committee (Parent Involvement Committee) meetings. Wakpa Waste’ Tiospaye Committee (Parent Involvement Committee) will review data and provide input toward improving academic achievement.
- Inform parents/guardians of the curriculum, state academic and content standards at the fall open house, and assist parents/guardians in building their capacity for academic achievement through understanding content standards, requirements of Title I programs, monitoring of their child’s progress and parents/guardians working with educators.
- The school will provide other reasonable support for parent/guardian involvement activities under section 1116 of the ESEA as the parents/guardians request.
- The school will be governed by the following statutory definition of parent/guardian involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 1. that parents/guardians play an integral role in assisting their child’s learning;
 2. that parents/guardians are encouraged to be actively involved in their child’s education at school;
 3. that parents/guardians are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 4. the carrying out of other activities, such as those described in section 1116 of the ESEA (See appendix A)

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

- The Cheyenne-Eagle Butte Schools will take the following actions to involve parents/guardians in the joint development of its school parental involvement plan under section 1116 of the ESEA:
 1. The Wakpa Waste’ Tiospaye Committee (Parent Involvement Committee) meets throughout the year C-EB Schools will recruit parent/guardian volunteers to attend these meetings.

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

2. Receiving parent/guardian suggestions and share them with the appropriate administrative team to determine the feasibility of programming changes.
 3. Implementing all agreed upon programming changes will be implemented at the building level with School Board approval.
- Cheyenne-Eagle Butte Schools will provide each parent/guardian an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
 1. Informing parents/guardians of academic achievement using various assessment results given throughout the school year and proficiency levels for each assessment will be provided at that time.
 2. Assuring curriculum is aligned with the State of South Dakota content standards.
 3. Assisting parents/guardians in building their capacity for academic achievement through understanding, assessment results and South Dakota student content standards.
 4. Having teachers provide progress monitoring results to the parents/guardians for data-driven instruction that will assist in creating individualized learning for their child throughout the school day.
 - The Cheyenne-Eagle Butte Schools will take the following actions to provide each parent/guardian timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 1. Providing a notice will be provided to the parents/guardians in letter format from the building level principal of each classroom teacher who is not highly qualified by the first two weeks of the school year.
 2. Notifying Parents/Guardians within four weeks that their student is being taught by a non- highly qualified teacher during the school year.
 - The Cheyenne-Eagle Butte Schools will provide assistance to parents/guardians of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph:
 1. the state's academic content standards,
 2. the state's student academic achievement standards,
 3. the state and local academic assessments including alternate assessments,
 4. the requirements of Part A,
 5. how to monitor their child's progress, and
 6. how to work with educators through Family Nights, Parent Involvement Coordinator, Parent Involvement Newsletter, local workshops, Parent/Teacher Conferences, Wakpa Waste' Tiospaye Committee (Parent Involvement Committee), Classroom Teacher Newsletter but not limited to these activities.
 - The Cheyenne-Eagle Butte Schools will provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by providing:

