

RST EDUCATION STATE OF THE RESERVATION REPORT 2012

INTRODUCTION

To improve the quality of education and educational opportunities for tribal students, the Rosebud Sioux Tribe established a Tribal Education Department in 1990 and enacted a Tribal Education Code in 1991.

The Code establishes the Tribal Education Department as an agency of the tribal government. The Tribal Education Department is charged generally with administering and enforcing the Code. The Tribal Education Department must report regularly to the Tribal Council, which is the governing and policy determining body for the Tribal Education Department. The State of Reservation Education report must include data on Code compliance by schools and other educational institutions and on student performance and needs. The Tribal Education Department also must act as a liaison among tribal government, schools and educational institutions, and parents and students, and must advocate for tribal education with the federal and state governments.

The Code regulates all schools and education programs on the Reservation—tribal, federal-funded, and state. The schools and education programs are expected to comply with the Code and report their compliance to the Tribal Education Department. The major substantive areas of Code regulation are curriculum and education standards, parental and community involvement, alcohol and substance abuse education, and staffing and teacher training. The Tribal Education Department is to develop or oversee the development of tribal programs in these areas.

The substantive areas are intended to be the primary means by which the Rosebud Sioux Tribe addresses and improves student performance. In short, the Code reflects the view of the Rosebud Sioux Tribe that tribal curricula, particularly language and cultural curricula, parental involvement, and Indian teachers will help more students stay in school longer and perform better. *The Code asserts the Rosebud Sioux Tribe's sovereign authority—as recognized by federal law—over the education of tribal members.*

GEOGRAPHICS AND DEMOGRAPHICS OF THE ROSEBUD SIOUX TRIBE AND RESERVATION

The Treaty of Fort Laramie in 1868 between the Rosebud Sioux Tribe and the United States provided for a 3.2 million acres reservation for the Rosebud Sioux Tribe. Acts of Congress in the early 1900s substantially reduced this treaty-reserved land holdings. The Acts also have been held by the United States Supreme Court to disestablish the original Reservation boundaries. *Rosebud Sioux Tribe v. Kneip*, 430 U.S. 584 (1977).

Today, the Reservation boundaries are continuous with Todd County, a political entity of the State of South Dakota. The Reservation and/or Todd County encompass 1,388 square miles of 958,000 acres. About 580,00 acres (60%) is held in trust by the federal government for the Rosebud Sioux Tribe or tribal members. Indians, non-Indians, and state and federal governments hold the remaining acreage primarily in fee simple. An additional 500,000 acres of Indian trust land are located outside Todd County but within the original boundaries of the Reservation.

The total population of the Rosebud Sioux Tribe is over 45,000, making it among the largest five tribes in the United States. There are approximately 6,570 Youth (individuals 19 or younger), making up 46% of the tribes population. Over 18,000 tribal members live on the Reservation or on Indian trust lands within the original Reservation boundaries. The total population of Todd County is over 15,000, about eighty percent of who are Indian. Unemployment, depending on the work season, is between 75% -85%. Per capita money income is \$11,075 compared to \$23,445 for the state of South Dakota. Persons below poverty level are 45.3%, compared to 14.2% for the state of South Dakota.

The checkerboard land holdings and mixed population present situations of concurrent and often overlapping jurisdiction among the tribal, federal, and state governments generally, and especially respect to education.

Preschool and Early Childhood Education

The primary preschool services provided on the Reservation are the Head Start Program. Limited developmental focused preschool programs for targeted students are furnished through the Todd County School District.

The Head Start Program is operated under the Rosebud Sioux Tribe on direct funding from the Department of Health and Human Services. The program serves children from age three to age five, primarily from families that meet DHHS/ACYE low-income eligibility requirements. The Head Start Program is a comprehensive child development service, which provides direct instruction to children, nutritional services, health screening and services, social service intervention, and education for parents in all areas of child development and care. Professional services for evaluation, diagnosis, and prescriptive services are contracted on a case-by-case basis. The Head Start Program has a specified mission, objectives, policies, program descriptions, and child progress measures. There is no Head Start or pre-school accreditation in the State of South Dakota.

