



St. Joseph's Indian School

We serve and teach, we receive and learn.



Child Services 2021-22 Year-End Report

August 1, 2021 - July 31, 2022

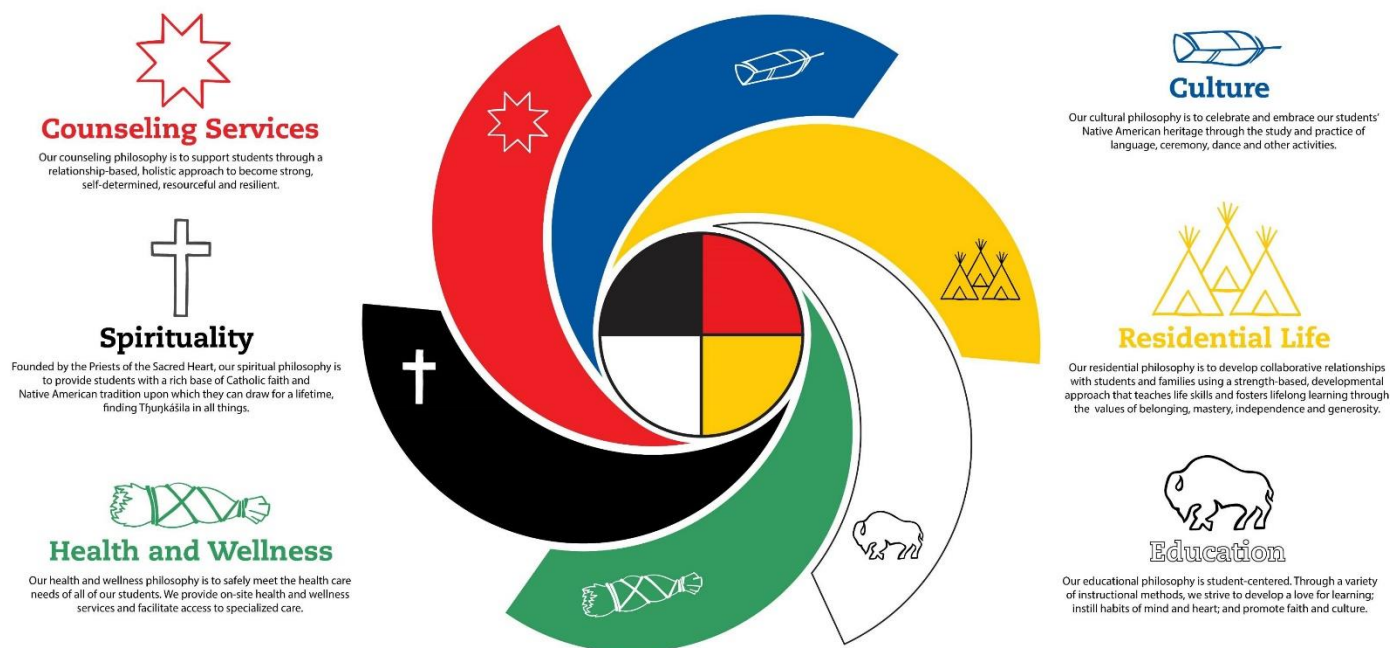
Presented by:

Jenny Renner-Meyer

Executive Director of Child Services

A Circle of Care

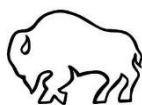
St. Joseph's Indian School educates for life – mind, body, heart and spirit. Our approach embraces Catholic teaching alongside Native American spirituality and relational worldview. The wraparound environment honors each student as an individual with specific needs that are met through the combined efforts of the students, their thiyóšpaye, our supporters and every staff member on campus. Mitákuye Oyás'íŋ.



Report overview

Within the Circle of Care framework, each service area continued to provide the wraparound services to best meet the needs of each student. In the following you will find highlights from each department.





Education Highlights

Our educational philosophy is student-centered. Through a variety of instructional methods, we strive to develop a love for learning; instill habits of mind and heart; and promote faith and culture.



- Fourteen students graduated from the eighth grade in May 2022. Thirteen of those students applied for and were accepted into the high school program.
- Average daily attendance on the state report was 96%. This can be compared to the South Dakota average of 72% for Native Americans in public school.



