
Browns Valley School District
American Indian Parent Advisory Committee
Public Hearing
October 14, 2020



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	Subgroup too small to report
Mille Lacs Band of Ojibwe	Subgroup too small to report
Pueblo of Laguna	Subgroup too small to report
Spirit Lake Sioux Tribe	Subgroup too small to report

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

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

Total All Grades PK-8	96/102	94%	36/80	45%
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SPECIAL EDUCATION

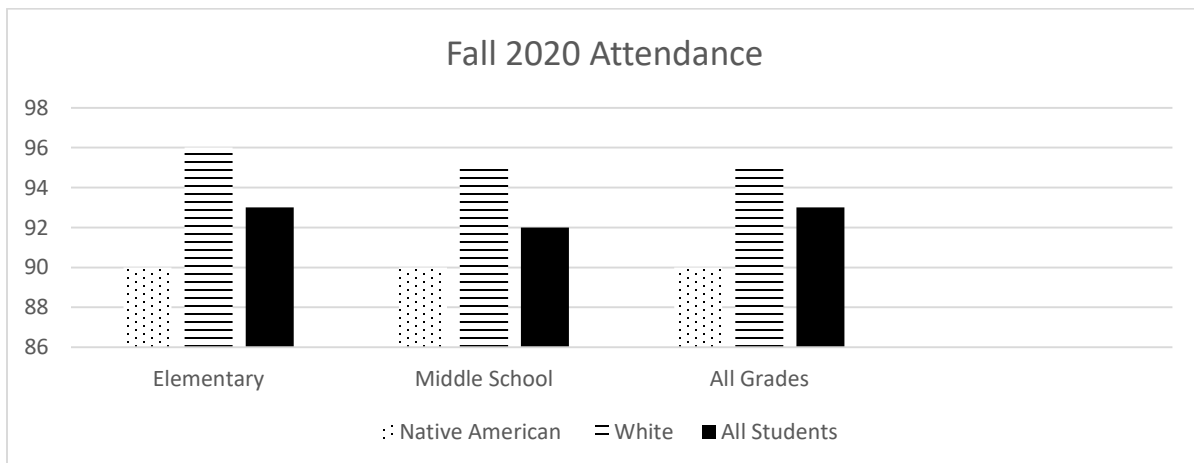
Grade	Special Ed. American Indian #	Special Ed. American Indian %	Special Ed. White #	Special Ed. White %
Total Elementary	14/70	20%	Subgroup too small to report	16%
Total Middle School	Subgroup too small to report	28%	Subgroup too small to report	19%
Total All Grades PK-8	23/102	23%	14/80	18%

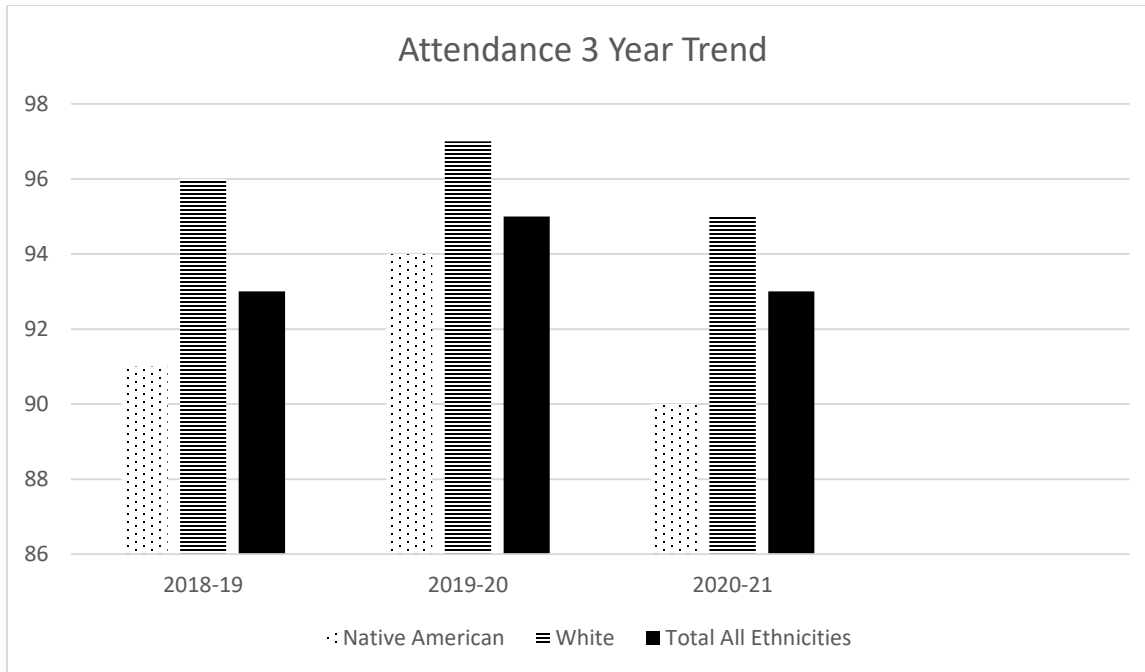
Elementary PreK-Grade 4		Middle School Grades 5-8		All Grades	
American Indian	59%	American Indian	51%	American Indian	56%
White	41%	White	49%	White	44%
AI Free/Reduced	91%	AI Free/Reduced	100%	AI Free/Reduced	94%
AI Special Education	20%	AI Special Education	28%	AI Special Education	23%

