

State of Education Report 2020



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December 2020

Tribal Education Department - Year in Review

Overshadowing the year is the Pandemic. As Employees and Educators we have learned from it. We have learned how to telework and we have learned how to provide education to children in a virtual world. Many of us have become very proficient at doing work virtually and the many different platforms that offer it. Not only staff, educators but our students, too. Our early learners in preschool are also engaged online. This is NOT the optimal method to teach but it is necessary for now.

Update on the current initiatives:

- We continue to contract for Education Assistance through the Bureau of Indian Education to help improve educational services to our Tribal Schools and assist with our other Education initiatives for Tribal Education Sovereignty.
- The Research Office maintained full operations of monitoring Research protocols and conducting Local Research Review Board meetings. We welcomed in a new Research Specialist, Siyo Peters, and said toksta to Heather Larsen and thanked her for her many years of service to the Research Office.
- Fifty-six (56) educators have SWO Tribal Educator certification as required by the Tribal Education Codes. We continue to require that all educators have this certification and adhere to the requirements of the certification.
- The Standards work continued throughout this year. Due to COVID no teacher workgroups were convened to complete final reviews and that remains at a standstill. Having Sisituṇwaṇ-Wahpetuṇwaṇ academic standards remains a huge accomplishment for Tribal Education.
 - ✚ The K-12 Communications, Math and Science Standards are developed. All three of the standards include key vocabulary lists in Dakota and English.
 - ✚ The K-12 Communications, Math and Science Disaggregate Standards are developed and all still awaiting workgroup review, revision and approval.
 - ✚ The K-12 Communications, Math and Science Alternate Standards are all in Draft and are awaiting workgroup review, revision and approval.
 - ✚ The K-12 Social Studies Standards are in draft and are ready for Tribal Council approval. A workgroup will need to review, revise and approve them before they can be moved from Draft.
 - ✚ The K-12 Social Studies Disaggregate standards will be developed early next year. The key vocabulary lists in Dakota and English will be created during the disaggregate standards development.

- The Dakota Iapi Yukini team worked on teacher curriculum, lessons and resource materials for Dakota Immersion instruction. Due to COVID this team was laid off when the budget was suspended.
- **The Johnson O'Malley Program also took a hit** by the Pandemic in March. The Tribal support was suspended and employees were laid off. Essential staff continued to provide critical services to the students and their families through the federal program. We said toksta to Darlene **"Jo" Roberts**, our long time Education Coordinator. We wish her well in the future! Nina Pidamaya for all the years of service that you provided to our students.
- The Adult Transition Team continues to meet and advises the Tribal Vocational Rehabilitation Program. **The team's main goal is to improve** the quality of life for adults with disabilities across northeastern South Dakota.
- The Native Youth Community Project referred to as Wiyukcan ka Ecupi has completed the grant term. There will be a small program operating with the carry-over funding. There were many successes of this project that positively impacted our youth, schools and community. The curriculum that was provided...**the positive staff contact...the mentoring** and the relationships developed with the various groups will be sustained until the end of this project.
- The First Nations Curriculum Project worked side by side with the Dakota Iapi Yukini project. Three (3) Dakota curriculum books with lessons and resources were printed and bound. Each book has 30 complete lessons for grades kindergarten, first and second. The booklets will allow teachers to have on hand Dakota immersion lessons. This is the first set of books which will lead to other grades being included in future projects.
- The Truancy Interventionist has worked hard to assist the schools with attendance concerns. She was laid off due to funding but started again in October. Truancy remains a HUGE concern. **Many students just didn't** attend any educational virtual sessions or do any educational packets.
- The Tribal Education Staff continues to meet with the BIE, State and other agencies on behalf of Tribal Education. All the Great Plains Tribal Education Departments meet monthly. The South Dakota Indian Education Advisory Council meets quarterly. The BIE has regular monthly meetings for all stakeholders. The Education Director provides reports to the Council under the guidance of the Secretary.

The Tribal Education Department will continue to work collaboratively with all tribal programs for the betterment of the SWO.

Table of Contents

Tribal Education Department - Year in Review	1
Mission Statement	4
Purpose	4
Sisseton-Wahpeton Oyate Education Goals	4
Education Expectations.....	5
Current Tribal Education Department Programs	6
Circle of Nations School	7
Enemy Swim Day School	10
Tiospa Zina Tribal School	18
Sisseton Wahpeton College	22
Browns Valley School District	24
Sisseton School District 54-2.....	27
Summit School District 54-6	29
Waubay School District 18-3	31
Wilmot School District 54-7.....	33
BIE Tribal Education Grant Project	35
Dakotah Iapi Yukini Project	36
Dakotah Language Institute	38
Early Childhood Intervention	39
First Nations Curriculum Project.....	41
Head Start/Early Head Start.....	42
Higher Education Program	47
Johnson O'Malley	53
Research Office	54
Tribal Vocational Rehabilitation Grant	56
Wiyukcan ka Eacunpi (WE) Project	59
Tribal Education Department Director Statement	62

Mission Statement

It is the mission of the Sisseton-Wahpeton Oyate Tribal Education Department to provide a comprehensive network of services for quality lifelong learning.

Sisitunwan-Wahpetunwan Oyate wounspe ata awangwicayakapi toked yuha skanpte ka tuwe owas wicayuwitayapi oniciyapte ka heced tokatakiya tohanya yanig hehanya wowaste unspeniciyapte.

Purpose

It is the purpose of the Tribal Education Department to work collaboratively with a network of partners to:

- Educate and promote cultural awareness,
- Preserve the Dakota language,
- Strive for excellence in educational standards that meet or exceed state and federal standards, and
- Develop strategies to improve retention and graduation rates at all levels of education.

Sisseton-Wahpeton Oyate Education Goals

Approved by the SWO Council, July 6, 2017, Motion # 22

Academics

- Math & Reading goals each year - 50% of the students in grades K-11 will show growth that is greater than the mean normative growth.
- 95% of students in Pre-K programs will be assessed in Math & Reading. (After the benchmark year baseline goals will be determined.)

Dakota Language

Each of the educational entities will increase the number of Dakota Language, Dakota Culture, Dakota History, Dakota Government, and Dakota learning opportunities for all students.

Attendance

- By June, 2022, the Head Start through 8th grade attendance rate will be at least 94%.
- By June, 2022, the High School attendance rate will be at least 94% or Customized Learning adjusted.

Graduation

By June, 2022, the graduation rate will be at least 80%.

Behavior

The number of behavior referrals and/or incidents that results in the loss of instructional time, per 100 students, decreases by 5% each year.

School Readiness

By June, 2022, 75% of the students entering Kindergarten will have proficient scores on the fall Literacy assessment.

College & Career Ready

- By June, 2022, 80% of all students who take the ASVAB assessment will pass.
- By June, 2022, 50% of all students who take the ACT assessment will score 18 or higher.
- By June, 2022, 85% of all students who take the Accuplacer assessments in Math, Reading and English will be proficient.

Life Skills

By June, 2022, every 5th-12th grader will have successfully completed a life skills application unit each year. Units will include financial literacy, personal hygiene, cleaning, cooking, gardening, community service, babysitting, etc.

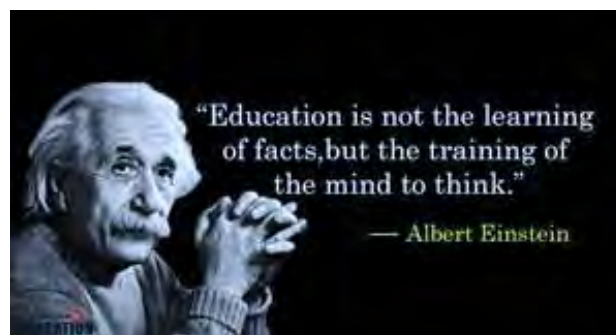
Education Expectations

Assist with the development of education standards with educational institutions to include, but not limited to:

- The attainment of academic excellence and high, but realistic expectations, for all students;
- Competence in all basic academic and cognitive skills;
- Competence in English language and knowledge of the non-Indian American culture, governments, economics, and environment;
- Competence in Dakota language and knowledge of Dakota culture, government, economics and environment;
- Knowledge of the history of the Sisseton-Wahpeton Oyate and the role of tribal members in promoting the future of the Oyate;
- Promotion of the development of students as healthy individuals, members of families and communities, parents, citizens of the Oyate and the United States;
- Development of self-discipline and positive self-worth;
- Development of respect for all other living beings;
- Development of an attitude which encourages life-long learning, decision making, and undertaking the responsibilities of family life, community and tribal affairs, career development, recreation, and the use of the environment; and
- Promotion of parental community involvement in the formal education process whereby the educational aspirations and the cultural values of parents and community members are promoted and respected.

Current Tribal Education Department Programs

Sisseton-Wahpeton Oyate Education Department (Dr. Sherry Johnson, Education Director and Bonnie Haines, Education Specialist)			
BIE Tribal Education Grant Project (Lisa Forcier, Project Administrator)	Dakotah Iapi Yukini Project (Dr. Sherry Johnson, Education Director)	Dakotah Language Institute (Tammy DeCoteau/Jeremy Red Eagle, Program Manager)	Early Childhood Intervention (Charnelle Gill, Director)
First Nations Curriculum Project (Brooklyn Bernard/Leslie Heminger/Inkpa Mani/Siyo Peters/Dr. Rebecca Theisen)	Head Start/Early Head Start (Lynn Halbert, Director/Ella Robertson, Interim Director)	Higher Education (Janell Williams, Director)	Johnson O'Malley (Jo Roberts, Education Administrator/Dr. Sherry Johnson, Education Director)
Research Office (Heather Larsen/Siyo Peters, Research Specialist)	Tribal Vocational Rehabilitation Grant (Denise Red Horse, Program Director)	Truancy (Samantha Pomani, Interventionist)	Wiyukcan ka Eacunpi (WE) Project (Heather Flute/Dr. Sherry Johnson, Education Director)
Circle of Nations School (Tanner Rabbit Head, CEO)	Enemy Swim Day School (Dr. Nadine Eastman, Superintendent)	Tiospa Zina Tribal School (Gabriel Kampeska, Superintendent)	Sisseton Wahpeton College (Dr. Lane Azure, President)
Area Public Schools Browns Valley School District (Carmen Hills, Superintendent) Sisseton School District (Dr. Tammy Meyer, Superintendent) Summit School District (Mike Schmidt, Superintendent) Waubay School District (Dr. Alan Neville, Superintendent) Wilmot School District (Larry Hulscher, Superintendent)			



Schools Chartered by SWO and Funded by the Bureau of Indian Education

Circle of Nations School

Tanner Rabbit Head, CEO

Trevor Gourneau, Principal

Circle of Nations School (CNS) is an inter-tribal off-reservation boarding school, chartered under the Sisseton-Wahpeton Oyate and funded by the Bureau of Indian Education. The school is located on 44 acres within the city of Wahpeton, ND. CNS serves American Indian youth in grades 4 through 8. All students qualify for free and reduced meals. Around 40% of the students qualify for McKinney-Vento (Homeless) programs.



Mission Statement

The mission of the Circle of Nations School is to build academic achievement and foster healthy development of the whole child in a multi-cultural environment.

Vision Statement

Spirit of Youth Empowered

The Circle of Nations School Board

The Circle of Nations School has a six member school board selected primarily on the basis of student enrollment. Representation by the number of students from a tribe or area of the United States will identify five of the six members. The Sisseton-Wahpeton Oyate has a permanent membership because they are the sponsoring tribe for CNS. Board members are appointed by the various participating tribes and then become members of the CNS school board. The appointment is for four years.

School Board Members

Myrna Thompson/Kay Bursheim (Alternate), Sisseton-Wahpeton Oyate

Shavonne Wilkie, Mandan, Hidatsa, Arikara Nation

Tim Sumner, Red Lake Band of Chippewa

Open Seat, Spirit Lake Tribe

Wayne Looking Back, Standing Rock Sioux Tribe

Tom Escarcega, Ft. Peck Tribe

Enrollment - School Year 2019/2020

Beginning		Ending	
Grade	# of Students	Grade	# of Students
4	15	4	4
5	24	5	11
6	32	6	12
7	30	7	27
8	60	8	32
Total - 161		Total - 86	

Special Education and Gifted and Talented

During the 2019-2020 SY, Circle of Nations School (CNS) had 64 total students receiving Special Education services. Although the national average for Special Education students in a school district is 14%, we often accept the students who are suspended from their home schools, are homeless (41% of total school population, 31% of special education students), or students who apply to CNS because of safety concerns on their home reservations. These students tend to have a high rate of need for Special Education services. The CNS special education program serves students at their functional and instructional levels for the student to make progress towards academic and social/emotional goals. CNS offers a wide array of related services such as counseling, occupational therapy, and speech/language.

The 2019-2020 Gifted and Talented program served 23 students throughout the year. The program took field trips to Prairie Public and The Plain Arts Museum, as well as the Red Door Art Gallery for the purpose of expanding art and career options. The group also did some poetry and play readings, reading aloud to each other, as well some artwork. Many of the students who were in GT were also in Tae Kwan Do at the Green Quist Academy. Some of the students went on little day trips to the retirement center when they had different artists visiting there. The Gifted and Talented program also included music lessons and students were allowed to play different instruments of choice.

Accreditations & Status

- Circle of Nations has a Certificate of Approval as an Elementary School from the North Dakota Department of Public Instruction for 2019-2020. This certificate is given on a yearly basis based on the North Dakota STARs reporting system.
- CNS has met the requirements established by the AdvancED Accreditation Commission by the North Central Association (NCA) Commission on Accreditation and School Improvement through July 16, 2024. CNS has been accredited since 1993 by NCA.

