

**EAGLE BUTTE 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**

January 12th, 2023

To: Mr. Ryman LeBeau, Cheyenne River Sioux Tribal Chairman

CC: Dr. Cherie Farlee, CRST TEA Director; Mr. John Kessler, CRST Tribal Education Committee Chair

Re: Notification of Public Input & Tribal Consultation

Greetings,


The Eagle Butte School District holds scheduled public hearings throughout the year (fall and spring), which are specifically devoted to presenting information, answering questions, and gathering public and Tribal input. Information is shared on topics related to our Indian Parent Policies (IPP), educational programming, and federal programs including, but not limited to: SEL Grant, Title 1, Title 2, Title IV, Title V, Title VI, ESSER, etc. Stakeholder input, including that of the CRST TEA Director and the Wakpa Waste' Tiospaye Parent Committee, are welcome. The different means of contacting the Superintendent to provide input include a submission in writing, via email, phone call, or message.

Goals of the Eagle Butte School District, as a cooperative partner of Cheyenne-Eagle Butte Schools, include the continued provision of high-quality instructional programming, enrichment activities, culturally relevant activities, social-emotional supports, and a focus on increased student attendance.

We look forward to your continued partnership in ensuring our school goals are realized and come to fruition. Please find at the following web address, the related document under the *Annual Dissemination Information* for your use and filing purposes. <https://ceb.k12.sd.us/indian-parent-committee-and-information>

As always, please do feel free to reach out should you have any questions or require further information.

Many thanks,



Kara Four Bear, Superintendent
Eagle Butte School District 20-1
PO BOX 260
Eagle Butte, SD 57625
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

Begin Your 7003 Application

Application Information

OMB Form Number 1810-0687

Name [Eagle Butte Independent School District #3](#)

Impact Aid Number 510708

Modified By Darla DePoy

Modified On 12/2/2022 10:40 AM EST

Application Deadline [1/31/2023](#)

Late Application Deadline [4/3/2023](#)

Amendment Deadline [6/30/2023](#)

Page 1 of 3

[7003 Application Instructions](#)

[Ask for Help](#)

Click here to send a question to your Analyst

0 of 0 LEA Questions Answered

LEA Information

Name	Impact Aid Number	Application Year	2024
Eagle Butte Independent School District #3	SD-510708	Charter School	No
Application Number	19608	PR Award Number	S041B 20244637
Reference Number	SD-2024-510708	New or Non-Continuing	No
Late	No	7003 (b)(2) Applicant	No
Version	1		
Address	Box 260 Eagle Butte, SD, 57625-0260		
County(ies)	Dewey		

Contact Info

Title Superintendent

Name Ms. Kara Four Bear

Email Address kara.fourbear@k12.sd.us

Phone Number (605) 964-4911

Extension 221

Fax Number (605) 964-4912

Note: If any of this LEA information has changed, you must update it on the LEA record page. To update it, click on the 'Update Core LEA Details' button that is on the LEA Record page.

LEA 7003(b)(2) Information

Section 7003(b)(2) provides a special payment calculation for basic support payments for eligible LEAs. Very few LEAs meet the percentage of federally-connected students in ADA, the per-pupil expenditure (PPE) and tax rate requirements to be considered Heavily Impacted under Section 7003(b)(2).

To the best of my knowledge, this LEA is eligible for Heavily Impacted funding

[Heavily Impacted Tax Rate Certification Form](#)

B2 Documents

--- Select a type ---

Type	File	Type	Modified By	↓	Modified On
No items available					

[Manage B2 Documents](#)

Membership & ADA

First Day of School

08/26/2022 [🗄️](#)

Attendance Ratio Type

State Average Attendance Ratio

Membership

Total number of children enrolled in the preceding school year and the current school year on the respective survey date

Survey Date

09/08/2022 [🗄️](#)

Attendance Ratio

0.94865

Students

Preceding Year

Current Year on
9/8/2022

Housing Renovation

Average Daily Attendance *

372

Students

Preceding Year

**Current Year on
9/8/2022**

In Schools of the
Applicant's District (do
not include tuition-out
children)

387

393

For whom tuition is
received (tuition-in)

0

0

Subtotal

387

393

For whom tuition was
paid (tuition-out)

0

0

For whom the applicant
school district provided
free public elementary or
secondary education

387

393

**How did you collect information on the federally
connected children in membership? ?**

Survey Forms

Source Check Forms

Electronic Data Collection

Expenditures for CWD

Fiscal report for applicants claiming children with disabilities on the applicant's previous fiscal year's application.

Total Additional Expenditures ?*

\$0.00

Total State Aid for All Current Operating Expenditures ?

\$0.00

Total State Aid for Children with Disabilities ?

