

Bdote Learning Center
2019-20 Annual Report



Bdote Learning Center
3216 E 29th Street
Minneapolis, MN 55406

2019-20 Bdote Learning Center Annual Report



Annual Report Table of Contents

Item	Page
Overview of the 2019-20 School Year	2
Mission	2
Vision	2
Improving Student Achievement	5
Students	
Enrollment	5
Enrollment Future Plans	5
Program	
School's Instructional Philosophy and Focus	8
Immersion Curriculum	8
Q Comp	8
Academic Performance	9
Overview of Each of the World's Best Work Force Goals	10
Management and Board	
Board of Directors	14
Student Count	14
Administration	14
Staff	15
Finances	16
Financial Performance	16
Contact Information:	
School	17
Authorizer	17
Addendum 1:	
Tenets	18
Acknowledgements	19

Overview of the 2019-20 School Year

The Bdote Learning Center Annual Report for SY2019-20 requires us to reflect on the uniqueness of the circumstances surrounding the global pandemic associated with COVID-19. We want to express our deepest sympathies for those we have lost and those who have suffered with the illness and their families. This spring was also a time of unrest for our community in the tragic death of George Floyd and the devastation that our community experienced and our students witnessed. We feel that it is important to provide this context so that we remember, acknowledge, learn and repair our spirit, our minds, our bodies, our families and our community.

This Annual Report begins with a reaffirmation of the Bdote mission and a snapshot of our student demographics. Our mission is to develop culturally aware, successful, high performing students by providing them with an academically rigorous education that is place-based, and rooted in Native language and culture of indigenous peoples. The 2019-20 school year was Bdote's sixth year of operations. Over these six years we have seen our K-3 program grow to K-8. We have seen our enrollment increase from 50 to over 100 students this year. 98% of our 110 students enrolled at the end of SY19-20 self-identify as American Indian and represent 16 different Tribal Nations. Of our population, 50 students come from families identified as Homeless or Highly Mobile. Our Free or Reduced Price Lunch rate for our families is 87%. These economic and mobility challenges aside, each of our families is committed to their children, and to the revitalization of Native languages and cultures.

Mission

The Mission of Bdote Learning Center is to develop culturally aware, successful, high performing students by providing them with an academically rigorous education that is place-based, and rooted in Native language and culture of indigenous peoples.

Vision

The Vision of the Bdote Learning Center is that all students will develop a love of lifelong learning, language and cultural fluency, gain skills and education to determine their own future, and develop a genuine commitment to contribute back to their family, community and nation.

The spring of 2020 will long be remembered for COVID-19 and the initiation of Social Distancing as a construct, but it will also be remembered as the beginning of the end of school as we have known it... Schools and school districts across the country have scrambled to make changes to continue providing educational service to our nation's young people through Distance Learning. For the Bdote Learning Center, the challenges associated with this transition have been met with positivity and a "can-do" attitude. Not only has our staff responded with nimbleness and creativity as we transitioned our students to technology-based distance learning, but we have met the added challenge of creating opportunities that will enable our students to continue with the promised commitment to indigenous language immersion. Families'



access to and experience with technology is quite varied, and our technology staff has made sure that each student has both a device and wireless connectivity. The school has dispensed every mobile device from the school and has ordered additional devices as back-ups, but we are happy to say that each child logged into their digital classroom and maintained a connection with their classmates and their teachers. As we continue to progress through these challenges, we have had our successes and our failures. Daily, we are continuing to "ride the bicycle" while assembling and making adjustments. With the implementation of these sweeping changes, the classroom will never be the same again.



As we reflect on SY19-20 and pre-COVID activities at the school, way back in December of 2019, the Bdote Learning Center sent a team of middle school students to compete for the first time in the Lakota Nation Invitational (LNI) Language Bowl, representing Bdote's Dakota language track. The team travelled to South Dakota for the competition. They took 2nd place overall, but in the head to head competition Bdote steam-rolled the other teams until the final round. The kids matched their aptitude with impeccable sportsmanship. Always first to shake hands with competitors and judges, and never gloating about their victories that piled up, one after the other, but confident in their performance. The LNI language bowl over 59 registered teams from reservation communities, spanning 5 states. They took second place and made us all proud. More than that, they showed us that our hard work as educators in indigenous language revitalization is starting to manifest in the next generation.

In February, we invited community members to review our upper elementary and middle school science researchers' projects at our Annual Science Fair. Four of the projects progressed to the Regional Science Fair for further sharing, growth and acknowledgement of their findings. Many of the student projects at Bdote included elements of culture or a traditional sense of environmental stewardship to care for Mother Earth.

At the end of February, one of our middle school students had his History Day project receive Honorable Mention at the State History Day Competition. His project was a very personal one, through which he learned and documented the story of his uncle's experience in the Korean War. This student has a new hero in his life and shared the commitment of his uncle's service. The student has a great sense of pride for his uncle as an "Ogichidaa," which is Ojibwe for being a "Warrior or a Veteran," and we appreciate him for sharing his uncle's story.

On March 7, Bdote hosted its 1st Annual Dakota lapi Akiciyapihca Language Bowl. Students and adults participated in this community event. Teams of Bdote children from first through eighth grade, three other youth teams including one with high school students, and a handful of spirited adult teams shared their skills in the friendly competition. The event was filled with a deep sense of community, commitment to the language, and was a full day of smiles and laughter. The language bowl took place the week prior to the end of the winter quarter and was the last event community celebration and social event that the school hosted before the acknowledgement of the pandemic.

