

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

January 9th, 2024

To: Mr. 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 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 I, Title II, 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.

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. Please find attached the related documents for your use and filing purposes.

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 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)

Keith Watt, Business Manager  
[Keith.Watt@k12.sd.us](mailto: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 Kara Four Bear

Modified On 1/8/2024 4:15 PM EST

Application Deadline [1/31/2024](#)

Late Application Deadline [4/1/2024](#)

Amendment Deadline [7/1/2024](#)

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 [Eagle Butte Independent School District #3](#) Impact Aid Number SD-510708 Application Year 2025  
Charter School No  
PR Award Number S041B 20254637  
New or Non-Continuing [No](#)  
7003 (b)(2) Applicant No

Application Number [21424](#)  
Reference Number [SD-2025-510708](#)  
Late 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	Modified By	Modified On
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No items available

[Manage B2 Documents](#)

## Membership & ADA

First Day of School [\\*](#)

08/25/2023 [📅](#)

Survey Date [\\*](#)

09/28/2023 [📅](#)

Housing Renovation

Attendance Ratio Type [\\*](#)

State Average Attendance Ratio [▼](#)

Attendance Ratio

0.94865

Average Daily Attendance [\\*](#)

412

Membership [?](#)

**DRAFT**

Students	Preceding Year	Current Year on 9/28/2023	Statement of Intent
Children enrolled in schools of the applicant's district (do not include tuition-out children)	393	435	Enrollment in elementary and secondary education may include children in grades lower than kindergarten if the children receive a free, public education <u>and</u> Federal funds other than Impact Aid and charter school startup funds do not make up a substantial portion of the revenues for the preschool/pre-K program. <input type="checkbox"/>
For whom tuition is received (tuition-in)	0	0	Your LEA must have a tuition agreement with the sending school district that outlines the tuition your LEA will receive for each child counted here. "Open enrollment" students should not be entered. <input type="checkbox"/>
Subtotal	393	435	
For whom tuition was paid (tuition-out)	0	0	Your LEA must have a tuition agreement with the receiving school or district that outlines the tuition your LEA will send for each child counted here. "Open enrollment" students should not be entered. <input type="checkbox"/>
Membership for whom the applicant school district provided free public education	393	435	

**How did you collect information on the federally connected children in membership?** [?](#)

- Survey Forms
- Source Check Forms
- Electronic Data Collection

## Expenditures for Children with Disabilities

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

**Total Additional Expenditures** [?](#)\*

**Total Funds for Part B of the Individuals with Disabilities Education Act** [?](#)

**Total State Aid for All Current Operating Expenditures** [?](#)

**Other Sources of Aid Received for Children with Disabilities** [?](#)

**Total State Aid for Children with Disabilities** [?](#)

**Total Membership Enrolled in State-Approved Education Programs for All Children with Disabilities** [?](#)\*

87

## 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

**Non-Construction-Related Expenditures** [?](#)

\$0.00

**Section 7007 Payment** [?](#)

\$34,166.00

**Total Expenditures for Construction or Renovation** [?](#)

\$0.00

**Other Receipts** [?](#)

\$0.00

**Total Expenditures for Debt Service** [?](#)

\$0.00

**Transfers In** [?](#)

**Closing Balance for all Construction-Related Funds or Accounts** [?](#)

\$0.00

\$0.00

Transfers Out

\$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.

<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Fair</b>	<b>Poor</b>
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### 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
No Explanations available			

[New Explanation](#)

#### Filter

--- Select a topic ---

Topic	Explanation	Created By	Created On
No Explanations available			

[Go to Page 2 >>](#)

DELETE

SAVE & EXIT

SAVE

READY FOR SIGNATURE

*Tribal Consultation 2023-2024:  
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 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

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

- A & E Process for Campus Planning – Teacher Housing Project
- 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 Positive Action Curriculum 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. Utilization of NWEA MAPs, Curricular Assessments, SD Smarter Balance Assessment, STAR Reading, enrichment needs, and academic needs
2. Professional Development – Comprehensive Local Needs Analysis and Planning

- 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. Development of 'Wakpa Waste' Tiospaye Parent Committee (WWT/C)

- 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. C-EB STEM Education Implementation
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

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



DEPARTMENT OF EDUCATION

District Report Card 2021-2022

FIND YOUR SCHOOL

OPTIONS

## 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.

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

## ATTENDANCE AND GRADUATION

Attending school regularly is essential for students to progress through each level of their education. Attendance rate is measured for elementary and middle schools. At the high school level, graduation rate and college and career readiness are important indicators of students' readiness to pursue higher education, career, and life beyond high school.

