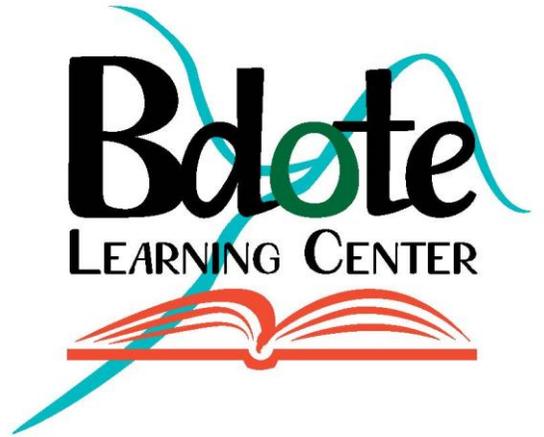




Annual Report 2015-16



OUR SECOND YEAR

**ANNUAL REPORT ON CURRICULUM,
INSTRUCTION, STUDENT
ACHEIVEMENT, AND STAFF
DEVELOPMENT**

**3216 E 29TH ST
MINNEAPOLIS MN, 55406
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Table of Contents

Overview of the 2015-16 School Year.....	2
Mission	2
Overview of the school	2
Vision	2
Improve Student Achievement	2
Increase Learning Opportunities	2
Highlights of 2015-16	3
Students	4
Enrollment	5
Enrollment: Future Plans	6
Program.....	7
School’s instructional philosophy and focus	7
Academic Performance	7
Overview of WBWF	7
Current goals	9
Immersion Curriculum	9
Management and Board	10
Board of Directors	11
Staff.....	12
Finances	14
Financial Performance	14
Contact Information.....	14
School	15
Authorizer	15
Addendum 1: Tenets	16

Mission

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

Overview of the school

At Bdote, all learning activities draw on the history, culture, languages, knowledge, values, needs 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 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.

Vision

Improve Student Achievement

The Bdote Learning Center will improve student achievement through:

- a belief that all children can learn and that staff will do whatever it takes for students to achieve.
- a year round learning experience that creates more frequent but shorter break times better ensuring student retention of knowledge and academic skills.
- intercession classes during break times for remediation and enrichment that offers small class sizes and better student/teacher ratios.
- project-based, problem solving and critical inquiry learning that puts more responsibility for learning in the hands of students and creates greater collaboration among students, teachers, family and community members developing pro-active citizens.
- multi-age classrooms to create continuous learning, deeper relationships, differentiated instruction and a focus on the whole child.
- alignment of the curriculum and instruction with MN State Standards.
- the utilization of the Growth Model to interpret MCA, MTAS and ACTFL data and set goals to improve student achievement.

Increase Learning Opportunities

The Bdote Learning Center increases learning opportunities for pupils through:

- a rigorous language immersion experience
- place-based education that fosters learning in and with community, working together to solve problems important to the community, and helping students experience the relevance learning has

Bdote

The Meaning

The junction of the Mississippi and Minnesota Rivers--known to the Dakota as Bdote--is a place of major social, cultural, and historical significance to all people inhabiting the region...It is a place of cultural importance to many Dakota people as a site of creation, as well as a historical gathering place.¹

to their daily lives.

- partnerships with the Division of Indian Work (DIW) in Minneapolis, MIGIZI Communications, the University of Minnesota, Dream of Wild Health, AISES (American Indian Science and Engineering Society), Sheridan Story, Minnesota Indian Women's Resource Center, the University YMCA, the Science Museum of Minnesota, Twin Cities Lacrosse, InterCity Tennis, the Minnesota Historical Society, and others.
- optional intersession activities provided by licensed educators in the areas of art, nutrition, science, reading, culture, and physical activity.

Highlights of 2015-16

Bdote was founded on the basis of eleven tenets (Addendum 1: Tenets). During the 2015-16 school year, these tenets were evidenced in practice.

