

# *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.*



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

- 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/Nimble/asp/Main.aspx>

The screenshot shows the top navigation bar with the South Dakota Department of Education logo, the title "District Report Card 2020-2021", and links for "FIND YOUR SCHOOL" and "OPTIONS". Below this is a header for "EAGLE BUTTE" with contact information and links for "ABOUT THE DISTRICT" and "FAQ". A red box highlights a "COVID-19 Important Note". A horizontal menu lists various performance categories, with "OVERALL SCORE" selected. The "STUDENT PERFORMANCE" section is expanded, showing a trophy icon and a table of results for English Language Arts, Mathematics, and Science, all marked with an asterisk. A "VIEW DETAILS" button is located at the bottom right of this section.

**south dakota**  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

**District Report Card 2020-2021**

[FIND YOUR SCHOOL](#) [OPTIONS](#)

## EAGLE BUTTE

[\(605\) 964-4911](#) [ABOUT THE DISTRICT](#) [FAQ](#)

**COVID-19**  
Important Note

The district report card highlights key performance areas that are aligned with 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 | ENGLISH LEARNERS PROGRESS | EDUCATOR QUALIFICATIONS | 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.

Subject	Performance
English Language Arts	*
Mathematics	*
Science	*

[VIEW DETAILS](#)



# Student Enrollment to Date

Kinder - 90

1<sup>st</sup> Grade - 77

2<sup>nd</sup> Grade - 92

3<sup>rd</sup> Grade - 76

4<sup>th</sup> Grade - 81

5<sup>th</sup> Grade - 64

6<sup>th</sup> Grade - 87

7<sup>th</sup> Grade - 77

8<sup>th</sup> Grade - 82

9<sup>th</sup> Grade - 95

10<sup>th</sup> Grade - 77

11<sup>th</sup> Grade - 75

12<sup>th</sup> Grade - 52

EC - 22

Total Enrollment #1047

Total Native American Enrollment #1040

Total Native American Enrollment 99.62%

Approximately 400 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	NO Activity 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	3/3= 100%
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	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) 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: \$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 Wakpa Waste' Tiospaye Committee 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 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 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 spacing for health and safety purposes; increased supplemental staff, materials, interventions, increased culturally relevant programming, and other supports to remediate learning loss due to the COVID-19 pandemic.



# Stakeholder Input & Dissemination

## Wakpa Waste' Tiospaye Committee

Fall 2021 – Relaunch of the Indian Parent Committee (IPC)

Winter 2022 – Redesign of the IPC

Winter 2022 – Evolution of the Wakpa Waste' Tiospaye Committee

The WWTC has and will continue to provide parent/guardian input toward annual applications for funding. Additionally, they develop a year-long calendar of culturally relevant educational opportunities and events to benefit our learners.

*The WWTC meetings are open to the public for participation and input. All are welcome to attend. Meetings are held on the 1<sup>st</sup> Monday of each month at 5:30 pm in the UE Board Room.*



# Stakeholder Input & Dissemination

- Website - <https://ceb.k12.sd.us/index.php>
- Open Forum Meetings
- Parent/Guardian Mailings
- Open Wakpa Waste' Tiospaye 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*