Successes

- ✚ All teachers completed their curriculums in the Atlas program (implementing differentiation and technology) that aligned with the North Dakota State curriculum across all grades that we serve. Continues to meet the reporting requirements for the Bureau of Indian Education NATIVE Star School Improvement process.
- ✚ Has implemented the Multi-Tiered System of Support (MTSS), a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school.
- ✚ Has a PBIS (Positive Behavioral Interventions & Supports) plan with a focus of assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students
- ✚ The school was in the third year of the BIE McKinney-Vento grant that promoted student engagement activities and tutoring for qualifying students.
- ✚ Students complete a social emotional self-rating scale three times throughout the school year to determine any at-risk students and allow staff to intervene as needed.
- ✚ Social Emotional Learning (SEL) curriculum is integrated into the core curriculum to promote positive school behavior and prevention strategies.

Focuses

- Data driven decisions on the academic and behavioral supports for our students so they may succeed.
- A comprehensive plan to improve the whole child in the areas of academic, social development, and expanding their knowledge of the world around them.
- Improve reading for all students.
- Improve school climate.
- Continued cultural activities with students.

Circle of Nations School

832 8th St N
Wahpeton, ND 58075
Phone - (701) 642-3796
Fax - (701) 642-1984



Enemy Swim Day School



Dr. Nadine Eastman (Wicaṇḥipi Duta Win), Superintendent

Ms. Jeannine Metzger, Instructional Services Principal

Mr. Mark Mindt (Sunḡka Wakaṇ Mato), Student Services Principal

Debra Rumpza, Business Manager

See: https://padlet.com/nadine_eastman/zucht3r2imvzdvn6

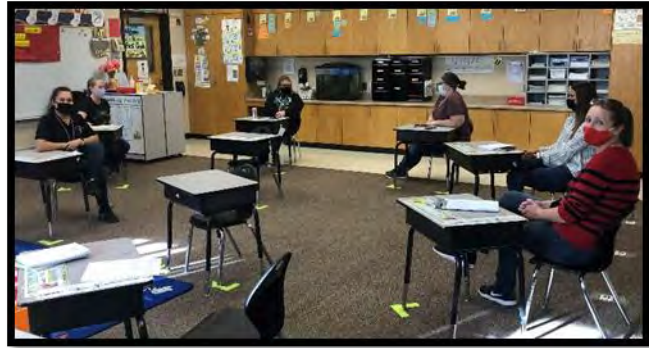
Enemy Swim Day School serves to meet the educational needs of the Glacial Lake Region of NE South Dakota of the Sisseton-Wahpeton Oyate on the Lake Traverse Reservation. Academic programs for children in preschool (FACE) through eighth grade include Dakota language, culture and history, Tribal Standards and South Dakota content instruction, pull-out and inclusive special education, speech, occupational and physical therapy and a school-wide Title 1 program. Teaching teams develop an education improvement plan for students testing below proficiency in Math and Reading. Collaborative staff teams work together with a student-centered approach and high expectations for learning to ensure our students receive a well-rounded, engaging education in small classrooms led by highly-qualified teachers and para-educators.



Enemy Swim Day School also serves intergenerational learners; young children and families in Family and Child Education (FACE) and the Adult Education Center. Expanded learning programs reinforce academic, interest and cultural learning in summer and after school expanded learning programs, integrated cultural activities, and extra-curricular activities. Community educational programs, a welcoming, positive school climate and dedicated leadership provide a safe, caring, responsible and respectful learning environment. Our theme this year is **"Toked Tu Kaṣṭa Okihipi"**, "We can do it, No matter what!" We recognize that positive, respectful relationships between teachers, and our perseverance of excellence, will **maximize student's academic achievement**. We are working very hard on becoming even more of a Culturally or Indigenous Responsive School!

Mission Statement

The mission of the Toka Nuwan Wayawa Tipi is to unite and empower our Dakota Oyate by successfully preparing our students through the revitalization of Dakota lapi and culture, as well as, through the creation of a safe educational environment that inspires academic excellence.



We believe that:

- ❖ Each learner is unique and will succeed
- ❖ Dakota language and culture is omnipresent
- ❖ TRACKS - values of Woohoda, Waakihi, Awaŋicidaka, Waunšida, and Caŋwašte uŋ provide a positive learning environment
- ❖ Students should feel safe every day at school
- ❖ Everyone will be actively engaged in their learning
- ❖ Healthy minds and healthy bodies promote resiliency
- ❖ Our tiospaye will collaborate to meet student needs

ENEMY SWIM DAY SCHOOL TRACKS



Woohoda: Be Respectful
Waakihi: Be Responsible
Awaŋicidaka: Be Safe
Waunšida: Be Caring
Caŋwašte uŋ: Be Kind

"We will be known forever by the TRACKS we leave."

Objectives/Prioritized Strategies

By 2023, all graduating students will be conversational Dakota speakers

- All teachers will integrate Dakota into the classroom
- Continue to improve our Kindergarten immersion program and 1st grade Math immersion program
- Keep adding to our Dakota curriculum resources – ESDS has at least one or more Native American ELA unit per grade
- Send home Dakota language homework for students to work with parents

By 2023, 80% of families will attend conferences (2020-21 Goal: 55%)

- Turn conferences into a community event when it is safe to do so again – 84% virtual parent/teacher conference attendance – Oct. 2020
- Provide a community event monthly when safe to do so again
- Maintain a Parent Teacher Association
- Create a strong connection with our families through online events, and online meetings till it is safe to meet



By 2023, 90% or more of instructional staff will report attending high quality Professional Development opportunities that meet their Individual Development Plan (IDP)

- Friday early release time for Professional Development
- Differentiated staff development
- Long-range PD plan, school support of IDP

By 2023, 90% or more of classrooms observed will have active student engagement

- Engaging lessons, making learning fun
- Cultural activities, storytelling, improve student-teacher relations
- Instructional staff using highly effective engagement strategies both in the physical classroom, as well as, in online Google classroom
- Literacy consultant, and Instructional Principal giving timely feedback to staff to improve engagement

By 2023, our student attendance rate will be 97%

- Quarterly attendance awards (*attendance awards not given during a pandemic*)
- Develop and maintain a Multi-Tiered System of Support (MTSS)
- Work with tribal truancy interventionist
- **Attendance contracts, SAT's** for attendance



The percent of student's that are proficient will increase by 5% each year in Literacy on the NWEA MAP assessment

- Re-write the Writing Plan, begin implementation of Writing curriculum
- Grade level vocabulary lists are taught and assessed in Fall and Spring
- Using Native Literature (Dakota/Lakota) books for literature
- **Students understand the learning goals or the "I Can" statements of each lesson.**

The percent of student's that are proficient will increase by 5% each year in Math on the NWEA MAP assessment

- Parent involvement
- Relevant Math
- Using Ready Math from 1st grade up to 8th and align the interventions with the IReady program

Each year the office behavior referrals will decrease by 5%

- Student/teacher/parent relationships
- Bullying prevention & intervention
- Develop and maintain a Multi-Tiered System of Support (MTSS) for Behavior
- Being proactive/positive parental contact, social/emotional resources
- Using trauma informed practices both in class and online with students

School Board Members

Evelyn Eagle - Chairperson

Tasina Halbert - Vice Chairperson

Tim Peters

Lolita Seaboy

Lisa Lauterhahn

Curtis Bissonnette - SWO Council Representative

Graduation Rate

Enemy Swim Day School is an Elementary School and does not offer High School.



Enemy Swim Day School

2020



Enrollment

Grade	# of Students
FACE	13
K	17
1	21
2	23
3	13
4	16
5	11
6	13
7	16
8	10
Total	153



Attendance Percentage

Grade	%
K	89%
1	84%
2	83%
3	78%
4	92%
5	89%
6	87%
7	92%
8	76%
K-8	86%

Assessment Results

NWEA MAP - Fall 2020

READING

Grade	# of Students Tested	# of Students at Grade Level	# of Students at Strategic	# of Students at Intensive
K	17	7	9	1
1	20	2	7	11
2	23	1	10	12
3	10	5	3	2
4	16	5	5	6
5	12	5	5	2
6	13	3	1	9
7	16	3	6	7
8	8	4	3	1
TOTAL	135	35	49	51



MATH

Grade Span	# of Students Tested	# of Students at Grade Level	# of Students at Strategic	# of Students at Intensive
K	17	3	13	1
1	20	6	4	10
2	23	4	6	13
3	11	6	3	2
4	16	5	6	5
5	12	5	4	3
6	13	1	3	9
7	16	2	7	7
8	8	4	4	0
TOTAL	136	36	50	50

Accreditations & Status

- Commission of Oceti Sakowin on Accreditation (COSA)
- North Central Association Commission on Accreditation and School Improvement (NCA CASI) - 2016-2021
- South Dakota State Department of Education
- Council on Accreditation After School
- National Association for the Education of Young Children FACE

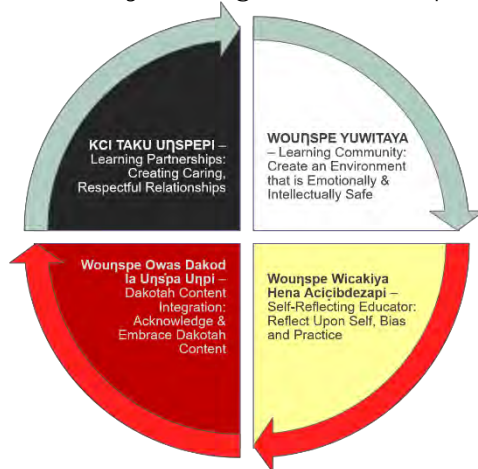
Successes

- ✚ Provided remote education and delivered meals (breakfast & lunch) from March until the end of the School year, May 29, 2020
- ✚ Provided students devices and all but five families were given free internet
- ✚ Weekly Zoom meetings were set up on a master schedule for direct instruction
- ✚ Students were given instructional packets that were picked up by bus drivers
- ✚ Safely Reopening of School during Pandemic, Fall 2020
- ✚ Safety protocols are in place and followed at ESDS
- ✚ 2020 8th Grade graduates: 14 graduates, all currently enrolled in High School
- ✚ Full Kindergarten immersion class and 1st grade math immersion
- ✚ OST Afterschool & Summer program, was successful with STEAM remote activities
- ✚ High retention rate of teachers
- ✚ Dakotah Language & Culture classroom and some staff are in Dakotah language III
- ✚ ELA & Math curriculum are aligned
- ✚ Increased active engagement in both the physical and virtual classroom

- Teachers worked hard to create relationships with families over the COVID19 school outage
- Onsite COVID19 testing for both staff and students

Focuses

Culturally (Indigenous) Responsive School



Kci Taku Uŋspepi - Learning

Partnerships: Creating Caring, Respectful Relationships

Wouŋspe Yuwitaya - Learning

Community: Create an Environment that is Emotionally & Intellectually Safe

Wouŋspe Owas Dakod Ia Uŋs̄pa Uŋpi -

Dakota Content Integration: Acknowledge & Embrace Dakota Content

Wouŋspe Wicakiya Hena Acičibdezapi -

Self-Reflecting Educator: Reflect Upon Self, Bias, & Practice

Culturally Responsive Classroom Management (CRCM)

- **Recognition of One's Own Cultural Lens and Biases**
- **Knowledge of Students' Cultural Backgrounds**
- Awareness of the Broader, Social, Economic and Political Context
- Ability and Willingness to Use Culturally Appropriate Management Strategies
- Commitment to Building Caring Classroom Communities

Dakota Language

- Expanded to full immersion in Kindergarten, 1st grade Math and 7th & 8th grade Dakota class
- Create a comprehensive Dakota Language & Culture curriculum
- Increase teaching and learning strategies used in Dakota Class
- Increase the amount of Dakota used throughout the school through extinct English and hallway immersion

Other Core Content Areas: Mathematics, Literacy, Science, Social Science

- Provide multiple opportunities for students to learn
- Increase active engagement through multiple teacher and learner strategies
- Integrate cultural-based content and activities across all core content areas
- Continue to support teachers in instructional planning and implementation

Grants:

21st Century: \$160,000 for 5 years

Funding utilized for the Out-of-School Time (OST) after school and summer school programs. 2020-2021 is year 2 of the 5-year cycle.

Title IV: \$22,980

The Title IV grant is for multiple purposes including Dakota language activities, suicide prevention, and health and wellness.

Title VI: \$33,067

One-hundred percent (100%) of Title VI funding is utilized for Dakota language programming.

Comprehensive Literacy State Development Literacy Grant (CLSD)
FACE – 3rd Grade: \$25,868

Comprehensive Literacy State Development Literacy Grant (CLSD)
– 8th Grade: \$25,868

Both grants are focused on improving academic achievement in literacy through more reading materials at school and at home, integrating Native American literature into the Literacy curriculum, and using effective and engaging class strategies.

BIE Immersion: Submitted for \$202,000 (Notification by January, 2021)

ESDS has to continue to have a full immersion Kindergarten, 1st grade math immersion, and the immersion in the MS Dakota classes.

Enemy Swim Day School

13525 446th Avenue

Waubay, SD 57273

Phone: (605) 947-4605

Fax: (605) 947-4188

Toll Free: (888) 825-7738

Leticia DeLoera



Soaring Eagle Award

December 2020

Tiospa Zina Tribal School

Gabriel Kampeska, Superintendent
 Mabel Picotte, High School Principal
 Jasmin Zetina, Middle School Principal
 Mindy Crawford, Elementary Principal
 Heather Bainbridge, MS/HS Special Education Director
 Kara German, K-5 Special Education Director

Tiospa Zina Tribal School (TZTS) is Kindergarten through High School, chartered by the Sisseton-Wahpeton Oyate and operated by a school board elected through the seven Districts of the tribe. The TZTS operates a full schedule of Middle and High School activities and events and has a regular after school activities program. The school is a community based educational center that readily opens its doors to youth and adults for various activities. The school also has an Immersion Language program with a focus on K-4 students.