No Child Left Behind: 2003-2011

South Dakota's accountability system requests schools and districts to make adequate yearly progress (AYP) in both math and reading based on results of the Dakota STEP test. The same high standards of academic achievement will apply to

all students enrolled in all participating Bureau of Indian Education (BIE) as well as public schools. The accountability system shall apply to all public schools that have a school ID code assigned by the DOE. All schools and districts will be accountable for the performance of student subgroups including major racial/ethnic subgroups, students with disabilities, limited English proficient students and economically disadvantaged students.

The state of South Dakota has defined four levels of student achievement: advanced, proficient, basic, and below basic. The State Board of Education has established grade-level content standards and achievement descriptors for reading and math and approval. Cut scores for proficiency levels were established in the summer of 2003. All children in grades 3-8 and grade 11 will be assessed.

The Native American Student Information System (NASIS) is designed to meet the needs of reporting to the BIE all information related to accountability and adequate yearly progress. The system will be fully implemented by 2007-08 and will support timely reporting and data usage by all schools.

The minimum size of subgroups will be 10 for the purpose of reporting results and accountability. The minimum n will enable the state's report to maintain individual student confidentiality, in accordance with federal FEPR privacy requirement. For AYP calculations, the state and BIE will report attendance centers using a confidence interval combined with a minimum n of 10 for all subgroups. This will allow schools of all sizes, even very small schools to be included in the accountability system with reasonable reliability.

The state's assessment, Dakota STEP, has been aligned to the state content standards in reading and math. The state assessment will be administered to every student enrolled in grades 3-8 and grade 11.

Data has been presented in this report only. Findings and recommendations were not made based on data. The RST Education Committee as well as the RST Education Department should analyze data and make recommendations based on data. State report cards were analyzed and are readily available on the Department of Education web site. BIE data was taken from data provided by St. Francis Indian School.

Achievement data beginning with year 2003 to 2010 is presented from state report cards taken from district level data in the subgroup-Native American. St. Francis Indian School Data is taken from data provided by the school. Proficient and Advanced percentages in the Native American subgroup are presented:

**Bonesteel/Fairfax/Burke
Math
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 4	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 5	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 6	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 7	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 8	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 11	<10	<10	<10	<10	<10	<10	<10	<10	<10
All Grades	30%	83%	50%	75%	65%	62%	48%	41%	18%

*<10 = Number of students less than 10

**Bonesteel/Fairfax/Burke
Reading
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 4	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 5	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 6	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 7	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 8	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 11	<10	<10	<10	<10	<10	<10	<10	<10	<10
All Grades	37%	83%	75%	90%	65%	67%	56%	45%	23%

*<10 = Number of students less than 10

**Gregory School District
Math
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 4	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 5	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 6	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 7	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 8	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 11	<10	<10	<10	<10	<10	<10	<10	<10	<10
All Grades	40%	53%	43%	35%	44%	33%	57%	77%	<10

*<10 = Number of students less than 10

**Gregory School District
Reading
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 4	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 5	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 6	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 7	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 8	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gr. 11	>10	<10	<10	<10	<10	<10	<10	<10	<10
All Grades	34%	52%	61%	55%	65%	52%	43%	46%	<10

*<10 = Number of students less than 10

**Todd County School District
Math
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	18%	49%	39%	26%	38%	30%	22%	27%	11%
Gr. 4	24%	33%	39%	39%	25%	29%	21%	33%	25%
Gr. 5	10%	29%	30%	36%	39%	27%	27%	19%	27%
Gr. 6	8%	25%	28%	15%	28%	30%	19%	27%	14%
Gr. 7	13%	24%	20%	24%	16%	20%	26%	14%	18%
Gr. 8	14%	29%	21%	18%	28%	16%	17%	20%	24%
Gr. 11	12%	15%	19%	13%	15%	17%	11%	12%	18%
All Grades	14%	31%	30%	25%	28%	24%	21%	22%	19%

