



Program Report for 2024-25

SHAWANO TITLE VI INDIAN EDUCATION

Every Student, Every Day, The Hawk Way



"When cultural lessons have been implemented into daily classroom lessons, it has an effect on our American Indian student's attendance-wise, classroom management-wise, and in minimizing behavioral issues."
Ira Taken Alive

SHAWANO TITLE VI

INDIAN EDUCATION

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"In spite of our agonizing history, Native American people find much to celebrate. The songs, the dances, the culture and traditions surrounding planting and harvests, the prayers that are sent upward for healing and peace, and the welcoming of children into our families, are all reasons for us to keep moving forward with optimism."
Deb Haaland

Every Student, Every Day, The Hawk Way



SHAWANO TITLE VI
INDIAN EDUCATION

19.1% to 17.3

Native American students in the district did better than other Native students in the state on English Language Arts Analysis.

95.7%

Native American student graduation rate at ShawanoCommunity High School, which is 3.9% points better than the entire state.

24

Number of Tribal Nations in student representation at Shawano School District

733

Total number of Native students attending Shawano School District.

Every Student, Every Day, The Hawk Way

"Very often, you are in the right place, at the right time, but you do not know it."
Maria Tall Chief

SHAWANO TITLE VI INDIAN EDUCATION

Message from Title VI Liaison

During the Title VI back-to-school event, this little girl walked from the back to see the Gii Taase drum group sing a song for our upcoming year. She kept looking back and her sister had to stop her from getting up there and joining in. This is why we have a Title VI program. This little girl will now know that her culture, language, and identity are celebrated and encouraged at the Shawano School District. She does not have to check her Native Identity at the door. What we do is for her and all those that come after her. While we have done a lot we have so much more to do. We know that the road ahead will not be easy but we will continue to work hard to honor our ancestors, elders, and for our future generations. The Shawano School District and the Title VI program will continue to ensure that this girl and all those to follow will have a place that will be there for them.

Joel Doxtator



"IF YOU BELIEVE IN THE POWER OF WORDS, YOU CAN BRING ABOUT PHYSICAL CHANGES IN THE UNIVERSE."
N. SCOTT MOMADAY

SHAWANO TITLE VI INDIAN EDUCATION

Shawano Title VI Program

We are together, building a better future for all our generations to come.

We want to instill in our students a positive vision of their future for their family, community, and culture so that they can pass it on to the next generations.



Our Why

We do it because Title VI and the PAC want a better future for our children and their children—a future that includes our stories, language, and culture. Despite the challenges we have faced, we are still here, and to keep the promise of those who came before us, we owe it to them to continue those connections. A connection that is part of our shared past, present, and future. We are not alone; we are together, building a better future for all our generations to come.

Every Student, Every Day, The Hawk Way

Title VI Program

Vision

We are together, building a better future for all our generations to come.

Mission

Instilling in our students a positive vision of their future for their family, community, and culture for the next generations.

Vision Objective

Our Native students are on the same level academically as their non-native counterparts and connecting with Native culture.

Core Values

The seven sacred gifts are an Indigenous way of approaching life, and we will use them daily in our interactions with all creations. Embracing these gifts is a way to connect to our sense of place, ancestors, and future generations. These gifts form the basis of how we connect with others and honor the creator.

Our Strategic Priorities

Honoring our Past

To increase student's knowledge & appreciation of Native American culture through art, traditional crafts, and language instruction.

Honoring Self

Improve the mental health of Native American students through culturally appropriate support, talking circles, and Title VI rooms.

Helping our Educators

Be a guide and resource for the staff, enriching the connection with Native American students and being an active participant in their success.

Honoring our Future

To instill in our students a positive of their future through Native speakers, post-secondary trips, and contemporary success stories.

Connecting Us Together

Improve the family involvement and connection in the Title VI program through family events such as a pow-wow and back to school night.

Our Creator's Gifts

The seven sacred gifts are an Indigenous way of approaching life, and we will use them daily in our interactions with all creations. Embracing these gifts is a way to connect to our sense of place, ancestors, and future generations. These gifts form the basis of how we connect with others and honor the creator.



We will encourage everyone to love our families, culture, community, and most importantly ourselves because love is what connects us all together.

We will respect all things by recognizing that all creation is essential and that we honor our creator, ancestors, and culture by showing respect.

We will have courage in our actions, thoughts, and words so that we will stand tall in the face of adversity, even though the consequences may be unpleasant.

We will be truthful in understanding, speaking, and feeling so we may act without regret, honoring our creator and ancestors.

We will be sincere in action, character, and word to live an authentic life that is true to ourselves, fulfilling our responsibilities to all creation.

We understand that we are equal to all creation, and by being compassionate, calm, and patient, we create balance with ourselves and each other.

We use the knowledge we gain from our elders and each other for good, so that we may enrich the lives of ourself and others.

Our Norms

Multi-Stakeholder Collaboration

Work with students, families, teachers, and staff to build relationships, perspectives, inclusions and cultural understanding.

Communication

Utilize our traditional and non-traditional methods to create connections with each other and opportunities for action.

Family Engagement

Actively engage the entire family so everyone feels supported, needed, and connected to a positive outcome.

Internships, Mentor, & College

Encourage positive connections with Native community members, places, and experiences to show a positive future.

Authentic Curriculum

Provide culturally appropriate knowledge, materials, and opportunities for the students, families, teachers, and staff.

Educator Cultural Competence

Work with teachers and administration to forge an understanding of the Native American experience and culture.

Funding

Provide access to all program events no matter the economic situation of the students and work to increase additional funding sources.

Holistic Student Support

Work with the students to ensure that they are taken care of culturally, physically, emotionally, and spiritually in their own way.

Title VI Expectations

Title VI Room

Coming to the Title VI room is a privilege, not a right.

Everyone is welcomed and respected in the Title VI room.

Testing is not allowed in the Title VI room.

To access the Title VI room, you must have the educator's approval and check with the liaison to see if they are accepting students.

If you are finished with your schoolwork and not missing work, you can relax, draw, bead, or play a board game.

Student Expectations

Honor your Seven Sacred Gifts

Stay positive; mistakes and setbacks are a step to success.

Believe in yourself, that you matter, and you determine your future success.

Honor those who came before you and the generations to come.

We expect everyone to give their best effort and work hard.

Follow Shawano School District policies and
Soar the Hawk Way.

Title VI Liaison Expectations

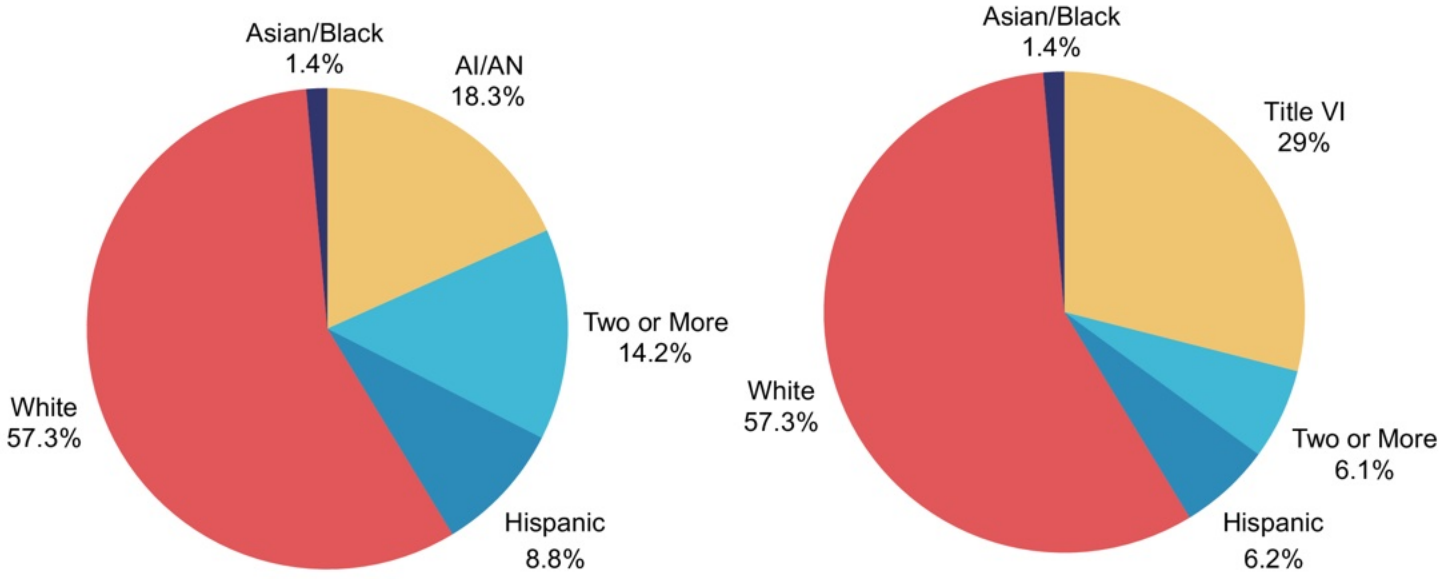
We are always willing to listen and help if we can. However, we are cultural educators and collaborators. We are eager to help teachers, para-professionals, and staff, but we cannot replace what you do.

