

Tribal Consultation 2020-2021: School Programming, Indian Student Participation, Funding

Eagle Butte Public School District 20-1
C-EB Cheyenne Eagle Butte Schools

The 20-1 Board of Education subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that applicants are employed, assigned, and promoted without regard to their age, race, creed, color, sex, marital status, political affiliation, or national origin.



Ohitika Strong

Cheyenne-Eagle Butte Schools (C-EB) was established and is maintained through a cooperative agreement between the Eagle Butte Public School District 20-1, Bureau of Indian Affairs, and the Cheyenne River Agency Education Office to provide an equitable educational opportunity for students attending the overall combined system within the boundaries of the Cheyenne River Sioux Tribe. This combined school system allows for cooperative utilization of facility, funding, staff, and other resources contained within the overall education system.

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

Vision Statement: Keeping our children sacred through positive thinking and positive actions.



Goals

Strategies

Performance Measures

School Safety

1. C-EB COVID-19 Reopening Plan
2. SD Department of Homeland Security – School Safety Assessment
3. Positive Action & Social-Emotional Learning

- Cooperative development and ongoing monitoring of the C-EB COVID-19 Reopening Plan is in partnership with and under the guidance of the CRST Tribal Health Dept. and the CRST COVID-19 Response Plan.
- Analysis of the Report Summary, Grant Opportunity Identified, Strategic Planning to Improve Security Measures, Subsequent Local Benefits Include: Development of the Health & Safety Coordinator Position, Collaborative Partnerships with Community Entities, Improved Safety & Security for Students and Staff.
- Continuation and expansion of the Positive Action Curriculum to promote social-emotional well-being and safety within our school – proactive strategies to address trauma, mental health, and healthy practices for life.

Academics: Using Data to Drive Instruction

1. Utilization of NWEA MAPs, Curricular Assessments, SD Smarter Balance Assessment, ACT & ELL Testing to measure student growth, enrichment needs, and academic needs
2. Professional Development – Comprehensive Local Needs Analysis and Planning

- Instruction driven by data results from district and state data
 - Enhancement of enrichment and intervention programs
 - Instructional and programming support; professional development to increase teacher/school effectiveness on student achievement and school improvement measures
- Continued planning and progression for school improvement purposes.

Lakota Language & Culture

1. Annual Native American Student Inclusion & Participation Assessment
2. Expansion of the Oceti Sakowin Curriculum
3. AISES - American Indian Science and Engineering Society

- Input practices include but are not limited to: Indian Education Parent Committee meetings, open forum community input meetings, surveys, etc.
- Partnership, program, and activity implementation – Example: Parent Nights & Lakota Cultural Nights
- Professional Development opportunities – Lakota Circles of Hope
- Lakota language and culture education and activities: student clubs, hand game teams, drum groups, knowledge bowl teams, and archery programming.
- Utilization of Oceti Sakowin for instructional purposes

Ensure Students are College and Career Ready

1. CTE: Comprehensive Local Needs Analysis and Planning (CLNA)
2. C-EB K-12 Needs Analysis Development

- CTE CLNA – Identified action plan goals include: improvement of HS graduation planning practices, alignment of CTE courses to produce program completers for industry certifications, dual credit and internship opportunities – in development with local industry partners
- SIP – Continued school improvement initiative and practices



Facilities and Grounds

School-wide roofing replacement; safety bollards installation, annual gym floor refinishing, cafeteria remodel and expansion, completed installation of touch-free water fountains, development of Legend's Square community park, future development of staff housing, replacement/upgrade of HVAC system, annual maintenance duties as needed

District Annual Report Card

<https://sdschools.sd.gov/#/home>

EAGLE BUTTE



(605) 964-4911

ABOUT THE DISTRICT

FAQ

COVID-19

Important Note

The district report card highlights key performance areas that are aligned to South Dakota's school accountability system along with our district's vision, mission, and goals set forth by the superintendent working with the Board of Education for ensuring that all students are "on-track" to graduate high school and are prepared to pursue their life goals, enrolling in college or achieving their career aspirations.

ACADEMICS

SCHOOL QUALITY

OVERALL
SCORE

STUDENT
PERFORMANCE

STUDENT
PROGRESS

HIGH SCHOOL
COMPLETION

COLLEGE AND
CAREER READINESS

ENGLISH LEARNERS
PROGRESS

EDUCATOR
QUALIFICATIONS

SCHOOL
ENVIRONMENT

SCHOOL
SAFETY

STUDENT PERFORMANCE

South Dakota's students take the annual state assessments for the subjects of English language arts and mathematics in grades 3-8 and 11, and science in grades 5, 8 and 11. Student Performance measures how well the students performed on the state assessments.



English
Language Arts

Mathematics

Science

No data due to COVID-19.



