



Indigenous Education Annual Update

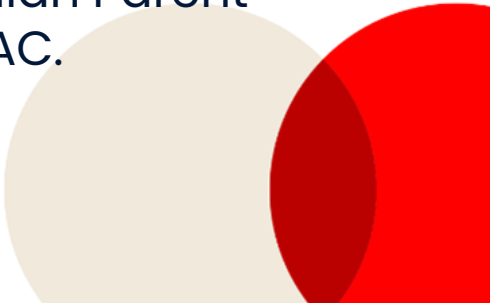
STEPHANIE SCHROEDER - INDIGENOUS EDUCATION COMMUNITY COORDINATOR
BOB TWEEDY - CHAIR OF SOWASHCO NATIVE AMERICAN PARENT ADVISORY COMMITTEE (NAPAC)
JAMES MAGEE - DIRECTOR OF DIVERSITY, EQUITY, AND INCLUSION

FEBRUARY 20, 2024

SoWashCo Schools' **Native American Parent Advisory Committee** (NAPAC) has chosen to use the term **"Indigenous"** when referring to our students and programming.

You will see the term **"American Indian"** used throughout this presentation. This is the terminology used by the Minnesota Department of Education (MDE) and follows treaty and statute language.

In instances where the statute refers to the American Indian Parent Advisory Committee (AIPAC), that is referring to our NAPAC.



American Indian Education Legislation

Public school districts, charter schools and tribal schools that report an American Indian student count of 20 or more students to the Minnesota Department of Education (MDE) are eligible to participate in the American Indian Education Aid program.



Legislative Highlights



Increase in state aid for SoWashCo Indigenous Education

- State aid for 2022–23: \$89,810
- State aid for 2023–24: \$198,500
- State aid for 2024–25: \$223,000

This increase provides more support and program opportunities for Indigenous students in SoWashCo Schools.

American Indian Education Legislation



Program Requirements:

- The district or school must have a minimum of 20 Indigenous students on the Oct. 1 MARSS reporting deadline.
- The district or school must have an American Indian Parent Advisory Committee (AIPAC), or be working collaboratively with the Office of American Indian Education to form an AIPAC.
- Districts and schools that were required to have an AIPAC in the previous school year must have completed annual compliance.

American Indian Education Legislation



Program Requirement: Students

Currently, 386 students enrolled in SoWashCo Schools identify as Indigenous, making up about 2% of our student population.



American Indian Education Legislation

Program Requirement: Parent Advisory



- The NAPAC for SoWashCo Schools is chaired by Robert Tweedy, and supported by Stephanie Schroeder, SoWashCo Schools' Indigenous Education Community Coordinator.
- This committee meets monthly, and currently has eight members, while actively recruiting more.
- NAPAC provides guidance, feedback, and support for strategies in the plan.

American Indian Education Legislation



Program Requirement: Compliance Vote

- To be compliant with this statutory requirement, districts are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year.
- Annual compliance (also known as the vote of concurrence or nonconcurrence), is a valuable opportunity for AIPAC members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.
- **The NAPAC for SoWashCo Schools voted “concurrent” for all focus areas of the program plan on Jan. 14, 2025**

American Indian Education Legislation

Focus Areas

1. Support post-secondary preparation for students;
2. Support the academic achievement of American Indian students;
3. Make curriculum relevant to the needs, interests, and cultural heritage of American Indian students;
4. Provide positive reinforcement of the self-image of American Indian students;
5. Develop intercultural awareness among students, families, and staff;
6. Supplement, not supplant, state and federal educational and co-curricular programs (not voted on by parent advisory).

American Indian Education Legislation

Program Requirement: Compliance Vote



Focus Area	Measurable Goal	Progress towards Goal	Is Progress sufficient for concurrence?
1. Support postsecondary preparation for pupils	Yes	Sufficient	Concurrence
2. Support the academic achievement of American indian students	Yes	Sufficient	Concurrence
3. Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils	Yes	Sufficient	Concurrence
4. Develop intercultural awareness among pupils, parents and staff	Yes	Sufficient	Concurrence
5. Supplement (not supplant) state and federal educational and co-curricular programs	Yes	Sufficient	Concurrence

Focus Area 1: Support Postsecondary Preparation for Pupils



District Goal: The Indigenous Education Program will increase communication with students/families to boost support from Indigenous Education Staff. We will also increase the overall number of Indigenous students who will take the ACT from less than 5 in 2023-24 to more than 10 Indigenous students in 2024-25.



Focus Area 1: Postsecondary Preparation

Strategies Include:

- One-on-one guidance from Indigenous cultural liaison and/or Indigenous Education Community Coordinator
- Tutoring and/or test prep resources specifically for Indigenous students (e.g., ACT Prep courses)
- Increase the number of students who take the ACT from less than 5 in 2023-24 to at least 10 in 2024-25 by preparing them with an ACT Prep course.

