

Cheyenne-Eagle Butte Braves

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 Wakanyaja (children) sacred through positive thinking and positive actions.*

Purpose of the IPC: *The purpose of the IEC is to ensure the academic, social, and cultural needs of Indian students are met; and to ensure the welfare and education of our children remains our most important guidance. We will ensure our learners are provided access to technological resources to be successful in an equitable manner.*



Wednesday March 22nd 2022 5:30 pm

Eagle Butte School District 20-1
Indian Parent Committee (IPC)
UE Board Room or Via Zoom

Join Zoom Meeting

<https://us02web.zoom.us/j/86575123148?pwd=cThmWlhjM1NRSUVqS2RHb21WQkd6dz09>

Meeting ID: 865 7512 3148

Passcode: District20

IPC Members:		Committee Title:
Jill Kessler		Committee Chair
Ryan Moran		Committee Vice-Chair
Tammy Granados		Committee Secretary
Jauron Widow		Committee Member
Jackie Buffalo		Committee Member
Robyn Johnson		Teacher Member
TaChannunpa (TC) Lawrence		HS Student Member
Others in Attendance: Cora Petersen, UE Principal; Janell Combellick, UE Lakota Language & Culture Teacher; Gail White Feather, UE Lakota Language & Culture Teacher; Kara Four Bear, District 20-1 Superintendent		

Agenda

1. Call meeting to order
2. Moment of Silence or Prayer
3. Public Comment – *“During open meetings, an open forum will be available to the public for comment with 5-minutes allotted to each stakeholder, with no immediate response expected from the Committee.”*
4. Committee – Family/Student Involvement Event Calendar for the year
5. Presentation of Title VI Materials
6. Adjourn

**EAGLE BUTTE PUBLIC SCHOOL DISTRICT 20-1
CHEYENNE-EAGLE BUTTE SCHOOLS
P.O. BOX 260
EAGLE BUTTE, SOUTH DAKOTA 57625**

**PRIMARY SCHOOL – (605) 964-7920; UPPER ELEMENTARY SCHOOL – (605) 964-2702
JR. HIGH SCHOOL – (605) 964-7841; HIGH SCHOOL – (605) 964-8744
ADMINISTRATION OFFICE – (605) 964-4911 –FAX # - (605) 964-4912**

Date: March 21, 2022

To: Parents/Guardians
Phone (605) 865-3654
Fax (605) 865-3294

Re: Notification of Public Input & Indian Parent Committee Meeting

The Eagle Butte Public School District 20-1 will hold an Indian Parent Committee Meeting on Monday April 4th, 2021 at 5:30 pm at the Upper Elementary School Board Room and via Zoom. The login information is below for your convenience. The Eagle Butte Public School District 20-1 holds scheduled public hearings throughout the year (fall, winter, and spring), which are specifically devoted to addressing questions and gathering input regarding our Indian Parent Policies and federal programs including, but not limited to: SEL Grant, Title 1, Title 2, Title IV, Title V, Title VI, ESSER, JOM, Perkins, and Impact Aid.

Please do feel free to attend the meeting via Zoom or communicate input via letter, email, or a phone call to Kara Four Bear, Superintendent of the Eagle Butte Public School District 20-1 at your convenience.

Join Zoom Meeting

<https://us02web.zoom.us/j/86575123148?pwd=cThmWlhjM1NRSUVqS2RHb21WQkd6dz09>

Meeting ID: 865 7512 3148

Passcode: District20

Best regards,

Kara Four Bear, Superintendent
Eagle Butte Public School District 20-1
C-EB Cheyenne Eagle Butte Schools
PO Box 260 Eagle Butte, SD 57625
701-891-1834; 605-964-4911
Kara.FourBear@k12.sd.us

Kara Four Bear, Superintendent
Kara.FourBear@k12.sd.us

Keith Watt, Business Manager
Keith.Watt@k12.sd.us

Eagle Butte Public School District 20-1 is an Equal Opportunity Employer

INDIAN EDUCATION PARENT COMMITTEE MONTHLY MEETING

APRIL 4TH
2022 @5:30

UE BOARD RM
OR VIA ZOOM

MEETING ID: 865 7512 3148
PASSCODE: DISTRICT20

SEEKING INNOVATIVE
STAKEHOLDERS WHO
WOULD LIKE TO HAVE A
ROLE IN GUIDING
CULTURALLY RELEVANT
EDUCATIONAL
PROGRAMMING AND
SERVICES FOR OUR YOUTH.