Language

- *Bdote 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.*

Students are learning their languages. Observations at the end of the year noted that 80-90%% of the teacher talking time was in either Ojibwe or Dakota. Additionally, students were recognizing and responding to the language. The majority of students began school without any knowledge of either Ojibwe or Dakota.

Place-based Learning

- *Bdote 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.*

In addition to students learning in the classroom about the local history and experiences of the Ojibwe and Dakota people, the students got out to experience learning on location. Students visited Bdote and other sites of cultural significance with Ojibwe and Dakota elders to learn the stories of the land.

In early spring, the students ventured to Sugar Bush to learn the skills of tapping trees to make maple syrup and learned how maple syrup played a versatile role in food preparation. In the fall students explored ricing and mapping our community.

Community Connections

- *Bdote 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.*

Bdote worked very hard to establish and nurture partnerships with a broad-base of community partners with a goal of expanding and enriching educational opportunities for Bdote students. A total of 15 community partners, including a variety of groups such as InnerCity Tennis, Science Museum of Minnesota, and Dream of Wild Health, volunteered hundreds of hours to offer activities to students during the regular school day or during quarterly intersessions.

Elders from the community joined Bdote students to share their skills and experiences as part of the Dakota and Ojibwe tribes. Elders came to the school to teach students how to make and play drums and taught songs in both Ojibwe and Dakota. Bdote now has a drum and the children continue to learn to sing. The students made hand drums for each of the classrooms and they are used frequently in teaching songs.

Parent Engagement:

- *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.*
- *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.*

Bdote's first school year included several events to regularly engage families and community members in the life of the school. Bdote hosted three open houses, a winter storytelling event, an Indian Month celebration, and several mini-powwows. Parents and community members were issued an open invitation to these events that generally included a meal/feast and cultural as well as educational activities. Parents started meeting at regular times and established a standing first Friday of each month as the meeting date. Other committees met on different days and times.

Individualized Learning Goals:

- *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.*

Bdote staff worked diligently to create a new ILP that was completed for every Bdote student. The ILP included test scores, but also language goals, strengths, learning styles, interests, dislikes, and social skills.

Students

Starting Enrollment	55	
Attrition	(17)	31%
New Enrollments	21	
Ending Enrollment	59	

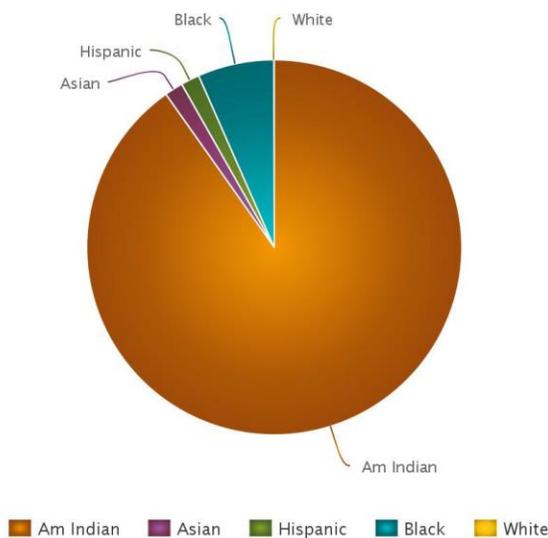
Enrollment

Bdote is an open to all students and recruits across all of south Minneapolis. However, due to the focus on indigenous languages, the school attracted a high percentage of students who identify as American Indian. However, as mentioned previously, while the students connect ethnically, most of the students do not have experience with either the Ojibwe or Dakota languages.

