
Browns Valley School District
NAPAC, American Indian Programming & Federal Funds
Public Meeting
April 14, 2021



DISTRICT VISION

S.O.A.R Together: building a school family to guide and inspire our students for success in reaching their potential.

DISTRICT MISSION

Our school family will work together to

- build trusting relationships
- foster joy and resiliency; and
- equip students with skills that enable them to be successful!

American Indian Student Identification:

- Completed *Minnesota Department of Education Ethnic and Racial Demographic Designation Form*
- Tribal Enrollment Certificate
- Title VII Form

American Indian Tribe Representation in the Browns Valley School

Sisseton Wahpeton Oyate	74 students
Little Riverband of Ottawa Indians	3
Mille Lacs Band of Ojibwe	2
Pueblo of Laguna	1
Spirit Lake Sioux Tribe	1

American Indian Student Population by Grade October 1, 2020

Grade	Race/Ethnicity American Indian #	Race/Ethnicity American Indian %	Race/Ethnicity White #	Race/Ethnicity White %
Total Elementary	70 students	59%	49 students	41%
Total Middle School	32 students	51%	31 students	49%
Total All Grades PK-8	102 students	56%	80 students	44%

FREE AND REDUCED by Grade October 1, 2020

Grade	Free & Reduced American Indian #	Free & Reduced American Indian %	Free & Reduced White #	Free & Reduced White %
Total Elementary	64/70	91%	21/49	43%
Total	32/32	100%	15/31	44%

Middle School				
Total All Grades PK-8	96/102	94%	36/80	45%

SPECIAL EDUCATION by Grade October 1, 2020

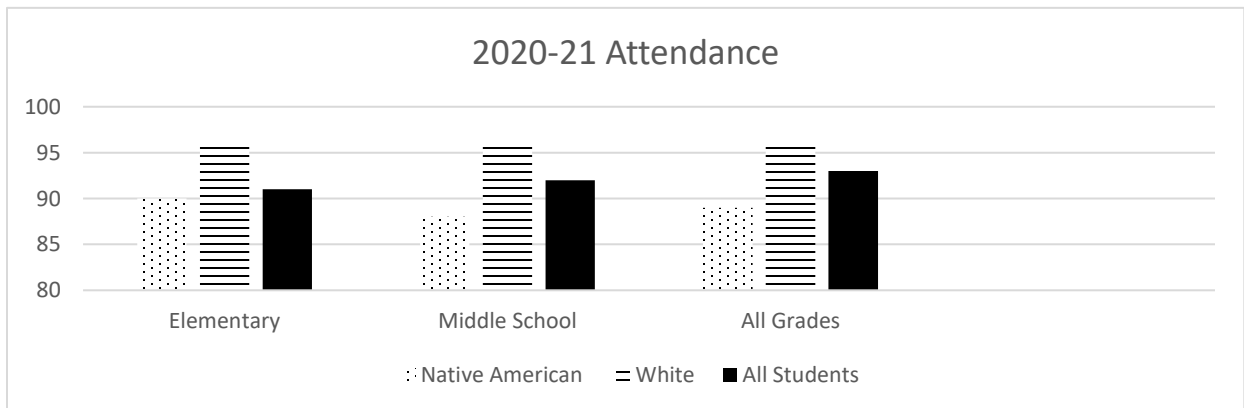
Grade	Special Ed. American Indian #	Special Ed. American Indian %	Special Ed. White #	Special Ed. White %
Total All	23/102	23%	14/80	18%

