

C-EB Schools Fall Family Night

JOIN US FOR BINGO & PRIZES

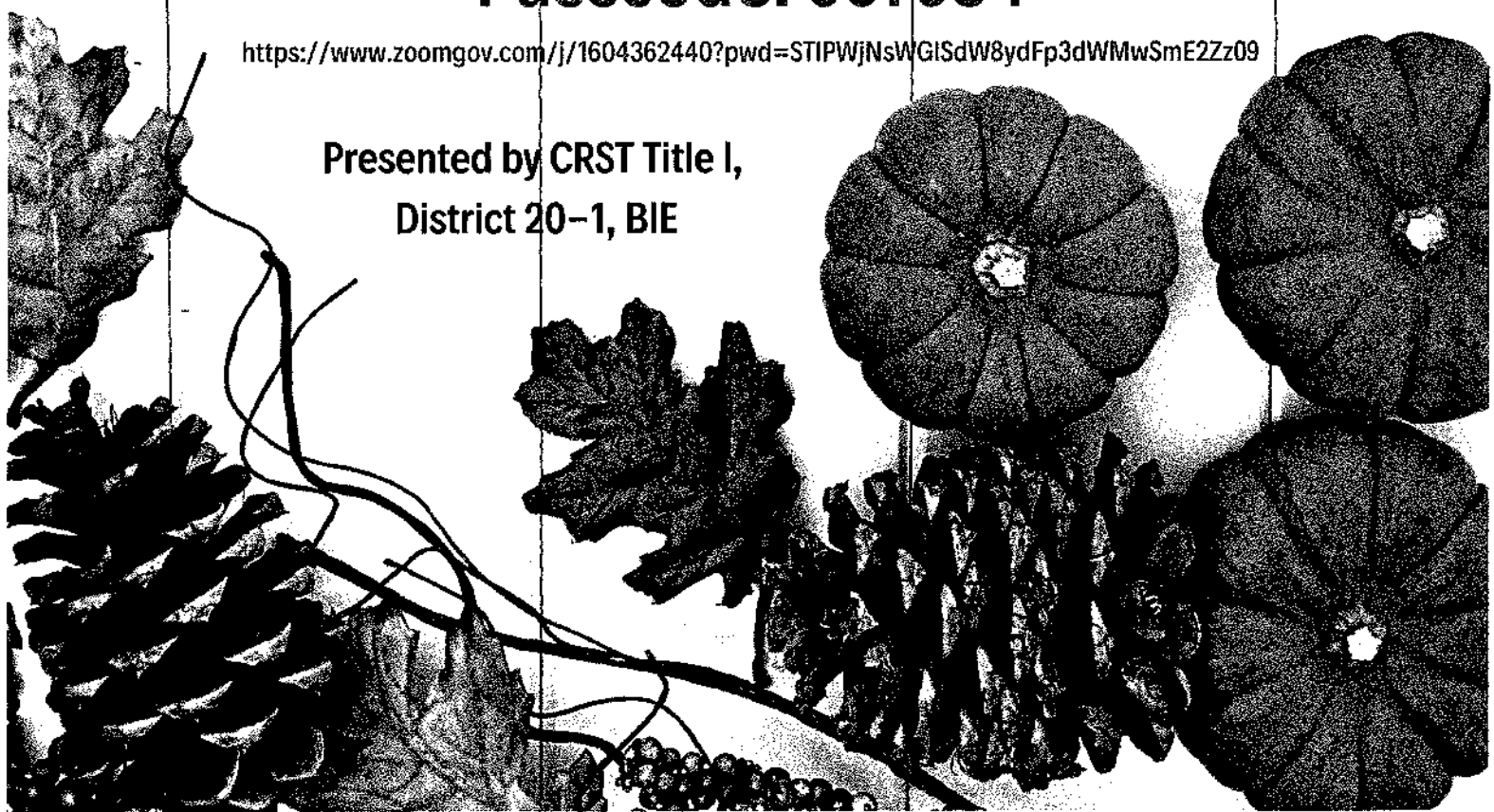
**IPP & SCHOOL INFORMATION
OCT 13th, 2021 6:00 pm**

