

**Duluth Public Schools
Tribal Consultation - March 2024**

Kindergarten Readiness

2022-2023 Resolution of Concurrence and Non-Concurrence

Goal	Increase the number of American Indian students/families in Early Childhood programs to be prepared and ready for Kindergarten. Increase knowledge of cultural differences/similarities of staff to have a safe beginning place for American Indian Students within DPS.
Reason for Non-Concurrence	Lack of American Indian teachers/staff in the Early childhood level to provide ongoing culturally relevant support to families and students. {Approximately 2 known teachers of color.} Lack of culturally relevant curriculum district wide.
Progress from Previous Year	Oshki-Inwewin was implemented in the Fall of 2021-22 School year. We currently have 18 American Indian students participating in this program. We have 2 staff who identify as American Indians working within Oshki-Inwewin. American Indian students were top performers on our End of Year Assessments of 4 year olds. Students scored 100% in 4 out of 5 domains, including language and literacy. The fourth domain, approaches to learning, American Indian students scored 90%.
Recommendations	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing Ojibwe language and culturally relevant programming. Look at hiring practices and recruitment with Headstart and Human Resources. Integrate culture and language throughout Head Start programs beyond Oshki-Inwewin.

2023-2024 Action Plan for Addressing Non-Concurrence

Response from School Board	We are expanding seasonal Ojibwe language and cultural practices to all preschool classrooms. We are providing opportunities for culturally relevant family engagement. We have made the Oshki-Inwewin teaching position a TOSA position, so we are able to identify the best fit among applicants. The Preschool equity team has merged with the Education Equity Advisory Committee to de-silo preschool equity conversations and initiatives in our community
Action Steps	Implement seasonal Ojibwe language and activities in all preschool classrooms, including 2 nutrition experiences. Provide culturally relevant family engagement activities at Oshki-Inwewin. Continue to build connections with families and community organizations to enrich cultural experiences at Oshki-Inwewin, and explore ways to expand such activities across all classrooms. Provide staff with PD to support culturally relevant programming. Early Childhood Family Education: Added an additional Parent Educator to ECFE certified staff to enhance outreach efforts to bring parenting education to families we aren't currently engaging with. These outreach efforts include identifying needs of AI families with young children, to enhance current parenting and early childhood programming in Early Childhood Family Education (ECFE) to promote engagement/enrollment/belonging, and to create partnership with other departments or community agencies who work with families of AI children.
Mid-Year Progress Update	Preschool has implemented the incorporation of some Ojibwe language across the program, under the guidance of Michelle Goose, Oshki-Inwewin parent. We have created nutrition lessons for wild rice and maple sugar, purchased from Spirit Lake Native Farms, along with literature written and produced by the Fond du Lac Head Start. Early Childhood Family Education staff have been attending Family Dinner events at AICHO with resources and activities for children. Other outreach efforts in process, staff hired has been out on medical but stays in contact with individuals/agencies and attends some virtual meetings to address needs or to inform program planning for 24/25 and work on acquiring classroom books, activities, toys and other materials that reflect families in the community.

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Reading Well By Third Grade

2022-2023 Resolution of Concurrence and Non-Concurrence

Goal	Increase the number of American Indian students reading at grade level by third grade. Increase culturally appropriate resources/references in the curriculum so our students see themselves in school/curriculum.
Reason for Non-Concurrence	American Indian students still continue to score low on reading assessments. 2021-22 data shows that 25% American Indian students are proficient in reading by 3rd grade.
Progress from Previous Year	The Curriculum Department purchased books for the Misaabekong Ojibwe Immersion program. The English Language Arts content specialist selected indigenous-focused books that were tied to Wonders curriculum and distributed them to K-5 teachers (Note: Some of those books were purchased by the American Indian Education program).
Recommendations	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.

2023-2024 Action Plan for Addressing Non-Concurrence

Response from School Board	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. We have an Achievement & Integration strategy to provide culturally relevant intervention and curricular materials to students at Myers Wilkins. At our Immersion school through the Achievement & Integration plan, we have cultural immersion paraprofessionals working within those classrooms to support the academic needs of our immersion program students.
Action Steps	241 classroom libraries focused on culturally diverse texts including American Indian were distributed in the Spring of 2023. K-5 general education classrooms and 6-12 English Language Arts classrooms. The books were diverse and all grade levels received multiple books with American Indian representation. The curriculum department worked with Misaabekong teachers to select appropriate books. We are expanding to SpEd resource rooms and setting 3 classrooms 2023/24, which include American Indian representation texts.
Mid-Year Progress Update	The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development. The lead interventionist is collaborating with teachers and paraprofessionals in the Misaabekong immersion program to design and implement data-based literacy interventions in the language of instruction that meet the needs of immersion students.