March 12, 2020 was the final day of the winter quarter at Bdote and students were to begin Intersession activities on the 16th. As the



global pandemic was being recognized for its severity, Bdote made changes to our plans to ensure the safety of our children, staff and community. In an abundance of caution, Bdote canceled Intersession for Monday and Tuesday, March 16 and 17. On March 18 schools in Minnesota were closed by order of the Governor. Bdote then began preparations for distance learning that began on April 6, 2020, following our school calendar as approved.



At the end of May, George Floyd's life was taken while in subdued by police. The school is just a few blocks from the Minneapolis Police Department's 3rd Precinct and the site of horrific riotous activity following the murder of George Floyd. The vast majority of Bdote's student population reside here in South Minneapolis, with over 50% of our students identified as homeless or highly mobile, and 87% of our students qualify for Free or Reduced Price Lunches. The combination of stresses associated with the pandemic, community unrest and home challenges have created an environment for our students that requires a grounding in identity bolstered by a tremendous persistence and resilience. It has been our intention for these young people to continue being supported. We provided this support through caring relationships that Bdote staff have carefully cultivated and our children benefit from the resources the school is able provide. These resources are delivered in partnership with the family, to support our students as they persevere, learn and continue to grow during these difficult times

For the Bdote Learning Center, the challenges associated with the pandemic and the abrupt transition distance Learning were met with positivity and a "can-do" attitude. Not only did our staff respond with nimbleness and ingenuity as we transitioned our students to technology-based distance learning, but we met the added challenge of creating opportunities that enabled our students to continue with the promised commitment to indigenous language immersion. Families' access to and experience with technology was quite varied, and our technology staff made sure that each student had both a device and wireless connectivity. The school dispensed every mobile device from the school and now needs additional devices as back-ups, but we are happy to say that each child was able to log into their digital classroom and maintained a connection with their classmates and their teachers. As we progress through these challenges, we have had our successes and our failures. Throughout the process, we were "riding the bicycle" while assembling it and making adjustments with creativity and alacrity. With the implementation of these sweeping changes and our new learning, the classroom will never be the same again.

As we completed the 2019-20 school year in our new Distance Learning environment, we were successful in connecting with and retaining the enrollment of each of our 108 students. Over the summer, Bdote continued outreach to our families by making weekly socially distanced breakfast and lunch deliveries to the homes of the students. In some cases, Bdote delivery staff and the smiling eyes above their masks were the only visitors that our students were allowed to have. In closing, we are pleased to share that, to date, we have not had any of our Bdote students test positive for the COVID-19 virus. Again, we share our most heartfelt sympathies for all who have suffered and lost loved ones. We remain strong in the face of these obstacles and are confident that we will persevere and continue developing the next generation of language speakers with the educational skills to succeed in this ever-changing world.

Improving Student Achievement

As we continue our work to build strong learners through place and culturally-based educational foundations, we have been excited to see the beginnings of progress in student performance that reflect a trajectory that will move our students into positions that will also help them to excel in their educational future. Our fall to fall FastBridge test scores from SY2018-19 to SY2019-20 give a promising snapshot of student academic progress. During this 12-month timeframe, our continuously enrolled students showed National Percentile Rank improvements in mathematics on average of 9.8 percentile points, and in reading showed increases averaging 12.5 points. When we couple this growth with the strength and confidence our young people are developing in self-identity through cultural programming, Bdote students are indeed looking at bright futures with possibilities that will help them to realize their fullest potential. The momentum associated with these promising results was not able to be measured for the remainder of the 2019-20 school year, but it is our hope that we can return to measure this success as soon as we can return to in-person programming.

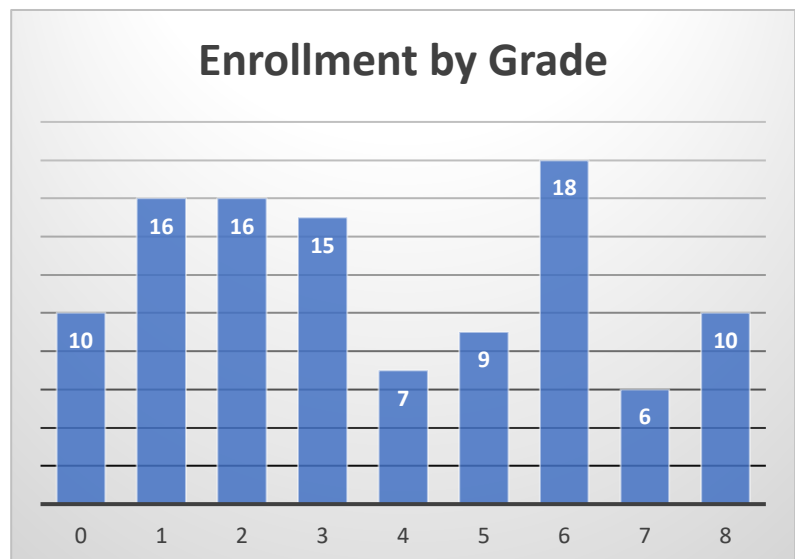
Students

Enrollment

Bdote's enrollment for the 2019-20 fluctuated slightly throughout the year, as is typical. The impact of COVID-19 on enrollment through quarantine and the end of the school year was minimal. The numbers below reflect the enrollment numbers at the end of the 2019-20 School Year.

