

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

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

STUDENT - PARENT HANDBOOK



2011-2012

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

Chapter Two CHEYENNE-EAGLE BUTTE (C-EB) SCHOOL

**EAGLE BUTTE, SD 57625
964-8771/8773**

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

Cheyenne-Eagle Butte School 2011-2012 Calendar

Approved by the Combined
Board of Education 3-14-2011

August 2011

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

8 5

September 2011

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21 20

October 2011

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30	31					

20 20

November 2011

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27	28	29	30			

19 19

December 2011

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

14 14 (82 staff, 78 student)

January 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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20 19

February 2012

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March 2012

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31						

22 22

April 2012

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29	30					

19 19

May 2012

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13	14	15	16	17	18	19
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27	28	29	30	31		

12 11 (93 staff, 91 student)

June 2012

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

July 2012

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

Aug. 10-11 -- registration
 Aug. 22-24 -- Staff Development
 Aug. 25 -- First student day
 Sept. 2 -- Staff Dev. Day
 Sept. 5 -- Labor Day
 Sept. 8 -- Open House K-12
 Oct. 10 -- Native American Day
 Oct. 21 -- End of 1st quarter
 Oct. 25 & 26 --PT Conf. 4:30-8
 Oct. 28 -- PTC Comp. Day
 Nov. 11 -- Veteran's Day
 Nov. 23 -- 1:00 Release
 Nov. 24-25--Thanksgiving Break
 Dec. 16 - No School -- LNI
 Dec. 19-20 -- Semester Finals
 Dec. 21--1st semester ends

1:00 release
 Dec. 22 - Jan 2 -- Winter break
 Jan. 3 -- Staff Development
 Jan. 4--School resumes
 Jan. 16 -- Martin Luther King Day
 Feb. 20 -- President's Day
 March 2-- --End of 3rd quarter
 March 13 & 14 -- PTC's 4:30-8
 March 16 -- PTC Comp Day
 April 2 -April 20 --Dakota
 Step Window
 April 6 - 9 -Spring Break (Easter)
 May 15-- Last day for students
 May 16 -- Last day for staff

Parent Teacher Conference

Oct. 25 & Oct. 26 (4:30-8:00pm)
 March 13 & 14 (4:30-8:00)

K-6 Student Make-Up Days

Oct. 31, Dec. 15

K-12: 169 student days
 (167+ 2 PT) + 6 Staff Dev. =
 175

Code of colors:

Vacation --No school	
Holidays	
Staff Development day	
Test window	
PTC Comp. Day	

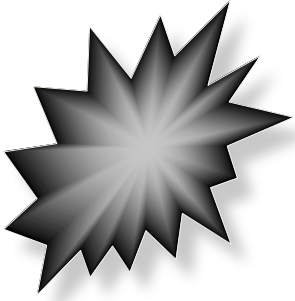
The Eagle Represents:



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

TABLE OF CONTENTS

Staff.....	1
EC I Schedule	2
EC I Information	3-8
EC II Schedule & Information.....	8-10
Purpose.....	10
Program Descriptions	10
Program Goals.....	11-12
Parent Involvement Policy	12-13
Parent/Guardian Partnership	13
Student Bill of Rights & Responsibilities	13-14
Due Process Procedures	14
Referral & Placement Procedures	14-17
Exit and Dismissal Criteria	17
No Child Left Behind (Elementary and Secondary Educ. Act).....	17-18
Adequate Yearly Progress	18-19
Special Education/Exceptional Education.....	19
General Information	19-25
Emergency Disaster Plans	25-26
Harassment and Violence Policy	26-27
Academic Curriculum	27
Academic Information	27-30
Social Skills Curriculum	30-31
Work Skills Curriculum.....	31
Assessing and Reporting Student Progress	31-32
Counseling	32-33
Summer School	33
EC Activity Liaison	33
Co-Curricular Activities	33-35
Student Organizations	35-36
Time-Out & In-School Suspension Description.....	36
Reflection Room	36
Discipline.....	36
Definition of Terms.....	37-39
Range of Disciplinary Action	39-46
Appendix.....	47



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

- Dr. Vicki Birkeland, CCDC III ➡ Principal, Coordinator Section 504 & School-To-Work Program
- Trisha Kennedy ➡ Clerk, Section 504 Assistant, Attendance, Point & Excellent Day Recorder
- Jerica Slocum ➡ Social Studies & Social Skills Teacher
- Michael Scott ➡ Special Education Teacher, Case Mgr.
- Lisa Maynard ➡ Education Technician
- Susan Ducheneaux ➡ Education Technician
- Christina Osthus ➡ English Language Arts & Social Skills Teacher
- Patricia Harper ➡ Science & Social Skills Teacher
- Deb Gropper ➡ Math & Social Skills Teacher
- Fay “Chug” Garreau ➡ Education Technician
- Gilbert Red Dog, Jr. ➡ Teaching Assistant
- Gina Veo ➡ EC School Counselor
- Eileen Peacock ➡ Placement Counselor

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

E.A.G.L.E. Center I Schedule

2011-2012 School Year

TIME	CLASSES/ACTIVITIES	TCHRS. & Assistants	BACKUPS/1-to-1	AREA
8:00-8:30	Supervising Students	Garreau, Ducheneaux, Red Dog, Maynard	Maynard (1 st) Veo (2 nd)	EC
8:00-8:30	Time-Out (TO)	Ducheneaux,	Red Dog (1 st)	EC
8:15-8:30	Class Meeting	Dr. Birkeland, Garreau, Ducheneaux, Red Dog	Maynard (1 st) Veo (2 nd)	EC Smart Bd. Area
PREP		Teachers		
8:30-8:55	AT&OD & N.A. Culture Mon.	Veo, Garreau, Ducheneaux, Red Dog	Maynard (1-to-1)	EC
8:30-8:55	Social Skills--- Tu. (Add days as needed)	All Staff		EC Table Area
Vocabulary Bldg.	Qtr. 1 Math --- Wed. & Th.	Gropper, Scott, Harper, Slocum, Maynard, Ducheneaux, Red Dog	Osthus	EC
Vocabulary Bldg.	Qtr. 2 Reading --- Wed. & Th.	Osthus, Scott, Harper, Ducheneaux, Maynard, Red Dog	Slocum, Gropper	EC
Vocabulary Bldg.	Qtr. 3 Writing --- Wed. & Th.	Osthus, Gropper, Scott, Slocum, Maynard, Ducheneaux, Red Dog	Harper	EC
Vocabulary Bldg.	Qtr. 4 Science --- Wed. & Th.	Harper, Slocum, Maynard, Garreau, Ducheneaux, Red Dog	Osthus	EC
8:30-8:55	AT&OD & N.A. Culture Fri.	*Veo, Garreau, Ducheneaux, Red Dog	Maynard	EC
	Time-Out (TO)	Garreau: M-F	Ducheneaux (1 st) Red Dog 1-to-1 Maynard 1-to-1	
PREP		Teachers who do not have class.		
8:55-9:00	Break			
9:00 - 9:30	7 th Social Studies	Slocum, Garreau, Ducheneaux		LB Dorm
	8 th English	Osthus, Scott, Maynard, Red Dog		EC
	9 th Math	Gropper, Harper		EC
	Time-Out (TO)	Red Dog	Maynard (1 st /1-to-1)	
PREP		Teachers who do not have class.		
9:30-10:00	7 th Math	Gropper, Scott, Maynard		LB Dorm
	8 th Science	Harper, Garreau, Ducheneaux		EC
	9 th English	Osthus, Red Dog		EC
	Time-Out (TO)	Ducheneaux	Garreau (1 st /1-to-1)	
PREP		Teachers who do not have class.		
10:00-10:30	7 th English	Osthus, Scott, Dx., Garreau		LB Dorm
	8 th Social Studies	Slocum, Red Dog		EC
	9 th Science	Harper, Maynard		EC
	Time-Out (TO)	Red Dog	Maynard (1 st /1-to-1)	
PREP		Teachers who do not have class.		
10:30-11:00	7 th Science	Harper, Garreau, Red Dog		LB Dorm
	8 th Math	Gropper, Scott, Maynard		EC
	9 th Social Studies	Slocum, Ducheneaux		EC
	Time-Out (TO)	Ducheneaux	Maynard (1 st /1-to1)	
PREP		Teachers who do not have class		
11:00-11:20	Lunch	Garreau, Veo		
11:20 – 11:55	Teen BIZ – Reading <small>(If student does not go to JH or Lakota, dismissal is @ 11:55.)</small>	Osthus, Garreau, Veo, Ducheneaux, Red Dog	Scott (1 st) Maynard	LB Dorm
12:00-12:30	Lakota Lang. & Culture (Optional)	Lakota Lang. Tchr., Ducheneaux, Red Dog		LB Dorm
12:10 – 3:20	C-EB JH (Optional-Level II, III, & Advanced)			C-EB JH
11:00 or 11:20	Early Dismissal per Plan			



EC I Information

Monday, Tuesday, Wednesday, Thursday, Friday

Arrival: 8:05 or 8:10 or 8:15 a.m.

(Arrival Time depends on Social Skills Level --- I, II, or III)

~No School the following Fridays: September 2, 9,16; October 7, 28; November 11, 25; December 1, 16; January 13; February 10; March 9, 16; April 6, 20; May 4

~Other: No School: September 1, November 24; January 16; February 20; April 9

Lunch	11:00 -11:20
Achieve 3000 (Teen BIZ) Class	11:20 -11:55
Dismissal – Teen BIZ	11:55 (Level I students and students who do not attend PM classes at C-EB JH or Lakota Language)
Lakota Language	12:00-12:30 (Monday-Wednesday at Little Boys Dorm)
Lakota Cultural Learning/Activities	12:00-12:30 (Thursday-Friday) Optional
-Notation (Cultural Learning/Activities)	8:30-9:00 (Monday & Friday, EC I Schedule)
Early Dismissal	11:20 (only if Teen BIZ is waived & no PM classes at C-EB JH)

<u>C-EB JH Classes</u>	12:10-3:20
Dismissal	3:20

Optional: Students on Social Skills Level II, III, or Advanced may attend C-EB afternoon JH afternoon classes: PE/Health & Computer, Intervention (math & reading), and Lakota.

Information:

- C-EB JH Principal is contacted by the EC Principal when a student moves to Level II Social Skills status.
- The EC Principal contacts the parent/guardian to provide the following information:
 - parent/guardian is responsible to contact the C-EB JH Principal at 964-7841 to plan a meeting day, date, and time.
 - Both parent/guardian and student are required to attend the meeting to complete a PM Class Schedule, and review the C-EB JH Handbook.
- Students will begin academically at the point of registration or first day of class. C-EB JH teachers will exempt any earlier assignments.
- The C-EB JH Handbook will be followed for behavior/discipline offenses that occur PM.
- Repeated noncompliant behavior may result in the student losing his or her PM classes or as determined by the C-EB JH Principal.

Attendance --- Students are required to maintain 94% attendance – state, BIE, and school policy requirement. If attendance is less than 94%, students will be encouraged to attend from 3:15 p.m. - 5:00 p.m., Monday – Thursday.

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

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

Social Skills, Lakota Culture, Alcohol Tobacco & Other Drugs (AT&ODs) & Inhalants, Life Skills, Study Skill Classes, Olweus Bullying Curriculum, Positive intervention Behavior Support - Students are scheduled to participate in the above classes throughout the school year.

Positive Behavior intervention Support (PBiS) is a K-12 initiative. It gives students a set of expected positive behaviors appropriate for learning and for positively interacting with each other and staff. PBiS is integrated into EC Social Skills and Class Meetings. All staff is involved.

