

Public Meeting report 2020-2021 School Board Report Indian Education Programming at Yellow Medicine East

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

This program is designed to address the unique education and culturally related academic needs of American Indian and Alaska Native students, including preschool children, 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

20-21 \$28,196
19-20 \$28,788
18-19 \$28,852
17-18 \$30,700
16-17 \$31,106
15-16 \$28,532
14-15 \$27,213
13-14 \$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

2020-2021	\$28,236
2019-2020	\$89,636.02
2018-2019	127,665.96
2017-2018	\$141,013.28
2016-2017	\$114,513.54
2015-2016	\$80,694.39
2014-2015	\$89,383.15
2013-2014	\$78,867.73
2012-2013	\$58,958.43

Indian Home School Liaison Special Education

Yellow Medicine East receives some funding from Special Education. It is used towards a portion of salary that is not covered by Title VI for the high school liaison.

State Assistance

Minnesota American Indian Education Aid Program

This is funding from the state of Minnesota. (Formally known as Success for the Future). 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 \$20,000 for the first 20 Native American students and then \$358.00 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

2020-2021	\$51,504
2019-2020	\$47,566
2018-2019	\$52,216
2017-2018	\$58,664
2016-2017	\$57,590

Statistics

Population (April 2021)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
683	130	19%

(April 2021)

EC-12-That are Upper Sioux Community Members	Non Upper Sioux Community Members	Percentage of USC members
95	35	95/130 73%

Academics

Honor Roll 6-12th grade

Quarter 1

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
202	15	7%

Quarter 2

Total Number of Students	Total Number of Native American Students	Percentage of Native American Students
195	14	7%

Quarter 3

Total Number of Students	Total Number of Native American Students	Percentage of Native American Students
196	13	6.6%

Honor Roll Elementary

Total Number of Students	Total Number of Native American Students	Percentage of Native American Students

MCA

Gade/Subject	All Students	Native American Students
Math	No testing due to COVID 19	
Reading	No testing due to COVID 19	

Area Learning Center

Total number of YME students enrolled at the ALC	Total Number of Native American Students	Percentage of Native students
26	13	50%

Dually enrolled Total number of students	Total Number of Native American Students	Percentage of Native Students
16	9	56%

Seat based/Independent Learning Program Total learners	Total number of Native American learners	Percentage of Native learners
10	4	40%

Academy Classes

Class	Total Number of Students	Total Number of Native American students	Percentage
English	No English Academy Offered		
Math	18	8	44%
Social	No Social Academy Offered		

Credit Recovery

Total number of students in credit recovery	Total number of Native American students	Percentage
31	16	52%

Special Education

Currently **28%** of the special education population at YME is Native American.

42,1% of the Native population is identified as having a disability

Activities

Organization	Total # of Students	Total Number of Native American students	Percentage
H.S. Student Council	5	1	20%
National Honor Society	12	2	17%
Yearbook	43	10	%
Prom Committee	5	0	0
Robotics	13	0	0%
One Act Play	10	0	0%
Knowledge Bowl	No Knowledge Bowl This Year		
Science	5	1	20%

Band

Concert Band		
Total Students Semester II	Total Native American students	Percent of Native American students participating
19	0	0%
Middle school Band		
34	2	6%
6th grade Band		
Total Students Semester II	Total Native American students	Percent of Native American students participating
11	1	9%

Choir

Concert Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
28	2	7%

Middle School Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
43	1	2%

6th Grade Choir		
Total Students Semester II	Total Native American students	Percent of Native American students participating
18	2	11%

Athletics

7-12 grade sports

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
210	31	15%
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
60	31	52%

Of those 31 Native students,

7th grade -4 students 8th grade -5 students 9th grade -8 students
 10th grade -6 students 11th - 4 students 12th -4 students

There are two sports that have more Native American participation than the others. Those are boys basketball and boys/girls track.

Elementary Athletics

Flag Football-

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
No Flag Football due to COVID 19		

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

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
30	3	10%

Dance Explosion (K- 6)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
No Dance Explosion due to COVID 19		

Archery (5-8)

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
No Archery due to COVID 19		

Other Areas

Attendance contracts

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
Changes due to COVID this will be revised going forward.	N/A	N/A

Truancy/RARB referrals

Total Number of Students (6-12)	Total Number of Native American Students	Percentage of Native Students
10	2	20%

Out of school Suspensions K-5

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
2	0	0%

In-school Suspension K-5

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
No students received an in school suspension	0	0

In-school suspension 6-12

Total Number of Students	Total Number of Native American Students	Percentage of Native Students
4	0	0%

Out of school suspensions 6-12

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

Dakota Language Class

Dakota Language I 7 students

Dakota Language II 2 Students

PAC

As stated, YME receives its programming ideas and suggestions from the parent advisory committee. We are always seeking new members for this committee. The committee currently meets about one time a month on the second Wednesday of the month at 4:00pm at the Upper Sioux Community. This could be adjusted if necessary based on the consensus of the members. Please contact Carrie Trutna Vice Chair, Berta Bjerkeset ms/hs liaison or Laurie Blue Pooler elementary liaison if you would like to be a member for the 2020-2120 school year.

Various Learning Models

This year, students have had to adjust to various learning models at YME. Some students fared well with distance learning, but the majority of the students struggled with their academics, their mental health or both. Indian Education staff followed similar arrangements as were set up last spring. Zoom meetings, email, texts and phone calls were used to communicate with students and their families. Although difficult, support and assistance were provided to the students. During hybrid learning, when following an A,B schedule, some students chose to come to school even on their "off day". This provided a more structured atmosphere. It allowed them to adhere to a routine and receive assistance as needed. About 10 kids took advantage of this situation. Those that did not, were still receiving support by way of the previously mentioned methods. Also, students were able to come for academic support on Friday's for half a day. The students could get organized, work on their assignments, get assistance from Indian Education staff and classroom teachers. The Fridays were very beneficial for the students and usually about 10-12 kids attended on those mornings. During In-person hybrid, the students have struggled to get back into the routine of in person schooling. Although they themselves know that it is important to be here and to have school get back to some sort of normalcy, it is difficult to transition to that environment at this time. We are all trying. It is just very difficult. Now there are new rules to navigate as well. If a student is experiencing anxiety, is it ok to zoom from Berta's room? If a student zooms from home, are they still absent? These are things we are trying to navigate our way through. One thing that happened during in-person hybrid is the change to Friday's schedule and this has greatly impacted the Native population. Where we were getting 10-12 kids coming for academic assistance and support, now there are 2-3 students.. Indian Education staff continue to assist students in any way possible to help them with their academics, emotional well being and overall success as a student at YME.

Credit Recovery

Berta Bjerkeset and, pending the outcome of the election, Adam Savariego will be at the HS this summer to assist students with credit recovery. This will be Tuesdays, Wednesdays and Thursdays from 10-2. Lunch will be provided.

Meal Delivery

This summer the Upper Sioux Community will be a pick up site for grab and go lunch. The pick up site will be at the Wacipi grounds. More information will follow.