**ALL PARENTS &
GUARDIANS ARE
WELCOME TO ATTEND**

THE CHEYENNE-EAGLE BUTTE SCHOOLS
DISTRICT 20-1 IS SEEKING YOUR
PARTNERSHIP AND INPUT AS WE WORK TO
ENSURE THE NEEDS OF ALL LEARNERS ARE
MET SO OUR CHILDREN MAY BECOME
SUCCESSFUL AND PRODUCTIVE CITIZENS OF
THE WORLD. INNOVATIVE IDEAS ARE
WELCOME. FOR MORE INFORMATION, PLEASE
CHECK [HTTPS://CEB.K12.SD.US/INDEX.PHP](https://ceb.k12.sd.us/index.php)
OR BY CALLING: 605-964-4911.

U.S. DEPARTMENT OF EDUCATION
Office of Elementary and Secondary Education
WASHINGTON, DC 20202-6335

Indian Education Programs
Application for Formula Grants to
Local Educational Agencies

Electronic Application System for Indian Education (EASIE)
Entity Name: Eagle Butte School District 20-1

Part II **DRAFT**
Application

2.1.5.1 Project Director and Authorized Representative Information

Applicant Demographics:		Project Director:	
Applicant Name:	Eagle Butte School District 20-1	First Name:	Kara
Address:	Po Box 260	Last Name:	Four Bear
Address 2:		Phone:	605-964-4911 Ext: 227
City:	Eagle Butte	FAX:	605-964-4912
State:	SD	E-Mail:	Kara.FourBear@k12.sd.us
Zip:	57625		
Applicant Identification:		Authorized Representative of the Applicant Agency:	
PR Award Number:		First Name:	Keith
DUNS Number:		Last Name:	Watt
NCES Number:		Phone:	605-964-4911 Ext: 229
		FAX:	605-964-4912
		E-Mail:	Keith.Watt@k12.sd.us

DRAFT

2.2 Coordination of Service

2.2.1 Coordination of Services with Formula Grant Programs

Programs	(a) Is this Program Available?	(b) Is this Program coordinated with Title VI Services?	Program Type
Title I	Yes	Yes	Federal
Homeless Child and Youth	Yes	Yes	Federal
Title III: English Language Acquisition	Yes	Yes	Federal
School Improvement Grants	Yes	Yes	Federal
Rural and Low-Income School Program	Yes	Yes	Federal
Impact Aid	Yes	Yes	Federal
Migrant Education	Yes	Yes	Federal
ESSER III	Yes	Yes	Federal

2.2.2.1 Description of Coordination of Services for American Indian/Alaska Native Students

<p>All Title VI activities come through the School Superintendent as Federal Programs Manager and the School Business Office. All Title program expenditures are reviewed and approved by the School Business Manager for correctness, and are reviewed to ensure that there is no supplanting within and among all other programs to benefit Native Americans (our school is 99% NA) prior to the release of funding. Our school offers a wide variety of Native American cultural opportunities and language and heritage enhancement programs, assisted through both federal and non-federal sources, including archery programs, Lakota hand games, Lakota language programs, and regional competitions.</p> <p>Title I provides tutorial services for Title VI Students, while the Homeless "set-aside" assists students with incidentals. Title III identifies Title VI ELA students and offers services. School Improvement grants ensures programs exist school-wide to increase the academic achievement of Title VI students, while the Rural and Low-Income school programs ensure adequacy of instructional services, including class size reduction and professional development. The Impact Aid program compensates for federally impacted lands and the tax-base loss, thereby ensuring budgetary help for Title VI students. The Migrant Education program actively searches for Title VI migrant students so that services can be offered to improve their educational circumstances. ESSER Funds are used to remediate student learning loss due to the COVID-19 pandemic.</p>
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2.2.3 Coordination of Services Professional Development

Staff	Professional Development Opportunity	Content
All teachers and other school professionals	Workshops/Sessions	Use of data/data-driven decision making, school improvement planning and initiative implementation, cultural awareness education and sensitivity.
Teachers and other school professionals new to the Indian community	School-based coaching or mentoring	Use of data/data-driven decision making, school improvement planning and initiative implementation, cultural awareness education and sensitivity.
Other non-Teaching staff Support Staff	Pre-service training or orientation	Use of Data/ Data-driven decision making, school improvement planning and initiative implementation, cultural awareness education and sensitivity.