Olweus Bullying Prevention Program (OBPP) is designed to improve peer relations and make school a safer and more positive place for students to learn. A "Unity Circle" is held monthly from 11:20-11:55 (September 15, 30; October 14, 27; November 18; December 9; January 6, 20; February 3, 17; March 2, 23; April 5, 27). Students have the opportunity to share ideas and opinions in a safe environment.

Lakota Language is offered Monday-Wednesday from 12:00-12:30 at the trailer.

Cultural Learning/Activities are taught weekly on Mondays and Fridays from 8:30-9:00 and on Thursdays & Fridays from 12:00-12:30 at the trailer (optional).

Extended Math, Reading, Writing, & Science Classes --- Math (1st Qtr.), Reading (2nd Qtr.), Writing (3rd Qtr.), and Science (4th Qtr.). The extended learning is in addition to the students' regularly scheduled classes. The focus is learning vocabulary words and meanings.

Dakota Assessment of Content Standards (DACS) – is aligned with state standards and used to monitor students' academic progress. The DACS test will be administered to all students twice annually in reading (vocabulary) and math.

Achieve 3000 Class (Teen BIZ) --- is a scientifically research-based one on one differentiated on-line instruction is tailored to each students reading level or ability and correlated with SD State Standards. It gives strong support for reading comprehension, fluency, and gives opportunities for daily writing. Ongoing formative assessment monitors student progress so teachers can customize the content to meet students' needs.

EC I: HOMENOTE

All students on Level I Social Skill status are required to take their Homenotes home daily for parents' review and signature. Students who were in Time-Out or received a zero are required to take home their Homenotes. Also, students on any Level who are tardy are required to take home their Homenotes. The student must return it the next school day to the Principal with parent or guardian or designee's signature. If the Homenote is not returned or signed by parent or guardian or designee, the student earns zero points for that day.

EC I: BEHAVIOR TREATMENT PLAN & Quarterly Meetings

This plan is completed at the placement meeting prior to entering the EC I Program (new students) or returning students within ten school days by the counselor. This plan is part of the student's "Winning Formula Plan" for personal, social, and academic growth. Also,

the plan includes a student self-assessment. Quarterly meetings are scheduled with the parent/guardian and student to review the student's social and academic progress. The 4th Quarter meeting is called the EC I Academic & Behavior Summary meeting.

Bus Students

Buses leave at 3:35 p.m. from the horse shoe area. During the lapse of time between when the student is dismissed and when the buses leave, parents are responsible for the care of their child. Students are not allowed on school premises until 3:20 p.m. to ride their buses.

Academic Opportunity

If funds are available and parents 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 Teacher Assistant Team meeting will be held to discuss the request and possibly recommend a course through SD Virtual HS or ND Center for Distance Learning.

An **EC Information Bulletin & Calendar** will be sent to parents/guardians and posted at the EC by the first day of each month.

SOCIAL SKILLS LEVEL SYSTEM

LEVEL I (Learning what "Using Inappropriate Language" means is a critical skill at this level.)

- All students are placed on Level I upon entering the E.A.G.L.E. Center (EC)
- **Student must earn 20 non-consecutive Excellent Days**, show mastery of Level I social skills before moving to Level II
- **School day begins at 8:05 a.m. daily**
- Students must not be in Time-Out or earn a zero for an Excellent Day
- Students must earn an Excellent Day to receive 60 points
- Students will be supervised at all times
- Students will eat lunch at the school cafeteria and may have an assigned table or per parent approval, not eat at school cafeteria
- Excellent Day points are converted to dollars (to gift certificates) for Incentive Social Skills Trips
- Students will attend all classes on their schedules
- Nutritious items, water, and juice allowed prior to and during Class Meeting --- not during class or Time-Out
- Daily Homenote (Alteration may result in Time-Out, In-School Suspension or EC III)
- Drinks are allowed during Class Meeting and by 8:30 drinks must be removed

LEVEL II (Using inappropriate language student will lose points and may result in being placed back to Level I.)

- **Students must earn 30 non-consecutive Excellent Days**, showing mastery of Level I and II social skills before moving to Level III
- **School day begins at 8:10 a.m. daily**
- Students must earn a Excellent Day to receive 60 points
- Students must not be in Time-Out or earn a zero for an Excellent Day
- Students will be supervised at all times
- Students will eat lunch at the school cafeteria and sit at assigned table or per parent approval not eat at school cafeteria

- Excellent Day points are converted to dollars (to gift certificates) for Incentive Social Skills Trips
- Students will attend all classes on their schedules
- Nutritious items, water, and juice allowed prior to and during Class Meeting --- not during class or in Time-Out
- Weekly Homenote on Thursdays as needed
- A Homenote will be sent home with the student if the student was in Time-Out on that day
- Homenote as needed or determined by the EC Principal (Alteration may result in Time-Out, In-School Suspension, EC III, or return to Level I)
- Inappropriate language may result in student returning to Level I.
- Drinks are allowed during Class Meeting and by 8:30 drinks must be removed

LEVEL III (Using inappropriate language student will lose points and may result in being placed back to Level II.)

- **Students must earn 40 non-consecutive Excellent Days**, showing mastery of all Level I, II, and III social skills before advancing to Advanced Level.
- **School day begins at 8:15 a.m. daily**
- Students must earn an Excellent Day to receive 60 points
- Students not directly supervised when going outside before school starts or while eating at the school cafeteria
- Students will eat lunch at the school cafeteria or not eat at school cafeteria per parent approval
- Excellent Day points are converted to dollars (to gift certificates) for Incentive Social Skills Trips
- Students will attend all classes on their schedules
- Nutritious items, water, and juice allowed prior to and during Class Meeting --- not during class or Time-Out
- Homenote as needed or as determined by the EC Principal (Alteration may result in Time-Out, In-School Suspension, EC III, or return to Level II or I)
- Inappropriate language may result in student returning to Level I.
- Drinks are allowed during Class Meeting and by 8:30 drinks must be

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

- **School begins at 8:15 a.m. daily**
- Students will attend all classes on their schedules
- Excellent Day points are converted to dollars (to gift certificates) for Incentive Social Skills Trip(s)
- Students will eat lunch in the school cafeteria or not eat at school cafeteria per parent approval
- Nutritious items, water, and juice allowed prior to and during Class Meeting --- not during class or Time-Out
- Assist EC Principal and other staff with tasks (when asked by staff or volunteer)
- Homenote as needed or as determined by the EC Principal (Alteration may result in Time-Out, In-School Suspension, EC III, or return to Level I, II, or III.)
- Drinks are allowed during Class Meeting and by 8:30 drinks must be

EC I Time Out (TO) & Reflection Room

If the student is in **Time Out (TO)** for the first time that day, he/she loses Excellent Day points (-60 Points) for that day. The student is required to sit in TO for 15 minutes quietly or as determined by the EC Principal, and then write a Plan to help change his/her behavior. If a student is in TO a second time that day, student may be referred immediately to the counselor. If a student is in TO a third time that day, he/she is taken to the **Reflection Room** and counselor is notified immediately. The student will remain in the Reflection Room for the remainder of the school day and have a sack lunch. If a student uses TO to avoid class, after-school time for a minimum of 15 minutes and maximum of 1 hour may be scheduled or class assignments will be made-up after Teen BIZ class. If the student refuses to make-up class assignments, the parent may be requested to sit with their child for a minimum of 30 minutes the next school day or as determined by the EC Principal.

Extended Learning (PM) Optional

EC I students are encouraged to attend school from 3:15 p.m. – 5:00 p.m. Monday through Thursday to make-up attendance and advance academically.

Change in Social Skills Status

The EC staff can recommend at an EC Teacher Assistant Team (TAT) meeting that a student's social skills status be lowered due to continuous noncompliant behavior or repetitive discipline offenses, and this decision can also be made by the EC Principal. For example, if a student fails to demonstrate Level III Social Skills, the student may be moved back to Level II Social Skills status, and the parent or guardian would be notified on the student's Homenote or a parent letter. A discipline offense could result in the Social Skills Level being lowered from Advanced Level to Level III, II, or I status.

At Level I students are taught what it means to use inappropriate language and if a student is on Level II, III, or Advanced Social Skills status and chooses to use inappropriate language, the student will be placed back to Level I Social Skills status and the Excellent Days and points will decrease by half. All students will be given a list of words inappropriate for school at their placement meeting. Any exceptions will be determined by the EC Principal.

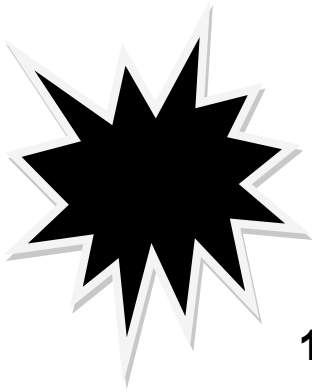
EXCELLENT DAY RECOGNITION

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

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

A male and a female student with the most Excellent Days per Quarter and Semester and Best Overall for the school year will be recognized at Awards Day. Pending funding, students are remunerated by gift certificates for excellent behavior as determined by their Excellent Day points that are converted to dollars (to gift certificates) each semester. Two Incentive Social Skill Trips scheduled for December & May for the students to spend their gift certificates.





E.A.G.L.E. CENTER (EC) II Schedule & Information

**11:00 - 5:00 Monday, Tuesday, Wednesday,
Thursday, Friday (11:00-2:00)**

(Friday: 11:00 – 2:00; optional attendance if student has 94% or better)

Computer Instruction/Independent Studies

Lunch at cafeteria 12:30 – 1:00

-No School the following Fridays: Sept. 2, 9,16; October 7, 28; November 11, 25; December 2, 16; January 13; February 10; March 9, 16; April 6, 20; May 4

-Other: No School: September 1, November 24; January 16; February 20, April 9

Make-Up or Bank Attendance:

- **3:00 - 5:00, Monday – Thursday (Note: Every other Thursday EC is closed for staff meeting, refer to monthly calendar.)**

Being on Time & Working (On-Task):

- **Arrives on time and stays on task/work = EARLY DISMISSAL, 3:00 p.m.**
- **Arrives late or does not stay on task/work = DISMISSAL, 5:00 p.m.**
(If student is not on task, he/she will be given a yellow warning slip. If the student immediately turns his/her behavior around or as determined by the staff who gave the yellow slip, student may still have early dismissal.)

Academic Opportunity

If funds are available and parents 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 Teacher Assistant Team meeting will be held to discuss the request and possibly recommend a course through SD Virtual HS or ND Center for Distance Learning.

Student Recognition - Positive Behavior intervention Support (BRAVES acronym)

A “**Caught Being Good**” yellow slip is awarded daily by staff to acknowledge students who exhibit **1. Being** prepared for learning, **2. Taking Responsibility**, **3. Showing a positive Attitude**, **4. Building character through Values**, **5. Striving for Excellence** and **6. Promoting a Safe** environment. **Braves Store visits, 11:30-12:00**, monthly pending funds to supply it (September 28, October 26, November 30, December 21, January 25, February 29, March 28, April 25). All staff is involved.

Olweus Bullying Prevention Program (OBPP) is designed to improve peer relations and make school a safer and more positive place for students to learn. “Unity Circles” are held monthly, 2:30-3:00 as follows: September 29, October 27, November

17, December 15, January 26, February 23, March 29, and April 26. Students are given the opportunity to share ideas and opinions in a safe environment. All staff is involved.

Monitoring Students' Academic Progress

Dakota Assessment of Content Standards (DACs) or Measurement of Academic Progress (MAP) – will be administered to all students a minimum of twice annually in reading (vocabulary), math, and science (optional).

Refusing to take tests/assessments will be considered insubordinate behavior unless the student agrees to take tests/assessments from 3:15 p.m. – 5:00 p.m. within three school days of original instruction. Test/assessment results that measure students' mastery of the South Dakota State Academic Standards for reading and math will be shared with students and parents.

