

**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 14th, 2025

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: Title I, Title II, Title IV, Title V, Title VI, IA, Carl Perkins V, 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

*Wakpa Waste
Tiospaye Committee
Presents*



CORN WASNA

Wed.
February 12,
2025
5:30-7:30pm

C-EB UE
Cafeteria

C-EB K-12
Families
Welcome!
Meal Provided

Join Us for a Special Evening with Our Elders!

Learn from Elders LaVae Red Horse, Karen Little Wounded, and Inez Iron Hawk as they teach your family how to make Corn Wasna. This hands-on workshop combines traditional Lakota foods with modern tools, offering a chance to connect, learn, and celebrate culture.

Enjoy storytelling, cultural teachings, and delicious traditions in a meaningful and memorable evening!



Hosted with community partners at
The Keya Foundation Inc.
Featuring an Unči Kitchen Toolkit
Recipe!



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.



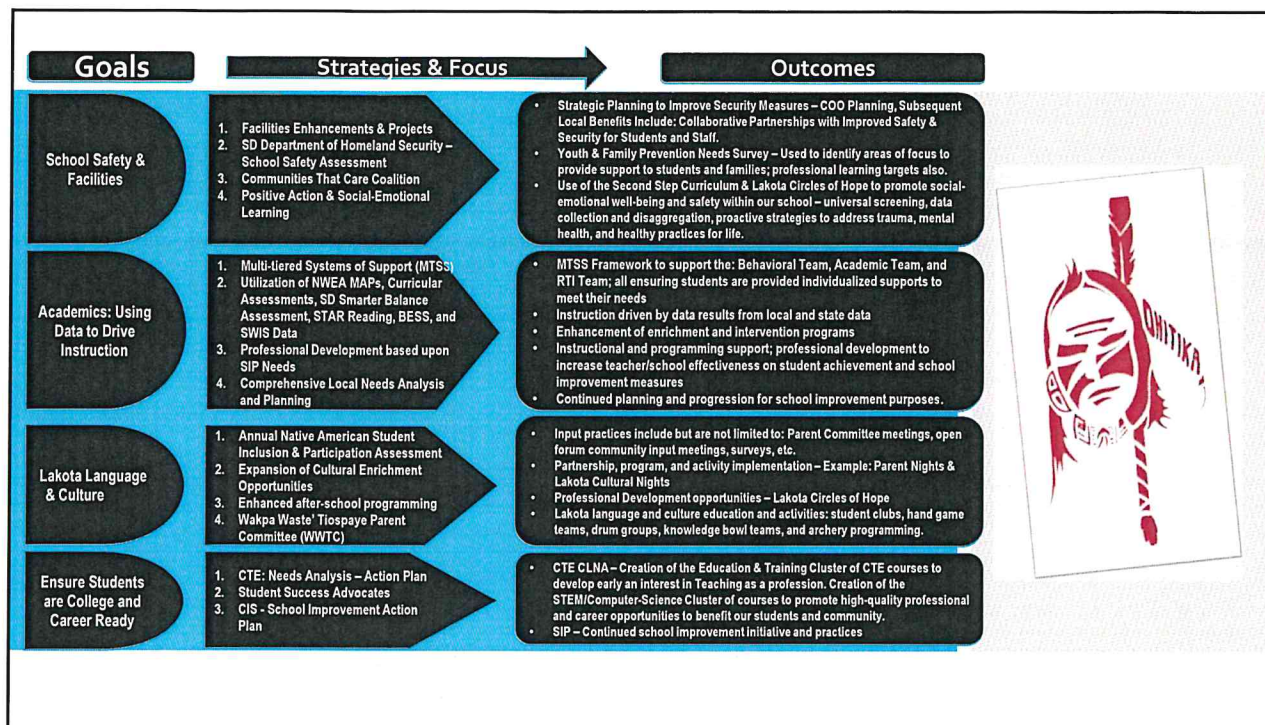
Ohitika Strong

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.





District Annual Report Card


District Report Card 2022-2023
◀ 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

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
	13%	*	12%

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



Student Enrollment to Date

Kinder - 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	% 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: \$23,837
 Description/Use: Eagle Butte Public School District uses these funds to pay the salary and benefits for one (1) 1/4 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: \$31,710

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 Waste' 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 4th Monday of each month at 5:30 pm in the UE 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



Part II DRAFT Application

2.1.5.1 Project Director and Authorized Representative Information

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

DRAFT

2.2 Coordination of Service

2.2.1 Coordination of Services with Formula Grant Programs

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

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

All Title VI activities come through the School Superintendent as Federal Programs Manager and the School Business Office. All Title program expenditures are reviewed and approved by the School Business Manager for correctness, and are reviewed to ensure that there is no supplanting within and among all other programs to benefit Native Americans (our school is 99% NA) prior to the release of funding. Our school offers a wide variety of Native American cultural opportunities and language and heritage enhancement programs, assisted through both federal and non-federal sources, including archery programs, Lakota hand games, Lakota language programs, and regional competitions.

