

Sicangu Tribal Education Department Happenings in 2018

Local School and Program Activities

- Contracted local tribal construction agency OHDC to build a new Tribal Education Building
- Continue to Building relationship with St. Francis Indian School
- Provided Board Training to Sicangu Owayawa Oti/Rosebud Dorm
- Continue our Partnerships with Sinte Gleska University on project and activities
- Partnering with Teach For America, on College Success Initiatives
- Held quarterly meetings with Local School Leadership
- Developed proposed education consultation policy in regarding ESSA Title Funds, Impact Aid and JOM for Tribal Council Approval
- Reviewing amended Tribal Education Code still in progress
- Developed and preparing for Sicangu Culture and Language Standards Publication
- Support Todd County School District's Achievement School Grants with the Middle School and HeDog Elementary School
- Provided training for local schools upon request in areas of classroom management, math and reading strategies, Board trainings, TED Department training and Sicangu Owayawa Otipi-Dorm.
- Obtained approval of FERPA agreement for Bureau of Indian Education School systems

Regional Tribal and State Education Meetings, Training and Conferences

- Great Plains Tribal Education Department Director Monthly Meetings
- Developed and implementing Tribal Accreditation -Commission of Oceti Sakowin Accreditation
- Participated in the development of and established an Educational Consultation process for the State of SD DOE to use.
- Participate in the Quarterly SD Indian Education Advisory Committee and Annual Indian Education Summit

National Tribal Education Activities

- Attended and presented at the NIEA Annual Convention
- Participated in 2 regional/quarterly TEDNA meetings
- Obtained approval for a FERPA agreement thru the Bureau of Indian Education/Tony Dearman
- Attended the Negotiated Rule Making Committee meeting regarding the development of rules for an accountability system for BIE funded schools
- Attended a quarterly TBIC mtg and began conversation with the Education Sub Committee regarding the budget for BIE funded systems
- Participated in ACTS training
- Worked with Charles Abourezk regarding Lawsuit against the BIE's reorganization/restructuring

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Vision

It is the vision of the RST Education Department that our schools and communities provide a culturally appropriate education to all Sicangu children and that our students obtain a high school education and become productive tribal citizens of the Sicangu Lakota Nation.

Mission Statement

It is the mission of the Sicangu Lakota Education Department to preserve, protect and perpetuate the Rosebud Sioux Tribe; to promote intra-governmental understanding and coordination and to make educations a good experience and good preparation for life.

History

The RST Education Department was created in 1989 to provide oversight of the educational institutions on the Rosebud Sioux Reservation and implementation of the RST Education Code. The Code was developed under a Kellogg Grant in partnership with the Native American Rights Fund

We are funded by the Rosebud Sioux Tribe for the operation and staffing of the Department. The Lakota Tiwahe Center, Higher Education Scholarship Program and the Truancy Intervention Program are funded under Tribal 638 programs to provide the student and family services

Purpose

The Purpose of the Tribal Education Department is to work collaboratively with a network of partners to:

- Educate and promote cultural awareness
- Preserve and maintain the Sicangu Lakota language
- Strive for excellence in educational standard that meets tribal, federal and state standards
- Develop strategies to improve retention and graduation rates at all levels of education

Rosebud Sioux Tribe Education Department Goals

Goal 1 Improve and enforce the Rosebud Sioux Tribe Code

Goal 2 Design and seek funding for Sicangu Immersion School

Goal 3 Improve the current educational systems on the Reservation

Goal 4 Expand the current services for prevention of dropout rates and student success

Education Expectations

Assist all educational institutions with the development of an educational program that meets the needs of the Sicangu Lakota Student in the development of their identity as a Sicangu Lakota to improve their academic success and help all others students to learn about the Sicangu Lakota people

“Preserve, protect, and perpetuate the Tribe. Provide the necessary resources to preserve, protect, and perpetuate the Rosebud Sioux Tribe with its human and land resources. Promote intra-government understanding and coordination. Provide a means to promote understanding and coordination of branches, agencies, and entities of the Rosebud Sioux Tribal. Government on the purposes, standards, and functions of education on the Rosebud Sioux Indian Reservation; and make education a good experience and good preparation for life. Make education on the Rosebud Sioux Indian Reservation a good experience and provide a means to prepare tribal members for life on and off the Reservation.”

