



**Dream Catcher Project
Annual Report 2020-2021**

**Govinda Budrow, MAE
Donna LaPlaca Patterson, Ph.D.**

June 21, 2021

Academic year 2020-2021 marks the sixth year of the Dream Catcher Project, supported by the Minnesota Department of Education. This year, as the COVID-19 pandemic continued into its second school year, schools were in various phases and adjustment of learning models, providing student and family support, intervention and evaluations processes. This report will summarize how the Dream Catcher project also adjusted our connection points, levels and types of support provided to districts, and the evaluation process.

- [DC Connection Points \(p. 2\)](#)
 - [DC Weekly Zoom meetings \(p.2\)](#)
 - [DC Community Connections \(p.4\)](#)
 - [DC Professional Development \(p.4\)](#)
 - [DC Kick-Off \(Virtual\)](#)
 - [DC Online courses \(p.5\)](#)
 - [Professional Development Workshops](#)
 - [DC Ongoing Support \(p.6\)](#)
- [DC Virtual Winter Storytelling Gathering \(page 7\)](#)
- [African-American and Black Expansion Pilot Year \(page 12\)](#)
- [DC Evaluation \(page 12\)](#)
 - [DC Partner District End-of-Year Review \(p. 12\)](#)
 - [DC Data Collection \(p. 14\)](#)
- [Appendix: DC Winter Storytelling Gathering: Presenter Biographies \(p. 17\)](#)

DC Connection Points

DC Weekly Zoom meetings The mandatory closure of all Minnesota schools in March of 2020 required the Dream Catcher project to cancel all face-to-face professional development workshops, regional meetings and site visits. However, the mandates to continue to support students through Indian Education and Special Education still remained. When the shutdown first began, the DC team began to support partners through weekly Zoom meetings. Based on the success last spring and interest in keeping these meetings going, we continued these regular weekly meetings this year.

- Project consultants (Govinda Budrow, Dr. Donna Patterson and Demond Johnson) along with Elizabeth Watkins (Special Education Diversity Consultant, MDE) were in attendance. Dr. Jane Harstad (Director of the Office of Indian Education at MDE) was a regular participant, as well as other specialists from MDE.
- A total of 43 meetings, approx. 60 minutes each, from August 25, 2021-June 16, 2021
- Average weekly attendance was 46, with a range of 10 to 65.
- Each week we discussed timely topics and questions from school personnel. Questions and concerns were brought forward each week; we would then gather information or invite a specialist from MDE to address the questions and concerns. This direct link to timely and essential state-level information was critical as school personnel struggled through a variety of issues and challenges related to supporting students and families.
- Weekly topics ranged from providing basic needs support, technology and access issues during distance learning, adapting of attendance policies that were detrimental to many students, funding sources and mental health needs.
- We had several in-depth webinars across a variety of topics, including:
 - Roberto Reyes, McKinney-Vento & American Rescue Plan funds
 - Identity Development: Ramona Kitto Stately
 - MDE Sue Thomas on Part 619- Early Childhood support
 - A Brief African American Educational History: Demond Johnson
 - Jeanne Dickhausen: MDE Head Start Collaboration Director
- We gathered feedback on the DC Weekly chats in our end-of-the year interviews with DC partners; the feedback was overwhelmingly positive, with requests that we continue them next school year. Some of the comments received and themes that emerged included:
 - **A feeling of not being alone:** we have heard in pre-COVID times that our monthly webinars and chats were helpful for those in geographically isolated areas to have connections with others. This year we heard from many that,

although not geographically isolated, they felt physically and emotionally isolated due to the shutdown as well as the continued conversation around systems of oppression. The space on Wednesday provided a safe space and connection point for many to have in-depth conversations with others. Some stated that this space was the only place they were having these conversations.