ATTENDANCE

Current Total Attendance from 8/27/20-10/1/20 (In-person and distance)

Grade	American Indian	White	All
Total EI	90%	96%	93%
Total MS	90%	95%	92%
Total All	90%	95%	93%





LEARNING MODELS

Student Learning Mode October 1, 2020

Grade	In Person	Distance Learning	# American Indian in Distance Learning	% of all Native American Students choosing Distance Learning
Total EI	90	29	26 students	37%
Total MS	47	16	14	86%
Total All	137	45	40	39%

Distance Learning % by Ethnicity

	American Indian #	American Indian %	White #	White %
EL	26	90%	Subgroup too small to report	10%
MS	14	88%	Subgroup too small to report	12%
Total	40	89%	Subgroup too small to report	11%

Distance Learning Attendance - % Present Through October 1

Grade	American Indian	White
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Total EI	85%	94%
Total MS	81%	91%
Total All	84%	93%

Distance Learning Survey Results – April 15, 2020

How are you feeling?	Tired, hard to keep kids motivated, hard to keep up, stressed, kids not doing work, need to get organized, slow process for parents, overwhelmed, teachers don't get paid enough, kids need interaction
I wish my child had more...	47% Time with teachers 38% Face-to-face time with classmates 15% Flexibility with my schedule
I wish my child had less...	6% Face to face time with classmates 6% Academic Work 3% Collaborative Work 2% Face to Face time with teachers
Which do you prefer? (check all that apply)	62% Paper copies of materials 62% Tests from teachers on the Remind App 42% Google Classroom 18% Teacher Email 18% Google Meet
The amount of work my child has is....	82% Just right 12% Too much 3% Not Enough
Does your family have what you need for your child to complete their work at home?	7% No (Need school supplies, chromebooks)

Distance Learning Support – Spring and Fall 2020

- 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.
- 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.
- Support and assistance with reduced-cost and free internet hook-ups.
- Chromebook supplied and delivered with over-the-phone technology support.
- Friday distance learning assignment deliver and pickup.

- Lesson assignment provided electronically and paper.
- Web resources posted on Distance Learning tab of website.
- Mental Health call/check-ins by certified counselor and resources provided.
- Working on: Free tutoring provided by local organization at off-site location with transportation provided.

Other American Indian Data

Transfer Students 2020-21	
Transferred out	11 students
Transferred in	Subgroup too small to report
Students in Alternative Education	
Treatment Program	Subgroup too small to report
District	
At Risk Students	Subgroup too small to report
Drop Outs	Subgroup too small to report
Truant Students	22
Extra-Curricular	13

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

Monies used for: Native American Interventionist paraprofessionals & ADSIS Interventionist

- 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.

Title VI-Indian Education Program \$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

SCHOOL IMPROVEMENT STRATEGIES Continuous Improvement Team/World’s Best Workforce

- 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
- Evidence-Based Practices
- Instructional Interventions **New 2020-21
- Behavioral Interventions **New 2020-21
- Cultural Responsiveness
- Individual Learning Plans
- Tutoring
- After School Program
- Mental Health Support Services
- Attendance Works

PARENT CONNECTIONS *New* in 2020-21

- Monthly Home-School Connections/Activities
- Virtual Parent/Teacher Conferences
- Live stream activities
- Drive Up ECFE
- Remind Communication App