2.2.4.1 -2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:	School Year: 2022-2023
Method of Dissemination to Indian Community and Parent Committee	Public hearing for application
	Parent Committee meeting
	Within a written report
	Posted on website
	Other open meeting
	Sent home with student
	Radio Broadcast
	Newsletter
How is LEA responding to findings of previous assessment(s)?	No changes in services/programs
	Modifications to services/programs at LEA level
	Please describe :
	Modification to services/programs within project Please describe :

2.2.5.1 Description of Meaningful Collaboration with Tribes

Eagle Butte School District uses a variety of methods to develop meaningful collaboration with the Cheyenne River Sioux Tribe. The Superintendent attends Cheyenne River Sioux Tribe Education Committee (TEC) meetings. At these meetings, the school provides information on school activities, monthly reports, what is being discussed and investigated for curriculum and programs offered, the implementation of all programs, student data (achievement, behavior, social issues), listens to and discusses the tribes concerns, and collaborates with the other schools within the reservation. We notify the TEC, TED, and stakeholders via letter, email correspondence, take-home fliers, website postings, and newspaper ads. We also hold two (2) or more parent forums throughout the year where to seek input and disseminate information on all federal/state grants, which the Cheyenne River Sioux Tribal Council is encouraged to attend and participate in. In addition, representatives from the District schedule annual spring meeting(s) with the Cheyenne River Sioux Tribal officials to establish "meaningful Tribal consultation" and to gather input, as per Federal requirements. Also, an Indian Parent Committee open meeting is held monthly to review a draft application to collect input and make application adjustments as necessary.

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2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase School Attendance Rate and Drop-Out Prevention

Objective Target Grade Levels: Elementary, Middle, and High School Grades

Services Provided

Service	Data Source
Culturally Responsive Academic Support Objective: Increase Academic Achievement Objective Target Grade Levels: Middle and High School Grades Services Provided -	Attendance Data and Participation Rates

Culturally Responsive Academic Support	Non-Standardized Achievement Test
Culturally Responsive Academic Enrichment Objective: Increase Academic Achievement Objective Target Grade Levels: Elementary, Middle, and High School Grades	Parent/Teacher/Community Stakeholder Surveys, Interviews, or Focus Groups

2.4 Budget

2.4.1.0.1 Supplemental Information

By Checking this box, I will ensure that the Indian Education formula grant funds will supplement and not supplant other funding for the education of Indian children, with the goal of providing culturally-responsive education to meet the academic needs of American Indian/Alaska Native students and to assist those students in meeting State achievement standards.

2.4.9 Budget Summary

Allocated Funds: \$	Total Admin %: 0.0% Total Admin Funds: \$0 Waiver Applied For:	Budgeted Funds: \$	Unbudgeted Funds: \$
Budget Category	Status	Category Subtotal	% of Overall Allocation
Supplemental Information	Finished	\$	%
Personnel	Finished	\$	%
Travel	Finished	\$	%
Equipment	Finished	\$	%
Supplies	Finished	\$	%
Contractual	Finished	\$	%
Other	Finished	\$	%
Indirect Costs	Finished	\$	%
Budget Total		\$	%

2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director						\$0
Project Coordinator						\$0
other:						\$0
Teachers	2	100%		\$115,000	\$38,100	\$153,100
Counselors: Guidance	1	50%		\$30,000	\$9,100	\$39,100
Category Totals	3		\$0	\$145,000	\$47,200	\$192,200

2.4.2.1 Budget-Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District			\$0
Out of District			\$0
Professional Development			\$0
Category Subtotals	\$0	\$0	\$0

2.4.3.1 Budget-Equipment

Item	Admin Cost	Program Cost	Totals
Category Subtotals	\$0	\$0	\$0

2.4.4.1 Budget-Supplies

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Consumables			\$0
Program Management			\$0
Category Subtotals	\$0	\$0	\$0