RST Education Code 1990- Intents and Purposes

- Strong sense of self as a Lakota
- Build confidence and competence of the Sicangu Lakota Language
- High expectations from all for improvement of academics
- Build family and community engagement
- Be prepared for school
- Good attendance
- Be prepared for college or career.

Tribal Education Department Program Staff

Cindy Young	Director
Chenoa LaPointe	Office Manager
Sierra Two Lance	Receptionist/Fiscal Clerk
Sherry Lafferty	TIP Family Advocate
Steve Horse Looking	TIP Family Advocate
Cheryl Whirlwind Soldier	LTC Coordinator
Robin Clairmont	LTC Early Intervention Specialist
Stephanie Gunhammer	LTC Early Intervention Specialist
Delores Kills In Water	LTC Driver/Clerk
Della Spotted Tail	Higher Education Coordinator
Lydia Whirlwind Soldier	Education /Curriculum Specialist
RoseMary Big	Education Specialist
Deborah Bordeaux	TED Grant Manager

Truancy Intervention Program

In FY 1992 the RST Council allocated funds from the Consolidated Tribal Programs Grants from the BIA to the RST Education Department to develop a Truancy Intervention Program.

The TIP is very beneficial to the Education Department in identifying high risk students and collaborating with tribal and local programs to assist in decreasing the drop-out rates of our tribal students.

Attendance rates are very low amongst native student for various reason which the Education Department views unacceptable. Our TIP staff operates at the maximum levels in their work with students, families, schools and local agencies for education success of all tribal students. They work diligently to reinforce the commitment by the RST in making education a high priority.

Through this Project, we are able to work closely with students, families, and the schools to address the issues preventing them from learning and obtaining their education services include the following

- Assist families with attendance issues and school retention
- Collaborate with tribal and local agencies
- Explore alternative placements

The truancy intervention program accepts referrals to provide assistance for students if you would like to submit a referral on a student you can access a referral form on the departments web page at www.rst-education-department.com or call the office at 605-747-2833.

Lakota Tiwahe Center (Birth-5 Center)

The Lakota Tiwahe Center provides Early Intervention Services to families of infants and toddlers (Birth-5 years old) with developmental delays and or disabilities. The Project is funded by the Department of Education under the Part C (birth-2 years and Part B (3-5 years) of the Individual with Disabilities Education Act (IDEA).

The Program is administered by the RST Education Department funded by the US DOE, Infants & Toddlers with Disabilities Grant.

The Lakota Tiwahe Center provides services in four areas:

1. Child Find for Early Identification
2. Developmental Screening/Evaluation
3. Parent Training
4. Early Intervention Services

The Lakota Tiwahe Center primary goals are to work toward:

- Decreasing the number of children born with disabilities and developmental delays
- Decreasing the number of births to teenage mothers, LTC understand that teenagers are at a greater risk of having babies born with defects and developmental delays due to consumption and lack of prenatal care.
- Screening all babies born on the Rosebud Reservation at six months of age for physical and developmental delays.

The Lakota Tiwahe Center can be reached at 605-747-4145 or rstltc@gwtc.net

RST Higher Education Services

The RST Education Department offers higher education program services to all tribal members. Enrolled tribal citizens are eligible to apply for the Higher Education Scholarship for undergraduate level studies to obtain a four-year accredited college or university.

We also provide assistance for ACT fees, application fees, housing fees, book feed and other fees related to higher education. Our Higher Education Coordinator is available for career guidance and assistance for all tribal citizens requesting information related to higher education. For additional information call our Higher Education office to visit or set and appointment.