- Our Grade 4-8 Spring Recital featured 14 students performing musical pieces. One of our musicians will take part in band at Chamberlain high school next year.
- A school Spelling Bee, Young Author, and Reading Challenge competition took place in the spring. This was well received by the students and will continue next year.
- 88% of 1-8 grade students were nominated for the Circle of Courage award during the school year. The Circle of Courage award recognizes students who have demonstrated kindness, ability, responsibility and skill throughout the day across all settings at SJIS.



Academic Testing

Program Goal:

To provide an educational program dictated by student's needs.

Educational Objective:

To have 'one-year growth' progress for every child and/or a remedial plan in place to meet their academic needs.

Specific Academic Measures:

MAPs – Measures of Academic Progress

DIBELS – Dynamic Indicators of Basic Early Learning Skills

CORE – Consortium on Reading Excellence

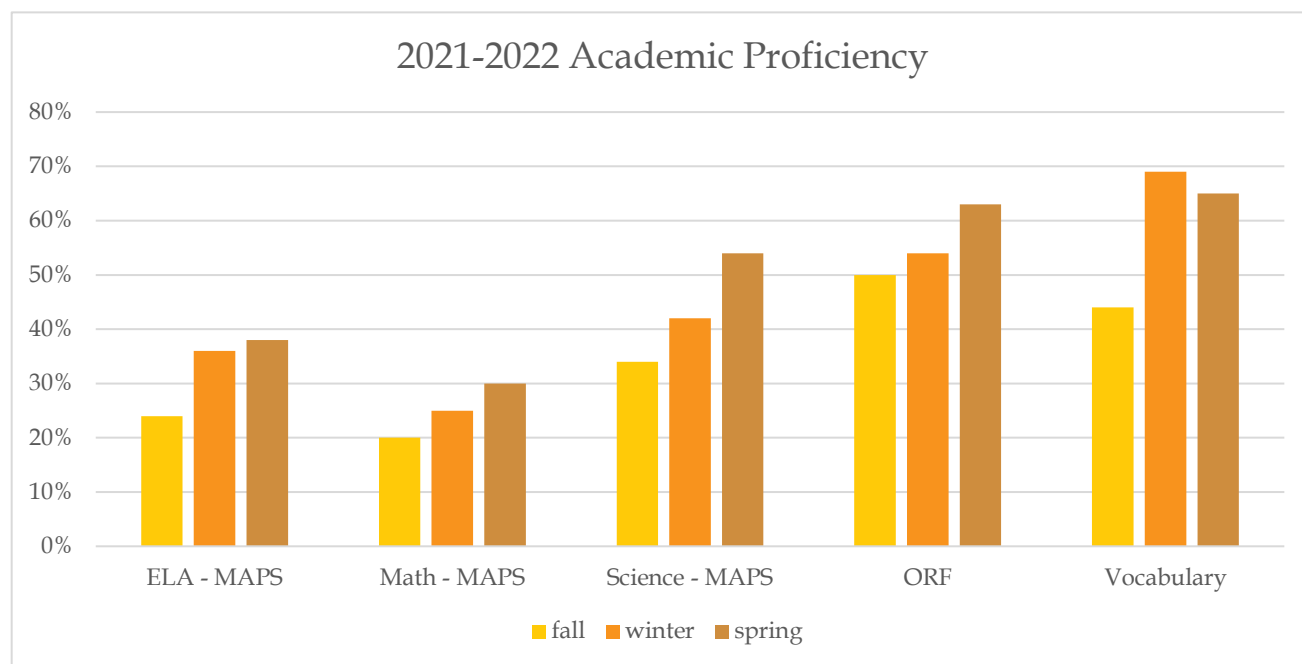
Smarter Balance State Standardized Testing – Direct data method for measuring performance on core academic standards



Frequency of data collection:

Three times a year for MAP, DIBELS, CORE

Once a year for Smarter Balance



Positive growth for students being proficient was made in nearly all grades.

