

Public Meeting 2022-2023
Indian Education Programming at Yellow Medicine East
Public Meeting Wednesday, May 3, 2023

Yellow Medicine East receives the following funding.

Federal Funds:

Title VI, Impact Aid, Indian Home School Liaison (special education)

State Funds

Minnesota Education Formula Grant

Title VI

Program Description

The U.S. Office of Indian Education (OIE) administers the Indian Education Program of ESEA, as amended by ESSA (Title VI, Part A), which establishes policies and provides financial and technical assistance for supporting LEAs, Indian Tribes and organizations, post- secondary institutions and other entities in meeting the special educational and cultural related academic needs of American Indians and Alaska Natives, 20 U.S.C. 3423c and 7401 et. seq. so that these students can achieve the same challenging state performance standards expected of all students. The program is the Department's principal vehicle for addressing the particular needs of Indian children.

Yellow Medicine East Programming

Title VI funds the Yellow Medicine East Middle School/High School Native American Liaison.

The liaison provides tutoring, academic support, and advocacy for Native American students.

The liaison is also key to providing communication for establishing and maintaining mutual understanding between the school community and the Upper Sioux Community as a whole, as well as individual Native American families.

This is a formula grant based on the number of Native American students that have a 506 form on file that declares that the student is of Native American descent.

Title VI

Title VI	23-24	22-23	21-22	20-21	19-20
	\$25,093	\$29,776	\$29,405	\$28,196	\$28,788

18-19	17-18	16-17	15-16	14-15	13-14
\$28,852	\$30,700	\$31,106	\$28,532	\$27,213	\$27,635

**Federal Impact Aid
Program Description**

Impact Aid is designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands. Students living on Indian lands are counted. Students (Native or Non Native) with a parent employed on federal property. (PECR, NOC, Social Services etc.) are also counted.

Yellow Medicine East Programming

This money is deposited into the general fund. YME's portion of the Dakota Language teacher comes from the general fund.

Impact Aid

Impact Aid	22-23	21-22	20-21	19-20	18-19	17-18
	\$11,099	\$20,969	\$32,671	\$89,636	\$127,665.96	\$141,013.28

Impact Aid	16-17	15-16	14-15	13-14	12-13
	\$114,513.54	\$80,694.39	\$89,383.15	\$78,867.73	\$58,958.43

Indian Home School Liaison Special Education

Yellow Medicine East receives some funding from Special Education. It is used towards a portion of salary that is not covered by Title VI for the high school liaison.

(2021-2022 \$8,246, 2020-2021 \$9,175, 2019-2020 \$8,035)

State Assistance

Minnesota American Indian Education Aid Program

This is funding from the state of Minnesota. The funding is based on the MARRS student count from October of last year. The MARRS codes the ethnicity of a student based on parent reporting. The amount of this grant is formula based. The formula grants the school \$20,000 for the first 20 Native American students and then \$358.00 per student for the number of students above that.

Yellow Medicine East Programming

Each year the Parent Advisory Committee meets to decide how the funding is to be used for Indian Education Programming at Yellow Medicine East. Areas that have been funded with this grant include the following:

- Preschool scholarships
- Dakota Language Apprentice
- Community and Cultural Liaison
- Extended Elementary, MS/HS Liaison hours
- Staff development
- Classroom materials
- Minnesota Indian Education Association conference/language bowl
- MS/HS Summer Dakota History Camp
- Classroom Community Advisors
- College preparation
- Field Trips
- Summer credit recovery

Minnesota American Indian Education Aid Program

MAIEA	22-23	21-22	20-21	19-20	18-19	17-18	16-17
	\$55,085	\$52,935	\$51,504	\$47,566	\$52,216	\$58,664	\$57,590

Each year, Title VI requires the district to assess if it is meeting the needs of the Native American students within the district. The federal government asks the district to assess the academic achievement and participation of Native American students in relation to non-Native students.