Mission Statement

The mission of Tiospa Zina, as a Dakota school created from the vision of a few and supported by many, is to Cultivate Successful Citizens by Building Positive Relationships with Families in our culturally diverse society with WICAKE-HONESTY, TEHINDA-GUIDANCE, WAUNSI DA-COMPASSION, OKCIYA-GENEROSITY, OHODA-RESPECT, AND WOKSAPE-UNDERSTANDING.

School Board Members

Kenneth Johnson, Sr. Buffalo Lake
 Jerry Eastman, Big Coulee
 Marie Renville, Veblen
 Tom Flute, Lake Traverse
 Patrick Deutsch, Jr. Long Hollow
 Rhonda Kampeska, Old Agency
 Crystal Owen, Enemy Swim

2020-21 School Year Changes

The Tiospa Zina Tribal School Board approved the recommendation from the Educational Leadership Team to move our First Day of School to September 14, 2020.

The Center for Disease Control and Prevention (CDC), Tribal, State and the Bureau of Indian Education (BIE) will provide guidelines for schools during the COVID-19 Pandemic. We will continue to communicate with our families through-out the school year regarding: School Closure, Academic

Programming, Vulnerable/High Risk Groups, COVID-19 Susceptible Personnel, Strategies to Support Staff and Students at Higher Risk for COVID-19.

The TZTS Educational Leadership Team will provide updated information to families periodically throughout the school year. Please be patient, this is a new normal and remember our priority is SAFETY.

The Tiospa Zina Tribal School's Re-opening plan is the Blended Program. Group A and Group B. Group A is face to face Monday and Tuesday. Group B is Remote Monday and Tuesday. Group B is face to face Thursday and Friday. Group A is Remote Thursday and Friday. Wednesday is a Remote Day for A and B, however we have staff available for face-to-face instruction for students who are in need of extra assistance. We also have students who are 100% Remote learners.



Enrollment (as of 11/02/2020)

Elementary		Middle School		High School	
Grade	Enrollment	Grade	Enrollment	Grade	Enrollment
K	51	6	45	9	45
1	37	7	34	10	46
2	44	8	43	11	33
3	43			12	45
4	45				
5	27				
Total	247	Total	122	Total	169
Total - 538					

Attendance Percentage (11/02/2020)

Grade Span	%
K-5	94.93%
6-8	75.59%
9-12	80.27%
K-12	85.66%



Graduation Rate

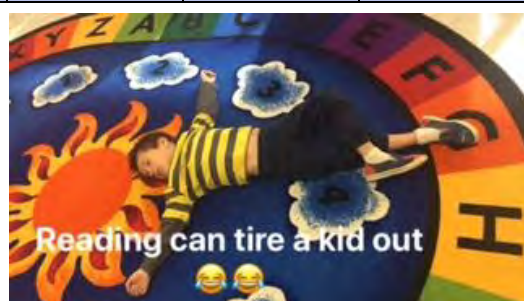
Number of graduates - 24
Graduation rate - 46.30%

Assessment Results

NWEA MAP - Fall 2020

READING

Grade	# of Students Tested	# of Students at Grade Level	# of Students at Strategic	# of Students at Intensive
K	0	0	0	0
1	33	5	6	22
2	37	2	12	23
3	39	2	6	31
4	38	6	17	15
5	26	3	16	7
6	30	6	5	19
7	24	5	11	8
8	34	7	14	13
9	40	7	26	7
10	44	21	16	7
11	27	11	8	8
TOTAL	372	75	137	160



MATH

Grade	# of Students Tested	# of Students at Grade Level	# of Students at Strategic	# of Students at Intensive
K	0	0	0	0
1	33	5	11	17
2	37	3	12	22
3	40	2	5	33
4	36	1	10	25
5	27	2	9	16
6	31	1	5	25
7	27	1	13	13
8	35	4	17	14
9	39	4	28	7
10	42	10	24	8
11	28	10	14	4
TOTAL	375	43	148	184

Accreditations & Status

- AdvancED until 2024
- Commission on Oceti Sakowin Accreditation (COSA) until 2023

Successes

- ✚ Boys Varsity Basketball Team made it to the State A Basketball Tournament for the first time in our school history.
- ✚ 62% of full time employees are Native American. (125 total full time employees)
- ✚ Funded for CSI Grant (\$100,000.00)
- ✚ Applied for Immersion Grant (\$500,000.00)
- ✚ ACHIEVE 3000-(LevelSet Completion-Goal 100%)
3-5=79%, 6-8=84%, 9-12=51%

Focuses

School Improvement Plan - Strategic Goal: Promote a system-wide culture of safety, high engagement, and cultural competency.

- Goal A. 90% or more of the classrooms will have active engagement
- Goal B. At least 90% of graduates will participate in various aspects of our Dakota Culture through Song, Dance, Art, Plants & Herbs, Values, Language, Ceremonies, and Family Virtues.
- Goal C. By the end of the 2024 School Year, 90% of the K-11 Benchmark students will demonstrate at least on year's growth in both Reading and Math. 90% of Basic/Below Basic K-11 students will gain 1.2 or more year's growth in both Reading & Math as evidenced by NWEA MAPs.
- Goal D. 75% or more of a Freshman Cohort will graduate from Tiospa Zina Tribal School by 2024.

Title VI funding: \$76,570



Tiospa Zina Tribal
School

#2 Tiospa Zina Drive
Agency Village, SD
57262

Phone: (605) 698-3953
Fax: (605) 698-7686

Tribal College

Sisseton Wahpeton College

Dr. Lane Azure, President

Dr. Francis Arpan, Dean of Academics

Mr. Vincent Owen, Dean of Student Service

Mr. Scott Morgan, Dean of Administration

Mrs. Rhonda LaBatte, Chief Financial Officer

The Sisseton Wahpeton College (SWC) was established in August, 1979. The college received its initial accreditation in 1990.



Mission Statement

Sisseton Wahpeton College provides extensive, relevant, and varie

Board of Trustees

William LaRoche, Chairman; Lake Traverse Representative

Tom Wilson, Vice-Chairman; Long Hollow Representative

Kay Bursheim, Old Agency Representative

Jan RedWing, Enemy Swim Representative, Interim

Lorraine Rousseau, Buffalo Lake Representative

Michelle Wanna, Heipa/Veblen Representative

Lynn Halbert, Big Coulee Representative

Winfield Rondell, Jr., Ex Officio

State of Education

Beginning on March 18, 2020, the college began to deliver all courses via online delivery due to the Novel Coronavirus pandemic (COVID-19). This form of delivery was relatively new to the college as nearly all of the courses provided at SWC have historically been delivered face to face. This delivery method continued until and through the summer of 2020. Starting the Fall Semester 2020, SWC began to deliver courses through the HyFlex model. This hybrid form of delivery is both flexible and structured as compared to the online format. The HyFlex has a consistent time schedule and meets face-to-face or through Zoom technology. This method has proven to be effective for both faculty and students. However, the cost associated with this transition has been extensive and stressful to all involved. Currently (11/17/2020) and until the remainder **of the semester, the college has issued a "stay at home" rule for both** faculty and students, using the Zoom flexibility of the HyFlex model. SWC hopes to come back to face-to-face delivery in the spring of 2021, but is also prepared to continue to use the HyFlex model as a backup plan. This HyFlex mode of delivery has proven to be quite effective for the college. The damage created by COVID-19 is still uncertain, but through cursory analysis it is apparent that SWC student enrollment numbers have been impacted.

Enrollment

	Spring 2020	Summer 2020	Fall 2020
Total Headcount	162	72	136
Indian Students	129	54	120
Lineal Descendant	1	0	3
Non-Indian Student	32	18	13

Sisseton Wahpeton College

BIA Road 700
 Agency Village, SD 57262
 Phone: (605) 698-3966
 Fax: (605) 698-3132



Area Public Schools

Browns Valley School District

Carmen Hills, Superintendent

Denise Pikarski, Principal

The Browns Valley School District is a pre-kindergarten through grade 8 school located on the Minnesota side of the Lake Traverse reservation of the Sisseton-Wahpeton Oyate.

District Vision

S.O.A.R Together: building a school family to guide and inspire our students for success in reaching their potential.

District Mission

Our school family will work together to –

- build trusting relationships;
- foster joy and resiliency; and
- equip students with skills that enable them to be successful!

District Goals

- All children are ready to start Kindergarten.
- All 3rd graders can read at grade level.
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
- All students are ready for Career and/or Postsecondary Education.
- All students graduate from High School.
- Provide a safe and positive learning environment.

School Board Members

Laurie Appel

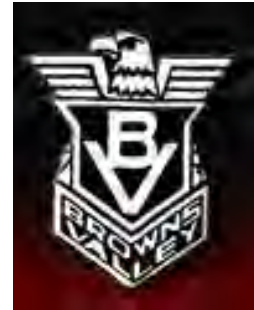
Gabe Fischer

Misty Fryer

Andy Miller

Lacey Miller

Ashley Schulz



Enrollment (10/1/20)

Grade Span	Native American	Non Native	Total
Elem	70	49	119
MS	32	31	63
Totals	102	80	182

Learning Models (10/1/20)

Grade Span	In Person	Distance Learning	# NA in Distance Learning
Elem	90	29	26
MS	47	16	14
Totals	137	45	40

Attendance Percentage (10/1/20)

Grade Span	Native American	Non Native	All
Elem	90%	96%	93%
MS	90%	95%	92%
Totals	90%	95%	93%

Distance Learning Attendance (% Present)

Grade Span	Native American	Non Native
Elem	85%	94%
MS	81%	91%
Totals	84%	93%

Distance Learning Survey Results (4/15/20)

How are you feeling?	Tired, hard to keep kids motivated, hard to keep up, stressed, kids not doing work, need to get organized, slow process for parents, overwhelmed, teachers don't get paid enough, kids need interaction
I wish my child had more...	47% - Time with teachers 38% - Face-to-face time with classmates 15% - Flexibility with my schedule
I wish my child had less...	6% - Face-to-face time with classmates 6% - Academic work 3% - Collaborative work 2% - Face-to-face time with teachers
Which do you prefer? (Check all that apply)	62% - Paper copies of materials 62% - Tests from teachers on the Remind App 42% - Google Classroom 18% - Teacher email 18% - Google Meet
The amount of work my child has is...	82% - Just right 12% - Too much 3% - Not enough
Does your family have what you need for your child to complete their work at home?	7% - No (Need school supplies, Chromebooks)

Distance Learning Support

- Daily conferencing with teachers and/or support staff through student/family preferred method of delivery (telephone, Facetime, Google Meets, Zoom).
- Video recorded and live lessons using YouTube, FlipGrid, Zoom, FaceTime, Remind, and Google Meets.
- Opportunities for Distance Learners to connect with classmates virtually at non-academic times such as breakfast and lunch time.
- Daily meal delivery (lunch, fresh fruit or vegetable snack, breakfast for next day).
- School supplies provided and delivered.
- Support and assistance with reduced-cost and free internet hook-ups.
- Chromebook supplied and delivered with over-the-phone technology support.

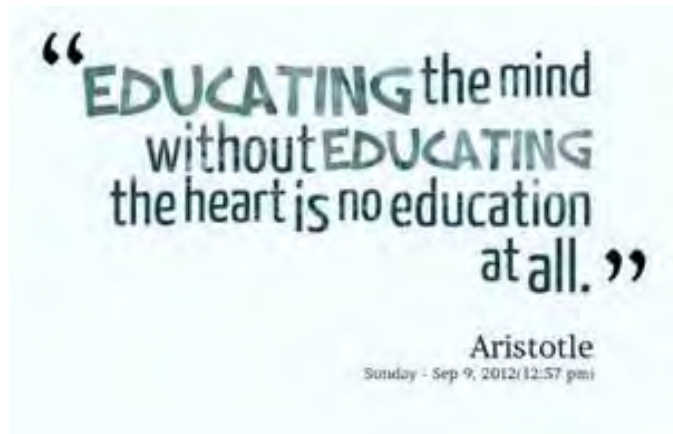
- Friday distance learning assignment deliver and pickup.
- Lesson assignment provided electronically and paper.
- Web resources posted on Distance Learning tab of website.
- Mental Health call/check-ins by certified counselor and resources provided.
- Beginning in November, tutoring on-site with transportation provided. We are also working with a local organization to establish off-site tutoring for distance learners.
- Beginning in November, we will be offering a monthly community education family activity.
- Beginning in November we will be offering Zoom activities with a cultural emphasis through the Preservation Office and Bonanza Educational Center.

Assessment Results

No Assessment Results are available for 2019-2020 due to COVID-19 and School shutdowns

Successes

- ✚ Fastbridge Instructional Interventions in Reading and Math **New 2020-21
- ✚ Behavioral Interventions **New 2020-21
- ✚ Restorative Practices
- ✚ Trauma Informed Practices
- ✚ SEL (Social Emotional Learning) Curriculum
- ✚ Evidence-Based Practices
- ✚ Cultural Responsiveness
- ✚ Individual Learning Plans
- ✚ Tutoring
- ✚ After School Program
- ✚ Mental Health Support Services
- ✚ Attendance Works



Focuses

- Provide interventions for any students not proficient in reading and ensure time is used efficiently and students are being productive during quality instruction.
- Provide interventions for any students not proficient in math and ensure that time is used efficiently and students are being productive during quality instruction.
- The district will increase instruction in social emotional learning skills.