via Zoom Meeting ID: 160 436 2440

Passcode: 667684

<https://www.zoomgov.com/j/1604362440?pwd=STIPWjNsWGISdW8ydFp3dWMwSmE2Zz09>

**Presented by CRST Title I,
District 20-1, BIE**





CRST TITLE I PROGRAM

P.O. Box 590
Eagle Butte, SD 57625
(605) 964-8577
Fax (605) 964-8578

C-EB Schools Fall Family Night
VIA Zoom
October 13, 2021
Agenda
6:00-7:30 PM

- | | |
|---|--|
| • Prayer | Elder |
| • Welcome Address | Jennifer Bowman, North Campus Superintendent,
Kara Four Bear, South Campus Superintendent |
| • 20-1 Title I | Cora Petersen, South Campus 2-6 Principal |
| • CRST Title I Program | M. Chip Bird Necklace, CRST Title I Director |
| • Federal Funds Summary | Keith Watt, South Campus Business Manager |
| • IPP, School Programs | Kara Four Bear, South Campus Superintendent |
| • Door Prizes Drawings
Parents/Guardians | Wheel Staff |
| • BINGO
Native American Books | Les Logg, North Campus Primary Principal |
| • Door Prizes Drawings
Parents/Guardians | Wheel Staff |
| • Closing | M. Chip Bird Necklace, CRST Title I Director |

Parents/Guardians and community members play an important role in our students' everyday life.
Thank you for all you do.

Eagle Butte School District	NEPN Code: KMD
Policy Manual	

INDIAN POLICIES AND PROCEDURES (IPP): IMPACT AID PROGRAM

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

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

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

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

PROCEDURE(S):

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

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

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

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

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

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

PROCEDURES:

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

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

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

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

PROCEDURES:

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

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

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

POLICY (4): The Eagle Butte School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.

[34CRF222.94(a)(4)]

PROCEDURES:

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

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

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

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

PROCEDURES:

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

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

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

PROCEDURE(S):

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

Adopted: January 11th 2021

Revised: January 20th 2020

Impact Aid, School Programs, NA Student Participation

by Kara Four Bear



School Programming Updates

- **SD Doc Report Card:**
<https://sdschools.sd.gov/#/home>
- **Comprehensive Support: Year 3 of 4**
- **CTE Action Plan:** Goal #1 – Implement the use of SD MyLife in grades 7-12; Goal #2 – Develop ways to increase awareness of the CTE Program; Goal #3 – Add additional course offerings and develop other CTE clusters.



Native American Student Participation

Extra-Curricular Activity/Class	% NA 2016-17	% NA 2017-18	% NA 2018-19	% NA 2019-20	% NA 2020-21
School Wide	369/375=98%	332/338=98%	311/315=99%	274/278=99%	TBA
Girls 6-12 Cross Country	11/11=100%	12/13=92%	10/10=100%	9/9=100%	No Activity COVID-19
Boys 6-12 Cross Country	6/6=100%	1/1=100%	3/3=100%	4/4=100%	No Activity COVID-19
7-8 Jr High Football	30/30=100%	30/30=100%	30/30=100%	32/32=100%	No Activity COVID-19
High School Boys Football	50/51=98%	37/38=97%	34/35=97%	38/39=97%	No Activity COVID-19
Jr High Girls Volleyball	25/25=100%	28/28=100%	27/28=96%	29/30=97%	No Activity COVID-19
High School Girls Volleyball	44/46=96%	38/39=97%	26/26=100%	35/36=97%	TBA
Jr High Girls Basketball	28/28=100%	27/28=96%	24/25=96%	25/25=100%	No Activity COVID-19
Jr High Boys Basketball	41/42=98%	35/35=100%	35/35=100%	38/38=100%	No Activity COVID-19
High School Boys Basketball	41/42=98%	32/33=97%	37/38=97%	31/32=96%	TBA
High School Girls Basketball	35/35=100%	41/41=100%	38/38=100%	28/28=100%	TBA
6-8 Boys Track	8/8=100%	8/8=100%	5/5=100%	No Activity COVID-19	TBA
High School Boys Track	11/11=100%	10/10=100%	8/8=100%	No Activity COVID-19	TBA
6-8 Girls Track	10/10=100%	10/10=100%	8/8=100%	No Activity COVID-19	TBA
High School Girls Track	18/19=95%	14/14=100%	15/15=100%	No Activity COVID-19	TBA
High School Girls Golf	5/5=100%	4/4=100%	7/7=100%	No Activity COVID-19	TBA
High School Boys Golf	6/6=100%	5/6=83%	4/4=100%	5/5=100%	No Activity COVID-19
HS Student Council				40/40=100%	40/40=100%
National Honor Society				13/13=100%	13/13=100%
Natural Helpers				23/23=100%	23/23=100%