Title I provides tutorial services for Title VI Students, while the Homeless "set-aside" assists students with incidentals. Title III identifies Title VI ELA students and offers services. School Improvement grants ensures programs exist school-wide to increase the academic achievement of Title VI students, while the Rural and Low-Income school programs ensure adequacy of instructional services, including class size reduction and professional development. The Impact Aid program compensates for federally impacted lands and the tax-base loss, thereby ensuring budgetary help for Title VI students. The Migrant Education program actively searches for Title VI migrant students so that services can be offered to improve their educational circumstances.

2.2.3 Coordination of Services Professional Development

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

2.2.4.1 -2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:		School Year: 2025-2026
Method of Dissemination to Indian Community and Parent Committee	Public hearing for application	
	Parent Committee meeting	
	Within a written report	
	Posted on website	
	Other open meeting	
	Mailed to families	
How is LEA responding to findings of previous assessment(s)?	No changes in services/programs	
	Modifications to services/programs at LEA level	
	Please describe :	
	Modification to services/programs within project	
	Please describe	

2.2.5.1 Description of Meaningful Collaboration with Tribes

Eagle Butte School District uses a variety of methods to develop meaningful collaboration with the Cheyenne River Sioux Tribe. The Superintendent attends Cheyenne River Sioux Tribe Education Committee (TEC) meetings. At these meetings, the school provides information on school activities, monthly reports, what is being discussed and investigated for curriculum and programs offered, the implementation of all programs, student data, listens to and discusses the tribes concerns, and collaborates with the other schools within the reservation through the CRST Tribal Education Department (TED) Consortium. We notify the TEC, TED, and stakeholders via mailed letter to stakeholders, email correspondence, website postings (<https://ceb.k12.sd.us/indian-parent-committee-and-information>), and newspaper ads. We also hold two (2) or more parent forums throughout the year where to seek input and disseminate information on all federal/state grants, which the Cheyenne River Sioux Tribal Council is encouraged to attend and participate in. In addition, representatives from the District schedule an annual meeting(s) with the Cheyenne River Sioux Tribal officials to establish meaningful Tribal consultation and to gather input, as per Federal requirements. Also, an Indian Parent Committee open meeting is held monthly to review draft applications to collect input and make application adjustments as necessary.

DRAFT

2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase School Attendance Rate and Drop-Out Prevention

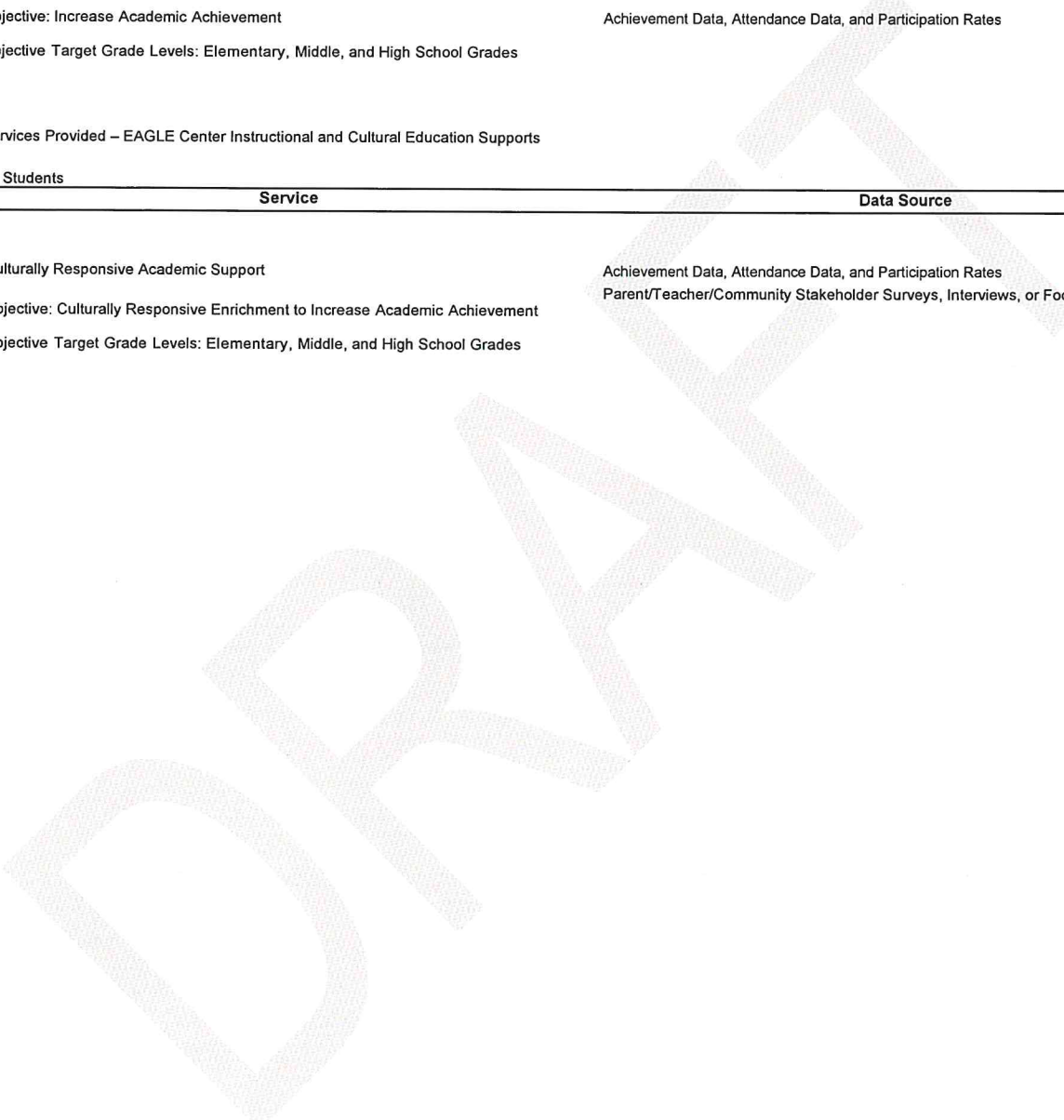
Objective Target Grade Levels: Elementary, Middle, and High School Grades

