Public Meeting

Indian Education Programming at Yellow Medicine East

Public Meeting Wednesday, November 12, 2025

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 partially funds the Yellow Medicine East Indian Education Coordinator/ Middle School/High School Native American Liaison. The liaison provides tutoring, academic support, and advocacy for Native American students. The liaison provides 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. The coordinator secures funding and reports the required information in regards to these funding sources. This is a formula grant based on the number of Native American students who 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, (employees of PECR, NOC, Social Services, etc.) are also counted in the formula.

Yellow Medicine East Programming
This money is deposited into the general fund and has been used to support YME's portion of the Dakota Language teacher and the remainder of the cost of the Indian Education Coordinator position. This support now comes from the general fund without the assistance of impact aid.

Impact Aid

Impact Aid	24-25	23-24	22-23	21-22	20-21	19-20	18-19
	0	0	$11,099	$20,969	$32,671	$89,636	$127,665.96

State Assistance

Minnesota American Indian Education Aid Program
This funding is provided through the state of Minnesota based on the MARRS student count from October of last year. MARRS codes the ethnicity of a student based on parent reporting. This grant is formula-based, calculated by a base of $40,000 for the first 20 Native American students and then $500.00 per student.

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
- Community spotlight/speakers

Minnesota American Indian Education Aid Program

25-26	24-25	23-24	22-23	21-22	20-21	19-20	18-19	17-18	16-17
$77,000	$82,000	$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

Student Population (Spring 2025)

Total Number of Students EC-12	Total Number of Native American Students	Percentage of Native Students
605	94	15.5%

(March 2024)

EC-12-That are Upper Sioux Community Members	Non Upper Sioux Community Members	Percentage of USC members
65	29	69%

Academics

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

Quarter 1

Total Number of ALL Students on Honor Roll	Total Number of Native American Students	Percentage of Native Students
220	15	7%
Total Number of Native Students 6-12	Total number of students attaining Honor Roll	Percentage of Native population attaining Honor Roll
42	15	36%

Quarter 2

Total Number of Students on the Honor Roll	Total Number of Native American Students	Percentage of Native American Students
215	15	7%
Total Number of Native Students 6-12	Total number of students attaining Honor Roll	Percentage of Native population attaining Honor Roll
42	15	36%

Quarter 3

Total Number of Students on the Honor Roll	Total Number of Native American Students	Percentage of Native American Students
214	16	7%
Total Number of Native Students 6-12	Total number of students attaining Honor Roll	Percentage of Native population attaining Honor Roll
42	16	38%

MCA 2025				
Group	**Year**	**Subject**	**% Proficient**	**Number tested**
Non-Native	2025	Math	27.8%	277
Native	2025	Math	15.6%	45
Non-Native	2025	Reading	41.8%	268
Native	2025	Reading	31.4%	41

Area Learning Center

Independent Learning Program Total learners	Total number of Native American learners	Percentage of Native learners
10	3	30%

Credit Recovery (April 8)

Total number of students in credit recovery	Total number of Native American students	Percentage
15	3	20%
Total number of Native students in grades 9-12	Total number of Native students in credit recovery	Percentage
26	3	15%
Total number of Native students in 12th grade	Total number of Native 12th grade students in credit recovery	Percentage
3	0	0%

Special Education

17.6% of the overall students on an IEP/IFSP are American Indian
38.5% of American Indian students are on an IEP/IFSP

PSEO

MRV CTEC CNA	MNWest	0/6
MRV CTEC Intro to Healthcare	MNWest	0/6
MRV CTEC powerline	MNWest	No enrolling students
MRV CTEC welding	MNWest	0/6
MRV CTEC Intro to education	MNWest	No students enrolling
Indigenous Nations	MNWest	5/5

Activities

Organization	Total # of Students	Total # of Native American students	Percent
H.S. Student Council	21	0	0%
Minnesota Honor Society	42	1	2%
Yearbook	6	1	17%
Prom Committee	6	0	0%
Robotics	23	1	4%
Science Club	No science club this year		NA
Fall Musical	39	3	8%
Art Club	13	3	23%

Band

Concert Band		
Total Students	Total Native American students	Percent of Native American students participating
24	3	12.5%
Middle school Band		
23	2	11%
6th grade Band		
Total Students	Total Native American students	Percent of Native American students participating
19	2	10.5%

Choir

Concert Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
30	1	3%

Middle School Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
28	4	14%

6th Grade Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
22	2	9%

Dakota Language Class

Dakota Language I/II	Dakota Language III/IV	Dakota Language Hex Class
6 Students semester 1 2 Students semester 2 All students of Native American descent	4 Students in Semester 1 2 Students in Semester 2 All students of Native American descent	All 8th grade students take Dakota Language in the Hex rotation.