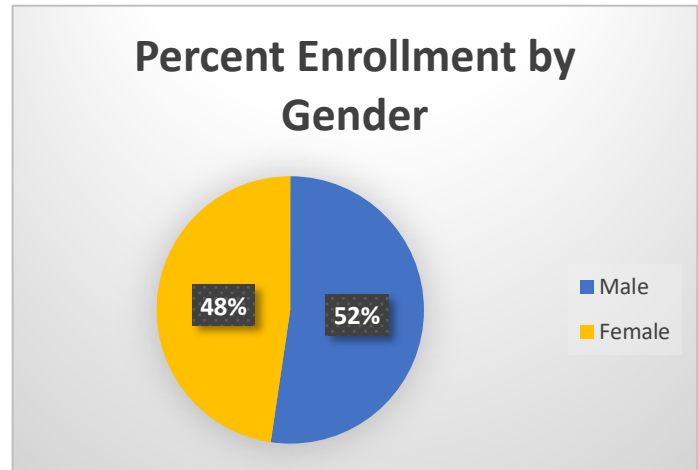
Enrollment by Grade

Grade	Enrollment by Grade
0	10
1	16
2	16
3	15
4	7
5	9
6	18
7	6
8	10
Total	107



Enrollment by Gender

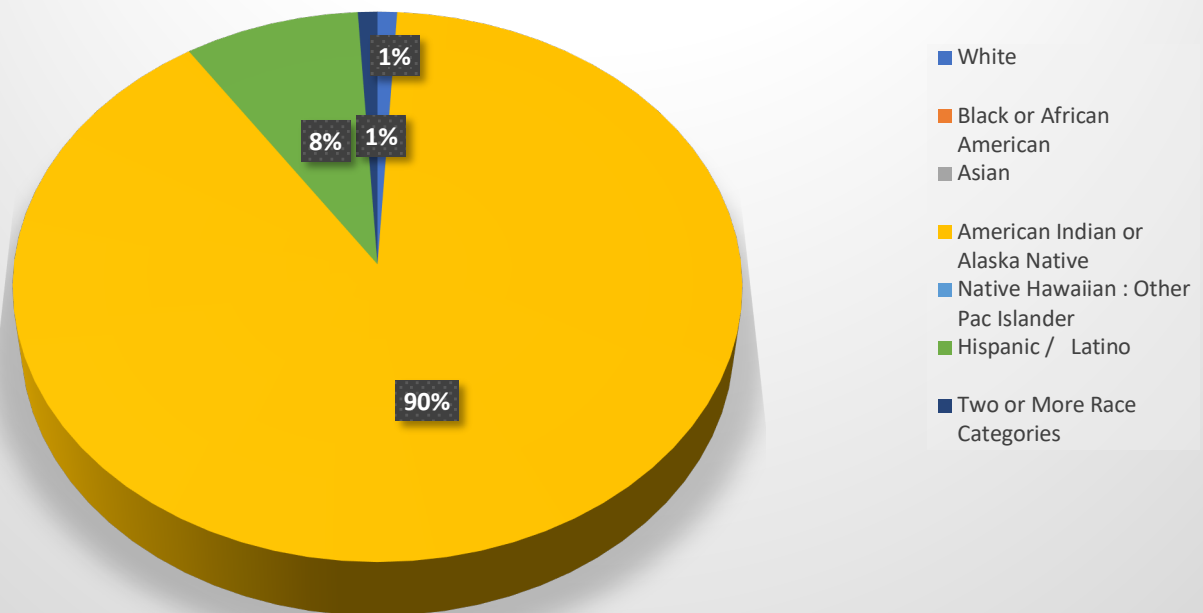
Grade	Male	Female
0	3	7
1	8	8
2	11	5
3	9	6
4	2	5
5	4	5
6	13	5
7	2	4
8	4	6
Total	56	51
Percentage	52%	48%



Enrollment by Ethnicity

Grade	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian: Other Pacific Islander	Hispanic / Latino	Two or More Race Categories	Unspecified
0	0	0	0	10	0	0	0	0
1	0	0	0	16	0	0	0	0
2	1	0	0	15	0	0	0	0
3	0	0	0	13	0	2	0	0
4	0	0	0	6	0	1	0	0
5	0	0	0	9	0	0	0	0
6	0	0	0	13	0	4	1	0
7	0	0	0	6	0	0	0	0
8	0	0	0	8	0	2	0	0
Total	1	0	0	96	0	9	1	0

Percent of Enrollment By Ethnicity



School's Instructional Philosophy and Focus

At Bdote, all learning activities draw on the history, culture, languages, knowledge, values, and contributions of American Indian people of this region. A Place-Based Language Immersion Education model provides the best context for the school. In this model, students are immersed in rigorous, active and interdisciplinary projects often involving learning outside of school walls. Curriculum content is tied to the geographical surroundings of the school, the local history, landscape, ecology, Native languages and cultures as well as the needs, concerns and aspirations of the present-day community and the families served. All learning is connected to the richness and complexity of the students' own place in the world.