Title VI funding: \$46,492



Browns Valley School

118 Church St, Box N
Browns Valley, MN 56219
Phone: (320) 695-2103
Fax: (320) 695-2868



Sisseton School District 54-2

Dr. Tammy Meyer, Superintendent
Mr. Jim Fredrick, High School Principal
Mr. Michael Drew, Middle School Principal
Dr. April Moen, Elementary Principal
Dr. Michelle Greseth, Federal Programs Director

Mission Statement

The mission of the Sisseton School District 54-2 is to educate and empower all students to become successful, contributing citizens in an ever-changing world.

School Board Members

William Rice - Chair
Lenny Wegener - Vice Chair
Cory Deutsch
Jennie Lynn Evenson
Jerry Flute
Sean Lehrke
Jake Schaunaman
Samantha Stickland
Sierra Wolcott



Official 2020-21 Enrollment

Grade	Native American	Non Native	Two or More Races	Total
K	42	20	15	77
1	43	19	11	73
2	35	21	21	77
3	39	17	14	70
4	27	29	14	70
5	39	26	10	75
6	29	24	5	58
7	45	27	10	82
8	39	27	4	70
9	77	24	7	108
10	35	23	1	59
11	25	20	1	46
12	18	32	3	53
Totals	493	309	116	918

Attendance (2019-20)

Grade Span	Native American	Non Native
K-5	94.18%	96.56%
6-8	92.35%	96.57%
9-12	91.51%	96.15%

Graduation Rate

	# of Graduates	Graduation %
Native	16	88%
Non Native	23	91%

Assessment Results

No Assessment Results are available for 2019-2020 due to COVID-19 and School shutdowns

Successes

- ✚ 87% of graduating seniors had committed to post-secondary education or military service at the time of graduation.
- ✚ The High School Comprehensive Needs Assessment (CNA) was completed, identifying areas of focus for the 2020-21 school year. All buildings have now completed Comprehensive Needs Assessments. The CNA plans are reviewed yearly by building leadership teams to ensure the primary focus is on improving student educational outcomes.
- ✚ Ongoing Professional Learning Community development in all buildings.
- ✚ Expansion of instructional coaching for all staff. This includes a continued focus on determining essential standards, improving instructional practices, and aligning state standards with classroom instruction.
- ✚ Successful restructuring of the middle school and elementary buildings and schedules for the 2020-21 school year.

Focus:

- Create positive learning environments for all students during COVID-19 pandemic.
- All students will show growth in both Math and Reading achievement.
- All students will show increased academic proficiency in Math and Reading.
- Continuous school improvement initiatives structured within the Comprehensive Needs Assessment framework for all buildings.

Tell me and I'll forget.
Show me, and I may not
remember. Involve me,
and I'll understand.

—Native American saying

Title VI funding: \$131,277

Impact Aid funding (2020 application): \$3,224,023

Sisseton School District 54-2

516 8th Ave West

Sisseton SD 57262

Phone: (605) 698-7613

Fax: (605) 698-3032

Summit School District 54-6

Mike Schmidt, Superintendent

Beth Hills, Dean of Students

Mission Statement

To instill life-long educational experience through an active lifestyle in education, play and community service for all students and families of the Summit Area.

School Board Members

Ferdy Zirbel - Chair

Lisa Amdahl - Vice Chair

Mark Miller

Tamijo Bronson

Carrie Rauen

Enrollment (as of 10/01/2020)

Grade	Native American	Non Native	Total
K	3	12	15
1	3	7	10
2	2	13	15
3	5	7	12
4	2	9	11
5	2	12	14
6	2	5	7
7	0	11	11
8	4	14	18
9	1	14	15
10	1	12	13
11	2	11	13
12	2	11	13
Totals	29	138	167

Attendance Percentage (as of 10/01/2020)

Grade Span	Native American	Non Native
K-2	93%	96%
3-5	93%	96%
6-8	97%	95%
9-12	90%	95%

Graduation Rate

	# of Graduates	Graduation %
Native	0	0%
Non Native	21	100%

Assessment Results

No Assessment Results are available for 2019-2020 due to COVID-19 and School shutdowns

Accreditations & Status

Full accreditation from State of South Dakota. A desktop review was completed in June, 2018 and has been passed. A civil rights review was completed via Skype on October 8, 2020 and was passed.

Successes

- ✚ Enrollment increase
- ✚ High rate of Junior and Senior dual credit enrollment
- ✚ Improvement in technology and remote learning tools

Focuses

- State testing improvements
- Writing improvements

- Building improvements

Title VI funding: \$66,021

Impact Aid funding: \$66,831.18

Summit School District 54-6

400 W Sherman Ave
Summit, SD 57266
Phone: (605) 398-6211
Fax: (605) 398-6311



Waubay School District 18-3

Alan L. Neville, Ed.D., Superintendent

Cory Lambley, K-12 Principal

Mission Statement

The Waubay School Board and staff believe education is a continuous process of building connections that lead to student successes personally, socially and academically.

Vision Statements

Every student in the Waubay School will.....

1. Have the opportunity to learn in a safe, positive and culturally diverse environment.
2. Have the opportunity to learn the skills to be a respectful, responsible and dependable life-long learner.
3. Have the opportunity to utilize technology in everyday learning.
4. Have the opportunity to access personal, social and academic guidance throughout his or her educational career.
5. Have the opportunity to be career and college ready upon completion of graduation requirements.

School Board Members

Ryan Breske - President
Renee Olson - Vice President
Devlin Benike
Art Berger, Jr.
Derrick Butler



Enrollment (as of 11/17/2020)

Grade	Native American	Non Native	Total
K	3	12	15
1	2	6	8
2	3	8	11
3	0	9	9
4	6	11	17
5	5	10	15
6	7	10	17
7	7	11	18
8	13	8	21
9	8	7	15
10	11	1	12
11	5	6	11
12	7	8	15
Totals	77	107	184

Attendance Percentage (as of 11/18/2020)

Grade Span	Native American	Non Native
K-5	94.3%	94.77%
6-8	89.2%	96.28%
9-12	83.6%	89.39%
Overall	89.03%	96.75%

Graduation Rate

	# of Students	Graduation %
Native	7	43%
Non Native	5	80%

Assessment Results

No Assessment Results are available for 2019-2020 due to COVID-19 and School shutdowns

Successes

- ✚ Full accreditation from the State of South Dakota.
- ✚ 84% of 2020 Seniors enrolled in Post-secondary schooling.
- ✚ Offered Native American studies class, Fall 2020.

Focuses

- Introduction of computer science (coding) Elementary, Middle School and High School.
- Continuation of mindfulness based, social and emotional learning curriculum for guidance counseling.
- Ongoing, individualized mental health counseling services.
- Loss of JOM Coordinator position funded by the Sisseton-Wahpeton Oyate.

Title VI funding: \$17,668

Impact Aid funding: \$444,741

Waubay School District 18-3

202 W School Rd
Waubay, SD 57273
Phone: (605) 947-4529
Fax: (605) 947-4243



Wilmot School District 54-7

Larry Hulscher, Superintendent/High School Principal

Skyler Fredrick, K-8 Principal

Tracy Ronke, K-12 Counselor

Vision Statement

Every child, every chance, every day.

School Board Members

Natalie Remund

Denise Lutkemeier

Jeff Jurgens

Bryce Heinje

Michelle Ebben

Wes Green

Phillip Ammann



Enrollment

Grade	Native American	Non Native	Total
K	3	12	15
1	3	16	19
2	2	13	15
3	4	24	28
4	5	7	12
5	4	7	11
6	6	13	19
7	3	14	17
8	3	14	17
9	12	10	22
10	4	9	13
11	2	12	14
12	1	13	14
Totals	52	166	218

Our progress as a nation can be no swifter
than our progress in education. The human
mind is our fundamental resource.

John F. Kennedy

Attendance Percentage

Grade Span	Native American	All Students
K-5	95.46%	93.08%
6-8	93.47%	95.72%
9-12	89.08%	94.29%

Graduation Rate

	# of Students	Graduation %
Native	5	100%
Non Native	10	80%

Assessment Results

No Assessment Results are available for 2019-2020 due to COVID-19 and School shutdowns

Successes

- Elementary Attendance
- Graduation rate

Focuses

- Improving test scores

Title VI funding: \$8,929

Impact Aid funding: Aid for FY21 should be around \$112,406.50. We will be getting a first payment soon for \$57,626 and hopefully the rest will come before June 30. This is our 1st year of receiving Impact Aid.

Wilmot School District 54-7

800 Ordway St, PO Box 100

Wilmot, SD 57279

Phone: (605) 938-4647

Fax: (605) 938-4185



BIE Tribal Education Grant Project

Dr. Sherry Johnson, Education Director
 Lisa Forcier, Grant Project Administrator
 Renae Kampeska, Standards Writer

Scope of Work

To provide for the development and dissemination of the Tribal Education Codes; to facilitate the development of Dakota Language/Dakota Culture/Traditions Standards; and to help with building infrastructure for our Tribal Education Department and to promote educational sovereignty

Accomplishments/Tasks

- The Tribal Education Codes were reviewed and revised by the Grant Administrator, Educational Specialist and the Tribal Education Director.
- A meeting was held with the Tribal Judge and State Prosecutor to discuss the truancy laws.
- The truancy codes have been reviewed and approved by the Legal department and will be presented to the Tribal Council for approval. Their approval will make truancy a part of the Tribal Education Codes.
- The Tribal Education Codes have been shared with the Board of Regents and are awaiting comments and suggestions from them.
- Stakeholders (elders and tribal educational staff) have met to provide input on the draft Sisseton-Wahpeton K-12 Social Studies Standards and the Dakota Language/Dakota Culture/Traditions Standards.
- Tribal members were reached out to but due to COVID we were unable to meet in a large group to conduct a **conventional Stakeholder's** meeting.
- We relied on phone, conference calls, emails and small meetings (before COVID) to receive input from tribal members.
- Research has been completed on gathering printed resources as well as documentation provided by the Minnesota Historical Society, University of Minnesota and other fictional/non-fictional printed materials.

Successes

- ✚ Draft Tribal Education Codes revised and ready for the Judicial Committee to review.
- ✚ K-12 Sisseton-Wahpeton Social Studies Standards written and formatted as Draft.

Focuses

- To work through the steps and processes needed to have the Education Codes approved and adopted by the Tribal Council.
- To submit the Draft Sisseton-Wahpeton K-12 Social Studies Standards to the Tribal Council for approval.
- To share the Council approved Draft Sisseton-Wahpeton K-12 Social Studies Standards with the Tribal schools to use and to be commented on.

- To move forward with the development of the Tribal Dakota Language/Dakota Culture/Traditions Standards, following the K-12 Sisseton-Wahpeton Standards development process.
- To have the draft version of the Tribal Dakota Language/Dakota Culture/Traditions Standards approved by Tribal Council
- To share the Council approved Draft Tribal Dakota Language/Dakota Culture/Traditions Standards with the Tribal schools to use and to be commented on.

BLE Tribal Education Grant Project

PO Box 509
Agency Village, SD 57262
Phone: (605) 698-3911

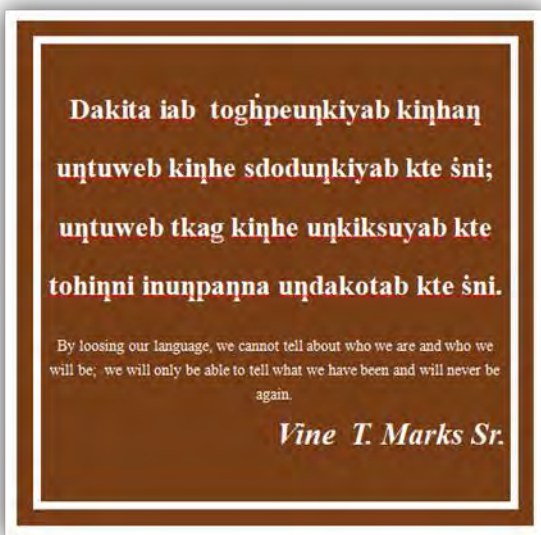


Dakotah Iapi Yukini Project

Dr. Sherry Johnson, Education Director
Brooklyn Bernard, Administrative Assistant
Lisa Forcier, Curriculum Specialist
Inkpa Mani (Javier Lara Ruiz), Seasonal Curriculum Writer
Dustin Opsal, Grant Writer
Siyo Peters, Temporary Curriculum Specialist
Dr. Rebecca Theisen, Curriculum Specialist - part time

Scope of Work

The Dakotah Iapi Yukini Project grant was awarded in 2017 and ended the summer of 2020. The main goals were, as stated in the 2019 General Council Report, “supplying our youngest generations with Dakota curriculum that will put them through a full immersion program. The curriculum will include lessons and resources for the use by all schools on the Lake Traverse Reservation. We also provide 2 full scholarships for students to complete the SWC Dakota Language Teaching Certificate.” Many knowledgeable community members invested their time into helping the



envisioned goals transpire over this time period. The Tribal Education Department has established a Dakota language resource center, for schools, containing various learning materials and supplies. There was a transition of Curriculum Specialists during the beginning of 2020. The temporary Specialist started in March, and worked from home through June per initial pandemic quarantine shut-down. During this time the Curriculum Specialists worked as a team on specific pieces of the curriculum lesson plans. During June the Seasonal Curriculum Writer returned to the team. The team completed three curriculum books with resources, by the end of July, meeting the grant goal.

Successes

- ✚ Weekly team meetings were held to discuss progress.
- ✚ Math workbooks are printed and ready for schools.
- ✚ Three curriculum books completed and ready for final review: Kindergarten, 1st Grade, & 2nd Grade.
- ✚ Each curriculum book is accompanied by an activity book (student activity sheets). One book is completed and ready for review, some translating is needed to complete another book, and translating and pictures are needed complete the last activity book.