If a student needs the Title VI room to calm down or vent we are willing to listen, but we expect students to return to their class

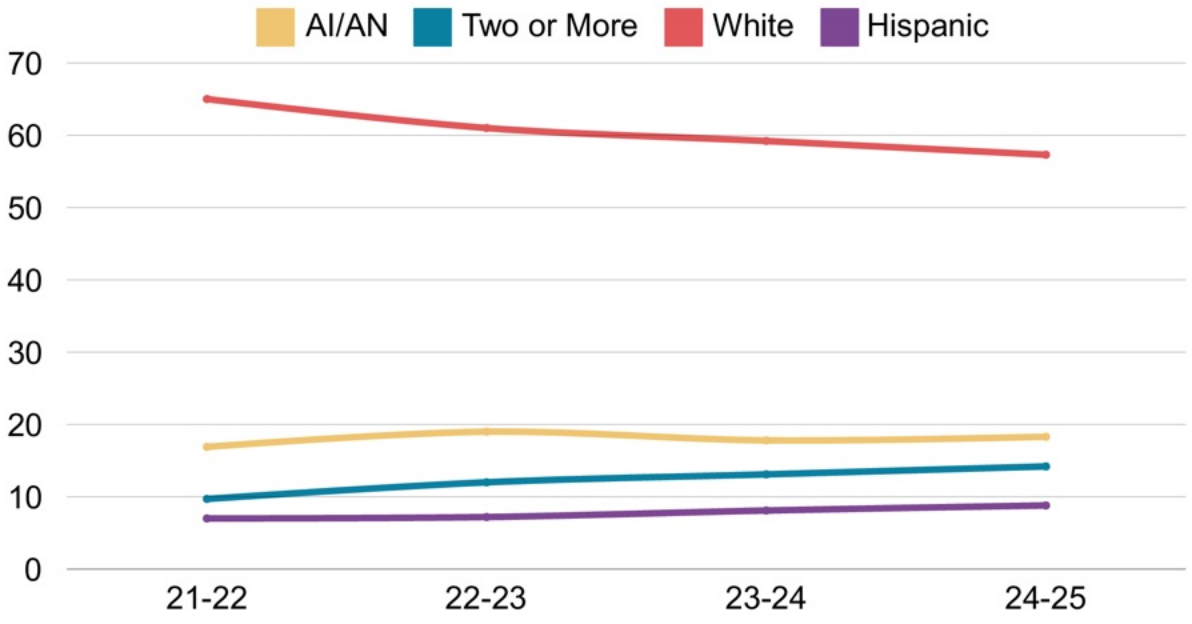
Title VI Program

Student Percentages

Percentage of Students at Shawano School District 24-25 school year



Percentage of Students at Shawano School District over 3 year period



Every Student, Every Day, The Hawk Way

Title VI Program

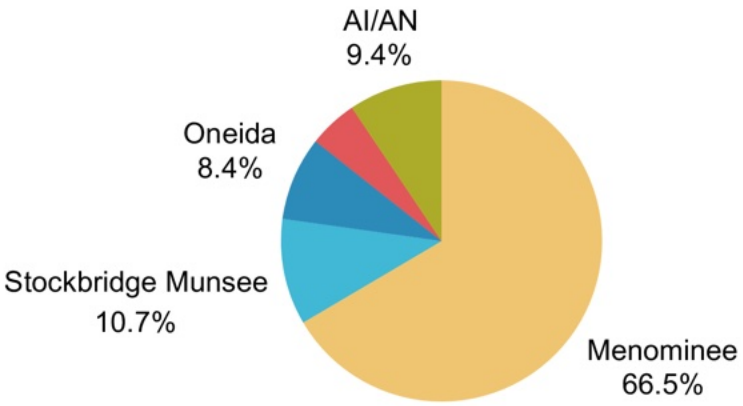
Tribal Representation

Tribe	AIAN	Title VI
Menominee	473	358
Stockbridge	76	58
Oneida Nation	60	50
(blank)	48	0
Bad River	10	7
Red Cliff	7	6
Red Lake	6	6
Three Affiliated	9	9
Ho-Chunk	6	6
Seneca	4	4
Muscogee	3	3
Lac du Flambeau	3	3
Crow Creek	2	-
Rosebud Sioux	2	2
Choctaw Mississippi	2	-
Sault Ste Marie	2	-
Prairie Band	2	2
Comanche	1	1
Standing Rock	1	1
Winnebago	1	1
Commanche	1	1
Navajo	1	-
Blackfeet	1	-
Brothertown	1	1
Cheyenne-Arapaho	1	1
Cherokee	1	1
	722	524

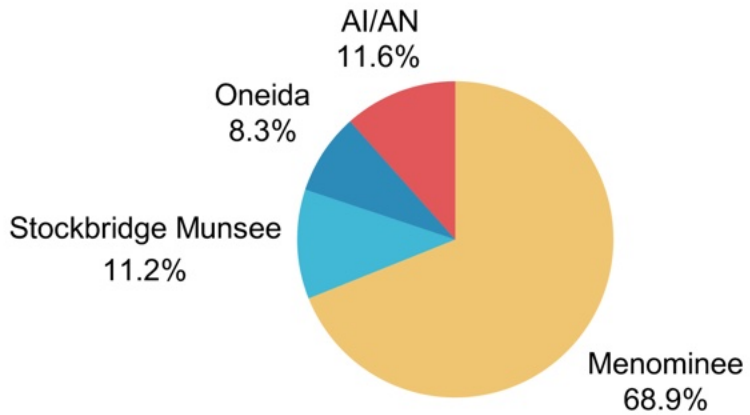
Tribal Number of AI/AN Students

There are approximately 198 students who have been listed as AIAN but are not in Title VI. The numbers in Title VI included those students who did not list AIAN but may have listed another race and qualified because of descendency.

Tribal Percentage of AINA Tribal Students



Tribal Percentage of Title VI Students





"THE SECRET OF OUR SUCCESS IS THAT WE NEVER, NEVER GIVE UP."
WILMA MANKILLER

SHAWANO TITLE VI
INDIAN EDUCATION

Academic Performance

We are more than just a number; while statistics are helpful, they do not tell the whole story of who we are and where we are going. They are a moment in time and should be judged just as that.



These statistics are not just numbers but a tool for understanding our current situation and guiding our future direction. The statistics:

- Provide measurable numbers so that we can set goals to achieve in the future.
- Help us see areas we are strong in and areas we need to improve.
- It allows us to see how we are doing compared to other schools.
- It helps us understand whether the cultural and academic support programs are improving students' education outcomes.

