



State of the Reservation Report

2014

Education Department

Sicangu Lakota – Rosebud

Rosebud, South Dakota

Introduction

The Rosebud Sioux Tribal Education Code requires information and data to be gathered and compiled into a report to give a comprehensive view of how children/students of the Rosebud Sioux Tribe are functioning educationally. When the Rosebud Sioux Tribe's Education code was enacted over 20 years ago a base line of where education was for the children/students of the Rosebud Sioux Tribe was established under Section 103 and Findings under sub-sections (a). These established findings will be the base of the data portion of the State of Reservation Education report.

There are four different school systems (two public schools: Todd County School District and White River School District, one Bureau funded Tribally Controlled Grant school: St. Francis Indian School, two privately run schools: Sapa Un a Catholic School and White Eagle School) as well as one Bureau funded Tribally Controlled Grant Dormitory: Sicangu Owayawa Oti/Rosebud Dormitory all on the Rosebud reservation. There are three public schools (Winner Public School District, Gregory Public School District and South Central Public School District) in bordering communities that provide educational services for children/students enrolled in the Rosebud Sioux Tribe. In addition there are eight off reservation Boarding Schools where tribal students attend, including seven Bureau of Indian Education (BIE) funded boarding schools. These schools are: Chemewa School, Crow Creek Schools, Flandreau Indian School, Marty Indian School, Pierre Indian Learning, Riverside Indian High School, Sherman Indian School and one private boarding school – St. Joseph Indian School.

Current Issues in Indian Education

In 2013-2014 movement was made to institute change in Indian Education in all political arenas and at all levels, including the Tribal, Federal and State level.

Locally/Regionally:

Regional Tribal governments have established an organization called the Oceti Sakowin Education Commission to address education issues. In addition to this, the Great Plains Tribal Chairman's Association organization had put education as number one on the top five (5) budget issues. There appears to be a recognition of the value of education. Several meetings across South Dakota were held to be inclusive of members of the tribes of the Oceti Sakowin. Conversations were held to move forward towards the development of culturally and linguistically impacted educational standards and curriculum for all children/students of the Oceti Sakowin.

National/Federally:

The Secretary of the Department of Interior and the Secretary of the Department of Education established a joint task force to visit Indian Country to determine what needed to be done to improve education for Indian children/students. This task force published a report – the Indian Education Task Force Study – which establish a process to improve education for Indian children/students which included restructuring the Bureau of Indian Education

An aspect of federal/national movements educationally is President Obama’s statement that a state education agency can apply and enforce a waiver for the use of the states’ current definition of adequate yearly progress. The State of South Dakota did apply for and was approved for a waiver in the use of their state definition of adequate yearly progress. In addition to this many states are reviewing new national education standards call Common Core and the use of a new standardized assessment for the definition of adequate yearly progress. The assessment waiver in the state of South Dakota was for the Dakota Step and the state of South Dakota’s new assessment is called Smarter Balance, which was used in a trial assessment period in the 2013-2014 school year. All public schools under the State of South Dakota’s Education Department must comply with this process. Bureau funded school must use the definition of the state in which they are geographically located. All the Bureaus Funded schools in the state of South Dakota are effected by the decision that was made by State of South Dakota. For the 2013-2014 school year the Bureau funded schools did not have any test scores to report to the Bureau. For the purposes of the Elementary and Secondary Education Act funds (aka No Child Left Behind (NCLB)) are distributed through the Bureau of Indian Affairs-Education (BIE) and this department has similar requirements as state education agencies. However the BIE’s waiver was not approved. This has created confusion for the schools funded by the bureau and created a situation of non-compliance.

This report will be using the section 103 subsection of the Rosebud Sioux Tribes Education Code to guide this year’s State of Reservation Report. Surveys were given to all the schools on the reservation and those bordering the reservation identified earlier and these survey results plus information gathered from the South Dakota Department of Education website and the Bureau of Indian Education website will be used to address each area.

RST Education Code: Section 103 subsection (a) Findings. The Rosebud Sioux Tribal Council finds that:

- 1. Achievement levels at all elementary and secondary schools on the Rosebud Sioux Indian Reservation with high Native American enrollment are notably low. For example, in 1989-90, students in the twelfth grade in the Todd County schools scored in the forty-second percentile on the national scale in reading, and in the thirty-sixth percentile in math. Students in the twelfth grade at St. Francis Indian School scored in the thirteenth percentile on the national scale in reading, and in the seventeenth percentile in math;**

The Rosebud Education State of the Reservation Report of 2014

“The United States Department of Education has invited each State Education Agency to request flexibility regarding specific requirements of No Child Left Behind Act of 2001 in exchange for rigorous and comprehensive State developed plans designed to improve educational outcomes for all students close achievement gaps increase equity and improve the quality of instruction.

- 45 States, the District of Columbia, Puerto Rico and the Bureau of Indian Education submitted requests for the Elementary Secondary Education Act flexibility
- 43 States, the District of Columbia and Puerto Rico are approved of ESEA flexibility”

“South Dakota’s ESEA Flexibility Waiver extension request was approved by the USDOE on July 3, 2014.”

The state of South Dakota did administer their usual standardized assessment for the school year 2013-2014, and they initiated the use of a new standardized assessment called SMARTER BALANCE and this first year of this assessment was to field test and establish a baseline to develop a test scores perimeters. The majority of the schools in the State of South Dakota, which includes the Bureau funded schools, did administer Smarter Balance but no test results are being published. The small amount of schools that did use the D-STEP test results were reported to the USDOE, however all the schools being reported in this report took the SMARTER BALANCE assessment. This is part of the approved waiver. The state of South Dakota did propose to use High School ACTS scores to report to the USDOE, however the Bureau funded schools were not part of the ACTS report. All of the other required data was maintained and reported, this includes Attendance Rate, Drop-out Rate, High School Graduation Rate, High School Completion rate, number of Highly Qualified Teachers and Administrators. All of this information has been report on the state of South Dakota Department of Education Web site and is available to the public, however it is only the public schools that are reported. All Bureau funded school will be reported through the BIE Web Site and this information is not available.

Each school is identified in a level of performance referred to as Adequate Yearly Progress or AYP.

South Dakota Public Schools are listed below:

Todd County School District has eleven attendance centers, one attendance center is identified as making progress, seven attendance centers are identified as being Priority Schools and three attendance centers are identified as being Focus Schools.

White River School District has four attendance centers, one attendance center is identified as being a Priority School and three attendance centers are being identified as Focus Schools.

Winner School District has three attendance centers, two attendance centers are identified as Progressing Schools and one attendance center is identified as a Focus School.

Gregory School District has three attendance centers, all three attendance centers are identified as Progressing Schools.

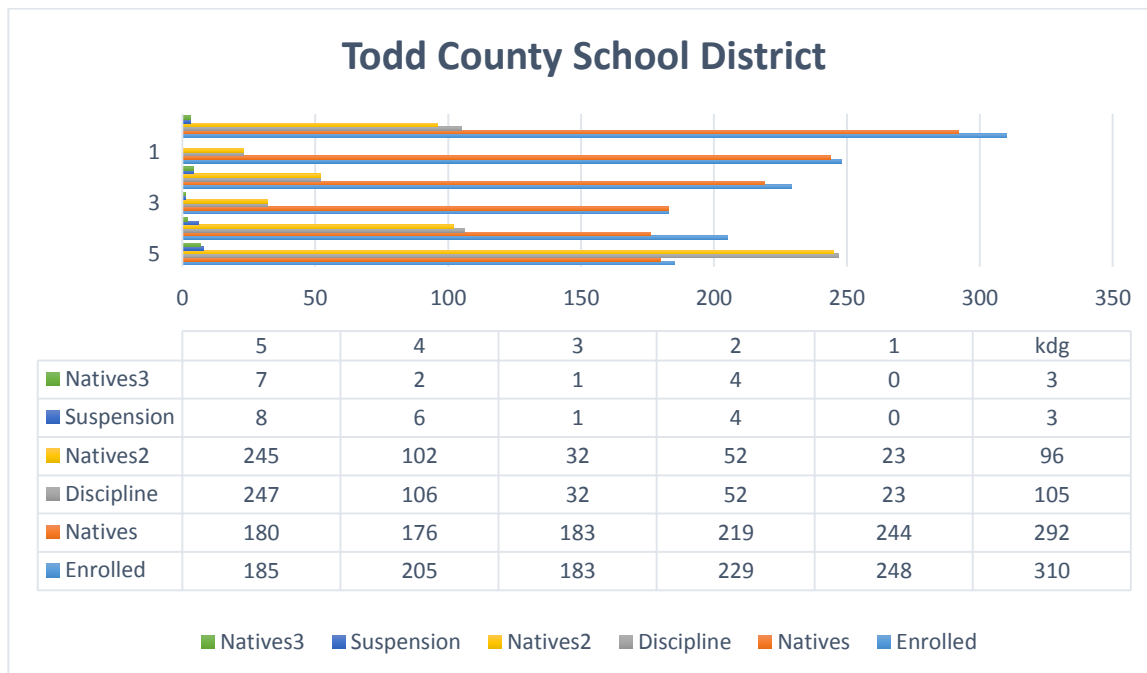
South Central School District has three attendance centers, one attendance center is a Progressing School, one attendance center is a Focus School and one attendance center is a Small School.