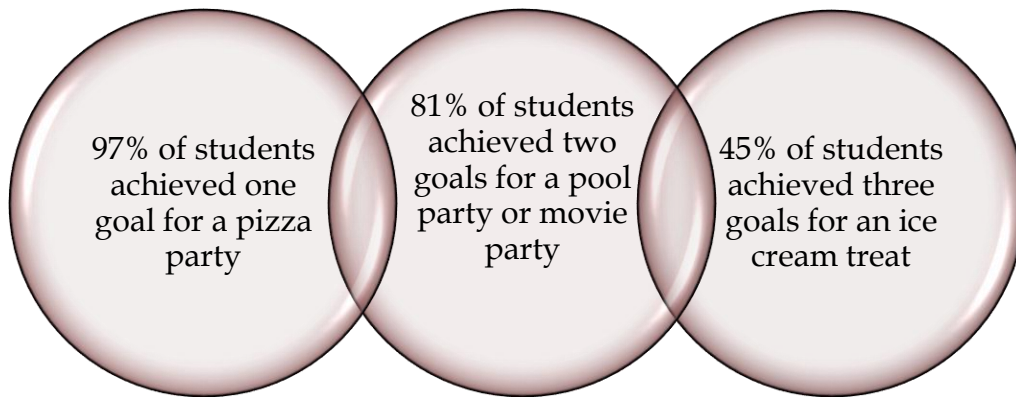
- Grades 1, 3 and 4 received several new admissions mid-year that were well below grade level.

Academic focus for the coming year:

- Reading comprehension through the use of novel units, informational text, writing, and speaking.
- Writing abilities will be strengthened through a writing focus in all classes to develop an understanding of types of writing with on-topic, textual evidence throughout.
- Continued work on mathematic stepping stones that were lost during the pandemic is especially important for the younger students. The 6-8th grades will focus on taking notes and increase their perseverance with problem solving.

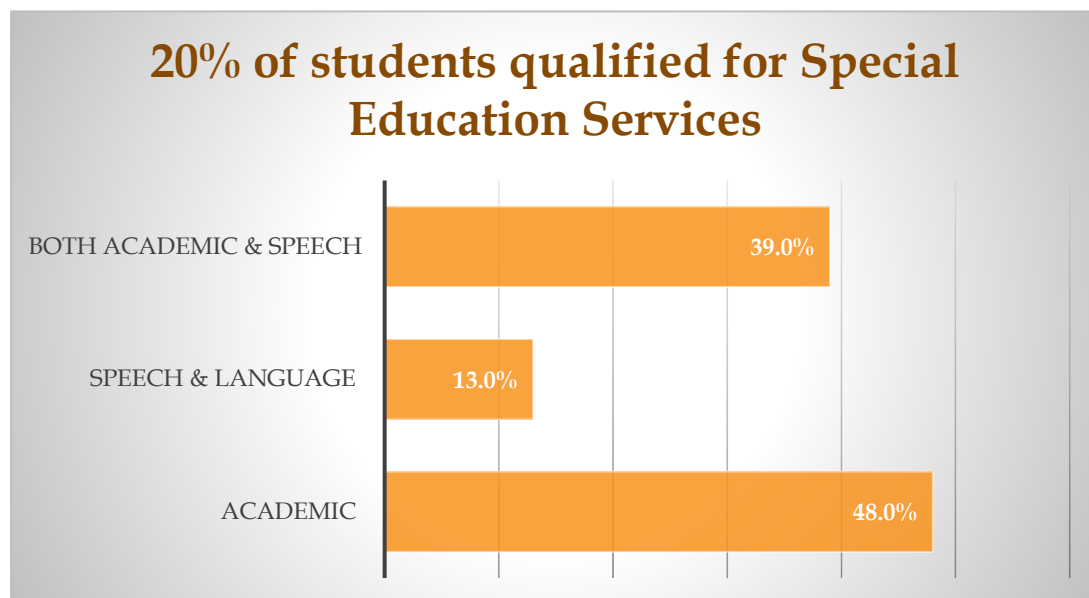
Pilot: Goal setting and incentives to encourage effort

- A testing incentive for the Spring MAPS testing was piloted last year. Students worked with their teacher to determine a goal for each MAPS test they took. If they achieved their goal they earned an incentive. Examples of goals were achieving benchmark, raising their score a determined amount, or to not fall below a certain number if they were new students and did not have prior data. The results were promising.