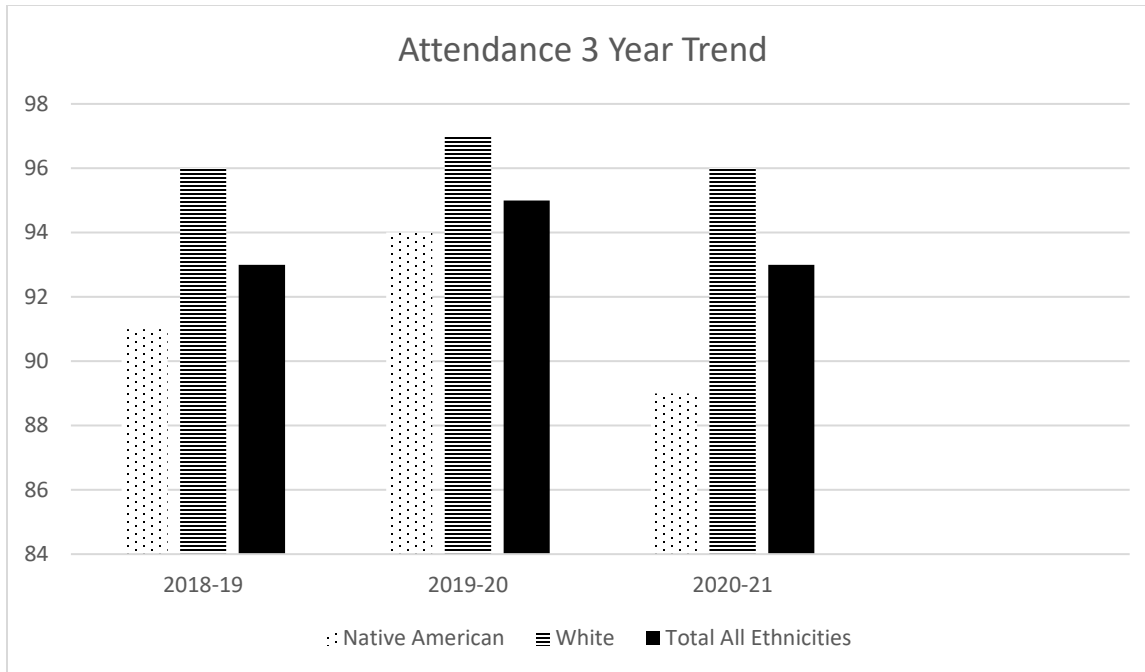
Elementary PreK-Grade 4		Middle School Grades 5-8		All Grades	
American Indian	59%	American Indian	51%	American Indian	56%
White	41%	White	49%	White	44%
AI Free/Reduced	91%	AI Free/Reduced	100%	AI Free/Reduced	94%
AI Special Education	20%	AI Special Education	28%	AI Special Education	23%

ATTENDANCE

Current Total Attendance % from 08/27/20-02/01/21 (In-person and distance learners)

Grade	American Indian	White	All
Total EI	90%	96%	91%
Total MS	88%	96%	92
Total All	89%	96%	92%





LEARNING MODELS

Student Learning Mode February 1, 2021 *21 Students currently enrolled in Distance Learning

Grade	In Person	Distance Learning	# American Indian in Distance Learning	% of DL students who are Native American
Total EL	94	15	14	93%
Total MS	57	6	5	83%
Total All	151	21	19	90%

Distance Learning % by Ethnicity February 1, 2021

	American Indian %	White %
EL	93%	7%
MS	83%	17%
Total	90%	10%

Distance Learning Attendance - % Present Through February 1

Grade	% Present All Ethnicities
Total EL	88%
Total MS	84%
Total All	86%

Distance Learning Support 2020-21

- Two full-time staff members dedicated to working with distance learning students
- Daily conferencing with teachers and/or support staff through student/family preferred method of delivery (telephone, Facetime, Google Meets, Zoom).
- Video recorded and live lessons using YouTube, FlipGrid, Zoom, FaceTime, Remind, and Google Meets.
- Teachers (under state order) given 30 minutes of extra prep per day for distance learning preparations, designing modules, activities, etc.
- Opportunities for Distance Learners to connect with classmates virtually at non-academic times such as breakfast and lunch time.
- Daily meal delivery (lunch, fresh fruit or vegetable snack, breakfast for next day).
- School supplies provided and delivered with assistance from JOM.
- Support and assistance with reduced-cost and free internet hook-ups (spring 2020). Sisseton Wahpeton Oyate assisting with this in 2020-21 school year. We help disseminate information.
- Chromebook supplied and delivered with over-the-phone technology support.
- Friday distance learning assignment deliver and pickup.
- Lesson assignments provided electronically and paper.
- Web resources posted on Distance Learning tab of website.
- Mental Health call/check-ins by certified counselor and resources provided.
- Transportation provided for distance learning students to come into school for district assessments and tutoring on half days when in-person students are not in session.
- Virtual holiday concert with distance learning band students contributing
- Additional activities described in “Parent Connections and Family Engagement”

