

**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**

September 27<sup>th</sup>, 2024

To: Ryman LeBeau, Cheyenne River Sioux Tribal Chairman  
CC: Dr. Cherie Farlee, CRST TEA Director; Merrie Miller-White Bull, CRST Tribal Education Committee Chair

Re: Notification of Public & Tribal Input

The Eagle Butte School District holds scheduled public hearings throughout the year, which are specifically devoted to presenting information, answering questions, and gathering public and Tribal input. A Public & Tribal Input meeting will be held on October 14<sup>th</sup> at 5:15 pm in the UE boardroom and information will be shared on topics related to our Indian Parent Policies (IPP), educational programming, and federal programs including, but not limited to: Title I, Title II, Title IV, Title V, Title VI, Perkins, 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.

In addition to the enclosed packet, the information packet may be found under the “Annual Dissemination Information” tab at the following website: <https://ceb.k12.sd.us/indian-parent-committee-and-information>

We look forward to your continued partnership in ensuring our school goals are realized and come to fruition.

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

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  
Cell: 701-891-1834 Office: 605-964-4911

**Kara Four Bear, Superintendent**  
[Kara.FourBear@k12.sd.us](mailto:Kara.FourBear@k12.sd.us)

**Keith Watt, Business Manager**  
[Keith.Watt@k12.sd.us](mailto:Keith.Watt@k12.sd.us)

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

**Eagle Butte School District 20-1  
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 WWTC: The purpose of the Wakpa Waste' Tiospaye Committee 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.***



September 27, 2024

Greetings Parents & Guardians,

Enclosed you will find the Wakpa Waste' Tiospaye Committee's (WWTC) annual calendar for your use. All interested stakeholders, parents, and guardians are invited to attend parent/guardian committee meetings to provide input on programming to ensure the academic, social, and cultural needs of our students are met; and to ensure the welfare and education of our children remains our most important guidance.

The WWTC has worked to develop and support enriching Lakota Cultural Learning Events to support our school's Lakota Language & Culture and general education programming. Events include: Family Culture Nights, an Annual Fall Traditional Powwow, and culturally relevant educational presenters for our learners. Also, we collaborate with community partnership to support other educational events and opportunities. We look forward to your attendance and participation as the dates and details are released through the year.

As always, please do feel free to attend the meetings or communicate input via letter, email, or a phone call to the Eagle Butte School District 20-1 Superintendent's Office. We look forward to your continued partnership.

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

Cell: 701-891-1834 Office: 605-964-4911

***Go C-EB Braves!***

***"Let us put our minds together and see what life we can make for our children." - Sitting Bull***

**Kara Four Bear, Superintendent**  
[Kara.FourBear@k12.sd.us](mailto:Kara.FourBear@k12.sd.us)

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# WWTC Wakpa Waste' Tiospaye Committee Calendar

2024 to 2025

Sep 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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29	30					

Oct 2024						
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Nov 2024						
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Dec 2024						
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29	30	31				

Jan 2025						
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Feb 2025						
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Mar 2025						
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Jun 2025						
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29	30					

Jul 2025						
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Aug 2024						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

## Important dates

\*\*\*The 2<sup>nd</sup> Monday & Wednesdays of each month are school board meeting days.