2.4.5.1 Budget-Contractual

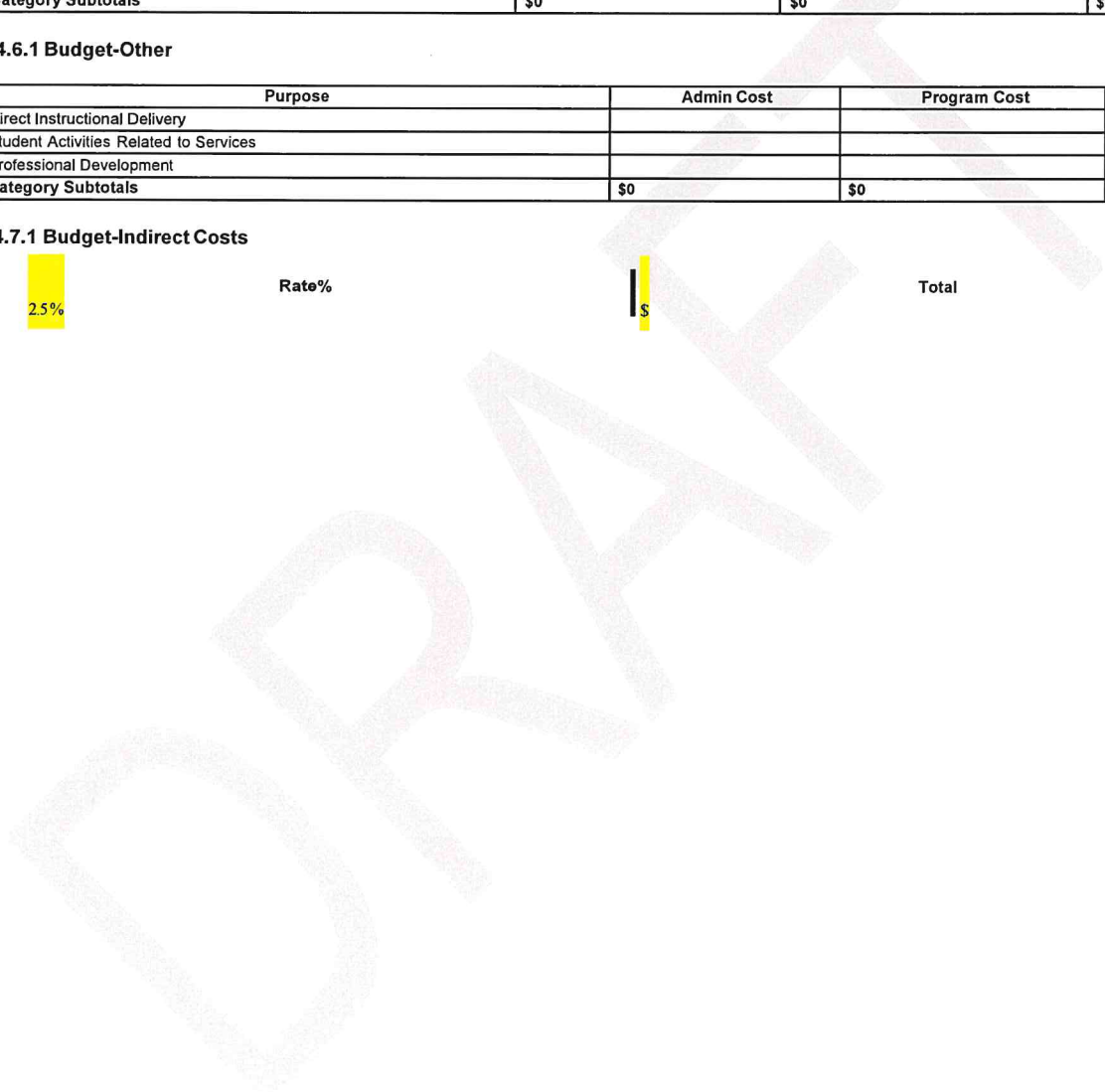
Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Evaluations			\$0
Category Subtotals	\$0	\$0	\$0

2.4.6.1 Budget-Other

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Activities Related to Services			\$0
Professional Development			\$0
Category Subtotals	\$0	\$0	\$0

2.4.7.1 Budget-Indirect Costs

2.5%	Rate%		Total
		\$	



2.6 GEPA Section 427

The Eagle Butte School District recognizes the importance of equitable access to, and participation in, federally assisted programs for students, teachers, and their beneficiaries with special needs. Potential barriers that can impede equitable access to and participation in these programs includes gender, race, national origin, color, disability and/or age.