**Todd County School District
Reading
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	34%	49%	53%	51%	54%	58%	26%	39%	31%
Gr. 4	10%	58%	55%	51%	55%	55%	38%	37%	41%
Gr. 5	16%	44%	49%	59%	58%	48%	30%	36%	32%
Gr. 6	41%	33%	48%	31%	48%	32%	31%	27%	21%
Gr. 7	29%	25%	41%	43%	42%	46%	36%	21%	21%
Gr. 8	43%	38%	34%	37%	35%	40%	27%	38%	32%
Gr. 11	22%	41%	42%	39%	34%	30%	19%	30%	32%
All Grades	34%	42%	47%	42%	48%	45%	30%	33%	30%

**White River School District
Math
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	39%	38%	21%	50%	56%	36%	31%	50%	25%
Gr. 4	27%	47%	36%	25%	19%	41%	14%	23%	32%
Gr. 5	25%	14%	39%	33%	50%	19%	38%	18%	26%
Gr. 6	14%	20%	50%	50%	52%	30%	37%	50%	52%
Gr. 7	9%	32%	57%	60%	53%	46%	40%	41%	74%
Gr. 8	12%	46%	58%	61%	10%	38%	63%	50%	48%
Gr. 11	33%	27%	23%	10%	7%	29%	20%	20%	16%
All Grades	22%	31%	41%	42%	36%	35%	34%	35%	40%

**White River School District
Reading
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	54%	50%	52%	75%	62%	82%	77%	50%	20%
Gr. 4	42%	73%	64%	41%	75%	59%	48%	39%	28%
Gr. 5	12%	23%	67%	57%	62%	44%	50%	14%	31%
Gr. 6	41%	30%	32%	50%	70%	40%	21%	43%	44%
Gr. 7	55%	73%	65%	69%	71%	73%	55%	35%	48%
Gr. 8	35%	66%	68%	50%	43%	31%	89%	55%	53%
Gr. 11	20%	45%	54%	30%	28%	36%	35%	36%	25%
All Grades	37%	49%	57%	54%	60%	54%	52%	39%	36%

**Wood School District
Math
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	<10	<10	<10	ND	<10	<10	<10	ND	ND
Gr. 4	<10	<10	<10	<10	ND	<10	<10	ND	ND
Gr. 5	<10	<10	<10	<10	<10	ND	<10	ND	ND
Gr. 6	<10	<10	<10	<10	<10	<10	<10	ND	ND
Gr. 7	<10	<10	<10	<10	<10	<10	<10	ND	ND
Gr. 8	<10	<10	<10	<10	<10	<10	<10	ND	ND
Gr. 11									
All Grades	7%	47%	<10	50%	53%	<10	<10	ND	ND

* <10 = Number of students less than 10

*ND = No Data

**Wood School District
Reading
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	<10	<10	<10	ND	<10	<10	<10	ND	ND
Gr. 4	<10	<10	<10	<10	ND	<10	<10	ND	ND
Gr. 5	<10	<10	<10	<10	<10	ND	<10	ND	ND
Gr. 6	<10	<10	<10	<10	<10	<10	<10	ND	ND
Gr. 7	<10	<10	<10	<10	<10	<10	<10	ND	ND
Gr. 8	<10	<10	<10	<10	<10	<10	<10	ND	ND
Gr. 11									
All Grades	60%	67%	<10	70%	53%	<10	<10	ND	ND

*<10 = Number of students less than 10

*ND = No Data

**Winner School District
Math
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	53%	<10	47%	<10	47%	<10	46%	54%	56%
Gr. 4	42%	74%	<10	47%	<10	50%	<10	33%	45%
Gr. 5	9%	40%	50%	<10	56%	<10	64%	<10	<10
Gr. 6	10%	33%	54%	57%	<10	33%	<10	40%	33%
Gr. 7	<10	<10	<10	55%	59%	83%	50%	<10	23%
Gr. 8	18%	<10	<10	<10	73%	54%	80%	50%	<10
Gr. 11	<10	<10	41%	33%	<10	<10	<10	<10	30%
All Grades	29%	53%	49%	55%	65%	54%	56%	45%	38%