Figure 1: 2015-16 Student Demographics¹

<i>Ethnicity</i>	<i>Count</i>	<i>Percent</i>
<i>American Indian/Alaskan Native</i>	<i>55</i>	<i>90.2%</i>
<i>Asian/Pacific Islander</i>	<i>1</i>	<i>1.6%</i>
<i>Hispanic</i>	<i>1</i>	<i>1.6%</i>
<i>Black, not of Hispanic Origin</i>	<i>4</i>	<i>6.6%</i>
<i>White, not of Hispanic Origin</i>	<i>0</i>	<i>0.0%</i>
<i>All Students</i>	<i>61</i>	<i>100.0%</i>

Figure 2: Enrollment by Ethnicity



¹ Student Data from Bdote Student Information System, may not be the same as MDE October 1 student count

**Figure 5:
2015-16 Student Membership and Attendance**

<i>Average Daily Membership</i>	75%
<i>Habitually Truant</i>	19%
<i>95% attendance</i>	40%

Figure 6: Attendance Goals

Bdote Attendance Goal	2015-16	
	Goal	Actual
Percent of all students attending 90% of the time	50%	58%

Student Demographics – Special Program Populations

- 90.0 % Free and Reduced Lunch
- 7% Special Education
- 0% English Language Learners

Bdote was able to maintain between 55 and 65 students throughout the year. However, 17 students starting at various points in the year meant teachers had many new students starting throughout the year. This was a challenge to both the language immersion program and the culture of the school. Low attendance further challenged the classroom teachers to maintain strong classroom environments. Prior to opening, Bdote set a goal of 50% of students attending school 90% of the time knowing that once the school is established and families feel connected to the school and the culture of the Ojibwe and Dakota, attendance will increase. Nationally, the Indian student attendance rate for 2014-15 was **34%** of students attending 95% or more of time²

Enrollment: Future Plans

Bdote struggled with enrollment during its first year and throughout the second year as well. Adjustments to the planned school growth are as follows. Bdote will add one grade per year according to the following schedule. Third year numbers are looking more promising, though still likely short of the 104 expected.

	K	1	2	3	4	5	6	7	8	Total
FY15	22	15	8	12						57
FY16	14	21	7	6	13					61
FY17	22	22	20	15	15	10				104
FY18	22	22	20	20	15	15	20			134
FY19	25	25	20	20	20	15	20	20		165
FY20	25	25	25	20	20	20	20	20	20	195

In addition to the changes to the growth rate for the school, Bdote continues to be involved in the community and the board and staff continue to fundraise.

² Indian Education, Summative Data Report, October 2014; MPS Research, Evaluation, and Assessment Department

Program

School's instructional philosophy and focus

At Bdote, all learning activities draw on the history, culture, languages, knowledge, values, needs 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 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 work for American Indian children, but have not succeeded. 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 has built an immersion program in the languages of the two tribes native to this land.

Academic Performance**World's Best Work Force Summary:**

- 1) All children are ready to start kindergarten.

Bdote does not provide any pre-Kindergarten services.

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

Figure 7: MCA Testing:

	2014-15		
	Goal	Actual	
Bdote Goal #2 Minimum academic MCA requirements			
Sch-wide MCA Reading- % of students proficient	30%	0.0%	Not Met
Sch-wide MCA Math - % of students proficient	20%	0.0%	Not Met
Bdote Goal #5 Comparison with Mpls district school Anishinabe			

Gr. 3-8 MCA: 10% above in reading and math when Compared with Mpls sites with comparable demographics	10%	Math -10.0% Reading -10.0%	Not Met
Bdote Goal #6 Student performance in comparison with other MN sites			
Gr. 3-8 MCA: 10 % points above in reading and math when Compared with sites in MN with comparable demographics	Same		

During the 2015-16 school year, Bdote had sixteen fourth-grade students and three third graders take the MCA-III tests. 0.0% of these students tested at the proficient level. Although Bdote’s MCA scores look poor, the NWEA MAP scores are starting to show growth. From fall of 2015 to fall of 2016 40% of students made more than one year’s worth of growth in reading and 48% of students made one year’s worth of growth or more in mathematics.

Figure 8: 2016 spring MCA scores for 3rd grade

MCA-III % proficient								
	All Students			American Indian/Alaskan Native				
	Bdote		State	Bdote		Anishinabe	Mpls. Public Schools	State
3rd Grade	# stu			# stu				
Math	19	0.0%	70.9%	14	0.0%	9.1%	19.1%	49.6%
Reading	19	0.0%	58.7%	14	0.0%	9.1%	21.3%	35.0%

Obviously, the numbers of third graders are fairly low at both Bdote and at Anishinabe Academy and the resulting proficiency percentages are significantly impacted by a single student achieving proficiency. Our goal of having a higher percentage of students be proficient than Anishinabe was reached in the 2014-2015 school year, but was not reached in the 2015-2016 school year.