- **A place for information and resources:** The weekly time together became a place to gather information, from guests from MDE but, most often from each other. The amount of knowledge and combined level of expertise and insight came out during often unplanned conversations. Sometimes we would have a specific topic, but often it was a gathering place where people spoke their hearts and oftentimes the conversation went to unexpected places and depth. We archived the recordings and shared resources into a [Google document](#), so that people who could not make the meetings could go back and review the recording or access the resources. Many reported that they used this resource regularly.
- **Meeting time:** The regular meeting time of Wednesday from 8:30-9:30 am worked well while students were still on distance learning. However, once students started to return to hybrid or face-to-face, it became more difficult for people to attend. Suggestions for next year included alternating times or meeting earlier in the day.
- **Meeting content:** Generally, the meetings were informal and unstructured, which allowed for topics and questions of relevancy to emerge. However, occasionally specified topics were scheduled, and guests were invited to share information and resources, as well as gather feedback and guidance. We heard that people liked knowing what was going to be talked about so they could make a decision to attend or not. Feedback included positivity of both formats, and many also enjoyed that discussions would naturally emerge based on current events or concerns.
- Selected quotes from the interviews specific to the DC weekly chats:
 - “They were a lifeline.”
 - “I love them! Don’t ever stop.’
 - “Very valuable.”
 - “I really liked them.”
 - “I look forward to them.”
 - “The regular time helped with scheduling and to make it a priority.”
 - “Good to hear from other Indian Ed. and get ideas.”
 - “A+++ -most beneficial.”
 - “Good info, but not always applicable.”
 - “Guest speakers were very helpful.”
 - “Nice to talk with other people in the same boat.”
 - “There were pretty uncomfortable things talked about. I feel less alone, and worried things will go back to ‘old way’ after COVID.”
 - “Made lots of connections.”

DC Community Connections: Frequent MDE specialists joined the weekly Zoom calls to share information and resources and to receive guidance from tribal communities' members.

For example, Cat Tamminga, Part C Coordinator, joined regularly and spent significant amounts of time to provide updates on various ARP funding and to seek input on the best use of these monies. With intentionality, Cat gathered ideas from parents, caregivers, and tribal community members to be an advocate for designing a meaningful plan for allocation and distribution based on the voices of those who will be most impacted.

Another example of community connection comes from Roberto Reyes, MDE McKinney-Vento coordinator, a regular visitor to the Wednesday weekly Zooms. This year he secured a donation from the national Feed the Children organization, specifically intended to support Indigenous students and tribal communities in rural Minnesota. The items flagged for donation were 400 backpacks filled with school and personal supplies, and 2 pallets of books (assorted Marvel and Disney books), with the goal to get them out to Indigenous students who qualify for McKinney-Vento. The DC community put their heads together and as a result of this brainstorming, a delivery location was identified as a holding space, as well as a distribution plan to get these items out to school districts throughout northern Minnesota.

DC Professional Development

DC Fall Kick-Off (Virtual): In the fall, we held a virtual kick off for our partner districts. New and returning districts were invited, as the virtual format allowed for greater capacity. The format of the kick-off was bookend gatherings, with an opportunity to complete one (or both) of two online classes in the two weeks between. We had a full agenda, and 97 attendees.

Dream Catcher Virtual Fall Kickoff

Sept. 29 1:00 pm - 4:00 pm

Dream Catcher Kickoff: Part 1

Session will be held live on Zoom.

In this opening session, participants will receive:

- foundational understanding of the what and why behind the Dream Catcher project,
- an overview of issues of bias and disproportionality in special education, and
- participate in small group activities that explore differing perceptions, communication gaps caused by racial differences, and differences in professional training and background.

Sept. 30 – Oct. 12

All team members are required to participate in one of the two self-paced, online courses listed below. Each course is approximately 4 hours in length:

1. Dream Catcher Observation Training Essentials
2. Dream Catcher Promoting Fair Evaluations Essentials

Oct. 13 1:00 pm - 4:00 pm

Dream Catcher Kickoff: Part 2

Session will be held live on Zoom.

In this closing session, teams will:

- review information from self-paced modules
- explore how Dream Catcher will be individualized to your local context,
- set goals for the coming year,
- learn about data and evaluation for the program;
- go over details of the staff development and other supports that will be offered through the year.

DC Online courses: This year we created two online courses to present information that we typically present at the kick-off. Participants in the kickoff chose one (or both) of the courses to complete during the two-weeks between the kickoff dates. The feedback on the course content was good, and we will continue to use these courses in the future for basic-level training in non-biased observation and fair evaluation.

- *DC Observations Essentials Course:* created and proctored by Donna and Govinda, this course is self-paced and designed to take about four hours to complete. The course covers the foundations of unbiased observation, as well as foundational special education law. Thirty-nine participants registered for the class, with 31 completing the course to date. The majority of people (82%) who completed the DC Observations Essential class conducted at least one observation. This is a great outcome, especially since many reported fewer evaluations this year. We will continue to offer this class next year, even if we return to a fully face-to-face kick off; many reported that they liked the self-paced structure, as well as the online format.
- *DC Promoting Fair Evaluations Essentials:* created and proctored by Don Stovall, this course is self-paced and designed to take about six hours to complete. The goal of this course and fair assessments is to promote the appropriate use of screening, assessment, and evaluation practices that are fair for American Indian students, African American students, Black students, and students from under-represented populations. Forty-three participants registered for this course, with 13 fully completing the course to date.