Academic Performance

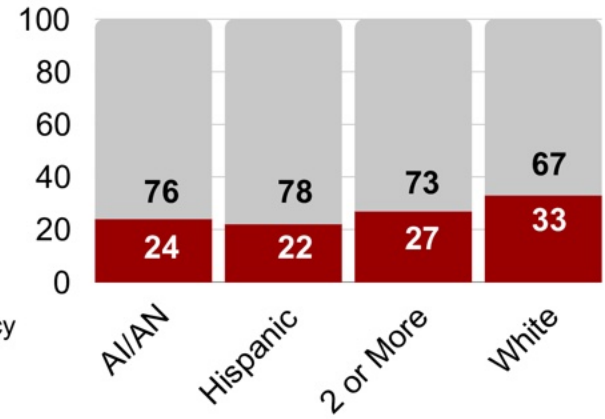
Panorama Assessment

What is a Panorama Assessment

It is a survey examining how our students perceive their relationship with their teacher and themselves in learning. Research has shown that student perceptions strongly correlate with learning outcomes and can be an essential improvement tool for school systems. All K-12 students completed this survey for the 23-24 school year.

Self-Efficacy

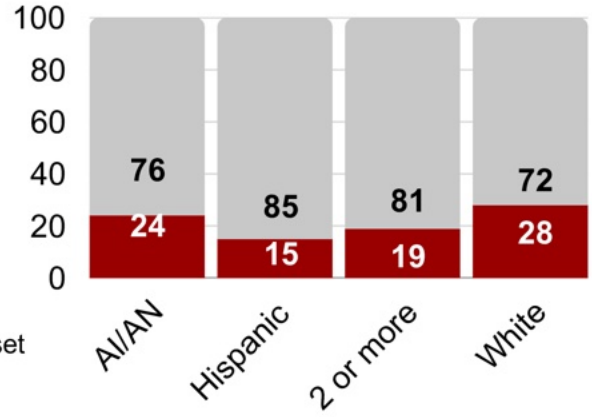
Self-efficacy measures how the student perceives that they are good at learning. It is crucial because if they believe they are good learners, it will increase their motivation to come to school, participate, and complete homework. Self-efficacy is believing in yourself and your abilities.



Red Indicates self-efficacy

Growth Mindset

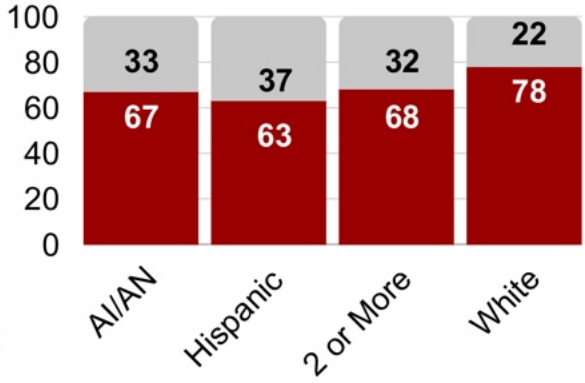
A growth mindset measures how the student perceives how they will face challenges in life, whether that challenge is something they can learn from or can be fixed. With a growth mindset, the student will continue to work harder despite setbacks, see a mistake as a learning opportunity, and always be willing to learn.



Red Indicates a growth mindset

Supportive Relationships

Having a supportive and positive relationship with your teacher is fundamental to success. Building a positive relationship allows the student to ask for help, pay more attention, and be less of a distraction in class. AI/AN students generally perceive that they receive less support from their teachers than white students.



Red Indicates a supportive relationshipt

Academic Performance

i-Ready Test Scores

What is i-Ready

i-Ready is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction. The i-Ready assessment was not used prior to the 23-24 school year.

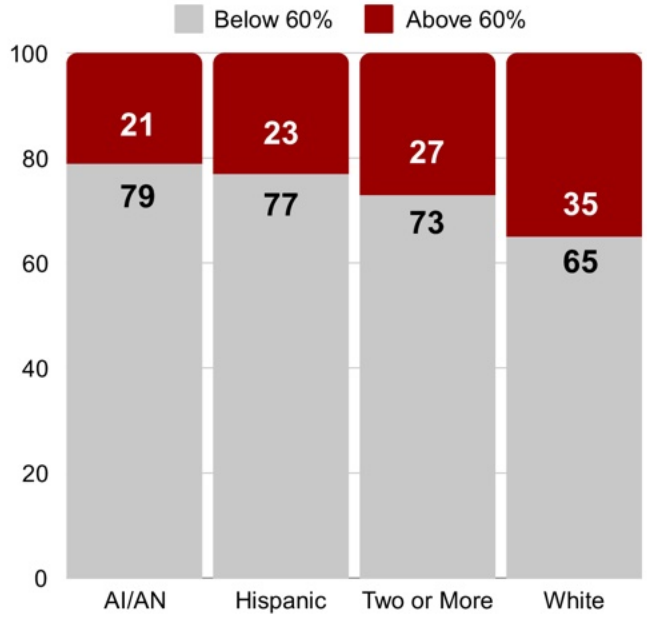
What does i-Ready Reading mean

The scores show that of the 240 students tested, only 51 performed above the 60% threshold required by the state. This is 15% above the threshold, compared to 35% for white students above the threshold.

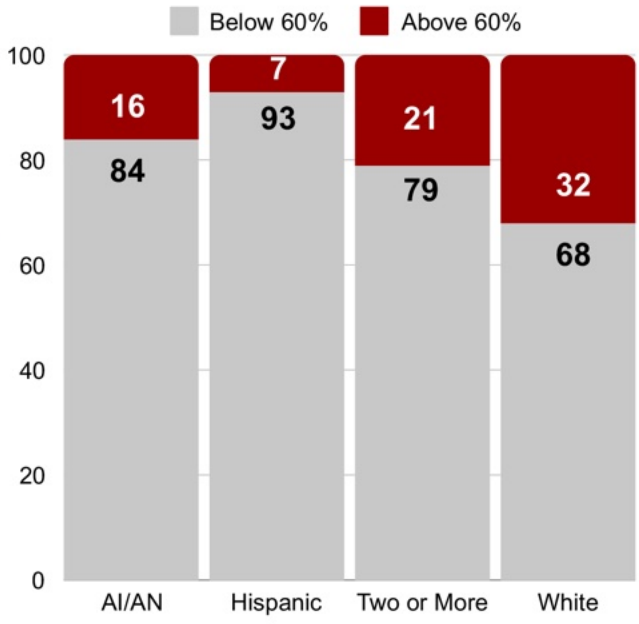
What does i-Ready Math mean

The scores show that of the 240 students tested, only 39 performed above the 60% threshold required by the state. This is 16% above the threshold, compared to 32% for white students.

23-24 i-Ready Reading



23-24 i-Ready Math



Academic Performance

ACT Proficiency

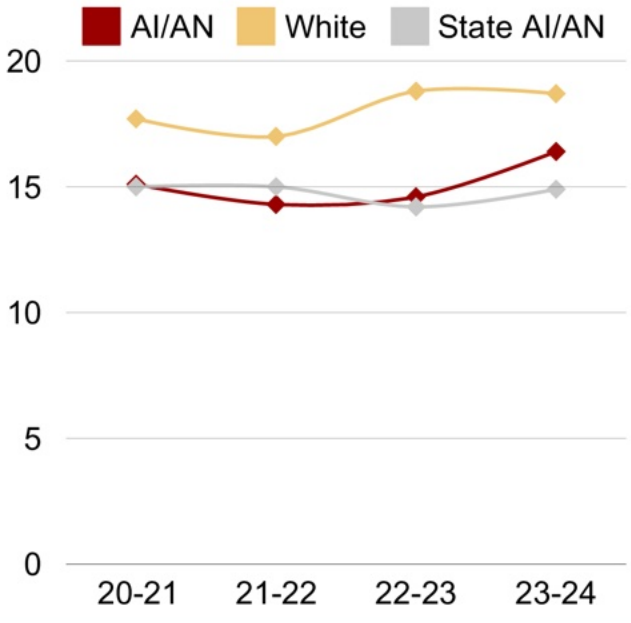
What is the ACT Proficiency

The ACT assesses students in grade 11. The ACT assesses students' academic readiness for college. The ACT's five subject areas are English, Mathematics, Reading, Science, and Writing. The composite score is the average number of the subject area scores, not including writing. The highest possible score on the exam is 36. The scores of each subject area are categorized as College Ready or Below College Ready based on benchmark values provided by the ACT.