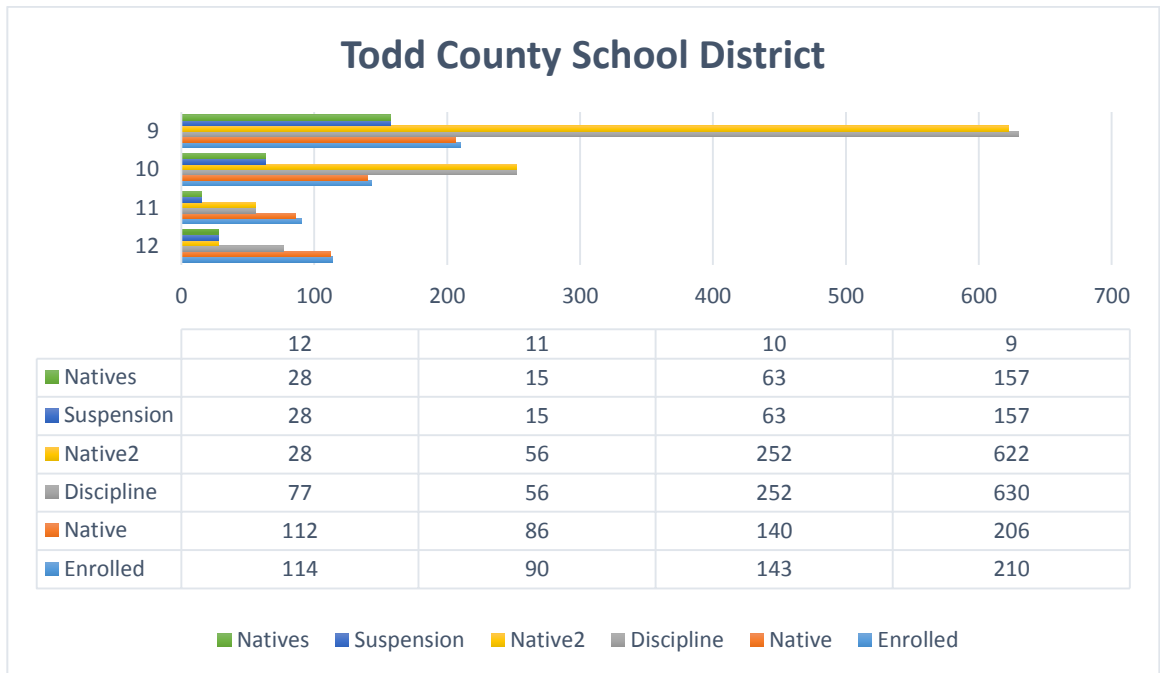
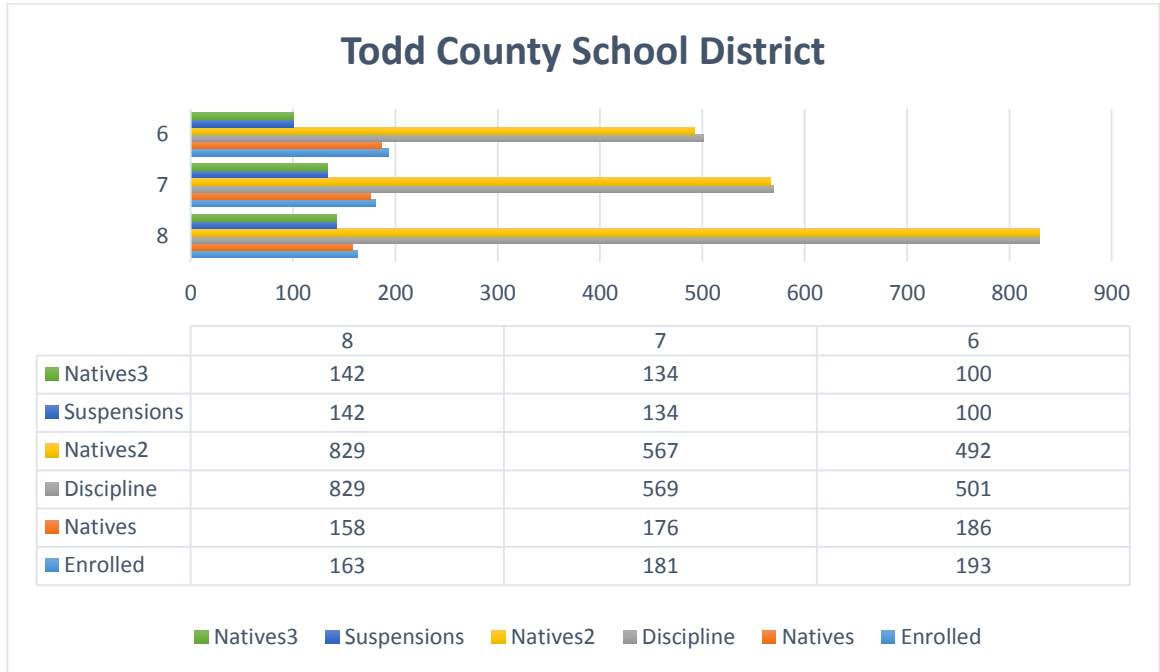
We currently do not have any information about the Bureau funded schools.

2. Drop-out rates in the elementary and secondary schools on the Rosebud Sioux Indian Reservation are exorbitant when compared to State of South Dakota and national averages. For example, in 1989-90, the average state dropout rate was 5.8 %. On the reservation, the dropout rate in the Todd County schools was 12%, and the dropout rate for St. Francis Indian School was 23%;

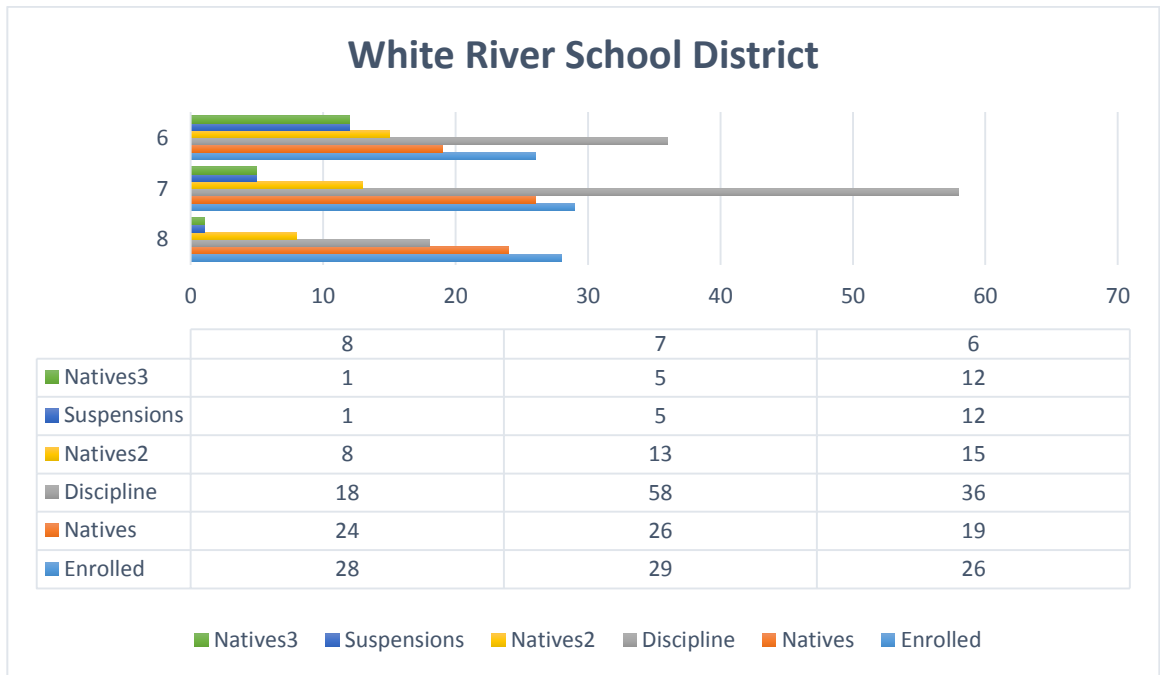
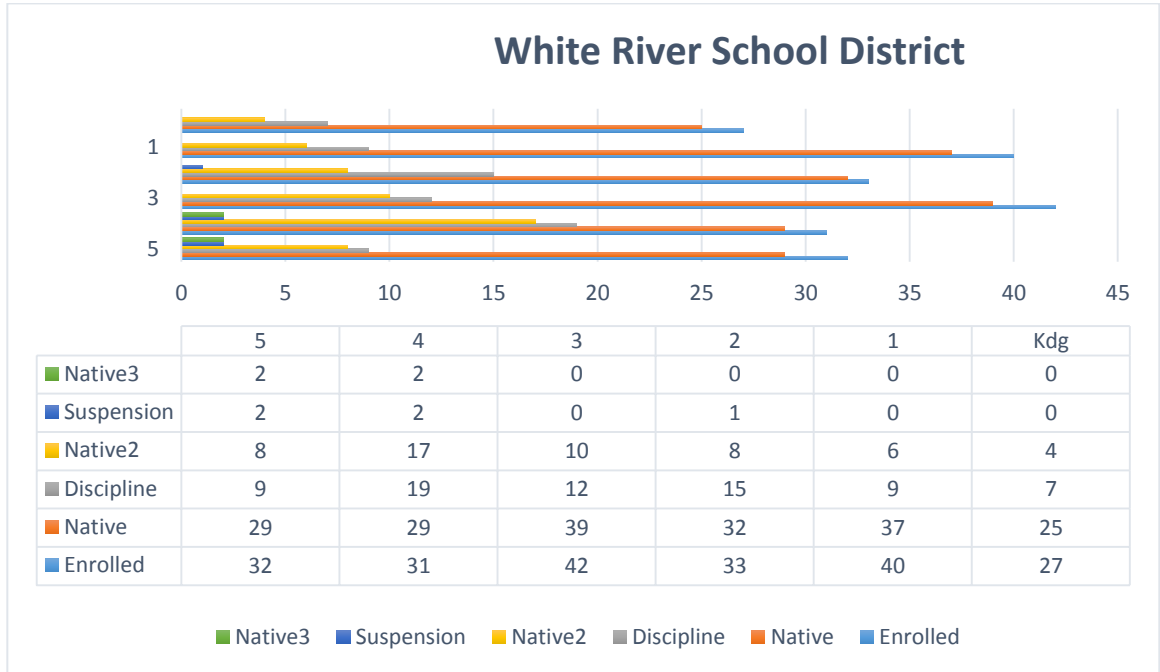
Due to the exorbitant drop-out rate identified in the findings statement the Rosebud Sioux Tribe through their Tribal Education Department funded and established a Truancy Intervention Program. The purpose of the program is to provide assistance to families and their students who are enrolled in the identified school systems providing educational services to improve student participation and attendance to school. The program offers: Truancy Intervention, Family/Student Advocacy, Referral and Assessment, Follow-up and Transportation Coordination for Off-Reservation Schools. The program has Truancy Intervention Advocates who are available to work with families and schools. The program has been in existence since 1992 and works with the schools and families to meet the students’ needs. In the findings Todd County’s drop-out rate was 12% and is currently 7% and St. Francis’ drop-out rate was 23% and is currently 11%.

