

**MINUTES**  
**Title VI**  
**Parent Advisory Committee Public Hearing**  
**Wednesday, April 28, 2021**  
**5:30pm**  
**Google Meet**

**Tracy Lobermier called the meeting to order at 5:30 p.m.**

Present: Jamie Kriewaldt, Nathan Hansen, Crystal Lepscier, Megan Beauprey, Tracy Lobermier, Starlyn Miller, Dr. Nicole Bowman, Shannon Chapman, Manih Boyd, Sarah Lyons, Marci Hawpetoss, Sofie Teller

1. Introductions
2. Tracy reviewed roles and purpose of the Title VI program
3. Student Data as presented by Nathan
  - a. What does it mean to be a part of this PAC? Group share:
    - i. Formula grant requirement that there be a Parent Advisory Committee in place to act as an advisor to the district; run by bylaws.
    - ii. Today's application has to be openly communicated to parents on committee to make sure the native parent voices are heard and the grant reflects this.
    - iii. There are members who are voted in - we will have a voting meeting in the fall.
    - iv. This committee has come a long way in terms of communication, developing a logo, having a website on the district webpage; having a Facebook page; we try to get as much information as we can to parents as far as how 506 funds are spent for our native children.
    - v. You don't have to continuously attend if you are not able to. However, we would love if you could attend regularly - or send emails to us when you have input or are not able to attend.
    - vi. We feel that Shawano School District leadership is supporting us in what we do. Culture, language and songs work for our children.
    - vii. Next year we will be looking for high school student reps on this committee - if you have kids old enough and are interested, please let us know and Tracy will share with them what other youth have done in this group.
    - viii. Language of team: 506 form means the form that parents fill out to show their Native American heritage. Every 506 form that we receive is attached to dollars that we receive for our Native American students.
  - b. Responsibility of the LEA
    - i. Nathan and Jamie are relatively new
    - ii. The Title VI funds cannot supplant other monies within the school district.

- iii. 445 students reported this year that they are Native American. This number is declining over time.
- iv. As of March they are at 475 students that have reported as being Native American (clarify with Nathan)
- v. Once 506 forms are submitted by a family, they don't need to fill it out again - unless they leave the district and return.
- vi. Next year will be the first full year that families can fill out the form electronically.
- vii. Attendance - there is a gap between Native American students and white students.
- viii. Native students have not graduated at the same rate as other students; but lately it has been trending up. State of WI tracks this data. Nathan reviewed the data as presented in the slide regarding graduation.
- ix. **Forward Exam:** Last year they did not test at all so there is no data.
  - 1. Definite gaps in ELA and Math - this needs to be addressed
  - 2. Nicky: Do we look at trend data? Nathan: Yes, but we don't have a good trend of gaps. He trended out our STAR assessments. Nicky: Paula Fernandez and David O'Connor work in this area; addressing gaps. Nicky loves looking at trend data and would love to sit in and be a part of this process. Nathan shared the stressors that are impacting our student progress at this time (COVID related)
  - 3. Starlyn - Strategic Plan on what we would like to see in terms of academic gains. Seven Generations game does not seem to address what we would like to see; Jamie - still using it this year to gain maximum benefits as long as we have it. Its been hard to work with - but bugs seem to be worked out and students finally able to use it.
- x. **ACT Test:** We do ACT prep and this committee has paid for the prep; Star feels that the gap is not too big Star: Potentially looking at the long term - is the ACT prep effective?
- xi. **STAR Test:** Grades 2 through 10, three times per year. The STAR assessment assesses how we are doing in the schools. Nathan shared the data chart: students who score 40% or higher are considered proficient. Nicky - poverty affects learning inside and outside of COVID. Does the district do assegregated data analysis - get down to the level of where the teachers are - what is the teacher doing in that classroom? Can data point us to a pathway, classroom or practice where we can build off from that momentum? Do we know which classrooms Native American students do better in? What works best - holistic, brain-based, etc. Nathan - giving the name of a teacher to a public group for this purpose might require school board approval, and may not be granted or considered controversial. Nicky - lets look at other ways to show some

relationship between professional development, pedagogy, etc - what Title VI related expenditures have proven to be effective? Nathan - we have to look at the types of programming and expenses that have proven to be effective. We should also look at the teacher evaluation process - writing SMART goals and setting data-based goals - monitoring it three times per year to make sure it is effective. Jamie - looking at classrooms as a whole to make sure we are meeting essential standards; working in PLCs - good instruction benefits all students. Tracy - her children have come up through the school system - experiencing different teaching styles. Thinks these are all good points. Nicky - children who do well, when you look at pre-college literature - we explicitly prepare them for these contexts career paths.