ACT ELA Composite Score

The ACT English, Language Arts composite score, indicates that the AI/AN students of the district while underperforming their white counterparts are achieving at a higher rate than the state average.

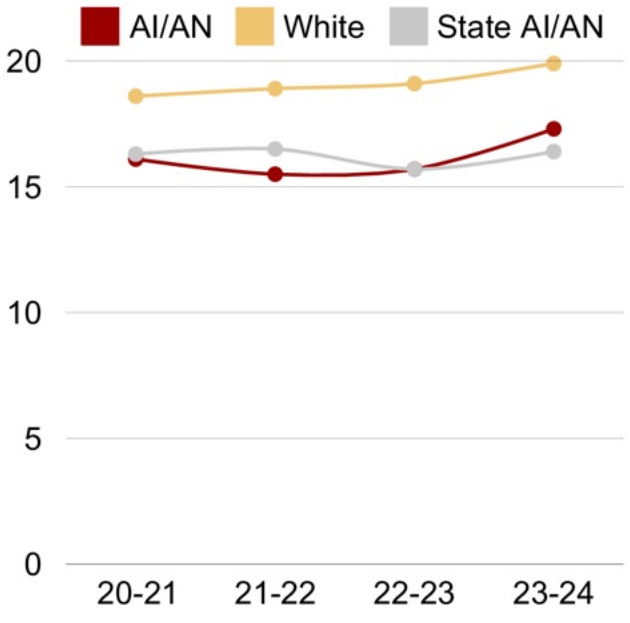
(Wisconsin's Information System for Education Data Dashboard, n.d.)



ACT Math Composite Score

Math composite continues to drop for both Native students and whites while the state average stays level. The COVID-19 drop is noticeable, but neither group has rebounded yet.

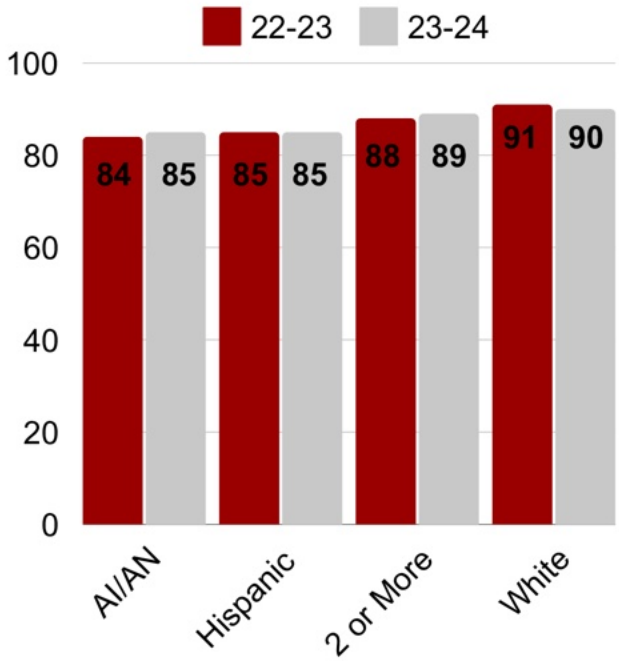
(Wisconsin's Information System for Education Data Dashboard, n.d.)



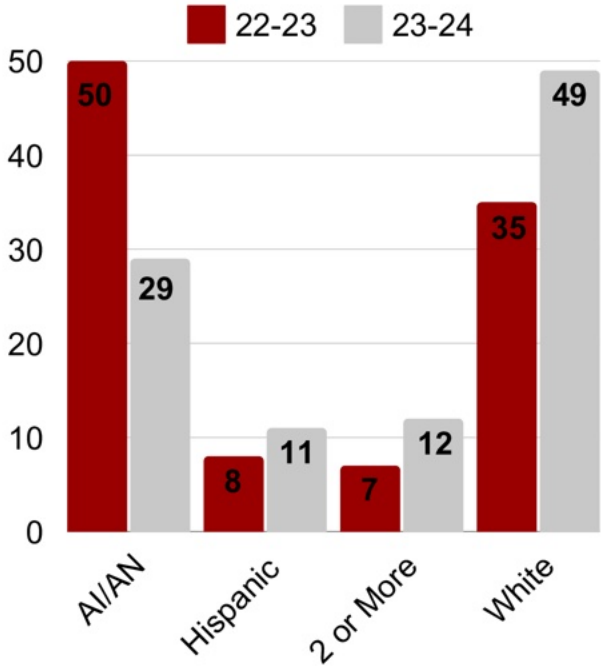
Academic Performance

Attendance & Discipline

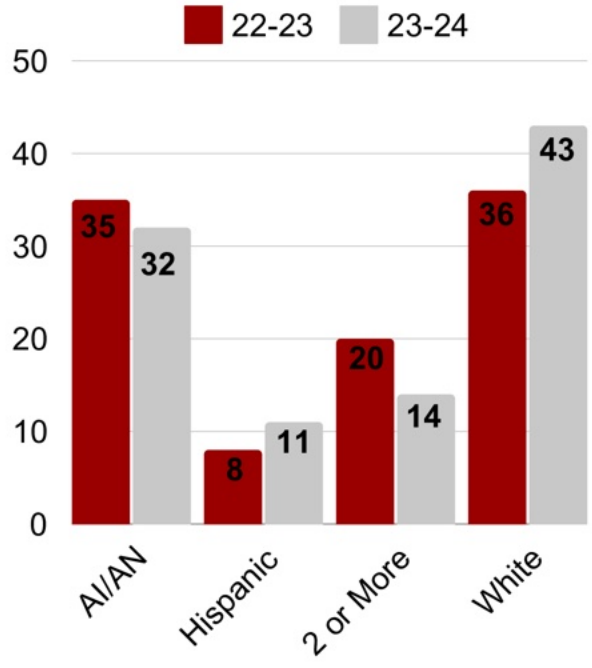
While the numbers are high for Native American students as a percentage of suspensions, other statistical factors come into play. Biopsychosocial factors play a factor in the behavioral issues of Native Students. Generational trauma, access to resources, and cultural understanding are areas that can bring those numbers down for the students. The data shown is not indicative of any bias on the part of the staff of the Shawano School District.



In School Suspension



Out-of-School Suspension



"I NEVER WAS CONTENT UNLESS I WAS TRYING MY SKILL...OR TESTING MY ENDURANCE."
JIM THORPE

SHAWANO TITLE VI INDIAN EDUCATION

Educational Goals

Growth is essential to our future, and we should always look to be better every day. While our goals may go down or up we are always working towards a better future for our family and community.



Beyond the educational numbers, there are additional program-related goals that, while not specific to math or reading, will improve the educational assessments.

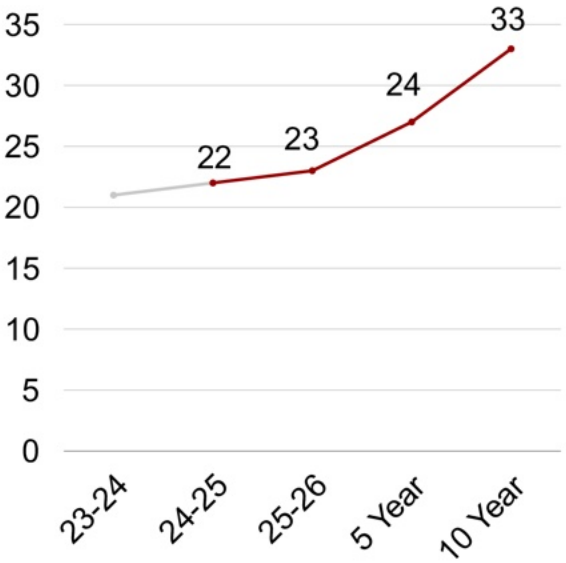
- Have a Menominee Language as an elective for the 25-26 school year at the High and Middle Schools.
- Have a reoccurring pow-wow in the school district for the community.
- Smudging is allowed in the Title VI rooms by the end of 24-25 years.
- We have four new Native teachers in the school district for the 25-26 school year.
- Summer school class on Native Arts and Crafts.