If a student lacks academic progress, parents/guardians will be notified by mail at mid-quarter (September 30, November 23, February 3, and April 6).

Achieve 3000 Class (Teen BIZ) --- used to improve reading comprehension and fluency. It is a scientifically research-based one on one differentiated on-line instruction tailored to each students reading level or ability and correlated with SD State Standards. Ongoing formative assessment monitors student progress so teachers can customize the content to meet students' needs.

Lakota Language & Cultural Learning/Activities - Lakota Language is offered Monday - Wednesday from 12:00-12:30 and Cultural Activities on Thursdays & Fridays from 12:00-12:30 at the Little Boys Dorm.

More than 4 absences per semester or below 94% attendance will result in an attendance hearing and the student may lose credit. Parent/guardian can request that their child attend the C-EB High School. If so, the parent/guardian must get approval from the C-EB High School Principal prior to the semester start date. If an affidavit was filed and the child is attending school, it will be officially withdrawn.

Less than 3 credits earned per semester may result in the child attending school longer than 4 years.

If dropped (first time), students may re-enroll as follows: Parent contacts the EC Principal at 964-8771/8773 to schedule a date and time to re-enroll.

If a student is dropped (2 or more times) in a semester, parent contacts the EC Principal to schedule a re-enrollment meeting. Parent is required to attend the re-enrollment meeting unless waived by EC Principal. EC III may be scheduled for the remainder of that semester and/or Attendance Contract Agreement offered to the student and parent as determined by the EC Principal.

Other:

Most students have a **rotating schedule** (Group 1-5 & No Group) that allows for small group instruction, cooperative learning, and differentiated learning.

- All **seniors** will be assigned an **advisor** 2nd Semester to mentor their academic progress.
- Only water, diet pop, juice beverages, and items in the pop machine will be allowed in class.
- Food items will be allowed at 3:00 p.m. break.
- All completed school assignments must be handed directly to the teacher of that class.

An **EC Information Bulletin & Calendar** will be sent to parents/guardian and posted at the EC by the first day of each month.

PURPOSE

The E.A.G.L.E. Center (EC), as part of the Cheyenne-Eagle Butte (C-EB) School, acknowledges that some students experience academic, behavioral, emotional, and life challenges which put them at risk. The purpose of the EC is to assist these students by implementing an alternative program that provides a multi-dimensional approach to learning. This educational approach (**E.A.G.L.E.** acronym) involves **E**ducating, **A**ssessing, **G**oal Setting, **L**ife Skills, and **E**mployment.

PROGRAM DESCRIPTIONS

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

This alternative program is for students in grades 7-9 who have had significant academic, social, or emotional difficulties within the regular school program and may have exhibited various degrees of disruptive, counter-productive, or withdrawn behavior. This program serves a maximum of 15 students. Students enter the program at Level I Social Skills status and can advance to Levels II, III and Advanced status. Students who have earned Level III Social Skill status or Advanced status may remain at the EC after completing Level III Social Skills Program requirements (or as determined by the EC Principal) or begin in the regular education program or EC II at semester.

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

This alternative program is for at-risk high school students (grades 9-12) who are experiencing specific school or life challenges. To be eligible, students may be 5th year seniors, young parents, or lack credits to graduate (not an all-inclusive list).

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

This is an Interim Alternative Educational Schedule/Setting (IAES), and the student will be able to progress in the general curriculum with a schedule and accommodations unique to the student. An IAES may be used if a student's transition placement is pending (per Individual Accommodation Plan, Individual Education Plan, or Section 504 Accommodation Plan, and per Discipline Policy) or as determined by the EC Principal. Independent Study classes will be made available per student's academic plan, and computer classes may be assigned as determined by the EC Principal.

E.A.G.L.E. CENTER (EC) PROGRAM GOALS

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

E – EDUCATION:

The EC Program will help strengthen student learning, improve opportunities to learn, and increase parental and community support and involvement through offering a research-based/technology-based instructional curriculum and independent study classes congruent with state standards. EC I students are required to take social skills and the state requires 9th graders to take this class. EC I students learn social skills and management procedures to improve on-task behavior. A school-to-work program is available for qualifying students.

Our **research-based/technology-based curriculum A+ Advanced Learning Systems (A+LS)** features are as follows (not all-inclusive): **a)** offers the broadest range of core academic subjects available---Language Arts, Math, Science, Social Studies ; **b)** classes assigned by subject and standards; **c)** provides direct instruction methodology: Study, Practice, Test, Essay; and **d)** prescriptive instruction based on state standards. A+LS provides a class and student management system, reporting and tracking system for student progress and a full multimedia authoring system. The authoring tool enables teachers to create and modify content easily and ensures that the lesson content is not outdated.

A – ASSESSMENT:

Assessment informs instruction, addresses knowledge, understanding, and skill development in a meaningful way, shows clear and valid information about what students have actually learned, and is varied and differentiated. When assessment is combined with differentiation, it is the process of finding out in a fair way what each individual student knows, understands, and can do, how they feel about what they have learned, and how they feel about themselves as learners.

- **Dakota Assessment of Content Standards (DACS) and Measurement of Academic Progress (MAP)** are assessments that are correlated with the state-standardized test, Dakota STEP. After the pretest, objective/lessons may be prescribed to prepare junior high and 11th grade students to achieve at proficient or advanced level(s) on the spring (April) state-standardized test. The DACS test is given a minimum of twice annually, fall and spring.
- **Achieve 3000 (Teen BIZ)** provides web-based, individualized learning that is scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance. It provides an ongoing formative assessment for student performance to monitor usage, assess and adjust instructional strategies, track results and meet state and federal compliance mandates.
- **Vocabulary Assessment** is a teacher-made pre & post test to assess vocabulary gains in reading, math, social studies, and science using Marzano's 6-Step Approach, a strategy used to improve vocabulary.

The **A+LS management system** provides detailed student progress reports to guide instruction and monitor student progress. The content and its presentation includes grade-specific assessment directly tied to state standards or national test objectives, followed by targeted instruction designed to remediate weaknesses identified in the assessment.

G – GOAL SETTING:

Setting positive and realistic goals is a crucial component of this program. The aptitude and interest inventories available on Career Cruising will empower students to make informed decisions about their future. The aptitude and interest inventories will predict

success for the top growth in the 21st Century. These tools will allow staff members to assist students in setting appropriate goals that can be realized. Counselors are the primary guides to assist students with goal-setting in the educational setting.

L – LIFE SKILLS:

Confronted with personal or societal conflicts, most of these students want to succeed in school and in life but sometimes they don't have the life skills they need. Students are offered a wide range of career classes such as Everyday Life Skills, Career Choices, Career Box, Careers and Personal Skills. These classes are necessary for young people and adults to function successfully in everyday life. It offers an immediate relevancy for learning while extending critical-thinking and problem-solving skills.

E – EMPLOYMENT:

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

PARENT INVOLVEMENT POLICY

It is the policy of the Cheyenne-Eagle Butte School to:

1. Involve parents in the School Improvement Plan and encourage attendance at annual parent dinners and trainings through the newspaper, posters, signs and letters.
2. Plan school activities for times when it is most convenient for parents. Transportation may be provided based on individual needs.
3. Involve parents in the planning of school activities along with school program changes and improvements. The C-EB EC Parent Survey and other surveys are used as guides for making improvements.
4. Keep parents informed through letters sent home from the school that are practical and in a language that parents can understand. Parents are kept informed through the parent portal, West River Eagle newspaper, monthly EC Bulletin and Calendar, parent reach, posters etc. An annual Dakota STEP school report card is printed in the local newspaper.
5. Invite and encourage parents to volunteer their time and talents in the school by serving as chaperones, classroom helpers and class guests.
6. Inform parents of the curriculum, state content standards and student test reports (results) at a fall Open House, Parent/Teacher Conferences, and at other scheduled parent activities.
7. Encourage parents to visit directly with their children's teachers and/or EC Principal regarding school concerns.
8. Encourage parents to use the CRST Title I Parent Resource Center where various materials can be checked out and participate in other parent activities.
9. Continue to distribute the Student-Parent-Teacher compact that outlines how

- parents, the entire school staff, and students share the responsibility for student achievement and the means by which the school and parents will build and develop a partnership to help serve the state's high standards.
10. Provide reasonable support for parental involvement activities as requested by parents.
 11. Inform and encourage all parents to be involved in their child's progress through sending mid-quarter academic progress letters, Report Cards at the end of each quarter, notes on academics and behavior, phone calls and home visits.
 12. Educate parents on No Child Left Behind Act (Elementary and Secondary Education Act) and Adequate Yearly Progress (AYP).
 13. Keep communication open between parents and the school; this gives parents an opportunity to submit dissenting views of the school.
 14. It is the responsibility of parent/guardian to provide court documentation at registration to officially show who is responsible for the child.
 15. Parent involvement is recorded on a form and maintained in the EC office. Parent recognition is throughout the school year.

PARENT/GUARDIAN PARTNERSHIP

The E.A.G.L.E. Center (EC) believes a partnership with parents or guardians is very important. The EC's goal is to keep communication open, positive, and respectful with the parents or guardians. The EC staff expects the same from parents and guardians. Communication is established through attendance letters, academic progress letters, homenotes, meetings, activities, telephone calls, trainings, person to person contact, and parent portal.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES CHEYENNE-EAGLE BUTTE E.A.G.L.E. CENTER

AUTHORITY

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

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

RIGHTS OF THE INDIVIDUAL STUDENT

Students have, and shall be accorded the following rights:

- The right to an education.
- The right to be free from unreasonable search and seizure of their person and their property, to a reasonable degree of privacy and to a safe and secure environment.
- The right to make his or her own decision where applicable.
- The right to freedom of speech and expression, including symbolic expression, such as display of buttons, posters, choice of dress and length of hair, so long as the symbolic expression is not unreasonable or disruptive to the education process or endangers the health and safety of the student and others.
- The right of freedom of the press, except where material in student's publications are libelous, slanderous, or obscene.

- The right to peaceably assemble and to petition the retry of grievance.
- The right to freedom from discrimination.
- The right to due process. Every student is entitled to formal due process for alleged violation of school regulations for which the student may be subjected to suspension or expulsion as outlined by school policy.

DUE PROCESS PROCEDURES

Upon admission, all students shall be given a copy of the regulations governing the conduct of students and shall be notified of any amendments thereto.

Due Process:

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

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

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

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

In making a recommendation for all long term disciplinary actions, parents or guardians and students must be made aware that they have a right to a formal Hearing with the Cooperative School Board. A hearing may be requested by the parent.

The complete Due Process policy including CFR25 & SDCL 13-32-4 is available from the EC Principal.

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

E.A.G.L.E. CENTER I Referral & Placement Procedures

1. Referral (C-EB Junior High or C-EB High School) --- Teacher Assistant Team(TAT) requests the EC Principal's presence at the second TAT meeting (also called "TAT Referral" meeting) for grades 7-9 unless considered an emergency by administration. At the TAT Meeting notes and action taken by the TAT Team recorder and signed by team participants. All pertinent information is made available for review at the TAT meeting such as **a)** Psychological and clinical reports; **b)** Individual Education Plan; **c)** Behavior Intervention Plan; **d)** Section 504 Accommodation Plan file; **e)** Special Incident Report log; **f)** Gifted & Talented file; and **g)** Principal, teacher, and counselor information (i.e., new Referral Form, Discipline Log, Attendance, Grades & etc.). Parents/guardian and student are required to attend the TAT meeting.

The E.A.G.L.E. Center (EC) Principal will review the referral documentation at the TAT meeting and if the TAT recommends EC Placement, an EC I Placement meeting will be scheduled and held at the EC.