Individuals who are members of special populations will be provided with equal access to enrollment and placement in educational programs available to individuals who are not members of special populations, including specific courses, apprenticeship programs, and to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

Descriptions of the steps the Eagle Butte School District will employ to overcome these barriers are as follows:

1. Ensuring accessibility of facilities and programs for all students by eliminating natural barriers for the enhancement of mobility and accessibility.
2. Staff Development for teaching students in the least restrictive environment.
3. Providing academic adjustments and modifications in curriculum and instruction.
4. Equipment adaptation to ensure special populations students can use equipment appropriately.
5. Providing related services such as occupational and physical therapy services, transportation, etc., to enhance participation in programs.
6. Utilizing classroom assistants and tutors to enhance inclusion practices.
7. Having psychologists provide in-service training on teaching strategies for regular classroom teachers.

2.7 Comments

Annually - Parent, guardian, stakeholder, community, and Cheyenne River Sioux Tribal official consultation will take place throughout the year in a variety of manners: open forum(s), parent committee meeting(s), parent communications, and Tribal consultation meetings.

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I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances - Non-Construction Programs and Additional Program Assurances for 84.060-Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and mail-in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.

All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.

I certify that the Parent Committee participated in the development of the application submitted and approves the proposed application. I have uploaded the Parent Committee Approval form.

I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C.1001.

Certified by: [Keith Watt](#)
Certified Date: [Date Entered Here](#)

Applicant Contact Name: [Kara Four Bear](#)
Applicant Contact E-mail:
Kara.FourBear@k12.sd.us
Applicant Contact Title: Superintendent Applicant
Contact Telephone: (605) 964-4911

User 1: [Kara Four Bear](#)
E-mail:
Kara.FourBear@k12.sd.us
Title: Superintendent

User 2: Keith Watt
E-mail: keith.Watt@k12.sd.us
Title: Business Manager

If you have any questions regarding your SY 2020-21 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2020), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m., Eastern Time. PSC is closed on federal holidays.

EDFacts Partner Support Center (PSC)
Voice: 877-457-3336 (877-HLP-EDEN)
Fax: 888-329-3336 (888-FAX-EDEN)
E-mail: eden_OIE@ed.gov

Hearing impaired persons may contact the Partner Support Center via the Federal Relay Service: 800-877-0996 (Voice/TTY)/ federalrelay@sprint.com.

If you have questions or need to make changes to SY 2019-20 or prior grants or need information after July 1, 2020, please contact the Office of Indian Education.

Office of Indian Education
Telephone: 202-260-1454
E-mail: Indian.education@ed.gov

PCA **DRAFT**
Form

Title VI Indian Education
Indian Parent Committee Approval Form Sample (Insert Here)
for Formula Grants to Local Educational Agencies

LEA Name:

City/State/Zip:

"This certifies that the Parent Committee for the above entity has participated in the development of the application for Title VI funds and approved the proposed project."

"Instructions: The written approval of the parent committee must be obtained before the EASIE Part II closes and must be uploaded into the EASIE system. Reminder: The Parent Committee Approval Forms must be signed by a majority of whose members are parents and family members of Indian Children."

"Note: Only Indian parent committee members' signatures, title, and dates required and signatures of any others in attendance at the open meeting should not sign this form. Suggested Parent Committee titles could be parent, grandparent, family member, teacher, (not paid by Title VI), high school student, or Tribal Representative."

Name	Title	LEA Name	Date
Name	Title	LEA Name	Date
Name	Title	LEA Name	Date
Name	Title	LEA Name	Date
Name	Title	LEA Name	Date

Check the type of application submitted. Check only one box.

Regular formula grant project: The application submitted is for a regular formula grant project.

Title I school-wide program: The application submitted will include project funds in a Title I school-wide program. The Parent Committee also certifies that it had an opportunity to review the program in a timely fashion and it is consistent with the purpose of the formula grant program for Indian students. The Parent Committee determined that including project funds within a Title I school-wide program will not diminish the availability of culturally-related activities for Indian students. The Parent Committee has determined that the program will directly enhance the educational experience of Indian students.

Integration of Services under Section 6116: The application submitted will consolidate Federal programs funded for the purpose of providing education related services to Indian students. The Federal funds identified within the budget to be consolidated are those that are allocated under a statutory or administrative formula for the purposes of providing education and related services that would be used for Indian students.