Statistics

Population (March 2023)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
661	115	17%

(March 2023)

EC-12-That are Upper Sioux Community Members	Non Upper Sioux Community Members	Percentage of USC members
79	36	79/115= 69%

Academics

Honor Roll (A and B) 6-12th grade

Quarter 1

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
214	13	6%
Total Number of Native Students 6-12	Total number of students attaining honor roll	Percentage of Native population attaining honor roll
57	13	23%

Quarter 2

Total Number of Students	Total Number of Native American Students	Percentage of Native American Students
193	7	4%
Total Number of Native Students 6-12	Total number of students attaining honor roll	Percentage of Native population attaining honor roll
57	7	12%

Quarter 3

Total Number of Students	Total Number of Native American Students	Percentage of Native American Students
218	14	6%
Total Number of Native Students 6-12	Total number of students attaining honor roll	Percentage of Native population attaining honor roll
57	14	25%

MCA 2022

Group	Year	Subject	% Proficient	% Proficient	Number tested
Non-Native	2022	Math	28.1	88	313
Native	2022	Math	16.3	7	43
Non-Native	2022	Reading	41.4	122	295
Native	2022	Reading	31.8	14	44

Area Learning Center

Total number of YME students enrolled at the ALC	Total Number of Native American Students	Percentage of Native students
39	18	49%

Dually enrolled Total number of students	Total Number of Native American Students	Percentage of Native Students
27	11	41%

Independent Learning Program Total learners	Total number of Native American learners	Percentage of Native learners
12	7	58%

Academy Classes

In past reports, I have reported on students participating in academy classes at YME. These classes are no longer available and new opportunities are being reviewed in order to assist students that targeted these students in the past.

Credit Recovery (April 1)

Total number of students in credit recovery	Total number of Native American students	Percentage
39	18	46%
Total number of Native students in grades 9-12	Total number of Native students in credit recovery	Percentage
32	18	56%

Special Education

Currently 25% of the special education population at YME is Native American.
37.4% of the Native population is identified as having a disability

PSEO

Class title	Location	Number of Indigenous students
Intro to Indigenous Nations	YME	13/14
College Now Classes	YME	2/54
Freshmen Sem.	YME	11/12
MRV CTEC CNA	MNWest	0/4
MRV CTEC Intro to Healthcare	MNWest	0/1
MRV CTEC powerline	MNWest	1/4
MRV CTEC welding	MNWest	0/4
MRV CTEC Intro to education	MNWest	1/5
Traditional PSEO	online	3/36

Activities

Organization	Total # of Students	Total Number of Native American students	Percentage
H.S. Student Council	3	0	0%
National Honor Society	27	1	4%
Yearbook	10	0	0%
Prom Committee	10	4	40%
Robotics	19	1	5%
One Act Play	No one act	this year	NA
Science Club	12	1	8%
Fall Musical	18	0	0%

Band

Concert Band		
Total Students	Total Native American students	Percent of Native American students participating
27	2	7%
Middle school Band		
29	3	10%
6th grade Band		
Total Students	Total Native American students	Percent of Native American students participating
23	1	4%

Choir

Concert Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
33	0	0%

Middle School Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
30	3	10%

6th Grade Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
20	2	10%

Dakota Language Class

Dakota Language I	Dakota Language II	Dakota Language Hex Class
2 students	1 student	98 students total take Dakota Language in rotation for their Hex schedule. 15 are of Native American Descent

Athletics

7-12 grade sports

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
207	34	16%
Total Number of Native American Students in Grades 7-12	Total Number Participating in a sport	Percentage of 7-12 grade Native students participating in athletics
60	34	57%

Of those 34 Native American students mentioned above, this is the division by grade level.

7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
5	7	4	4	7	7

There are 20 Males and 14 females participating in athletics

NOTE: There are two sports that have more Native American participation than the others. Those are boys basketball and boys/girls track.

Elementary Athletics

Flag Football-

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
21	2	10%

Volleyball (4th, 5th and 6th grade)-

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
26	1	4%

Dance Explosion (K- 6)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
30	5	17%

Elementary Athletics continued

Archery (5-8)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
12	1	8%

Other Areas

Truancy/RARB referrals (4/11)

Total Number of Students (6-12)	Total Number of Native American Students	Percentage of Native Students
8	6	75%

Out of school Suspensions K-5 (April 4)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
2	0	0%

In-school Suspension K-5 (April 4)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
2	0	0%

In-school suspension 6-12 (April 11)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
23	7	30%

Out of school suspensions 6-12 (April 11)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
22	4	18%

PAC

Parent Advisory Committee

The American Indian Parent Advisory Committee serves in an advisory role to the district and helps to ensure that American Indian students are receiving culturally relevant and equitable educational opportunities.

It is required by the federal government if there are 10 or more American Indian students enrolled in the district.

The committee must be primarily composed of parents or guardians of American Indian students within the district. Other members would include a school board representative, a teacher representative, and American Indian student representative.

At YME we also have the Board of Trustees vice chair as education representative and other family members.