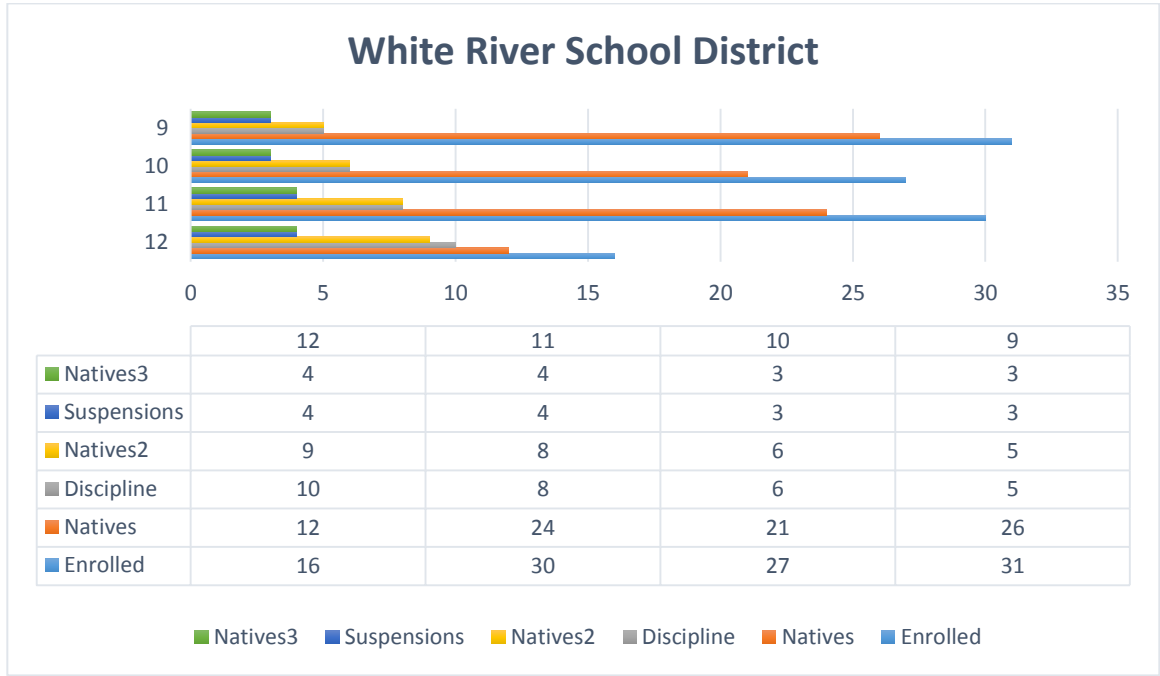
The survey given to the school provided discipline information about the amount of discipline issues the schools have. Graphs are included:



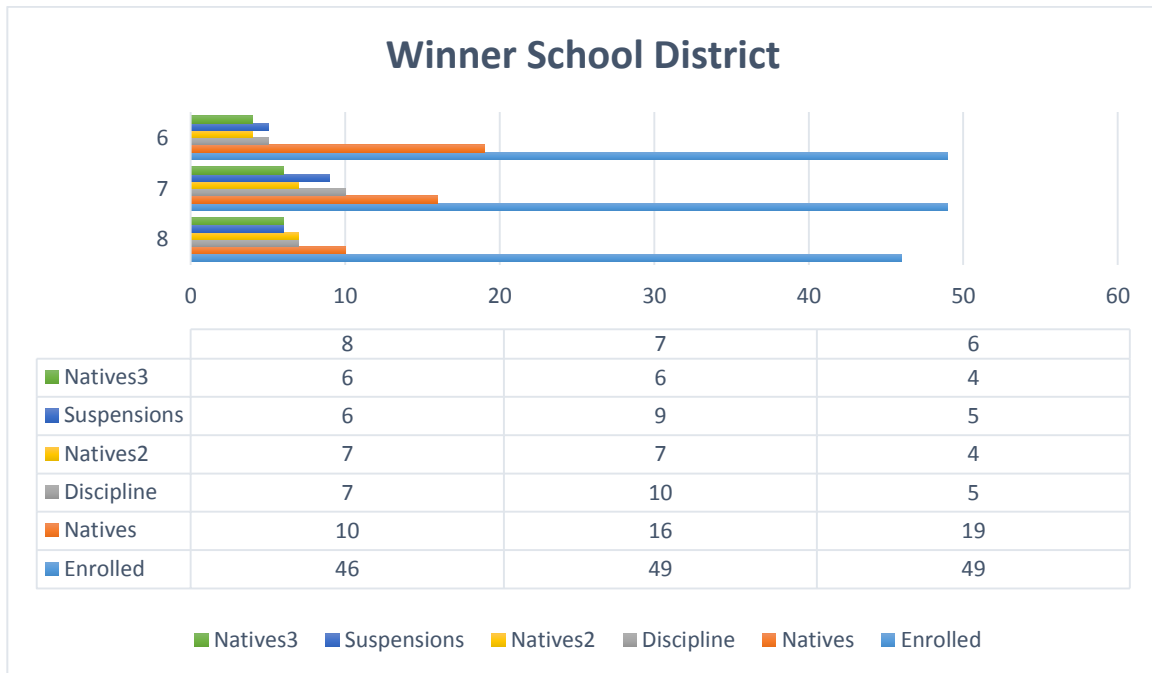
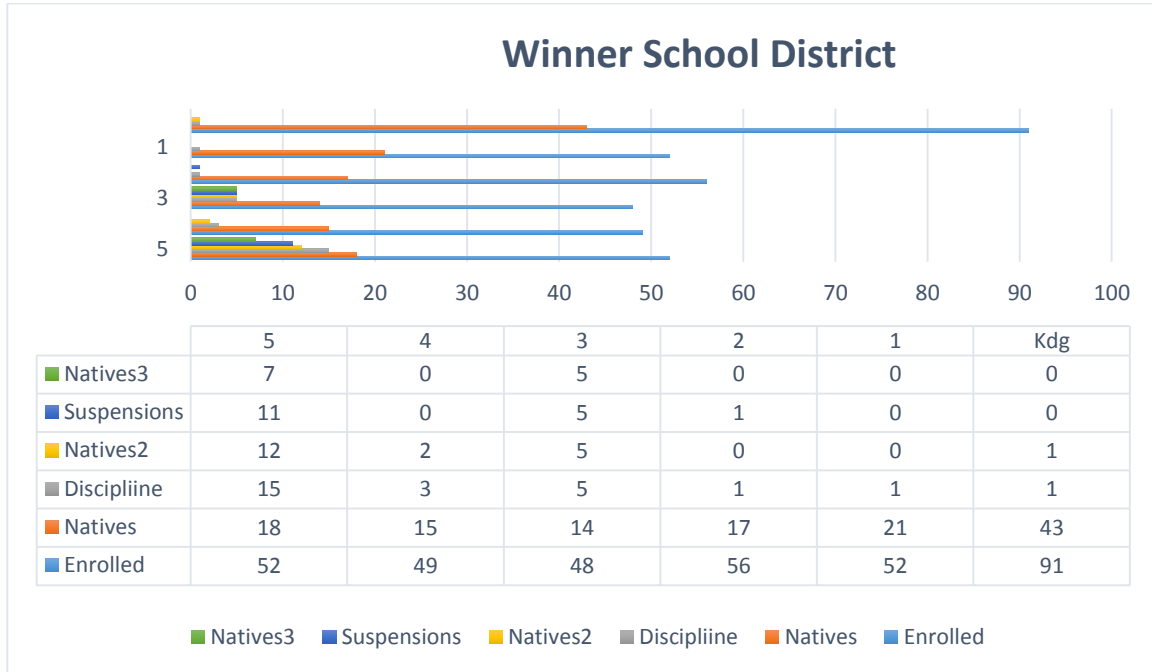


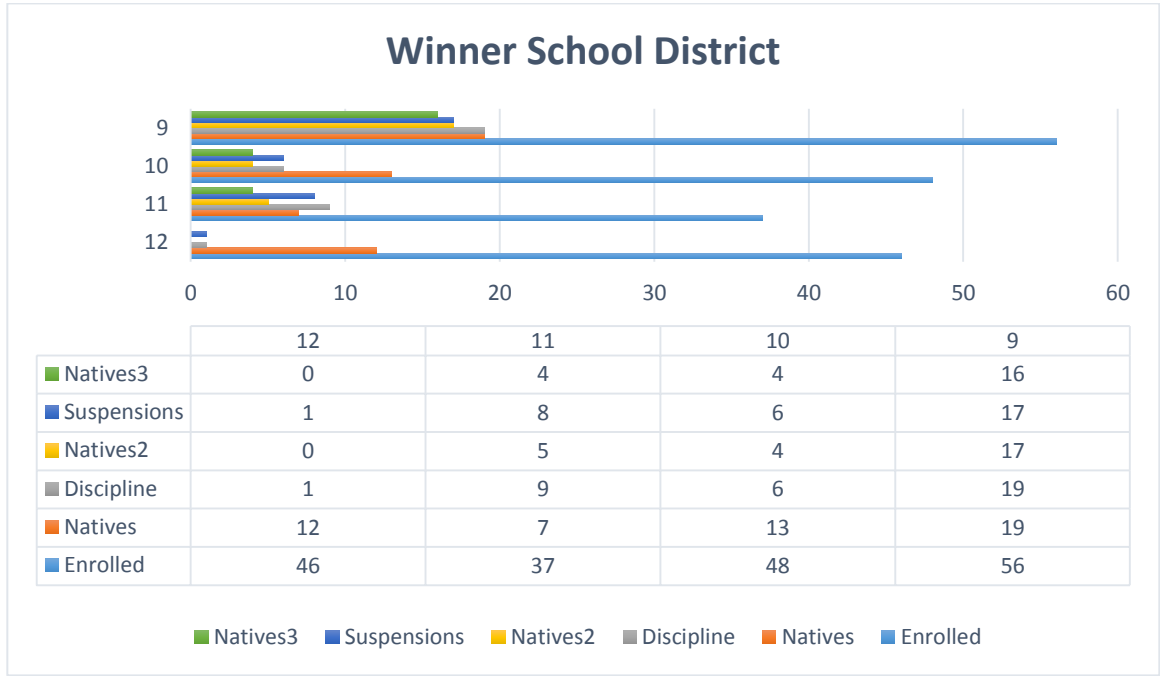
The Rosebud Education State of the Reservation Report of 2014