3) All achievement gaps between students are closed.

MCA Testing: as seen in figure 8, the MCA scores do not indicate that the achievement gap is closing.

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

Bdote does not have any high school students or alumni.

5) All students graduate from high school.

Bdote does not have any high school students or alumni.

At the beginning of the 2015-2016 school year a list of needs were identified based on data:

- Only 12.5% of our students were proficient on the 3rd grade Reading and Math MCA. To work on this a reading coach was hired and tier one and two interventions were initiated. Individual Learning Plans (ILPs) were completed for every student with parent, teacher, and student input.
- 92% of our students are below grade level in reading and 95% are below grade level in math based on the start of school NWEA MAP Assessments.
- 19% of our students are habitually truant. Our school success team works with parents on reducing obstacles to getting students to school.
- Only 40% of Bdote's students had attendance of 95% or higher. Bdote planned incentives and worked with families to reduce obstacles standing in the way of getting students to school.
- Six of Bdote's teachers were licensed under community expert provisions. Fourteen days of professional development and coaching by teaching experts helped to support new teachers. Teachers were encouraged and continue to be encouraged to enroll in licensure programs and participate in further staff development.
- Nearly one-third of Bdote students are homeless or highly mobile based on admission data.

Current goals (not addressed above)

Figure 9:

Bdote Goal #1	2015-16	
	Goal	Actual
Are Students learning the skills needed in Kindergarten. % Meeting proficiency on the Mpls End of Year Kindergarten Assess (EKA)	58%	60%
	<i>BKA</i>	<i>EKA</i>
<i>Meets or Exceeds (80%+)</i>	<i>NA</i>	<i>60%</i>

The BKA and the EKA are no longer being used by the Minneapolis Public Schools. Because of this change, Bdote will no longer use the BKA or EKA. Without MPS as a comparison, Bdote will be unable to address this goal as established with the authorizer. Bdote is in discussions with MPS and IQS to establish the best tool for meeting a similar goal.

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 build the rest of the school.

Ojibwe Unit Lessons

- 50 unit lessons in Science for K-1 Grades
- 25 unit lessons in Social Studies for K-1, 2-3 Grades
- 25 unit lessons in Science for 2-3 Grades
- Numerous unit worksheets and instructional materials

Dakota Unit Lessons

- 28 Unit lessons in Art
- 30 Unit Lessons in Music
- 25 Unit lessons in Science for K-1, 2-3
- 25 Unit Lessons in Social Studies for K-1, 2-3
- 100 translations of the literacy series.