Attendance Rate	88%	High School Completion	77%	College & Career Readiness	*
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## Student Enrollment to Date

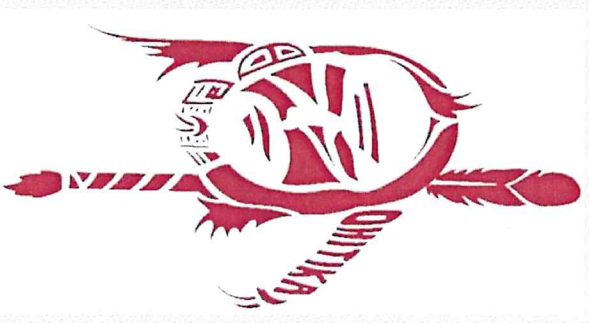
Kinder - 79  
1<sup>st</sup> Grade - 95  
2<sup>nd</sup> Grade - 98  
3<sup>rd</sup> Grade - 88  
4<sup>th</sup> Grade - 91  
5<sup>th</sup> Grade - 91  
6<sup>th</sup> Grade - 87  
7<sup>th</sup> Grade - 81  
8<sup>th</sup> Grade - 97  
9<sup>th</sup> Grade - 102  
10<sup>th</sup> Grade - 102  
11<sup>th</sup> Grade - 73  
12<sup>th</sup> Grade - 57  
EC - 58

Total Enrollment #1213

Total Native American Enrollment #1210

Total Native American Enrollment 99.75%

Approximately #455 students annually 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	% NA 2022-2023
School-Wide	369/375=98%	332/338=98%	311/315=99%	274/278=99%	126/128=98%	246/249=99%	441/446=99%

## Girls 6-12 Cross Country

HS Boys Football

**JH Girls Basketball**

HS Girls Basketball

6-8 Girls Track

HS Student Council

**BBB Cheer**

5-6 Girls BB

## Boys 6-12 Cross Country

JH Girls Volleyball

JH Boys Basketball

6-8 Boys Track

HS Girls Track

National Honor Society

**GBB Cheer**

HS Wrestling Girls

## 7-8 JH Football

HS Girls Volleyball

**HS Boys Basketball**

HS Boys Track

**HS Girls Golf**

Football Cheer

5-6 Football

HS Wrestling Boys



# District 20-1 Staffing

District 20-1 Staffing for 2023-2024			
	Certified Teachers	Classified Staff	Administration
	49	47	7
<p>Currently, #103 community members and their families benefit from gainful employment through the Eagle Butte School District, and work to support our community's children through education.</p>			
	Certified Teachers	Classified Staff: Paraprofessionals, Transportation, Admin. Asst., Food Svcs.,	Principals, Department Heads, Administration
Primary	4	2	
Upper Elementary	29	43	
Junior High	3	1	
High School	10	1	
E.A.G.L.E. Center	3	0	
#103 Total	49	47	7

The District side 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: \$1,423,281

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: \$36,174

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.

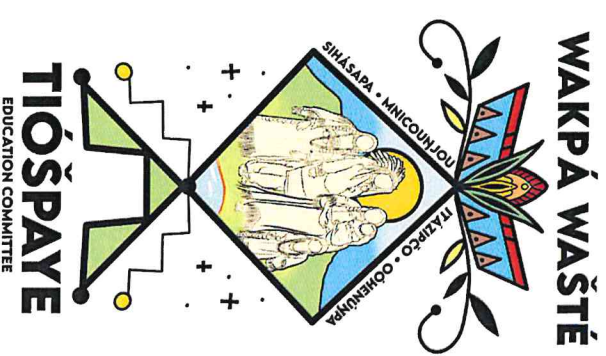


## Stakeholder Input & Dissemination

### 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 VIE 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*