TABLE OF CONTENTS	
CHAPTER 1	DAKOTA BEGINNING CONCEPTS
SECTION 1.1	STORYING OUR TRIBE'S RAGE (STORYING OURS)
SECTION 1.2	CHANGING LEADERSHIP
SECTION 1.3	TRADITIONAL ANCESTRY (STORYING TO DAKOTA LANGUAGE)
CHAPTER 2	CLASS ROOM LANGUAGE
SECTION 2.1	ALASKA (DANCE) (DANCE) (DANCE)
SECTION 2.2	CHANGING TRADITION (CLASS ROOM RITE)
SECTION 2.3	TRADITION (CLASS ROOM)
SECTION 2.4	CHANGING TRADITION
CHAPTER 3	COLORS, NUMBERS, SHAPES
SECTION 3.1	STORY OUR TRIBE'S (STORYING)
SECTION 3.2	TRADITION (STORYING)
SECTION 3.3	CHANGING TRADITION
CHAPTER 4	SEASONS AND TIME
SECTION 4.1	STORYING OUR TRIBE'S (STORYING)
SECTION 4.2	CHANGING TRADITION (STORYING)
SECTION 4.3	TRADITION (STORYING)
SECTION 4.4	CHANGING TRADITION (STORYING)
SECTION 4.5	TRADITION (STORYING)
SECTION 4.6	CHANGING TRADITION (STORYING)
CHAPTER 5	TRADITION (STORYING)
SECTION 5.1	CHANGING TRADITION (STORYING)
SECTION 5.2	CHANGING TRADITION (STORYING)
CHAPTER 6	TRADITION (STORYING)
SECTION 6.1	CHANGING TRADITION (STORYING)
SECTION 6.2	CHANGING TRADITION (STORYING)
SECTION 6.3	CHANGING TRADITION (STORYING)

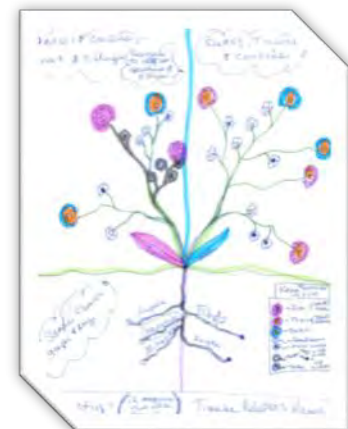
- ✚ Teachers can use the current resources, as the accompanying activity sheets are digital and can be **edited to teacher's needs**.

✚ Doll Curriculum, Waunspe Hoksikagapi, created for use with daycares and Head Starts in mind, however transferrable to all ages.

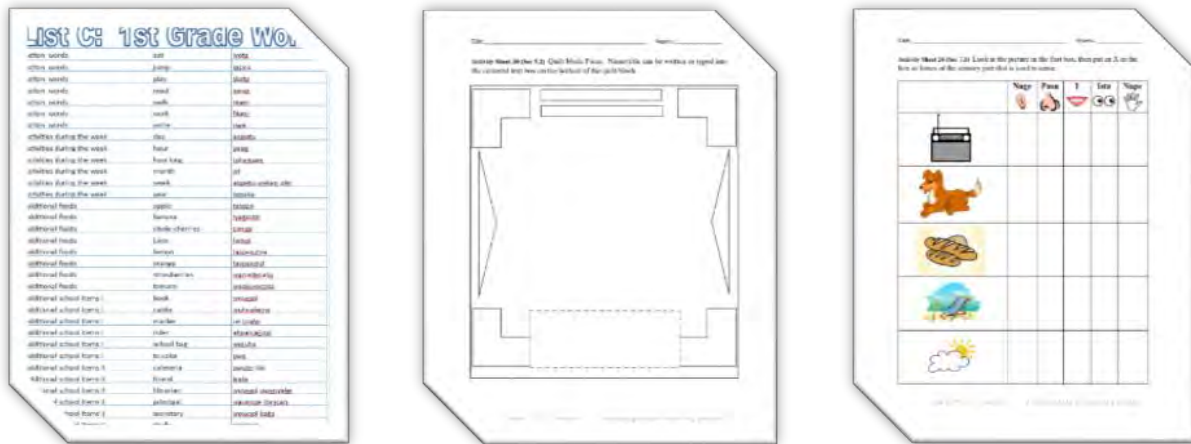
✚ Dakota Language Halloween books and toys were provided as educational treats for students.

Focuses

- Complete final reviews of all three curriculum books.
- Complete and review accompanying activity books.
- Print copies and distribute to schools.
- Create an audio to accompany Waunspe Hoksikagapi.
- Closeout the grant.



- Continue to build SWO K-12 resources.



Dakota Iapi Yukini Language Project

PO Box 509
Agency Village, SD 57262
Phone: (605) 698-3911



Dakota Language Institute

Jeremy Red Eagle, Program Manager

State of the Language

The Dakota Language Institute (DLI) has been working diligently on recording our fluent first language speakers. With just barely over 40 speakers left, this is our number one priority. This has become a difficult **task with the current pandemic we are all experiencing. Our elder's safety** is always put first. We continue to meet weekly with all safety guidelines in place.

We have successfully completed forty recordings with nine different speakers over the past ten months. This was made possible from the Native voices Endowment. This was a small grant awarded to DLI through the Sisseton-Wahpeton Oyate Education Department. We are now working to make these forty recordings available to the public. Our goal is to help second language learners be able to teach themselves through the use of these recordings.

This past summer DLI worked with the Enemy Swim Day School to offer language instruction to their staff and faculty. DLI is committed to helping our schools meet their goals of implementation of the Dakota language. We are also still working with Carleton University on updating our data base that consists of around 28,000 entries.

Pidamayapi

Dakotah Language Institute

PO Box 509

Agency Village, SD 57262

Phone: (605) 698-2030

Fax: (605) 698-2032



Early Childhood Intervention

Charnelle Gill, Program Director

The Early Childhood Intervention Program (ECIP) provides the basic requirements as outlined by the Individuals with Disabilities Education Act (IDEA), Part C (birth-3) and Part B (3-5) for infants, toddlers and preschool age Indian children residing on the reservation. The early intervention activities include:

- Extensive child find
- Screening
- Referrals for comprehensive evaluations and provision of Individualized Family Services Plan (IFSP) or Individual Education Plan (IEP) services
- Parent training
- Public awareness activities

Mission Statement

The Sisseton-**Wahpeton Oyate's** Early Childhood Intervention Program is committed to providing opportunities and services for growth and development during the first five years of life and believes that early intervention allows children to reach their full potential.

Scope of Work

The Early Childhood Intervention Program shall provide administrative and technical assistance services that include:

❖ Program administration

To ensure that all children, who, through evaluations are determined to be disabled, are provided appropriate services.

Immediate follow-up will be provided through participation in the initial placement committee meeting.

Intervention services will be provided to assist the OT/PT and speech therapists with goals determined during placement.

❖ Infants and toddlers component

Funds will be used to provide early intervention services such as child find, screening and early identification.

Parent trainings will be scheduled monthly for parents of children with disabilities as well as others enrolled in the program. Supplies, materials and travel costs for presenters will be covered by the funds.

Intervention and family liaison services will be provided by the ECIP staff for children with delays/disabilities that are placed on IFSPs and IEPs.

- ❖ Public awareness activities will include submission of articles to local newspapers as well as through social media channels.

Service Data for Early Childhood Intervention Program

(January 1, 2020 to October 31, 2020)

The following numbers are based on our Biennial Report which is submitted to the Bureau of Indian Education to be used for tracking and funding purposes for our program. The data is compiled for the past two years, reporting on each year individually.

Birth to Three Year olds are reported on separately according to contact made per year. (2020 data)			
Birth to 11 Months	1 Year to 23 Months	2 Years to 35 Months	Total
179	166	167	512
Three to Five Year olds are reported on according to how many have delays/disabilities and are on an IEP (Individual Education Plan). (2020 data)			
3 Year olds	4 Year olds	5 Year olds	Total
20	21	21	62

These children receive monthly services by our Family Liaison/Intervention Specialists. They receive activities, diapers, books that are geared to **assisting with the goals that are listed on their IEP's.**

Currently ECIP has 62 children with a delay/disability that are on an IFSP/IEP. This is the largest number in a year that we have had on plans. With the Pandemic, our two staff are able to meet their needs since there is limited physical contact at this time.

Goals

Continue offering relevant parent trainings (virtually).

Provide and see each child on IFSP/IEP's monthly, while maintaining proper social distancing and safety protocols.

Continue to provide virtual or telephone screenings for children during the month of their birth and at age six months of age.

Create Intervention Plans to provide services to children waiting to be put **on a plan or that don't quite meet the criteria for a plan but still need some assistance.**

Concerns

- Increasing parent involvement in parent trainings, stressing importance of regular developmental screening and intervention activities with their children.

Staff & Contact Information

Staff	Title	Telephone	E-mail Address
Charnelle Gill	Director	605-698-8322	cgill@swo-nsn.gov
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Debbie Bernard	Intervention/Family Liaison	605-698-8333	debbieb@swo-nsn.gov
Ruth Iyarpeya	Tracking Paraprofessional	605-698-8420	riyarpeya@swo-nsn.gov
Elsie German	Intervention/Family Liaison	605-698-8316	elsiewhite@swo-nsn.gov
Office Location: Administration Building - Quad D		Office Fax: 605-698-4429	

Early Childhood Intervention Program

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 Agency Village SD 57262
 Phone: (605) 698-4400
 Fax: (605) 698-4429



First Nations Curriculum Project (Native Language Immersion Initiative Grant)

Dr. Sherry Johnson, Education Director
 Brooklyn Bernard, Administrative Assistant
 Leslie Heminger, Curriculum Writer
 Inkpa Mani (Javier Lara Ruiz), Seasonal Curriculum Writer
 Siyo Peters, Curriculum Writer
 Dr. Rebecca Theisen, Curriculum Specialist - part-time

Scope of Work

The Tribal Education Department was awarded the Native Language Immersion Initiative Grant in the amount of \$90,000 for fiscal year 2020. This money was used to support **the Dakotah Iapi Yukini Project's** goal of immersion curriculum writing. Yukini is working on supplying grades K-2 with Dakota curriculum that will put them through a full immersion program. The curriculum will include lessons and resources for the use by all schools on the Lake Traverse Reservation. The immersion curriculum

can also be used as an inclusion curriculum to teach students using the Dakota Language, history, and culture in the classroom.

Successes

- ✚ 30 - Kindergarten Dakota immersion lessons were completed with resources that are bound in book format.
- ✚ 30 - 1st grade Dakota immersion lessons were completed with resources that are bound in book format.
- ✚ 30 - 2nd grade Dakota immersion lessons were completed with resources that are bound in book format.
- ✚ The Seasonal Curriculum Writer is an artist and was able to complete 2 original books and 4 lessons (each lesson provides up to 2 weeks of learning).

Focuses

- To continue writing for grants to continue the Dakota language and curriculum development.
- Continuous creation and translation of the immersion curriculum for Head Start and grades 3-8.
- Curriculum written for grades 9-12 inclusion to immersion possibilities.

First Nations Curriculum Project

PO Box 509
Agency Village, SD 57262
Phone: (605) 698-3911



Head Start/Early Head Start

Ella Robertson, Interim Program
Director

The Sisseton-Wahpeton Oyate Head Start and Early Head Start Program was established in 1992, to provide an early learning experience for children 3-5 years of age, regardless of disability or special need. The program was expanded to include birth to 5 years.

The Head Start Program provides high quality early education and child development services **that promote children's cognitive, social and** emotional growth for later success in school. We embed responsive and effective teacher-child interactions. We promote secure parent child relationships and help parents provide high quality early learning experiences. We implement a research based curriculum, screening and assessment procedures that support individualization and growth in the areas of development, **and support family engagement in children's**



learning and development. We deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills and creative arts.

Philosophy Statement

“Children are sacred. They are valued and respected; and viewed as strong, competent, and capable of understanding the most important part of living on this Earth....the spiritual nature of life.”

Policy Council Board Members

Rachelle Crawford - Chairperson
Jaime Anderson-Renville, Community Representative
Rhealauria Cloud, Parent Representative
Kelsey Eastman, Parent Representative
Mary Jo Keeble, Parent Representative
Elsie White-German, Parent Representative

Scope of Work

The SWO Head Start Program strives to maintain and improve quality services for children and families with the following goals in mind:

1. **To improve the child’s health and physical abilities; enhance every child’s access to an adequate diet; and help parents to develop a positive attitude and understanding of future health care.**
2. **To encourage self-confidence, spontaneity, curiosity, and self-discipline; to assist in the development of the child’s social and emotional health.**
3. **To enhance the child’s mental processes and skills, particularly conceptual and communication skills.**
4. **To establish a pattern of success and expectation that will create a climate of self-confidence that will impact future learning effort.**
5. **To increase social development skills in the child with parents, family and community; to enhance an individual sense of self dignity and worth at home and within the community.**
6. **To provide exposure to the Dakota language and culture; to strengthen their understanding of their identity as a Dakota.**

Number of children served

The Sisseton-Wahpeton Oyate Head Start & Early Head Start Program provides service to 137 children ages 0-5 years from September through May with Early Head Start attending from September through July. Children attend Head Start from 9:00 am to 3:00 pm Monday through Thursday. Transportation is provided to children enrolled in the program that are 4-5 years old. Parents of children enrolled in Early Head Start, ages 0-3 years, are responsible for transporting their child to and from the center in accordance with our federal guidelines. Children receive 2 full meals and 2 snacks while in attendance.