Student Enrollment to Date

Cheyenne-Eagle Butte School								
Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
01	-	47/42/89	-	-	-	1/0/1	1/0/1	49/42/91
02	-	40/34/74	-	-	-	-	-	40/34/74
03	-	50/35/85	-	-	-	0/1/1	1/0/1	51/36/87
04	-	36/34/70	0/1/1	-	-	-	-	36/35/71
05	-	47/37/84	0/1/1	-	-	-	-	47/38/85
06	-	50/41/91	0/1/1	-	-	0/1/1	-	50/43/93
07	-	56/37/93	-	-	-	-	-	56/37/93
08	-	34/54/88	-	-	-	-	-	34/54/88
09	-	45/42/87	-	-	-	0/2/2	-	45/44/89
10	-	38/43/81	-	-	-	-	-	38/43/81
11	-	32/37/69	-	-	-	1/1/2	-	33/38/71
12	-	29/23/52	-	-	-	1/0/1	-	30/23/53
EC	-	21/10/31	-	-	-	-	-	21/10/31
KG	-	45/42/87	-	-	-	-	-	45/42/87
All Grades	-	570/511/1081	0/3/3	-	-	3/5/8	2/0/2	575/519/1094

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
C-EB Teachers	0	0
Cheyenne-Eagle Butte School	1086	99.27%
Total	1086	99.27%



410 students currently receive instructional services within the Upper Elementary School facility.

Student Enrollment

District 20-1 Student Enrollments Year-to-Year	
Year	# of Students
2021	318.84
2020	340
2019	345.01
2018	355.01
2017	331.02
2016	353.02
2015	339
2014	333

Student Enrollments Year-to-Year					
Date	Year	Non-NA	NA	Total	% NA
5/17/2017	2016-2017	20	1210	1233	98.13
5/18/2018	2017-2018	24	1236	1260	98.1
5/17/2019	2018-2019	21	1264	1285	98.37
5/15/2020	2019-2020	15	1241	1256	98.81
11/15/2020	2020-2021	7	1109	1116	99.37



Native American Student Participation

Extra-Curricular Activity/Class	% NA 2016-17	% NA 2017-18	% NA 2018-19	% NA 2019-20	% NA 2020-21
School Wide	369/375=98%	332/338=98%	311/315=99%	274/278=99%	TBA
Girls 6-12 Cross Country	11/11=100%	12/13=92%	10/10=100%	9/9=100%	No Activity COVID-19
Boys 6-12 Cross Country	6/6=100%	1/1=100%	3/3=100%	4/4=100%	No Activity COVID-19
7-8 Jr High Football	30/30=100%	30/30=100%	30/30=100%	32/32=100%	No Activity COVID-19
High School Boys Football	50/51=98%	37/38=97%	34/35=97%	38/39=97%	No Activity COVID-19
Jr High Girls Volleyball	25/25=100%	28/28=100%	27/28=96%	29/30=97%	No Activity COVID-19
High School Girls Volleyball	44/46=96%	38/39=97%	26/26=100%	35/36=97%	TBA
Jr High Girls Basketball	28/28=100%	27/28=96%	24/25=96%	25/25=100%	No Activity COVID-19
Jr High Boys Basketball	41/42=98%	35/35=100%	35/35=100%	38/38=100%	No Activity COVID-19
High School Boys Basketball	41/42=98%	32/33=97%	37/38=97%	31/32=96%	TBA
High School Girls Basketball	35/35=100%	41/41=100%	38/38=100%	28/28=100%	TBA
6-8 Boys Track	8/8=100%	8/8=100%	5/5=100%	No Activity COVID-19	TBA
High School Boys Track	11/11=100%	10/10=100%	8/8=100%	No Activity COVID-19	TBA
6-8 Girls Track	10/10=100%	10/10=100%	8/8=100%	No Activity COVID-19	TBA
High School Girls Track	18/19=95%	14/14=100%	15/15=100%	No Activity COVID-19	TBA
High School Girls Golf	5/5=100%	4/4=100%	7/7=100%	No Activity COVID-19	TBA
High School Boys Golf	6/6=100%	5/6=83%	4/4=100%	5/5=100%	No Activity COVID-19
HS Student Council				40/40=100%	40/40=100%
National Honor Society				13/13=100%	13/13=100%
Natural Helpers				23/23=100%	23/23=100%



District 20-1 Staffing

District 20-1 Staffing for 2020-2021		
Certified Teachers	Classified Staff	Administration
49	40	8
	Certified Teachers	Classified Staff, Transportation, Admin. Asst. Food Service, Facilities
Primary	6	1
Upper Elem.	26	34
Junior High	4	1
High School	10	4
Eagle Center	3	0



The District side of C-EB Schools also provides employment at this time for 6 additional vouchered custodians to aid in the remediation for COVID-19 health and safety standards and substitute teachers as needed.