Native American Family Survey Results – Spring 2021

*Surveys were mailed (1 returned); another set of surveys was sent home with students (10 returned); TOTAL 11/54 surveys returned

<p>What supplemental services do you feel are most helpful for Native American students:</p>	<p>5 During school tutoring 5 Field trips 5 Culturally relevant activities 4 After school tutoring/homework help 3 Math and reading interventions 3 Counseling 2 College visits 3 Summer programs (field trips, reading programs etc) 1 Other: Distance learning with para every day 0 Summer School</p>
<p>What do you believe are the 3 biggest challenges that Native American students face in school?</p>	<p>5 Bullying 3 Family/home situation 2 Financial problems 3 Teacher/student relationships 2 Poor study habits/study management</p>

	<ul style="list-style-type: none"> 2 Behind in classes 2 Uncomfortable in school 2 Lack of communication 1 Personal conflicts 1 Poor self esteem/image 1 Other: Missing her classmates due to covid 0 Drug/alcohol issues 0 Failing classes 0 Transportation to and from school 0 Covid related concerns
<p>What priorities do you think could help Native American children be more successful in school?</p>	<ul style="list-style-type: none"> 6 Provide educational activities that families can do together 5 Reduce the number of American Indian students that are behind in reading and math as well as help students do well in school through various tutoring/professional services 5 Provide traditional/cultural activities for students and the community such as drum and dance, cultural art, and language 5 Increase the number of American Indian parents and community members involved in school programs and activities 5 Provide training for school staff to help them develop skills and understanding of issues relating to American Indian Education 4 Provide mental health and counseling services for American Indian students 3 Focus on reducing the out of school suspension rate among American Indian students 4 Increase communication between school and home 4 Increase drug and alcohol prevention awareness among students 4 Continue to integrate American Indian curriculum for all grade levels 3 Reduce disciplinary referrals among American Indian students
<p>What activities have had a positive impact on Native American students?</p>	<ul style="list-style-type: none"> 7 School supplies provided to each student 6 Books and activities provided to families at ECFE drive-up 6 Dakota Language classes 5 Updated Native American books in library 5 Community Education family activities (cake baking, flower arranging, board games, cookie decorating, etc) 4 Artists in Residency/virtual artists 4 Cultural dancers 4 Heritage days 4 College visits 3 Home/School connection activities (Christmas tree ornaments, book covers, snowflakes, leaf decorating, etc) 1 Indigenous yoga 1 Flute-making 1 Preservation Office tour 0 Other
<p>List any other types of activities or services you would like to see</p>	<p>-Cultural exchanges between TZ and Enemy Swim students, our granddaughter enjoys cultural activities at SWO headstart, when we are clear of covid</p>

<p>offered to Native American students at the Browns Valley school.</p>	<ul style="list-style-type: none"> -More tutoring, go over work that is wrong, don't let them get behind -Mentoring of students and maybe even families -Different ways to count attendance for distance learning. -Maybe making outfits to dance because when I was I school in cities that's what we did -Tour of the Lake Traverse Reservation including economic business, tribal entities, schools, natural resources, cultural sites, buffalo farm, etc.
<p>Are you interested in serving on the Native American parent Advisory Committee?</p>	<p>Yes: 3 Maybe: 1 Already a member: 1 No: 6</p>