The Scholarship application deadline for the fall 2018 semester is July 1, 2018. Please call the office at (605) 747-2375 or email rsthighered@gwtc.net if you have questions about your application.

Prospective students must have their application as well as all documents into the Higher Education office by the deadline in order to eligible for the fall 2018 funding cycle. Awards depend on availability of funds and are made according to the priority list. Students who have reached senior status have absolute priority in each category

1. Continuing students
2. Reservation students
3. In-state students
4. Out of state students

Students are responsible for ensuring their file is complete for review. Awards are contingent upon available funding and academic progress. You must have completed the FAFSA for your college to fill out the Financial Need Analysis required by our program. Students in financial default are not eligible for funding. Certificate programs are also not eligible. Vocational, non-degree programs are administered by Sinte Gleska University. Higher Education grants are based on funding priorities and are awarded on a first come, First served basis until scholarship money is depleted for the term.

The Scholarship application can be found online at www.rst-education-department.com

Higher Education Report for FY 2018 on the Bureau of Indian Education Funds

Total number of Grant request (part time and full time) received	184
Total number of Grant Awarded	104
Total Number of Students Not funded	80
Total Amount of Unfunded Unmet Need	\$930,854.00

Number of FTE Freshmen	58
Number of FTE Sophomores	13
Number of FTE Juniors	15
Number of FTE Seniors	18
Total	104

Total Number enrolled in Community Colleges 2
Total Number enrolled in Four-Year Institutions 102

Total Number of Graduates 16

\$50,000.00 in Scholarship Funds are made available from the Rosebud Sioux Tribe

489 Applications for Higher Education Assistance received (this includes the 184 above)
400 Applicants were assisted with a scholarship or donation from the RST Scholarship funds ranging from \$50.00 to \$3,000.00.

Sinte Gleska University:

Sinte Gleska University is accredited by HLC- Higher Learning Commission and provides quality programs for students who attend their university. SGU shares the bureau funded Higher Education funds with the RST Education Department Higher Education program and provides support for all their students who attend SGU.

K-12 Education Assistance

The Education Department provides education assistance for school-age students and their families to help defray cost related to student educational needs. This service is funded with the RST Casino funds as available. Funding is allocated one time per semester and may consist of the following requests with verifying documents.

Application/Program fees, ACT and other testing fees, family services, luggage fees for boarding school students, travel assistance, tuition, books, supplies and other special needs.

Gas vouchers for transportation assistance for education facilities off the reservation to include Job Corp and Airport are available during the school year.

The RST through the Education Department disperse graduation stipends to Junior High and High School Graduates each year in May. Local area schools and Boarding Schools are contacted for graduation list. Tribal students located out of the area may mail or fax their diplomas to our office. These stipends (\$50.00 for Jr. High and \$100.00 for High School) are for all enrolled tribal student graduates. For more information, call the Education Department at 605-747-2833. Applications are available on the website at www.rst-education-department.com

Johnson O'Malley

The RST Education Department administers the JOM Program for the Winner School District under the Consent Decree in 2007. We work with the WSD and the Native Community to distribute the survey and host the Indian Education Board Elections every 3 years. The Indian Education Board consists of 3 members from Winner and 2 from Ideal. The funds are based on the student count every year and the average is \$13,000+- depending on the count received from the school. The RSTED processes the requests received from the schools via an application available at the Superintendents' Secretaries Office. Funds are used for academic supports, parental involvement, cultural programming which include use of the Oceti Sakowin Essential Understandings, student incentives, field trips and supplies for the WSD Handgame Team and the Lakota Club and also to pay for insurance fees for student laptop rentals and other extra-curricular activity and supply fees.

There are 220 students who benefit from the services provided by JOM

The attendance rate for these students is at 88% and graduation rates are at 80%.

Staff and Contact information: Superintendent Mr. Kevin Morehart, Native American Advocates Deanne Felix and Marilyn Herman.

