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Browns Valley School District  
Native American Parent Advisory Committee  
Public Meeting  
October 20, 2021



Carmen Hills, Superintendent & Indian Education Coordinator

## 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
- 506 Form

## American Indian Student Population October 1, 2021

Grade	Race/Ethnicity American Indian #	Race/Ethnicity American Indian %	Race/Ethnicity Non-Native #	Race/Ethnicity Non-Native %
Total All Grades PK-8	85	49%	89	51%

## FREE AND REDUCED October 1, 2021 \*Note: All meals are free in 2021-22.

Grade	Free & Reduced American Indian #	Free & Reduced American Indian %	Free & Reduced Non-Native #	Free & Reduced Non-Native %
Total All Grades PK-8	80	46% of total population	26	15%

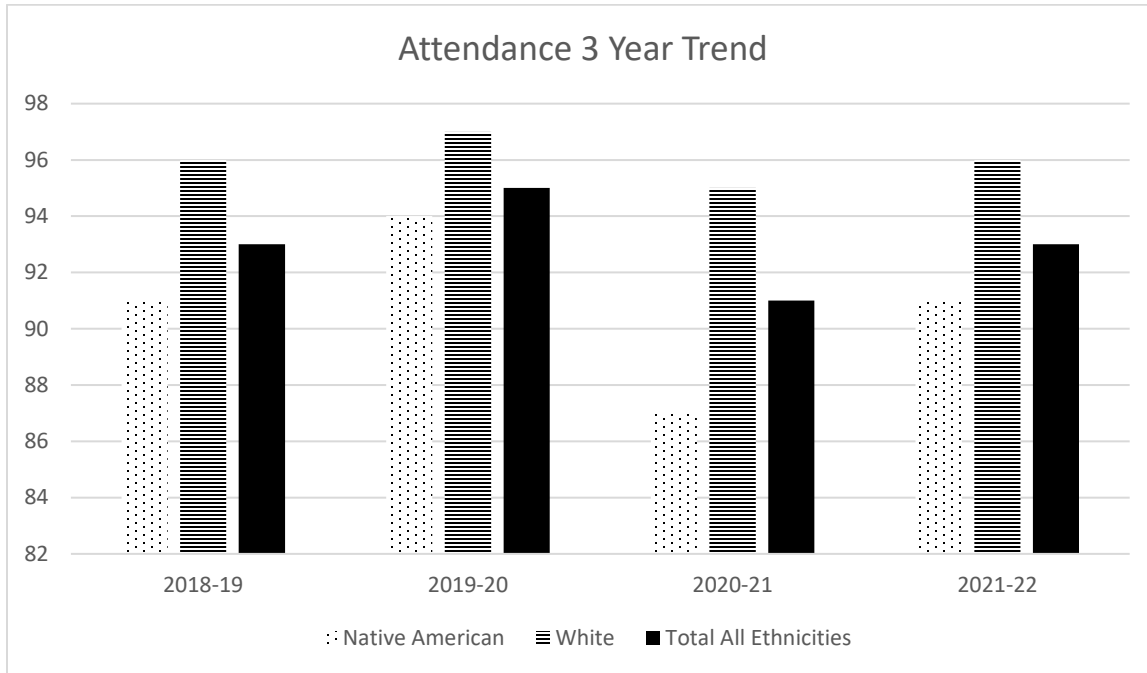
## SPECIAL EDUCATION October 1, 2021

Grade	Special Ed. American Indian #	Special Ed. American Indian %	Special Ed. Non-Native #	Special Ed. Non-Native %
Total All	20	24% of NA population	8	9% of non- native population

## ATTENDANCE

**Current Total Attendance % through October 1, 2021**

Grade	American Indian	White	All
Total All	90.50%	95.66%	93.29%



**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

What supplemental services do you feel are most helpful for Native American students:	<ul style="list-style-type: none"> <li>5 During school tutoring</li> <li>5 Field trips</li> <li>5 Culturally relevant activities</li> <li>4 After school tutoring/homework help</li> <li>3 Math and reading interventions</li> <li>3 Counseling</li> <li>2 College visits</li> <li>3 Summer programs (field trips, reading programs etc)</li> <li>1 Other: Distance learning with para every day</li> <li>0 Summer School</li> </ul>
What do you believe are the 3 biggest challenges that Native American students face in school?	<ul style="list-style-type: none"> <li>5 Bullying</li> <li>3 Family/home situation</li> <li>2 Financial problems</li> <li>3 Teacher/student relationships</li> <li>2 Poor study habits/study management</li> <li>2 Behind in classes</li> </ul>

