

## NOW: STRENGTHS:

### TRIBAL RESOURCES

- Dual credit programs in High School; we have our own high school.
- Our own Birth to bachelor's degree education.
- Behavioral Health Center
- Transportation services to get children to school, tutoring, etc. are very strong.
- Summer youth work program

### LANGUAGE AND LOCAL TRADITIONS

- Menominee-centric – Menominee language and culture are embedded into the school system from Birth to College.
- Our friends and relatives together; harvesting, language, and traditional crafts.
- Culture Camp.

### TRIBAL SCHOOLS

- More Menominee teachers/
- Montessori – Charter school & more.
- There is an openness within school administration and the community to make changes and improvements to the education system.
- MenominiYou Language revitalization -program independent from the tribe. It is a source for parents of children who are in charter school to learn the language and continue conversational skills at home. It is also available for other individuals outside of the charter school.
- The attendance team intervenes at the right time to reduce the concerns around truancy. (*this group has done work that may be helpful to the SP workshops*)

### COLLABORATIONS

- Schools collaborate well with other community agencies :
  - Menominee Tribal Clinic
  - Dental Services
    - Bringing this service to the school means parents miss less work and children miss less class time
    - Preventative dental services in the school has caused a dramatic decrease in cavity and decay in children's teeth
  - Attendance Team
  - Youth Services Program
- There is a collaboration among agencies to provide opportunities to education on one another's programs at community events.
- Community engagement workgroups increase support and participation in events and initiatives. The tribe allows employees to focus their efforts in an area of passion even if it is outside the umbrella of their position description.
- Aquaponics at high school, gardens at CMN, greenhouse and apple orchard at KPS

### FAMILY AND EMPLOYER COMMITMENT

- There are a lot of supportive parents and families who are involved in supporting the school and the children.
  - Many employers give paid time off to attend school functions for their children.
- The communications department updates the website with community events and opportunities. Agencies and programs have a POC to update the community.
  - Electronic bulletin boards.
  - The App and Website.
- Woodland Boys and Girls Club

## NOW: WEAKNESSES:

### SCHOOL CHALLENGES

- Graduation requirements not met; yet, kids still graduate
- Schools get blamed – responsibility perception that the school needs to do it all; it should be a partnership

- One size fits all approach – grouped by age vs ability and meeting kids where they are at. Consider reevaluating if moving with the peer group is better than moving based on skills/knowledge.

## NOW: WEAKNESSES (continued):

### SCHOOL CHALLENGES (CONTINUED)

- School has the blame for children’s low attendance and behavior in school.
- Montessori Model is struggling for the charter school.
- Academic opportunities/enrichment rigor
- Teacher Shortage
- Youth apprenticeship program is no longer active (The youth apprenticeship program gave students educational credit and paid exposure to potential future careers). This was a state-funded program when it was active.
- Curriculum to complement what is offered in surrounding areas without exceeding the students’ skills and abilities.

### STUDENT AND FAMILY CHALLENGES

- Some parents enable truancy or “acceptable absenteeism”, some with low expectations, no attendance issues, and knowing how.
- Stressors within the family (absent parent for various reasons).
- Bullying, kids making fun of those who try hard.
- Family dynamics – poverty level, personal (possibly negative) experience with school, day-to-day priorities for basic needs, Siblings take on parental responsibilities, also grandparents and extended family.
- Lack of life skills like financial management, job searching, resume writing, and basic life skills advanced skills needed for college.

## FUTURE OPPORTUNITIES:

### SCHOOL OPPORTUNITIES

- Immersion School – Opportunity to provide similar cultural experiences in education for all students. Expanding the cultural-based learning to middle school and other learning techniques (Hands-on).
- Comprehensive Education System - Full life cycle education with traditional Menominee values. There are core tools that you need first but after that, we can move towards tradition.
- The collaboration between MISD and tribe – As a tribe to ensure we follow our own mission values and vision – We need a good education.
- Master’s degrees at CMN – in-person and online.
- More qualified staff.
- Offer different programs in the high school setting. Rather than language, have a music school, etc.
- Tracks – to help people become strong and impactful.
- We need to set predetermined tracks that will create strong knowledgeable people that come back to serve their communities.
- Education in the Trades is needed.
- More choices in education at different levels (i.e., Middle School & High School).
- Innovative School Network – Trades, College Preparation, Music, Virtual.

### FAMILY OPPORTUNITIES

- Parent engagement in education.
- Understanding the stressors w/o judgment and providing support to the family.
- Help children to find their light; find what their gift is, who they are, and be confident in it. Nurture it as they grow up.

### STUDENT OPPORTUNITIES

- Tuition waivers for the UW systems; Book fees etc.
- Culture shock for students - How can we transition students from reservation life to huge universities?
- Opportunity to explore what the youth identify as areas of need within their education.