Educational Goals

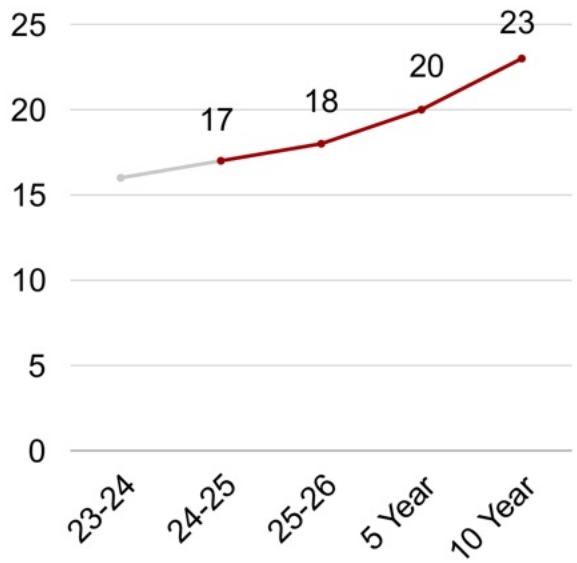
Assessment Goals

The goal is steady and incremental improvement in the current assessment testing. We are working to achieve 10% improvement per year. This rate, of improvement would bring us closer to the average of the non-native students and above the state average of Native Students. A 10% per year improvement rate is a lofty goal and while difficult it is a worthy objective.

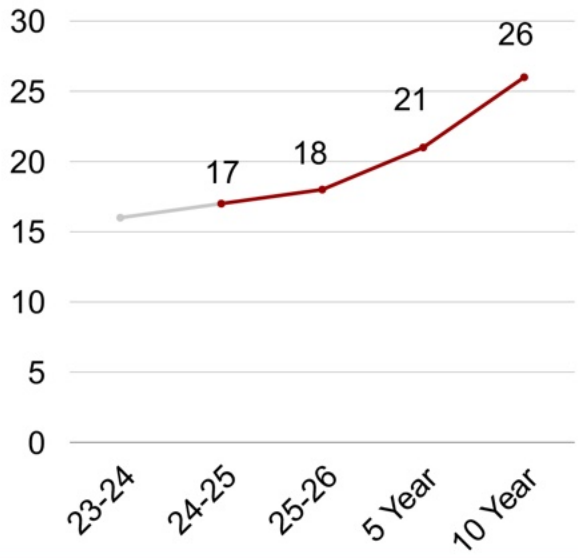
i-Ready Above 60% Reading



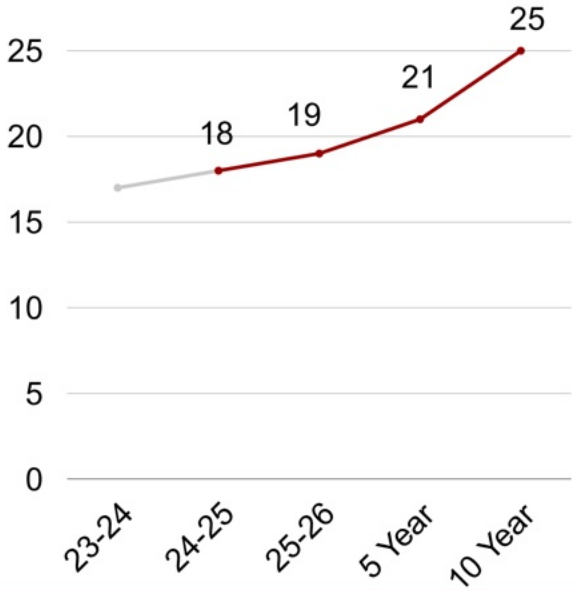
ACT ELA Composite Score



iReady Above 60% Math



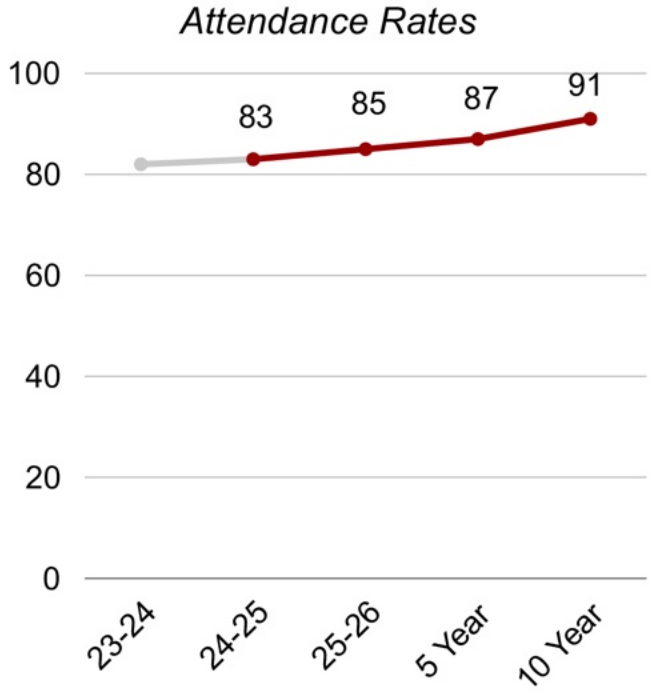
ACT Math Composite Score

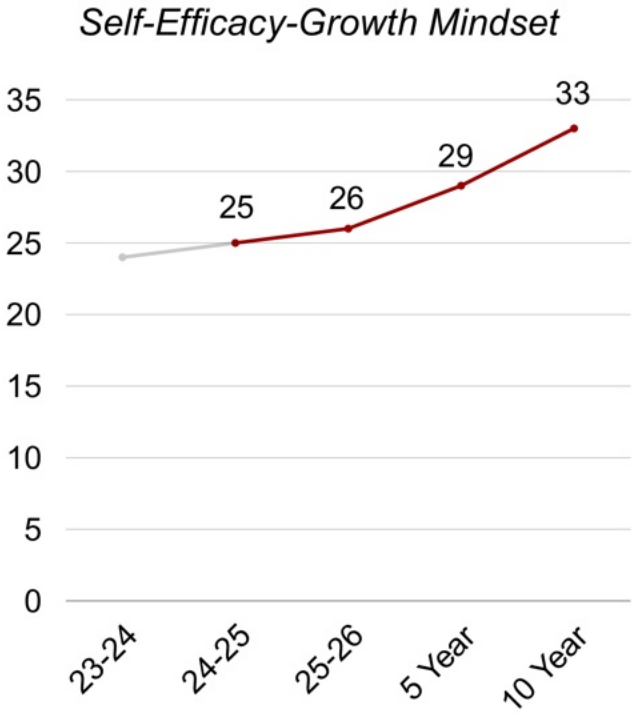


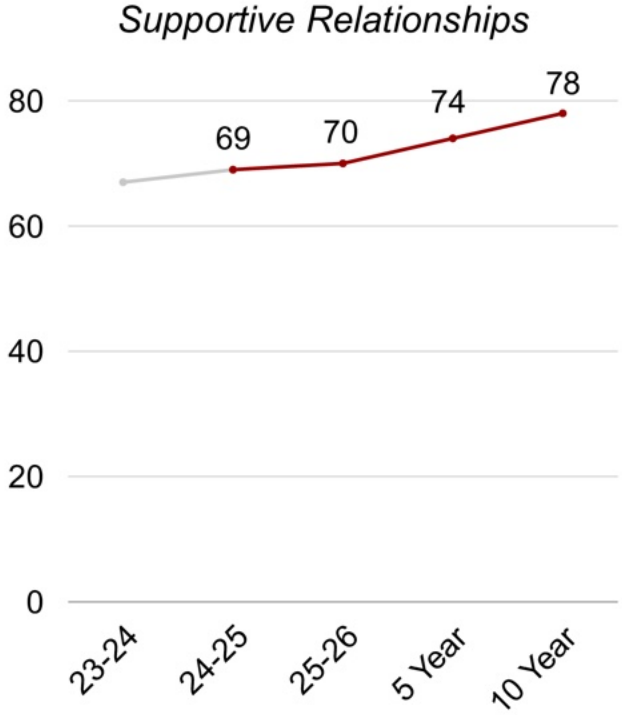
Every Student, Every Day, The Hawk Way

ACT E

Assessment Goals







"WE STAND TOGETHER, RAISING THE SHARED VOICE OF INDIAN COUNTRY, AND AS A RESULT EVERY NATION BECOMES STRONGER." JEFFERSON KEEL