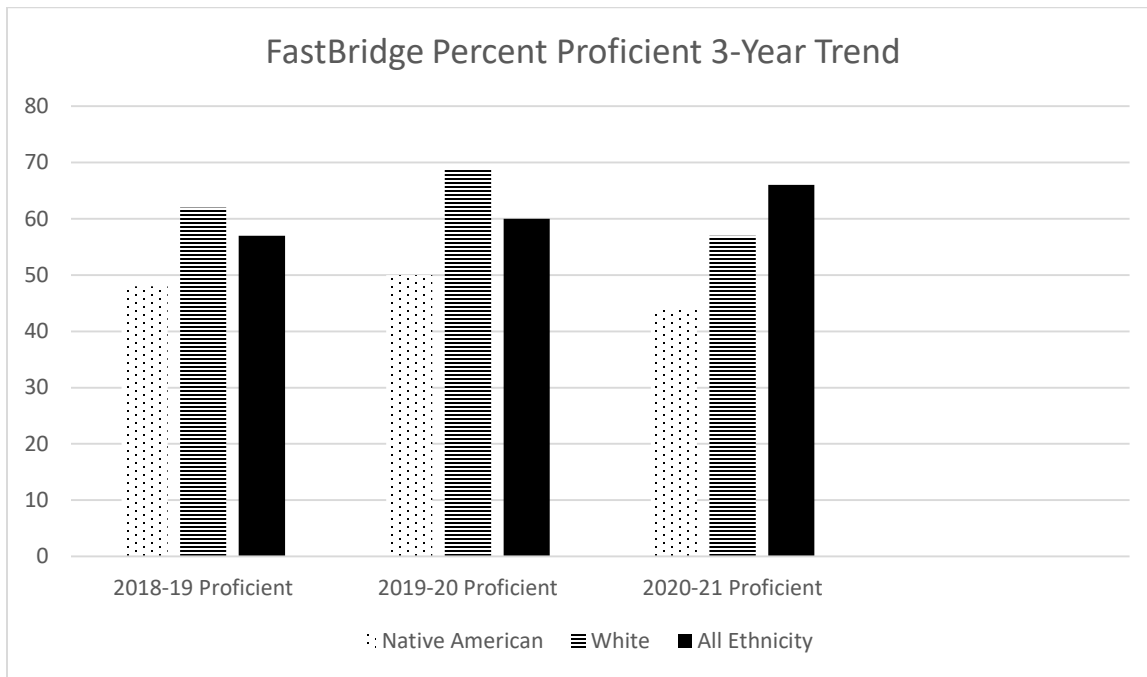
In previous years we have offered the following Parental Involvement Activities which are currently on hold due to Covid-19: Awards Night, Concerts, Fall Festival, Geography Bee, Heritage Days, Open Houses, Prairie Fire Theatre, Spelling Bee, Classroom Newsletters/Calendars, Early Childhood Family Education,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

NUMBER OF AMERICAN INDIAN EDUCATORS ON STAFF

- 1 substitute
- Currently advertising for a Culture & Language Instructor
- In process of hiring American Indian Reading Corp interventionist