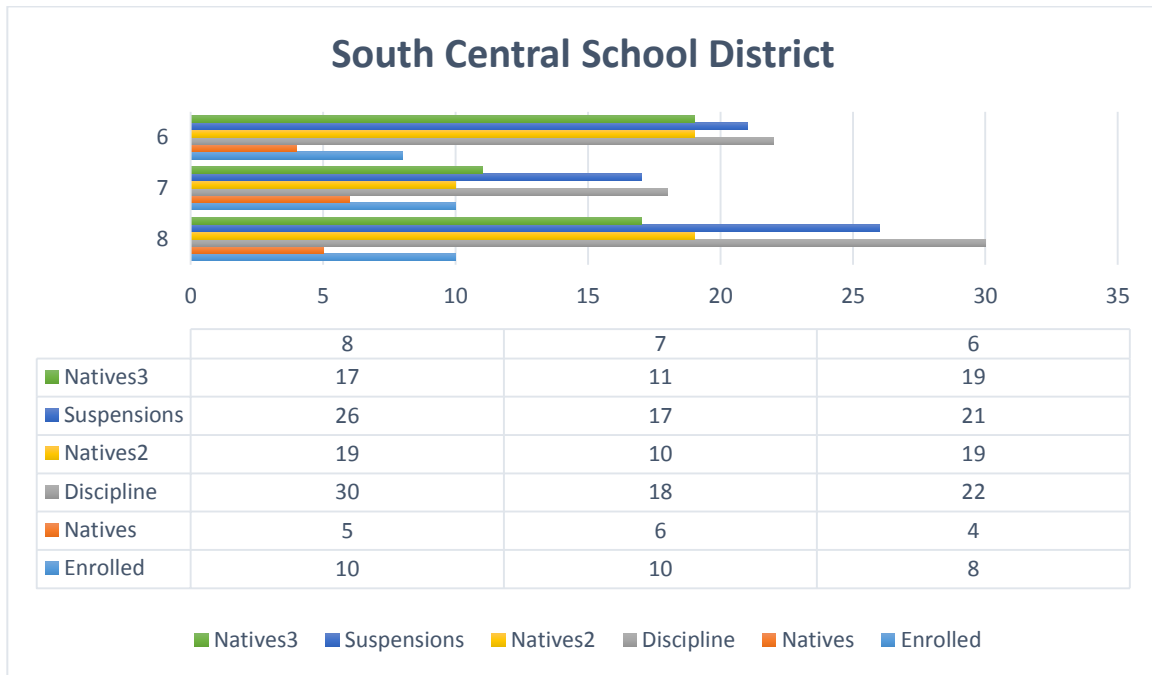
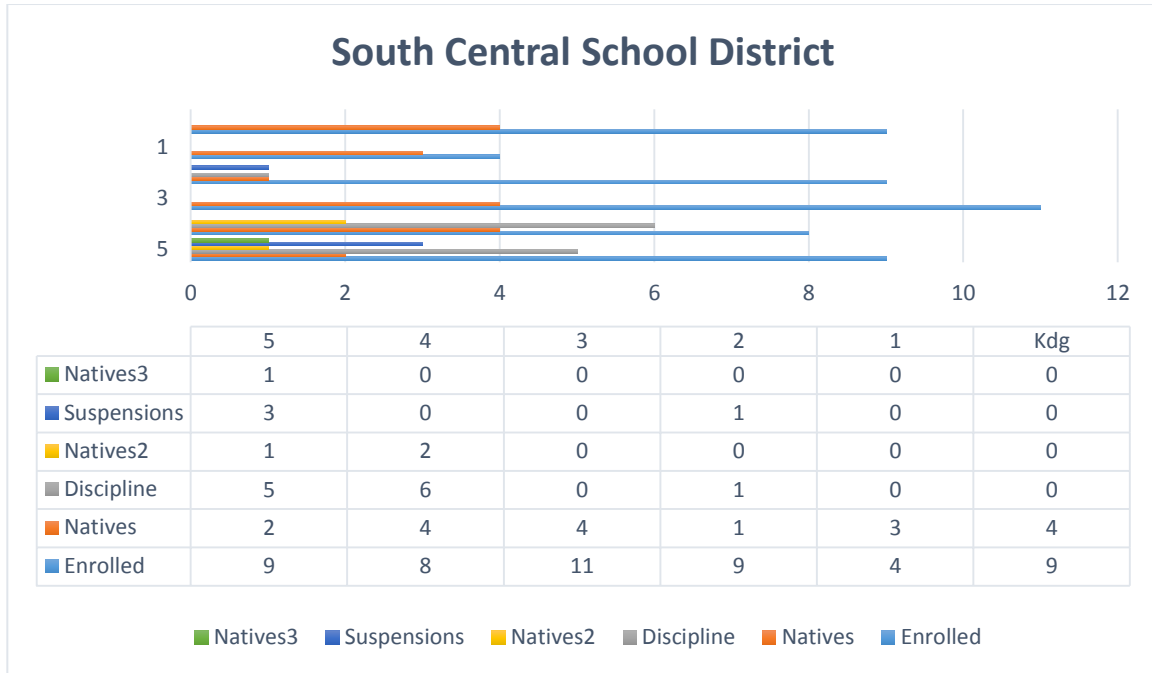