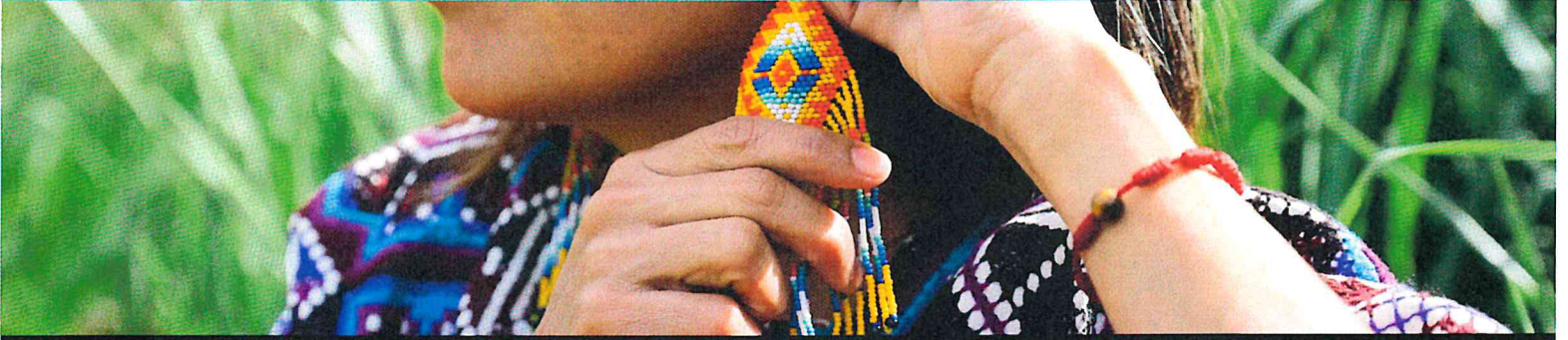
**NO School Days**

**Parent & Teacher Conference Days**

**WWTC Committee Meetings @ 5:30 pm in the UE Boardroom**



# C-EB K-12 POWWOW



**WEDS. OCTOBER 9, 2024**  
**UE GYM @ 5:30 - 7:30**

**FREE** BOOKS & GAMES FOR  
PARTICIPATION, POWWOW DANCING  
DEMONSTRATIONS, COMMUNITY  
PARTNER BOOTHS, AND A FAMILY MEAL

**\*\*\*REGALIA NOT NECESSARY, COME AS YOU ARE!  
WELCOME AND JOIN US FOR A CELEBRATION OF  
CULTURE AND LEARNING.**



## Cheyenne-Eagle Butte Schools

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

**Vision Statement: Keeping our Wakanyaja (children) sacred through positive thinking and positive actions**



### **FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents/guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.
- Parents/guardians or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardians or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means



of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

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**Date:** September 24, 2024

**RE:** Notification to Parents of Teacher Qualifications

Dear Parents and Guardians,

The educators of Cheyenne-Eagle Butte Schools are committed to providing a high-quality instructional program for your child. This letter is just one of the ways of keeping you informed of the educational commitment of our schools.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which;
- State qualification or licensing criteria have been waived;
- and is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

3. Additional Information:

- information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
- timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

If any parent or guardian is interested in this information, you may send your request in writing to the principal (of your child's building). The principal will provide a response to your request. Anyone can access Educator 411 to find the qualifications of any licensed teacher in South Dakota. <https://www.sd.gov/411> Thank you for your interest and involvement in your child's education.

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



*Kara Four Bear*

Superintendent  
Eagle Butte Public School District 20-1  
C-EB Cheyenne-Eagle Butte Schools  
PO BOX 260 Eagle Butte, SD 57625  
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<b>Eagle Butte School District</b>	<b>NEPN Code: JOA</b>
<b>Policy Manual</b>	

## STUDENT DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the District, with certain exceptions, obtain written consent from parents, guardians or from students who are 18 years of age or older ("eligible students"), prior to the disclosure of personally identifiable information from the student's education records. The main exception is that the District may disclose designated "directory information" without written consent, unless the parent, guardian or eligible student has informed the District that prior written consent is required before disclosing the directory information. The primary purpose of directory information is to allow the District to include this type of information from the student's education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's, guardian's or eligible student's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

If a student's parent, guardian or an eligible student, does not want the District to disclose directory information from the student's education records without prior written consent, the student's parent, guardian or an eligible student must notify the District in writing within thirty (30) days of the beginning of the school year or, if enrolling after the beginning of the school year, within thirty (30) days of enrollment.

The District has designated the following information as directory information:

1. Student's name;
2. Address;
3. Telephone listing;
4. Name(s) of Parent(s)
5. Photograph;
6. Date and place of birth;
7. Dates of attendance;
8. Grade level;
9. Participation (including video) in officially recognized activities and sports;
10. Weight and height of members of athletic teams;
11. Degrees, honors, and awards received;
12. The most recent educational agency or institution attended.

The District shall provide, by November first of each year, a list of students by name in grades seven to twelve, inclusive, together with their mailing addresses, to the executive director of the Board of Regents and to each technical college located in the state unless the parent has directed that the District not release directory information about the student.