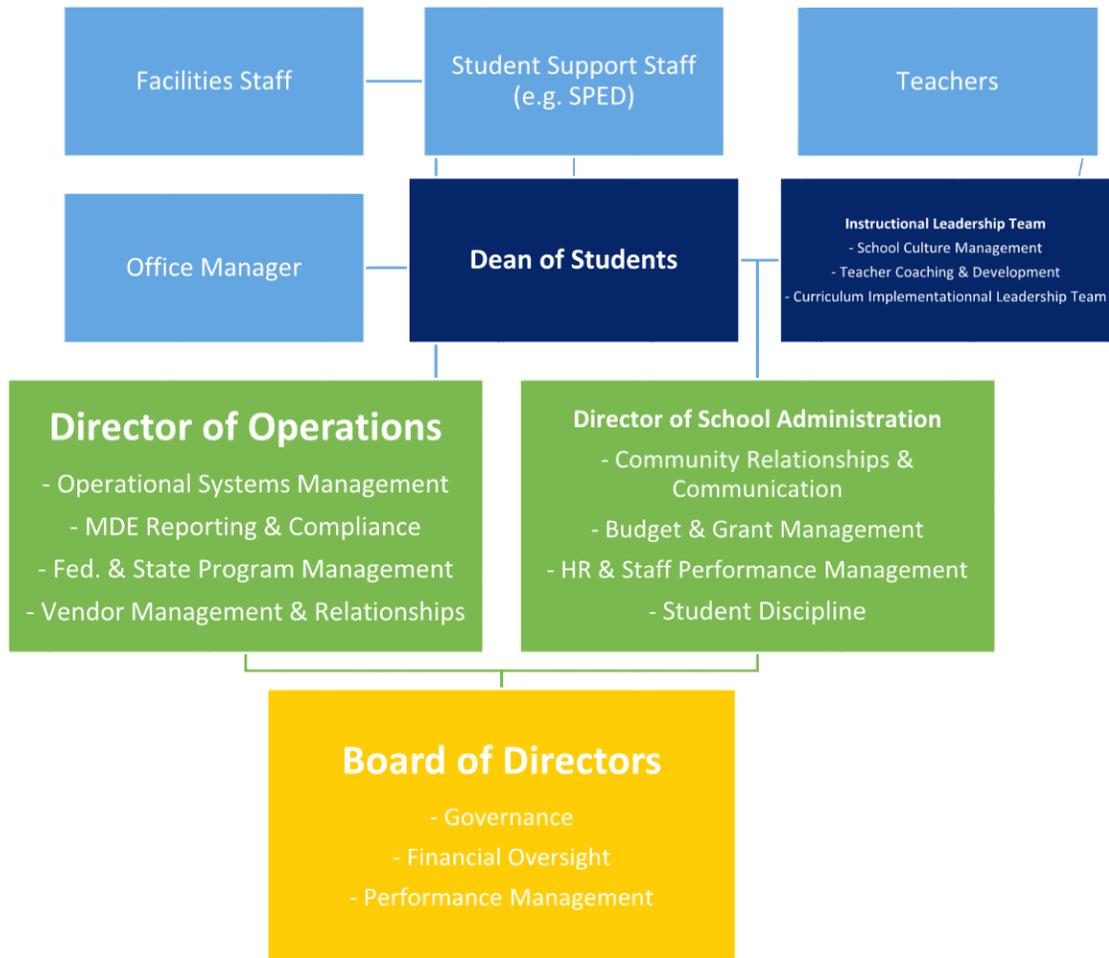
District Advisory Committee, Management and Board

District Advisory Committee:

For the majority of 2015-2016 our small district worked towards establishing a District Advisory Committee. Graham Hartley (Board Treasurer/Community Member) and Beth Brown (Teacher) lead the district advisory committee. The committee is made up of by two or more teachers and/or staff members, four or more parents, at least one community member, and the Director of Administration and Director of Operations. The District Advisory Committee meets for a breakfast meeting at least three times per year to review data and make recommendations to the Bdote school board.

Management

In June 2015, both the Executive Director and the Director of Curriculum ended their roles at Bdote. In August Gina Downwind-Jubera and Adrian Liberty were brought on as half time interim directors. The management became a team instead of one executive director. Angela Christian, formerly the Operations Manager, became an equal part of the leadership team. In November of 2015 Dr. Cindy Ward-Thompson resigned from the Board of Directors. The next month she applied for the Director of Administration position which she accepted in late December and started January 1 of 2016. A leadership structure was established and staff stabilized.



Board of Directors

Name	Position	Term	Term Expires
Louise Matson	Chair	3 years	10/30/2018
Graham Hartley	Treasurer	2 years	10/30/2017
Cindy Ward Thompson	Vice-Chair	3 years	Resigned 11/15
Heather Reynolds	Secretary	1 year	10/30/2016
John Hunter	Vice-Chair	3 years	10/30/2018
Laura Waterman Wittstock	Member	1 year	10/30/2016
Becky Beane	Member	2 years	Resigned 1/16
Tony Scallon	Member	2 years	10/30/2017
Joseph Rice	Member	3 years	10/30/2018
Kate Beane	Member	2 years	10/30/2017
Elaine Salinas	Member	1 year	10/30/2016