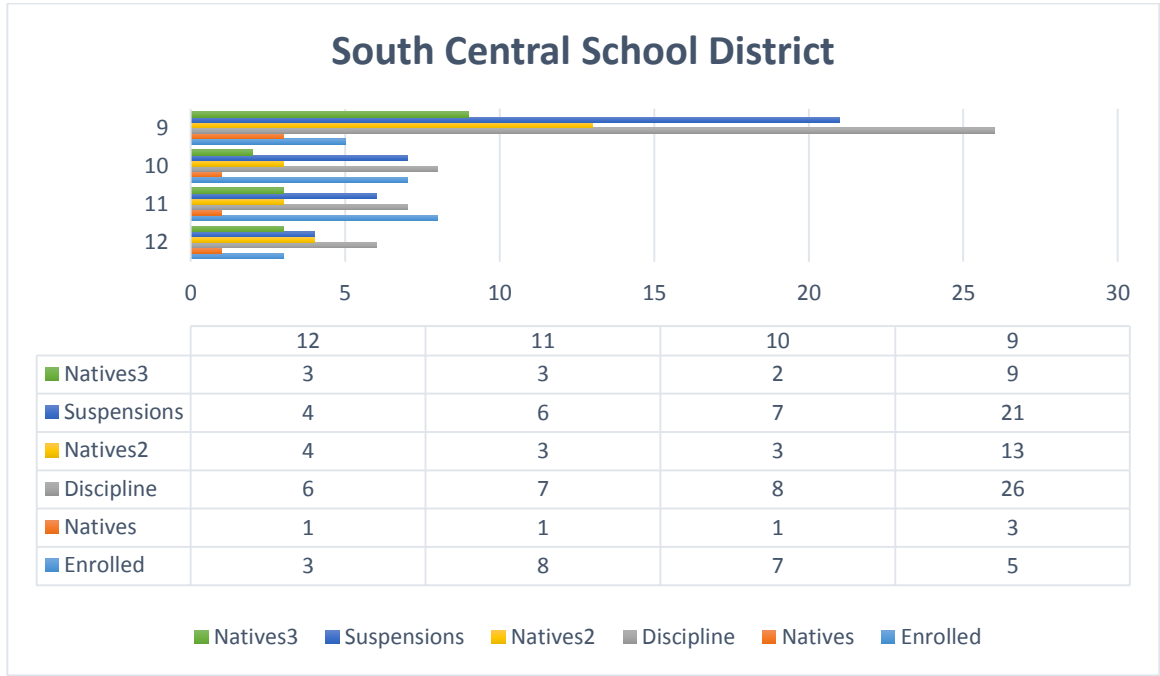


The Rosebud Education State of the Reservation Report of 2014

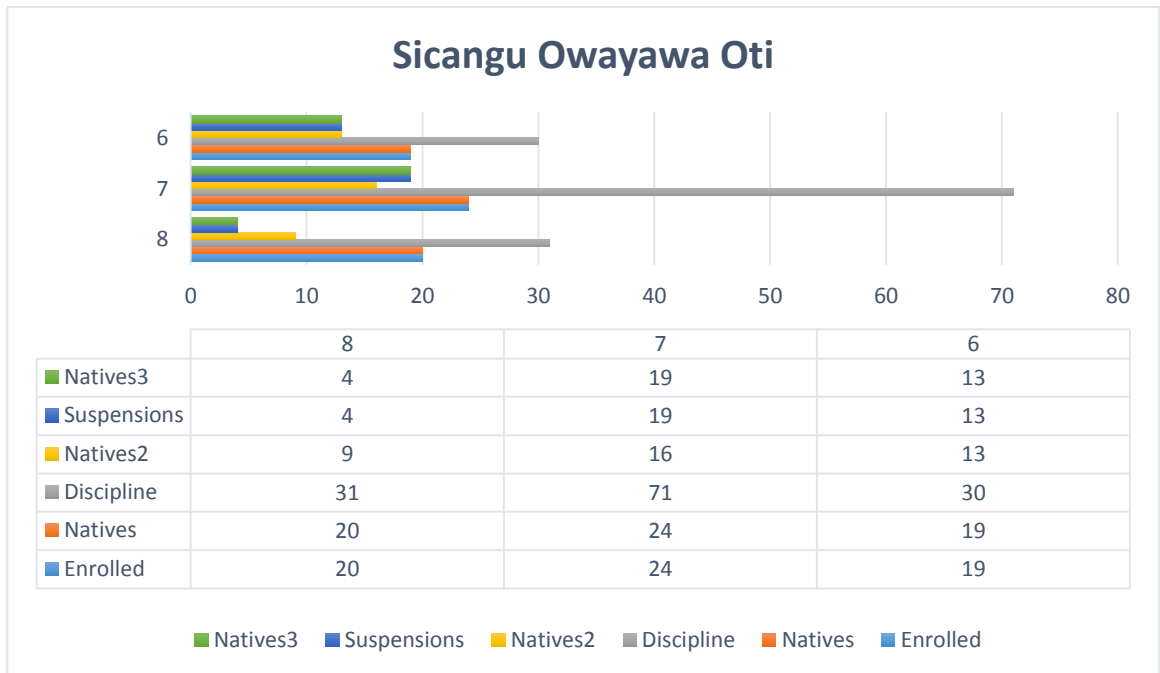
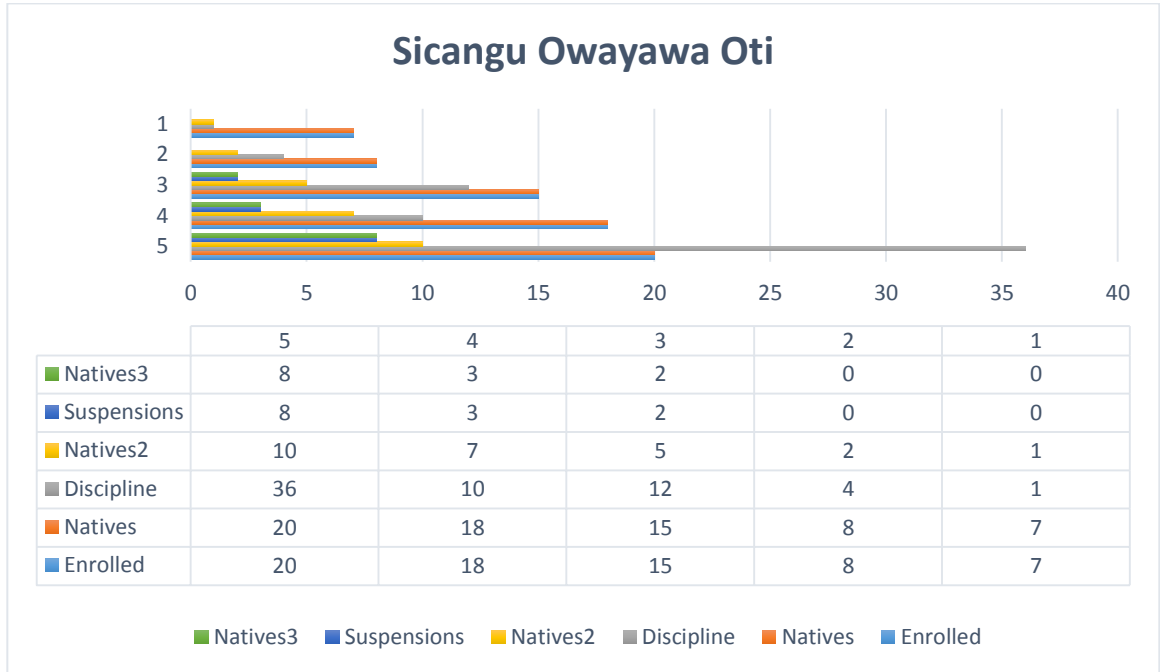




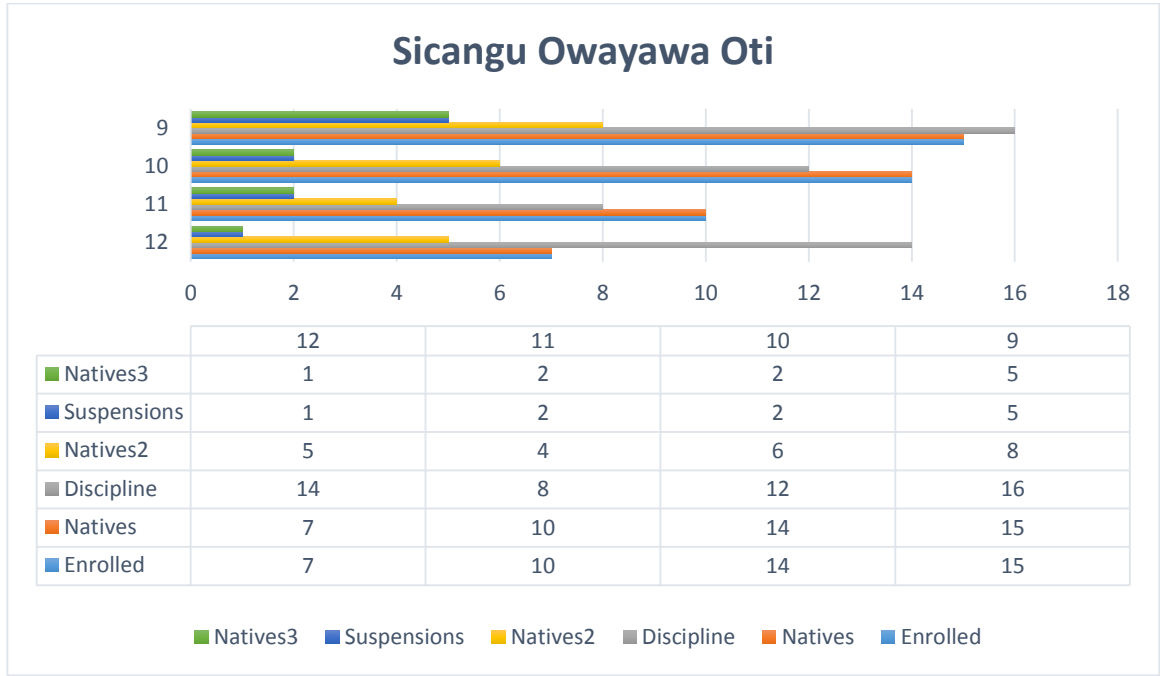




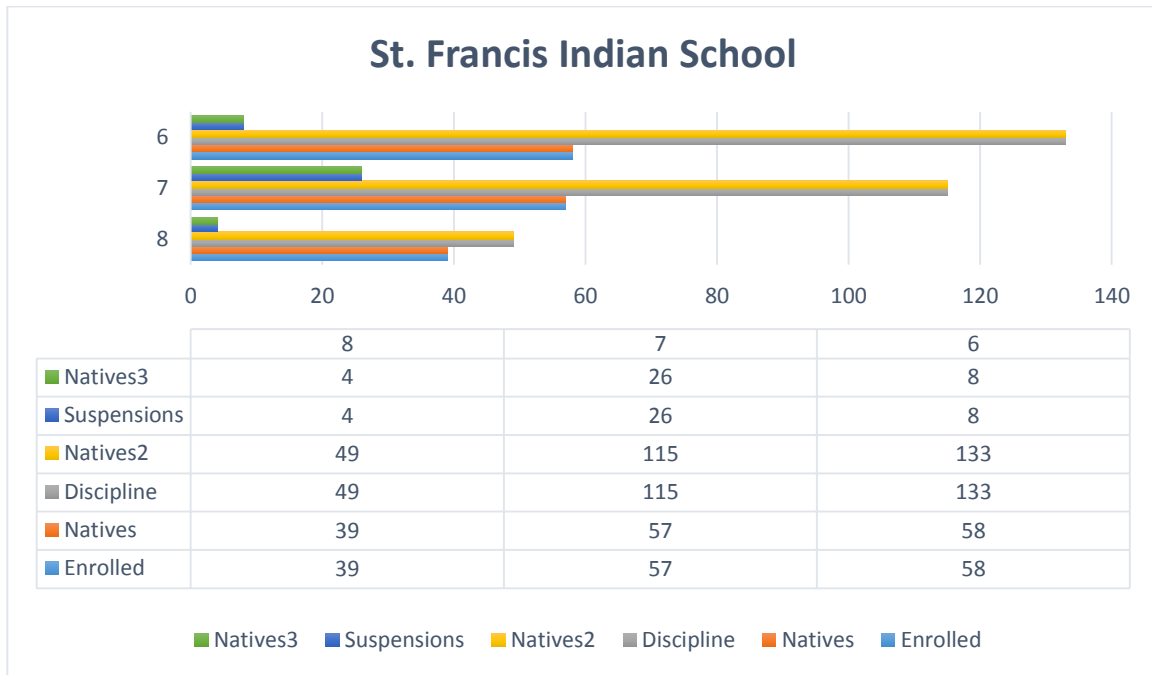
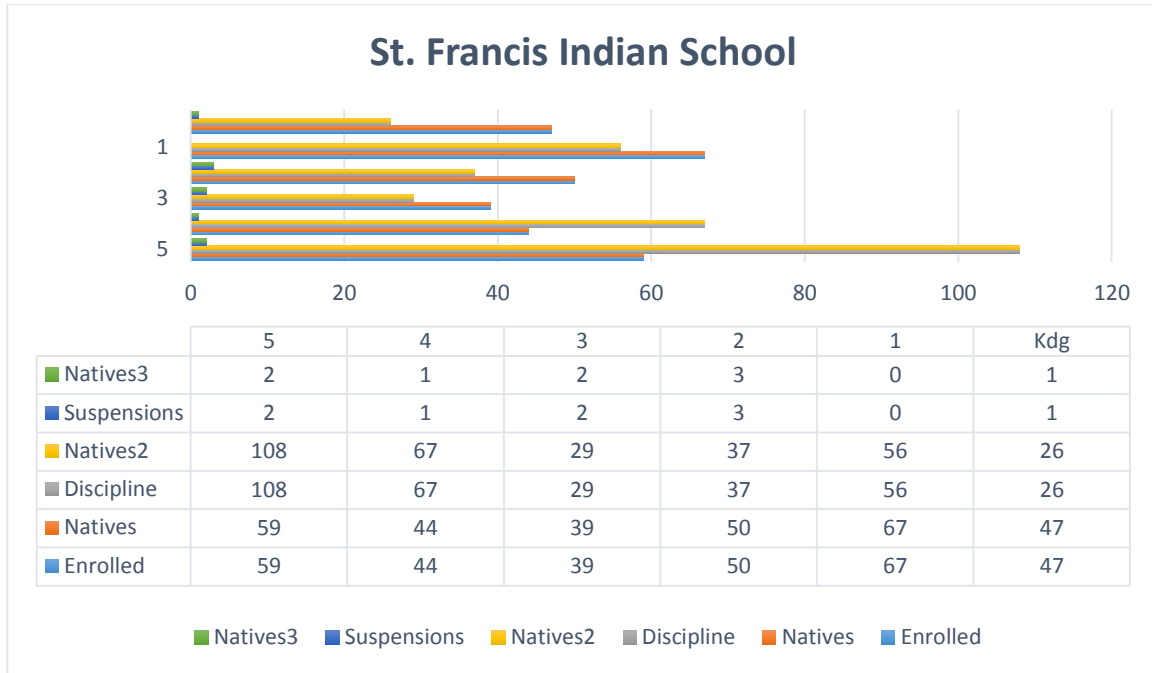
The Rosebud Education State of the Reservation Report of 2014