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

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

**2021-22 SAFE LEARNING PLAN HIGHLIGHTS**

- Continue social distancing at minimum 3’ distance between students and 6’ between students and staff.
- In situations when social distancing is not possible, a plexiglass is used.
- Continue cleaning and disinfecting daily in all classrooms; disinfect in-between middle school classes.
- Masking strongly recommended (all staff are masking).
- Student masking required on transportation.
- Continuing quarantining and contact tracing.
- Provide testing kits for parents to use at home (nasal rapid antigen tests and saliva PCR)
- Avoiding large gatherings of students (livestream lyceums, spirit week rally, etc)
- Recommending vaccinations (provided vaccination clinic over summer with plans for another when ages 5-11 become eligible) and providing resources to parents.
- Routine handwashing and respiratory etiquette with access to hand sanitizer.
- Resume offering activities including: sports, after school program, and tutoring.
- Visitors will not be restricted.

**2021-22 DISTRICT GOALS AND ACTION PLANS (Underlined = new this year)**

**All children are ready for school.**

*GOAL 1: The number of Native American families attending at least 50% of offered ECFE classes will increase from 1 in 2019-20 to 10 in 2020-21.*

*GOAL 2: In the spring of 2020-21, all American Indian pre-kindergarten students will be proficient in School Readiness Skills as measured by IGDIs.*

- Utilize Remind to communicate with parents regarding ECFE.
- Offer ECFE as drive-up as well as in-person.
- Offer ECFE one time per month at the Lake Traverse Native American District Center (once the District Center reopens from Covid-19 closure)
- Provide one literacy based book, one literacy based activity, and one math activity weekly to ECFE Native American families.

- Increase communication efforts to eligible Native American families not attending ECFE with phone calls and Remind messages.
- Survey ECFE families in regards to preferred time and mode of learning.
- Assist in signing families up for Imagination Library (1 book each month through age 4).

**All racial and economic achievement gaps are closed.**

*GOAL 1: At least 80% of students will have an overall positive rating on a school climate survey.*

*GOAL 2: At least 80% of Native American students will have an overall positive rating on a school climate and culture survey.*

*GOAL 3: The percentage of students consistently attending (in-person) will increase to 90%.*

*GOAL 4: The percentage of students who demonstrate grade-level proficiency in mathematics will increase by 20%.*

*GOAL 5: American Indian students will increase their proficiency in math from 33% rate in January 2020 to 40% proficiency in May 2021.*

*GOAL 6: The percentage of students who demonstrate grade-level proficiency in reading will increase by 20%.*

*GOAL 7: American Indian students will increase their proficiency in reading from 43% proficiency in January 2020 to 50% in May 2021.*

- Monthly home-school connection activities.
- Monthly home community education activities.
- Meals in classroom for grades pk-5.
- Consistent language, modeling, and training for new staff in Trauma-Informed Practices.
- Train and implement Zones of Regulation.
- Train and implement Restorative Practices.
- Train and implement EmpowerU for staff and students to help with stress, anxiety, goal setting, making friends, and positive/growth mindset. Tier 2 students receive daily support and coaching.
- Annual Love and Logic training for all staff.
- Annual Responsive Classroom training for teachers and paraprofessionals.
- Second Step will be taught by all classroom teachers, instead of only counselor.
- Mind Up will be taught by the counselor to all students.
- Partner with SWO Youth and Family Tree program to provide counseling services. Services will continue over summer.
- Establish an Early Intervention Behavior Team to develop proactive, prescriptive behavior plans.
- Implement Attendance Works.
- Implement Sensory Hallway and a Heavy Workload Room.
- Offer companion pets for counseling.
- Implementation of a therapy dog for the district with full certification expected in November.
- Utilize SAEBRS and mySAEBRS three times per year as a social-emotional screener.