IDENTIFICATION OF AT-RISK STUDENTS

- Attendance
- Grades
- Lack of Interest
- Negative Interactions with Peers
- Behavioral Issues

TITLE PROGRAMS & HOW THEY ARE USED TO BENEFIT AMERICAN INDIAN STUDENTS

Title I & Title II- \$39,495.29 & \$4,742.72 (Title II rolled into Title I)

Monies used for: Native American Interventionists & paraprofessionals

- Goal Area: Provide essential instruction in literacy practices
 - Literacy instruction, phonics intervention, and reading interventions, ADSIS interventions, homework help, and tutoring by highly qualified teachers and paraprofessionals
- Goal Area: Provide effective math teaching practices
 - Math instruction and interventions, homework help, and tutoring by highly qualified teachers and paraprofessionals
- Goal Area: Increase instruction in social emotional learning skills
 - Mind Up and Second Step curriculum taught by teachers and counselor.
 - Attendance Works curriculum used by teachers and counselor.

MN Indian Aid \$46,492

Monies Used for: Language Based books and activities, speakers, Native American Interventionist, Native American Culture/Language Teacher, Native American Speakers/Culture Activities

- Goal Area: All American Indian Children Ready for School
 - Increase parent engagement at Early Childhood Family Education by reaching out to American Indian families and providing classes in alternative “drive-up” format.

- Language based book and activity provided weekly to American Indian families.
- Parenting techniques provided weekly by Early Childhood teachers.
- Goal Area: All Third Graders Achieve Grade Level Literacy
 - Provide tutoring and interventions for American Indian students 1:1, in pairs, and small groups for 10 hours per week.
 - Integrate storytelling/content books (culturally responsive literature) to introduce concepts and vocabulary; improve comprehension skills, including presentation and speakers.
 - Hire a Dakota Language Teacher 10 hours per week to provide small group cultural and language instruction during and after school.
- Goal Area: All Achievement Gaps Closed for Students
 - Daily virtual conferences & on and off site tutoring services.
 - Provide and deliver schools supplies, meals, and distance learning materials.
 - Provide virtual videos and instruction in reading, math, social, science, Dakota language and culture, and SEL.

Title IV-\$10,000

Monies used for: Counselor

- Mind Up instruction, Second Step instruction, Mental Health checks, and counseling

Federal Title VI-\$25,763

Monies used for paraprofessionals.

- Provide tutoring and interventions in reading and math to increase achievement.

SCHOOL IMPROVEMENT STRATEGIES

Continuous Improvement Team/World’s Best Workforce Goals

- Provide interventions for any students not proficient in reading and ensure time is used efficiently and students are being productive during quality instruction.
Goal: Given high quality initial instruction and immediate intensive instruction, all students in grades 3 and 4 will maintain their proficiency in reading from 34.4% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 42% in 2020 as measured by the MCAs.
- Provide interventions for any students not proficient in math and ensure that time is used efficiently and students are being productive during quality instruction.
Goal: Given high quality initial instruction and immediate intensive instruction, free/reduced lunch students in grades 3 and 4 will maintain their proficiency in math from 25% proficiency index rate in 2018 to maintain or exceed the state proficiency rate of 33% in 2020 as measured by the MCAs.
- The district will increase instruction in social emotional learning skills.
Goal: The district will increase their consistent attendance from 82.41% in 2018 to 90% by 2020.

HOW SERVICES ARE PROVIDED

In grades k-8 daily interventions in small groups or one-on-one will be provided by teachers, paraprofessionals, and interventionists. Tutoring and homework help will occur in the classroom, study hall, and after school or pullout by teachers.