SHAWANO TITLE VI INDIAN EDUCATION

Title VI Comparisons

Our Native Students, despite falling behind the average against white students and Native Americans we still perform higher than other Title VI programs of similiar size



Understanding that every district is different is crucial, but it gives us an idea of how we are doing. We look at how Native students are doing when we compare our educational performance against other school districts of similar population sizes; we are:

- The second largest Native student population not located in Tribal Nation.
- Our Native students consistently perform better than most other Title VI programs.
- We are the third largest program in the state after Green Bay and Menominee Indian School Districts.
- When we compare graduation rates among similar schools, we find that we have the highest graduation rate.

Every Student, Every Day, The Hawk Way

Title VI Comparisons

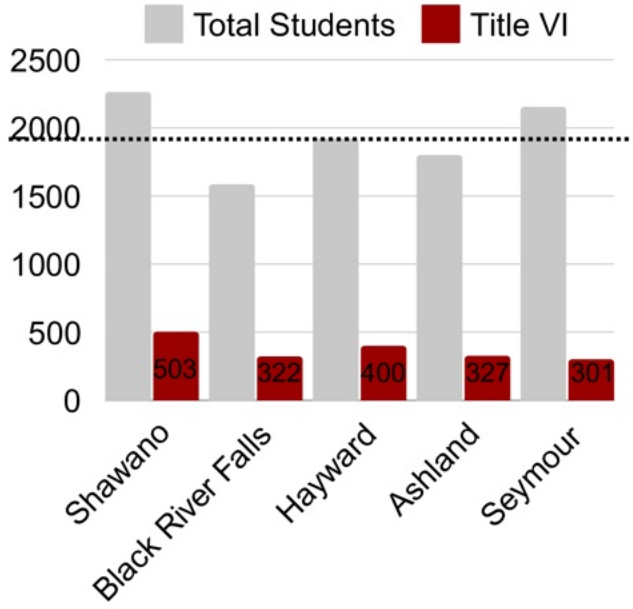
Assesments & Numbers

The Shawano School District continues to outpace other Title VI programs. Our students' graduation rates are also above those of similar size districts.

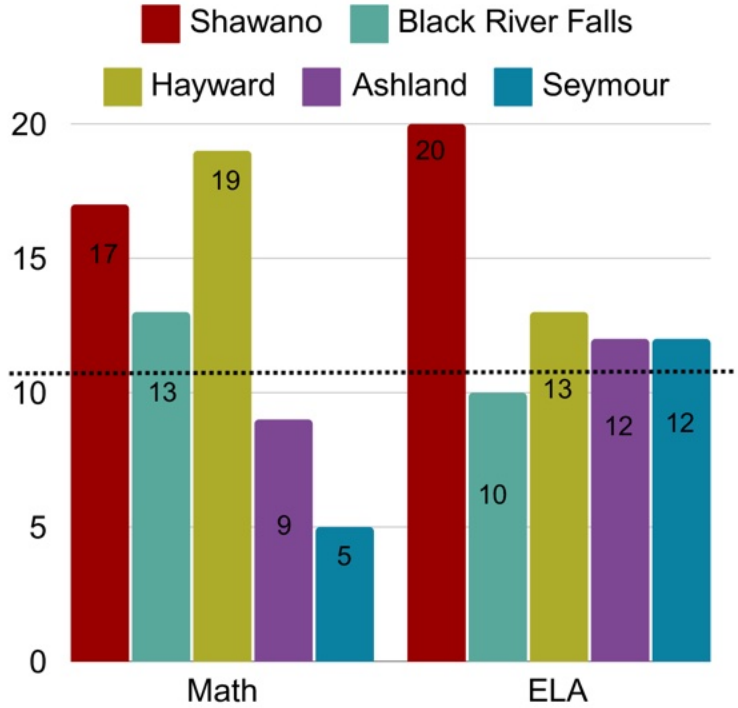
- Shawano 95.7
- Seymour 91.7
- Ashland 87.9
- Black River Falls 79.2
- Hayward 64.3

The Shawano School District is unique among the State of Wisconsin School Districts. Except for schools located in Tribal Nations, we have the second-highest number of Native Students, as reported in 2022-23 to the federal government.

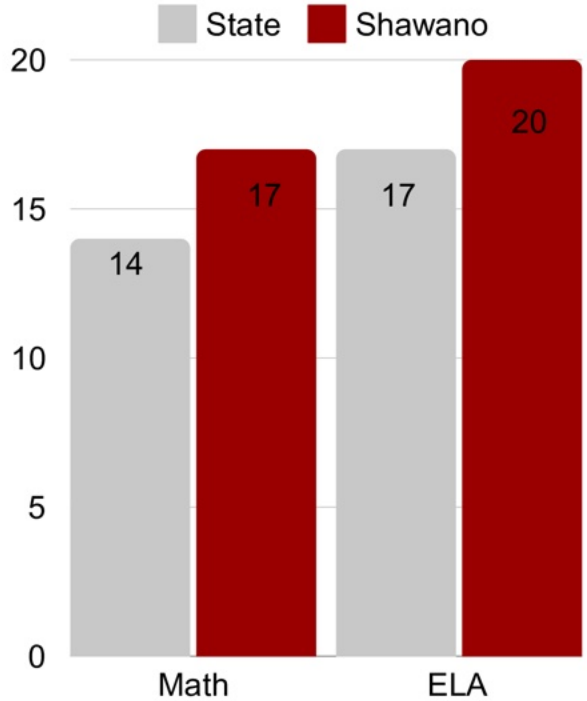
Similiar Size Title VI Programs



3rd-8th Grade Math & ELA Assessments as reported for Title VI Grant



State Title VI Math & ELA Averages as reported for Title VI grant



(Wisconsin's Information System for Education Data Dashboard, n.d.) (Office of Indian Education, 2024)

Every Student, Every Day, The Hawk Way



SHAWANO TITLE VI INDIAN EDUCATION

Educational Pathway

There is no one singular approach to improving students' educational outcomes. It will take a more holistic approach rooted in Native cultural approaches. The education research on improving education outcomes for Native students recommends connecting Native culture and education.