* <10 = Number of students less than 10

**Winner School District
Reading
% Proficient & Advanced (Native American)**

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	43%	<10	41%	<10	67%	<10	54%	62%	75%
Gr. 4	77%	79%	<10	74%	<10	71%	<10	42%	55%
Gr. 5	9%	43%	65%	<10	78%	<10	82%	<10	<10
Gr. 6	40%	33%	63%	71%	<10	67%	<10	30%	33%
Gr. 7	<10	<10	<10	23%	82%	92%	79%	<10	23%
Gr. 8	60%	<10	<10	<10	91%	79%	100%	43%	<10
Gr. 11	<10	<10	41%	41%	<10	<10	<10	<10	30%
All Grades	45%	57%	59%	79%	83%	79%	76%	43%	41%

* <10 = Number of students less than 10

St. Francis Indian School
Math
% Proficient and Advanced (Native American)

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	***	***	***	***	***	***	***	***	***
Gr. 4	***	***	***	***	***	***	***	***	***
Gr. 5	***	***	***	***	***	***	***	***	***
Gr. 6	***	***	***	***	***	***	***	***	***
Gr. 7	***	***	***	***	***	***	***	***	***
Gr. 8	***	***	***	***	***	***	***	***	***
Gr. 11	***	***	***	***	***	***	***	***	***
All Grades		39%	44%	15%	24%	20%	21%	28%	

*** = Data not available

St. Francis Indian School
Reading
% Proficient & Advanced (Native American)

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gr. 3	***	***	***	***	***	***	***	***	***
Gr. 4	***	***	***	***	***	***	***	***	***
Gr. 5	***	***	***	***	***	***	***	***	***
Gr. 6	***	***	***	***	***	***	***	***	***
Gr. 7	***	***	***	***	***	***	***	***	***
Gr. 8	***	***	***	***	***	***	***	***	***
Gr. 11	***	***	***	***	***	***	***	***	***
All Grades		53%	41%	32%	40%	38%	26%	28%	

*** = Data not available

Attendance and Graduation rates.

The graph below reports the attendance rate or graduation rate for each school. For elementary/middle schools an attendance rate is reported, for high schools a graduation rate, for district and state report cards both attendance and graduation rates will be reported. The attendance rate is reported as a percentage and is calculated by dividing the aggregate days of attendance by the aggregate days of membership for all students enrolled. The graduation rate for years 2003-2010 is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 12th grade dropouts.

Effective with the 2011 report card, South Dakota has adopted the Title I four-year adjusted cohort methodology. This is defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the adjusted cohort for that graduating class. This differs from the graduation rate calculations used in prior years. Therefore, graduation data for 2011 is not comparable to graduation data for prior years.

Attendance % (Native American) 2003 - 2011

	03	04	05	06	07	08	09	10	11
Bonesteel Fairfax Burke	90.96	91.68	92.85	91.37	91.75	91.71	92.57	90.8	91.9
Gregory	97.0	92.09	91.69	90.09	91.15	91.4	92.19	92.90	93.64
Todd County	86.93	89.41	87.22	87.22	88.53	88.02	88.52	86.71	90.17
White River	91.91	92.84	93.2	95.58	95.14	90.8	90.07	89.48	93.76
Winner	91.04	91.34	91.03	90.72	91.76	90.43	88.59	90.46	91.68
Wood	94.8	95.06	96.67	91.93	97.48	96.14	95.5	ND	ND
St. Francis	88.0	91.0	91.0	92.0	87.0	90.0	91.0	90.0	91.0