INITIATIVES SUPPORTING AMERICAN INDIAN STUDENTS

- Restorative Practices
- Trauma Informed Practices
- SEL Curriculum (2nd Step, MindUp)
- Evidence-Based Practices
- Cultural Responsiveness
- Individual Learning Plans
- Tutoring
- After School Program
- Attendance Works

NEW Initiatives in 2020-21

- Instructional Interventions **New 2020-21
FastBridge Reading and Math
- Behavioral Interventions **New 2020-21
Early Intervention Team
- SWO Youth and Family Tree Program referrals & counseling

Initiatives COMING in 2021-22

- LETRS Training for all teachers of reading, interventionists, and special education (2 year program supported by MDE)
- Mental Health Initiative: EmpowerU Tier 1 and Tier 2 social-emotional learning curriculum with 1:1 coaching support (stress, anxiety, goal setting, making friends, etc)

PARENT CONNECTIONS & FAMILY ENGAGEMENT *New Focus Area* in 2020-21

- Monthly Home-School Connections/Activities sent home with each student each month (do together at home and return project to school): decorate ornament for school Christmas tree, I'm Thankful, my favorite book cover, snowflakes
- Monthly Family activity sent home each month (do projects at home and keep at home): game, cookie decorating, holiday flower arrangement, seed planting, cake baking (families invited to take pictures and post on Facebook)
- Virtual Parent/Teacher Conferences
- Live stream activities: "Indigenous Yoga" with Sisseton Wahpeton Oyate member; Virtual Artists classes SWWC Service Coop/MN Arts Council: Sculpture, Origami, 3-D Drawing, and Crafts
- Drive Up ECFE with reading activity and book sent home with each Native American student every week; will be expanded to include Math in 2021-22
- Remind Communication App

- 2 Companion Pets for counseling/mental health “Thunder” and “Sprinkles”

In previous years we have offered the following Parental Involvement Activities which are currently on hold due to Covid-19: Awards Night, Concerts, Fall Festival, Geography Bee, Heritage Days, Open Houses, Prairie Fire Theatre, Spelling Bee, Classroom Newsletters/Calendars, Early Childhood Family Education, Family Breakfast, Sports, One Act Play, Parent/Teacher Conferences, and Science Fair

NUMBER OF AMERICAN INDIAN EDUCATORS ON STAFF

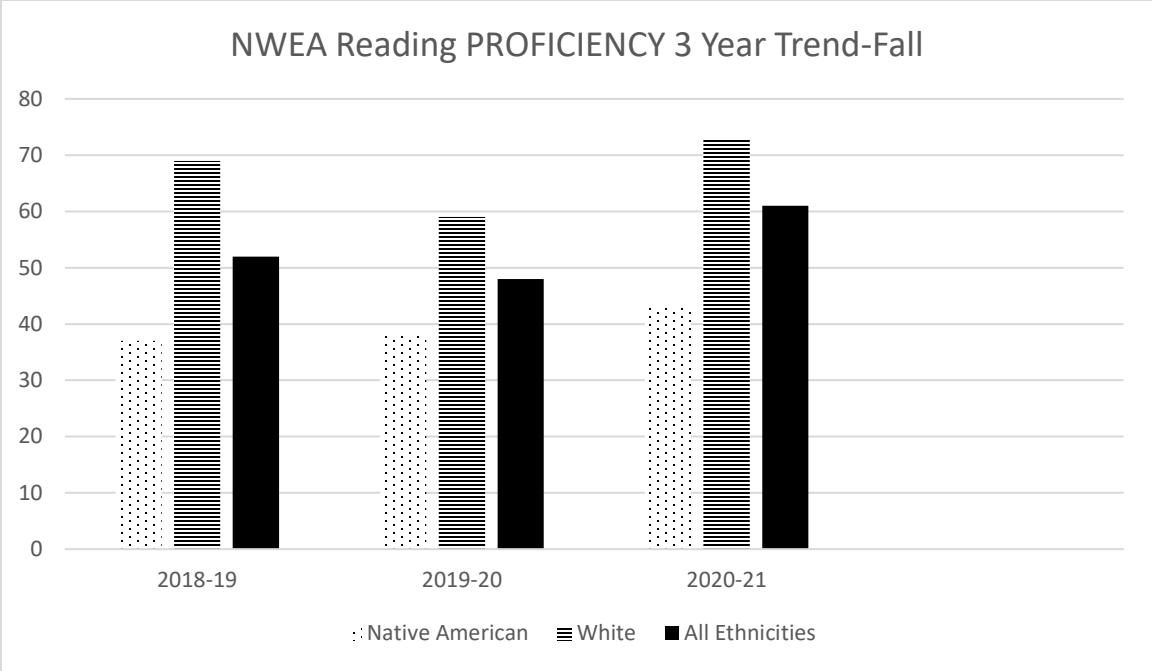
- 1 substitute custodian
- Currently advertising for a Dakota Culture & Language Instructor
- Attempted to hire Reading Corp interventionist in November; currently re-advertising