2. At the **EC I Placement meeting** with the parent/guardian and student, the following occurs: **a)** The EC's purpose, commitment and policies are explained; **b)** The parent/guardian and student are given an EC Student-Parent Handbook with specific areas highlighted and discussed; **c)** An Academic Plan is developed; **d)** The Social Skills Levels and program advancement are explained and the basic Level I Social Skills demonstrated and practiced; **e)** EC I expectations and anticipated outcomes are provided; and **f)** An explanation of parental rights and involvement provided.

Also, at the EC I Placement meeting, an EC Registration form is completed, an Academic and Behavior Treatment Plan developed, Section 504 and Special Education compliance reviewed, and if needed, an Individual Accommodation Plan developed. EC Student-Parent Handbook policy reviewed and Social Skills explained and Level I Social Skills practiced with the student. Counseling is mandatory in EC I and the counselor develops a "Winning Formula" Plan with each student showing Goals, Objectives, Action, and Dates of Completion.

3. Progressive Placement --- is for 6th, 7th, or 8th grade students that may be retained or could progress to the next grade level at EC I. The last week of April or first week of May, the UE, JH, and EC Principals will meet to review and prioritize the potential Progressive Placement Student List with 6th grade given first preference. The UE and JH Principal will send a letter to the parents stating a meeting date and time to discuss retention and other options. The UE, JH, and EC principals (building Exceptional Education Case Manager and Section 504 Coordinator, if applicable) will attend their student's Progressive Placement meeting. If the parent/guardian does not attend the Progressive Placement meeting, the UE and JH principal will notify parents in May of the next meeting day, date, and time. A copy of the notification letter will be provided to the EC Principal. The finalization of the EC I Progressive Placements for **6th graders** is completed on or before the last day of school and **JH students** in June or early August. EC principal will notify parents of the day, date and time of the August EC I Placement Meetings that will be held at the EC.

- The EC Principal manages the Academic Plans, Behavior Treatment Plans, Individual Accommodation Plans and Section 504 Accommodation Plans and 504 Behavior Intervention Plans (BIPs). The Special/Exceptional Education Teacher manages the Individual Education Plans and BIPs. Best practice is to hold an Individual Education Plan (IEP) meeting prior to the student entering EC I with respective Case Managers present from both entities as well as staff.
- All pertinent student information (i.e., referral form or letter, IEP, Psychological Evaluation, Academic Reports, Report Card, Section 504 file, and Gifted/Talented file) will be provided to the EC Principal before the last school day unless arrangements have been made with the EC Principal.

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

Referral & Placement Procedures

1. Alternative Education Program EC II Referral Form --- needs to be completed and submitted to the BIE School Supervisor or designee by parents who want their child in EC II. The form is available at the EC or high school office. If approved, the EC

placement counselor will contact the parent for an Accommodation Placement Team (APT) Meeting that is held at the EC.

2. Accommodation Placement Team (APT) Meeting at EC --- If a high school student is experiencing a specific school and/or life challenge(s), the high school education program Principal or designee makes a verbal referral to the EC Principal. If there is a referral discrepancy, the EC Principal confers with the high school principal or designee and, as needed, BIE School Supervisor, to determine the referral direction. Prior to the APT meeting at the EC, the EC Placement Counselor located at the high school will provide C-EB School Registration forms that need to be completed prior to the APT meeting. The APT meeting will be held at the EC Office. At this meeting with the parent/guardian and student, the following occurs (not all-inclusive): **a)** EC Registration Form completed; **b)** EC's purpose, commitment and procedures provided and discussed; **c)** EC Student-Parent Handbook with specific areas highlighted and discussed; **d)** Academic Plan provided and discussed; **e)** EC II expectations and anticipated outcomes provided and discussed; and **f)** Explanation of parental rights and involvement presented.

3. All pertinent information is made available for the **Accommodation Placement Team (APT)** meeting such as **a)** psychological and clinical reports; **b)** Individual Education Plan; **c)** Behavior Intervention Plan file; **d)** Section 504 file; **e)** Gifted & Talented file; and **f)** Principal, teacher, and counselor information (i.e., discipline, attendance, schools attended past year, etc.). Parent/guardian and student are required to attend the APT meeting.

➤ Section 504 or Individual Education Plan (IEP) students need a transfer of placement (transition) meeting prior to EC II Placement meeting; it is usually scheduled just before the placement meeting. Section 504 Coordinator or Special/ Exceptional Education Case Managers will be present at respective transition meetings. Documentation will follow the student.

E.A.G.L.E. CENTER III Placement

1. The EC Principal, staff, parent or guardian, or school board can recommend immediate placement per the **Interim Alternative Educational EC III Schedule/ Setting (IAES)** for repetitive disruptive or non-compliant student behavior that interferes with the learning of other students or endangers the safety of others. Also, IAES may be used if a transition placement is pending or per discipline policy and a meeting is scheduled with the parent/guardian and student. At the meeting the following will occur:

---discuss, review, or modify(if needed) the student's Individual Education Plan (IEP), Section 504 Accommodation Plan, Behavior Intervention Plan or Individual Accommodation Plan with parent or guardian and student for placement purposes.

---Students who are on an IEP or Section 504 Accommodation Plan may be scheduled for a manifestation determination meeting.

2. Under the reauthorized IDEA '04 (HR1350, effective July 1, 2005): Unless a disciplinary infraction is the "direct result" of a student's disability, the student will be disciplined in the same manner as non-disabled students. Any infraction involving drugs, weapons, or serious bodily injury can result in the student being removed from the classroom for up to 45 days, without the case being required to go before a hearing.

- An IEP or Section 504 Team conducts a manifestation determination no later than 10 school days after the disciplinary decision has been made to change placement to ascertain whether misbehavior is the result of a disability and whether the current IEP or Section 504 Accommodation Plan is appropriate for the following actions or conditions such as:
 - a. bringing a weapon to school or to a school-related activity;
 - b. possessing and/or using illegal drugs;
 - c. seeking to sell or buy a controlled substance while on school premises or at a school-related activity; or
- The IEP or Section 504 Team determines if the behavior was or was not a manifestation of the student's disability.
- Students on an IEP or Section 504 Accommodation Plan may be placed in the IAES up to 45 school days, not accumulated days.

EXIT & DISMISSAL Criteria

1. **Exit requirements:**
 - **EC I:** Level III Social Skills with 30 - 40 Excellent Days, OR 10th grade status, OR as determined by the EC Principal (transition is at semester except from EC I to II or III)
 - **EC II:** Transition is at semester to attend regular high school.
2. **Senior Exit - completion of South Dakota High School graduation requirements**
 - **Criteria for EC Senior Exit:** The student requests an Exit form at the EC Office, gets EC teacher/staff signatures for completed coursework, and gets a Pass to the high school for signatures from the high school Librarian and the EC Placement Counselor; upon returning to the EC, the student gets the EC Principal's signature after answering the questions that will give the EC information on the senior's perception of the EC and future plans.
 - C-EB School requires 26 credits for graduation (or 22 credits, the state requirement for hardship, as documented on Plan)
 - must have 94% attendance before the EC Principal will sign the Exit form
3. **Dismissal from the EC Program may occur if student has been misplaced or at the discretion of the EC Principal.**

P.L. 107-110 NO CHILD LEFT BEHIND (Elementary and Secondary Education Act)

The E.A.G.L.E. Center (EC) Program embraces **P.L. 107-110 No Child Left Behind (Elementary and Secondary Education Act)**.

The Cooperative Board of the Cheyenne-Eagle Butte School, in enforcement of the No Child Left Behind Law (Elementary and Secondary Education Act), expected in the 2010-2011 school year that: 1) 24% of all E.A.G.L.E. Center students tested be at Proficient or Advanced level in Reading, according to Safe Harbor provisions, and 2) 12% of all E.A.G.L.E. Center students tested be at Proficient or Advanced level in math, according to Safe Harbor provisions, as measured by the Dakota STEP (state standardized achievement test). These expectations are modified annually according to the previous year's data in order to meet Adequate Yearly Progress (AYP). In addition, no student shall have less than 94% attendance in a school year. To support these

goals, the Board requires additional assistance be given to students whose attendance, test scores and grades do not meet the No Child Left Behind Law (Elementary and Secondary Education Act) requirements.

➤ **ATTENDANCE LEVELS LESS THAN 94%**

At the EC, students can make-up attendance and bank attendance. Students who fail to make-up their attendance may be scheduled in one or more of the following forms:

1. Extended Day/After School Tutoring
2. Summer School
3. Other

➤ **TRUANCY**

Students who are truant (skipping school or show a pattern of absences to avoid being dropped) may be scheduled in one or more of the following forms:

1. Extended Day/After School Tutoring
2. Summer School
3. Other

➤ **ADEQUATE PROGRESS**

At the Academic Review Meetings, students will need to show academic progress. Inadequate Academic Progress (IAP) will result in the student being encouraged to receive academic assistance in one or more of the following forms:

1. Extended Day/After School Tutoring
2. Summer School
3. Other

➤ **LESS THAN PROFICIENT SCORE IN READING OR MATH ON A STANDARDIZED ASSESSMENT OR OTHER PROFICIENCY TEST**

Any student who scores below proficient on standardized test or other proficiency test will be encouraged to receive assistance to reach proficiency in one or more of the following forms:

1. Extended Day/After School Tutoring
2. Summer School
3. Other
- 4.

Adequate Yearly Progress (AYP)

The South Dakota Department of Education has criteria (set of measurements) to determine AYP. Ninety-five percent of the students enrolled in grades 3-8 and 11 must take the statewide Dakota STEP test. It is one measure used to determine if a school makes AYP. EC students in grades 7, 8, & 11 are all tested in reading and math. Only the 8th and 11th graders are required to take the science test. If students are not continuously enrolled (full academic year, October 1 to the 1st day of the Dakota Step test window – April), schools are not required to use that students' test results when determining AYP.

The Dakota STEP test results are sent to parents in August or early September. Test results are categorized as **Below Basic, Basic, Proficient, or Advanced** in reading, math, and science. No Child Left Behind (Elementary and Secondary Education Act) requires all students to be proficient by 2013-2014 including special/exceptional education and Limited English Proficient students.

SPECIAL/EXCEPTIONAL EDUCATION

The Individuals with Disabilities Education Improvement Act (IDEIA of 2004), effective July 1, 2005, revamped the special/exceptional education law as follows:

Safety and Discipline

Unless a disciplinary infraction is the “direct result” of a student’s disability, the student will be disciplined in the same manner as a non-disabled student. Any infraction involving drugs, weapons, or serious bodily injury can result in the student being removed from the classroom for up to 45 days, without the case being required to go before a hearing officer. In any suspensions longer than 10 days, the school is required to provide the student with special/exceptional education services so that the student can make progress on his or her IEP.

Early Intervention and Over-/Mis-identification

A central goal of the law is to stop over-identification of students with disabilities. To make sure students who are having reading or other problems, but who are not in need of special/exceptional education services, are not misidentified, the law focuses on early intervention strategies.

Another provision is early-intervention programs. These programs use the “response to intervention” [RTI] model that identifies specific learning disabilities before students are failing at grade level; and encourages greater use of programs that rely on positive behavioral interventions and supports. In turn, misidentification of students as being disabled is reduced and the “IQ-discrepancy” model eliminated.

Parental Control

The bill expands parental right in several ways. One significant change allows parents and schools to agree to IEP changes without holding a formal IEP team meeting. Also, IDEA funds can be used to support supplemental services chosen by parents of students in schools identified as needing improvement under the NCLB Act (Elementary and Secondary Education Act) because students with disabilities are not making adequate yearly progress.

Please note: For more detailed specific information, refer to the C-EB Special Education Policies & Procedures Manual which is available at the EC Office.

GENERAL INFORMATION

❖ ATTENDANCE

Children who are six (6) years old by the first day of September and younger than the age specified in Tribal Code (18 years) and State Code (18 years) must attend school regularly.