Sicangu Lakota Orthography

The Rosebud Sioux Education Code states a Sicangu Lakota Orthography be established for tribal members to use. The Orthography was developed by the RST Lakota Language Advisory Council made up of Lakota speakers and elders from the community and Sinte Gleska University. This Orthography will meet the needs of students to include all known sounds in the Lakota language to effectively speak, read and write the Sicangu Lakota language. The Rosebud Sioux Tribe officially adopted the Sicangu Lakota Language Orthography (the art or technique of correct spelling according to established usage). The Orthography is available on the website at www.rst-education-department.com

Standards and Curriculum Development

The RST Education Code states to develop academic educational standards appropriate for instruction of the Lakota history, culture, government and language. The RST Education Department has developed various tools for all schools' use. We have cultural standards that have been approved by the RST Education Committee and curriculum is being researched and developed that will piloted at the local schools next year. A training module will then be available as well.

Tribal Education Department- Bureau of Indian Education Grant

The RST Education Department received a grant from the Bureau of Indian Education to review the current RST Education Code, which has been in place for 29 years. This review includes developing amendments as needed and the development of a procedural guide book for enforcing the RST Education Code.

BIE TED Grant

Scope of Work: The RST through the Education Department will provide for the development and enforcement of the Education Code including policies and standards applicable to curriculum, personnel, students, facilities, support programs and governance outcomes. The RST Education Department will facilitate tribal control in all matters relating to education of the children on the reservation. And will developed and provide coordinated educational programs. Encourage Tribal administrative support for all BIE funded programs and encourage tribal cooperation and coordination with all entities carrying out all education programs receiving financial support from other federal agencies, state agencies and private entities.

Progress towards Goals and Objectives: The Grant is in its third year and has encountered challenges of availability of stakeholders, the weather and organizational issues over the past 2 years. The review and development of draft language for the code involved a in depth review of all current laws, including Tribal, State and Federal law. This was a tedious process and the grant has reached a point of having completed that process and is now ready to meet with all appropriate stakeholder to discuss draft language for amendment to the Education Code. The next efforts will be in the development of a procedural guideline booklet to help educational entities in the enforcement of the education code.

Provide assistance to all educational entities in any training needed to meet all needs of their daily functions.

School Improvement Services

The RST Education Department received a grant from the Bureau of Indian Education to provide School Improvement Services for the Bureau Funded Education Institution on the Rosebud Reservation which include St. Francis Indian School and the Sicangu Owayawa Oti. Services are provided to the School staff to improve academic performance of the students.

School Improvement Services

Scope of Work: Provide services that are best practices, culturally relevant, and effective to assist the educational organization enhance retention and academic performance; assist with school improvement plan; provide professional development, direct services and other trainings to students, teachers, leadership and TED; Provide assistance with ESSA, IDEA, and Title laws to various organizations as necessary; support TED department with capacity building to meet goals.

Progress towards Goals and Objectives: Training provided by TED to SOH, Inc. and Education Committee members to review RST Education Code, SOH, Inc. bylaws and charter, Resolutions, school policies and procedures, BIE Fiscal Review and Corrective Action. Sustained partnerships with local educational organizations, provided professional development to K-6 teachers on a monthly basis, consistently. Topics focused on strategies to support teacher/student relationships, teacher development, academic improvement. In addition, TED was able to provide college level courses to assist teachers in development of Indian Education, culturally relevant pedagogies, self-reflection in their professional work with Lakota students. In turn, teachers were able to use courses to update their certification.

Continued work on developing and sustaining relationships with local educational organizations to move educational initiatives forward. Relationship building with SFIS and SOO began last year and this will continue to be a focus in order to meet scope of work in school improvement.

Each year has been consistently working toward supporting tribal sovereignty in education through sharing of information, trainings, professional development sessions, college courses, collaboration and meetings with tribal, state, and federal entities, including BIE.

All Educational Institutions and Programs

The RST Education Department work closely with students, families and local agencies to provide the best possible education to our tribal students.