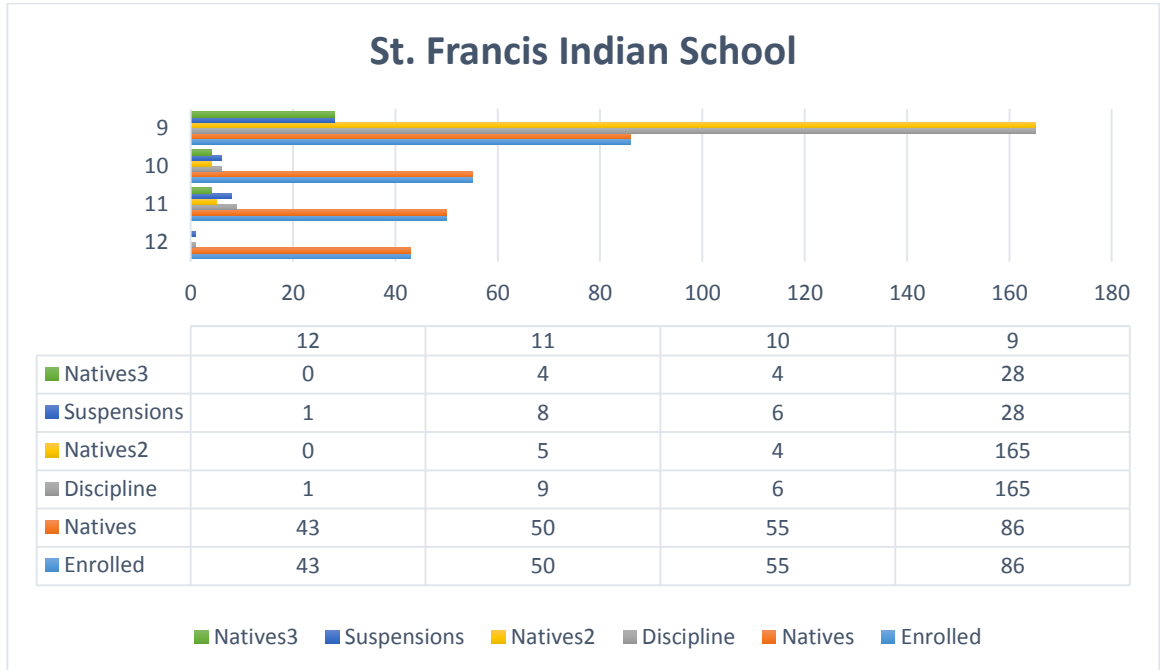
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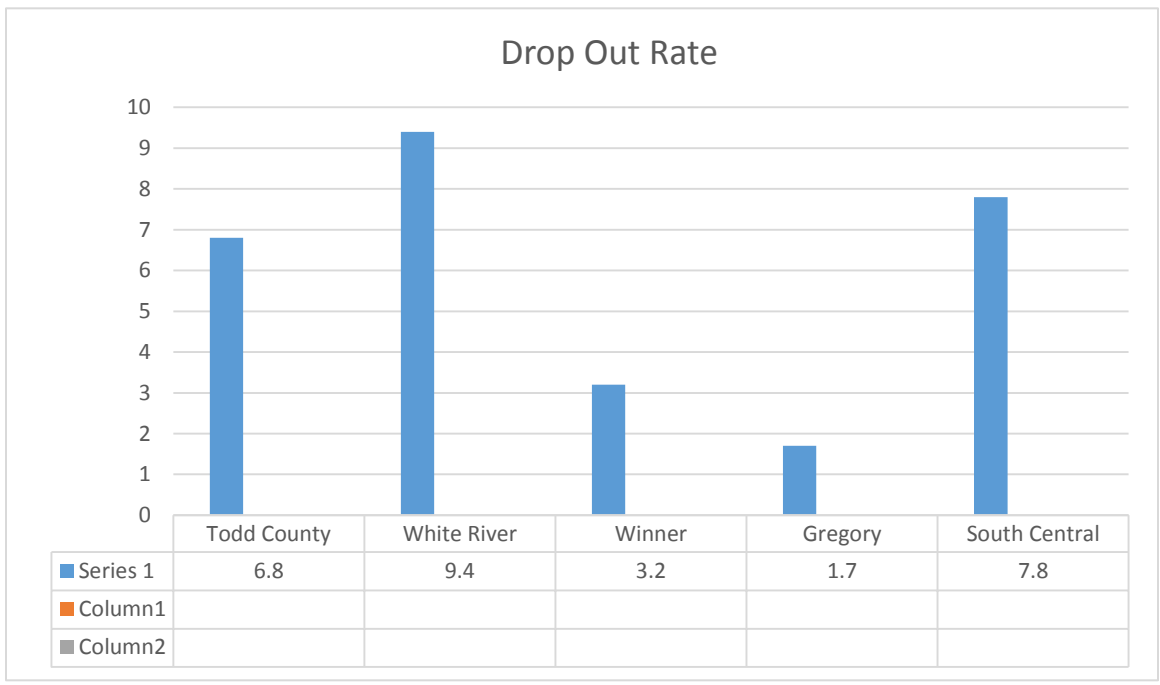
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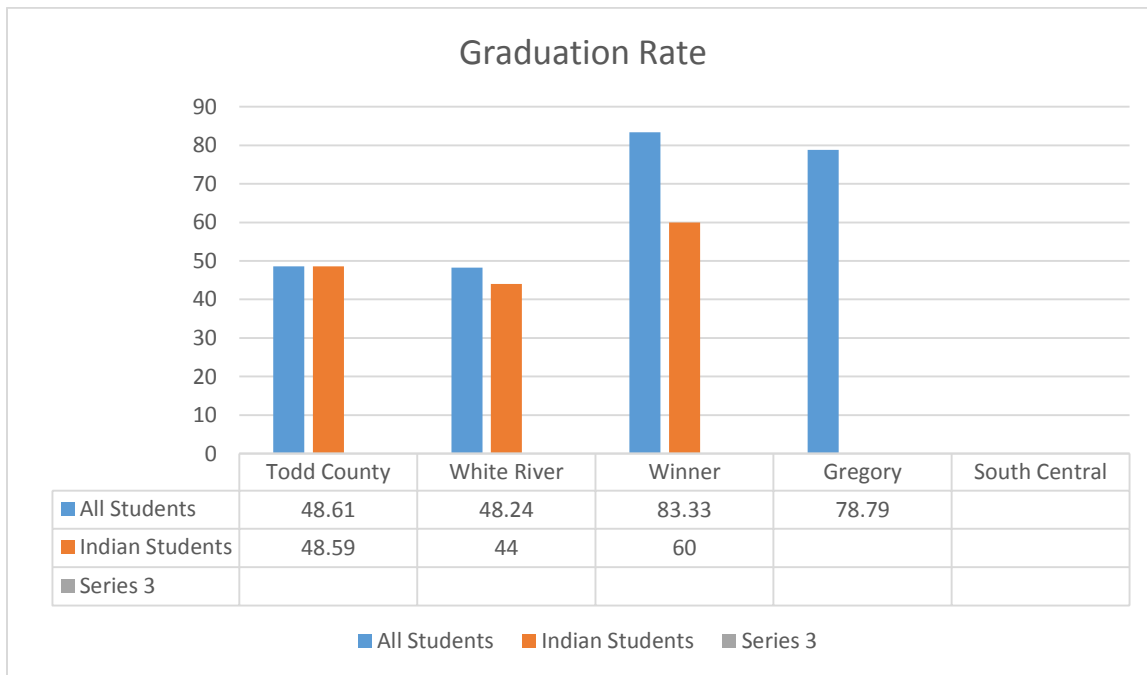
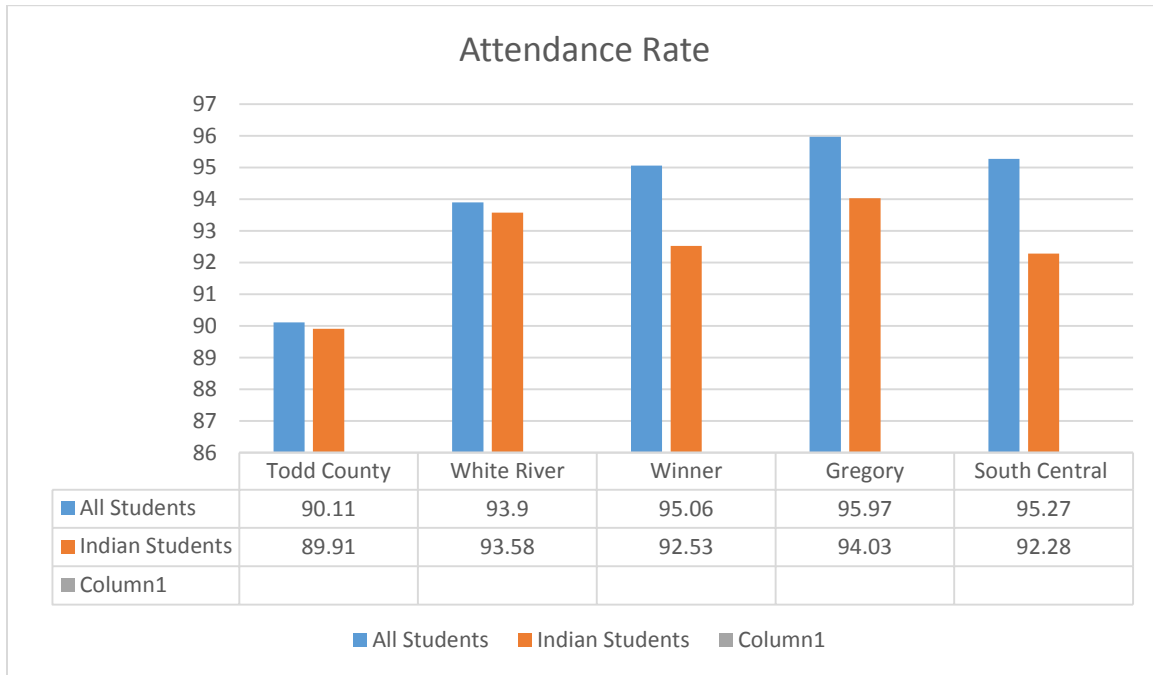