\$0.00

Total Funds for Part B of the Individuals with Disabilities Education Act ?

\$0.00

Other Sources of Aid Received for Children with Disabilities ?

\$0.00

**Total Membership Enrolled in State-Approved Education Programs for All
Children with Disabilities ?***

90

Fiscal Report on Expenditures of All Construction-Related Funds and Accounts

Fiscal report for applicants that received section 7007 funds in the previous year. These funds must be used for construction-related activities. Typically these funds are deposited in either a capital fund, building fund, or a debt service fund account.

Opening Balance for All Construction-Related Funds or Accounts ?

\$0.00

Section 7007 Payment ?

\$2,437.00

Other Receipts ?

\$0.00

Transfers In ?

\$0.00

Transfers Out ?

\$0.00

Non-Construction-Related Expenditures ?

\$0.00

Total Expenditures for Construction or Renovation ?

\$0.00

Total Expenditures for Debt Service ?

\$0.00

Closing Balance for all Construction-Related Funds or Accounts ?

\$0.00

Report on Condition of Facilities

Please rate the overall condition of your LEA's facilities. Refer to the rating scale shown below and pick one. Overall condition refers to both physical condition and the ability of the buildings to meet the functional requirements of instructional programs.

Excellent

Good


Adequate

Fair

Poor

Documents

--- Select a type ---

Type	File	Modified By	Modified On
Support	 2021-2022 Reaffirmed IPP.pdf ↓	Kara Four Bear 	1/12/2023 4:41 PM

[Manage Documents](#)

Explanations

Please do not include personally identifiable information (ie: names of students or parents, birth dates) in this correspondence. This correspondence can not be deleted or edited once submitted.

Topic	Explanation	Created By	Created On
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No Explanations available

[New Explanation](#)


Filter

Explanation

Topic	Explanation	Created By	Created On
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No Explanations available

[Go to Page 2 >>](#)

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SAVE & EXIT

SAVE

READY FOR SIGNATURE

Tribal Consultation 2022-2023: 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. Enhanced after-school programming

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 Summaries, Grant Opportunities, Strategic Planning to Improve Security Measures – COO Planning, Subsequent Local Benefits Include: 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 local 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: 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; implementation of STEM SmartLab
- SIP – Continued school improvement initiative and practices


Facilities and Grounds

School-wide roofing replacement; north plaza and 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

[FIND YOUR SCHOOL](#) [ABOUT THE DISTRICT](#) [FAQ](#) [OPTIONS](#)

[\(605\) 964-6111](#)

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** | **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.

English Language Arts	*	Mathematics	*	Science	*
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[VIEW DETAILS](#)



Student Enrollment to Date

*Kinder - 98
1st Grade - 83
2nd Grade - 81
3rd Grade - 90
4th Grade - 82
5th Grade - 85
6th Grade - 71
7th Grade - 92
8th Grade - 91
9th Grade - 126
10th Grade - 79
11th Grade - 83
12th Grade - 41
EC - 14*

Total Enrollment #1116

Total Native American Enrollment #113

Total Native American Enrollment 99.73%

*Approximately 409 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%	246/249=99%
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	30/31=97%	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%	33/35=100%	35/35=100%	38/38=100%	No Activity COVID-19	24/24=100%
High School Boys Basketball	41/42=98%	32/33=97%	37/38=97%	31/32=96%	14/15=93%	23/26=88%
High School Girls Basketball	35/35=100%	41/41=100%	38/38=100%	28/28=100%	18/18=100%	16/16=100%
6-8 Boys Track	8/8=100%	8/8=100%	5/5=100%	No Activity COVID-19	No Activity COVID-19	2/2=100%
High School Boys Track	11/11=100%	10/10=100%	8/8=100%	No Activity COVID-19	No Activity 0-Participation	2/2=100%
6-8 Girls Track	10/10=100%	10/10=100%	8/8=100%	No Activity COVID-19	No Activity COVID-19	2/2=100%
High School Girls Track	18/19=95%	14/14=100%	15/15=100%	No Activity COVID-19	2/2=100%	4/4=100%
High School Girls Golf	5/5=100%	4/4=100%	7/7=100%	No Activity COVID-19	No Activity No Coach	1/1 = 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						2/2=100%
GBB Cheer						6/6=100%
FFA					5/6 =83%	15/15=100%



District 20-1 Staffing

District 20-1 Staffing for 2022-2023		
Certified Teachers	Classified Staff	Administration
51	48	7
	Certified Teachers	Classified Staff, Transportation, Admin. Asst., Food Services, Facilities
Primary	5	2
Upper Elem.	29	42
Junior High	4	2
High School	10	2
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: \$14,453