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

Maximum Absences

Junior high (7-8) students are allowed four (4) absences per semester or must have 94% attendance.

The absences may be a combination of excused or unexcused and students can make-up attendance and bank attendance.

High school (9-12) students are allowed four (4) absences per semester or must have 94% attendance.

The absences may be a combination of excused or unexcused and students can make-up attendance and bank attendance.

Loss of Credit

High school credit may be lost if absences exceed four (4) days per semester or below 94% attendance includes excused or unexcused absences.

Attendance Appeals Hearing & Process

Student or parent/guardian may request an attendance appeals hearing in writing five (5) days following the end of first semester and five (5) days prior to the end of second semester or five (5) school days prior to the last day of school. The appeals committee consists of the EC Principal, counselor, and attendance data encoder.

Reasons for Excused Absences

Students who are absent for the following reasons will be considered excused:

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

Make-Up Work

It shall be the student's responsibility to meet with teachers to obtain make-up assignments and to pick-up assignments. Failure to complete make-up work may result in Inadequate Academic Progress (IAP).

Tardies

Students who arrive late check in as follows: EC I students will check in with the Office Clerk and both EC II and EC III students will check in the attendance encoder/education technician or the Office Clerk.

EC I: Tardies and Leaving School Early:

Tardies:

1. Tardy noted if a student arrives after 8:05 a.m. (if Level I), after 8:10 a.m. (if Level II) or after 8:15 a.m.(if Level III or Advanced)
2. Upon arriving student checks in with the Office Clerk
3. An unexcused tardy results in a zero "O" on Homenote

Notation:

- If student arrives late and it is unexcused, the student will earn 0 points.
- If student consistently leaves before 10:00 a.m., the student will earn 0 points.

When a student gets a zero "O" on his/her Homenote for an unexcused tardy, the student is required to take home his/her Homenote and return it the following morning signed by the parent/guardian or designee.

ECII Tardies: A tardy is noted if a student arrives after 11:05 a.m. or as determined by the EC Principal.

1. The tardy is documented by the attendance data encoder or designee.
2. An unexcused tardy will result in the student remaining at the EC until 5:00 p.m. or as determined by the EC Principal.

Process for Notifying Parents or Guardians of Absences

Parent/guardian will be notified by mail on Fridays when their child has less than 94% attendance.

If a student is absent 3 consecutive days and the parent or guardian has not contacted the EC, a Children's Court affidavit will be filed. In most cases and prior to filing with the court, a Social Worker referral will be requested and outcome reviewed. If the student improves his/her attendance and has 94% attendance, the affidavit will be withdrawn.

C-EB Suicide Intervention Approach: The following "intervention approach" was developed by the C-EB school counselors and administrators to provide consistency when dealing with suicide ideology.

1. Teachers or other staff who receive information either directly or indirectly about a suicide concern must contact the counselor/principal immediately.
2. The counselor meets with the student and assesses the situation.
3. If the student is making immediate self-harm statements and has a plan, the police are contacted for protective custody. The parents are notified.
4. If the student does not have a plan but has been thinking about the possibility of suicide, the parents are notified. It is suggested to the parent to seek professional help for an assessment. The counselor can help arrange an appointment with a local mental health clinic or suggest out-of-town options.
5. Suicide 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.

Photos of EC Activities

The para-educators and counselor are the primary photographers for EC activities. When done taking photos, the office clerk will place on office computer for review and printing. Photos may be published in the newspapers and school publications.

Excellent Attendance Recognition

Excellent attendance is identified at 94% or better. Acknowledgement of Excellent Attendance will be throughout the school year using "Caught Being Good" cards for EC II, which are converted to Braves Bucks. EC II students will visit the Braves store monthly to spend their Braves Bucks.

Re-Enrollment Process

EC I: If dropped, parent/guardian and student will meet with the EC Principal to complete re-enrollment form.

EC II: If dropped (**the first time**), parent will contact the EC Principal at 964-8771/8773 to schedule a date and time to re-enroll. Parent/guardian needs to be present unless waived by the EC Principal. After re-enrollment, the affidavit may be withdrawn pending on the affidavit status and/or court's recommendation, and attendance upon re-enrolling.

If a student is dropped (**2 or more times**) in a semester, parent will contact the EC Principal at 964-8771/8773 to schedule a re-enrollment meeting; parent is required to attend this meeting unless waived by the building principal. After re-enrollment is official, the affidavit may be withdrawn pending on the affidavit status and/or court's recommendation. The student may be scheduled to ECIII.

In accordance with Section 16.05 of the Cheyenne River Sioux Tribe Children's Code, the EC will file an affidavit(s) with the Tribal Prosecutor if a student(s) is in violation of Section 16.05 which reads as follows:

Section 16.05- School Attendance

All children older than five and younger than eighteen years shall attend school regularly unless subject to all valid suspensions, expulsions, or other orders prohibiting them from attending school. Parents are responsible to get their child to school; if not, court can impose a \$50 fine per day. **Children shall be in violation of the section if they:**

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

Notation: If a student is age 16 or older and is the custodian parent of a child, student cannot be mandated by the court to attend school.

Parent/Guardian Responsibilities

The parent/guardian is responsible to:

- Notify the school, in advance, of their child's absence.
- **Prepare a written statement for the child to bring to school upon his/her return or call the EC office stating the reason for the child's absence before the student returns to school.**
- Encourage the child to obtain and complete all make-up work.

A doctor's statement is required upon the students return to school if the student has been absent 3 or more consecutive days due to illness, or as determined by the EC Principal.

❖ **Exemption (Excellent Attendance – APPROVED 12/12/05)**

Students may be counted as having excellent attendance if their only absences are excused absences for unique individual or community activities that are of an educational and cultural nature (i.e., State AAU, State Fair, State Snow Queen Contest, State 4-H events, and YMCA) as determined by the Principal. This waiver will apply only if the absence is excused in advance and all make up assignments or alternative assignments are complete within the allotted time frame. APPROVED 05/10/93
-Students attending a SDHSAA state competition shall be counted for excellent attendance if an immediate family member qualifies for that competition/activity. APPROVED 04/15/03
-Participation in school activities is not part of this policy; refer to extra-curricular activities for direction.

❖ **Request for Medication Administration**

If a parent or student requests that school personnel administer, assist or house the medication, a "Medication Consent" form shall be completed and on file per policy or per BIE School Supervisor or District Superintendent's approval.

❖ **Manners**

Students need to show respect at all times. For example, upon entering the EC study area, computer lab or office, students need to remove their cap/hat. Also, appropriate manners and behavior need to be demonstrated in the cafeteria. Failure to cooperate may result in disciplinary action, page 42.

❖ **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, he/she may not be allowed to check out a book the following school year. Students are expected to demonstrate responsibility in returning materials to the High School library. Also, seniors must have all library books returned; it is a senior Exit requirement.

❖ **Internet Policy**

Students and parents or guardians will be given the "Conditions and Terms of Use of the Internet in the School" Policy and an Internet Use Student Agreement Form to sign at registration or at the student placement meeting. Internet access is a privilege, not a right, and inappropriate use will result in cancellation of the privilege. Students who engage in obscene, abusive, sexually explicit, or threatening language may be subject to immediate cancellation of privileges for up to one year. Students do not have E-mail privileges per policy unless approved by the principal for educational use.

- The Acceptable Use Policy for Cheyenne River Agency Schools is available in the Comprehensive School-Wide Policy binder located in the EC office.

❖ **Leaving School**

A parent/guardian may check their child out of school at which time a staff member will write a pass. **Students may only leave campus with permission from the EC Principal.** Students who leave campus without a pass and approval from the EC Principal may be subject to disciplinary action as they are considered truant. Students who are 18 years of age or older will be allowed to leave school per their request unless the parent/guardian provides in writing their preference.

❖ **Visitors**

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

❖ **Use of Motor Vehicles**

In the interest of safety, we ask that students to-park their motor vehicles and cycles immediately upon arriving at the EC and leave them parked until the student is officially dismissed from the EC. Should the need arise, a student may be granted permission to drive or move his vehicle during the day. Parent approval may be required as determined by the EC Principal.

❖ **No School Announcements**

If for any reason there is a closing of the school, announcements will be made over radio stations KGFX(1060)-Pierre, KMLQ(100.5)-Mobridge, KLND (89.5)-Little Eagle, KOLY(1300)-Mobridge, and TV stations KELO-Sioux Falls, KSFY Pierre/Sioux Falls, local Cable TV Channels 22 & 30, and Telephone Reach. Announcements are also made on KELO's "Closeline" website (<http://www.keloland.com/weather/Closeline.cfm>). Please refrain from calling the school. Only the District Superintendent and/or BIE School Supervisor make the decision to close school.

❖ **School Buses**

The bus driver has the same authority over students riding the buses as a teacher has in the classroom. Inappropriate behavior displayed by students on the bus may be reported to the EC Principal. If so, the School Bus Policy will be followed. The School Bus Policy is available upon request.

❖ **School Nurse**

Students who need medical attention from the school nurse will be required to have a blue pass. Parent/Guardian will be notified if their child develops certain patterns or illnesses. Students will be checked periodically for head lice. If head lice are discovered, the student will not be allowed to attend school until medical clearance is provided to the EC Principal.

❖ **Telephone**

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

❖ **Cell Phones, iPods, MP3 Players, Cameras & Other Electronic Devices are not allowed**, unless approved by the principal or per their Individual Education Plan or Section 504 Accommodation Plan. Upon entering the EC, students are required to turn in the above item (s) to an Education Technician. Failure to abide will result in disciplinary action (refer to discipline section, page 44).

❖ **Student Appearance**

Students are restricted from wearing or carrying symbols that endorse or imply the use of substances not legally available to minors. Also the wearing or possession of clothing, hats, or jewelry that have profane, sexual, or racially derogatory connotations is strictly forbidden. Likewise, any student wearing or displaying clothing which symbolizes gang affiliation or membership shall be subject to disciplinary action. Shoes must be worn at all times. Caps/hats must be removed upon entering the main EC study area and offices (can be worn in the EC and cafeteria entrance). Caps/hats must be removed for programs, assemblies, and during the national anthem. Per a student's request, caps can be placed in the EC Office. Coats need to be removed and all hoods taken off upon entering the EC unless approved by the EC Principal or designee.

Hickies on the neck and face need to be covered; if not, the parent/guardian will be contacted and student will be sent home. It is the student's responsibility to cover their hickies before arriving at school.

Also, any clothing which substantially interferes with the educational process is prohibited. This includes clothing that does not adequately cover or conceal the body (i.e., tank tops, muscle shirts, halter tops, spaghetti straps, exposed fronts, backs or midriffs, and see-through garments without a shell or shirt worn under the garment). While the primary responsibility for appearance rests with the students and their parents, the EC Principal reserves the right to judge what is proper and what is not. Failure to cooperate may result in disciplinary action, page 42.

School Premises

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

❖ Search

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

❖ EMERGENCY DISASTER PLANS

Cheyenne-Eagle Butte School has an Emergency Preparedness Plan, Continuity of Operation Plan (COOPan), and Critical Incident Plan(board approved 5/12/08) available in the Comprehensive School Wide Policy binder.

Bomb Threats:

In case of a bomb threat, the EC clerk will notify the EC Principal. The Principal will notify all staff and students and will evacuate the building using the following procedure:

1. Students will get their coats and exit through the north door.
2. The staff will follow the students outside, then escort them to the football field where they will remain in their groups (EC I and/or EC II) to await further instructions. Teachers are responsible to make sure that students are accounted for.
3. The EC Principal will check the building to insure that it is clear of staff and students. Then proceed to the football field.
4. No one will enter the building until proper authorities have indicated it is safe.
5. Should students need to be transported out of the area, they will be loaded onto buses at the football field.