By utilizing a place-based language immersion model, the Bdote Learning Center will improve student achievement. One of Bdote's primary goals is to address the achievement gap left by mainstream public schools. The first American Indian school in the United States opened in 1611 preceding the birth of this nation and yet in 2010, Minneapolis Public Schools 4 year graduation rate for American Indian students was 20.27%. Non-Indians have had over 400 years to create educational institutions that succeed in educating American Indian children, but have failed. For many years success was not the goal in these schools but rather assimilation or "cognitive imperialism" which denies people their cultural integrity by maintaining the legitimacy of only one language, one culture and one frame of reference (Battiste, 2000). Bdote embraces the cultures of the Dakota and Ojibwe people and is providing an educational environment that is responsive to the needs of our students.

Immersion Curriculum

Many of the years leading up to the opening of Bdote were dedicated to figuring out how a school could educate students without materials written in the language of the classroom. Through the dedication of many people, lesson plans and materials in both Ojibwe and Dakota have been created and, now, taught. While this will be a continual challenge, there is now a solid foundation from which to strengthen the educational practices within the school.

2019-2020 was the final year of Bdote's Middle School Curriculum Project, a federal grant through the Administration for Native Americans. This funding allowed curriculum at the middle school level to be translated or developed and streamlined. This curricular elements will be incorporated into Bdote's classrooms in the 2020-21 school year as a pilot, as these elements have been successfully implemented, they will be shared with the broader language immersion and Indian education communities across Turtle Island and around the world.

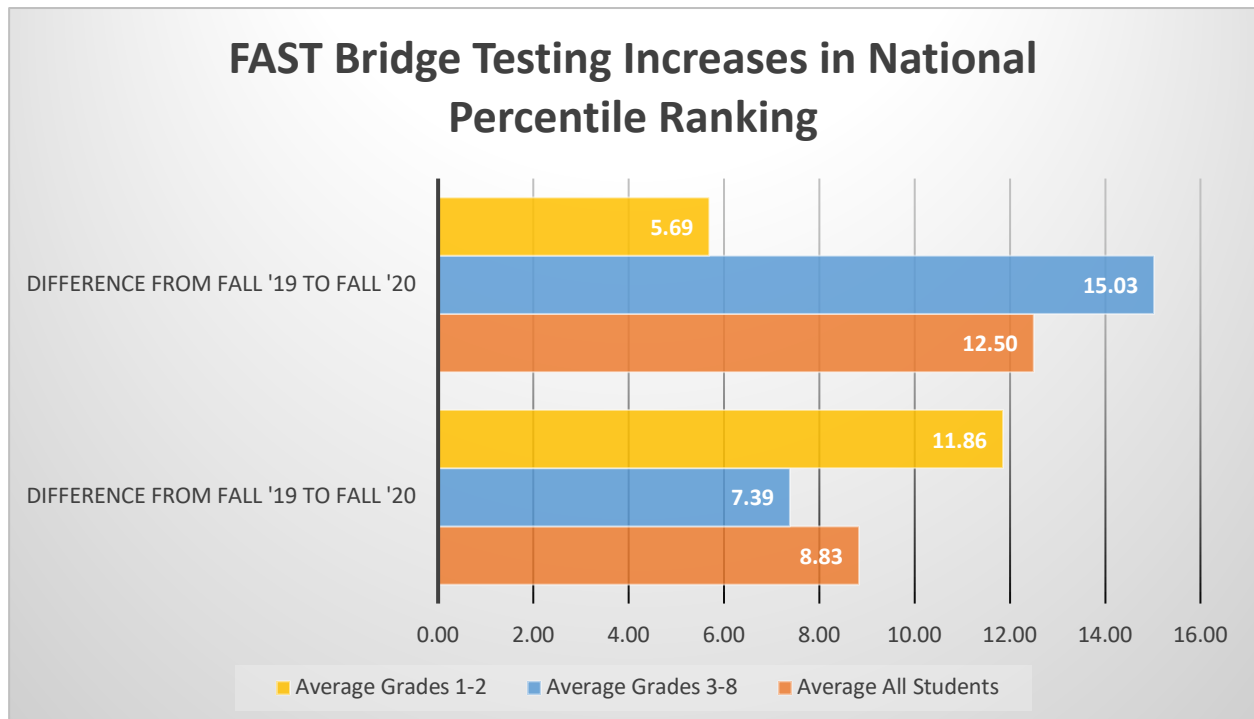
Q Comp

Quality Compensation (Q Comp) was enacted in the Minnesota Legislature in July of 2015. This voluntary program allows schools to work on their own advancement options, professional development, evaluation, and alternative salary schedule. 2019-2020 was the third year Bdote was a Q Comp site. Adrian Liberty continued his work as Teacher Coach working with Bdote immersion teachers on improving their instructional practices. In addition to this support, weekly Professional Learning Community meetings took place on Tuesdays from 4-5 PM. These sessions were led by Beth Brown and Veronica Peterson-Briggs. These two different PLCs took place—one for Dakota teachers and one for Ojibwe teachers. Teachers worked on improving instruction as well as immersion techniques. Our school-wide goal was that 60% of students would meet their ILP goals. Teachers set, pursued and met individually set professional goals as they progressed through the year. In March, with quarantine, the beginning of distance learning and subsequently the riots in South Minneapolis, we were unable to review ILPs with each of the students, but will continue this practice as we establish our "New Normal." Through the end of the year, staff PLCs continued to meet via Zoom and worked on aligning the assessment of state standards in each of the languages focusing on math standards and indigenous language vocabulary that will scaffold throughout the school program.