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

Services Provided – EAGLE Center Instructional and Cultural Education Supports

for Students

Service	Data Source
Culturally Responsive Academic Support	Achievement Data, Attendance Data, and Participation Rates
Objective: Culturally Responsive Enrichment to Increase Academic Achievement	Parent/Teacher/Community Stakeholder Surveys, Interviews, or Focus Groups
Objective Target Grade Levels: Elementary, Middle, and High School Grades	



2.4 Budget

2.4.1.0.1 Supplemental Information

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

2.4.9 Budget Summary

Allocated Funds: \$219,172	Total Admin %: 0.0% Total Admin Funds: \$0 Waiver Applied For:	Budgeted Funds: \$	Unbudgeted Funds: \$
Budget Category	Status	Category Subtotal	% of Overall Allocation
Supplemental Information	Finished	\$	%
Personnel	Finished	\$207,300	%94.58
Travel	Finished	\$	%
Equipment	Finished	\$	%
Supplies	Finished	\$6,972	%3.18
Contractual	Finished	\$	%
Other	Finished	\$	%
Indirect Costs	Finished	\$900	%2.24
Budget Total		\$	%

2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director						\$0
Project Coordinator						\$0
other:						\$0
Teachers	2	100%		\$137,000	\$41,300	\$178,300
Counselors: Guidance	1	50%		\$22,100	\$6,900	\$29,000
Category Totals	3		\$0	\$159,100	\$48,200	\$207,300

2.4.2.1 Budget-Travel

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

2.4.3.1 Budget-Equipment

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

2.4.4.1 Budget-Supplies

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery	\$0	\$4,900	\$4,900
Student Consumables			\$0
Program Management			\$0
Category Subtotals	\$0	\$0	\$0