### CULTURAL AND LEARNING OPPORTUNITIES

- Traditional Knowledge Keepers – Train the trainers and utilize them to pass on the education/ knowledge.
- Opportunities to experience other countries.
- Expand trauma-informed care-ACES Training, Protective Factors, and 5 for Families, Parent Cafes, etc.
- Expand Trauma Informed Care Training.

## FUTURE OPPORTUNITIES (Continued):

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### TRIBAL OPPORTUNITIES

- ARPA Funding.
- BIA/Tribal School Benefit: How can it be increased?
- Having tribal members as advocates who help our students when they are attending school.
- Funding for good education and higher education.
- Making education an important focus.
- Financially support our students - Fund your education – Student dedicates time to working on the reservation for three years.
- Grow our own professionals and tradespeople to work in our community – a homogeneous population that allows us to grow our own.
- MTL needs to Invest in our language immersion charter schools and provide more funding because they have the system in place to track each student and their needs to be successful.
- Help bring people out of poverty – Education helps with that.

### TRIBAL OPPORTUNITIES (CONTINUED)

- Making space for college graduates to serve their tribe.
- Montessori Model (PBL) – project-based learning.
- Indigenous Montessori Institute.
- Prepare for off-the-reservation learning opportunities.
- How are we making space for those who go out to college and come back to serve their tribe?
- Prepare kids for success anywhere.
- We need a survey for education (specifics).
- Education should be fully funded.
- Analyze district data from the state-administered Youth Risk Behavior Survey (YRBS) to identify needs within the youth of the community.
- Gain input from teachers on what they need; identify subject matter experts in different areas to pair students who need additional assistance with the staff who can offer that aid.

## FUTURE THREATS:

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### FAMILY THREATS

- Parent accountability – Parents are not involved,
- We are not able to build relationships with these families. Western values restrict how we can relate to these families and build relationships. “Babysitting System”
- Family and parental involvement – Not prioritized by parents and no understanding what the learning/education process.
- Education is not prioritized in families.

### SCHOOL THREATS

- The school district isn’t connecting with students and families, it has become robotized and going through the motions. Just get the students there and get them out.
- Western education systems – Methodology takes away from tradition.
- We ignore the issues with the Tribal Schools and put focus/energy on the state-funded schools.
- How does MIDS support itself financially now that the tribe is buying properties from Menominee County, and the tax base is shrinking?
- Teacher burnout.

### STUDENT THREATS (CONTINUED)

- Attendance - Students do not attend school every day and it’s affecting their education; families do have struggles and they need help. No one is asking why they aren’t attending. What is happening in their lives?
- Success Mentors – Were supposed to be trained for healing and case management with families but the program has not been successful. IEPs should not only be made for kids that have extra needs but for all our kids, they all have extra needs, we should have an IEP for every kid and have a system that helps them get through school.
- Bullying – Kids don’t want to go to school.

### TRIBAL THREATS

- Eligibility – Funding sources, providing funding for individuals.
- Return on Investment – People are deciding not to go to school because the ROI isn’t satisfying anymore. A lot of people are straddled with debt.
- Funding.

## FUTURE THREATS (continued):

### TRIBAL THREATS (CONTINUED)

- Funding restriction is tied to the Western education system – based on their values, not ours.
- Need to grow more tribal members – Train the Trainer with cultural activities – Quillwork, birch work, weaving, beading,
- Enrollment numbers – Competition, people are choosing not to invest in their education.
- Retention in the clinic staff – Higher education is needed for these positions and people are choosing to go elsewhere.
- People have the choice to live in poverty or to help get their family and community in a better place and some people choose not to.
- Are teachers gaining their credentials and experience through CMN and Tribal Schools and then going elsewhere? How do we increase time in position/maximize experience in education?

### Passions:

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- Menominee Centric Education.
- Grow your own professionals and trades.
- Parental involvement in education.
- Furthering education.
- Committing to education with funding.
- Knowledge; Innovation; Recruitment.
- Develop a survey to determine direction.
- Montessori @ Early Childhood Services & Kaehkenawapahtaeq (charter school).
- New building/Montessori @ MTS.
- Establish an IMI (Indigenous Montessori Institute) @ CMN.
- Increase teacher pay.
- Increase family engagement/attendance.
- Increase support for behavioral health.
- College and career options; trades, military, etc.

### Priorities:

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- Location for Charter School.
- Funding from Head Start to college.
- Menominee Centric Education.
- Making Education a priority.
- Retention of professionals – Dental.
- Montessori @ Early Childhood Services & Kaehkenawapahtaeq (charter school).
- New building/Montessori @ MTS
- Establish an IMI (Indigenous Montessori Institute) @ CMN.