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: \$46,024

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: \$5,028,999

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 1st 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



Eagle Butte School District	NEPN Code: KMD
Policy Manual	

INDIAN POLICIES AND PROCEDURES (IPP): IMPACT AID PROGRAM

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

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

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

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

PROCEDURE(S):

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

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

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

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

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

POLICY (2): The Eagle Butte School District will provide an opportunity for the Cheyenne River Sioux Tribe Education Committee, parents/guardians of Indian children, and the Indian Education Committee to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222.94(a)(2)]

PROCEDURES:

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

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

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

POLICY (3): The Eagle Butte School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]

PROCEDURES:

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

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

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

***POLICY (4): The Eagle Butte School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.
[34CRF222.94(a){4}]***

PROCEDURES:

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

Every effort will be made to ensure that the parents/guardians of Indian children, the Indian Education Committee, and the Cheyenne River Sioux Tribe Education Committee will have adequate time and opportunity to express recommendations for a modified educational program. All stakeholders will be notified of changes through minutes that are posted on the school website and in the school's official newspaper and by using the preferred methods of communication to disseminate such changes: school website (<https://ceb.k12.sd.us/index.php>), official school newspaper, and through parent mailings via USPS.

POLICY (5): The Eagle Butte School District will at least annually respond in writing to written comments and recommendations made by the Cheyenne River Sioux Tribe

Education Committee, the parents of Indian children, and the Indian Education Committee and disseminate the responses to all parties prior to the submission of the IPPs by the District. [34CRF222.94(a)(5)]

PROCEDURES:

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

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

POLICY (6): The Eagle Butte School District will annually provide a copy of the IPP to the Cheyenne River Sioux Tribe Education Committee, parents of Indian Children, and the Indian Education Committee. [34CRF222.94(a){6}]

PROCEDURE(S):

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

Adopted: January 11th 2021

Revised: January 20th 2020

AGENDA
EAGLE BUTTE SCHOOL DISTRICT 20-1
Regular Meeting of the Board of Education
Upper Elementary Rm 203, Eagle Butte, SD
Tuesday, October 11, 2022 @ 5:30 PM

Meeting called to order by _____ at _____ P.M

Roll Call:

Brad LeCompte, President		Germaine Joens, Vice President	
Bart Ward		Kirby Peterson II	
Charles Fischer		Jonni Arpan	
Shari Ducheneaux			
Staff in Attendance:		Others:	
Keith Watt, Business Manager			
Kara Four Bear, Superintendent			

I. OFFICIAL BUSINESS

1. ADOPTION OF THE AGENDA (with freedom to move within the agenda.)
 Motion by _____ Second by _____ Vote _____

2. Prayer & Meal Service

3. Public Input & Tribal Consultation

4. Public Comments (No action may be taken at this time.)

5. Approve Minutes
 Regular Meeting, September 12, 2022
 Motion by _____ Second by _____ Vote _____

Special Meeting, August 1, 2022
 Motion by _____ Second by _____ Vote _____

6. Accept the monthly financial reports as submitted
Motion by _____ Second by _____ Vote _____

7. Approve the Expenditure Report (Monthly/Additional Bills) as submitted
Motion by _____ Second by _____ Vote _____

8. Heating Fuel Quotes
Motion by _____ Second by _____ Vote _____

9. Cooperative Agreement Update
Motion by _____ Second by _____ Vote _____

10. Policy 1st reading:

- GCBDC – Jury Duty – *Policy Update*
- GCB – Qualifications of Teachers – *Policy Update*
- GCDB – Criminal Background Checks – *Name Change Only*
- GBL – Personnel Records – *Policy Update*

Policy 2nd reading:

- LI - Relations with Education Accreditation Agencies – *Policy Update*
- IGCD (~~LEB~~) – Advanced College Placement – Code Change Only from LEB
- GBCBB - Employee Use of Networking Sites – *Policy Update*
- GBL – Personnel Records – *Policy Update*
- GCB – Qualifications of Teachers – *Policy Update*

11. Food Service Report

12. Health & Wellness Report

13. Special Education Report

14. IT Manager's Report

15. Plant Manager's Report

16. Business Manager's Report

17. State Rate Reimbursement – Mileage rate

Motion by _____ Second by _____ Vote _____

18. Superintendent's Report

II. PERSONNEL

19. ESP Contract(s)/Resignation(s)

Motion by _____ Second by _____ Vote _____

20. Certified Contract(s) /Resignation(s)

Motion by _____ Second by _____ Vote _____

21. Substitute Teacher Pay

Motion by _____ Second by _____ Vote _____

22. Executive Session (Personnel/Legal/Student) - (SDCL 1-25-2)

Motion by _____ Second by _____ Vote _____

In _____ Out _____

Motion by _____ Second by _____ Vote _____

AWARENESS ITEMS

23. Building Committee Update

24. Adjournment.

Motion by _____ Second by _____ Vote _____

Time _____

**Eagle Butte School District 20-1
Regular Meeting of the Board of Education
UE Board Room, Eagle Butte, SD
Tuesday, October 11, 2022 @ 5:30PM**