- Provide culturally relevant presentation and speakers, including two week-long Artist in Residencies, Ojibwe Shoulder Bags with curriculum (Minnesota Historical Society), monthly Indigenous Yoga recorded for multiple uses, and at least one presentation from local tribal members (pending covid restrictions).
- Hire Dakota Language Teacher/Home Liaison and provide Dakota Language instruction.
- SEL Student survey
- Native American Parent Survey annually in the spring
- Training in Fastbridge Math Interventions for all teachers and paraprofessionals.
- Implement Fastbridge Math Interventions beginning 22-23.
- Increase Title VI interventionist time to full time with students. Superintendent will perform Indian Education Coordinator functions.
- Provide additional support through Sped, flexible grouping, differentiated instruction, small group instruction, 1:1 instruction, and small group interventions.
- Annual technology training in programs that support reading and math achievement.
- Utilize IXL, Dreambox, Accelerated Reader, FastForWord, and Reflex Math as support programs.
- Build middle school library Native American section with additional books and magazines.
- Personal Education Plans for all students.
- Offer tutoring 4 days/week in grades k-5 and once per week in grades 6-8.
- Offer after school program 4 days per week and utilize JOM staff person for cultural read alouds.
- Utilize JOM staff person to transport students as needed, including from after school program, after school tutoring, and after school activities/sports.
- Provide a free meal and free babysitting to families attending parent teacher conferences.

**All third graders can read at grade level.**

*GOAL 1: The percentage of students in grades K-3 will increase proficiency by 20%, with the goal of all students demonstrating grade level proficiency by the end of grade 3.*

*GOAL 2: Elementary American Indian students in grades k-3 will increase their proficiency in reading from 60% in January 2020 to 80% in May 2021.*

- Two-year training in LETRS for all teachers of reading, interventionists, and special education teachers.
- Training in Fastbridge reading interventions for all teachers and paraprofessionals.
- Implement Fastbridge Reading Interventions.
- Provide additional support through Sped, flexible grouping, differentiated instruction, small group instruction, 1:1 instruction, small group interventions, and ADSIS.
- Continue implementation of phonics curriculum support.
- Two full-time interventionists (one specifically dedicated to Native American students)

**All students are ready for career and college.**

*GOAL 1: 100 % of 8<sup>th</sup> grade students will participate in Middle Level MCIS activities.*

- All 8<sup>th</sup> graders will complete the Middle Level Career Information System activities, including: Career Cluster Survey, IDEAS Interest Assessment, Occupation Content, Electronic Portfolio, and Career Planning.
- Students will tour local colleges in the spring and will include a tribal college, technical college, and university.
- Each spring 8<sup>th</sup> grade students will attend the Sisseton Wahpeton job fair.
- We will explore opportunities for adult/student mentorships.

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

Title I & Title II- \$ (Title II rolled into Title I) \$40,700.93 & \$5,162.76

*Monies used for: Native American Interventionists & paraprofessionals*

- Goal Area: All students reading at grade level by third grade.
  - Literacy instruction, phonics intervention, and reading interventions, ADSIS interventions, homework help, and tutoring by highly qualified teachers and paraprofessionals in small groups and 1:1
- Goal Area: All achievement gaps closed for students.
  - Math instruction and interventions, homework help, and tutoring by highly qualified teachers and paraprofessionals in small groups and 1:1

MN Indian Aid \$48, 282

*Monies Used for:*

- Goal Area 2: Interventionist
- Goal Area 3: Weekly ECFE Reading Activity, Math Activity, and Book; monthly family engagement activities
- Goal Area 4: Dakota Language/Culture/Home Liaison Teacher
- Goal Area 5: Cultural Activities and speakers and Indian Education Coordinator

Title IV-\$10,000

*Monies used for: Counselor*

- Mind Up instruction, Second Step instruction, Zones of Regulation support, EmpowerU support, Mental Health checks, and counseling.

Federal Title VI-\$24,719

*Monies used for interventionist*

- Provide tutoring and interventions in reading and math to increase achievement in small groups and 1:1.