Professional Development Workshops: Face-to face professional development for our partner districts was largely restricted again this year. However, we were able to conduct several virtual workshops during the year, as well as several face-to-face workshops as state-wide restrictions were eased.

DC Ongoing Support

Project consultants continued to provide virtual support to individuals and teams as they moved forward in implementation and annual goals. In a typical year, each Dream Catcher School begins implementation at a different point, and establishes annual goals based on the local context. There are four phases of implementation to the Dream Catcher Project; each phase of implementation may have multiple layers for a district to fully achieve. However, many districts revised their previous DC goals and a large portion of the needed support this year came through the weekly DC Zoom chats. Oftentimes, issues of concern or policy were brought to the Wednesday meetings, and ideas and suggestions were shared.

Partner districts, both new and returning, typically participate in regular Zoom team meetings throughout the year. This year, those numbers were reduced, however there were several district teams that we met with regularly.

We offered monthly webinars on a variety of topics during our regular Wednesday meeting time, typically on the first Wednesday of the month. All webinars are recorded for those unable to attend live, and many reported that if they were unable to attend or if it was a topic of interest they would go back to view the recording and sometimes share with other colleagues.

Dream Catcher Virtual Winter Storytelling Gathering

DC Winter Storytelling Gathering: In January of 2021, the second annual Winter Storytelling event, was held over the course of two half day virtual events. There were 109 participants registered for the two half-day virtual Winter Storytelling Gathering. Tuesday, January 12 from 12:30 to 4:15 was the first half day session. The opening whole group session included a welcome from Elizabeth Watkins and a traditional welcome from Fond du Lac Tribal Elder, Ricky Defoe. The Keynotes were Dr. Thomas Peacock and Betsy Albert Peacock on the use of traditional stories in helping educators and students make sense of their own reality. Then Babette Sandman and Govinda Budrow shared an original story called *The Lullaby of Homelessness* to connect struggles and the hidden resilience. Participants then had choices during two rounds of breakout sessions. The breakout sessions are as follows:

<p><u>Breakout Session Round #1</u></p> <p>2:00 – 3:00</p>	<p>Empowering Young Men of Color –</p> <p>Marvin Sims</p>	<p>The STRIPES program (Students Together Respecting the Importance and Purpose of Education in Schools) is a mentoring program that empowers students to use education as a pathway to accomplish their dreams. The session will begin with an overview of the program, and offer specifics about how the program is organized, activities and events, and evaluation of the STRIPES program. Suggestions on how schools can implement similar programming will be offered.</p>
<p>2:00 – 3:00</p>	<p>Healing generations through storytelling</p> <p>- Tara Perron</p>	<p>Storytelling is a form of sacred wisdom, generational healing, and ignites the imagination at any stage in life. When we continue passing on our culture and honoring storytelling, we reunite with our ancestors. We have the power to push unconditional love and healing into the future.</p>
<p>2:00 – 3:00</p>	<p>Becoming an Unapologetic Advocate for Black Students: A Snapshot -</p> <p>Michael Walker</p>	<p>Becoming an Unapologetic Advocate for Black Students is a professional development institute presented by Critical Questioning Consulting. The series invites participants to look in the mirror, rather than look out the window. The purpose of our cooperative learning sessions are two-fold: 1) to call to light real and pervasive issues within our educational system, and 2) to focus on introspection and deciphering the role we each play in upholding systemic racism within our educational system. The journey will be focused on individual and personal growth, which will in turn impact the bigger system. We will dig deep into our individual beliefs and push for adaptive and deep change. We use the theoretical frames of Critical Race Theory, School Culture for Black Students and Culturally Responsive School Leadership to guide our work. This presentation will be a snapshot of that series and if you are interested in the full series, email me at Michael@criticalquestioning.org.</p>

<p><u>Breakout Session Round #2</u></p> <p>3:15 – 4:15</p>	<p>Sharing our Stories: Dream Catcher discussion group</p>	<p>This session will present a montage of stories in pictures, words and video clips from Dream Catcher partners and students, followed by an open time for conversation.</p>
<p>3:15 – 4:15</p>	<p>The Journey of Returning to Ourselves: Weaving Indigenous Historical Trauma, ACEs and the Importance of Building Resilience –</p> <p>Susan Beaulieu</p>	<p>In this session, participants will be taken on a personal journey of understanding the impact of ACEs and historical trauma as an Indigenous woman, to healing and building resilience through reconnection to self and others.</p>
<p>3:15 – 4:15</p>	<p>Resilience - Roxanne DeLille</p>	<p>This workshop encourages us to be reality attentive, strength focused, self-determined, and culture and value centered as we explore the gifts of our own resilience.</p>

On Tuesday, January 19th from 12:30pm to 4:15pm was the second session. That day started with breakout sessions with the following choices.

