

Public Meeting 2023-2024
Indian Education Programming at Yellow Medicine East
Public Meeting Wednesday, May 15, 2024

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	24-25	23-24	22-23	21-22	20-21	19-20
	\$25,569	\$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	23-24	22-23	21-22	20-21	19-20	18-19	17-18
	0	\$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

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 \$40,000 for the first 20 Native American students and then \$500.00 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	23-24	22-23	21-22	20-21	19-20	18-19	17-18	16-17
	\$87,000	\$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 (February 2024)

Total Number of Students EC-12	Total Number of Native American Students	Percentage of Native Students
674	112	17%

(March 2023)

EC-12-That are Upper Sioux Community Members	Non Upper Sioux Community Members	Percentage of USC members
81	31	72%

Academics

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

Quarter 1

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
205	12	6%
Total Number of Native Students 6-12	Total number of students attaining honor roll	Percentage of Native population attaining honor roll
51	12	24% compare to 7%

Quarter 2

Total Number of Students	Total Number of Native American Students	Percentage of Native American Students
197	14	7%
Total Number of Native Students 6-12	Total number of students attaining honor roll	Percentage of Native population attaining honor roll
51	14	27% compare 7%

MCA 2023				
Group	Year	Subject	% Proficient	Number tested
Non-Native	2023	Math	33.3	190
Native	2023	Math	18	50
Non-Native	2023	Reading	45.5	202
Native	2023	Reading	27.2	44

Area Learning Center

Total number of YME students enrolled at the ALC	Total Number of Native American Students	Percentage of Native students
33	11	33%

Dually enrolled Total number of students	Total Number of Native American Students	Percentage of Native Students
26	8	31%

Independent Learning Program Total learners	Total number of Native American learners	Percentage of Native learners
7	3	43%

Credit Recovery (April 8)

Total number of students in credit recovery	Total number of Native American students	Percentage
49	18	37%
Total number of Native students in grades 9-12	Total number of Native students in credit recovery	Percentage
30	18	60%
Total number of Native students in 12th grade	Total number of Native 12th grade students in credit recovery	Percentage
10	7	70%

Special Education

39% of the Native population is identified as having a disability

PSEO

MRV CTEC CNA	MNWest	0/8
MRV CTEC Intro to Healthcare	MNWest	0/3
MRV CTEC powerline	MNWest	No Class during 23-24 school year
MRV CTEC welding	MNWest	0/6
MRV CTEC Intro to education	MNWest	No Class during 23-24 school year

Activities

Organization	Total # of Students	Total Number of Native American students	Percentage
H.S. Student Council	3	0	0%
Minnesota Honor Society	27	1	4%
Yearbook	10	2	20%
Prom Committee	10	4	40%
Robotics	17	1	6%
Science Club	12	1	8%
Fall Musical	27	0	0%
Art Club	17	12	71%

Band

Concert Band		
Total Students	Total Native American students	Percent of Native American students participating
21	2	10%
Middle school Band		
22	2 Sem 1 but both dropped semester 2	9%

6th grade Band		
Total Students	Total Native American students	Percent of Native American students participating
20	3	15%

Choir

Concert Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
33	1	3%

Middle School Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
32	4	13%

6th Grade Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
23	3	13%

Dakota Language Class

Dakota Language I/II	Dakota Language III/IV	Dakota Language Hex Class
3 students All 3 are of Native American descent	3 students All 3 are of Native American descent	99 students total take Dakota Language in rotation for their Hex schedule. 15 are of Native American Descent

Athletics

6-12 grade sports

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
207	26	13%
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
51	26	51%

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

6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
3	2	6	4	3	1	7

Elementary Athletics

Flag Football-

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
44	4	9%

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

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
17	3	18%

Dance Explosion (K- 6)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
No dance explosion held this year	N/A	N/A

Elementary Athletics continued

Archery (5-8)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
10	2	20%

Other Areas

Truancy/RARB referrals (4/11)

Total Number of Students (6-12)	Total Number of Native American Students	Percentage of Native Students
6	3	50% (% minority students)

Out of school Suspensions K-5 (April 4)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
1	0	0%

In-school Suspension K-5 (April 4)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
1 (a half day suspension)	1	100%

In-school suspension 6-12 (April 11)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
17	5	29%

Out of school suspensions 6-12 (April 11)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
15	8	53%

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/guardians/relatives of American Indian students within the district. Other members could 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.

The Parent Advisory Committee is instrumental in deciding how to spend the aid dollars received for Indian Education programming. Each year the PAC also votes to adopt a resolution of concurrence or non concurrence. This vote indicates whether the PAC agrees that the district is meeting the needs of the Native American students at YME. There continues to be concerns in this regard, especially in the area of special education. Several discussions took place and procedures were put in place to improve some areas in the special education process. After careful thought the PAC adopted a resolution of concurrence.

Other topics throughout the year included finalizing the smudging policy, clarifying the graduation cap procedure, discussion of the process needed to acquire Upper Sioux Community flags, and improvements in the celebration of Indigenous Peoples' Day.

Student Representative Committee

There is a student representative committee established 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. At the beginning of the school year an invitation is sent to all Native American students and anyone that would like to be a part of this group is welcome to participate.

As part of the Minnesota Indian Education Aid, the student representative committee requested events and activities to take place at YME. The emphasis of these events is on utilizing the Upper Sioux Community members to tell their stories and share their talents, abilities and information. The following events took place this year.

Community spotlight events

Upper Sioux Community Land Back event

Upper Sioux Community THPO

Upper Sioux Community Speaker about Smudging

Upper Sioux Community Speaker Traditional Tobacco

Meal train for staff member

Lunch with Upper Sioux Community Board of Trustees Vice Chairperson Caralyn Trutna College readiness

Dakota Spirit Walk

Dakota Hoop Walk

College visit to Mankato State University (Met with former student)

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 Arts Day held at the Upper Sioux Community Multipurpose Building.

Many of the students are also working closely with a project coordinated by the art instructor Tamara Isfeld. Their work will be featured in Memorial park. They interviewed an Upper Sioux Community member and USC Board Of Trustees Secretary shared information at the wacipi grounds as well.

Upcoming events

Tipi event

Elementary field trip to Jeffers Petroglyphs

This year the student representative committee and PAC worked together to assist in the finalization of the smudging policy at YME,

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.

This year there was a large amount of negative feedback from the Granite Falls community in regards to the idea of putting up a tipi on school grounds. Because this feedback included parents of students that attend YME, the Indian Education department decided to forego the erection of the tipi on school grounds so as not to subject the Native students to bullying and harassment. This event will now take place

at the Upper Sioux Community wacipi grounds. Next year, more education will take place prior to the event in the hopes of alleviating the negativity surrounding this event.

The smudging policy was finalized by the Yellow Medicine East School board on a trial basis until the end of the school year. Smudging will take place outdoors, however, further assessments will be made to determine the possibility of indoor smudging.

There were incidents of inappropriate racial slurs and actions at Yellow Medicine East. These were discussed at PAC and suggestions made to have healing conversations with those involved. Also, the possibility of having a community spotlight for students in regards to mental health was explored.

There was room for improvement in recognizing Indigenous Peoples' Day. Administration and Indian Education staff decided to meet in the spring in order to make plans for next year.