



The 360|Report

Carlton Public Schools

Indian Education Engagement

Facilitated by MTI, hosted by Carlton Public Schools and InGensa, Inc.

Date: Saturday, January 28th 2017 | 11am-3pm

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Carlton Public Schools
Indian Education Engagement
Saturday, January 28th 2017

The 360 Report | Event Overview

The 360 | Demographics

Total Participants | Approx. 36
Youth/Under 24 | Approx. 13 (36%)

Generational Breakdown | 26 total attendees participated in Human Survey
Baby Boomers | 4 (15% of Human Survey participants)
Generation X (“GenX”) | 7 (27% of Human Survey participants)
Millennials | 10 (38% of Human Survey participants)
Generation Z (“GenTech”) | 5 (19% of Human Survey participants)

Professional Fields, Community Members & Parents

Parents | 5
Teachers & Staff | 7
Students | 13
Community Members | 7

Note: Percentages above have been rounded and are therefore approximations.

The 360 | Summary, Overview

On Saturday, January 28th, around 36 parents, educators, students and community members gathered together at the Sawyer Community Center to provide feedback on both the Carlton Schools facilities and the specific needs of Indigenous* students and families. Hosted by Carlton Public Schools Indian Education and facilitated by InGensa Inc. representatives, the event featured Sticky Stats and the Lightning Rounds game show to update and inform the community, interactive demographics review (Human Survey/Continuum), and a Mindstorm small-group focused conversation session to gain community feedback. This event was open to the community but centered on the needs and feedback of the district’s Native families. The event concluded with an Awards Ceremony for district’s Indigenous students and Circle Share-in. The following report consists of data collected from the above listed activities and the analysis of their results as conducted by the Marnita’s Table research team.

****Note that the words Indigenous, Native, Native American, American Indian and Indian are used interchangeably to refer to members of the tribal communities who pre-existed Europeans in what is now the United States. My preference as a member of this group is Indigenous so will be using that in my narrative unless referencing the “Indian Education” program.***



The More You Know//Carlton School District Indian Education
Saturday, January 28th, 2017/11:00 a.m. – 3:30 p.m.

Mindstorm

Directions: Find a group that has the fewest number of people you know in it. Form into groups of 5-6 (That means there may be more than one group at a table). Enter and exit groups as you like. Remember to listen and give everyone a chance to speak. Speak from your own personal point of view. Don't speak for others. Always imagine what feels best. When you felt most welcomed. That you belong in this conversation and your voice is equal to any other at the Table. Remember that this is a two-way street and listening is as important as sharing your feelings.

Identify a scribe and write down the names of the members of your group. Read the questions and have a brief discussion about which questions you think are most important to answer. Answer the questions that you believe are most important to answer starting with the most important to least important.

Questions for Discussion (10-15 minutes per question/Choose any 3-5 questions to answer):

1. Is there anything you like that Carlton Schools is doing for American Indian students and families?
2. Is there anything that Carlton Schools can do better or differently for American Indian students and families?
3. What do you think Carlton Schools should do with the high school and elementary school buildings?
4. How would you feel about the elementary or high school being located in Wrenshall?
5. Are there any opportunities for Carlton Schools to collaborate or partner with people or organizations in our community? If yes, what are they?
6. Is there any question/comment that we should have asked but didn't? What was that question? Share your answers to that question as well!



The 360 Report | Mindstorm Themes & Analysis

**Carlton Public Schools
InGensa, Inc.**

**Indian Education Engagement Meeting
January 28th, 2017**

Overview | Methodology

This Mindstorm was undertaken by approximately 36 participants. The following is an overview and analysis of the emergent themes resulting from these discussions, as recorded on the notes sheet included with the questions. These responses have been transcribed, aggregated and made anonymous in a document following this analysis. Parenthetical numerical entries within the question-by-question breakdown indicate the number of times a discrete response appeared in the aggregated data output.