Tornado and Violent Weather

1. Staff will be notified when a tornado watch is in effect.
2. In the event of a tornado warning, all staff and students are to move to the hallway areas, kneel, facing the wall, with head protected.
3. Everyone is to remain in this position until the all clear is sounded.
4. Any accidents or injuries are to be reported to the office as soon as possible.

Fire Evacuation Procedure

1. Fire alarm will sound.
2. All staff and students are to leave the building immediately through north, east, or west exits or assigned exit.
3. Last person out needs to close the classroom doors.
4. Assigned personnel will check bathrooms and other areas which may be occupied.
5. When staff and students have left the building, they are to move across the street to the north.
6. No one is to re-enter the building until the "all clear" is sounded.
7. Any accidents or injuries are to be reported to the office as soon as possible.

❖ EMERGENCY EXITS

Students need to be visually aware of the four emergency exits (lights) in the E.A.G.L.E. Center.

❖ NON-DISCRIMINATION STATEMENT

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

HARASSMENT AND VIOLENCE POLICY

HARASSMENT AND VIOLENCE IS A FORM OF DISCRIMINATION AND PROHIBITED BY TITLE IX.

It is the policy of the Cheyenne-Eagle Butte School that harassment is unacceptable and shall not be tolerated and that no member of the School District community may harass another. Cheyenne-Eagle Butte is committed to providing a work environment that is free from sexual harassment and violence, where all staff members and students can work together comfortably and productively. Harassment is defined as unwelcome advances, requests for favors, and other continuous verbal or physical conduct. Federal law prohibits retaliation against persons who report discrimination, including harassment, or participate in related proceedings. The Cheyenne-Eagle Butte School will discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against or attempts to retaliate against any person who reports alleged harassment or violence, files a complaint of harassment, who testifies, assists or participates in any investigation, hearing or proceeding related to such harassment or violence. Retaliation includes but is not limited to any form of threat, intimidation, reprisal or discrimination.

Procedure for Reporting Harassment

Any staff member or student who believes he/she has been sexually harassed should report the complaint as soon as possible to one of the following. Complaint forms are available in the school offices.

Staff:

1. Immediate Supervisors
2. Next higher level above supervisor
3. EEO Counselor/Title IX Coordinator
4. Union Representative (if applicable)
5. Supt. or School Supervisor

Students:

1. Teacher
2. School Principal
3. School Counselor
4. Dorm Manager (if applicable)

-If the immediate supervisor is involved in the harassment, the next higher level supervisor should be informed. The complaint will be investigated promptly.

Policy details are in the School-Wide Binder in the EC Office.

ACADEMIC CURRICULUM

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

Mastery learning provides a teaching model for increasing the likelihood that more students will attain a satisfactory level of performance in a school environment. It is our belief that all students can master unit objectives given enough time and support. To strengthen this process, a technology-based instructional curriculum is used to support the remediation of basic skills. A computerized diagnostic/prescriptive management system with extensive tracking capabilities in both educational and demographic data enables the EC staff to monitor the academic progress of students and their mastery of state standards.

Cooperative learning consists of students working together to develop strategies in learning. These strategies will include using effective communication, developing leadership skills, building and maintaining trust among members and learning to resolve conflicts within a group. Team spirit is promoted among students and staff to give a shared sense of community.

Student's self-directed learning will be used when appropriate to help place the mastery learning units into meaningful context. The staff will work together with a view toward integrating the curriculum into student initiated activities that support academic mastery.

ACADEMIC INFORMATION

Junior High Required Courses:

- **7th Grade**
 - English
 - Math
 - Lakota Language
 - Social Skills, Study Skills, Alcohol Tobacco & Other Drug (AT&OD) & Inhalant Prevention (Referred to as Extended Class on Report Card)
 - Life Science
 - SD Studies (History & Geography)
 - Vocabulary
- **8th Grade**
 - English
 - Math
 - US History
 - Social Skills, Study Skills, Alcohol Tobacco & Other Drugs (AT&OD) & Inhalant Prevention
 - Earth Science
 - Lakota Language
 - Vocabulary

C-EB's Requirements Aligned with State Graduation Statutes:

- The Placement Counselor will explain to parents/guardians the statute prior to EC Placement meetings for students in grades 9-12.
- If the student falls into the pathways statute, the Placement Counselor will explain to the parents/guardians the options regarding recommended (Advanced Pathways) high school program as well as the Distinguished and Standard Pathways.
 - Parents/guardians will need to consult with the Placement Counselor or EC Counselor or EC Principal if they decide their student should take a different standard other than Standard Pathways.

-If the parent/guardian chooses the Standard, a signed Standard High School Agreement will be kept in the student's permanent record file at the high school. This agreement outlines the implications of the Standard Pathways and when signed acknowledges that the parent/guardian understands those implications and has given permission for their student to take this pathway.

- If the student falls into the new graduation requirements, the Placement Counselor, EC Counselor, or EC Principal will explain the different options available to the students within the courses offered at C-EB and EC and the new state requirements.
- Regardless of the year of graduation, college bound students must meet Board of Regent requirements to enter South Dakota Universities.

High School Graduation --- 26 credits

- 1 - 5 credits for 9th grade (freshman status)
- 6 -11 credits for 10th grade (sophomore status)
- 12 -17 credits for 11th grade (junior status)
- 18 & above credits for 12th grade (senior status)

Graduation Requirements (Beginning with the 2010 Incoming Freshman)

Except where otherwise noted, these requirements begin with students entering 9th grade in 2010-2011 school year.

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

1. **Four Units of Language Arts** ---must include:
 - a. Writing – 1.5 units
 - b. Literature – 1.5 units (must include .5 unit of American Literature)
 - c. Speech or Debate - .5 unit
 - d. Language Arts elective - .5 unit
2. **Three Units of Mathematics** ---must include:
 - a. Algebra 1 – 1 unit
 - b. *Algebra II – 1 unit
 - c. *Geometry – 1 unit
3. **Three units of Lab Science** ---must include:
 - a. Biology – 1 unit
 - b. Any Physical Science – 1 unit
 - c. *Chemistry or Physics – 1 unit
4. **Three units of Social Studies** ---must include:
 - a. U.S. History – 1 unit
 - b. U.S. Government - .5 unit
 - c. World History - .5 unit
 - d. Geography - .5 unit
5. **~One unit of the following-any combination:**
 - a. Approved Career & Technical Education
 - b. Capstone Experience or Service Learning
 - c. World Language
6. **One unit of ^Fine Arts**
7. **One-half unit of Personal Finance**
8. **One-half unit of Physical Education**
9. **~One-half unit of Health or Health Integration**

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

The State Special/Exceptional Education Graduation Requirements:

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

Questions about Class Assignments

- Need to be directed to the teacher or staff responsible for that class.

Grading

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

A- Superior	94% - 100%
B- Excellent	86% - 93%
C- Average	80% - 85%
IP- In Progress	79% & Below or class not completed
IAP – In Adequate Progress	Student is lacking academic progress.

~Parents/Guardians are notified by letter on September 30, November 23 and February 3.

~Individual Academic Review Meetings are held in November/December and April/May for students and parents/guardians to report academic progress.

NS-Not Started

WEE – Work Experience Ended (School-to-Work)

Scoring Guides (rubrics) will be used by teachers to evaluate a student's performance (tasks to be accomplished) for Independent Study classes. Rubrics consist of a fixed measurement scale (i.e., 4 points) and a list of criteria that describe proficiency on tasks. Rubrics applied to student work products provide evidence of the level of competence the student has reached in addressing standards.

Students enrolled in Independent Study classes are required to complete end-of-the Unit assessments or a Semester test for each Independent Study class. If a student gets less than 80% on a summative assessment for a Unit, a Quarter, or a Semester, he/she will complete a different assessment with different assessment questions or prompts. As documented on a student's IEP, IAP, or Section 504 Accommodation Plan, students can take open-book tests.

Honor Roll:

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

- An In Progress (IP) will disqualify the student.
- A student must have one A for any C
- Excellent Honor Roll will be composed of those students with a GPA from 3.0 to 3.4.
- Superior Honor Roll will be composed for those students with a GPA from 3.5 to 4.0.

- Grades earned in Exceptional Education classes and Work Skills Curriculum receives the same grade points as any other class.

Reporting Periods:

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

Honor Student:

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

National Honor Society:

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

Graduation:

Students are not required to participate in commencement exercises. If students participate they are required to wear a cap and gown which will be furnished by the school at no charge to the student. It is the student’s responsibility to be in attendance, or make other arrangements, on the date scheduled for measuring and ordering. If a student does not get measured, it will be assumed that he/she will not be participating. NON-GRADUATING SENIORS 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. Parents and students are allowed to adorn (beads, sequins, ribbons, etc.) their purchased 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.

SOCIAL SKILLS CURRICULUM

The social skills curriculum addresses the student’s behavioral and emotional problems. The E.A.G.L.E. Center’s premise for social learning is that behavior is learned through feedback on behaviors and its environmental consequences. Destructive behavior patterns can become the only way that students know how to survive and it becomes apparent that it is more of a skill deficit than a deliberate choice to respond in this manner. The staff working in the EC will concentrate on building positive relationships with students in a caring and respectful environment. Only in a secure environment will students be able to face their own personal struggles and work with others to move forward and make changes.

Students in the EC have previously experienced rejection and setbacks in their lives. The staff at the EC strives to promote positive interactions that are supportive, reinforcing, and empowering. The professionals working in the EC provide modeling of socially appropriate behaviors while teaching students respect, trustworthiness, fairness, and personal and community responsibility.

Teaching students to take responsibility for their actions is one of the primary goals of the EC. Students will learn specific social skills that encourage a more positive and

cooperative school environment for everyone. The students experience natural consequences to their behavior and begin to solve their own problems in a rational and responsible manner.

Self-evaluation will be encouraged giving students the opportunity to measure their own progress according to the goals developed on their Behavior Treatment Plan (ECI), Section 504 Accommodation Plan, Individual Accommodation Plan (IAP) or Individual Education Plan (IEP).

WORK SKILLS CURRICULUM

The E.A.G.L.E. Center (EC) is committed to the goal of preparing students for the world of work through the EC's career curriculum and school-to-work component. This is accomplished through classes such as Everyday Life Skills, Career Box, Careers, Choices, Career Choices the Career Cruising Program. The on-site work-based training School-to-Work Program is called Career Experience Opportunities (CEO).

The State Department of Education requires 8th and 10th grade students to take a Career Matchmaker Interest Inventory; 8th grade students, the Technology Test; and 10th grade students, the Ability Profiler Career Assessment. Also, South Dakota recognizes 16 career clusters, or broad career fields. Students are encouraged to study the clusters early in their high school experience, and to find one that matches their skills and interests. The choice of a career cluster provides a framework for a student's academic experience. In addition, the state mandated that all entering 9th grade 2010-2011 school year have a Personal Learning Plan (PLP) which serves as the roadmap to a student's high school career. The framework of the Plan is the Career Cruising Program which includes the aptitude and interest inventories. Once the aptitude and interest inventories are completed, the student acquires a career profile for future reference.

The EC's School-to-Work Program gives students an opportunity to practice and expand their social skills and involve themselves in careers of interest through job shadowing, job mentoring, and job internship (work-based learning) options. Upon request the CEO Handbook is available.

ASSESSING AND REPORTING STUDENT PROGRESS

➤ Social Progress (E.A.G.L.E. Center I):

Meetings such as Teacher Assistant Teams (TAT), Academic Review, Behavior Treatment Plan, Section 504, Individual Education Plan (IEP), and Individual Accommodation Plan (IAP) are held as needed to discuss students' academic, social, and/or behavioral progress. In addition, parents/guardians can monitor their child's social progress by reviewing their child's Homenote. EC I teachers initial each student's Homenote at the end of their class daily and report behavioral situations as needed on a Homenote attachment form.