The District shall provide to military recruiters the same access to secondary school students as is provided generally to postsecondary educational institutions or to prospective employers of those students; and shall, upon a request made by military

recruiters for military recruiting purposes, provide access to secondary school student names, addresses, and telephone listings, unless the parent of the student has submitted a request to the District that the student's information not be released without prior written parental consent

The District shall annually notify parents of the types of student directory information released. The notice will include:

1. An explanation of the parent's or eligible student's right to request that information not be disclosed without prior written consent;
2. Notice that the school routinely discloses names, addresses, and telephone numbers to the South Dakota Board of Regents and each technical college located in the state and, upon request, to military recruiters, subject to a parent's or eligible student's request not to disclose such information without written consent; and
3. Notification on how the parent or eligible student may opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

*Notes: A school district may, but does not have to, include all the information listed in the sample policy as directory information, and may also include other information as long as it would not be considered an invasion of privacy.*

Adopted: April 16, 2015

Revised: September 13<sup>th</sup> 2021



<b>Eagle Butte School District</b>	<b>NEPN Code: KMD</b>
<b>Policy Manual</b>	

**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 2020

Revised: January 20th 2021

Annual Input & Review, Reaffirmed: October 2021, October 2022, October 2023



*Tribal Consultation 2024-2025:  
School Programming, Indian  
Student Participation, Funding*

Eagle Butte 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.*



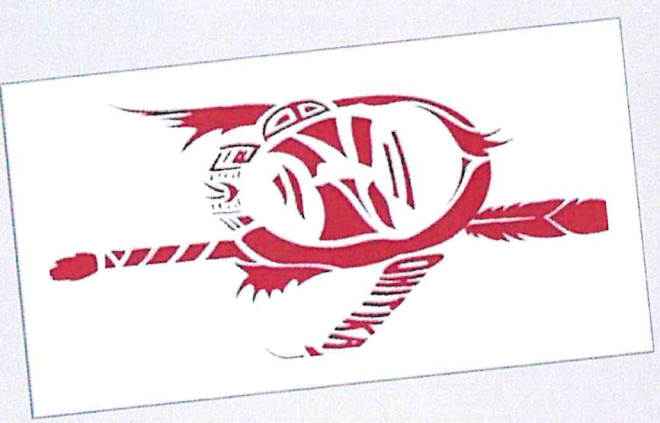


## *Ohitika Strong*

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/Title I Program 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 & Focus

## Outcomes

### School Safety & Facilities

1. Facilities Enhancements & Projects
2. SD Department of Homeland Security - School Safety Assessment
3. Communities That Care Coalition
4. Positive Action & Social-Emotional Learning

- Strategic Planning to Improve Security Measures – COO Planning, Subsequent Local Benefits Include: Collaborative Partnerships with Improved Safety & Security for Students and Staff.
- Youth & Family Prevention Needs Survey – Used to identify areas of focus to provide support to students and families; professional learning targets also.
- Use of the Second Step Curriculum & Lakota Circles of Hope to promote social-emotional well-being and safety within our school – universal screening, data collection and disaggregation, proactive strategies to address trauma, mental health, and healthy practices for life.

### Academics: Using Data to Drive Instruction

1. Multi-tiered Systems of Support (MTSS)
2. Utilization of NWEA MAPs, Curricular Assessments, SD Smarter Balance Assessment, STAR Reading, BESS, and SWIS Data
3. Professional Development based upon SIP Needs
4. Comprehensive Local Needs Analysis and Planning

- MTSS Framework to support the: Behavioral Team, Academic Team, and RTI Team; all ensuring students are provided individualized supports to meet their needs
- 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.

### Lakota Language & Culture

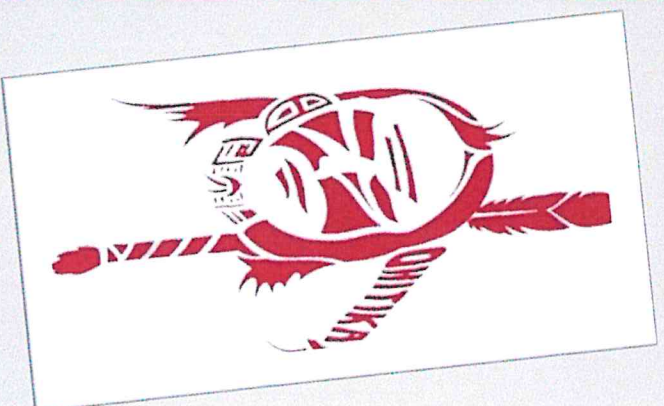
1. Annual Native American Student Inclusion & Participation Assessment
2. Expansion of Cultural Enrichment Opportunities
3. Enhanced after-school programming
4. Wakpa Waste' Tospaye Parent Committee (WWTC)

- 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.

### Ensure Students are College and Career Ready

1. CTE: Needs Analysis – Action Plan
2. Student Success Advocates
3. CIS - School Improvement Action Plan

- CTE CLNA – Creation of the Education & Training Cluster of CTE courses to develop early an interest in Teaching as a profession. Creation of the STEM/Computer-Science Cluster of courses to promote high-quality professional and career opportunities to benefit our students and community.
- SIP – Continued school improvement initiative and practices





# District Annual Report Card

## EAGLE BUTTE

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.