SWO Head Start program has three site locations with 50 employees:

Location	Ages	# of Students	Capacity
Early Head Start	0-3 years	40	100%
Head Start	3-5 years	84	63%
Enemy Swim Head Start	3-5 years	13	65%

The Sisseton-Wahpeton Head Start Program is 1 of 5 institutions that provide early learning services to our area children and families, this is a contributing factor to our low enrollment numbers, along with closing a bus route due to lack of a qualified driver. Our plan to address this shortfall is a wider advertisement of the Bus Driver position and work with AIAN on slot conversion to increase our number of Early Head Start openings to meet the larger demand for that age group. This development has been in discussion for many years but we are determined to see it through. Such a change will benefit our younger children and families.

Successes

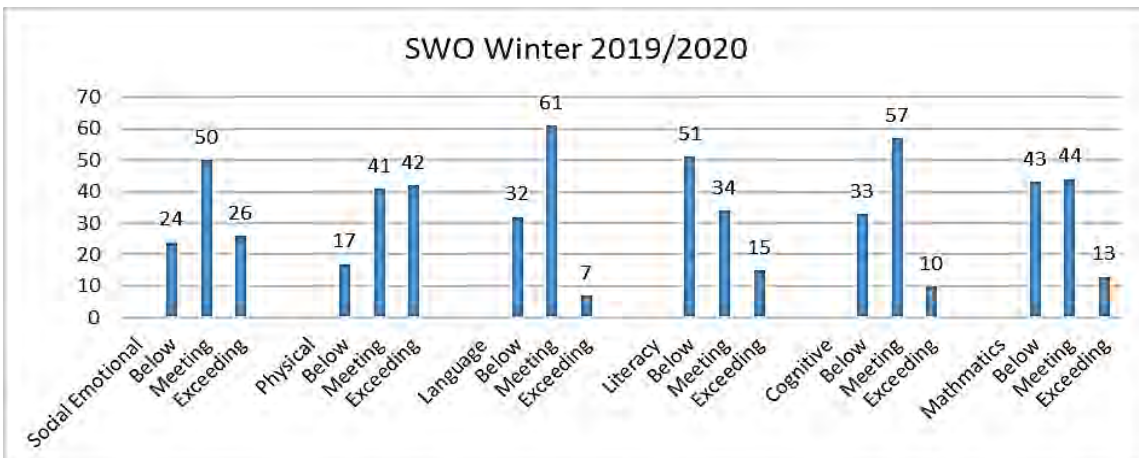
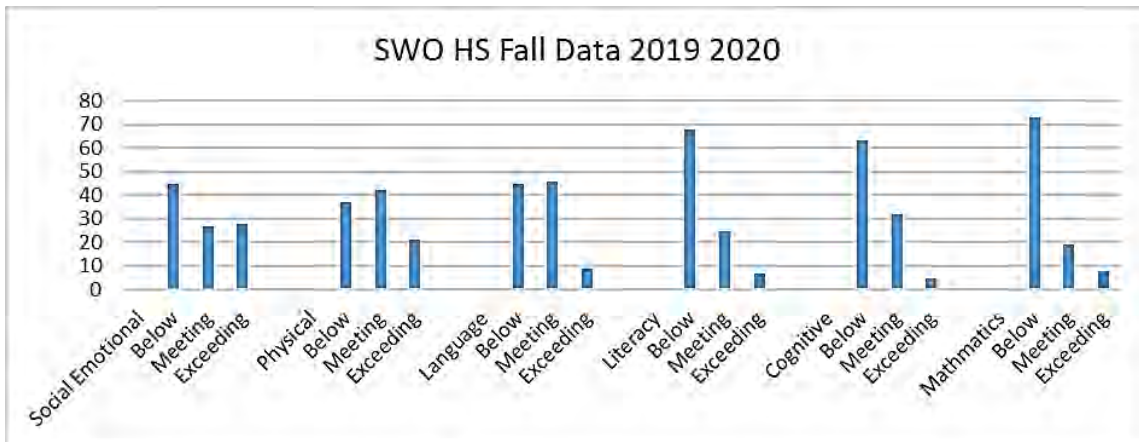
- ✚ A few small successes that took place with our staff is that we hired a full time Special Needs Manager in a position that has been vacant for over a year. The program also created a position for a full time Dakota Language teacher, whom was hired and has been implementing use of the language in daily lessons. Finally, our greatest success for staff this year is our Site Director, Jennifer Bissonette, received her Associates Degree in Early Childhood Development from Sisseton Wahpeton College.
- ✚ One of our greatest issues last school year was behaviors in and outside the classroom. With the pandemic and virtual learning in place we will not see accurate numbers in this area. A consultant was hired to provide training and support for staff and teachers; better equipping us for **student's in classroom attendance.**
- ✚ Although many may not see our work through the pandemic a success, I feel that it has brought to light our strengths and weaknesses. We have adapted to some very dramatic changes. Although we struggled in the beginning with offering class on-line this has been a great learning experience. It has pushed us outside our comfort zone to explore technology and become familiar with it; and now our staff and teachers see it as a tool to reach our goals.

Focuses

- With the onset of the Pandemic our focus remains the same but how we are addressing these areas has changed and evolved to include more technology sources. The program has implemented a number of new forms of communication. Class Dojo, Hatch, Facebook and Zoom have improved communications with students, families and the community.

In August the program was approved to administer a Facebook page **"SWO Head Start & Early Head Start Program"**. This had increased our reach to families that may not have phone access but have wifi and can view posts and announcements.

- We launched a full online classroom for students in response to the COVID pandemic enabling students to continue to receive educational services via online platforms. Students that need devices are loaned tablets and through SWO Cares Act funding receive internet services for 5 months to alleviate expenses.
- Our program provides meals to students Monday through Friday via delivery/pick up. We understand the needs and struggles of our families and are doing our best to provide services that are allowed through our funding source.
- We have conducted Family Fun Day/Night through curbside participation. Families are provided an activity. This is an opportunity for staff to attain information, visit face-to-face with families and provide supplies to the family that may be needed during this trying time.
- Our focus areas include – Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts and English Language Acquisition.



Head Start/Early Head Start

PO Box 509

Agency Village, SD 57262

Mali Souksavath, Family Services

Angel Rouillard, Education Manager

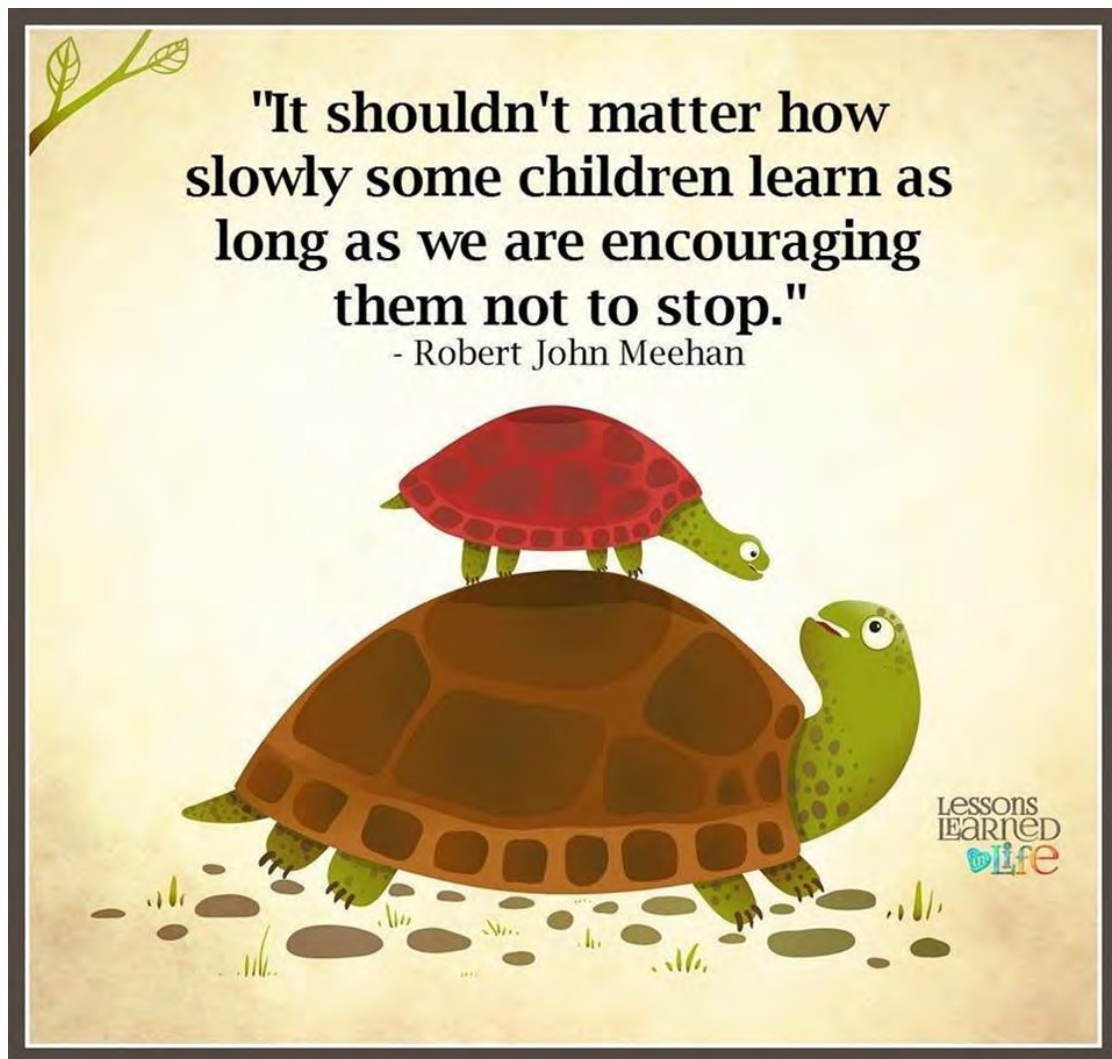
Phone: (605) 698-3103

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Lolita Seaboy, Family Service/Center Manager - Enemy Swim

Phone: (605) 947-4404

Fax: (605) 947-4604



Higher Education Program

Wounspe Wakantu Mazaska Unowicakiyapi

Janell Williams, Program Director



Mission Statement

The mission of the Sisseton-Wahpeton Oyate Higher Education Program is to provide educational benefits to members of the Tribe, demonstration of cultural awareness that will encourage the Oyate to make post-secondary education a lifelong goal.

Vision

To increase the post-secondary education participation and post-secondary graduation rates among the members of the Sisseton-Wahpeton Oyate.

On July 19, 2001 the Sisseton-Wahpeton Oyate Tribal Council passed a motion authorizing the SWO Tribal Secretary to create a Higher Education **Program ("Program")**. **Program funding is provided to assist** students in obtaining their educational goal and assists with tuition and living expenses upon pay or reimbursement based on post-secondary credit hours earned.

Reports directly to Tribal Secretary with Tribal Funds Allocated

Program Summary

The Higher Education Program has distributed program funds to tribal members attending a post-secondary institution both on and off reservation.

2020 Goals and Objectives of the Program

- Promote Cultural Awareness.
- Provide post-secondary benefits to pay or reimburse in whole or in part tuition costs and living expenses (both on and off-campus) to eligible enrolled members of the Tribe at the undergraduate and graduate level.
- Networking with Tribal education entities.
- Increase tribal member attendance in post-secondary education and degree completion.
- Comply with all applicable policies and procedures.
- Identify and recommend scholarship opportunities.
- In response to the COVID-19 pandemic, a continuity plan was **developed so that the program's operations are uninterrupted during** any closure and working remote. The methods were temporarily revised so in-person contact is minimal until further notice.

2020 Measurable Results

Table A. lists how many students participated in the program and which district they are enrolled with at the undergraduate (UG) and the graduate (G) level for FY20.

Districts	Heipa Veblen	Toka Nuwan Enemy Swim	Bde Hdakinyan Lake Traverse	Iyakapta Big Coulee	Kaksiza Hanske Long Hollow	Can Owasabya pi Buffalo Lake	Ateyapi Tipi Old Agency	Other
UG	27	37	24	34	33	17	37	26
G	5	5	3	5	2	0	2	1
Total	32	42	27	39	35	17	39	27

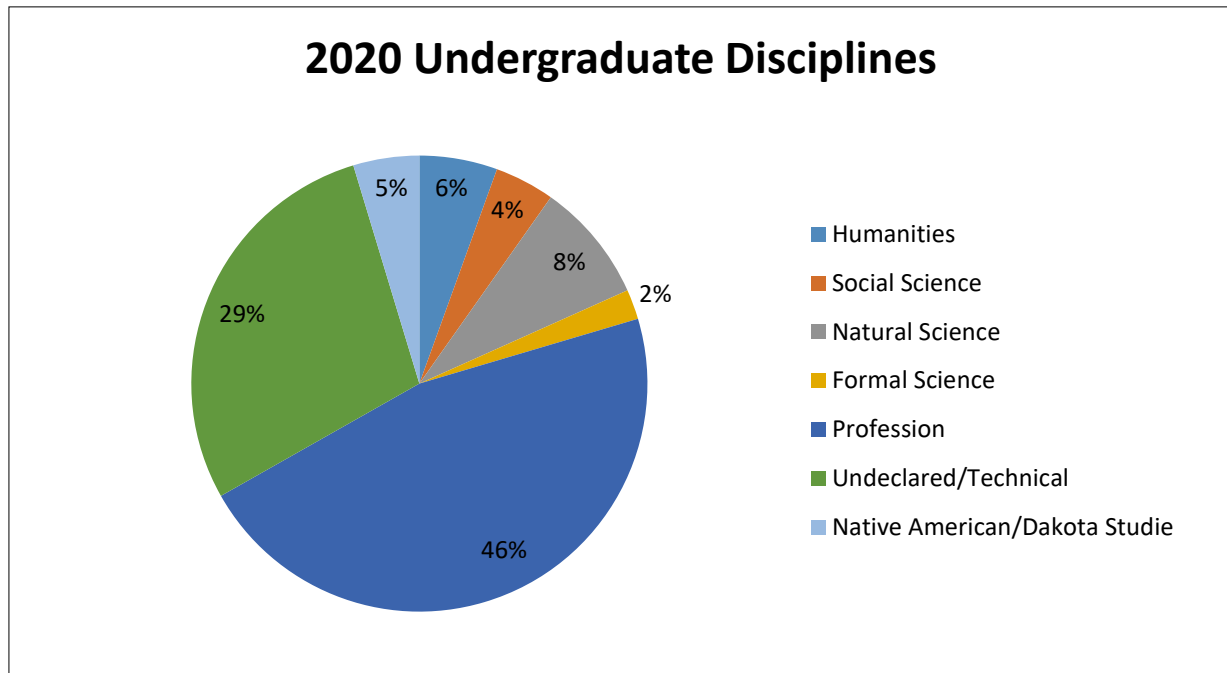
Table B. total payments awarded per semester during 2020. This includes the total enrollment and total credits.