Question One

We asked: *Is there anything you like that Carlton Schools is doing for American Indian students and families?*
(28 total responses)

Primary Themes:

The Indian Education Program (5)

The existing Indian Education program and its services was the most mentioned positive resource of Carlton Schools for Indigenous students and families. Its “convenience” in location, its “inclusive(ness) with services” and the “one on one with kids” by staff were all mentioned specifically.

Availability of School Supplies (3)

Participants appreciated the school providing backpacks and school supplies, no doubt helpful for low income families with already stretched resources.

Availability of food/quality of food (3)

Participants also mentioned the quality of food (1) and the availability (2) as being an aspect they appreciated about the schools.

Supporting Themes:

College Trips (2)

Two groups mentioned the college trips as being something they liked.

“Support” (2)

Participants mentioned the “aides and support staff” and the “support of students.”

Teachers (2)

Participants mentioned teachers being “unbiased and equal” as well as “helpful.”

Ojibwe language (2)

Participants noted the “on-line Ojibwe language class” and the “use of both languages.”

Other comments:

Giving everyone a good opportunity to enjoy school experience”; “student participation starting”; “consultation on new building process”; “smudging”; “a place to relax and study in peace”; “Native student council”; and “help with school work”.

Question Two

We asked: *Is there anything that Carlton Schools can do better or differently for American Indian students and families?* (28 total responses)

Primary Themes:**Cultural Learning (7)**

Cultural teachings and learning opportunities gained the most mentions of all themes. Participants mentioned specifically a “cultural music class”, “four seasons teachings”, “smudge” and recognition of “Native history and contributions” and “more cultural awareness throughout the school” which points to a desire for local Indigenous history and culture being taught to all students in the schools.

Powwow Drum & Dance (3)

This theme is related to the cultural learning theme but since it seemed specifically to relate to extracurricular time, I pulled it out to its own category. Participants mentioned a “weekly drum and dance class” being offered and a powwow social dance being held (2).

Professional development for cultural competency (3)

The theme heading was a direct quote from one of the participant groups and it came up in different wording in two other groups comments as improving “cultural sensitivity with staff” and “sensitivity training.”

Improve cross cultural relationships (3)

One group noted this by writing “improve Native and non-Native relations” while another mentioned “racial bullying situation”(s) which emphasizes an even greater concern. Another brought up “teachers and other students need to understand who we are and our heritage through experience rather than textbook” which may point to one way to improve relationships through understanding.

Increase Ojibwe language access (3)

Immersion opportunities, classes in high school and elementary (2) were all mentioned specifically in group comments.

Supporting Theme:**Addressing micro-aggressions (2)**

“Avoiding” and “decreasing” microaggressions towards Indigenous students and families was mentioned by two groups.

Other comments:

“Better understanding of special education”; “access to ITV equipment for classes”; “provide Indian school counselor”; “Native student congress”; “larger Indian Ed room”; “more trips, ex: museums, career planning, other colleges” and “more options for buyable items.”

Question Three

We asked: *What do you think Carlton Schools should do with the high school and elementary school buildings?* (19 total responses)

Primary Themes:

New building(s) needed (6)

There were six mentions of a new school or new building(s) needed with specific comments of “one main frame at South Terrace” and “age and cultural appropriate areas”.

Air quality (2)

Participants desired “ventilation and access outside” and “better heating/air conditioning.”

Other comments:

“Keep them the way it is”; “All Nations Cultural Center”; “Immersion stream”; “2 Indian Ed rooms”; “offer Gifted and Talented program”; “better locked rooms”; “more cultural immersion”; “fix up the small gym”; “better bathrooms”; “add the school store” and “need to be separate wings to limit interaction between HS + Elem.”

Question Four

We asked: *How would you feel about the elementary or high school being located in Wrenshall?* (14 total responses)

Overwhelming majority are against consolidation

Thirteen of the fourteen responses were against the move to Wrenshall (with the one outlier being “I don’t know”). Four mentioned distance as the biggest barrier. One mentioned a “worry of racism” and another a concern “we wouldn’t be counted, cause we are not asked to the the table now.” Another concern was with existing school rivalry and students not getting along with others in Wrenshall.