An EC Observation Checklist form is used in place of the Homenote to monitor students' academic and social skills progress as assigned by the building Principal or per TAT, Academic Review, Behavior Treatment Plan, Section 504, IEP, and IAP meeting documentation. The EC Observation Checklist form is submitted daily to the EC Principal for review, feedback, and initials.

A Behavior Treatment Plan is developed for every EC I student as agreed upon by the parent or guardian, student, EC staff and counselor. The plan is reviewed 1st, 2nd, 3rd, 4th Quarters.

➤ **Academic Progress (E.A.G.L.E. Center I, II, III):**

Academic progress is monitored closely. Parents/guardians informed by the mid-Quarter Academic Progress parent letter, Report Cards sent at the end of each Quarter, and Academic Review meetings held twice per year. In addition Teacher Assistant Team (TAT) meetings also called Response to Intervention (RTI) are held to problem-solve and establish early interventions for struggling learners.

Cumulative file information will be retained at the regular C-EB Junior High School or C-EB High School. When a student completes his/her placement or graduates from high school, student information (i.e., Report Card; Dakota Step Proficiency test results in Reading, Mathematics, Language Arts, Science and Social Science; Behavior Treatment Plan; Section 504 Accommodation Plan; Individual Accommodation Plan & etc.) will be provided to the junior high or high school education program counselor or designee. The junior high and high school counselor(s) will determine what goes into the student's cumulative file. The special education case manager assures special education documents are secured and originals filed in the student's binder located in the Little Boys Dormitory in a secured area.

COUNSELING

Individual counseling is available to all EC students. Student's academic, social and career goals and objectives are initially identified on their Behavior Treatment Plan (EC I), Section 504 Accommodation Plan, Individual Accommodation Plan or Individual Education Plan and/or Behavior Intervention Plan. EC I students are required to visit a counselor weekly. EC I counselor is responsible for developing a plan to support the Behavior Treatment Plan by writing a "Winning Formula" Plan with long-range goals, short-term objectives with projected and actual completion dates. A student may also receive counseling services from an outside agency. It is important that support is available to students to address their own personal issues, career goals, and resolving conflict between or among peers. Group counseling is available. Student participation may be voluntary or assigned pending student's plan and/or discipline citations.

The counselor is responsible for planning, documenting, and providing Alcohol, Tobacco & Other Drugs (AT&OD) and Inhalant information. The counselor plans and assists with the Positive Behavior intervention Support (PBiS) initiative and Olweus Bullying Prevention Program.

Local, state or national tests, assessments, and surveys are coordinated by the counselor. The counselor is knowledgeable of, plans, and facilitates the Dakota State Test of Education Progress (Dakota STEP), the 21st Century Skills Assessments, High School 2025 Assessments, National Assessment of Education Progress (NAEP), State 8th Technology Assessment, and other state and national assessments.

SUMMER SCHOOL

Summer school is held four weeks in June, Monday – Thursday, for EC students and C-EB High School students per an agreement/report form. Students are allowed to miss one day and can earn a maximum of one (1) credit. Most subjects are offered. A

Summer School Agreement/Report form is completed for all participants prior to the first day of summer school. At the end of summer school, this form is completed by teachers to report student grades. EC Student-Parent Handbook policy will be the guide for appropriate behavior and dress.

CO-CURRICULAR ACTIVITIES

C-EB SCHOOL TRADITIONS

Our Name: Braves
Our Colors: Scarlet, Columbia Blue, White
Our Motto: Victory
Our Loyalty: Onward Braves, Onward Braves
On To Victory!!!
Banners High Up In The Sky
Fly On To Victory
Rah Rah Rah!!!
Onward Braves, Onward Braves
On To Victory
Cheer Braves, Cheer
And Let Your Voices Ring!!

Co-Curricular Activities

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

- Athletics (including practice)
- Band
- Rodeo
- Cheerleading
- High School Yearbook
- EC newsletter/yearbook (when offered)
- All club/organization activities
- Non-Academic trips

All rules that apply to classroom behavior also apply to school-sponsored events.

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

An EC Activity Liaison will be determined at the beginning of the school year. Students need to know who, what, where and when of activities/events. Getting involved in junior high and high school activities include such things as the yearbook, fund-raising (concession stands, bake sales), Student Council (representative(s) for EC I and EC II), voting, nominations, Senior Trip, decorating for prom and other dances, movies, assemblies, and Lyceums is optional for students. Information will be posted weekly.

Physicals

All students participating in athletics must have a physical prior to their participation in any sport. Physical forms are available from the athletic director. It is required that a parent/ guardian sign a consent slip at the time of registration in case of medical emergency.

Eligibility

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

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

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

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

Any questions regarding the above mentioned athletic requirements shall be directed to the Athletic Director.

Procedure for Dismissal from a Co-Curricular Activity

Section I. Requirements of the Athletic/Activity Director:

- The student shall be notified of school policy which affects the activity 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.

Section II. Steps Taken When Violations Occur:

1. The student shall be advised, either orally or in writing, of the violation. If done orally, it shall be done in private. The student will be granted a hearing if excluded for the remainder of the season/year.
2. The student shall be given the chance to explain his/her position regarding the said violation.
3. The parent/guardian of the student shall be notified of the violation and an explanation will be given as to the reason for dismissal or potential dismissal.
4. The school shall provide for a conference, which may include student, parent, sponsor/advisor/coach, administrators and witnesses if requested by student or parent.

Dance Policy

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

- **Chaperones**---will be pre-arranged in accordance with the application to sponsor a dance. The following is a list of the minimum number of chaperones for a dance:
 - (4) Teachers/Staff
 - (1) Administrator
 - (2) Parents/Guardians
 - (1) Police Officer/School Liaison Officer
- If EC students attend, EC will provide a staff chaperon.

Parking Lot

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

Hours

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

STUDENT ORGANIZATIONS

Students are free to organize within the school for political, social, service, athletic, and other proper and lawful purposes. No student shall be discriminated against because of membership in any such organization. Student organizations require staff advisors. Advisors must be current staff members and may be chosen by the organization, provided said advisors are agreed to by the staff member chosen and approved by the Principal. The use of school facilities, audio-visual equipment, announcements in the school paper and other media shall be made through normal channels and with normal protective controls to approved, organized student organizations. All student organizations that wish to use school facilities for fund raising purposes shall have on file a "Plan of Operation."

Any official student publication of the school or publication of any student organization shall enjoy freedom of expression and opinion within the Student Rights guidelines.

TIME-OUT & IN-SCHOOL SUSPENSION DESCRIPTION

EC I:

Students are required to report to this area for non-compliance, In-School Suspension, or as assigned by the EC Principal to write a PLAN to change behavior. Students are required to sit quietly in Time-Out (TO) for 15 minutes before writing a PLAN. Also, students may be

required to complete any missed assignment(s), write a letter to his/her parent, or write a letter of apology to staff or another student. EC I students may lose 60 points, earn 0 Points and/or not receive an Excellent Day. EC I students are required to take a Homenote for that day and return it the next school day to the EC Principal. Regardless of social skills level, Time-Out ranges from 15-30 minutes or as determined by TO supervisor. In-School Suspension ranges from 15-60 minutes or as determined by TO supervisor.

ECII:

Students are required to report to Time-Out to complete a Plan as directed by staff; most generally, behavior is for non-compliance (a discipline offense).

Reflection Room:

EC I:

This area is used when a student is uncooperative in the Time-Out/In-School Suspension area or has been in TO for the third time in one day. It is located in the Little Boys Dorm where a student can calm himself/herself and work on class assignments. Anytime a student is assigned to the Reflection Room, he/she is provided one-to-one tutoring/instruction. The counselor is contacted and visits with the student. The student cannot return to the EC building for that day. Also, the student earns -60 points (EC I), is given a Homenote for that day (EC I) and is provided a sack lunch from the cafeteria.

DISCIPLINE

ADMINISTRATIVE DISCRETION:

The EC Principal is empowered and directed to use discretion in the enforcement and application of the provisions stated in the discipline policy. The range of disciplinary action that may apply to behavior offenses serve only as guideline. The range of disciplinary action may not be applicable to all behavior offenses, incidents, and/or circumstances.

A **Contract Agreement** may be recommended for prevention or intervention purposes or as stated under discipline procedure.

When disciplinary action results in a suspension, the parent or guardian will be notified by letter; and as needed, a telephone call, home visit, and/or Homenote (EC I) will be completed.

DEFINITION OF TERMS

- **Formal Hearing Committee:** Shall be the Cooperative Board of Education
- **Informal Hearing:** Shall constitute a conference between the student and the EC Principal or designee. There is no appeal.
- **In-School Suspension (ISS):** Action resulting in use of Time-Out area and the range of time is from 30 minutes or more or as determined by the EC Principal or designee with an informal hearing.
- **Out-of School Suspension (OSS)** Action resulting in short-term or long-term suspension.

- **Short-term Suspension:** Action resulting in recommendation for ISS or OSS from school for not more than 10 school days with an informal hearing.
- **Long-term Suspension:** Action resulting in recommendation for OSS for more than 10 but not more than 90 school days with a formal hearing.
- **Expulsion:** Termination of a student's membership in school and from participation in extra-curricular activities for not more than 12 consecutive months. (See Weapons Policy)
- **Assault**
Simple: An intentional physical attack against another person against his or her will.
Aggravated: An intentional physical attack against another person against his or her will that causes bodily harm (i.e., bleeding, visible contusions, broken bones) and is serious enough to warrant a call to the police.
- **Threats and/or Intimidation** Any physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon, and without subjecting the victim to actual physical attack (i.e., bomb threats, threats to inflict bodily harm to the recipient or someone else, and any other such action severe enough to warrant a call to law enforcement)
- **Fighting** Mutual participation in a fight involving physical violence, where there is no one main offender and no major injury (excludes verbal confrontations or other minor confrontations).
- **Bullying** Any conduct that occurs repeatedly over time and creates an ongoing pattern of harassment (i.e., teasing, taunting, coercive behavior, pushing, shoving, any threat or intimidation not severe enough to warrant a call to law enforcement)
- **Cyber-Bullying** Methods of bullying with technology such as instant messaging, text messaging, cameras on cell phones used to bully, inappropriate information about students posted on Web pages (for example, in blogs), chat rooms, and social networking sites (such as Myspace or Facebook)
- **Insubordination, Willful Disobedience, or Disruptive Conduct** Student failure to follow school rules or execute a faculty/staff request related to in-class activities, school-related activities, or general supervision responsibilities, (without limitation & not all-inclusive list i.e., disruption in the classroom, library, hallways, cafeteria, or on other school property; disrespectful/obscene language or actions directed at staff or students; inappropriate dress; hickies; leaving school without permission; instigating a fight)

- **Physical Restraint** EC Principal reserves the right to judge what constitutes inappropriate behavior. Permission is granted for staff to physically restrain a child in the event he or she becomes a danger to him or herself or others.
- **Teacher Assistant Team** A team (also called “TAT”, EC Team, Multi-Disciplinary “IEP” Team, Student Assistant Team) comprised of EC staff, counselor, parent or guardian or others (per invitation).
- **School Liaison Officers** Officers may perform searches, investigate incidents, and assist staff when students do not comply with policy.
- **Conflict Resolution** To resolve differences between two or more students; liaison officer is present when counselor does intervention per the EC Principal’s recommendation.

Police/FBI Questioning Students

- If a student is a witness (and not the suspected offender), the police officer or FBI investigator may question a child without parental permission. However, it is always a good practice to notify the parent/guardian.
- If a student is the suspected offender, the police officer or FBI investigator should wait for the parents to arrive and be there with their child and/or give permission for their child to be questioned.