FASTBRIDGE GRADE LEVEL READING ASSESSMENT SCORES Winter 2021 *aReading

	Native Am. # Tested	Native Am. at Grade Level	Native Am. % at Grade Level	*	White # Tested	White # at Grade Level	White % at Grade Level
Total EL	53	9	17		36	16	44
Total MS	30	4	13		30	26	87
Total ALL	83	13	16		66	42	64
Winter 2020	*New assessment in 2020-21				*New assessment in 2020-21		

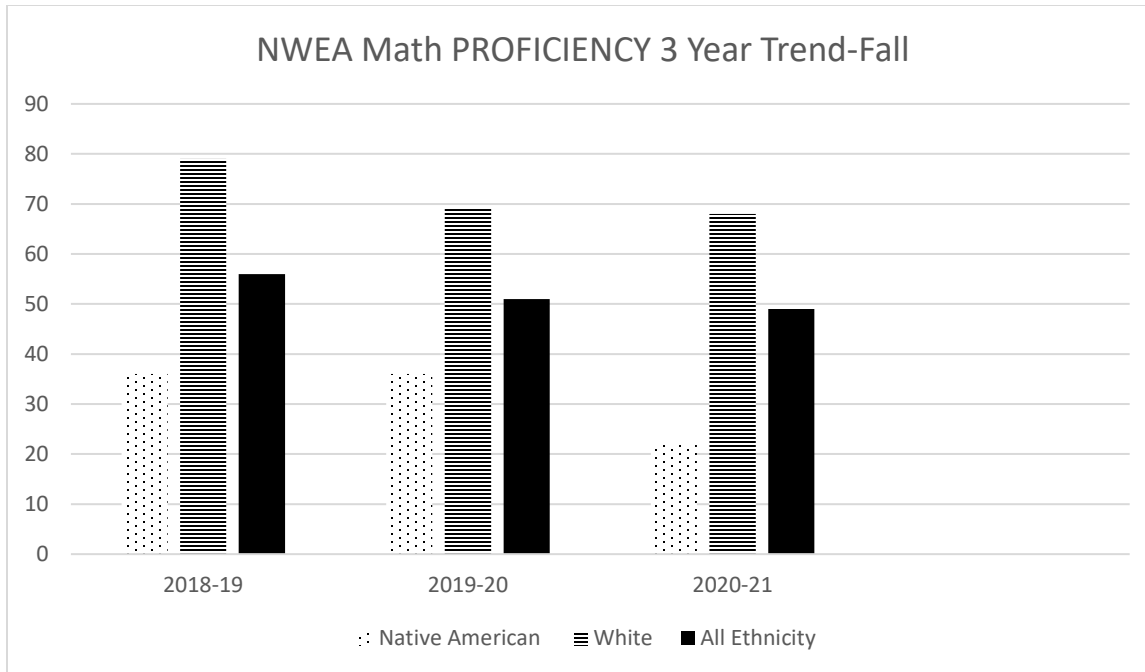
NWEA READING GRADE LEVEL ASSESSMENT SCORES Winter 2021

	Native Am # Tested	Native Am # Grade Level	Native Am % Grade Level		White # Tested	White # Grade Level	White % Grade Level
Total El	44	18	41%		35	26	74%
Total MS	27	4	15%		29	26	90%
Total All	71	22	31%		64	52	81%
Winter 2020	80	31	39%		78	61	78%