<p><u>Breakout Session Round #3</u></p> <p>12:30 – 1:30</p>	<p>Becoming an Unapologetic Advocate for Black Students: A Snapshot -</p> <p>Michael Walker</p>	<p>Becoming an Unapologetic Advocate for Black Students is a professional development institute presented by Critical Questioning Consulting. The series invites participants to look in the mirror, rather than look out the window. The purpose of our cooperative learning sessions are two-fold: 1) to call to light real and pervasive issues within our educational system, and 2) to focus on introspection and deciphering the role we each play in upholding systemic racism within our educational system. The journey will be focused on individual and personal growth, which will in turn impact the bigger system. We will dig deep into our individual beliefs and push for adaptive and deep change. We use the theoretical frames of Critical Race Theory, School Culture for Black Students and Culturally Responsive School Leadership to guide our work. This presentation will be a snapshot of that series and if you are interested in full series, email me at Michael@criticalquestioning.org.</p>
<p>12:30 – 1:30</p>	<p>Panel Discussion: Positive Behavior Strategies and Ways to Fund Them</p> <p>– Facilitated by Dan Torrez, MDE</p>	<p>In this session, a panel of school staff will share their stories of successful behavior intervention strategies they've used to support American Indian students. This session will not only highlight success stories from around the state, but also provide each attendee with critical knowledge of a specific state funding source that can be leveraged to implement these strategies within your district.</p>
<p>12:30 – 1:30</p>	<p>The Journey of Returning to Ourselves: Weaving Indigenous Historical Trauma, ACEs and the Importance of Building Resilience -</p> <p>Susan Beaulieu</p>	<p>In this session, participants will be taken on a personal journey of understanding the impact of ACEs and historical trauma as an Indigenous woman, to healing and building resilience through reconnection to self and others.</p>

<p><u>Breakout Session Round #4</u></p> <p>1:45 – 2:45</p>	<p>Life-mapping in a virtual context –</p> <p>Betsy Albert Peacock</p>	<p>A life map tracks your journey through life and marks out important events along the way, significant events teach you something about life. Learning to do this will help you work with your students with disabilities, by doing life maps you learn more about them, what makes them happy, sad, etc. Life maps help to set future goals by looking at what has happened in your past.</p>
<p>1:45 – 2:45</p>	<p>Empowering Young Men of Color –</p> <p>Marvin Sims</p>	<p>The STRIPES program (Students Together Respecting the Importance and Purpose of Education in Schools) is a mentoring program that empowers students to use education as a pathway to accomplish their dreams. The session will begin with an overview of the program, and offer specifics about how the program is organized, activities and events, and evaluation of the STRIPES program. Suggestions on how schools can implement similar programming will be offered.</p>
<p>1:45 – 2:45</p>	<p>Healing generations through storytelling</p> <p>- Tara Perron</p>	<p>Storytelling is a form of sacred wisdom, generational healing, and ignites the imagination at any stage in life. When we continue passing on our culture and honoring storytelling, we reunite with our ancestors. We have the power to push unconditional love and healing into the future.</p>

The day ended with a final large group session with a hip-hop performance, another form of storytelling, by Reuben Kitto Stately. Then the large group session was closed with a circle reflecting on learning and experiences with Dr. Thomas Peacock and Betsy Albert Peacock. Please see [Appendix](#) for the presenter biographies.

A follow-up survey was sent out to participants for the two half-day virtual storytelling event and 40 participants offered feedback. The participants were asked the connection between their work and development in these sessions. Please see [DC Winter Storytelling Gathering Survey Results](#) for a full report.