Discipline of Exceptional Education Students

Students with disabilities will be disciplined in the same manner as a non-disabled student. However, should a disciplinary infraction require more than a 10-day suspension a manifestation determination meeting will be held to determine whether the behavior is a direct result of the disability. Consequences will be administered based on the EC Team’s recommendation.

Serious infractions involving drugs, weapons, or serious bodily injury can result in a disabled student being removed from the school for up to 45 days, without the case being required to go before a hearing officer/Cooperative School Board. Education services will be provided to disabled students who have been suspended for more than 10 days.

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

BIE Policy Memorandum “Policy Prohibiting Drugs, Alcohol, Tobacco, and Inhalants”, effective September 2007 will be followed. All staff will use Attachments A (Student Substance Abuse Screening) form, Attachment B (Student Referral Checklist) form, and Attachment C (Student Observation) forms located in the office. The Student Assistant Team shall include administrator, counselor, and teachers. For all alcohol, drug, and inhalant offenses, students will be recommended for Four Bands Healing Center Program services and a letter to parents.

The EC Principal is a Level III alcohol and drug counselor certified by the SD Certification Board for Alcohol and Drug Professionals. If a new memorandum is received, the cooperative school board will be notified of changes and the handbook amended.

Range of Disciplinary Action

1. Assault on Faculty or Assault Student to Student

Consequence:

- Juvenile Authorities will be contacted
- EC III Schedule (Conference with parent)
- May Lose Accumulated Points and/or Excellent Days
- Level status may be lowered

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

2. 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)

Consequence:

- Juvenile Authorities will be contacted
- EC III Schedule (Conference with parent)
- May Lose Accumulated Points and/or Excellent Days
- Level status may be lowered

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

3. The Use of and/or Possession of and/or Being Under the Influence of Narcotics, Drug Paraphernalia, Dangerous Drugs, Controlled Substances, Alcoholic Beverages on school campus or at school functions (CRST Law and Order Code – “Possession or consumption of an alcoholic beverage...by a person under 18 is a Class C Offense)

Consequence:

- Juvenile Authorities will be contacted
- EC III Schedule (Conference with parent; Referral to Counselor & Four Bands Healing Center)
- May Lose Accumulated Points and/or Excellent Days
- Level status may be lowered

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

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

Consequence:

1st Offense	Time-Out (-60 points); Referral to Counselor & FBHC
2nd Offense	In-School Suspension (-60 points; may lose Accumulated Points; Conference with parent; Referral to Counselor & FBHC)
3rd Offense	In-School Suspension (-60 points; may lose Accumulated Points &/or Excellent Days; <u>Contract</u> with Behavior Mgr.; Conference with parent; Referral to Counselor & FBHC
4 th Offense	EC III Schedule (Conference with parent; Referral to Counselor & FBHC)
5 th + Offenses:	Conference with parent to select best option as determined by Teacher Assistant Team or by EC Principal.

Options:

- Parent or designee will attend school with child or parent agrees to attend parenting classes;
- EC III Schedule;
- In-School Suspension;
- Out-of-School Suspension;
- Service to the School or Service to the Community; OR
- Other

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 may be notified and a complaint may be filed by the EC.

5. Threatening or Intimidating another Student

Consequence:

- Juvenile Authorities may be contacted
- EC III Schedule (Conference with parent; Referral to Counselor)
- May lose Accumulated Points and/or Excellent Days
- Level status may be lowered

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

6. Threatening a Staff

Consequence:

- Juvenile Authorities may be contacted
- EC III Schedule (Conference with parent; Referral to Counselor)
- Lose Accumulated Points & Excellent Days
- Level status may be lowered

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 will be filed by the EC.

7. Bullying (Bully, Bystanders, Cyber-Bully)

Consequence:

- Juvenile Authorities will be contacted
- EC III Schedule (Conference with parent; Referral to Counselor)

- May Lose Accumulated Points and/or Excellent Days
- Level status may be lowered

An offense may result in a 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 will be notified and a complaint may be filed by the EC.

8. Fighting

Consequence:

- Juvenile Authorities will be contacted
- EC III Schedule (Conference with parent; Referral to Counselor)
- May Lose Accumulated Points and/or Excellent Days
- Level status may be lowered

An offense may result in a conflict resolution, 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 will be notified and a complaint may be filed by the EC.

9. Vandalism, Stealing, or Extortion

Consequence:

- Juvenile Authorities will be contacted
- EC III Schedule (Conference with parent; Referral to Counselor)
- Lose Accumulated Points and/or Excellent Days
- Level status may be lowered

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

10. Insubordination, Willful Disobedience, or Disruptive Conduct (i.e., leaving school without permission, vulgarity, hickies, inappropriate dress)

Consequence:

1 st Offense	Warning
2 nd Offense	Time-Out (-60 points)
3 rd Offense	In-School Suspension (-60 points; may lose Accumulated Points; Contract with Behavior Mgr.; Conference with parent; Referral to Counselor)
4 th Offense	EC III Schedule (Conference with parent)
5 th + Offenses:	EC II Students --- EC III Schedule (until end of the semester EC I --- Select Best Option as determined by the Teacher Assistant Team or EC Principal: -Parent or designee will attend school with child or parent agrees to attend parenting classes; -EC III Schedule; -In-School Suspension; -Out-of-School Suspension; -Service to School or Service to Community -Other

An offense may result in a 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.

11. Gang & 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, and such) 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 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 are prohibited.
- Tattoos must be covered at all times in school.
- Individual or group activities/gatherings that are threatening or intimidating to others is prohibited on school premises.

Consequence:

1 st Offense	Warning (Parent contacted.)
2 nd Offense	In-School Suspension (-60 points; Contract with Behavior Mgr.; Conference with parent; may lose Accumulated Points; Referral to Counselor)
3 rd Offense	EC III Schedule (Until end of Semester; Conference with parent)
4 th Offense	EC I: Select best option as determined by Teacher Assistant Team or EC Principal: <ul style="list-style-type: none">-Parent or designee will attend school with child or parent agrees to attend parenting classes;-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.

12. Harassment and Violence (ZERO TOLERANCE)

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

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

An offense may result in a change of schedule or suspension as recommended by the EC Principal or long term suspension or expulsion (formal hearing) as determined by

the Cooperative Board of Education and/or Juvenile Authorities may be notified and a complaint may be filed by the EC.

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

Consequence:

1 st Offense	In-School Suspension (-60 points; no computer use for 1 day and no Internet use for 1 day; meeting with parent/guardian)
2 nd Offense	In-School Suspension (-60 points; <u>Contract</u> with Behavior Mgr.; no computer use for 3 days and no Internet use for 3 days; meeting with parent/guardian)
3 rd + Offenses	No computer or Internet Use for a period determined by the 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.

14. Unauthorized Presence on School Premises (student is expected to leave school premises when dismissed from the EC; no lingering)

Consequence:

1st Offense	Time-Out (-60 points)
2nd Offense	Time-Out, (-60 points)
3rd Offense	In-School Suspension (-60 points; <u>Contract</u> ; may lose Accumulated Points and/or Excellent Days; Conference with parent)
4th Offense	EC III Schedule
5 th + Offenses:	Conference with parent to select best option as determined by Teacher Assistant Team or by EC Principal.

Options:

- Parent or designee will attend school with child or parent agrees to attend parenting classes;
- EC III Schedule;
- In-School Suspension;
- Out-of-School Suspension;
- Service to School or Service to Community
- Other

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

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

Consequence:

1st Offense	Warning
2nd Offense	Time-Out, (-60 points)

- 3rd Offense In-School Suspension (-60 points; **Contract** with Behavior Mgr.; may lose Accumulated Points; Conference with parent)
- 4th Offense EC III Schedule (Conference with parent)
- 5th + Offenses: Conference with parent to select best option as determined by Teacher Assistant Team or by EC Principal.
- Options:**
- EC III Schedule;
 - In-School Suspension;
 - Out-of-School Suspension;
 - Service to School or Service to Community
 - Other

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. After the 1st offense, the item confiscated will need to be picked up by the parent or designee at the end of the quarter, semester or school year as determined by the building principal. Any item that is confiscated may be checked by school officials, submitted to the BIE Education Line Office, and turned over to Federal Officials.

16. False Fire Alarms

Consequence:

- Juvenile Authorities contacted
- EC III Schedule
- May Lose Accumulated Points and/or Excellent Days
- Level status may be lowered

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 notified and a complaint may be filed by the EC.

17. Bomb Threat

Consequence:

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

18. Starting a Fire

Consequence:

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, Juvenile Authorities be notified and a complaint may be filed by the EC.

19. Weapons Policy – Student Possession Of, Use Of, and/or Threats to Use Weapons On School Premises or at School Sponsored Activities (ZERO TOLERANCE)

In conjunction with State and Federal laws, the Cheyenne-Eagle Butte Cooperative Board of Education has adopted a Zero Tolerance Policy forbidding possession of, use

of, and/or the threat to use dangerous or illegal weapons on school premises or at school sponsored activities. Students who possess a weapon as defined in this policy will be subject to ten days out-of-school suspension plus five days in-school suspension at the discretion of the building administrator/superintendents. The incident may be referred to the board for a hearing with the student subject to long term suspension or expulsion. School premises are defined as 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 any school activities will be considered on school premises for the purpose of this policy.

Any weapon confiscated from a student shall be reported to the student's parent or guardian. Confiscation of weapons will be reported to the appropriate law enforcement agencies. Appropriate disciplinary and/or legal action shall be pursued by the administration. This disciplinary action shall include short-term suspension by the school administration and administration recommendation for expulsion or long-term suspension from the Cheyenne-Eagle Butte School by the Cooperative Board of Education. Student will be afforded appropriate due process.

A dangerous weapon is defined as any firearm, air gun, knife or device, instrument, material or substance, whether animate or inanimate, which is capable of, used to, and/or threat to inflict death or bodily harm.

Any verbal, written, and/or physical action which constitutes the possibility of death or bodily harm is considered a threatening act for purposes of this policy.

Similarly forbidden are toy weapons, cap guns, water guns, or any other device appearing like a gun or dangerous weapon. Small toy weapons such as knives, daggers, and spears have no reasonable use in the school and are also forbidden. This policy also applies to other dangerous objects of no reasonable use to the pupil at school and to normal school supplies such as pencils, scissors, laser pointers or compasses when used as a weapon or used as a threat to inflict death or bodily harm.

No firearms are permitted on any school premises, school vehicles or any vehicle used for school purposes, in any school building or other building or premises used for school functions. An exception would be weapons under the control of law enforcement personnel, starting guns while in use at athletic events, firearms or air guns at firing ranges, gun shows, and authorized supervised training sessions for the use of firearms.

Any student bringing a firearm to school shall be expelled for not less than twelve months and will be referred to law enforcement authorities. Pertaining to firearms only and not including other weapons, the superintendent and/or the BIA School Supervisor shall have the authority to recommend to the school board that this expulsion requirement be modified on a case-by-case basis. This policy shall be implemented in a manner consistent with the Individual Disabilities Education Improvement Act (H.R. 1350), IDEA '04, and Section 504 of the Rehabilitation Act of 1973 prohibiting discrimination of individuals with disabilities.

The complete Weapons Policy is available upon request.

Consequence:

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

APPENDIX

Title IX Coordinator

District Superintendent
Dr. Edward Slocum
605-964-4911

EEO Counselor

Candace K. Lee
605-964-8722

Section 504 Coordinator

Dr. Vicki Birkeland, CCDCIII
605-964-8771/8773

Agency Special Education Coordinator

Jane Azure
605-964-8723/8722

**Regional Director
Department of Education
Office for Civil Rights**

816-880-4202

TDD 816-891-0552