The current data available is only for the public schools both on and off the Rosebud reservation. Included in the data is: Drop-out rate, Attendance Rate, Graduation Rate and High School Completion rate. The drop-out rates have improved.

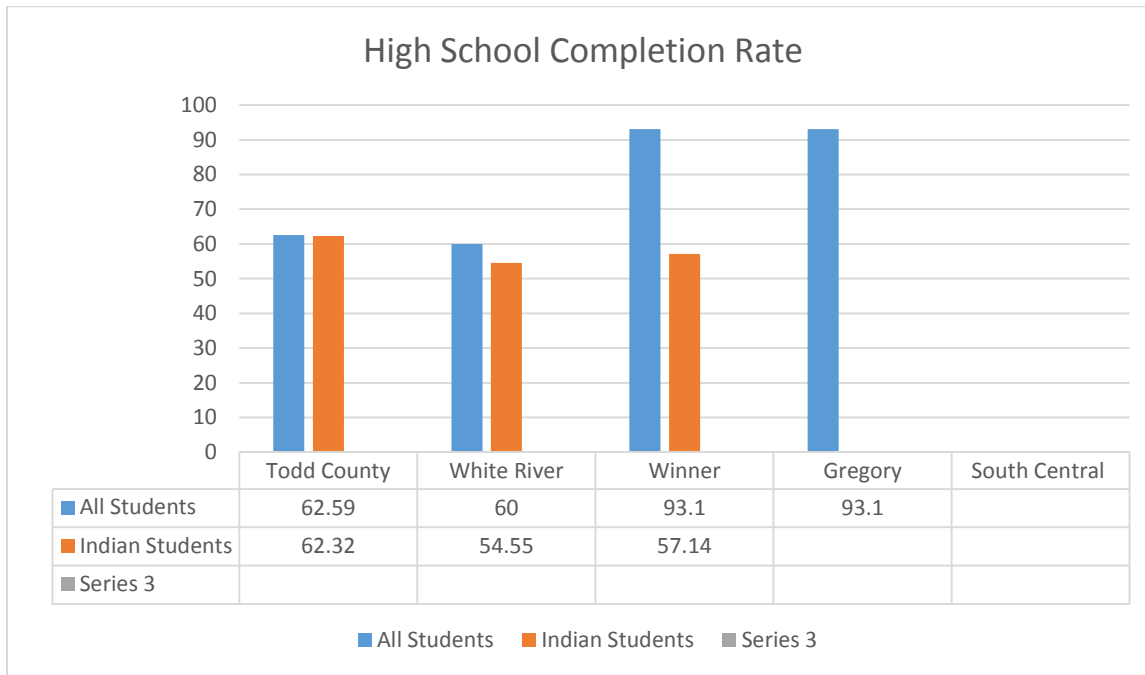


The Rosebud Education State of the Reservation Report of 2014

Based on information received from St. Francis their drop-out rate for their 12th graders is 11%



St. Francis' graduation rate is 56% this is based on the information submitted by the school



St. Francis did not submit information on their High School Completion rate.

3. **Although all elementary and secondary schools on the Rosebud Sioux Indian Reservation have alcohol and drug abuse prevention programs, the measured effectiveness of the programs is questionable. A report by the State of South Dakota in 1991 indicated that alcohol and drug abuse among Indian youth is prevalent. The Rosebud Sioux Indian Reservation was rated the second highest area for at-risk youth;**

From the surveys completed by the schools, this is the information gathered:

Todd County School District policies states they are committed to providing drug, alcohol and tobacco free environment with all the due processes in place to address discipline issues.

White River School District policies clearly state defined expectations for staff and students. The policies also state to provide training for staff and includes intervention for students as well as due process for the students per discipline policies.

Winner School District policies stated they are committed to provide a drug, alcohol and tobacco free environment will all the due processes in place, and appear to be more focused on a response from a discipline perspective.

Gregory School District did not respond to the survey request.

The Rosebud Education State of the Reservation Report of 2014

South Central School District policies stated they are committed to provide a drug, alcohol and tobacco free environment will all the due processed in place. And appear to be more focused on a response from a discipline perspective.

JDC not applicable.

Sapa Un Catholic Academy did not address this issue in their survey.

Sicangu Owayawa Oti-Rosebud Dorm policies state they are committed to providing a drug, alcohol and tobacco free environment with all the due processes in place to address discipline issues.

St. Francis Indian School policies states they are committed to providing drug, alcohol and tobacco free environment with all the due processes in place to address discipline issues.

White Eagle Christian School no response to survey request.

The State of South Dakota and the Bureau of Indian Affairs/Education conduct a Youth Risk Behavior Survey every two years to a random sampling of schools which include Bureau funded schools. The survey is administered to students in grades 7 through 12. The survey monitors six priority areas of health risk behaviors. These areas include “behavior that contribute to unintentional injuries and violence, sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infections, alcohol and other drug use, tobacco use, unhealthy dietary behaviors, and inadequate physical activity.” This information taken from The South Dakota Department of Education Web site.

There is no specific information regarding the Rosebud Reservation Schools in this report. South Dakota results reflect the random sampling of all the students in the state.

“The 2013 SD Youth Risk Behavior Survey indicates that among High Schools:

Sexual Risk Behavior

- 40% ever have sexual intercourse
- 4% had sexual intercourse for the first time before age 13 years
- 12% had sexual intercourse with 4 or more persons during their life
- 27% had sexual intercourse with at least one person during the 3 months before the survey
- 40 % did not use a condom during last sexual intercourse (1)
- 13% did not use any method to prevent pregnancy during last sexual intercourse (1)
- 21% were never taught in school about AIDS or HIV infection

Alcohol and Other Drug Use

- 24% drank alcohol or used drugs before last sexual intercourse (1)
- 3% used a needle to inject any illegal drug into their body one or more times during their life”

The survey results also give recommendations for solutions and those are: better health education, more comprehensive health services, more supportive policies and more family involvement. Schools can review their policies to be more supportive and responsive. The data include can be used to help develop and request the health services recommended.

4. **Indian Studies is taught in all elementary and secondary schools on the Rosebud Sioux Indian Reservation on a limited basis. Specific tribal studies curricula have not been fully developed or implemented in any school system.**

5. **Lakota language is taught in the St. Francis Indian School. Lakota language is not taught in any other elementary or secondary school on the Rosebud Sioux Indian Reservation.**

These two sub sections of the Education Code section 103 title Findings have been combined to respond to in this report. The survey distributed asked the schools for information regarding “Indian Studies” and “Lakota Language.” Listed below is the response from each school that return their survey.

Todd County School District response to survey: Todd County School District stated they need help in all areas to teach Indian Studies and Lakota Language.

White River School District offers Indian Studies as an elective class for grades 9-12, having one teacher available to do this. The White River School District expects the K-8 grades to incorporate language, history and culture into all subjects. The school indicated they provide for parenting, family life, health and nutrition, however need assistance in professional development for staff.

Winner School District has a Lakota Cultural Awareness Policy.

Gregory School District did not return a survey.

South Central District stated they needed assistance in all areas of “Indian Studies and Language.”

JDC not applicable.

Sapa Un Catholic Academy does provide Lakota Language, History and Culture for their students.

Sicangu Owayawa Oti-Rosebud Dorm stated they need assistance in working with children who have been impacted by trauma.

St. Francis Indian School stated they provide services in Lakota Language, History, and Culture. However, they feel they need assistance in all areas.