African American and Black Expansion Pilot Year

This year was the first official pilot year for expansion of the project to serve the African American and Black communities. Since the early years of the project, schools had been naturally expanding into the African American and Black student population and this year began the official efforts. Demond Johnson was hired as a consultant to the project. Demond is an African American man who has worked several years as a special education teacher in a charter school. He worked with the other project consultants to develop the kickoff training materials and training duties during the kickoff session in the beginning of the school year. He also joined in training and consulting with the districts that were intentionally implementing the Dream Catcher model with their African American and Black students. There were four districts that were implementing with their African American and Black student populations, Osseo, North St. Paul, Robbinsdale and Duluth Edison Charter Schools.

We know that the model is applicable to other populations of students that are under-represented in the teaching force. However, the movement in the pilot project this year uncovered that there may be differences in aspects of who can serve as a liaison effectively when considering the African American and Black communities. In the Indigenous communities, although there are inherent differences from tribe to tribe, family to family and from urban to reservation communities, there is a shared historical and foundational experience that resonates through all of that difference. Liaisons from other tribes, families or communities have been very effective working with Indigenous families. There is a question that remains at the end of this pilot year: Is it possible for that same resonance of liaisons working between families and students that have immigrant or refugee roots compared to enslavement roots in the United States? The reflection from the consultants and the pilot schools seems to indicate that this may be a barrier that needs to be explored more fully as to how to address the needs of teams and most importantly students in schools.

DC Evaluation

DC Partner District End-of-Year Reviews

Typically, we do several surveys over the course of the year to evaluate the project and our partner district's annual progress. However, this year, given the unique and historical challenges to the work of schools, we decided that a qualitative format would better capture the successes and challenges of school partners. This spring, we conducted end-of-the year reviews via zoom with many of our partner school district teams and individuals. We invited all partner districts to schedule a 30-minute virtual call for an end-of-the-year review. After an initial round of interviews, we sent a second reminder.

A theme that came out this year, perhaps even more than previous years, was the level of support and connection that was needed and received through the Dream Catcher community. Some of the more memorable quotes from the interviews that show this feeling include:

- Dream Catcher makes me more vigilant.”
- “This project has brought the team together to ask questions and figure it out.”

- “It’s giving people courage and validation.”
- “I feel like someone has my back.”
- “I am coming back next year largely because of DC. I need to follow through with the system's change. It is my calling” (quote from a school psychologist)

Results: Twenty districts participated in a call, with a total of 86 participants. We started each call with a poll that participants took individually, and then discussed the responses as a group to gain insight into responses and contributing factors. The poll asked them to compare level of involvement on several factors for this year as compared to a “typical” school year (pre-COVID): contact with students, contact with families/caregivers, contact with the intervention team, contact with the special education evaluation, cultural liaisons consult on teams for intervention, cultural liaisons consult on teams for assessment. We also asked if they had completed the online DC Observation Essential Class and conducted observations, the learning model the district had experienced this school year, gathered feedback on the DC Weekly chats, and their plans for next fall.

POLL Questions	A LOT LESS	LESS	ABOUT THE SAME	MORE	A LOT MORE
contact with students	32.79%	26.23%	27.87%	3.28%	3.28%
contact with families/caregivers	8.33%	18.33%	20.00%	25.00%	25.00%
contact with the intervention team	8.96%	16.42%	34.33%	10.45%	20.90%
contact with the special education evaluation	3.17%	20.63%	38.10%	12.70%	19.05%
cultural liaisons consult on teams for intervention	10.00%	8.33%	40.00%	16.67%	18.33%
cultural liaisons consult on teams for assessment.	5.36%	14.29%	42.86%	17.86%	12.50%
DC Observations Essential class: 17 of the interview participants took the class; 14 conducted observation (82%)					

Highlights:

- Student contact for 59% of the participants was “less” or “a lot less”, and about 28% responded about the same. This was largely due to distance or hybrid learning all or part of the year, as well as reduced school days even when returning to face-to-face learning.
- Family/caregiver contact increased for 50% of the participants. This increase was due to increased use of technology to initiate and maintain contact, as well as informal interactions (ie: chatting when connecting with students during distance learning, dropping off materials at a home, or increased comfort levels in the use of texting or social media to communicate). Many reported that this was a positive outcome and they will likely continue these forms of connecting going into next year.

- The majority of participants reported about the same levels of involvement in intervention and evaluations as in prior years (pre-COVID shutdown) but reported a variety of reasons. For example, during last spring, 2020 many evaluations were put on hold, leading to a backlog of both initial and re-evaluations in the fall. Many also reported that, given the inconsistent education of this school year, a focus on intervention instead of moving forward with an evaluation was a better course of action.
- Some reported an increase in student contact because they were called into duties that were not typically part of their workloads. For example, some Indian Education coordinators were much more involved with students and families than in prior years.
- The majority of people (82%) who completed the DC Observations Essential class conducted at least one observation. This is a great outcome, especially since many reported fewer evaluations this year. We will continue to offer this class next year, even if we return to a fully face-to-face kick off; many reported that they liked the self-paced structure, as well as the online format.