Board Member Name	Date seated as Interim School Board	HR Policies & Practices (Booth & Lavauto)	Board Governance (CSP)	Financial Management (SBS)
Elaine Salinas	10/1/2013	1/11/2014	3/1/2014	7/22/2014
Louise Matson	10/1/2013	1/11/2014	3/1/2014	7/22/2014
Graham Hartley	10/1/2013	1/11/2014	3/1/2014	7/22/2014
Heather Reynolds	10/1/2013	1/11/2014	3/1/2014	7/22/2014
Cindy W-T (resigned)	10/1/2013	12/8/14	3/25/2014	7/22/2014
Joseph Rice	10/1/2013	1/11/2014	12/8/14	7/22/2014
Tony Scallon	10/1/2013	<i>Has previously completed all training</i>		
Laura Waterman Wittstock	10/1/2013	1/11/2014	3/1/2014	7/22/2014
Becky Beane (resigned)	10/1/2013	12/8/14	3/25/2014	7/22/2014
John Hunter	11/21/16		2/17/2016	2/19/2016
Kate Beane	3/28/16			4/18/2016

Both Cindy Ward-Thompson and Becky Beane resigned from the board during the 2015-2016 school year.

Staff

Bdote Learning Center began the 2015-2016 with two part-time interim directors until a new Director of Administration and Director of Teaching and Learning were to be hired in December. The instability continued to effect the teachers into the new school year. January 1st of 2016 Dr. Cindy Ward-Thompson started as the Director of Administration. A Director of Teaching and Learning was not hired. In June of 2016 one position was terminated due to lack of funding, but 100% of Bdote staff chose to come back for the 2016-2017 school year.

Figure 10: Staff

Name	Position	Returned for 2016-17 year
Cindy Ward-Thompson	Director of Administration (started 1/1/16)	Yes
Angela Christian	Director of Operations	Yes
Iva Bunker	Administrative Assistant	Yes
Beth Brown	Dakota 1/2 Teacher	Yes
Jarydd Boston	Dakota 3/4 Teacher	Yes
Brenda Cisneros	Dakota Kindergarten Teacher	Yes
Monica Briggs	Ojibwe Kindergarten Teacher	Yes
Liz Collin	Ojibwe 1/2 Teacher	Yes
Alex Schultz	3/4 Teacher (September-December 2015)	N/A
Veronica Briggs	Ojibwe Teacher (starting 1/16)	Yes
Liz Cates	Art & Music Teacher	Yes
Michele Fluhr-Fraser	Special Education Teacher	Yes
Alex Romano	Special Education Paraprofessional	Yes
Kourtnee Baukol	Family Engagement Specialist	No

Elisa Waukazoo	Technology Support Specialist	Yes
Laura Potter	Reading Coach	Yes
Whitney Chase	Dean of Students	Yes

Bdote teachers teach in a new and unique way. Prior to the start of the 2015-16 school year, Bdote leadership provided 10 days of training in teaching methods and this training also occurred over 9 additional days during the school year. In January a grant through MIAC allowed Bdote to have weekly language tables for staff. This evolved into weekly PLC (Professional Learning Community) meetings by language. Some key elements of teaching include:

- Lessons will be taught through Dakota/Ojibwe languages and ways of knowing. Elders and cultural experts are involved in the teaching of students. Oral tradition and storytelling are an integral part of teaching through culture. Culture and language will not be separate lessons or classes but will permeate all curriculum and instruction at Bdote.
- TPR Storytelling is the primary teaching method not only to teach language but also math, reading, science, etc. through Ojibwe and Dakota languages. TPRS lessons use a mixture of reading and storytelling to help students learn language. The method works in three steps: 1) the new vocabulary structures to be learned are taught using a combination of translation, gestures, and personalized questions; 2) those structures are used in a spoken class story; and finally, 3) these same structures are used in a class reading. Throughout these three steps, the teacher uses a number of techniques to help make the target language comprehensible to the students, including careful limiting of vocabulary, constant asking of easy comprehension questions, frequent reinforcement through comprehension checks, and very short grammar explanations known as "pop-up grammar." TPR Storytelling prioritizes the development of fluency over grammatical accuracy.
- Learning is generally interdisciplinary, teaching students to understand the deep connections between all living things.