Athletics

6-12 grade sports

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
196	18	9%
Total Number of Native American Students in Grades 6-12	Total Number Participating in a sport	Percentage of 6-12 grade Native students participating in athletics
42	18	43%

Of those 26 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
1	5	1	5	3	3	0

Other Areas

Truancy/RARB referrals (4/11)

Total Number of Students (6-12)	Total Number of Native American Students	Percentage of Native Students
7	2	29%

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
0	0	0%

In-school suspension 6-12 (April 11)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
7	0	0%

Out of school suspensions 6-12 (April 11)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
8	1	12.5%

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.

The following are some of the main topics discussed at the PAC meetings and action taken by Yellow Medicine East ISD 2190 to address these issues, first from the year 23-24 then from the year 24-25

Year	**Topic**		**Action**
24-25	Special Education		Case managers continue to give teachers snapshots. The form is still in place for a reminder to ask if parents want the liaison present at meetings. Quarterly check-ins are no longer taking place. Is this feasible?
	Smudging policy	Discussion if the "trial period" is over.	Policy is complete. Students are allowed to smudge outside in the designated area and inside the building for events.
	Flags	Representation of USC students through the symbolism of the sovereignty of the tribal nation.	A flag giving ceremony was held at the MS/HS on May 2nd. All MS/HS students were invited. The flag was hung in the gymnasium. A bigger one will be ordered because the size is not quite right. Next year, there will be an elementary flag giving event since they were not invited to this event. Indian Education staff was going to keep the event small and then a few days prior to the event was asked to include more students
	Indigenous People's day	To improve education on	YME consulted and worked closely with Indian Ed staff and had a very successful IPD. Rotation of stations at the wacipi grounds included

		Indigenous Peoples Day	Lacrosse, tipi teachings, State Park land return
	Music	Band selection	The band instructor submitted a selection for the PAC to examine for cultural appropriation. The music was deemed acceptable by the PAC.
24-25 Public Meeting	**Topic**		**Action**
	Continued concerns about staff and the need for cultural training		PAC suggested training from a company called AMAZEWORKS for staff training. YME held AMAZEWORKS training on Feb inservice
	Special Education	Special education continues to be a concern for parents.	
	Bullying.	There was much discussion in regards to bullying at YME. Parents are very concerned for the well-being of their children.	During the school year Chance Rush came to YME for a motivational speech. Other ideas need to be explored.
		As noted above parents felt staff needed more training and this would help in the bullying that takes place at YME.	Positive Behavioral Intervention Support (PBIS) will be implemented district wide in the 25-26 school year
	Utilize Upper SIoux Community Resources	YME should utilize the educated and knowledgeable	Be sure to recognize that Pezihutazizi has many resources to utilize within the district.

Community spotlight events

Year	**Activity**		
24-25	Field Trip Walker Arts center and Marlena Myles art installation at the Minneapolis Public Service Center		Walker Art center to see all art, but especially the sculpture by Angela Two Stars. Okcipiyapi
	Movie- Rez Ball Mental Health topics		Watched the movie and discussed some of the mental health topics highlighted in the movie.
	Field Trip Shakopee		Met Indian Ed staff at Shakopee School district to view their smudging tipi and hear about their process. Toured Hocokata Ti

	smudging tipi and Hocokata TI		
	Spotlight Vanessa Goodthunder		Talked about her journey from high school to where she is now, with college, work for the governor and everything in between.
	Spotlight Shakeena Hunts Along		Collected cansasa in Granite, and shown how to harvest and scrape it for use.
	Spotlight Chance Rush Music and Motivation collaboration with the Upper Sioux Community		Collaboration with the Upper Sioux Community to bring Chance Rush to speak to students.
	Student Rep volunteer activity		There was no meal train this year so the Student rep volunteered for a fundraiser for a student whose mother passed away
	Field Trip Mn DOT Career Pathway collaboration with the Upper SIoux Community		Collaboration with the Upper Sioux Community on a trip to see careers in relation to Mn DOT
	Tribal Flag initiative		Flag giving from the USC to Yellow Medicine East. May 2
	Seniors meet with Vice Chairperson Carrie Trutna		Explanation of higher education benefits from the Upper Sioux Community
	Spotlight Abel Chaparro		Abel spoke about his college experiences, his involvement in ROTC and his experiences in the military.