Bureau Funded Educational Institutions on the Rosebud Reservation

- St. Francis Indian School
- Sicangu Owayawa Oti

Public Schools on or near the Rosebud Reservation:

- Todd County School District

- White River School District
- Winner School District
- Gregory School
- South Central School District

Public Schools – percentage of native students in their system

- Gregory 13.20
- South Central 40.00
- Todd County 96.40
- White River School 88.10
- Winner 34.90

Private Schools on the Rosebud Reservation:

- Sapa Un Academy
- White Eagle Christian Academy

Boarding Schools

- Chemawa Indian School
- Crow Creek School
- Flandreau Indian School
- Marty Indian School
- Pierre Indian Learning Center
- Riverside Indian High School
- Sherman Indian High School
- St. Joseph Indian School

Report on Bureau Funded Educational Initiatives

Sicangu Oyate Ho Inc./St. Francis Indian School

P.O. Box

St. Francis, SD

Tel. 605-747-2299

Website; www.sfisk12.org

2018 audit on file in the Tribal Education Department Office.

Mission Statement: 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 with a well-trained supportive staff in a safe and healthy environment.

Attendance Rates: total student count: 798

K-6 ADA 89.88%

7-8 ADA 83.84%

9-12 ADA 72.49%

Graduates 43

Major Behavior Referrals

K-6 50

Home Communities of Students

St. Francis 236

Rosebud 112

Two Strike 62

Antelope/Mission 50

Spring Creek 38

Parmelee/He Dog 38

Rosebud Sioux Tribe State of Education Report- 2017 2018

7-8 23 13 other communities
9-12 67

(alcohol, assault, drugs, fighting(45), sexual harassment, stealing, threat, tobacco (30), vandalism, weapons (1))

State Assessment Results- Smarter Balance

Grades 3-8 & 11 11/292 ELA

Grades 3-8 & 11 1/292 Math

Accreditation and Status: Accredited by the State of SD

Staff Information:

Education	Tribal	Non-tribal
Doctorate Degree	2	1
Masters	3	17
Bachelors	48	20
Some College to AA	50	7
High Sch./GED	42	
Total	145	45

Veterans -20

Experience at SFIS

0-5 139

6-10 19

11-20 22

21-30 10

Goals:

- Increase academic assessments
- Increase cultural awareness
- Increase student attendance
- Increase staff attendance
- Decrease negative student behaviors

Data from SFIS 2017-2018 Annual Report

Sicangu Owayawa Oti (Rosebud Dormitory)

P.O. Box 69 1001 Ave. D

Mission, SD 57555

Phone: 605-856-4486

No website

2018 Audit and expenditure report on file in Tribal Education Department Office

5 board member – 1 tribal representative

23 native staff members

Achievements

Dormitory successes- Tutoring, NASIS-(grade checks/attendance/homework), Parent-Teacher conferences

Services for Special Education Students- attendance & participation in IEP meetings to establish goals for the dorm setting

Rosebud Sioux Tribe State of Education Report- 2017 2018

Grade	# of Students	Attendance Rate	Drop-out Rate	School Attended	Discipline referrals	Suspension
1	4	81.04%	50%	TC	9	0
2	5	75.36%	60%	TC/SF	21	2
3	9	85.82%	66.66%	TC/SF	9	9
4	13	79.83%	69.23%	TC	33	4
5	17	72.94%	60%	TC	36	0
6	21	82.42%	68.75%	TC/SF	16	3
7	20	73.44%	42.11%	TC	18	6
8	20	74.66%	62.5%	TC/SF	26	7
9	18	75.54%	68.75%	TC/SF	11	0
10	16	77.84%	56.25%	TC	22	4
11	11	73%	40%	TC	12	2
12	7	67.14%	50%	TC	14	2

Issues and or concerns:

Students dropped for non-attendance and the need to follow policies. When students have attendance issues and there is a need to drop the students- the dormitory staff contacts the truancy officer per school- some of the issues students face from home are family related due to having to babysit their younger siblings. Work closely with services available for the reservation area.