Question Five

We asked: *Are there any opportunities for Carlton Schools to collaborate or partner with people or organizations in our community? If yes, what are they?* (24 total responses)

Community-identified Collaborative Opportunities:

Fond du Lac Tribal College (3)

The tribal college had the only repeat mention with three groups noting them as a potential partner and collaborator for Carlton Schools.

Other organizations mentioned:

- FDL Prevention Intervention
- Tribal Council/RBC
- Sports
- Other Indian Education Depts
- FDL PD
- Health Dept
- School resource officer
- Public health
- Fond du Lac is fiscal agent for J.O.M.
- Meeting with other Indian Ed committees
- Historical societies
- School board representation
- The U.B.M.S. Program, it helps with tutoring
- The National Guard program
- Cultural immersion groups
- Foreign exchange programs
- We would also like more funding and grants
- Scholastica
- UMD
- Carlton Wellness- reduced student passes
- FDL Natural Resources- opportunities with the Nature wall

Question Six

We asked: *Is there any question/comment that we should have asked but didn't? What was that question? Share your answers to that question as well! (8 total responses)*

Responses were varied and specific, so I am including them in their entirety below:

- How is the band supporting area public schools in educating our students?
- How to get community involved? Do this more often, both Native & non-Native
- Do parents feel comfortable expressing opinions? They don't feel heard, if they are Native
- How is the principal? Our principal is very understanding and fair, he makes sure he knows both sides to every story before taking action.
- We would like to see South Terrace host a powwow as they have the area and the student population.
- With 20% population now, what has it been historically?
- Indian Ed officers (comparable to class officers) why don't we have them? Find more ways to mesh them together

Mindstorm | Raw Data Aggregate

Question 1: Is there anything you like that Carlton Schools is doing for American Indian students and families? (29 total responses)

- Giving everyone a good opportunity to enjoy school experience
- Food available
- College trips
- Talking circles
- Convenience of Indian Ed + staff being in the building as resource
- Support of students
- I:I w/kids- Indian Ed
- Help kids identify as N.A. + inclusive with services
- Help + create welcoming environment in Indian Ed
- Backpacks + supplies assistance
- Has Indian Ed program
- Student participation starting
- On-line Ojibwe language class
- School supplies provided
- Consultation with new building process
- Aides/support staff in place
- Smudging
- College trips on Wednesday
- A place to relax and study in peace
- Native student council
- Teachers are un-biased and equal
- Teachers are helpful
- Use of both languages
- Food is good
- Snacks when he forgets one
- Notebooks, pencils
- Help with school work

Question 2: Is there anything that Carlton Schools can do better or differently for American Indian students and families? (28 total responses)

- Better understanding of special education
- Ojibwe language classes HS + Elem Spec
- Racial bullying situation
- Professional development for cultural competency
- Avoiding microaggressions
- Opening + closing
- Weekly drum & dance
- Four seasons- teachings, feasts, powwow & quiz bowl
- Ojibwe language immersion
- Powwows and quiz bowl

- Teachers + other students need to understand who we are + our heritage through experience rather than textbook
- Access to ITV equipment for classes
- Bringing in culture, having smudge available and other cultural practices
- Improve cultural sensitivity with staff, decrease microaggressions
- Improve Native + non-Native relations within schools
- Provide Indian School counselor
- Native student congress
- Include/ + outreach to Native community, “ask us to the table”
- Recognize Native history and contributions
- Ojibwe language added in the elementary
- Larger Indian Ed room
- More trips, ex: museums, career planning, other colleges
- Sensitivity training for teachers
- More variety for food
- More options for buyable items
- More cultural awareness throughout school
- Carlton is weak in the music department with only offering band, we would like to see a cultural music class offered.