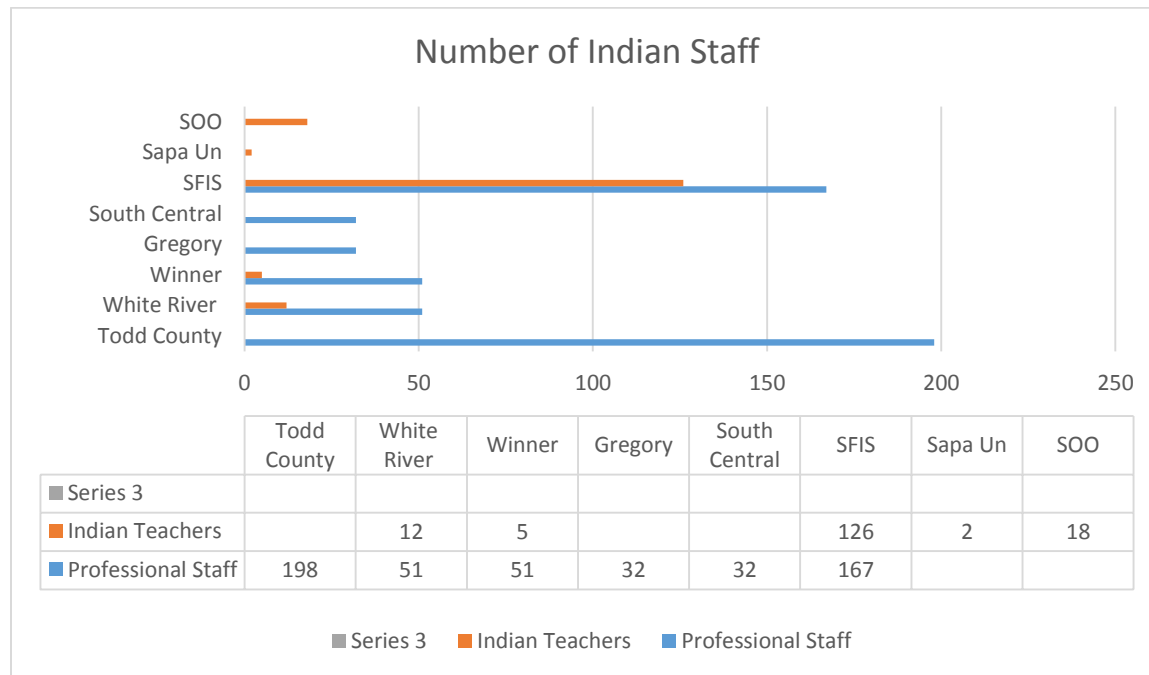
White Eagle Christian School did not return a survey.

6. The Rosebud Sioux Tribe has no official orthography for writing and pronouncing the Rosebud dialect of the Lakota language;

On December 13, 2012 through Resolution No. 2012-343, the Rosebud Sioux Tribe did adopt the Official Sicangu Lakota Language Orthography that was developed by the Rosebud Sioux Tribe Lakota Language Advisory Council made up of Lakota speakers, instructors and elders from the community and Sinte Gleska University. The RST Department will be working with all appropriate entities to implement the orthography.

7. While the elementary and secondary school population on the Rosebud Sioux Reservation in 1990 was eighty-nine percent Indian, the percentage of Indian faculty and staff at those schools is much lower. For example, in 1989-90, the percentage of certified staff in the Todd County schools that was Indian was twenty-one percent. In 1989-90, the percentage of certified staff at St. Francis Indian School that was Indian was thirty-six percent. In addition, the schools have no set criteria for hiring professional personnel other than state certification requirements.

Information regarding number of staff was found per school either on the State website or the completed survey.



The Human Resource Department for the Todd County School District stated their employees are not required to tell their ethnicity and the Human Resource Department does not have any information to share regarding how many employees are Native or American Indian.

8. Due to the number of middle and secondary school students on the Rosebud Sioux Indian Reservation who are parents, parenting and family life education has been identified as a primary

need on the reservation to encourage positive, effective parenting skills, as well as effective parental involvement in the schools.

9. Parental and community involvement in the St. Francis Indian School is adequate, but parental and community involvement in the Todd county schools is minimal. Such involvement in Todd County is limited to parent groups, committees, and procedures as required under federal Indian education laws and programs.

Information regarding the number of middle school and high school students who are parents is not available. However, all of the schools that responded to the survey indicated through their policies the commitment to parent involvement. Parental involvement and parent training is important for student success in academics and all of the schools that responded indicate they recognize the importance of this.

All of the schools have made clear statements either through their mission statement or through their policies on parent involvement and parent training. What is important is working to help the schools maintain their policies and mission statement. Each survey submitted by participating schools has identified who their parent committees are and the process for involvement. The School Districts have websites that make their school's information available to the public and have an area specific to parents.

Todd County School District states in their mission statement:

"The Todd County School District is a partner with families, communities, the Rosebud Sioux Tribe, and other educational groups.

We pledge to prepare our students for success academically, socially, culturally, and spiritually in an ever changing world."

White River School District states in their education philosophy

"The community of White River, its students, parents, teachers, Administrators and Board of Education have the responsibility to prepare our students for a productive role in society. Learning should be a continuous process for our students, including opportunities for learning basic academics and technological skills and exploring general vocational and extra-curricular areas of interest. Separate curricular entities must come together in an inter-disciplinary approach in order for each student to achieve maximum growth mentally, emotionally and physically."

Winner School District approach through using the word "PRIDE" as guidance for the school district:

"Prepared, Respectful, Involved, Determined, Empowered"

In addition to this the school district has clearly defined policies for parental involvement.

Gregory School District did not submit a survey, however they do have a web site that provides information about their school. Below is the school district's educational philosophy.

“In today's society, education is a continuous process of learning, not only for the present, but for the future. Therefore, the Board will provide an educational environment that promotes and enhances learning as a life-long endeavor. In addition, the Board believes that education is not just the development and refinement of mental capacity, but a process that assists the students in meeting their physical, social, aesthetic, and emotional requirements.

The Board will strive to provide stimulation and assistance so that each child develops in accordance to his individual abilities, interests, and potential. The responsibility of the school, therefore, is to help guide the individual in the many varied educational experiences so that he/she can develop into a wholesome, happy and productive human being.

The Board recognizes the importance of the home as an influence upon the child and believes that a sympathetic, cooperative attitude between the teacher and parent is necessary in the development of a student's integrated personality.

The total staff of the school system constitutes an inestimable and lasting force in the development of the student. The teacher is the most significant influence in the school and must, therefore, possess and demonstrate dedication, enthusiasm and sensitivity. It is primarily the teacher's responsibility to provide the learning environment in the school that fosters maximum student growth and reflects individual differences.

It is further realized that mutual rapport among the home, student, staff, administration, School Board and total community is necessary to implement this policy.

Adoption Date: August 15, 1989”

South Central School District did complete the survey and gave information regarding parental committees. Listed below is their policy on Community and Parent involvement in Decision making.

“COMMUNITY AND PARENT INVOLVEMENT IN DECISION MAKING

The Board recognizes the importance of community and parent involvement with the program and the operations of the public schools. By working together the quality of the educational program for students can only improve.

To foster mutual respect and confidence between the public, parents and the Board, an atmosphere of openness and honesty will prevail. The Board will encourage interested groups and representatives to express ideas, concerns and judgments about the schools to the school administration, to staff appointed advisory bodies and to the Board. It will be the Board's responsibility to provide the public and parents with accurate information on the schools and the Board's activities.

The advice of the public and parents will be given careful consideration.

Adopted: Nov. 12, 2012

Reviewed: Sept. 8, 2014”

JDC not applicable.

Sapa Un Catholic Academy did complete a survey and this indicates the school does have a student-parent handbook and there is information on the academy on St. Francis Mission's web site. This statement is taken from their website:

"The Nativity-model academy at St. Francis will be unique in that it will require students to learn Lakota language and culture in a Catholic context. In addition, the academy will be supported by other Mission programs, including the Family Recovery Program, counseling, and religious formation. See more at: <http://www.sfmission.org/programs/sapa-un-academy/#sthash.tTp1yb89.dpuf>"

Sicangu Owayawa Oti-Rosebud Dorm did complete the survey and indicated they have a Parent-Community procedure for involvement and process for complaints about educating tribal citizens.

St. Francis Indian School did complete the survey and has provided documentation of handbooks that guide their involvement with community and parents. St. Francis Indian Schools appears to be committed to working with parents and communities. The mission statement at the beginning of their handbooks state:

"The mission of St. Francis Indian School is to facilitate the best academic and cultural education with the highest expectation for our students and their families using well-trained supportive staff in a safe and healthy environment."

White Eagle Christian School gave no response to the survey request.

10. The federal government has a trust obligation, as embodied in treaties, statutes, and the United States Constitution, to provide for the formal education of Indian students who attend federal, tribal, and state schools. The federal government historically has failed to live up to its responsibilities in the area of Indian education. The state of South Dakota has also historically failed to meet the needs of Indian students on the Rosebud Sioux Indian Reservation. Recognizing that a good formal education is critical to the survival of the Rosebud Sioux Tribe, it is in the best interests of the Tribe to assert its responsibility over the formal education systems on the reservation to improve those systems and the Tribe.

Currently the Rosebud Sioux Tribal Council through their Education Department is working on updating the Education Code and providing School Improvement services to the schools identified in this document. The Department is focused on designing, formatting and implementing culturally and linguistically appropriate standards and curriculum for the Sicangu Nation, which includes language, culture, spirituality and history of the people.

The Rosebud Sioux Tribe's Head Start Program has an annual program report that is submitted to the Rosebud Sioux Tribal Council for review and approval. This report is on file at the Rosebud Sioux Tribal Education Department's office.

The Rosebud Education State of the Reservation Report of 2014

Sinte Gleska University's annual program report is on file at the Education Department's Office, this report and accreditation status is submitted to the Rosebud Sioux Tribal Council.