DC Data Collection

This year schools were asked to submit the student data based on the students that they had contact with this year through the implementation of the Dream Catcher project. The implementation was going to look different as indicated in the site interviews but evaluations and Child Find were still occurring, so it was important to note the impact of the process during COVID on students.

Dream Catcher (DC) Data Collection

Student Reports based on 55 reported students:

- *50 American Indian*
- *1 African American*
- *2 American Indian and White*
- *1 American Indian and Black*
- *1 Black and White*

DC Data Collection Student Reports: At the end of each school year, DC team members are asked to have at least five behavior observations conducted by the IHSL or cultural staff. Each team or individual team member(s) submits a Data Collection sheet for each student that they were involved with as a DC team member. This year, these Data Collection sheets held some limitations in accurately capturing the unique circumstances in schools, relationships, and interventions due to the ongoing COVID upheaval of “normal” school functioning. However, teams were still asked to report as fully as possible, with the understanding that some data may be incomplete or additional data may need to be shared with us. This year, 55 data points were submitted from nine DC districts. Some districts have multiple sites. This year’s data collection was considerably less representative of the member districts due to the struggles of COVID. Due to the smaller representation and incomplete data, it was decided to not complete the full comparative analysis that has been completed in past years in all areas of reporting. However, we have included some highlights from the data that was collected.

DC Framework: DC work calls for an understanding of the complexities and interactions of factors when there is a student concern. When a student is struggling, it is rarely the result of one factor in isolation nor can it be simplified to a uni-dimensional characteristic. Behavior is a form of communication, and DC partners need to decipher what is the message and whether it is rooted in a difference, a disability or a disadvantage.

Is the concern primarily academic, social, adjustment, or behavioral?

- 69% of respondents cited a singular cause of concern as compared to 64% in 2020, 39% in 2019, and 62% in 2018.
- 29% of respondents cited “behavior” as a singular cause of concern as compared to 43% in 2020, 12% in 2019, and 42% in 2018.
- 30% responded with multiple causes of concern compared to 36% in 2020, 61% in 2019, and 38% in 2018.

Percentage for the singular concerns noted were calculated against the total number of singular concerns

Single Concern Noted	2021	2020	2019	2018
Academic	52%	45%	65%	31%
Social	2%	6%	3%	0
Adjustment	2%	6%	0	4%
Behavior	42%	43%	30%	65%

Other Interventions Used:

- Token economy X2
- Niigan-culture based after-school programming
- Behavior Point Charts X2
- Tutoring Support
- Homeschool Liaison support X5
- Transportation when bus was missed
- Liaison suggested nature incorporated mathematics
- Referral to mental health X2
- Check and Connect mentor
- AmeriCorps
- Title 1
- Reading Interventions X2
- Sensory break
- Positive Interventions and Supports
- Modified schedule

Disadvantage is not Necessarily Disability 2020-2021 School Year

- 38/55 (69% noted “other concerns”

- 60/104 (58%) noted "other concerns" in 2019 to 2020

Consistent across four years of data, other concerns were noted for nearly 60% or above of the students referred and involved with Dream Catchers. This seems to indicate a greater awareness of the significant "other concerns" going on in the lives of students who are struggling in one or more areas of the school experience. Subsequently, it is hoped, this awareness will impact how teams make decisions on whether the other factors would constitute primary exclusionary factors that were adequately considered with the Dream Catcher approach.

Other Considerations for the Students:

- **Attendance/Truancy X7**
- **Poverty X6**
- **Family Changes X8**
- Extreme Progress in the last year
- Fearful of new situations
- **History of trauma X2**
- Frequent moves
- **Foster home placement X4**
- Working on getting a job
- Death of a parent
- Behavior changes after COVID
- Dealing with parents failing health
- Family Tension
- Depression
- Student alone a lot
- **Adjustment/recent transition X2**
- **New school/Multiple schools X4**
- Distance Learning
- Anxiety
- Father returned after 8 years of incarceration
- Strained relationship with mom, lives with grandparents
- Mother in treatment
- Takes care of younger siblings
- Lives with grandpa
- Moved to ALC
- Stressful home life
- Behavior issues
- Running away
- Vaping
- Stealing
- Parents separating
- **Aggression X2**
- Moved from out of state
- **New Baby X2**
- **No medical provider X2**
- **Academics X2**
- Multiple siblings
- History of homelessness
- Single parent
- Processing
- Transfer between in district schools