2.4.5.1 Budget-Contractual

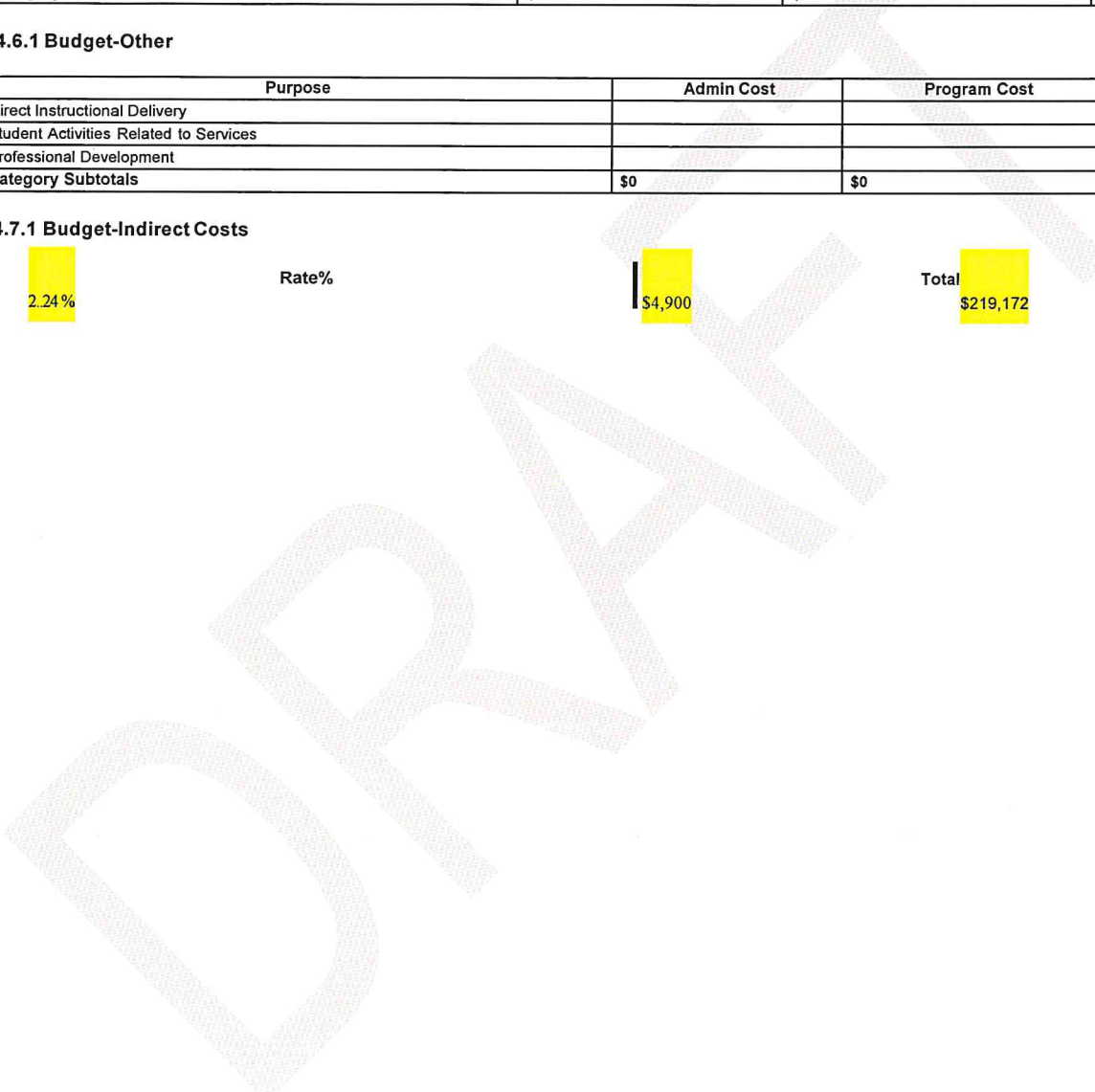
Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Evaluations			\$0
Category Subtotals	\$0	\$0	\$0

2.4.6.1 Budget-Other

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

2.4.7.1 Budget-Indirect Costs

2.24%	Rate%	\$4,900	Total	\$219,172
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2.6 GEPA Section 427

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

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

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

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

2.7 Comments

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

DRAFT

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

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

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

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

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

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

User 1: Kara Four Bear
E-mail:
Kara.FourBear@k12.sd.us
Title: Superintendent

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

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

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

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

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

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

Eagle Butte Independent School District #3 - 510708

[Summary](#) [Payment History](#) [Applications](#) [Correspondence](#) [Audit History](#) [Related Actions](#)

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 1/14/2025 4:11 PM EST

Application Deadline [1/31/2025](#)

Late Application Deadline [4/1/2025](#)

Amendment Deadline [6/30/2025](#)

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

Eagle Butte Independent School District #3 SD-510708

Application Number [22937](#)

Reference Number [SD-2026-510708](#)

Late No

Version 1

Address Box 260
Eagle Butte, SD,
57625-0260

County(ies) Dewey

Application Year 2026

Charter School No

PR Award Number S041B
20264637

New or Non-Continuing [No](#)

7003 (b)(2) Applicant No

Contact Info

Job 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 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
------	------	-------------	-------------

No items available

[Manage B2 Documents](#)

MEMBERSHIP & ADA

First Day of School ? *

08/19/2024

Survey Date *

mm/dd/yyyy

Housing Renovation

Membership ?

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

- Survey Forms
- Source Check Forms
- Electronic Data Collection: Did your LEA use an Impact Aid approved (via a Memorandum of Understanding (MOU)) electronic data collection system to collect your federally-connected student data?

Students	Preceding Year	Current Year on Survey Date	Statement of Intent	Ac kn ow le dg e? ?
Children enrolled in schools of the applicant's district (do not include tuition-out children)	433	0	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	433	0		
For whom tuition was paid (tuition-out)	2	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	435	0		

Attendance Ratio Information

Attendance Ratio Type ? *	Attendance Ratio
State Average Atte... ▾	0.94865
Average Daily Attendance*	
412	

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 ? *

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 ?

\$63,977.00

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 ?

\$63,977.00

I approve the Closing Balance for all Construction-Related Funds or Accounts*

I Approve

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

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.

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DRAFT