The committee meets one time a month. Currently the meeting is held on the second Wednesday of the month at 4:00pm at the YME board room. This is reviewed each year to ensure it is the best meeting time for everyone.

This year the Parent Advisory Committee was instrumental in deciding how to spend the aid dollars received for Indian Education programming. Last year, the committee voted to adopt a resolution of nonconcurrency. The PAC wrote recommendations and presented them to the school board and the school board provided PAC with written responses. These issues must be monitored as we go forward. This year, the PAC voted to adopt a resolution of concurrence with the understanding that Yellow Medicine East would continue to move forward with

Please contact Carrie Trutna Vice Chair, Berta Bjerkeset ms/hs liaison if you would like to be a member for the 2023-2024 school year.

Student Representative Committee

Last year, a student representative committee was formed to discuss issues, concerns, opinions and ideas in regards to Native American education as it relates to students. Often the voice of the student is neglected and decisions are made for the students instead of with the students.

The students take on projects or initiatives that are important to them and develop important skills as they do so.

The students have completed many projects and have taken on some responsibilities throughout the year.

Community spotlight events

Upper Sioux Community Environmental Assistant

Upper Sioux Community Elder

Upper Sloux Community Member traditional soup and fry bread maker

YME graduate, Upper Sioux Community member current law student

College visit to University of Minnesota

Again this year, the SRC worked in an advisory capacity. They worked closely with the Achievement and Integration Coordinator to provide opinions, suggestions and guidelines for the Indigenous Arts Day held at the Upper Sioux Community Multipurpose Building. Sixteen Native American artists were in attendance for the day.

The committee continues to offer their views and opinions on ideas brought before the PAC and in other capacities as needed.

Upcoming events

Lunch with Vice Chairperson Caralyn Trutna

Food prep for "Meal Train" sign up.

Art Trip to Minneapolis

Summary

In accordance with the Indian Policies and Procedures, this summary has been added to the yearly report as a brief overview of the responses made by Yellow Medicine East to comments and recommendations made in regards to Indian education.

In 2021-2022 the Parent Advisory Committee issued a vote of non-concurrence and put forth written topics for improvement to the school board. The school board then responded in writing to these topics for improvement.

In February of 2023, when the Parent Advisory Committee was to issue a vote of concurrence or nonconcurrence for the current school year, the document was reviewed.

Topic one:

Provide annual mandatory cultural competency and staff development - Increase history teachings of the American Indian people in the YME school district.

Improvements noted:

1. An American Indian Education staff member will be on the staff development committee each year.
2. An opportunity for staff to attend an Indigenous Studies course at the college for which the district would pay.
3. Research on how to implement staff development for new teachers to YME.
4. Utilization of the elementary liaison for teaching moments within the elementary in order to increase cultural learning opportunities for both staff and students.

Difficulties noted are in regards to measurement.

In this section the Parent Advisory committee made suggestions of utilizing outdoor classrooms, experiential learning and other locally developed curricula. The difficulty in the response from the school board is measurement. How will it be shown that YME is "*exploring and encouraging*" these things.

Topic two:

Creating a culture space to practice prayer or engage in meditation to help American Indian students center themselves fostering respect, understanding, inclusivity and belonging for each individual student.

Improvements noted:

1. The superintendent reported that there has been much research done and discussions held in regards to this area.
2. This topic also includes the research and development of a smudging policy. American Indian Education staff would be a member of the policy writing committee.

Topic three

Improve American Indian student success

Improve communication specifically IEP

Improvements noted for the school year have been as noted:

1. Improved communication between teachers and case managers
2. Reminder staff meeting led by special education director after the first semester

Difficulties noted:

1. How do we make sure improvements continue?

Student Inventories

Positive reactions to this request:

1. utilizing a standard test through the success coach.

Difficulties:

1. How does YME “encourage” the elementary staff members to utilize student inventories
2. How do we know this is taking place?

Ensure communication between parents and Indian Education staff so they are aware of student needs

Positive actions taken:

1. Communication flow chart
2. Add contact information on Indian Education page of the school website

Difficulties

1. Look closer at how “extensive collaboration will be encouraged and promoted”

During the meeting the Parents did agree that improvements have been made. There was concern that if they issued a vote of concurrence, current improvements would not be sustained and that further progress would not be made. After a great deal of dialogue amongst the members and time for consideration, the PAC issued a vote of concurrence. It is important to note that this vote is an annual occurrence and will be revisited on an annual basis. Activities and improvements made will be tracked and communicated.