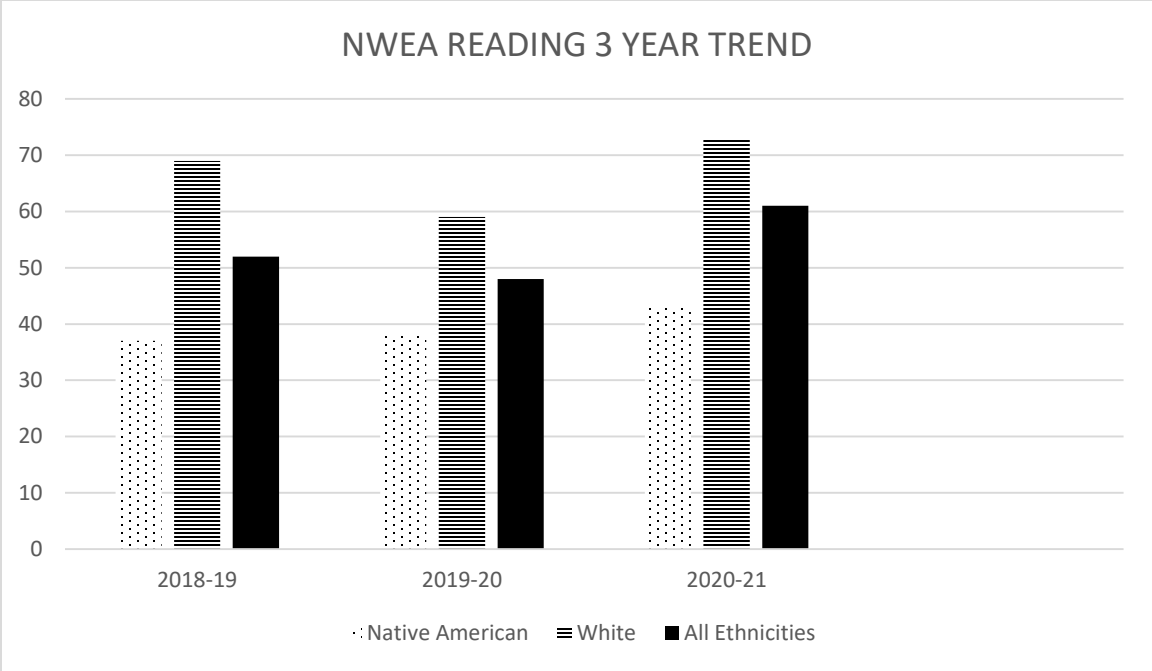
FASTBRIDGE READING ASSESSMENT SCORES FALL 2020

	Native Am. # Tested	Native Am. # Proficient	Native Am. % Proficient		White # Tested	White # Proficient	White % Proficient
Total	32	14	44		35	20	57



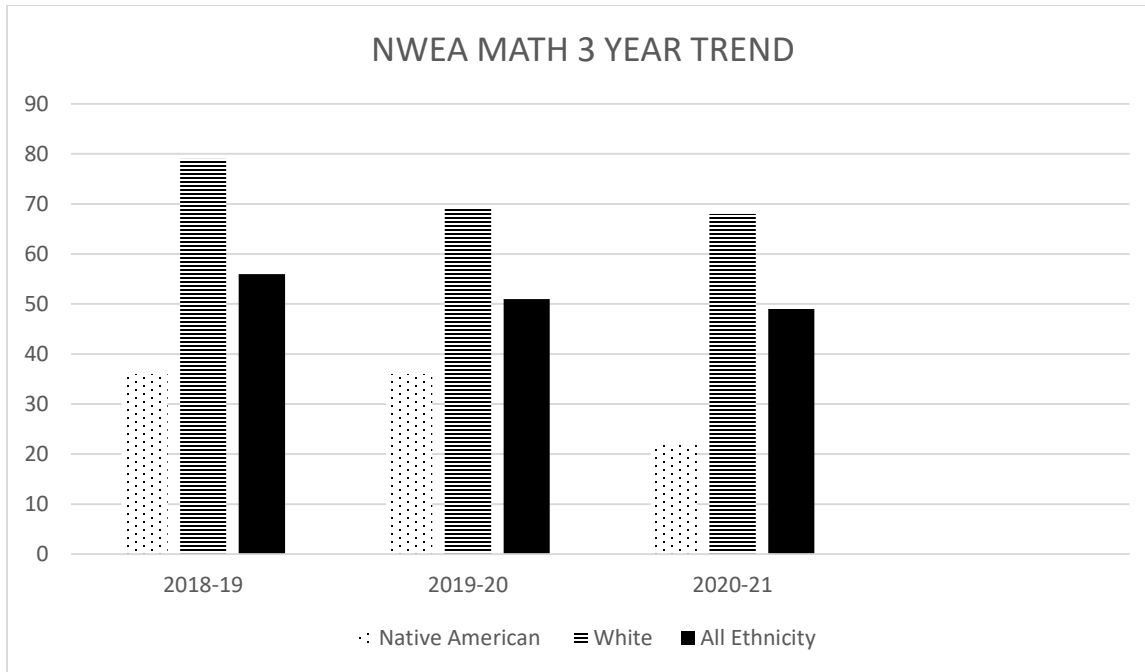
NWEA READING ASSESSMENT SCORES FALL 2020

	Native Am # Tested	Native Am # Proficient	Native Am % Proficient		White # Tested	White # Proficient	White % Proficient
Total EI	31	14	45%		34	22	65%
Total MS	15	Subgroup too small to report	40%		29	24	83%
Total All	46	20	43%		63	46	73%



NWEA MATH ASSESSMENT SCORES FALL 2020

	Native Am # Tested	Native Am # Proficient	Native Am % Proficient	White # Tested	White # Proficient	White % Proficient
Total EI	31	Subgroup too small to report	19%	34	20	59%
Total MS	15	Subgroup too small to report	27%	29	23	79%
Total All	46	10	22%	63	43	68%



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 shall be posted in the same manner as a legally posted Board meeting.

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 by the local newspaper, public posting, 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.