Federal Funds Summary

Title I, Part A SEC. 6102. [20 U.S.C. 7402] PURPOSE. (Improving the Academic Achievement of the Disadvantaged);

- Funding Amount: \$1,495,518
- Description/Use: Salaries plus benefits for six (6) certified teachers and six (6) paraprofessionals in grades 3-6, computers and other instructional related technology, and other instructional support materials. One (1) counselor salary plus benefits and 1/3 of principal salary used to support instruction and professional development needs.

Title II A (Supporting Effective Instruction)

- Funding Amount: \$171,104
- Description/Use: These funds are used to support class size reduction and cover costs for two (2) teachers. These positions are general education teaching positions and provide our general and sub-populations of students with instruction, interventions, and learning supports.

Title IV (Student Support and Academic Enrichment Grants) to support the efforts of local educational agencies to provide all students with access to a well-rounded education 60%; improve school conditions for student learning 36%, and; improve the use of technology in order to improve the academic achievement and digital literacy of all students 4%.

- Funding Amount: \$178,873
- Description/Use: These funds support after-school programming: archery, walking club, science club, newspaper club, hand games, piano lessons, robotics, and tutoring; science activities; social worker: who works on improving attendance, helps with activities, travel for homeless students supplies to support social worker, and; TIE Conference registration and travel.

Title VI It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities - to meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging State academic standards.

- Funding Amount: \$211,128
- Description/Use: Eagle Butte Public School District uses these funds to pay the salary and benefits for one (1) ½ FTE counselor; the salary and benefits of two (2) FTE Eagle Center teachers; and the purchase of instructional supplies for the Eagle Center positions to support instruction and student learning.



Federal Funds Summary

RLIS The Rural and Low-Income Schools (RLIS) program provides grant funds to rural LEAs that serve concentrations of children from low-income families.

- Funding Amount: \$6,820
- Description/Use: Eagle Butte School District will use these funds to support our student behavioral and academic incentive program through the BRAVES Store. Supplies are purchased and students are able to "buy" with BRAVES Bucks, items throughout the year. This program provides recognition and incentives for academic achievement and behavioral interventions progress.

Impact Aid is discretionary funding that replaces lost tax revenue due to federal lands (nontaxable lands) located within the school district's boundaries. Receive funding for students who live on or who have parents who work on federal lands on count date.

- Funding Amount: Is the only education program that is not forward funded, Congress appropriates the funds annually. Eagle Butte Public School District's five-year average is \$3,665,172.00.
- Description/Use: Eagle Butte Public School District uses these funds in all aspects of school operation, including but not limited to: class size reduction, extracurricular activities, supplement the food service fund, music, art, technology, busing and facility maintenance/construction.

JOM Johnson-O'Malley is a program to provide special services to meet the unique specialized needs of Indian children attending public schools.

- Funding Amount: \$14,276
- Description/Use: Eagle Butte Public School District's Indian Education Committee (IEC) provides guidance on the use of these funds.

Carl-Perkins V The Strengthening Career and Technical Education for the 21st Century Act works to more fully develop the academic knowledge and technical and employability skills of secondary and postsecondary education students enrolled in career and technical education programs

- Funding Amount: \$34,866
- Description/Use: Promote the integration of rigorous and challenging academic and career and technical education instruction, and that link secondary and postsecondary education for participating career and technical education students; Provide services and activities designed to develop, implement, and improve career and technical education; supplies are purchased to support instruction.



Federal Funds Summary

One-time Funds Related to COVID-19 Coronavirus Aid Relief and Economic Security Act 2020- (CARES Act)-Elementary and Secondary School Emergency Relief Fund (ESSER): funds to be used to cover necessary expenditures incurred due to the public health emergency with respect to COVID-19.

- Funding Amount: \$1,265,969
- Description/Use: Salary and benefits for one (1) FTE teacher to lower classroom size numbers; two (2) 1-year paraprofessional positions; one (1) technology assistant; professional development days to provide technological training and support for teaching staff to be best prepared to deliver distance learning instruction; technology equipment and supplies to support distance learning; and personal protective equipment - sanitizing supplies, thermometers, hand free towel dispensers, sanitizing fogger, Plexiglas for protective barriers, etc.

Corona Virus Relief Fund (CRF)

- Funding Amount: \$152,550
- Description/Use: COVID related expenses including but not limited to: virtual learning, fogging, wages, signage, PPE, curriculum and resources compatible with virtual learning



Stakeholder Input & Dissemination

- Website - <https://ceb.k12.sd.us/index.php>
- Open Forum Meetings
- Parent/Guardian Mailings
- Open Indian Education Parent Committee Meetings
- Parent Teacher Conferences
- Stakeholder Surveys
- School Messenger Phone/Announcements
- School Social Media Outlet
- Local Newspaper
- Tribal Consultation Meetings
- Monthly District 20-1 and C-EB Cooperative Board Meetings
- 24/7 and year-round access to provide input to District Superintendent via mail, phone call, text message, or in-person through the Business Office within the Upper Elementary School building

Input Welcome

Thank You