-  605-964-9111
-  ABOUT THE DISTRICT
-  FAQ

- 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.

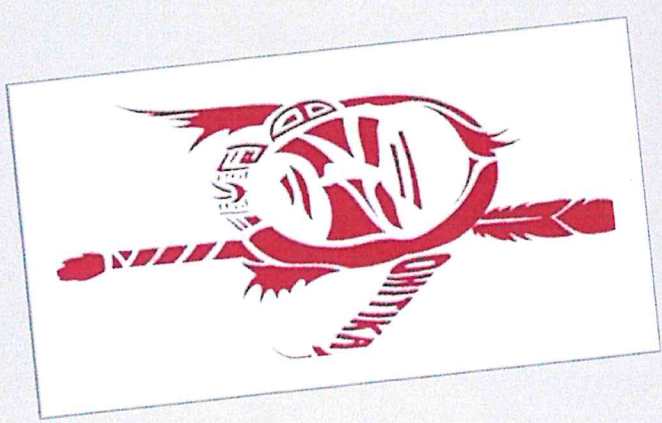


English Language Arts  
13%

Mathematics  
\*

Science  
12%

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





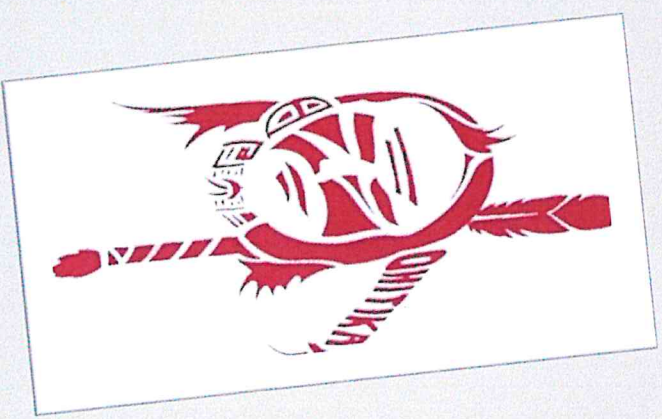
# Student Enrollment to Date

Kindergarten - 75  
1st Grade - 75  
2nd Grade - 110  
3rd Grade - 89  
4th Grade - 86  
5th Grade - 93  
6th Grade - 86  
7th Grade - 89  
8th Grade - 82  
9th Grade - 108  
10th Grade - 100  
11th Grade - 93  
12th Grade - 55

Total Enrollment #1150

Native American Enrollment 99.74%

#464 students received instructional services within the Upper Elementary School facility.





# Native American Student Participation

Cheyenne-Eagle Butte Native American Student Participation								
Extra-Curricular	% NA	% NA	% NA	% NA	% NA	% NA		
Activity/Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023	2023-2024
School-Wide	369/375=98%	332/338=98%	311/315=99%	274/278=99%	126/128=98%	246/249=99%	441/446=99%	433/438=99%