The Regular meeting of the Eagle Butte School Board was called to order on October 11, 2022 at 5:36pm by President Brad LeCompte with the following members present: Jonni Arpan, Shari Ducheneaux, Charles Fischer, Germaine Joens Kirby Peterson II and Bart Ward. Members absent: none. Administration present: Kara Four Bear and Keith Watt. Administration Absent: none Other's in attendance: Dr. Cherie Farlee and Cora Petersen. All listed motions were passed by a unanimous vote unless otherwise stated.

OFFICIAL BUSINESS

210-22 Motion by Arpan, second by Joens to adopt the agenda with the freedom to move within the agenda.

Prayer & Meal Service

Public Input & Tribal Consultation – Federal Grants

Public Comments (No action may be taken at this time.) - Dr. Farlee gave an overview on JOM and Impact Aid.

Approve Minutes

211-22 Motion by Joens, second by Arpan to approve the regular meeting minutes of September 12, 2022. Vote: 6 in Favor, 1 abstain (Ward). Motion passed.

212-22 Motion by Joens, second by Fischer to approve the special meeting minutes of August 1, 2022. Vote: 6 in Favor, 2 Abstain (Ducheneaux and Ward).

Financial Report

213-22 Motion by Ward, second by Arpan to accept the October Financial reports as submitted.

Approve Expenditures (Monthly/Additional Bills) as submitted

214-22 Motion by Joens, second by Ward to approve the Expenditure report (Monthly/Additional Bills) as submitted. Payables for October: General Fund - \$110,328.10 / Capital Outlay Fund - \$124,465.24 / Special Education Fund - \$43,510.64. Total payable for October - \$278,303.98

Heating Fuel Quotes

215-22 Motion by Joens, second by Ward to authorize Business Manager to accept the low bid for Heating Fuel Quotes when they are available and fuel is needed.

Cooperative Agreement Update – Discussion only

Policies

216-22 Motion by Peterson, second by Ward to approve the 1st Reading and 2nd Reading of the policies listed below.

Policy 1st Reading:

- GCBDC – Jury Duty – *Policy Update*
- GCB – Qualifications of Teachers – *Policy Update*
- GCDB – Criminal Background Checks – *Name Change Only*
- GBL – Personnel Records – *Policy Update*

Policy 2nd Reading:

- LI – Relations with Education Accreditation Agencies – *Policy Update*
- IGCD (~~LEB~~) – Advanced College Placement – *Code Change Only From LEB*
- GBCBB – Employee Use of Networking Sites – *Policy Update*
- GBL – Personnel Records – *Policy Update*
- GCB – Qualifications of Teachers – *Policy Update*

Food Service Report – Info Only

Health & Wellness Report – Info Only

Special Education Report – Info Only

IT Manager/s Report – Info Only

Plant Manager’s Report – Info Only

Business Manager’s Report – Info Only

State Rate Reimbursement – Mileage Reimbursement Rate

217-22 Motion by Ward, second by Arpan to approve the new State rate of .51/ mile as of 10/12/22.

Superintendent’s Report – Info Only

PERSONNEL

ESP Contract(s)/Resignation(s)

218-22 Motion by Joens, second by Ward to approve Alissa Jewett for SpEd Strive Para (\$21,451.32). Michelle West declined the job of HS Counselor.

219-22 Motion by Joens, second by Ward to accept resignations from Sam Fields (SpEd Para) and Gary Bad Warrior (SpEd Para).

Certified Contract(s) / Resignations(s)

220-22 Motion by Joens, second by Fischer to accept Dale McCrea's (HS Industrial Arts) resignation effective May 2023.

Substitute Teacher Pay

221-22 Motion by Arpan, second by Joens to leave the current rate of \$90.00 per day for substitutes (No change).

Executive Session (Personnel/Legal/Student) – (SDCL 1-25-2)

222-22 Motion by Joens, second by Ward to enter Executive session at 6:54pm for Legal reasons. Out of Executive at 7:32 with no action taken.

AWARENESS ITEMS

Building Committee Update – Update on Cafeteria Project.

Adjournment

223-22 Motion by Ward, second by Peterson for the 20-1 Bd. to adjourn at 7:41pm.

/s/ Keith Watt
Business Manager