*Tribal Consultation 2021-2022:
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.



Chitika 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

School Safety

Academics: Using Data to Drive Instruction

Lakota Language & Culture

Ensure Students are College and Career Ready

Strategies

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

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

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

1. CTE: Needs Analysis – Action Plan
2. C-EB STEM Education Implementation
3. CIS - School Improvement Action Plan

Performance Measures

- Cooperative development and ongoing monitoring of the C-EB COVID-19 Reopening Plan 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.
- 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.
- Input practices include but are not limited to: Indian 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
- CTE CLMA – 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/Nimble/asp/Main.aspx>

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

District Report Card 2020-2021

OPTIONS

FIND YOUR SCHOOL

(605) 564-4911

ABOUT THE DISTRICT

FAQ

EAGLE BUTTE

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.

OVERALL SCORE

STUDENT PERFORMANCE | STUDENT PROGRESS | HIGH SCHOOL COMPLETION | COLLEGE AND CAREER READINESS | EDUCATOR QUALIFICATIONS | ENGLISH LEARNERS PROGRESS | SCHOOL ENVIRONMENT | SCHOOL SAFETY | CAREER TECH ED

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	*	Science	*
Mathematics	*		

VIEW DETAILS



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	-	43/33/76	-	-	-	-	-	43/33/76
02	-	43/47/90	-	-	-	1/0/1	-	44/47/91
03	-	39/38/77	-	1/0/1	-	-	-	40/38/78
04	-	46/35/81	-	-	-	0/1/1	-	46/36/82
05	-	27/37/64	-	1/0/1	-	-	-	28/37/65
06	-	45/40/85	-	-	-	-	-	45/40/85
07	-	37/38/75	0/1/1	-	-	-	-	37/39/76
08	-	44/36/80	-	-	-	-	-	44/36/80
09	-	37/53/90	-	-	-	-	-	37/53/90
10	0/1/1	35/42/77	-	-	-	-	-	35/44/79
11	-	37/39/76	-	-	-	0/1/1	-	37/39/76
12	-	26/26/52	-	-	-	-	-	27/26/53
KG	-	36/55/91	-	-	-	1/0/1	-	36/55/91
OT	-	13/9/22	-	-	-	-	-	13/9/22
All Grades	0/1/1	508/528/1036	0/1/1	2/0/2	-	2/2/4	-	512/532/1044

Student Population Excluding White not of Hispanic Origin		
School	Total	Percentage
C-EB Teachers	0	0
Cheyenne-Eagle Butte School	1040	99.62%
Total	1040	99.62%



Approximately 401 students currently receive instructional services within the Upper Elementary School facility.

Native American Student Participation

Extra-Curricular Activity/Class	% NA 2016-17	% NA 2017-18	% NA 2018-19	% NA 2019-20	% NA 2020-21	% NA 2021-22
School Wide	369/375=98%	332/338=98%	311/315=99%	274/278=99%	126/128=98%	
Girls 6-12 Cross Country	11/11=100%	12/13=92%	10/10=100%	9/9=100%	No Activity COVID-19	4/4 = 100%
Boys 6-12 Cross Country	6/6=100%	1/1=100%	3/3=100%	4/4=100%	No Activity COVID-19	7/7 = 100%
7-8 Jr High Football	30/30=100%	30/30=100%	30/30=100%	32/32=100%	No Activity COVID-19	24/24=100%
High School Boys Football	50/51=98%	37/38=97%	34/35=97%	38/39=97%	16/17=97%	28/28=100%
Jr High Girls Volleyball	25/25=100%	28/28=100%	27/28=96%	29/30=97%	No Activity COVID-19	24/24=100%
High School Girls Volleyball	44/46=96%	38/39=97%	26/26=100%	35/36=97%	No Activity COVID-19	28/30=93%
Jr High Girls Basketball	28/28=100%	27/28=96%	24/25=96%	25/25=100%	No Activity COVID-19	24/24=100%
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%	14/15=93%	
High School Girls Basketball	35/35=100%	41/41=100%	38/38=100%	28/28=100%	18/18=100%	
6-8 Boys Track	8/8=100%	8/8=100%	5/5=100%	No Activity COVID-19	No Activity COVID-19	
High School Boys Track	11/11=100%	10/10=100%	8/8=100%	No Activity COVID-19	0-Participation	
6-8 Girls Track	10/10=100%	10/10=100%	8/8=100%	No Activity COVID-19	No Activity COVID-19	
High School Girls Track	18/19=95%	14/14=100%	15/15=100%	No Activity COVID-19	2/2=100%	
High School Girls Golf	5/5=100%	4/4=100%	7/7=100%	No Activity COVID-19	No Activity No Coach	
High School Boys Golf	6/6=100%	5/6=83%	4/4=100%	5/5=100%	No Activity COVID-19	2/2 = 100%
HS Student Council				40/40=100%	40/40=100%	
National Honor Society				13/13=100%	13/13=100%	
Natural Helpers				23/23=100%	No Activity COVID-19	
Football Cheer						6/6=100%
BBB Cheer						6/6=100%
GBB Cheer						6/6=100%
FFA					5/6 =83%	15/15=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