Academic Performance

As we continue our work to build strong learners through place and culturally-based educational foundations, we have been excited to see the beginnings of progress in student performance that reflect a trajectory that will move our students into positions that will also help them to excel in their educational future. Our fall to fall FastBridge test scores from SY2018-19 to SY2019-20 give a promising snapshot of student academic progress. During this 12-month timeframe, our continuously enrolled students showed National Percentile Rank improvements in mathematics on average of 9.8 percentile points, and in reading showed increases averaging 12.5 points. When we couple this growth with the strength and confidence our young people are developing in self-identity through cultural programming, Bdote students are indeed looking at bright futures with possibilities that will help them to realize their fullest potential. The momentum associated with these promising results was not able to be measured for the remainder of the 2019-20 school year, but it is our hope that we can return to measure this success as soon as we can return to in-person programming.

FAST Bridge Testing	Difference from Fall '19 to Fall '20	Difference from Fall '19 to Fall '20
Average Grades 3-8	7.39	15.03
Average Grades 1-2	11.86	5.69
Average All Students	8.83	12.50



Overview of Each of the World's Best Work Force Goals

1) All children are ready to start kindergarten.

Bdote does not provide any pre-Kindergarten services. However, Bdote has a partnership with the preschool immersion program Wicoie Nandagikendan to provide a clear pathway for indigenous immersion students in Minneapolis.

2) All third-graders can read at grade level.

Almost all families opted their students out of the MCA-III tests in 2018-19. Families expressed their sense of unfairness that their children were being set up for failure when they were asked to take a test in English while that was not the language of their daily instruction. So soon after students started being taught in English and that the tests are western based and designed to keep our kids down.

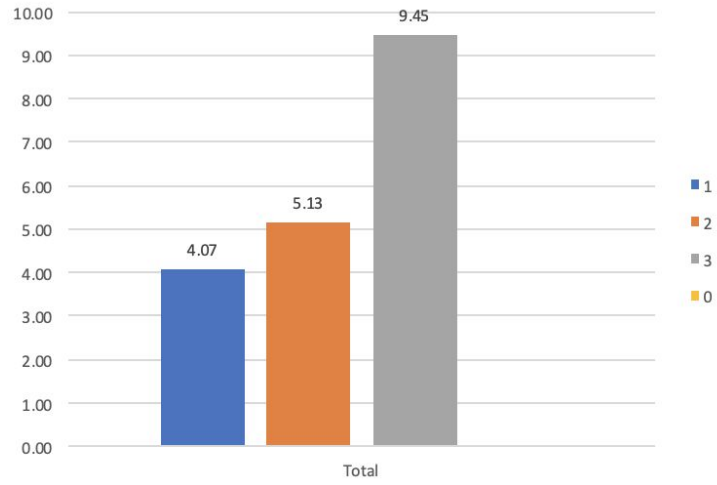
In response to this concern, beginning in the 2019-20 school year, Bdote began assessing our third graders in reading in their language of instruction. The testing for this was done in the first quarter of the year with the intention of a follow-up in the spring to show growth to reach or exceed the standard. Unfortunately, we were unable to conduct the spring tests. Fall results, utilized an average of 70% or above in aggregate percentage of Accuracy and Prosody as the standard for achievement at or above the 3rd Grade Reading Level in Dakota Language. For Ojibwe third graders, Accuracy was used as the sole indicator of achievement with 70% accuracy recognized as the 3rd Grade standard for Reading. 2019-20 was the pilot year and we look forward to seeing the proficiency levels improve as we continue.

Language	Grade Level	Accuracy	Prosody	Aggregate Percentage	Percent Achieving Standard
Ojibwe Average	3	30.4		30.4	0%
Language	Grade Level	Accuracy	Prosody	Aggregate Percentage	
Dakota Average	3	86.4	60.7	73.6	57%
Percent Achieving Standard (both Languages)					36.4%

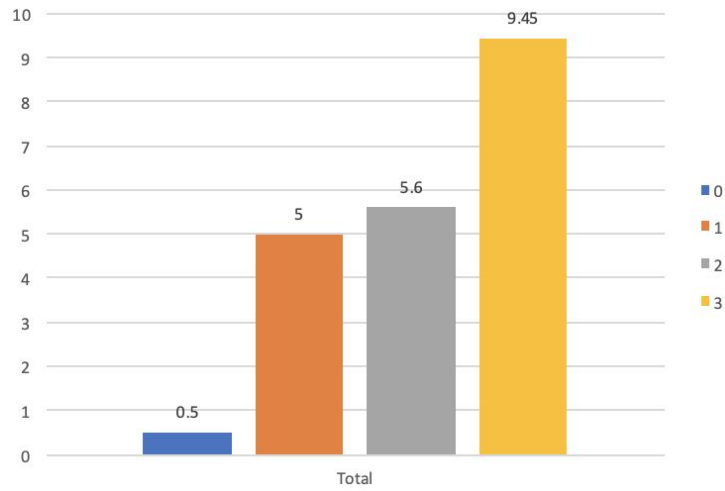
*At or Above 3rd Grade Reading Level was counted as 70% or above in the aggregate percentage.