Appendix

DC Winter Storytelling Gathering: PRESENTER BIOGRAPHIES

Thomas Peacock has authored or co-authored The Forever Story, Collected Wisdom, Ojibwe We

Look in All Directions, The Good Path, The Seventh Generation, The Four Hills of Life, To Be Free, The Tao of Nookomis, Beginnings: The Homeward Journey of Donovan Manypenny, The Forever Sky and The Dancers. His latest book, The Wolf's Trail, will be released in May 2020. He is currently working on two additional books, In the Creator's Eyes, with Govinda Budrow, and The Place of Beginnings and Endings, a book of fiction that tells the story of the Eddie Bainbridge character in several of his other works of fiction. Ojibwe and The Good Path were Minnesota Book Award winners. The Seventh Generation was multicultural children's book of the year (American Association of Multicultural Education). The Forever Sky received a (April 2019) prestigious New York Kirkus starred review. He received his master's and doctoral degrees from Harvard University. A former teacher, principal, superintendent and university professor, he is co-owner and publisher of Black Bears and Blueberries Publishing, specializing in Native children's books. He is a member of the Fond du Lac Band of Lake Superior Anishinaabe Ojibwe and lives with his wife Betsy in Little Sand Bay, Red Cliff, Wisconsin and Duluth, Minnesota.

Betsy Albert-Peacock is an enrolled member of Red Cliff Band of Lake Superior Chippewa, retired from University of Minnesota Duluth after 17 years as the Director of Maawanji'idiwag Unified Early Childhood program. She is the co-owner of Black Bears and Blueberries Publishing, and currently resides in Little Sand Bay, Red Cliff, Wisconsin and Duluth, Minnesota.

Babette Sandman is from the White Earth Band of Ojibwe and lives in Duluth. She learned about the traditional circle process through the American Indian Mental Health Training Project at UMD. She has extensive experience in leading circles including: a child abuse prevention program called "Good Things Happening," the Lutheran Social Services "Young Parent Program," and the Domestic Abuse Intervention Project/Mending the Sacred Hoop. When working as an American Indian Home School Liaison, Babette conducted the restorative/traditional circles process in elementary and middle schools to resolve conflicts. She has found circles to be very powerful and a place to talk, learn and enhance what you already know.

Govinda Budrow grew up in Minnesota in a traditional Ojibwe Family. She is a mother of four children, two born to her and two born of her heart from foster care. She is licensed in Elementary education, k-8 social studies with Ojibwe language and history, emotional behavior disorders and specific learning disabilities. For 16 years, she was a teacher at Nay Ah Shing Schools on Mille Lacs Reservation and spent two years coordinating special education services for students. For the last five years, she has also helped as a consultant designing and training school districts with the Dream Catcher Project for the Minnesota Department of Education to reduce the disproportionate representation of Native students in special education. Recently, Govinda has accepted a faculty position at Fond du Lac Tribal and Community College working with the elementary and early childhood programs.

Susan Beaulieu is Anishinabe from the Red Lake Nation and has been working with tribal communities for the past 12 years in a variety of capacities including project development, program education, development coaching and facilitation. She most recently served as the Director of Tribal Projects at Minnesota Communities Caring for Children (MCCC) where she

developed and implemented the Tribal N.E.A.R. Sciences and Community Wisdom Project. Susan is pursuing her PhD in Social and Administrative Pharmacy at the University of Minnesota-College of Pharmacy. She received her Master's in Public Policy degree with a focus on Nonprofit Management and Leadership from the University of Minnesota's Hubert H. Humphrey Institute in 2007 and completed coursework in Teaching and Learning from the University of Minnesota-Duluth between 2012-2014. She is a 2016 Bush Leadership Fellow focusing on generating healing and wellbeing at the individual and collective levels.

Roxanne DeLille is a member of the Martin clan from the Bad River Reservation located just outside Ashland, Wisconsin. Oldest of 10 children, Roxanne is a contemporary Ojibwe-Anishinabe woman whose life has been divided between reservation and urban life. Much the same, her education was divided between the traditional teachings of her people and mainstream education. Roxanne is currently the Dean of Indigenous and Academic Affairs at Fond du Lac Tribal and Community College. She's an active community member, and also an independent consultant specializing in interpersonal communication, transformational/ servant leadership, relationship dynamics and communicating across differences.