Special Education Services

- The number of our students that qualified for services decreased 6% from the previous year due to the withdrawal of two high-needs family groups.
- Support is provided through in-class assistance, pull-out programs, and the use of a resource room for additional help.
- Five additional students received academic pull-out help. These students are receiving assistance while they await testing.

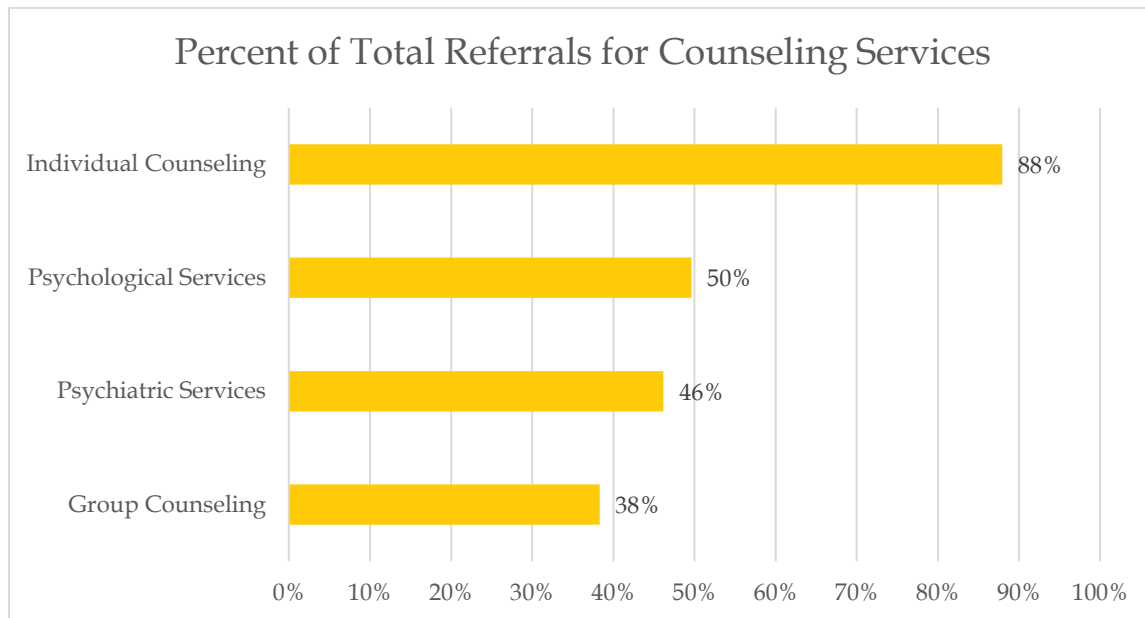




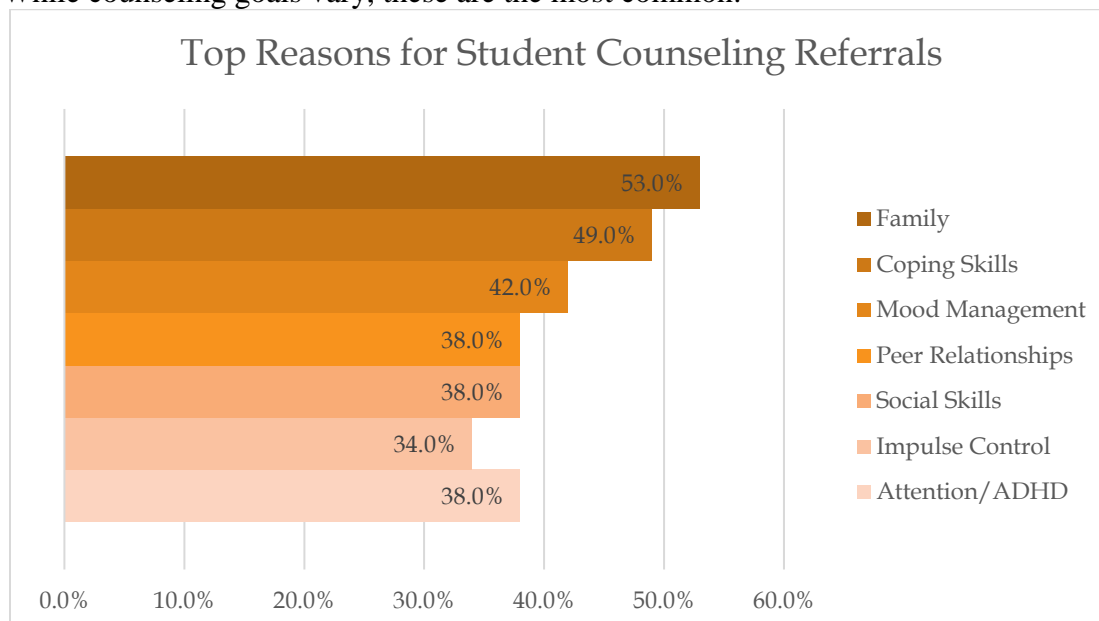
Counseling Services Highlights

Our counseling philosophy is to support students through a relationship-based, holistic approach to become strong, self-determined, resourceful and resilient.

The Family Service Counselors support students through individual and group counseling services. We are fortunate to have psychological and psychiatric services available on campus as well.



While counseling goals vary, these are the most common:



- The percentage of students prescribed psychotropic/controlled medication was 36% (54 students). This percentage is a 4% increase from the previous year.
 - We are seeing a steady increase in the number of new students who come to us with mental health records and medication.
- The Counseling Department focused on integrating the Native American culture into their counseling sessions and interactions with students. They will continue to develop their cultural knowledge foundation to support indigenous services for students.



- Substance abuse services: 21 students had drug and alcohol assessments. This up from 12 students the previous year. Six students completed intensive outpatient services with our substance abuse counselor on campus, four students attended in-patient treatment and thirty-nine students completed education/diversion classes.
 - Additional vape education services have been added due to the increase in vaping use among 6th-12th grade students.