Question 3: What do you think Carlton Schools should do with the high school and elementary school buildings? (19 total responses)

- Keep them the way it is
- Need a new school
- All Nations Cultural Center
- Immersion stream
- 2 Indian Ed rooms
- Ventilation and access to outside
- New building needed for successful staff, students, school
- Build one main frame at South Terrace
- Sell them off, at least the high school
- Build a real school community: age + cultural appropriate areas
- Offer Gifted & Talented Program
- Better heating/air conditioning
- Better locker rooms
- More cultural immersion
- Fix up the small gym
- Better bathrooms
- Add the school store
- Sell the HS and add on to the elementary
- Need to be separate wings to limit interaction between HS + Elem

Question 4: How would you feel about the elementary or high school being located in Wrenshall? (14 total responses)

- Not cool
- No (2)
- I don't know
- Worry of racism

- Too far
- Too far away
- No
- Heck no! It's a longer bus ride
- Absolutely not
- We wouldn't be counted, cause we're not asked to the table now
- The students are against it, some students don't get along with others
- Distance might limit some students from attending
- Kids say: NO

Question 5: Are there any opportunities for Carlton Schools to collaborate or partner with people or organizations in our community? If yes, what are they? (24 total responses)

- FDL Prevention Intervention
- Tribal Council/RBC
- Sports
- Other Indian Education Depts
- FDL PD
- Health Dept
- School resource officer
- Public health
- FDLTCC
- Tribal college, curriculum
- Fond du Lac is fiscal agent for J.O.M.
- Meeting with other Indian Ed committees
- Historical societies
- School board representation
- The U.B.M.S. Program, it helps with tutoring
- The National Guard program
- Cultural immersion groups
- Foreign exchange programs
- We would also like more funding and grants
- College (FDLTCC)
- Scholastica
- UMD
- Carlton Wellness- reduced student passes
- FDL Natural Resources- opportunities with the Nature wall

Question 6: Is there any question/comment that we should have asked but didn't? What was that question? Share your answers to that question as well! (8 total responses)

- None
- How is the band supporting area public schools in educating our students?
- How to get community involved? Do this more often, both Native & non-Native
- Do parents feel comfortable expressing opinions? They don't feel heard, if they are Native
- How is the principal? Our principal is very understanding and fair, he makes sure he knows both sides to every story before taking action.
- We would like to see South Terrace host a powwow as they have the area and the student population.
- With 20% population now, what has it been historically?

- Indian Ed officers (comparable to class officers) why don't we have them? Find more ways to mesh them together



The 360 Report | Oral Report Notes

Group One

Help. With school work. Connect Carlton HS with South Terrace

Group Two

Teachers are helpful and unbiased and equal

More Indian Education activities and more room

Better facilities

No to consolidation. Don't get along. Will hurt enrollment

Group Three

Good Indian Ed program

School is engaging with communication regarding facilities

ITV for classes

More cultural experiences

(American) Indian School Counselor

Outreach to Native community

More Native culture included in schools

NO regarding consolidation. More distance

Group Four

College trips, talk circles, Indian ed program

Food available, supportive of students

Ojibwe language and cultural competency

New school all nations cultural stream, access to light and air

Group 5

One on one with Native students.

Backpack and supplies, assistance

Quiz bowl, Native education, and. Experiences.

No Wrenshall consolidation. Too far.



Carlton Public Schools
Responses from Circle Share-in

One Sentence:

What can you do to support American Indian students succeed in Carlton schools?

- Every one is given the opportunity to learn and share here
- Say hi to young people
- Ensure all voice are at the table
- Say hi
- Be strong at job helping with Indian ed program
- Get good grades
- Keep grades up
- Take time to listen to the youth
- Stay unbiased and hear others opinions
- Help students and parents
- Support my mom with her work at school
- Mentor youth
- Continue to listen and make sure staff are doing the best for Indian ed students
- Make sure my kids get to school on time.
- Stay caught up on work
- Show others they can do good
- Support everyone having a voice
- Listen to our native kids
- Appreciate our students