Students were also evaluated in both BICS (basic interpersonal communicative skills) and CALP (cognitive academic language proficiency). Each of these concepts play a role in the language development process. The first, BICS focuses on social language acquisition skills, and the other CALP addresses academic language acquisition. An analysis of these evaluations for both the Ojibwe and the Dakota cohorts follow. The students were grouped by grade and their number of years of immersion instruction

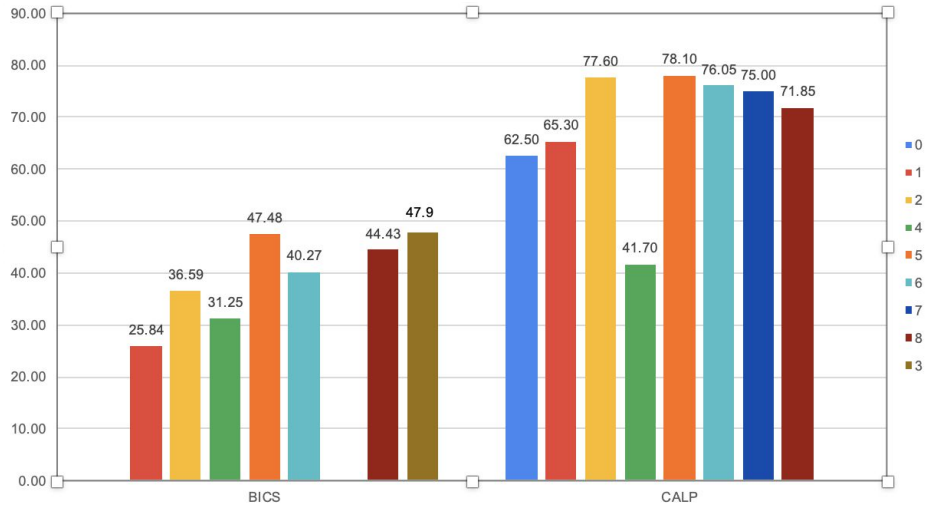
Ojibwe BIC/CALP/BE Score Averages by Grade
Administered Fall 2019



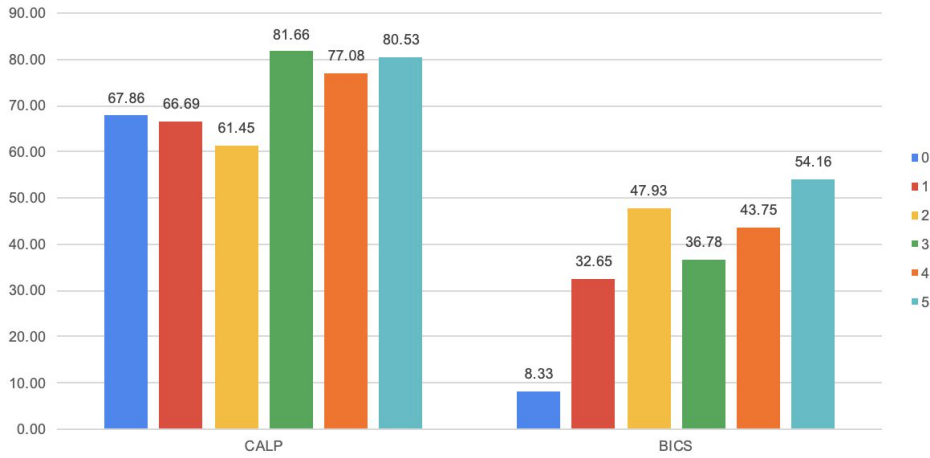
Ojibwe BIC/CALP/BE Score Averages by Years in Immersion
Administered Fall 2019



Dakota BICS & CALP Score Averages by Grade
Administered Fall 2019 & Winter 2020



Dakota BICS & CALP Score Averages by Years in Immersion
Administered Fall 2019 & Winter 2020



3) All achievement gaps between students are closed.

25% of students in grades 3-7 were at grade level in English reading and 22% in English math in 2018-2019 as measured by the FAST assessments. The goal of 25% in reading and 20% in math were both met. In the fall of 2019 (we measure fall to fall and not fall to spring) the goal was surpassed in double digits for both reading and math.

There is not a proficiency gap at Bdote. By raising up our Native students' test scores we will help eliminate the state achievement gap. We expect to continue to see lagging test scores in English for our students until they catch up to their "English Only" peers in middle school.

4) All students are ready for career and/or postsecondary education.

Bdote does not have any high school students or alumni. Our goal for 2018-2019 was to take the middle school students on college visits and work on post-secondary plans. They went to visit the University of Minnesota, Dunwoody, and MCTC and worked with college student mentors from the University of Minnesota on a variety of science projects. We believe that the foundations and the sense of self that Bdote students develop through their years with us will serve them well as they matriculate with pride in who they are and the self-efficacy that will allow them to utilize their skills to the fullest.

5) All students graduate from high school.

Bdote does not have any high school students in our program. In Spring of 2020, the first class of Bdote 8th graders graduated and to begin their high school programs in the fall of 2020. We will continue to follow and support our former students as they progress through their high school programs and beyond.