NWEA MATH GRADE LEVEL ASSESSMENT SCORES Winter 2021

	Native Am # Tested	Native Am # Proficient	Native Am % Proficient	White # Tested	White # Proficient	White % Proficient
Total EI	35	11	31%	30	22	73%
Total MS	31	12	39%	29	28	97%
Total All	66	23	35%	59	50	85%
Winter 2020	80	30	38%	77	58	75%



FASTBRIDGE GRADE LEVEL MATH ASSESSMENT SCORES Winter 2021

	Native Am. # Tested	Native Am. at Grade Level	Native Am. % at Grade Level		White # Tested	White # at Grade Level	White % at Grade Level
Total EL	50	12	24		40	17	43
Total MS	32	3	9		29	17	59
ALL	82	15	18		69	34	49
Winter 2020	*New assessment in 2020-21				*New assessment in 2020-21		

PREKINDERGARTEN 2020-21 ASSESSMENT DATA

	Native Am. # Tested	Native Am. at Grade Level	Native Am. % at Grade Level		White # Tested	White # at Grade Level	White % at Grade Level
Total % at target			19%		Total % at target		38%

DISCIPLINE REFERRAL DATA (through February 1, 2021)

Total Elementary Discipline Referrals = 113				
Native Am. #	Native Am. %		White #	White %
69 *49 sped	61% *71% sped		44 *31 sped	39% 70% sped
Total Middle School Discipline Referrals = 26				
18 (*2 sped)	69% (*11% sped)		*cell size to small to report	31% (*25% sped)
Total All Discipline Referrals = 139				
87 (*51 sped)	63% (*59% sped)		52 (*33 sped)	37% (*63% sped)

HOW SERVICES ARE ASSESSED AND IMPROVED BASED ON RESULTS

The district will disseminate relevant assessment and services related to educational programming and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. The Indian Parent Committee of the Browns Valley School will meet monthly for the purpose of addressing comments and concerns of parents of Indian children regarding the District’s educational programs and activities. The meeting agendas are posted and all meetings are open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

The superintendent and school staff, in conjunction with the Indian Parent Committee will review annual survey data and comments gathered from families and students. The results of the data and its comments will be shared with all interested parties in the district. In addition comments and/or suggestions brought forth from these conversations will become part of the Committee’s approved minutes.

This data will be utilized to develop appropriate supports for various programs.

HOW AND WHEN DECISIONS ABOUT THE DELIVERY OF SERVICES WILL BE MADE

Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations. The location, date, and time of any meeting described above are posted on the school website.

The Browns Valley School District will disseminate information and seek timely input regarding the following programs on its educational programming (including, but not limited to): Title I Part A, Title II Part A, Title VI Part A subpart I, and Title VI.

The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Indian Parent Committee and a summary will

be prepared and disseminated at least one (1) week in advance of public hearings in held in October and April to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meeting. The hearing will be publically advertised on the district website at www.brownsvalley.k12.mn.us to allow all interested parties to attend. In addition, representatives from the District and Indian Parent Committee will schedule meetings with the tribe to seek input. In addition, representatives from the District and Indian Parent Committee will schedule meetings with the tribe to seek input.

PARENT AND TRIBAL ENGAGEMENT

At each of the monthly school board meetings, a section of time is set aside for communications from the public. This is a time to offer comments and suggestions regarding the programming for Indian students. In addition, two public hearings are scheduled in October and April which are specifically devoted to addressing questions regarding federal programs. Based upon suggestions, preferred methods of communication, as well as ways to maximize participation from tribal officials as well as parents of Indian children, will be seriously considered.

Information will be included on the website, in the student handbook, welcome folders, and enrollment packets, regarding opportunities to provide input to the district.

The District and Indian Parent Committee representatives will schedule meetings with the Sisseton Wahpeton Tribe and Minnesota Department of Education to discuss ongoing programming goals.