 - 1-8 grade students received a semester of substance abuse prevention during guidance class.
- 1-8 grade students received a semester of equine interaction during guidance class.
- The Equine Therapy Center is getting closer to completion. Interior work is now taking place.





Health and Wellness Services

Our health and wellness philosophy is to safely meet the health care needs of all of our students. We provide on-site health and wellness services and facilitate access to specialized care.

- Our Health Center staff provide for many student needs in a 24/7 environment with the clinic open Monday through Friday and a nurse on call any time students are present on campus.
- 2,367 student/nurse visits took place during regular office hours throughout the school year.
- 524 student/provider visits occurred during the school year.
- The Health Center supports students with medical complexities such as asthma/allergies, dermatological concerns, cerebral palsy, diabetes mellitus, as well as injuries/surgeries.
- COVID Vaccines were another focus last year. Vaccines were given at parent/guardian request. In the case of older students, both the parent/guardian and student had to be in agreement with the vaccine.
 - 93 students received at least one dose
 - 90 students received two doses (three students withdrew before their 2nd dose)
 - 15 students received a booster dose



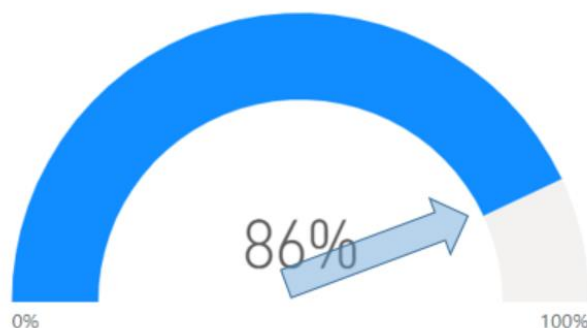
Residential Services

Our residential philosophy is to develop collaborative relationships with students and families using a strength-based, developmental approach that teaches life skills and fosters lifelong learning through the values of belonging, mastery, independence, and generosity.

- The 1st-8th grade program uses a Phase System to promote positive behavior and allow privileges based on that behavior. The system ranges from Phase 1, low, to Phase 4, high.