Focus Area 2: Academic Achievement of American Indian students



District Goal: The Indigenous Education Program, will work to graduate all 36 enrolled Indigenous senior within 4 years. Additionally, we will see an increase in reading proficiency at all school levels (elementary, middle and high school), as well as increase in the percentage of Indigenous students participating in literacy tutoring services.



Focus Area 2: Support the Academic Achievement of American Indian students



Strategies Include:

- One-on-one guidance and/or tutoring from Indigenous cultural liaison(s) and Indigenous Education Coordinator
- Indigenous staff supporting students through the IEP, 504, TDAA, or grade acceleration process
- Literacy tutoring program with suggested updates:
 - 1-on-1 literacy tutoring for K-5
 - 6-week progress monitoring cycles
 - Middle school literacy supports through enrichment activities
 - High school literacy support through ACT prep course

4 Year Graduation Rates for Indigenous Students

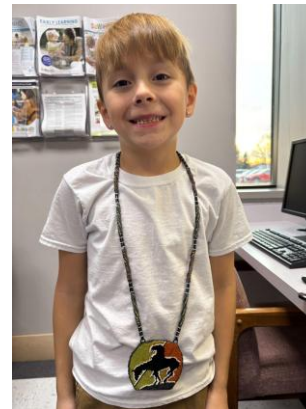
SoWashCo Schools	State
2021: 72.7%	2021: 58.6%
2022: 95%	2022: 61.3%
*2023: 85.7%	2023: 83%

**10.7% dropped out, 3.6% unknown*

Focus Area 3: Curriculum



District Goal: SoWashCo Schools will embed American Indian cultural heritage learning into existing standards, lessons, and learning outcomes, in part by partnership on the district's Standards and Instruction Review Cycle, as well as our Scope and Sequence Planning teams. Additionally, cultural trunks and corresponding lessons will be utilized by schools, the Indigenous Education Community Coordinator, and/or Indigenous Cultural Liaison.



Focus Area 3: Curriculum

Strategies Include:

- Provide books by Indigenous authors to all Indigenous students
- Consistent membership on Standards and Instruction Review Cycle and Scope and Sequence Planning teams by the Indigenous Education Community Coordinator
- Cultural trunk coordination, presentations and lessons
- Expanded learning components during each Indigenous family night events by the Indigenous Education Community Coordinator and/or outside Indigenous consultants: storyteller, Dakota language table

Focus Area 4: Positive Reinforcement

District Goals:

The Indigenous Education Program will create opportunities for all Indigenous students to participate in specific programs, celebrations, and/or cultural learning opportunities inside or outside of the typical school day.

Indigenous Education Program representatives will also offer to attend IEP, counseling, affinity, and/or mentoring opportunities for any Indigenous student who desires this type of support.

The Indigenous Education Program will host and honor all Indigenous graduating seniors at a ceremony toward the end of the school year.



Focus Area 4: Positive Reinforcement

Strategies Include:

- Request process (form) for families and students in need of support by an Indigenous staff member
- Multiple cultural celebrations/opportunities for Indigenous families over the course of the school year, including beading night, sewing nights, outside speaker opportunities, and Indigenous Peoples' Day Programming
- Senior Recognition Ceremony
- Opportunities for students to embellish graduation regalia

Focus Area 5: Develop Intercultural Awareness



District Goal: The Indigenous Education Program will provide, at a minimum, three professional development opportunities for all staff during the 2024-25 school year. These opportunities will also be extended to Indigenous families in the community in a responsive format. We will also commit to revitalizing and expanding our SoWashCo Indigenous Family Advisory Committee, who will provide guidance and direction for Indigenous Education programming.



Focus Area 5: Develop Intercultural Awareness



Strategies Include:

- Meaningful professional development and teaching resources for Indigenous Peoples' Day programming with districtwide expectations for implantations and use.
- Indigenous book club for SoWashCo staff – PD regarding texts and how to use them with students
- Asynchronous learning resources for staff and community, hosted on our school district website
- Intentional identification and communication efforts to expand SoWashCo Schools' Indigenous Family Advisory Committee
- Classroom presentations and collaborations related to Indigenous education

Focus Area 6: Supplement State and Federal Educational Programs



District Goal: The responsibility for equitable, culturally responsive, and historically accurate education belongs to all SoWashCo staff.

Our Indigenous Education program serves as the lead for these initiatives, setting the direction, lending guidance and expertise, and consistent advocacy. However, these initiatives must happen, even if the department did not exist.

Our Indigenous Education Department is able to support all district departments in this responsibility through the funding and support from the state, enhancing and expanding the opportunities for staff, families, and most important, our students to be able to connect with these heritages and how they impact our current culture.

A collection of colorful circles of various sizes scattered across the white background. The colors include yellow, red, green, blue, and cyan. Some are solid, while others are hollow outlines.

**Thank you for supporting
Indigenous Education in SoWashCo
Schools**