Staff were trained in the Responsive Classroom approach which emphasizes social, emotional, and academic growth in a strong and safe school community. This practice acknowledges the presence of culturally diverse students and the need for these students to find relevant connections to the subject matter as well as with the tasks teachers asks them to perform. Teachers will recognize the different learning styles of their students and develop instructional approaches that will accommodate these styles³. (Teachers will not only need to be aware and accommodate for the learning styles of the different students, but also for the classroom management of these students. Five components essential to culturally responsive classroom management: 1) recognition of one's own ethnocentrism and biases, 2) knowledge of students' cultural backgrounds, 3) understanding of the broader social, economic, and political context of our educational system, 4) ability and willingness to use culturally appropriate classroom management strategies and 5) commitment to building caring classroom communities.

Staff Evaluation

The annual performance review is conducted for all staff by either the Director of Administration or the Director of Operations (depending on who is reported to). Teachers are evaluated based on at least three observations using the Charlotte Danielson's Framework for Teaching. Bdote chose to apply for Q Comp and utilize a peer coaching method of evaluating and coaching teachers starting in the 2016-2017 school year. One Danielson's Framework domain is chosen every year to be the focus

³ Montgomery, 2001

of the school professional development. The Curriculum Committee, chaired by school board member Kate Beane, evaluates the school curriculum and advises the school on changes that need to be made.

Teachers have 14 days of professional development throughout the school year with seven at the beginning of the school year. The professional development was taught by curriculum experts, mental health experts, and Dakota and Ojibwe cultural experts. All teachers ending 2015-2016 returned in fall of 2016. Bdote’s teacher retention shows that the professional development is improving.

The Director of Administration and Director of Operations are evaluated by the board each spring.

Teacher Licensure:

As an Ojibwe and Dakota immersion school, it is difficult to find licensed qualified teachers. Of Bdote’s nine teachers during the 2015-2016 school year, six were on community expert provisions. Of those six teachers, four are currently in teacher licensure programs that will award K-6 licensure as well as a master’s degree in education. With such a unique model, Bdote has already determined that we will need to develop our own teachers instead of being able to hire already prepared teachers. Bdote continues to work with area universities to enhance the pool of immersion teachers.

Finances

Financial Performance

	FY16—not finalized	FY15	FY14	FY13
Total revenue	1,653,056	1,481,852	235,632	n/a
Expenditures	1,641,748	1,485,738	235,517	n/a
New Income (LOSS)	11,308	(3,771)	115	n/a
Ending Fund Balance	7,537			
Audit findings	Scheduled 10/16	none	none	n/a

Bdote ended the year in the black and with a plan to build the fund balance in future years.

During the 2015-2016 school year Bdote Learning Center received funding from ANA (Administration for Native Americans), Walton Foundation, Graves Family Foundation, Minnesota Indian Affairs Council (MIAC), Minneapolis Foundation, Yellow Chair Foundation, Sauer Family Foundation, Hennepin County School Recycling Grant Program, CSP, and many valued individual contributors.

Contact Information

School

School name:	Bdote Learning Center
Address:	3216 E 29th Street Minneapolis, MN 55406
Name of contact person:	Angela Christian
Phone number:	(612) 729-9266
Website:	http://www.bdotelearningcenter.org
Grades served:	K-4
Number of Students over the past three years: (Oct. 1 count)	2013-2014: Not Open 2014-2015: 65 2015-2016: 81

Authorizer

Year school charter was granted:	2013
Authorizer:	Innovative Quality Schools
Authorizer contact information:	6616 Brittany Road Minneapolis, MN 55435 www.igsmn.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 Communications, 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.