Students	Fall 2019	Spring 2020	Summer 2020	Diploma	Total Enrollment
Undergrad	200	178	37	38	235
Grad	16	19	2	6	23
Total Students	216	197	39	44	258
Credits/Sem. Grad	167	196.1	9		372.1
Credit/Sem. UG	2168.5	1966	240.5		4375
Total Credits	2335.5	2162.1	249.5		4747.1

Table C. lists the status of the students who participated in the program and this information was taken from the applications submitted by the participants for FY2020.

FY 2020	Undergraduate	Graduate
Total Students	235	23
Female	153	15
Male	82	8
Marital Status		
Single	190	14
Married	39	5
Divorced	3	4
Separated	3	0
Widowed	0	0
Age		
16-34 yrs.	174	9
35-54 yrs.	57	13
55 yrs. and older	4	1

Table D.



*Data includes area of study for FY20 only and how many students have declared major in each discipline (235 total undergraduate students)

Humanities-13

*History-2
*Arts-7
*Human Services-4

Social Science-10

*Political Science-0
*Psychology-9
*Sociology-1

Natural Science-20

*Biology-4
*Chemistry-0
*Env. Sci.-2
*Equine Sci-0
*Exercise Science-2
*Geology-0
*Hydrology-0
*Physiology-0
*Health Science-2
*Forensic Science-1
*Behavioral Science-9

Formal Science-5

*Computer Science-3
*Graphic Design-2

Profession-109

*Architecture-2
*Business-36
*Education-18
*Engineering-2
*Journalism/Communication-4
*Pre-Law-1
*Medicine-5
*Social Work-5

Professional-cont.

*Nursing-23
*Accounting-7
*Criminal Justice-6

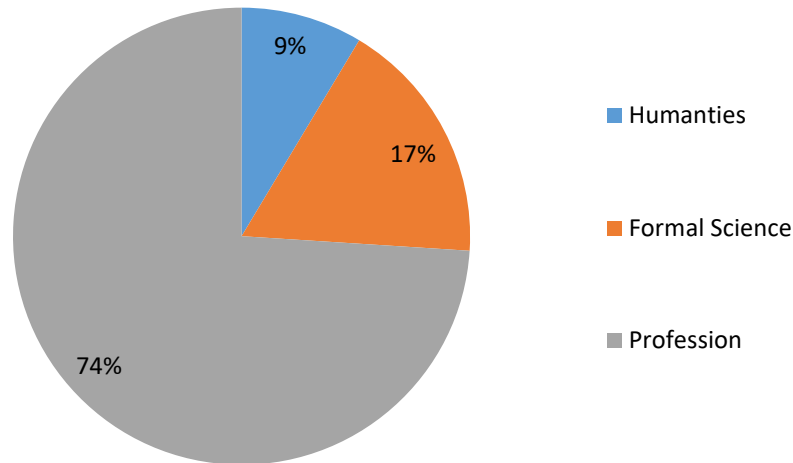
Undeclared/Technical-67

*General Studies-41
*Technical-19
*Undecided-7

*Native American/Dakota Studies-11

Table E.

2020 Graduate Disciplines



*Data includes area of study for FY20 only and how many students have declared major in each discipline. (23 graduate level students)

Humanities-2

*Art/History-1

*Language-1

Formal Science-4

*Health Science-2

*Psychology-2

Profession-17

*Business-3

*Education-4

*Medicine-2

*Public Admin-4

*Social Work-3

*Law-1

*Nursing-0

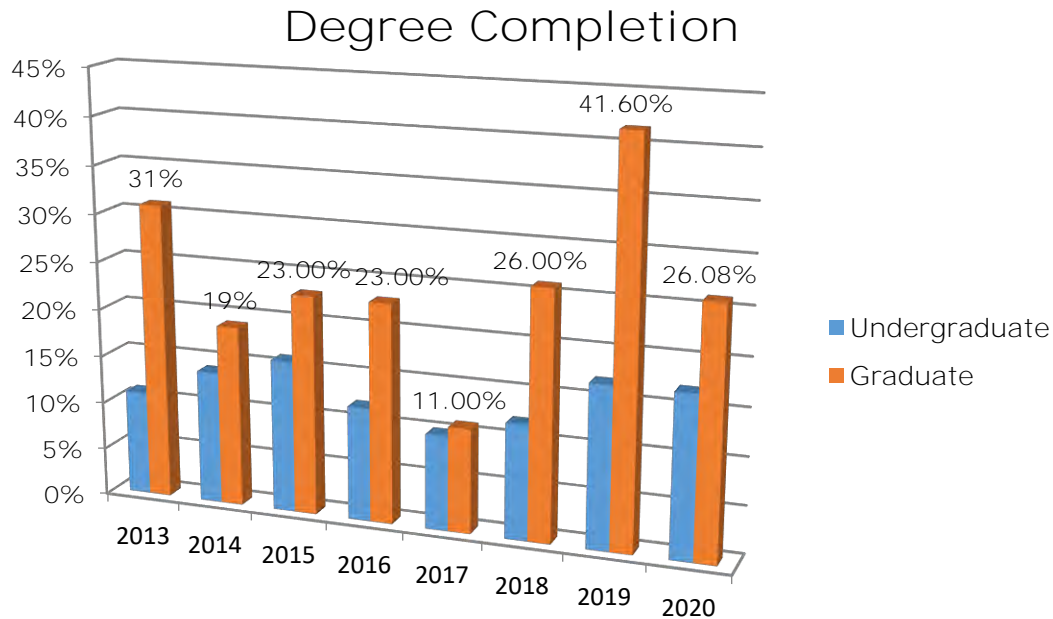
The capacity to learn is a gift;

The ability to learn is a skill;

The willingness to learn is a choice.

— Brian Herbert

Table F.



Graduation Rates

Graduation rates among SWO members have increased slightly each year and about 36% of students who graduate with an undergraduate degree continue into a graduate degree plan within two years of graduating from a four year.

The percentage rate is calculated by the total number of students that participated in the Higher Education Program each year listed. Example: In 2020 there were 235 undergraduate students and 38 of the students completed a degree which is 16.17% of the students that completed degree requirements that year.

For each budgeting fiscal year there are 3 semesters included as indicated on Table B. there were 258 SWO members who received program funding, 235 students were at the undergraduate level and 23 were at the graduate level.

Students enrolled in the graduate programs averaged a total of 12 credit hours per student for one semester. The undergraduate level students averaged 12+ credit hours per student for one semester. This is based on the fall and spring semesters only.

There were 5 students who completed and received the Certificate/Diploma Incentive; 6 students earned a degree at the graduate level. 34 students earned a degree at the undergraduate level. There were students that completed more than one degree and were awarded for each degree earned. This budgeting year the program awarded a total of 38 degree incentives at both levels of study.

Certificate: 5

Associate: 17
 Bachelor: 16
 Master: 4
 Doctorate: 2

There were 15 students working toward their degree through an online school, 13 were at the undergraduate level and 2 at the graduate level. 72 students were enrolled at the local college and 186 attend school off reservation.

During FY2010 to FY2020 the program averaged between 300-416 SWO who attended college. The program averages about 10-15 new students each year and is based from the number of students who earn their degree from the previous year.

Table G.

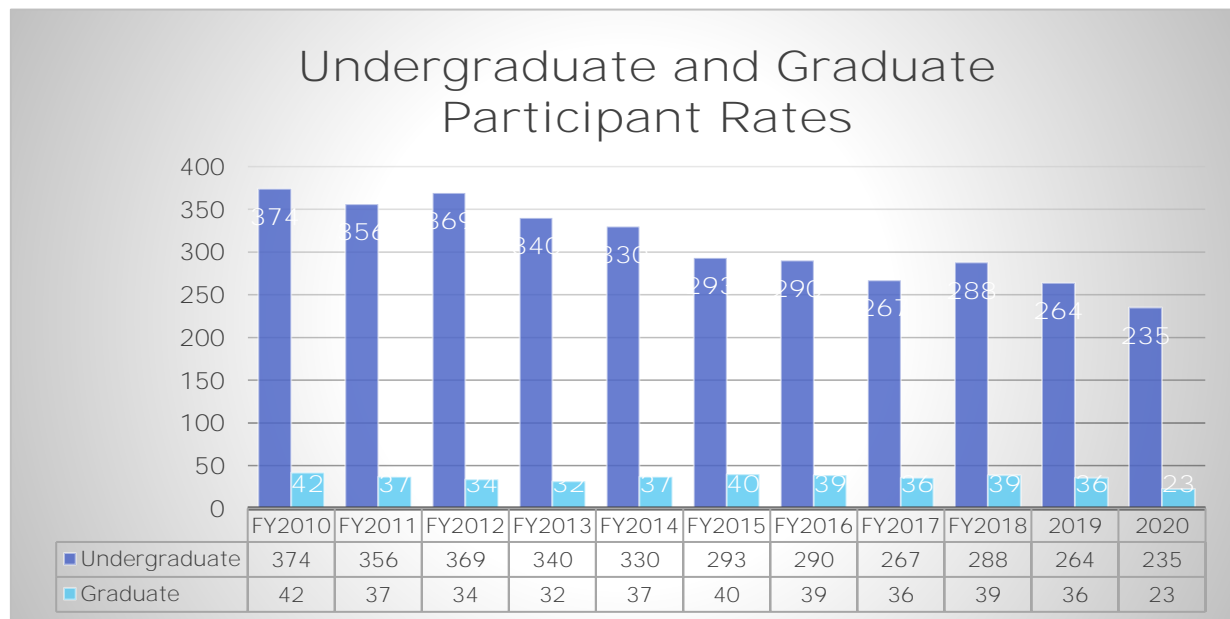


Table G. lists the total student count for degree completion and program participation for the last 10 years. The student projection is based on students who received program funding from the previous year. As of November 2019 there are 10,400 (estimated) SWO over the age of 16 taking AP courses in Jr/Sr high school and 1,614 have participated in the program this is 16.11% of SWO who have earned credit hours through post-secondary education.

During FY2020, the program has assisted 2 undergraduate level and one graduate level student(s) with programmatic costs.

The program policy and procedure manual is reviewed annually.

Leo A Daly Sisseton-Wahpeton Oyate Architecture/Engineering Scholarship

This scholarship is established for the further educational advancement of the Sisseton-Wahpeton Oyate students with priority to its enrolled

members that are committed to enroll in a major area of study related to the architecture or engineering disciplines. Students must be a junior or senior undergraduate at an accredited post-secondary college or university with a cumulative grade point average of 2.5 out of a 4.0 grading scale and be enrolled full-time each semester. This scholarship does not fund summer semesters.

Higher Education

PO Box 509
Agency Village, SD 57262
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Johnson O'Malley

Darlene (Jo) Roberts, SWO JOM Education Administrator

The Sisseton-Wahpeton Oyate **Johnson O'Malley** (SWOJOM) program provides learning experiences by implementing educational programs designed to promote academic success through improved self-esteem and **the development of the student's** native culture and language. The SWOJOM serves the Aberdeen, Browns Valley, Sisseton, Waubay, and Wilmot Public School Districts. Tiospa Zina JOM is direct funded and operates independently of the SWOJOM program.

Mission Statement

Sisseton-Wahpeton Oyate **Johnson O'Malley's** goal is to meet the specialized and unique educational needs of eligible Native American students in the area public schools.

Board Members

Sarah Labatte, Browns Valley Representative
Orvella Bird, Sisseton School Representative
Winona Nicolar, Sisseton School Representative
Sheila Mendenhall, Sisseton School Representative
Tom Wilson, Sisseton School Representative
Irene Rondell, Waubay School Representative
Vacant, Wilmot School Representative
Christine Fineday, NJOMA Representative

Scope of Work

Promote academic success, while providing positive development of the **student's** native culture and language.

Number of Children Served

Schools Served	# of Students
Aberdeen School District	130
Browns Valley School District	93
Sisseton School District	368
Waubay School District	81
Wilmot School District	39
Total	712

Successes

- ✚ SWOJOM staff located in the public schools.

Focuses

- Increasing uniform services to eligible JOM students to better meet their education goals.

SWO JOM:

PO Box 509

Agency Village, SD 57262

Dr. Sherry Johnson, Education Director - Phone: (605) 698-8298

Shania DuMarce, Sisseton Tutor - Phone: (605) 698-7613

Vacant, Sisseton Classroom Aide - Phone: (605) 698-7613*Vacant*, Sisseton Middle School Tutor - Phone: (605) 698-7613

Erica Fisher, Browns Valley Transportation



Research Office

Siyo Peters, Research Specialist

Scope of Work

The Tribal Research Office administers and enforces the Chapter 77 - Research Codes, which were approved by Tribal Council on July 14, 2015. (The Research Codes are available on the SWO website under the **'Research Office'** page at

<https://www.swonsn.gov/departments/departments-of-education/researchoffice/research/>).