(Bang et al., 2018) (Bauer-Armstrong et al., 2023) (Chow-Garcia et al., 2022)
(Giordano et al., 2020) (Ruedas-Gracia et al., 2020) (Stringer, 2023)



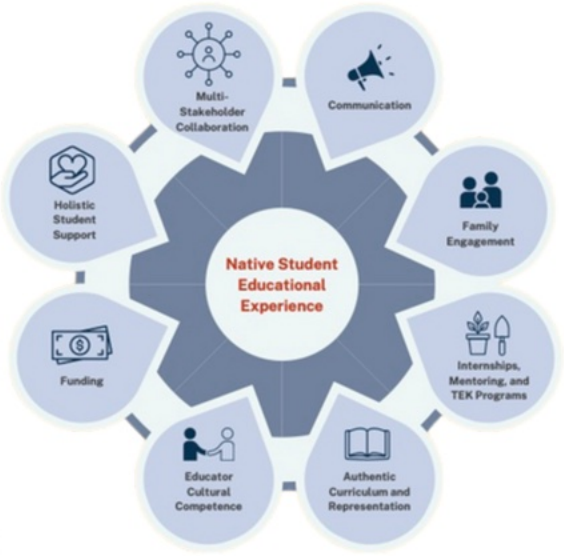
What we will do

We know why and how we will do things, but what will we do? Talking is not enough; we must put our words into action. Using the Native Education Pathways as a guide, we will look to build connections with our families, honor our self, past and future, and help our educators. To improve the educational outcome of our Native Students, we must first address the underlying issues that affect them. Creating connections to family, culture, and place will improve our students' success in school and life.

Educational Pathway

Assessment Goals

The Title VI program will use the strategies developed by the University of Wisconsin Madison, College of Menominee Nation, and Lac Courte Oreilles Ojibwe University to improve students' educational outcomes. The Native Education Pathways was developed with local Tribes, K-12 schools, and universities to create recommendations for educators working with Native American populations. The eight strategies form the basis of how and what we will do to increase the success of the students, families, teachers, and administrators of the Shawano School District. Create meaningful and lasting connections that encourage growth and commitment to everyone's success—students and parents who have a positive vision of their future that connects with our elders and youth.



(Bauer-Armstrong et al., 2023)

Multi-Stakeholder Collaboration

Work with students, families, teachers, and staff to build relationships, perspectives, inclusions and cultural understanding.

Family Engagement

Actively engage the entire family so everyone feels supported, needed, and connected to a positive outcome.

Authentic Curriculum

Provide culturally appropriate knowledge, materials, and opportunities for the students, families, teachers, and staff.

Funding

Provide access to all program events no matter the economic situation of the students and work to increase additional funding sources.

Communication

Utilize our traditional and non-traditional methods to create connections with each other and opportunities for action.

Internships, Mentor, & College

Encourage positive connections with Native community members, places, and experiences to show a positive future.

Educator Cultural Competence

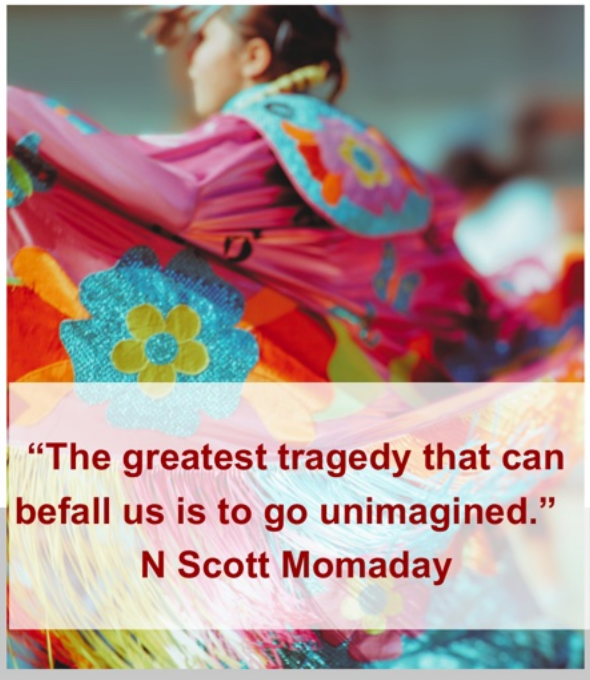
Work with teachers and administration to forge an understanding of the Native American experience and culture.

Holistic Student Support

Work with the students to ensure that they are taken care of culturally, physically, emotionally, and spiritually in their own way.

Educational Pathway

Connecting Us Together



57% Native Americans participating in an event sponsored by a group, US average 53%

0 The number of community events featuring Native Americans in Shawano.

22% Percentage of Native Americans living on Tribal Lands.

Project Objective

Improve the family and community involvement in the Shawano School District and the Title VI program.

Project Narrative

One of the key defining characteristics of Native Americans is the connectedness between our families, culture, and place. These events bring us together to celebrate our culture and our successes and to help each other. Together, as a group, we can accomplish the change that we want to see in our students and families.

Strategy #01 - Back to School

Having a back-to-school event to welcome new members, continuing friendships, and help others so that we can start the year in a good way.

Strategy #02 - Pow Wow

An opportunity to come together, create new connections, and celebrate our culture.

Strategy #03 - Recognition Event

An end-of-year celebration that honors our seniors, those who have contributed to our success, and past Shawano graduates who have contributed to our community.

Strategy #04 - MMIP Walk

We will not forget those we have lost by honoring their sacrifice and committing to ensuring they are not forgotten or missed.

(Centers for Disease Control, 2023) (KIDS Count Data Center, 2024) (Explore Youth Risk Behavior Survey Questions - United States, 2021, n.d.)

Educational Pathway

Honoring Self



27% AI/AN HS Students seriously considered suicide. US average 22%

16% AI/AN HS Students reporting that they attempted suicide. US average 10%

11% Percentage of age 15-19 AI/AN committing suicide. Non-AI/AN average 4.8

Project Objective

Improve the knowledge and skills of positive mental health of Native American students.

Project Narrative

To address the disparity of access and acceptance of good mental health, Title VI will work to help students by using culturally appropriate mental health strategies for students of the Shawano School District and using local Native consultants to provide culturally relevant experiences to improve the mental health of the students.

Strategy #01 - Talking Circles

Working with at-risk students who are not necessarily receiving mental health care but could use a little help. Middle and High school students are participating in Talking Circles.

Strategy #02 - Healthy Relationship

Program for middle and high school female students to address healthy relationships. Wise Women Gathering Place will facilitate a class on healthy decisions regarding relationships.

Strategy #03 - Holistic Support

Work with school administration to provide cultural context, communication, and perspective when working with Native students with life challenges.

Strategy #04 - Safe Space

The Title VI rooms will always be a space where all students can connect and discover Native Culture. The room is a place of respect and understanding for everyone who enters

(Centers for Disease Control, 2023) (KIDS Count Data Center, 2024) (Explore Youth Risk Behavior Survey Questions - United States, 2021, n.d.)

Educational Pathway

Honoring our Past



83% Percentage of Native children in boarding schools.

2.7% Percentage of Native American Speakers among Tribes

79 Native Languages that will go extinct within a generation

Project Objective

To increase student's knowledge and appreciation of Native American culture through art, language, and traditional crafts.

Project Narrative

The liaisons will work directly with students to educate them on culturally relevant projects, including crafting ribbon skirts, ribbon shirts, beading, and medicine pouches. Language-relevant coloring pages will be readily available and act as an example of smaller non-traditional but culturally relevant projects used to increase general knowledge of Indigenous culture.

Strategy #01 - Traditional Knowledge

Provide opportunities for the community to connect to Traditional knowledge of history, crafts, art, music, and regalia.

Strategy #02 - Connect with Elders

We can use arts, crafts, and music to connect our elders and youth and encourage them to share stories and knowledge of our success and resilience.

Strategy #03 - Language

Have a language class as an elective and after-school program for the Menominee Language.

Strategy #04 - Culture in Class

Have cultural items in every class that highlight the past, present, and future of Native Culture to show where we were and where we are going.

(Centers for Disease Control, 2023) (KIDS Count Data Center, 2024) (Explore Youth Risk Behavior Survey Questions - United States, 2021, n.d.)

Educational Pathway

Honoring our Future



74% Native American HS graduation rate, US average 87%, 21-22 cohort year.

12.6% Native American male dropout rate, US average is 6.3%

26% Native American college enrollment rate, US average is 39%, 21-22 school year.

Project Objective

To instill in our students a positive vision of their future and how that will impact our community and honor those who came before us.