Parent Involvement:

Annually survey parents and community to determine improvement of services. Implementing a Home-School Coordinator position for parental involvement. Send home weekly newsletters, parents are invited to visit and eat with their child and attend special events.

Cultural Services:

The dormitory holds cultural events and ceremonies for their students. These include an annual wacipi/naming ceremony, ribbon skirt making, shawl making, drum making, archery, wiping of tears ceremony, Inipi, Lakota bingo and encourage the use of the Lakota Language.

The dormitory provides snacks and supper for their students at their own cost, state guidelines are to limiting.

The dormitory facilities is an issue. The dormitory needs a new building

Transportation

The dormitory works closely with Todd County Transportation and has an agreement regarding transporting students.

The dorm has 3 bus routes with a total of 274 miles daily.

Report on Public Schools

2017-2018 Profile of Todd County School District 66-1

110 E. Denver Dr. Mission. SD 57555

Student Data			Teaching Staff Data	
Fall 2017 PK-12 enrollment		2,037	Average Teacher Salary	\$46,381.
Fall 2017 State Aid enrollment		2,060.3	Avg. Yrs of Exp.	8.0
Open Enrolled Students rec'd		0	% with Advanced Degree	21.1%
Home School ADM		35	Certified Instructional Staff	142.3
December 2017 Federal Child Count		373	Classroom Staff	1.7
% Special Needs Students		18.3%		
% Eligible for Free /Reduce Lunch				
District Dropout Rate		5.7%		
District Attendance Rate		82.1%	American College Test (ACT)	
Staff to Student Ratio		14.1	English	13.0
Number of Graduates		76	Math	15.6
Enrollment Data			Reading	15.5
	ADA	ADM	Science	16.1
PK-8	1329.304	1,569.377	Composite Score	15.2
9-12	331.329	454.167	Number Tested	61
Total	1660.632	2023.544		

State Report Card Data

Student Performance; ELA 10%, Mathematics 5% Science 5%

Student Progress; ELA 30%, Mathematics 20%, Science 24%

Attendance & Graduation: AR 49%, Chronic Absenteeism Rate 64%, High School Completion 65%, College & Career Readiness 4%

Accredited by the State of SD

Data from SD DOE 2017-2018 School Profile and Report Card

2017-2018 Profile of White River School District 47-1

501 E 3rd St. White River, SD 57579

Student Data			Teaching Staff Data	
Fall PK-12 enrollment		418	Average Teaching Salary	\$41,970.00
Fall 2017 State Aid Fall Enrollment		404.00	Avg. Yrs. Of Exp.	13.7
Open enrolled students rec'd		40	% with Advanced Degrees	16.2%
Home School ADM		14.00	Certified Instructional Staff	44.4
Dec. 2017 Federal Child Count		79	Classroom Staff	1.0
% Special Needs Students		18.9		
% Eligible for Free Reduced Lunch				
District Dropout Rate		4.3%	American College Test (ACT)	
District Attendance Rate		94.1	English	19.5
Student to Staff ratio		9.2	Math	19.3
Number of Graduates		22	Reading	20.8

Rosebud Sioux Tribe State of Education Report- 2017 2018

			Science	20.1
Enrollment Data			Composite Score	20.1
	ADA	ADM	Number Tested	15
PK	17.054	18.875		
KG-8	280.055	294.517		
9-12	84.070	92.311		
Total	381.179	405.703		

School Report Card Data

Student Performance: ELA 27%, Mathematics 21%, Science 5%

Student Progress ELA 46%, Mathematics 48%,

Attendance & Graduation: Attendance Rate 89%, Chronic Absenteeism Rate 20%, High School