1. Academic Family Nights
 2. Classroom Teacher Newsletter
 3. Parent/Guardian - Teacher Conferences
 4. Wakpa Waste' Tiospaye Committee (Parent Involvement Committee)
 5. Technology Family Night.
- The Cheyenne-Eagle Butte Schools will, with the assistance of its parents/guardians, educate its teachers, principals, outside agency contractors and other staff in how to reach out to, communicate with, and work with parents/guardians as equal partners in the value and utility of contributions of parents/guardians, and in how to implement and coordinate parent/guardian programs and build ties between parents/guardians and schools, by:
 1. Fall In-service
 2. Wakpa Waste' Tiospaye Committee (Parent Involvement Committee)
 3. Evening workshops
 4. Professional literature dissemination
 5. Inform parents/guardians of additional resources and organizations available published in the school information pamphlet given out at registration. The pamphlet will also provide parents/guardians an opportunity to respond and have input into the progress of the school.
 - The Cheyenne-Eagle Butte Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, the Infant & Toddler Program, TRIO Program, the CRST Higher Education Program, and other programs. The school will also conduct other activities, such as resource centers that encourage and support parents/guardians in more fully participating in the education of their children by:
 1. Coordinate with Head Start to align programming into the academic setting
 2. Visitation and Transition meetings from Head Start to Kindergarten, 1st to 2nd grade, 6th to 7th grade, 8th to 9th grade, 12th to post-secondary activities (college, employment and living skills)
 3. Pre-registration to Kindergarten; academic setting expectations/readiness
 4. Jumpstart; summer school program for incoming Kindergarteners
 5. Community health partners such as the CRST Youth Diabetes Program to promote health and wellness
 - Cheyenne-Eagle Butte Schools will take the following actions to ensure that information related to the school and parent/guardian-programs, meetings, and other activities is sent to parents/guardians of participating children in alternative formats:
 1. Encourage parents and guardians to visit directly with their children's teachers and/or principal regarding school concerns.
 2. Translation of information to first language upon request.
 3. Invite and encourage parents/guardians to volunteer their time and talents in the school by serving as chaperones, classroom helpers, and class guests.
 4. Provide support for parental involvement activities as requested by parents and guardians.
 5. Educate parents/guardians on the Elementary and Secondary Education Act

INDIAN POLICIES AND PROCEDURES (IPP): IMPACT AID PROGRAM

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

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

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

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

PROCEDURE(S):

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

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

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

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

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

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

[34 CFR 222.94(a)(2)]

PROCEDURES:

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

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

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

POLICY (3): The Eagle Butte School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34 CFR 222.94(a)(3)]

PROCEDURES:

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

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

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

POLICY (4): The Eagle Butte School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34 CFR 222.94(a)(4)]

PROCEDURES:

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

Every effort will be made to ensure that the parents/guardians of Indian children, the Indian Education Committee, and the Cheyenne River Sioux Tribe Education Committee will have adequate time and opportunity to express recommendations for a modified educational program. All stakeholders will be notified of changes through minutes that are posted on the school website and in the school's official newspaper and by using the preferred methods of communication to

disseminate such changes: school website (<https://ceb.k12.sd.us/index.php>), official school newspaper, and through parent mailings via USPS.

POLICY (5): The Eagle Butte School District will at least annually respond in writing to written comments and recommendations made by the Cheyenne River Sioux Tribe Education Committee, the parents of Indian children, and the Indian Education Committee and disseminate the responses to all parties prior to the submission of the IPPs by the District. [34 CFR 222.94(a)(5)]

PROCEDURES:

Information regarding the input of the Cheyenne River Sioux Tribe Education Committee, the parents of Indian Children, and the Indian Education Committee will be annually gathered, interpreted, and a summary of responses by all parties will be disseminated to all parties prior to the submission of the IPPs by the District. A summary of input results along with how the District proposes to address the concerns will be disseminated at minimum, using the preferred methods of communication: public school Board meetings, a hard copy made available in the business office, school website (<https://ceb.k12.sd.us/index.php>), official school newspaper, and through parent mailings via USPS.

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

POLICY (6): The Eagle Butte School District will annually provide a copy of the IPP to the Cheyenne River Sioux Tribe Education Committee, parents of Indian Children, and the Indian Education Committee. [34 CFR 222.94(a)(6)]

PROCEDURE(S):

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

Adopted: January 11th 2021 Reaffirmed: January 2022

PARENT/GUARDIAN-STUDENT COMPACT

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

This school-parent/guardian-student compact is in effect during the 2022-2023 school year.

SCHOOL RESPONSIBILITIES

The Cheyenne-Eagle Butte School will:

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

PARENT/GUARDIAN RESPONSIBILITIES

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

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

STUDENT RESPONSIBILITIES

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

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

Student: _____ **Date:** _____

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

School: _____ **Date:** _____