Board of Directors

Name	Position	Term Expires
Autumn Dillie	Co-Chair	10/30/2021
Graham Hartley	Treasurer	10/30/2020
Jenn Hall	Co-Chair	10/30/2021
Michele Fluhr Fraser	Secretary	10/30/2020
Joseph Rice	Member	10/30/2020
Louise Matson	Member	10/30/2021
Mary Hermes	Member	10/30/2022
Kat Antony-Wigle	Member	10/30/2022
Pamela Gokey	Member	10/30/2022

Administration

Name	Position	Returned for SY 2020-21	Years at Bdote as of June 2020
Cindy Ward-Thompson, EdD	Director	Yes	5.5



MN ASSOCIATION OF
CHARTER SCHOOLS

2020 Charter Leadership Award Winner - Cindy Ward-Thompson

As one of the school founders, Cindy was instrumental in establishing a dual Native American language immersion program to fulfill a need for language and culture restoration and engage Native students who were being lost in other schools not reflecting their identities. During her 6-year tenure, Cindy has launched a "Grow Your Own" program designed to bring community language and cultural keepers to pursue a teaching career. Cindy has been an active participant in the Tribal Education Consortium, as well as local and national American Indian Education organizations. All of her work has been towards creating an environment for students to know their culture and to grow and achieve their potential. As her Board says, "When we couple this growth with the strength and confidence they are developing in self-identity through cultural programming, Bdote students are indeed looking at bright futures filled with possibilities that will help them to realize their fullest potential."

<https://www.mncharterschools.org/media/articles-detail.php?ID=7738>



Staff

For the 2019-20 School Year, the Bdote Learning Center grew to a total of 42 staff and over two-thirds of Bdote staff identify as Native American.

Name	Position	Returned for SY 2020-21	Years at Bdote as of June 2020
Iva Bunker	Operations Manager	Yes	6
Emily Schwarting	Operations Assistant	Yes	3.5
Beth Brown	Dakota K-2 Teacher	Yes	6
Jarydd Boston	Dakota 3-4 Teacher	Yes	6
Dustin Peyton	Dakota SpEd Paraprofessional	Yes	2
Monica Briggs	Ojibwe K-1 Teacher	Yes	5
JayColette Herald-Gordon	Ojibwe 4-6 Teacher	Yes	5
Veronica Peterson-Briggs	Ojibwe 2/3 Teacher	Yes	4.5
Liz Cates	Project Director	Yes	6
Michele Fluhr-Fraser	Special Education Teacher	Yes	5
Caley Pieper	SpEd Paraprofessional	Yes	3.5
Elisa Waukazo	Technology Support Specialist	Yes	4.5
Laura Potter	Reading Coach	Yes	5
Elizabeth Sullivan	Social Worker	Yes	3
Anastasia Pinney-Valtierra	ADSIS Dean of Students	Yes	4
Julie Kunze	SpEd Paraprofessional	Yes	2.5
Korissa Howes	Curriculum Coordinator	Yes	2
Irene Zamora	American Ind Liaison/SpEd Teacher	Yes	2
Tony Frank	SpEd Paraprofessional	Yes	2
Victoria Morris	Art / ADSIS / Math Specialist	Yes	3
Hinhan Loudhawk	SpEd Paraprofessional	Yes	2
Katie Vigness	Special Education Teacher	Yes	3
Dennis Gilbert	Special Education Paraprofessional	Yes	2
Bill Kunze	Lunch Assistant	No	2
Carlie Anderson	SpEd Paraprofessional	Yes	2
Kate Stemper	SpEd Paraprofessional	Yes	2
Barry Hand	Dakota Language Teacher	Yes	2
Grayson Pangburn	P E Teacher	Yes	3
Kyle Duesler	Middle School Teacher	Yes	1
Sue Bobollink	SpEd / ADSIS	Yes	1
Miskwa Mukwa Desjarlait	SpEd Paraprofessional	Yes	1
Shania Thompson	SpEd Paraprofessional	Yes	1
Kashina Danielson	SpEd Paraprofessional	Yes	1
Kelsey Henry	Middle School Language Arts	Yes	1
Caley Pieper	SpEd Paraprofessional	Yes	1
Joe Mousseau	SpEd Paraprofessional	Yes	1
Carol Charging Thunder	Dakota K-1 Teacher	Yes	1
Josh Doane	Dakota K-1 Teacher	Yes	1
LeRoy Brown	Custodian	Yes	1
Kristopher Winkelman	SpEd Paraprofessional	Yes	.5
Graham Hartley	Grant Coach / TOSA	Yes	.5

Finances and Financial Performance: (SY 2019-20 Audit)

**Statement of Revenues,
Expenditures, and Changes in Fund
Balances - Governmental Funds
Year Ended June 30, 2020**

Revenues	General	Food Service	Governmental Funds
Other local revenues	\$ 465,012	\$ -	\$ 465,012
Revenue from state sources	2,670,407	1,407	2,671,814
Revenue from federal sources	652,390	125,255	777,645
Sales and other conversion of assets	6,194	71	6,265
Interest earnings	217	-	217
Total revenues	3,794,220	126,733	3,920,953
Expenditures			
Current			
Administration	121,039	-	121,039
School support services	382,695	-	382,695
Elementary and secondary regular instruction	1,012,157	-	1,012,157
Special education instruction	1,222,227	-	1,222,227
Instructional support services	115,428	-	115,428
Pupil support services	344,622	-	344,622
Sites and buildings	258,407	-	258,407
Fiscal and other fixed cost programs	12,885	-	12,885
Food service	-	126,044	126,044
Capital outlay			
School support services	30,284	-	30,284
Elementary and secondary regular instruction	9,735	-	9,735
Sites and buildings	61,032	-	61,032
Total expenditures	3,570,511	126,044	3,696,555
 Excess of revenues over expenditures	 223,709	 689	 224,398
 Other financing sources (uses)			
Transfers in	-	14,262	14,262
Transfers out	(14,262)	-	(14,262)
Total other financing sources (uses)	(14,262)	14,262	-
 Net change in fund balances	 209,447	 14,951	 224,398
 Fund Balances			
Beginning of year	(45,770)	(14,262)	(60,032)
 End of year	 \$ 163,677	 \$ 689	 \$ 164,366

In 2019-2020, General Fund revenues exceeded General Fund expenditures and other financing sources by \$209,447, increasing the fund balance to a positive \$163,677.