Completion 89%, College & Career Readiness 23%

Accredited by the State of SD

Data from SD DOE 2017-2018 School Profile and School Report Card

2017-2018 Profile of Winner School District 59-2

431 E 7th St. Winner SD 57580

Student Data

Fall PK-12 enrollment	722
Fall 2017 State Aid Fall Enrollment	723.00
Open enrolled student rec'd	31
Home School ADM	15.00
Dec. 2017 Federal Child Count	104
% Special Needs Students	14.4
% eligible for free/reduced lunch	45.7%
District Dropout rate	.3%
District Attendance Rate	94.1%
Student Staff ratio	14.0
Number of Graduates	44

Teaching Staff Data

Average Teacher Salary	\$45,322.00
Avg. Yrs. Of Exp.	15.1
% with Advanced Degrees	16.0%
Certified Instructional Staff	51.8
Classroom Staff	0

American College Test (ACT)

English	19.9
Math	20.7
Reading	21.7
Science	21.9
Composite Score	21.1
Number Tested	36

Enrollment Data

	ADA	ADM
PK	0.956	0.956
Kg-8	490.507	517.584
9-12	181.897	197.255
Total	673.360	715.795

School Report Card

Student Performance; ELA 52%, Mathematics 35%, Science 41%

Student Progress; ELA 50%, Mathematics 31%,

Attendance & Graduation; Attendance Rate 88%, Chronic Absenteeism Rate 19%, High School

Completion 98%, College & Career Readiness 55%

Accredited by the State of SD

Data from SD DOE 2017-2018 School Profile and School Report Card

2017-2018 Profile of Gregory School District 26-4

505 Logan, Gregory, SD 57533

Student Data		Teaching Staff Data	
Fall 2017 PK-12 Enrollment	369	Average Teacher Salary	\$42,743.00
Fall 2017 State Aide Fall enrollment	371.0	Avg. Yrs. Of Exp.	15.8
Open enrolled students rec'd	30	% with Advanced Degrees	15.7%
Home School ADM	6.00	Certified Instructional Staff	32.8
Dec. 2017 Federal Child Count	47	Classroom Staff	0
% Special Needs Students	12.7%	American College Test (ACT)	
% Eligible for free/reduced lunch	49.9%	English	19.1
District Attendance Rate	95.7%	Math	20.2
Student to Staff ratio	11.3	Reading	19.5
Number of Graduates	24	Science	21.2
Enrollment Data		Composite Score	20.2
	ADA	ADM	Number Tested
Kg-8	252.726	263.144	19
9-12	96.081	101.424	
Total	348.807	364.568	

School Report Card

Student Performance; ELA 64%, Mathematics 48%, Science 46%

Student Progress; ELA 67%, Mathematics 56%

Attendance & Graduation; Attendance Rate 95%, Chronic Absenteeism Rate 9%, High School Completion 96%, College & Career Readiness 64%

Accredited by the State of SD

Data from SD DOE website 2017-2018 School Profile and School Report Card

2017-2018 Profile of South Central School District 26-5

401 Birdsell St. Bonesteel, SD 57317

Student Data		Teaching Staff Data	
Fall 2017 PK-12 enrollment	108	Average Teacher Salary	\$44,148.00
Fall 2017 State Aid Fall enrollment	96	Average yrs of exp.	14.5
Open Enrolled Students Rec'd	1	% with Advanced Degree	35.2%
Home School ADM	3.00	Certified Instructional Staff	16.0
December 2017 Federal Child count	13	Classroom Staff	0.0
% Special Needs Students	12%		
% Eligible for Free/Reduce Lunch	66.0%		
District Dropout Rate	10%		
District Attendance Rate	94.5%		
Number of Graduates	5		

Enrollment Data

	ADA	ADM
PK	10	11.739
KG-8	67.126	70.390
9-12	21.845	23.713
Total	99.090	105.842

Student Performance; ELA 47% Mathematics 37% Science 43%

Student progress since last school year; ELA 50% Mathematics 37% Science

Attendance and Graduation; AR 97%, Chronic Absenteeism Rate 16%, no graduation or high school completion rate due to size