End of Year Percentage of Students on Phase 3 or Phase 4



- A social-emotional learning unit is taught in the homes once a week. The Second Step program is evidenced based and builds upon the knowledge from year to year. The program uses pre and post-tests to rate student's progress in areas like emotion recognition, understanding others, social problem-solving, and self-management.
- 42% of students are matched in our Children Count mentor program. The mentor program focuses on students who have fewer opportunities for family contact and check outs.
- During the school year, 171 families (56%) took part in Case Service Plan meetings. This decreased from 64% the previous year.

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The overall GPA for the HS program was 2.8. This held steady from the prior year.



- Over the last two years, the Driver's Education program has been led by a staff member on campus and now occurs during the school year rather than the summer. During that time, 22 students have taken and passed the course – that's 100%!

- The Learning Center continues to be a busy place for

the high school students with 1,699 visits to the tutor, up from 1,555 visits the previous year.

- High School students had 51 visits with higher education or military during the school year.
- The High School Program had six students graduate. Two of the graduates plan to attend College in the fall, one will join the military, and two plan to continue their current employment as Certified Nursing Assistants.



Transition Specialist

- Once a student graduates from SJIS they have an average of 15 contacts with the Transition Specialist
 - 100% of graduates from the last four years have had at least one face-to-face visit each year from the Transition Specialist
- Over the last four years, 21 students have graduated from SJIS. 90% (19 out of 21) of those graduates are currently employed, in the military, or pursuing higher education.



*The Mission Integration department focuses on the development and integration of both religion and Native American culture. Founded by the Priests of the Sacred Heart, our spiritual philosophy is to provide students with a rich base of Catholic faith and Native American tradition upon which they can draw for a lifetime, finding *Thunǵáshila* in all things. Our cultural philosophy is to celebrate and embrace our students' Native American heritage through the study and practice of language, ceremony, dance and other activities.*

- 67% of our students are Catholic.
- 7th-12th grade students serve as lectors at Mass.
- Religious Studies undertook a project to measure faith in the students using journal entries to determine growth.
- A focus on teaching about Fr. Dehon with the students and staff. Facts about Fr. Dehon were shared in religion classes and Fr. Greg gave two informative talks to staff about Fr. Dehon's work.



- 17 students received Sacraments last spring.
- The students continue to lead the Lakota flag song and the Lord's Prayer in Lakota every morning for announcements.
- Our Wačhipi (Powwow) was held virtually again last year due to COVID precautions. Eighty-two students danced in their regalia for the event.





- All of the girls on campus now have a ribbon skirt. The 7th-12th grade girls designed and sewed their own skirts. The skirts for the 1st-6th grade students were made for them and will stay in the homes to be shared as the girls grow out of them.

Other areas of focus

Admissions

The Admissions process seeks to match student applicants with available services and openings. Information of note includes:

- The total number of students on the waiting list was 64 students in May 2022.
- During the 2021-2022 school year, we began the year with 173 students and ended with 148. The reduction in students over the last two years in response to COVID is taking time to rebuild; action steps are in place.
- The admissions department distributed 75 School Readiness backpacks for pre-school age children during the school year.

Parent Advisory Committee

The Parent Advisory Committee (PAC) consists of parent/guardians. The group meets twice during the school year to discuss issues relevant to our students and families.



- In October 2022, new PAC members were welcomed into the group as some current members retired. Topics of discussion were the social-emotional learning plan taught in the homes, an update on the PATH group and the 2020-2021 year-end child services report was also shared.
- In February, PAC members reviewed the COVID response and plan for the spring, admissions, cultural and spiritual events, and an update from the Transition Specialist.

Conclusion

This report highlights many activities that took place at St. Joseph's Indian School throughout the 2021-2022 school year. The organization continues to provide a safe environment and quality services for all of our students.

Looking ahead to the 2022-2023 school year, our focus will be on:

- Rebuilding student enrollment by focusing on student belonging, parent/guardian involvement, and strategic retention strategies with 9th and 10th grade students to result in a strong graduation rate.



- Strengthening academic and social-emotional skills students need for long-term stability.
- Improving core service functions through evaluation and data management across Child Services programs.
- Continued work on the Strategic Plan, particularly the process of developing a new system of student measurements.
- Completion of the Equine Therapy Center and initial steps to update the Recreation Center to meet the students' mental health and wellness needs.