Donna LaPlaca Patterson is in her 6th year as a consultant with the Dream Catcher Project, with the goal to reduce systemic bias in education. As a former high school dropout, she is passionate about dropout prevention, retention at all levels of education, online education, and how social relationships impact the teaching and learning context. She is a former special education teacher and holds a doctorate degree from the University of Minnesota in Educational Psychology: Social Psychology/Human Relations.

Tara Perron (Tanagidan To Win) Is a Dakota and Ojibwe mother of two sons. She is the author of Takoza; walks with the blue moon girl, Animals of Khéya Wíta, and Animals of Nimaamaa-Aki. She has four books, and two comics that will be in the Dakota language coming out later this year.

Marvin Sims has worked in the field of education for over twenty years as a Paraprofessional, Teacher, Dean and Equity Coordinator. He is the founder of STRIPES, a mentoring program that partners with teachers, parents, community members and business leaders to create a safety net for students. He is currently working on his doctorate degree at St. Mary's University in Educational Leadership.

My name is Reuben Kitto Stately. My stage name is Kitto. I am a 21-year-old recording artist from Minneapolis, Minnesota and a college student currently attending Augsburg University. I come from both Santee Dakota & Red Lake Ojibwe Nations. I've been writing and recording for 9 years. My goal with my music is to keep it honest with my listeners. My music harmonizes the happy & sad times and both good & bad experiences. I believe when I rap about what I've been through, I validate other indigenous youth who relate to my experience. I believe this makes them not feel so alone in our collective need for healing. This is my gift and it's not only healing myself but

others as well.

Dan Torrez (M.Ed.) serves as the Alternative and Preventative Services Specialist for the Minnesota Department of Education. He supports districts and administrators across the state with their implementation of Positive Behavior Interventions and Supports (PBIS) as well as Alternative Delivery of Specialized Instructional Services (ADSIS). His past experiences in public education include roles of behavior interventionist, special education teacher and school-wide leader in restorative practices.

Michael V. Walker brings a career focus on youth development and assisting black youth to achieve success. He earned his undergraduate degree in physical education from Southwest Minnesota State University and his master's degree in counseling from the University of Wisconsin – River Falls as well as his Administrative and Superintendent License from St. Cloud State. He is currently pursuing his PhD at the University of Minnesota in Organizational Leadership, Policy, and Development. From 1998 to 2006, Walker served as Community Outreach, Program and Youth Development Director at the YMCA of Minneapolis and Greater St. Paul, where he developed programs for social, academic, athletic and employment skills for youth and served as the coordinator of the Black Achievers program, an academic achievement and career development initiative for middle school and high school youth. Walker worked as a career and college center coordinator for AchieveMpls at Roosevelt High School from 2006 to 2009 before serving Minneapolis Public Schools as Roosevelt's dean of students from 2009 to 2011 and then moved into the role as assistant principal from 2011 to 2014. He has taken on being the Director for the Office of Black Male Student Achievement for the past 3 years, where his sole responsibility is changing academic outcomes for Black Males who attend Minneapolis Public Schools. He is the founder and CEO of Critical Questioning consulting where he has worked with local districts and across the country to provide a framework and professional development workshops designed for supporting Black Males. Being a 2017 Bush Fellow recipient, has allowed him to further his leadership and expertise in this area. Walker is an Unapologetic Advocate for Black Males and works towards reducing the belief gap in the area's schools. Walker is a product of Minneapolis Public Schools. Walker leaves us with this critical question to the educational system, "Why have we been trying to solve a non-academic issue with an academic solution?"

Elizabeth Watkins first conceived of Dream Catcher in 2015-16 as a way to bring together work she had done over many years with American Indian Home/School Liaisons and the state special education guidelines Promoting Fair Evaluations. Elizabeth is the specialist for diverse communities with the Division of Special Education at the Minnesota Department of Education. Her work focuses on issues affecting Indigenous students and English Learners with disabilities. She led the development of Minnesota's original guidelines, Reducing Bias in Special Education Assessment, the revised Promoting Fair Evaluations and the EL Companion to Promoting Fair Evaluations. Elizabeth coordinates ongoing professional development for American Indian Home/School Liaisons and does a variety of other work to assure that Anishinaabe, Dakota and other American Indian students in Minnesota receive fair and appropriate special education

services.