Contact Information

School Information

School Name	Bdote Learning Center
Address	3216 E 29th Street
	Minneapolis, MN 55406
Name of Director	Cindy Ward-Thompson, EdD
Phone Number	(612) 729-9266
Website	www.bdote.org
Grades Served	K-8

Student Count

Number of Students	(Oct. 1 count)
2013-2014	Not Open
2014-2015	59
2015-2016	61
2016-2017	77
2017-2018	82
2018-2019	101
2019-2020	108

Authorizer Information

Year school charter was granted	2013
Authorizer	Innovative Quality Schools
Authorizer contact information	PO Box 40219
	St Paul MN 55104
Phone Number	651-234-0900
Website	www.iqsmn.org

Addendum 1: Tenets

Bdote's educational philosophy is rooted in the mission and guided by the following tenets.

The Bdote Learning Center:

1. models and demonstrates the link between a strong cultural identity and academic success. We accomplish this by hiring American Indian professionals as staff and by teaching our children about past and current American Indians leaders.
2. reclaims our legacy of being caretakers of Bdote as well as the community surrounding Bdote. We accomplish this by incorporating place-based learning at our school.
3. holds the belief that children learn in different ways and that all children can succeed if given sufficient time and support. We accomplish this by developing an individualized learning plan (ILP) for all our students.
4. utilizes curriculum and instructional practices that have been proven through practice and research to be effective in the education of American Indian/Indigenous students. We accomplish this by implementing an academically rigorous curriculum incorporating place-based, experiential lessons delivered in our indigenous languages. These three components have proven to close the achievement gap for indigenous people across the globe.
5. demonstrates that all academic disciplines are important, and shows the connection between disciplines and the relevance of those disciplines have to the world today. We accomplish this with interdisciplinary projects as part of the curriculum.
6. selects faculty and staff who are best suited to the environment, mission and pedagogy of the school. This includes selecting teachers who are willing to make a commitment to work year round, remain at the school, and have a track record of success in promoting high standards in the education of American Indian and other students. We accomplish this by working with EdVisions Cooperative to help us develop best practices in hiring the teachers we need.
7. sets priorities for professional development and other resource investments that will help the team implement and improve the selected model with fidelity, over time, without interruption. We accomplish this by working with the University of Minnesota, MIGIZI, EdVisions Cooperative and our Elders to create professional development and learning opportunities for our staff.
8. sees parents, extended family, and school staff as a child's role models, and school as an integral part of its community, and it prepares students to interact during their lifetime in their local, national, and international communities. We accomplish this by incorporating service learning in our program.
9. repairs lost trust among the students and families served, by showing that a school can respond quickly to students and community needs. We accomplish this by creating a student congress and parent council.
10. works with community partners who have a proven track record of meeting the needs of the American Indian students and families. Bdote leadership will be involved with Phillips Indian Educators, a group of educators and community-based agency staff with a proven track record of collaboration.
11. sets (and adjusts) its own periods of the day, days of the week and yearly calendar to respond to cultural, academic, programmatic and family needs. We accomplish this by working with families and Elders to create a balanced year round program.

Acknowledgements:

The 2019-20 school year would not have been possible without the commitments of so many. As we close our Annual Report, we want to express our appreciation for their contributions to the learning and well-being of our children.

Bdote Staff – Your caring approach, professionalism and creativity to provide each of our students with a positive learning experience throughout the school year, into a global pandemic, and through the frighteningly violent events following the murder of George Floyd, you have been there for our children. We thank you.

Bdote Parents/Guardians/Primary Care Givers – Your love and commitment to your children have been there all along, but we wish to share our appreciation for your on-going commitment to language revitalization and the important role that you have played in supporting each of your children's education through the unexpected event of Distance Learning. We have found a new level of partnership in our Bdote Families and are grateful for your willingness, time, patience and effort in helping us educate your children.

Individual Contributors – You have given of your time and/or your treasure to support Bdote in pursuit of our mission. Your gifts and volunteerism have helped us through what has indeed been a challenging time. Further challenges lay ahead. We will continue to need your support but want you to know how much we appreciate you for your generous contributions.

Other Funders – Bdote has also benefitted from grants, gifts and other contributions from the following governmental agencies, foundations and corporations. We share with each of these entities, whose staff have reviewed, discussed and approved our programs and plans, our gratitude.

- US Department of Health and Human Services – Administration for Native Americans
- MN Department of Education – CDF CARES Act
- Minnesota Indian Affairs Council
- The Bell Museum
- Hennepin County Library
- Shakopee Mdewakanton Sioux Community Business Council
- Yellow Chair Foundation
- NoVo Foundation
- McKnight Foundation
- Bush Foundation
- Headwaters Foundation for Justice
- First Nations Development Institute
- Teammates for Kids Foundation
- Minnesota Vikings

Pidamaya and Miigwetch for your work in partnership.