District 20-1 Staffing for 2021-2022		
Certified Teachers	Classified Staff	Administration
57	47	7
	Certified Teachers	Classified Staff, Transportation, Admin. Asst., Food Service, Facilities
Primary	7	2
Upper Elem.	30	41
Junior High	5	1
High School	11	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: \$2,064,862

Description/Use: Salaries plus benefits for six (6) certified teachers and seven (7) paraprofessionals in grades 3-6, one (1) counselor salary plus benefits, and 1/3 of principal salary used to support instruction and professional development needs. It pays for supplies to supplement the base education of the children including intervention materials and programs for reading, math, language arts and science, and monies are used to assist with providing technology hardware, software, and on-line licenses for use in classrooms, intervention rooms, and after-school programs.

Title II A (Supporting Effective Instruction)

Funding Amount: \$260,192

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: \$211,597

Description/Use: These funds support after-school programming: archery, 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) 1/2 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: \$12,560

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 earn and 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 \$3,368,523.

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

One-time Funds Related to COVID-19 Coronavirus Aid Relief ESSER II - 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: \$5,028,909

Description/Use: COVID related expenses including but not limited to COVID-19 remediation efforts. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

One-time Funds Related to COVID-19 Coronavirus Aid Relief ESSER III - 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: \$11,294,214

Description/Use: COVID related expenses including but not limited to COVID-19 remediation efforts. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies; inspection, testing, maintenance, repair, replacement, and air upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement; increased supplemental staff, materials, interventions, and other supports to remediate learning loss due to the COVID-19 pandemic.



Stakeholder Input & Dissemination

- Website - <https://iceb.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



Cheyenne-Eagle Butte Braves

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 Wakanyaja (children) sacred through positive thinking and positive actions.*

Purpose of the IPC: *The purpose of the IEC is to ensure the academic, social, and cultural needs of Indian students are met; and to ensure the welfare and education of our children remains our most important guidance. We will ensure our learners are provided access to technological resources to be successful in an equitable manner.*



Wednesday March 22nd 2022 5:30 pm

**Eagle Butte School District 20-1
Indian Parent Committee (IPC)
UE Board Room or Via Zoom**

Join Zoom Meeting

<https://us02web.zoom.us/j/86575123148?pwd=cThmWlhjMINRSUVqS2RHb2lWQkd6dz09>

Meeting ID: 865 7512 3148

Passcode: District20

IPC Members:		Committee Title:
Jill Kessler		Committee Chair
Ryan Moran		Committee Vice-Chair
Tammy Granados		Committee Secretary
Jauron Widow		Committee Member
Jackie Buffalo		Committee Member
Robyn Johnson		Teacher Member
TaChannunpa (TC) Lawrence		HS Student Member
Others in Attendance: Cora Petersen, UE Principal; Janell Combellick, UE Lakota Language & Culture Teacher; Gail White Feather, UE Lakota Language & Culture Teacher; Kara Four Bear, District 20-1 Superintendent		

Agenda

1. Call meeting to order
2. Moment of Silence or Prayer
3. Public Comment – *“During open meetings, an open forum will be available to the public for comment with 5-minutes allotted to each stakeholder, with no immediate response expected from the Committee.”*
4. Committee – Family/Student Involvement Event Calendar for the year
5. Presentation of Title VI Materials
6. Adjourn