American Rescue Plan Funds \$285,840.57

80%: \$226,516.34

- Furniture and storage



- 2 vans
- Touchless water fountains
- Personnel assisting with covid
- Budget Supplementation from pandemic losses

20%: \$59,324.23

- Social Emotional Learning Curriculum: Zones of Regulation & EmpowerU
- Curriculum Supplements & manipulatives to be used in classrooms, After School Program, Tutoring, Targeted Services, Summer Programs, and Parent Engagement
- Technology iPad & apps, software

Identification of Needs completed through: 2 public meetings, AIPAC meeting, community survey of Safe Learning Plan, committee meetings (Health & Safety, Technology, Staff Development, and Curriculum), Survey completed by all faculty members, and faculty meeting discussions

**IDENTIFICATION OF AT-RISK STUDENTS**

- Attendance
- Grades
- Lack of Interest
- Negative Interactions with Peers
- Behavioral Issues
- SEL Surveys
- SAEBRS Mental Health Screening (3 times per year in academic behavior, social behavior, and emotional behavior by student and teacher)

**PARENT INVOLVEMENT**

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. We are also livestreaming many of the events for parents and community members who are unable to attend. This year we are serving supper and providing babysitting on parent-teacher conference nights in an effort to increase attendance.

**NUMBER OF AMERICAN INDIAN EDUCATORS ON STAFF**

- 1 substitute custodian
- 1 substitute paraprofessional
- Currently advertising for a Dakota Culture & Language Instructor

**PREKINDERGARTEN 2021-22 FALL ASSESSMENT DATA**

	Native Am.	Native Am. At	Native Am.		White # Tested	White	White
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	# Tested	Target	% at Target		# at Target	% at Target
FALL Total 2020 % at target			0%			6%
SPRING 2021 Total % at target			56%			86%
FALL Total 2021 % at target			0%			0%

**GRADE LEVEL READING ASSESSMENT SCORES Fall 2021 \*Fluency**

	Native Am. # Tested	Native Am. % at Grade Level		White # Tested	White % at Grade Level
Total EL	35(Gr 2-4)	34%		25 (Gr 2-4)	60%
Spring 2021	38 (Gr 2-3)	18%		16 (Gr 2-3)	37%
Fall 2020	32 (no DL)	44%		35 (no DL)	57%
Fall 2019	40 (Gr k-4)	50%		45 (Gr k-4)	69%
Fall 2018	46 (Gr k-4)	48%		55 (Gr k-4)	62%

**GRADE LEVEL READING ASSESSMENT SCORES Fall 2021 \*Reading Comprehension**

	Native Am. # Tested	Native Am. % at Grade Level		White # Tested	White % at Grade Level
Fall 2021	83	35%		70	77%
Spring 2021	57	26%		92	51%
Fall 2020	46 (no DL)	22%		63 (no DL)	68%
Fall 2019	80	38%		78	59%
Fall 2018	81	44%		70	79%

**GRADE LEVEL MATH ASSESSMENT SCORES Fall 2021**

	Native Am. # Tested	Native Am. % at Grade Level		White # Tested	White % at Grade Level
Fall 2021	82	22%		70	70%
Spring 2021	88	13%		92	67%
Fall 2020	46 (no DL)	22%		63 (no DL)	68%
Fall 2019	80	36%		78	69%
Fall 2018	81	36%		70	79%

**FASTBRIDGE: SAEBRS** (Social, Academic, and Emotional Screener)  
mySAEBRS – Social At Risk

Grade	NA	White/Other	All
<b>Total 2-8</b>	<b>31%</b>	<b>15%</b>	<b>23%</b>

mySAEBRS – Academic At Risk

Grade	NA	White/Other	All
<b>Total 2-8</b>	<b>19%</b>	<b>23%</b>	<b>21%</b>

mySAEBRS – Emotional At Risk

Grade	NA	White/Other	All
<b>Total 2-8</b>	<b>92%</b>	<b>48%</b>	<b>80%</b>

**DISCIPLINE REFERRAL DATA 2021-22**

Fall 2021-22 Discipline Referrals are dramatically decreased.

Elementary Discipline Referrals: 5		
Native Am.%	Non-Native %	NA Sped
60%	40%	0%
Middle School Discipline Referrals : 0		
Total All Discipline Referrals: 5		

Totals for 2020-21

Elementary Discipline Referrals		
Native Am. %	White %	NA Sped
60%	40%	47% (78% of total Native American referrals)
Middle School Discipline Referrals		
76%	24%	5% (7% of total Native American referrals)
Total All Discipline Referrals		
63%	37%	39% (61% of total Native American referrals)

**Spring 2021 Student Social-Emotional Learning (SEL) Survey Responses**

	Native American	White
I have a positive attitude toward school.	80%	72%
I have a good relationship with my teachers and other adults at school.	87%	91%
At school, teachers and other school staff treat all students with respect regardless of where they come from.	92%	93%