Project Narrative

A positive vision of your future, whether as a career, relationship, or education, is a key requirement for success in school. It provides an incentive to know that what I do today will lead to what I want in the future. Contemporary Native American success stories are often not portrayed in the media and education.

Strategy #01 - Native Speakers

Connect our students to local Native American community members who can provide positive examples of resilience and success.

Strategy #02 - Secondary Exploration

Send students on college and technical school trips to show them the opportunities out there and inspire them to think positively about their future.

Strategy #03 - Cultural Trips

Provide cultural education trips to show students that Cultural Education is important and needed.

Strategy #04 - Success Stories

Have posters showing contemporary examples of Native American success stories highlighting that we are changing the world.

(Centers for Disease Control, 2023) (KIDS Count Data Center, 2024) (Explore Youth Risk Behavior Survey Questions - United States, 2021, n.d.)

Educational Pathway

Helping our Educators



0.5% Percentage of Native American teachers in the US.

60% Survey of teachers asking for more professional development in Native American culture.

11 Hours spent teaching about Native American history.

Project Objective

Be a guide and resource for the staff, enriching the connection with Native American students and being an active participant in their success.

Project Narrative

The Title VI liaisons have limited opportunities to work with the students. To maximize the students' knowledge and pride in Native American culture, we will provide the educators with the skills and knowledge of Native American culture. Utilizing the knowledge gained at the American Indian Summer Institute, we will present how to teach culturally responsible to teachers.

Strategy #01 - More Native Teachers

Work with Human Resources to establish a Native American teacher outreach program with the intent of hiring more Native American teachers for the Shawano School District.

Strategy #02 - Support the Educators

Provide the educators with an additional resource when working with Native students and families, by providing additional insight or Tribal resources.

Strategy #03 - Be Visible

Meet the teachers where they are by going to their rooms, participating in meetings, and engaging them at all levels.

Strategy #04 - Teach the Educators

Provide education for the teachers with presentations, speakers, or opportunities for conferences to enhance knowledge of Tribal Culture.

(Centers for Disease Control, 2023) (KIDS Count Data Center, 2024) (Explore Youth Risk Behavior Survey Questions - United States, 2021, n.d.)

"FIND YOUR DREAM. IT'S THE PURSUIT OF THE DREAM THAT HEALS YOU."
BILLY MILLS

SHAWANO TITLE VI
INDIAN EDUCATION

24-25 Budget

The Title VI program will spend $145,882 for the 24-25 school year.



Looking at the other top 10 Title VI programs across the state from their 23-24 allocations, Shawano Title VI spends above average on personnel expenditures and less than the average on supplies and travel. Looking at our 24-25 grant allocation and comparing it to the top 10 Title VI schools 23-24 averages, we find that:

- The average for personnel is 83%, while we spend 91% considering only the 24-25 allocation.
- The average for travel is 4%, while we spend 2%. To compensate for this discrepancy, we have developed partnerships with other programs.
- The average for supplies is 5%, while we spend 1%.

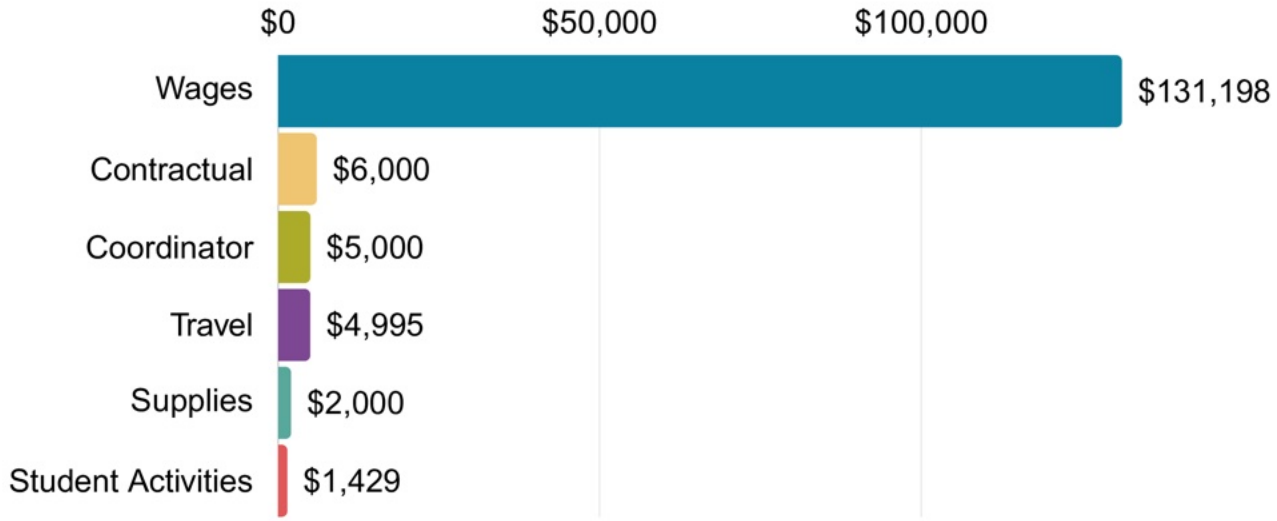
24-25 Budget

Budget Numbers

The budget has three liaisons working full-time, with fringe benefits.

Helping our Educators	
PT-Wage	$23,000
Part Time - Fringe	$1,600
Full Time - Wage	$30,500
Full Time - Fringe	$11,566
Coordinator	$5,000
Travel	$4,995
Supplies	$2,000
Contractual	$6,000
Student Activities	$1,429
24-25 Title VI Grant	**145,882**

Overall Budget Breakdown



"WE ARE FORTUNATE TO INHABIT THIS JEWEL IN THE COSMOS, AND IT IS OUR RESPONSIBILITY TO TAKE CARE OF IT."
JOHN HERRINGTON

SHAWANO TITLE VI
INDIAN EDUCATION

24-25 Calendar

We are excited to present many new and existing events for the upcoming school year and look forward to seeing our students and families.



The following events planned for the 24-25 school year are only a tiny part of what we want to do. Other planned events, such as speakers, cultural trips, and cultural instruction, are yet to be determined. They will be communicated to the students and families as they are coordinated. Some of the key dates are:

- Back to school night on Wednesday, August 21st.
- Our Pow-wow on Saturday, November 23rd.
- MMIP Walk on May 2nd
- Recognition Night on Friday, May 16th.

24-25 Calendar

Key Dates

Event	Location	Date	Time
PAC Election Meeting	**Virtual**	**February**	**6:00 pm**
PAC Survey Meeting	**Virtual**	**February**	**6:00 pm**
Haskell Trip	Haskell Kansas	March	TBD
WIEA Conference	Keshena	Apr. 10-11	TBD
PAC Survey Results	**Virtual**	**Wednesday, Apr 16th**	**6:00 pm**
Indigenous Health Day	UW-Madison	Apr. 24-25	TBD
MMIP Walk	High School	Friday, May, 2nd	8:30 am -10 am
Recognition Night	High School	Friday, May, 9th	6 pm - 8 pm



Yaw^ko (Thank You)

Thank the following for their help in creating this report and for their guidance during the last year. Bryant Doud, Natalie Ninham, and Cherish Heath thank you for always being there, Elisha Wagneson, and for the encouragement, advice, and trust in leading the program. Jason Kuehl, and Cory Kaisler for assistance with the data. The PAC members Miranda Gollnow, Starlyn Miller, Crystal Tourtillott-Lepscier, and Tracy Lobermier for their advice and support for the program. Shannon Chapman for all her help and guidance in navigating Title VI trips. To the many others along the way who have helped so much with the program. Thank you to all the teachers and administrators for their support, patience, and kindness as I figured out what working in a school was like. Most importantly, the students I see daily, make it worth doing what I do and reinforce my why.

"As long as you remember what you have seen, then nothing is gone. As long as you remember, it is part of this story we have together."
Leslie Marmon Silko

I always seek advice and guidance to make the program the best it can be. Please do not hesitate to reach out to me with any thoughts, questions, or concerns.

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