## Girls 6-12 Cross Country

## Boys 6-12 Cross Country

## 7-8 JH Football

HS Boys Football

JH Girls Volleyball

HS Girls Volleyball

**JH Girls Basketball**

JH Boys Basketball

**HS Boys Basketball**

HS Girls Basketball

6-8 Boys Track

HS Boys Track

6-8 Girls Track

HS Girls Track

**HS Girls Golf**

HS Boys Golf

HS Student Council

National Honor Society

Football Cheer

**BBB Cheer**

**GBB Cheer**

**HS FFA**

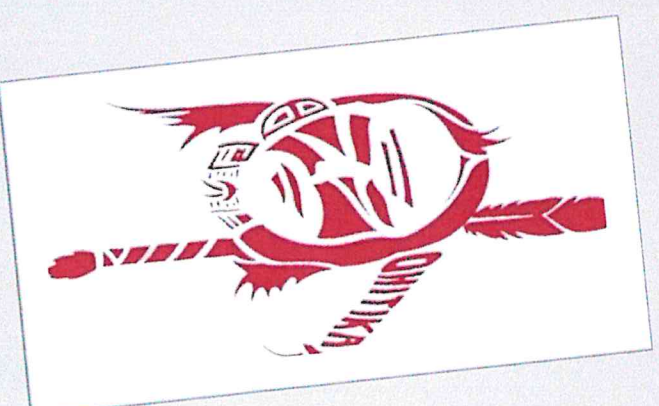
5-6 Football

5-6 Boys BB

5-6 Girls BB

HS Wrestling Girls

HS Wrestling Boys

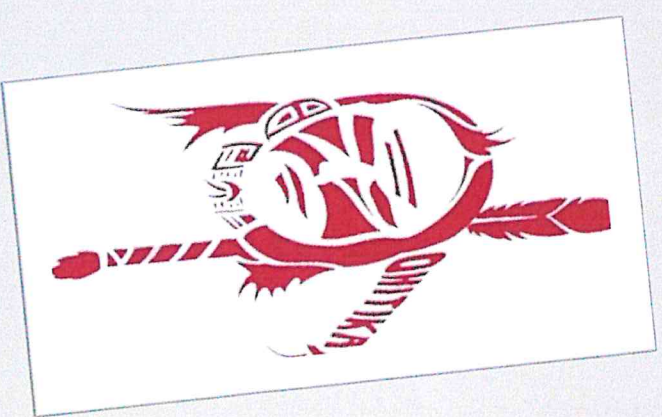




# District 20-1 Staffing

EBSD Staffing for 2024-2025			
	Certified Teachers	Classified Staff	Administration
	48	45	7

Currently, #100 contracted community members, #50 vouchered workers, and their families benefit from gainful employment through the Eagle Butte School District, and work to support our community's children through education in all C-EB Schools for grades K-12.



The District partner of C-EB Schools also provides employment for additional vouchered custodial staff, kitchen helpers, and substitute teachers to support the C-EB School system.



# Federal Funds Summary

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

**Funding Amount: \$1,419,912**

**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: \$198,269**

**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: \$118,641**

**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: \$223,837**

**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: \$10,377

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 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 \$3,682,000

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.

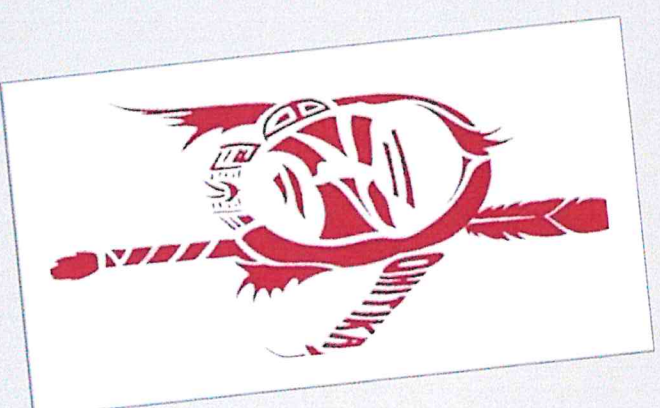
Funding Amount: \$32,334

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: \$31,720

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.





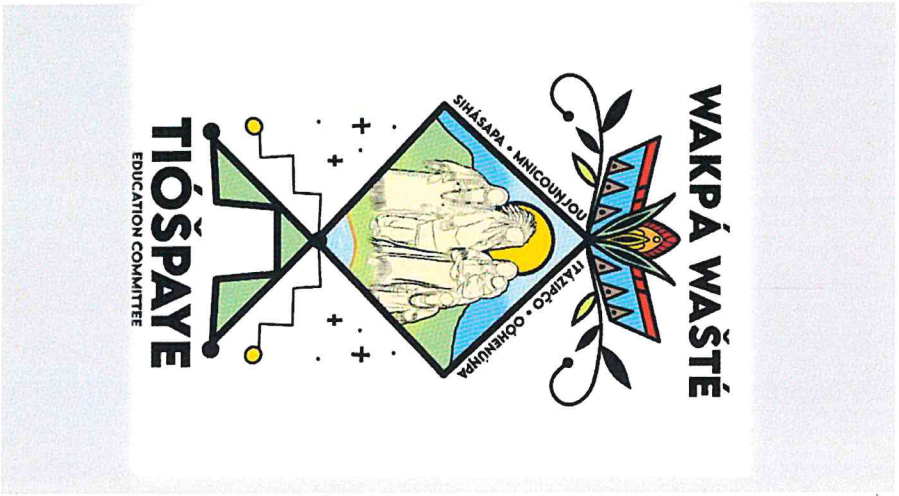
# Wakpa Wašte' Tiospaye Committee



The WWTC provides parent/guardian input on educational programming, family involvement activities, and 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 VE Board Room.*

*Stakeholder Input & Dissemination*





# 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*