At my school, students treat others who are different from them with respect.	89%	91%
I feel safe at my school.	94%	85%
I am proud to be at my school.	94%	89%
I feel like I belong at my school.	82%	87%

**SPRING 2021 TNEC ACTION ITEMS/NEEDS AS LISTED BY TNEC**

**1:1 Tutoring with licensed educators**

- We are struggling with hiring licensed educators. We are short a middle school science/social teacher and grade 1 teacher. We also have not filled a long-term substitute position which will occur from November until February. The superintendent and principal are currently filling in as teachers. We have been advertising for a Dakota Language/Culture/Home Liaison staff member for 18 months. We have indicated we would consider part time and virtual instructors. One of our current interventionists is a licensed instructor and the other is a paraprofessional. Our classroom teachers also provide interventions. The paraprofessional interventionist has been trained by our coop’s reading specialist. She has many years of experience working with our Native American families. We are also utilizing 30 minutes of her time at the beginning of the day as a home liaison. She calls the homes of any students who are absent to help us become aware of any barriers that might be preventing them from being in school. All of our after school tutoring is provided by licensed teachers. Our After School Program is staffed by a paraprofessional.

**Inclusion of Dakota Language**

- Again we struggle with finding a teacher. We’ve had multiple instructors fill this role on short-term basis throughout the years. In the absence of finding an instructor, we are utilizing an online Dakota Program called BYKI from Transparent Language. Teachers are utilizing this program weekly in all grades pk-8.

**Cultural programming options in the school**

- Our NAPAC assisted us in obtaining a Buffalo Trunk for use in cultural programming at the school.
- We purchased new cultural Native American books for our middle school library. We used the book listed provided on MDE and also had book titles approved by our NAPAC chairperson and the SWO Director of Education.
- We are utilizing our JOM staff person in the after school program.
- Our JOM staff person is providing transportation from after school program, after school tutoring, and after school activities/sports.

**Authentic American Indian Student Engagement**

- We hope to add more authentic American Indian Student Engagement as soon as the pandemic allows for it. Currently, it is difficult to find presenters. We plan to continue with the virtual Indigenous Yoga with sessions being recorded that we can utilize

multiple times. We plan to offer two weeklong culturally-orientated Artist in Residency programs. We are implementing online Dakota Language and making Ojibwe shoulder bags (an activity through the Minnesota Historical Society that also includes culture curriculum).

### **Professional development for staff on both American Indian Culture and Dakota Language Integration**

- Our last staff development was pre-covid. We took a bus tour of the Lake Traverse Reservation, Tribal Headquarters, and important tribal locations around the county led by an SWO elder.
- We are open to providing additional culture and language staff development when instructors and opportunities are found.
- Our staff has received training in Restorative Practices and Trauma. We have supplemental training as part of our staff development plan and training for new teachers.

### **Inflexible Program Options**

- Again, staffing is an issue.

### **Investigate and expand upon early learning opportunities**

- Our ECFE staff is exploring the possibility of offering ECFE in the Native American district center once per month when it reopens (currently closed due to covid).
- Our ECFE staff is expanding their class promotion to reach Native American families.
- Our ECFE staff is reaching out to Native American families to discuss any barriers to their attendance.
- Our ECFE staff is continuing to offer drive-up material pick-up for those families who cannot attend ECFE classes in-person.
- Our Native American Family attendance in ECFE went from one family participating in 2019-20 to 30% (14 students) of eligible families participating in 2020-21 in at least one session. We hope to continue to build on this utilizing the strategies described above.

### **Lack of Services for the students generating the American Indian Education Aid**

- The technology insurance fee has been eliminated.

### **“ACTION ITEMS**

- **Please bring your state-identified American Indian student data to each consultation.**
- **Be prepared to discuss how you have accurately identified all state-identified American Indian students in your district/school**
- **Though we are glad to hear about all of your exciting equity work, this consultation is concerned with the American Indian students in your district.**
- **Please make sure you have a School Board member present as well as an American Indian Parent Advisory Committee member, preferably one that is not employed at the district/school.”**

### **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 Federal 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 publicly advertised on the district website at [www.brownsvalley.k12.mn.us](http://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.

#### **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.