Local Research Review Board

The SWO Local Research Review Board (LRRB), a specific and formal authorization body, provides protection of the SWO tribal individuals and resources through the duties of reviewing and approving all research protocols. The LRRB is comprised of five (5) to eight (8) members of varying backgrounds. Each member was recruited to serve on the LRRB

because of their expertise in given areas, while following the federal regulations for membership as well. In 2019, the SWO LRRB was registered with the Office of Human Research Protections (OHRP) and assigned a number for the overall registration (IORG0010276). Each IRB receives a distinct identification number with SWO IRB receiving IRB00012207 (IRB #1).

The LRRB members provide each research protocol a comprehensive, balanced and thoughtful review, utilizing their education and experience, while assuring the projects are culturally competent. The LRRB meets once a month, however, they spend numerous hours outside the meeting time reviewing projects, forms, and policies in preparation for the scheduled meeting. The Research Specialist coordinates the LRRB, works with each researcher/research team, and monitors all research conducted within the exterior boundaries of the Lake Traverse Reservation.

LRRB members

Dawn Eagle
Dr. Sherry Johnson
Francis Arpan
Heather Larsen
Jeremy Red Eagle
Leah Fyten
Sara DeCoteau
Siyo Peters

Successes

- ✚ Research Office worked remotely from March to June, during COVID-19 shut down. Research projects, in general, came to a halt while the world of research strategized responses to current projects.
- ✚ The TED congratulated Heather Larsen on accepting an opportunity to continue serving the education community in a new capacity, while she continues involvement in the SWO LRRB as an important member of the board.
- ✚ The new Research Specialist was hired August, 2020 and obtained both CITI Human Research: IRB Members and Administrators, and the Revised Common Rule certifications (Under Indian Health Service [DHHS] Research Program requirements) September, 2020.
- ✚ In response to the current COVID-19 pandemic COVID-19 mitigating criteria content has been added to researcher applications and research office checklists.
- ✚ Axiom Education - Mentor IRB Full System was approved for a 5 year agreement from April 1, 2020 to March 31, 2025.
- ✚ LRRB meetings are held via WebEx in response to COVID-19.
- ✚ Two new members joined the LRRB and are currently working on their CITI courses.

- ✚ Webpages continue to be updated as new content becomes available.
- ✚ The Research Specialist attended COVID task force meetings.
- ✚ Begun enforcing approved office fees.
- ✚ Attends regular tribal IRB online meetings.

Focuses

- Explore networking with the United Nations as a sovereign nation, in regards to nation to nation research policy and procedures.
- Establish opportunity for community to benefit from research that can assist in continued environmental responsibility efforts.
- Research Specialist will continue development of tribal research code per implementation of expedited, limited, and exempt reviews and processes.
- Continue development of a tribal research data center by networking with tribes to learn best practices for establishing and running a tribal data center.
- Continue working with NIH on funding opportunities.

Tribal Research Office
 PO Box 509
 Agency Village, SD 57262
 Phone: (605) 698-3911
 Email: Siyo@swo-nsn.gov



Tribal Vocational Rehabilitation Grant

Denise Red Horse, Program Director
 Alexis Wilson, Outreach Specialist

Mission Statement

The Mission of Tribal Vocational Rehabilitation is to help eligible Native Americans with disabilities to maximize their employment, independence and integration into the community and the competitive labor work force.

Purpose

It is the purpose of the Sisseton-Wahpeton Oyate Tribal Vocational Rehabilitation (SWO TVR) program to work collaboratively with a network of partners to:

- Educate and promote disability awareness.
- Collaborate with employers to provide employment for Native **American's with disabilities.**
- Provide individualized vocational rehabilitation and supportive services to assist eligible individuals with disabilities to get and keep jobs compatible with their skills and abilities.

Goal

Create a Tribal Vocational Rehabilitation (TVR) Program for the Sisseton-Wahpeton Oyate to serve 25-50 consumers yearly or 125-250 over the 5 years project period.

Successes

- ✚ Hired the Program Director, Denise Red Horse on February 14, 2020. Start date February 24, 2020. Outreach Specialist, Alexis Wilson hired.
- ✚ A SWO TVR policy created and approved by Tribal Council on April 24, 2020. Mission statement developed.
- ✚ Ordered office supplies and equipment. Office space organized to start to receive consumers. Laptops for consumer use in the office ordered as well to help consumers search websites for jobs in accordance with IPE.
- ✚ Created documents for consumers and staff to utilize during the application, intake, IPE, case management notes, referral form, etc. for the program.
- ✚ Developed program evaluation, case manager review, and orientation for new staff.
- ✚ Reviewed grant application to determine the statistical data needed to meet goals.
- ✚ Created a plan for advertising the program to the public - radio, newspaper, Facebook. Continued advertising in the newspaper and applications were mailed to interested consumers.
- ✚ Introduction to South Dakota Vocational Rehabilitation program for future collaboration initiated. Started work on a memorandum of agreement with the South Dakota State Vocational Rehabilitation Program.
- ✚ Collaboration with other Tribal Voc Rehab Directors to discuss processes and policies they utilize in their programs.
- ✚ Advisory committee will be the Adult Services Task Force. This committee has people with disabilities as members which is a plus. The committee is comprised of members representing the State, regional, and local levels to assist the program in reaching the goals and reaching consumers.
- ✚ Office staff have provided applications to potential consumers, when not able to come into the office to get an application, staff have either mailed the application or hand delivered to the home.
- ✚ Have accepted 6 eligible consumers into the program. Awaiting on medical records on another consumer to determine eligibility. Combination of behavioral and physical disabilities. Will accept more as applications are completed and as the COVID limited access is lifted due to Tribal closures.
- ✚ Ongoing collaboration with South Dakota State VR services. Future meetings planned for staff.

- ✚ Initiation of introduction to special education programs at Sisseton Public and Tiospa Zina Tribal schools.
- ✚ A volunteer from Tiospa Zina's special education program has started to work in TVR office for 45 minutes on Monday and Tuesday. Office work is assigned which consists of filing, creating binders for paperwork, and shredding.
- ✚ IT acquisition **of five laptop computers for consumer's use. Some will be** loaned out with a loan agreement in place for those attending school and do not have a laptop. Others will be utilized for office use. Staff will assist consumers in creating resumes and performing job searches.
- ✚ Started working on Staff Development with AIVRTTAC (American Indian Vocational Rehabilitation Training and Technical Assistance Center) and Northwestern Indian College to obtain training and guidance on first year of program.

Challenges

The COVID-19 pandemic has caused -

- An inability to have public access to the program. Unable to accept consumers due to safety concerns and the Tribal Voc Rehab office being closed to the public off and on since March.
- The need to telework from home. During telework, created program forms and did webinars regarding the program on the AIVRTTAC (American Indian Vocational Rehabilitation Training and Technical Assistance Center) webpage.
- A difficulty in hiring qualified personnel for the Outreach Specialist position.
- The need to use safe distancing through technology to meet with consumers. Utilizing Zoom and WebEx for staff. Some potential consumers do not have access to internet or computers.
- An inability to meet program goals.

Focuses

- Increase public knowledge of the program. Referral forms sent out to Tribal entities with an explanation of the program.
- Start to mail out applications based upon referrals and as public knowledge increases about the program.
- Increase the number of consumers to have each case manager with at least 25 consumers.
- Hold community events to provide the public with knowledge of the program.
- Set up meetings with special education departments from the local schools to increase knowledge of the program. Eventually will be collaborating at IEPs with students and staff. Education return on investment created for the program to use to assist consumer to meet goals.

- Find and collaborate with specialists for cognitive and functional assessments of consumers if/when needed.
- Develop a pre-employment training program.
- Develop a SWO Tribal Vocational Rehabilitation website for consumer use and to reach more consumers or parents/guardians. Have the ability to download program forms for convenience and after hours.

Tribal Vocational Rehabilitation Grant

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Agency Village, SD 57262
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Wiyukcan ka Eacunpi (WE) Project

Supervisor: Dr. Sherry Johnson, Education Director

Report by: Joshua Max, Administrative Support Specialist

Scope of Work

To teach, develop and reinforce protective factors and resiliency skills through leadership experiences, mentoring programs, and the pairing of children with at least one significant caring adult in specific group settings. In doing so, the Wiyukcan ka Eacunpi grant focuses on fostering the six areas that include: Academics, College and Career Readiness, Culture, Behavior and Suicide, School Readiness, and Research.

The Tribal Education Department was awarded the Native Youth Community Project (NYCP) grant in 2016. This was a four (4) year grant from the United States Department of Education and this was the last year. The grant focused on:

- Developing learning academies through partnerships with the:
Tribal Education Department (TED),
Tiospa Zina Tribal School (TZTS),
Enemy Swim Day School (ESDS),
Sisseton-Wahpeton Oyate Head Start Program (SWO HS), and
Sisseton Wahpeton College to ensure all students are College and Career Ready.
- Developing wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education entities will sustain. The program taught, reinforced, and instilled protective factors.

Staff

The WE staff devoted 70% of their time on school sites: Tiospa Zina Tribal School, Enemy Swim Day School and SWO Head Start.

Name	Title	Area of Focus
Dr. Sherry Johnson	Education Director	Oversees Grant's S.M.A.R.T. Goals and Objectives
Joshua Max	Administrative Support Specialist	Planning, Budget, Trainings
Cheyenne Ironheart	Student Support Specialist	Behavior, Suicide Prevention, On-site Mentor
Alexis Wilson/Erin Kiyukanpi	Academic Technology Specialist	Academics, Technology, On-site Mentor
Winona Nicolar/Shania DuMarce	Early Childhood Specialist	School Readiness, On-site Mentor
Mali Souksavath/Nicole Pratt	College and Career Specialist	College and Career Readiness, On-site Mentor
Savannah Pomani/Leslie Heminger	Cultural and Language Specialist	Culture and Language, On-site Mentor

Successful Supports

Area	Events
Academic	<ul style="list-style-type: none"> • Monthly Professional Development for teachers • Staff in school 70% of time to help with supports and services • Provide daily on-site consultation to help improve academic, literacy, etc. • Provide learning booths at schools and community events • Classroom supports and home delivery of learning packets • One-on-one mentoring sessions • Provides academic supports for schools to use: Chromebooks, academic curriculum, Rocket Books, and other academic technologies • Provides technology assistance/support to students
College and Career	<ul style="list-style-type: none"> • College visits • College/Career Pathways Portfolios for High School students • FAFSA Night for parents and students • ASVAB preparation • ACT preparation • NCRC certificate • Assist Seniors with scholarship applications • Gear Up assistance • College care packs • Student goals and plans for transition into next level of school • Help administer SDMyLife
School Readiness	<ul style="list-style-type: none"> • Contracts with Engaged Learning to provide Literacy support • Second Step curriculum was purchased and supported • Home readiness packets delivered for students • Learning booths at community events

	<ul style="list-style-type: none"> • Supporting Head Start staff with Professional and Educational Development • Provide support for teachers and families • Support Early Childhood classrooms for Reading readiness • Supplies supplemental reading materials for parent and child engagement
Behavior and Suicide	<ul style="list-style-type: none"> • Mentors for groups in school • Monthly collaboration with other programs/individuals who promote suicide awareness in the community • Daily one-on-one efforts in schools to help maintain positive behavior techniques during school hours • Suicide Prevention Outreach Mentors • Provides suicide prevention and educational supports to schools to maintain well-mannered behavior • Contributor in Research Project • Running Club
Culture and Language	<ul style="list-style-type: none"> • Cultural activities - Ribbon Skirts, Drum stick making, Storytelling, and more • Assist in developing Tribal School Cultural and Language Learning and Standards • Culture and curriculum development • Language support in the school classrooms • Cultural presentations and booths at language events • Support student Dakota Language Bowls • Assists the Tribal Schools with Drum Groups • Provided Native American Day activities for youth • Provides Dakota Language and Culture Support at the Dakota Oyate Challenge • Dakota Language lesson planning • Home activities delivered to support goals • Collaboration with programs for youth gatherings
Research	<ul style="list-style-type: none"> • The Research Project never got off the ground. Students and parents did not sign up and the approved Research Protocols did not work out.

Additionally, the Wiyukcan ka Eacunpi project worked on the project goals, shown below, for the schools and after school activities until the shutdown in March due to the Pandemic. When it became apparent that COVID was here to stay for a while, the staff reorganized how they could meet their goals. The staff prepared activities and other events that could be delivered and done at home while using safe distancing measures. Staff posted via Facebook demonstrations and COVID educational activities in a bag included:

Academic STEM activities using wire bending	Virtual Art Competition
Aerodynamic design kits	Virtual Poetry submissions
Crystal growing kits	Tie Dye shirt activity
Reading Clubs	Community Heroes letter writing activity

Early Childhood learning activities	Exploding Lunch Bag
Book printing opportunity	Elephant Toothpaste
Coloring Book submissions for printing	Culture kits
Career Coloring books	Ribbon Skirt making kits
Running Club	Beading kits

Future Planning

- ✓ Support of the initiatives that have been started and promote continuity
- ✓ Closure of Grant and reporting requirements
- ✓ Find additional funding for College and Career initiatives and Kindergarten Readiness

Wiyukcan ka Eacunpi
PO Box 509
Agency Village, SD 57262



Tribal Education Department Director Statement

The main concern is maintaining safety and getting through this year! We hope for the vaccine distribution and the well-being of all. The staff and the schools did the best that they could do with the circumstances that they had to deal with. The learning curve was high concerning virtual applications and programs for all of us. Most projects and goals for programs were provided some kind a hold harmless to mitigate the problems encountered. The high stake testing was waived for the schools across the nation.

Wocekiya (prayer) is the word for this year.