Accreditation and Status- SD State Accredited

Data from SD DOE 2017-2018 School Profile and Report Card

Headstart –Early Headstart

“Early Head Start services continued for 88 children in 11 , 3 classrooms in Mission: 2 in Parmelee; 3 in Rosebud. The program has experience much success and has provided quality care to families who would otherwise be unable to find quality care for their infant/toddlers while they work. In April 2017, RST EHS received a first year review for the Early Head Start program. During the review it was noted that the program did not have written Child Release Procedures for the Early Head t program. Administrative Staff developed written procedures these procedures were approved by the Governing Bodies integrated into the program service plan and we not utilized for staff training.

Head Start; RST Head Start continued services for 315 children. During the 2017-2018, Head Start began providing full day services for six classrooms, due to duration funding from the Office of Head Start. By lengthening the hours of services, the goal is to increase children’s learning and developmental outcomes and provide quality care for working families.” RST Head Start/Early Head Start Program Self-Assessment

Vision Statement

Provide quality Early Childhood Education services for birth to five and pregnant women by incorporating Lakota Value and promoting self-sufficiency.

Core Values

Honoring and implementing our Lakota values on a daily basis with staff, children and families
Program administration, Infants and toddlers’ component

Mission Statement

We the Rosebud Sioux Tribe Early Head Start/Head Start Program value our children, families and community agencies through

- Teaching and modeling Lakota Values
- Creating an enriched learning environment that supports individual child development families and staff
- Advocating for all children, families and community agencies
- Empowering and supporting positive growth for our children, families and staff

Public Awareness:

Website: <https://www.rst-headstart.com/academics>

All data available through a copy of the Annual Report, plus a copy of the Head Start’s financial audit.

These reports are accessible on the Head Start website

Data for RST Early Head Start/Head Start Program

Number of families served =390

Parent Engagement Activities: Monthly Family Gathering are held at all centers with a focus on informational activities and Lakota Cultural activities.

2017-2018 School ADA= 49% EHS, 51% HS

Data of Health Services of Dental, Medical Immunizations and access to medical insurance is maintained on a monthly basis from each center.

Data on School Readiness which covers, Social Emotional, Physical, Language, Cognitive, Literacy and Math is maintained on the students per center and overall

Goals:

“Program Management and Quality Improvement

Ongoing monitoring is critical to the prompt identification and corrections of concerns and especially regarding health safety.” RST Head Start/Early Head Start Program Self-Assessment

Concerns:

An Early Head Start Federal reviewer express 2 concerns, 1. Under-enrolled and 2. Background checks not completed within 90 days of hire.

Staff and Contact Information

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Tribal Education Summary

Based on a review of the data and information gathered these are the recommendations

- All educational institutions focus on incorporating more Lakota Language and Culture into their standards and curriculum. Allow more time for the incorporation of the Lakota Language and Culture into the school day
- Focus on family and community engagement activities. This will have an impact on student attendance and decrease truancy
- Network with all the educational institutions on the reservation and reach out to the tribal programs that offer youth services. This will improve communication and improve services.
- Schedule meetings and presentation with all the local schools to review and work on the implementation of the Tribal Education Code.

CONCLUSION

Requests for information are sent to the schools and information was received from 2 educational institutions. It is difficult to represent each schools' success if the information is not shared. All information currently shared comes from a public website available for all. St. Francis Indian School and Sicangu Owayawa Oti information is not shared on a public website. This is the Bureau of Indian Education's responsibility. Their information comes from them. We would like to thank all the schools who have shared information.

The Education Department staff are committed to providing on-going educational and support services to students of the Rosebud Sioux Tribe. The Departments service's area begin from the cradle to career age groups. The services are available to all tribal students and their families who are in need of information and/or assistance. Please visit our website for more information and or call any of the programs directly. We encourage parents and guardians to contact the staff at the Rosebud Sioux Tribe's Education Department with their concerns regarding their children's education.