1. Reading - prior to COVID it looked like we were making growth; but we now will need more attention to this area due to COVID related gaps. Virtual learning - some students may have liked this format better; it might work for them. Discussion regarding vaccines.
  2. Math - High school level we were making gains. Side note - state demographics online.
- xii. Student mindset/socio-emotional: New information coming forth next year.
- c. Objectives - Nathan shared survey data (11 participated). Maybe we will get more responses if we start the survey in the fall.
- i. Manih - career readiness and college enrollment; sees them as two separate matters. When there are College and Career readiness events, the College piece tends to overshadow the Career side. Sofie agrees. She has a younger daughter and this is something that needs to be addressed at a young age. Sofie asked a question about where the culture falls into the plan - she is not seeing culture in what is being presented. Marci - mission and vision? That would keep it in the forefront of what we do. Do we have a plan for integrating the culture?
  - ii. Language classes offered through distance learning
  - iii. Trauma informed training to all the teachers - Jamie referred to training provided by Paula Fernandez - a refresher could be added for new staff
    1. How to pay for it; Title II? PAC grant with NIEA? Boarding school professional development; electronic training with simulation trauma walk with facilitators and talking circle format. NIEA has a lot of money and can provide assistance. Nicky Bowman can be a source of support - she shared possible intergenerational trauma and culturally based education supports for PD for teachers/leaders, students/families, and the LEA/District:
      - a. National Indian Education Association:  
dcournoyer@niea.org (Diana Cournoyer, Executive

Director) and [cwise@niea.org](mailto:cwise@niea.org) (Casie Wise, Education Specialist, works on / leads the Boarding School curriculum work). Opportunities:

- i. Boarding School Curriculum / Training for Teachers
  - ii. High School Boarding School Curriculum
  - iii. Boarding School Blanket Interactive Learning Experience
- b. Wisconsin/Minnesota Regional Comprehensive Center 10 [steven.kimball@wisc.edu](mailto:steven.kimball@wisc.edu) (Steven Kimball, WI Center Director)
- i. Supports to rural and tribal LEAs
  - ii. Website here: <https://wmcc10.org/>
  - iii. CC's are regional and funded by the US Department of Education; they are "funded" to help SEAs and LEAs. WI/MN is "region 10". All regions are listed here: <https://www.compcenternetwork.org/>. To the least, sign up for newsletters. You'll get a lot and most everything is free.
- c. National CC Center:  
<https://compcenternetwork.org/national-center/our-work>. They have special work on many areas that could be helpful to SSD, including Native Education Collaborative: <https://compcenternetwork.org/national-center/our-work/project/6142>. There are tons of Native resources there!
- i. The National CC has a "Native Circles of Reflection" process/toolkit too that you may want to use. If you want to use this toolkit/have supports, contact Amy Bitterman at: [AmyBitterman@westat.com](mailto:AmyBitterman@westat.com), Senior Study Director at Westat. Westat is the "contract holder" for the National Comprehensive Center.
- d. She would also suggest an outside consultant to help SSD leadership with this work. Dr. Martin Reinhardt. He's amazing and a wonderful policy, systems, educational outcomes, Native learners, building partnerships, and strategic thinking kind of scholar. He's very practical, thinks he's funny (dry humor), and a good human with much respect and experience across very diverse people/contexts who are trying to come together to work on complex and long-term issues. He'll become a friend to all, is committed to making things better.

- iv. Extended discussion regarding previous programming and future programming related to culture-related goals. Megan shared a lot of the work that she and Lucy engaged in - commented that each year the work of the PAC seems to be getting better and better.
- 4. Objectives for Title VI Programming and Application
  - a. -Increase academic achievement
  - b. -Increase knowledge of cultural identity and awareness
  - c. -Increase career readiness skills
  - d. -Increase college enrollment
- 5. Money Allocation and Budget Proposal
  - a. Extended discussion regarding budget allocations for activities

**Motion to approve the objectives for the 2021 grant application: Starlyn Miller. Seconded by Crystal Lepscier. All in favor. Motion passes.**

**Motion to approve the 2021-2022 budget proposal as discussed: Starlyn Miller Seconded by Crystal Lepscier. All in favor. Motion passes.**

**Motion to adjourn by Starlyn Miller.  
Seconded by Crystal Lepscier. All in favor. Motion passes.  
Meeting adjourned at 8:33 p.m.**