ND = No Data

Graduation Rate % (Native American) 2003 - 2011

	03	04	05	06	07	08	09	10	11
Bonesteel Fairfax Burke	<10	<10	<10	<10	<10	<10	<10	<10	<10
Gregory	<10	<10	<10	<10	<10	<10	<10	<10	<10
Todd County	86.96	73.85	62.50	60.55	61.68	56.03	63.73	63.41	47.78
White River	100	92.31	70.0	83.33	76.92	85.71	75.0	82.07	57.89
Winner	<10	<10	<10	<10	69.23	<10	<10	54.55	58.33
Wood	<10	<10	<10	<10	<10	<10	<10	<10	<10
St. Francis	100	68	44	58	60	58	52	55	48

<10 = Less than 10 students

Drug and Alcohol Use Among Todd County Students

**Article is prepared from the 2007-2008 and 2009-2010 reports done by the Tri-Ethnic Center for Prevention Research Department of Psychology at Colorado State University.*

Because drug use among adolescents has become a serious national problem, the Todd County School District administers **The American Drug and Alcohol Survey™** on an every other year basis to middle and high school students to collect information about the students' drug use.

The survey is a paper and pencil questionnaire given anonymously that takes about 50 minutes to complete. The survey items ask students about their history of drug and alcohol use and the frequency and intensity of their current drug and alcohol use. The survey has had extensive development and versions have been given to more than 750,000 students over the last 30 years. Because drug use changes over time, there are annual revisions to make sure that the survey asks the right questions.

Experience with this survey shows that students are usually very cooperative and give honest answers about their drug use when they know that their names are not on the surveys, and that no one will ever know how any individual answered the questions. More information about honesty on adolescent drug surveys and about reliability and validity of **The American Drug and Alcohol Survey™** is presented in

the article, "Adolescent Drug Use: Findings of National and Local Surveys," Vol.58 of the Journal of Consulting and Clinical Psychology (1990).

There are also statistical ways of assessing the reliability of tests and surveys. The reliability coefficients (Cronbach's alpha) for the drug use scales on the survey average around .90.

In 2007-2008, this is what the students said about their drug usage.

Drug	6 th gr.	7 th gr.	8 th gr.	9 th gr.	10 th gr.	11-12 th gr.	National * 12 th
Alcohol	15%	25%	38%	37%	30%	43%	44%
Been Drunk	12%	16%	20%	27%	22%	29%	29%
Cigarettes	23%	40%	42%	56%	48%	54%	22%
Smokeless Tobacco	5%	12%	7%	15%	20%	16%	7%
Marijuana	27%	33%	43%	51%	50%	43%	19%
Cocaine	2%	<1%	3%	4%	5%	5%	2%
Stimulants**	1%	4%	6%	4%	0%	5%	4%
Inhalants	7%	6%	3%	6%	0%	0%	1%
Sedatives**	0%	2%	1%	0%	2%	3%	3%
Hallucinogens	1%	<1%	1%	1%	0%	5%	2%
PCP	0%	<1%	3%	1%	0%	0%	<1%
Heroin	1%	<1%	1%	1%	0%	0%	<1%
Narcotic Painkillers**	3%	10%	8%	10%	13%	17%	4%

*The National data on 12th grade are from the Monitoring the Future Survey conducted for the National Institute on Drug Abuse by the Institute for Social Research, University of Michigan, 2007.

**Use of these drugs under a doctor's orders is not included in these figures.

In 2009-2010, this is what the students said about their drug usage.

Drug	7 th gr.	8 th gr.	9 th gr.	10 th gr.	11 th gr.	12 th gr.	National* 12 th gr.
Alcohol	16%	31%	36%	41%	35%	38%	44%
Been Drunk	8%	22%	24%	30%	27%	38%	27%
Marijuana	34%	38%	53%	57%	41%	48%	21%
Cocaine	3%	3%	1%	0%	2%	0%	1%
Stimulants**	0%	1%	3%	2%	2%	0%	3%
Inhalants	9%	5%	10%	1%	2%	0%	1%
Downers**	1%	3%	3%	4%	7%	8%	3%
Tranquilizers**	2%	2%	5%	3%	2%	4%	3%
Hallucinogens	0%	3%	5%	5%	0%	4%	2%
Ecstasy	1%	4%	1%	6%	2%	0%	2%
Heroin	0%	0%	0%	0%	2%	0%	<1%
Narcotic other than heroin	0%	1%	1%	0%	0%	0%	4%
Oxycontin	0%	9%	7%	6%	9%	4%	***