Federal Funds Descriptions

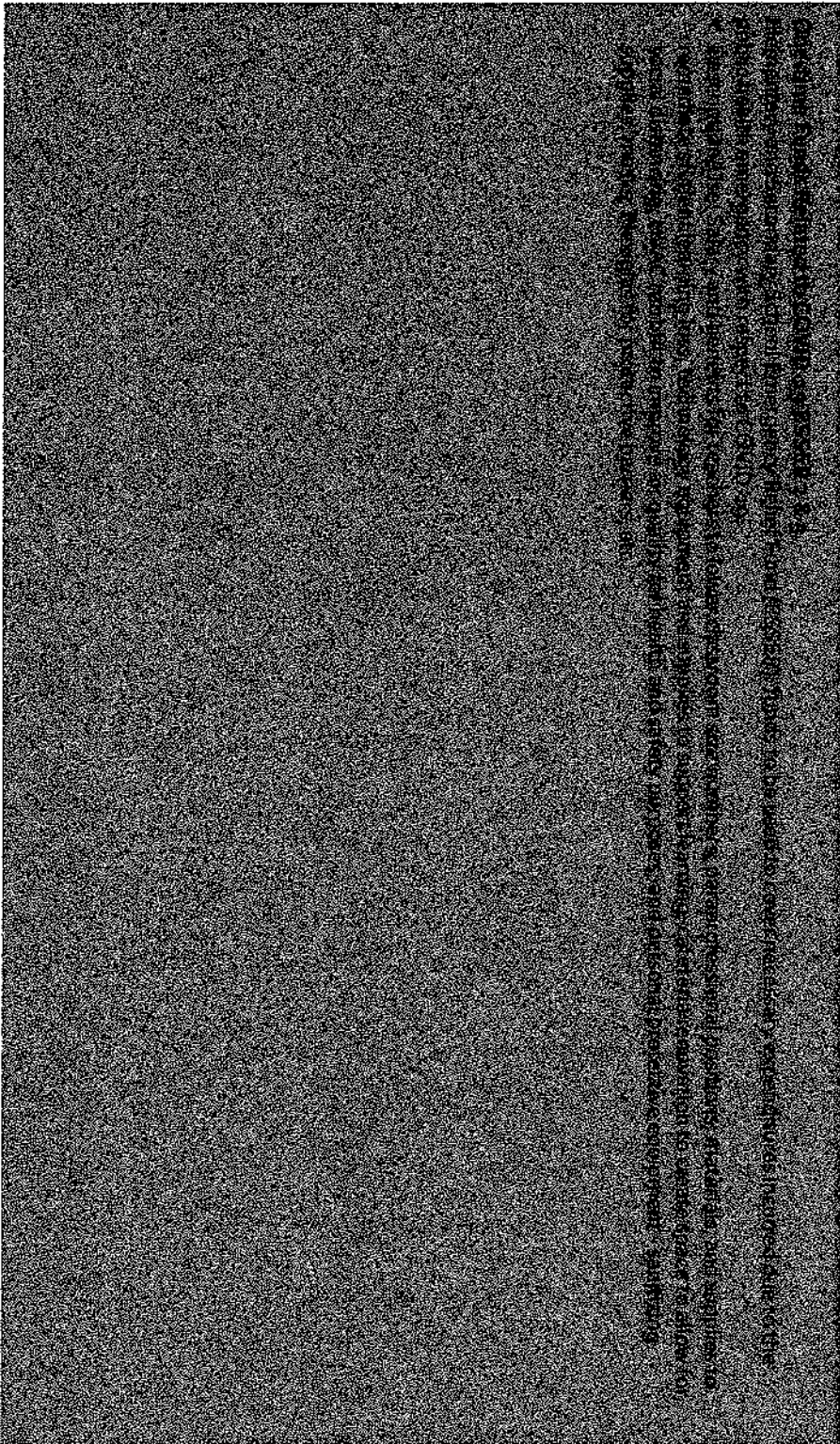
The following are descriptions of the federal funds that are available to the Department of Education. These descriptions are intended to provide information to the Department of Education and to the public. They are not intended to be a substitute for the actual federal fund descriptions, which are available on the Department of Education's website.

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100

the use of a self-report questionnaire to assess the extent of perceived social norms and their influence on drinking behavior. The questionnaire was administered in French to a sample of 1,000 French adolescents in the final stages of the secondary education system and was designed to assess the extent of perceived social norms and their influence on drinking behavior. The questionnaire was administered in French to a sample of 1,000 French adolescents in the final stages of the secondary education system and was designed to assess the extent of perceived social norms and their influence on drinking behavior. The questionnaire was administered in French to a sample of 1,000 French adolescents in the final stages of the secondary education system and was designed to assess the extent of perceived social norms and their influence on drinking behavior.

Thank you