*The national data on drug use among high school seniors are from the annual surveys funded by the National Institute on Drug Abuse and conducted by the Institute for Social Research at the University of Michigan. 2009

**Use of these drugs under a doctor's orders is not included in these figures

*** Data not available

As you compare the data, it appears that there has been improvement in some of the categories. Underage alcohol consumption and Marijuana use seem to be very high for our community.

English Language Learners

As required by the No Child Left Behind Act of 2001, all students who are identified as "Limited English Proficient" must be assessed for English Proficiency in the five domains of speaking, listening, reading, writing and comprehension. The South Dakota Dept. of Education provides guidance in the identification process. Schools are expected to have parents of new students complete a home language survey as the first step in the identification process. This home language survey is currently part of the district's enrollment packet.

A second part of this first step is the professional determination by the teacher working with the students. If the survey indicates that the student's first or home language is other than English the student should be assessed with the WIDA ACCESS Placement Test to verify the English learning need. Teachers working with Native American students who believe the student's difficulty in being successful in school is due to English learning difficulties can also initially identify the student. If the teacher identifies the student, their identification must be verified by using the WIDA Placement Test. The second step of this process is the administration of the WIDA ACCESS Placement Test. Step three involves the informing of parents of their child's need for services and development of a Language Acquisition Plan. Parents are urged to participate in the development of the Language Acquisition Plan.

The final step is the process is the annual measurement of the student's English Language proficiency growth. The student will be assessed annually using the Assessing Comprehension and Communication in English State to State (ACCESS) produced by WIDA. This will be administered in February of every school year. All teachers should be encouraged to place strong emphasis on vocabulary development and teach specific learning strategies into their daily lessons to improve the English language proficiency of all English Language Learners.

Tribal Education Code

Ordinance No. 91-04 is designed to set out a system for regulating education on the reservation and for coordinating resources on reservation education issues. The Tribal Education Code is the result of several years of discussions and input. The Tribal Education Code was developed to monitor and improve the education system

on the reservation. The Tribal Education Code was developed to enhance the opportunities for student success. The code's structure and content maintains and uses the Rosebud Sioux Tribe's inherent sovereignty while addressing the Tribe's unique educational needs.

Historically, the Rosebud Sioux Tribe controlled tribal education and education was a success. As with other Indian tribes, the non-Indians immigration to the Americas changed education control at Rosebud. Since 1868 and the Treaty of Fort Laramie between the Tribe and the United States of America, federal and state governments have taken over responsibility for the formal education on the Rosebud Reservation.

The Committee's first and foremost desire was to have the schools teach tribal language and culture. The language is spoken among tribal people, and the culture is evident throughout the reservation. The Committee was particularly interested in seeing these subjects taught in the Todd County School District, the reservations' largest educational entity. These subjects are relevant to the students, the communities, the Tribal Council, and the Tribe. It was thought that teaching these subjects in school would increase curricula relevancy, would give the schools a link with the communities, would keep students attending school, and would increase parents involvement in the schools.

Through Ordinance NO. 91-04, the Tribe recognizes its jurisdiction over education on the reservation and asserts it in four substantive areas: curriculum and education standards; alcohol and substance abuse education; teacher and administrator training and hiring; and parental and community involvement. At the same time, Ordinance No. 91-04 recognizes the jurisdiction of non-tribal governments in education on the reservation. It provides a tribal framework for overseeing and monitoring the jurisdiction by all sovereigns and provides a means by which reservation education conditions, needs, and issues will be addressed.

Each school has a home page in which the school's mission statement and standards are listed. Also, each home page lists enrollment information as well as other school activities. Most pertinent data is included on school's web page.

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