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Achievement Gap	
2022-2023 Resolution of Concurrence and Non-Concurrence	
Goal	Increase American Indian student achievement.
Reason for Non-Concurrence	American Indian students continue to score low on math assessments. 2021-22 data shows that 17.5% American Indian students are proficient in math.
Progress from Previous Year	American Indian Education program coordinator will continue working with Elementary and Secondary Content Specialists and the staff development coordinator planning on-going opportunities for Math teachers and interventionists focused on Best Practices for American Indian students. 2022-23 data shows that 18.4% American Indian students are proficient in Math, which is a +.9%
Recommendations	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.
2023-2024 Action Plan for Addressing Non-Concurrence	
Response from School Board	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. The Curriculum, Instruction, and Assessment team has been actively pursuing a grant to further American Indian students exposure to STEM opportunities.
Action Steps	Plan to provide training on culturally responsive resources embedded in written curriculum and shared with teachers/students. Achievement & Integration strategy provides culturally relevant intervention and curricular materials to Myers-Wilkins students. The immersion program has cultural immersion paraprofessionals working within classrooms supporting academic needs of immersion students. The American Indian Standards are now embedded in each Academic Standards area. Science is specifically working with American Indian Education to create lessons for those standards. Content Committees are tasked to review the American Indian standards as part of the committee process.
Mid-Year Progress Update	Grant with the National Science Foundation was approved in the fall of 2024. A Computer Science coordinator was assigned and is working collaboratively with the Computer Science for All program to support STEM opportunities and camps for American Indian students. The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development.

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Achievement Gap	
2022-2023 Resolution of Concurrence and Non-Concurrence	
Goal	Increase American Indian student achievement.
Reason for Non-Concurrence	American Indian students continue to score low on reading assessments. 2021-22 data shows that 27.53% American Indian students are proficient in reading.
Progress from Previous Year	The English Language Arts specialist worked with the Coordinator of American Indian Education and Office of Education Equity to identify culturally appropriate books for teachers to utilize. Anti-bias training was done district-wide. Duluth Public Schools is working on providing classrooms with diverse classroom libraries. The Coordinator of American Indian Education has been a part of the process to choose books for Misaabekong classrooms. 2022-23 data shows 33.6% American Indian students are proficient in Reading, which is a +6.3%.
Recommendations	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.
2023-2024 Action Plan for Addressing Non-Concurrence	
Response from School Board	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. The Office of Education Equity, through an Achievement & Integration strategy, provides culturally relevant intervention and curricular material to students at Myers-Wilkins to ensure students, teachers and classrooms have access to culturally relevant learning materials.
Action Steps	Plan to provide training on culturally responsive resources embedded in written curriculum and shared with teachers/students. Achievement & Integration strategy provides culturally relevant intervention and curricular materials to Myers-Wilkins students. The immersion program has cultural immersion paraprofessionals working within classrooms supporting academic needs of immersion students. Check and Connection qualifying thresholds have been reviewed and updated to better address the achievement gap of our AI and Special Education students, allowing us to support more American Indian students through Check and Connect.
Mid-Year Progress Update	The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development.

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Achievement Gap	
2022-2023 Resolution of Concurrence and Non-Concurrence	
Goal	Make sure all teachers are aware of, knowledgeable, and teach the American Indian state standards.
Reason for Non-Concurrence	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian state standards.
Progress from Previous Year	American Indian-focused state standards have been shared with Content Specialists. The Coordinator of American Indian Education has been working with Curriculum Coordinator on getting resources. Focusing on 2 content areas each year. We are continuing with Math and English Language Arts and adding Science.
Recommendations	Continue the work of American Indian-focused state standards implementation that began in 2018. Bring awareness to teachers through content area meetings on the American Indian-focused state standards and tie resources and training to teachers. Work with the AIHSL in this process, they are a great resource. Science Content Specialist is working with Memegwesiikwe to create lessons to address American Indian-focused state standards. Funding has been secured to provide classroom libraries to teachers that include culturally-responsive texts that will include American Indian literature. The Curriculum Review and Adoption process has been revised to include more purposeful review and adoption of curriculum that is more representative and inclusive of American Indian students.
2023-2024 Action Plan for Addressing Non-Concurrence	
Response from School Board	Continue in the 23-24 school year to embed training and resources around the American Indian-focused state standards into district-wide Professional Learning Communities and content committee meetings. The Science Content Specialist will continue to work with Memegwesiikwe to ensure that science standards related to American Indian tribes are addressed in curriculum docs with lessons created for teachers. When content committees review curriculum and instructional materials, they will use checklists and rubrics provided in the procedural guide to make sure the curriculum is representative and inclusive of American Indian students.
Action Steps	State legislation was enacted for the 2023-24 school year. Districts were expected to provide instruction for a minimum of one hour on October 9, 2023 for Indigenous People's Day. Planning meetings were scheduled with content specialists and curriculum/student achievement coordinators. Content specialists helped plan and support teachers with content for lessons. Each content area used their American Indian focused state standards as a foundation for the content planned. The day concluded with a Round Dance for the community.
Mid-Year Progress Update	The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development. During the planning for Indigenous Peoples' Day, the Content Specialists took part in learning around considerations for teaching and learning about Indigenous people and culture. Content Specialists used the considerations in planning lessons for the day.

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Graduation

2022-2023 Resolution of Concurrence and Non-Concurrence

Goal	Raise graduation rates for American Indian students.
Reason for Non-Concurrence	All students reach 85% graduation rate by 2020.
Progress from Previous Year	American Indian students' graduation rates for 201-22 are 45.16% (4 year) and 65.7 % (7 year). Tiered Fidelity Inventory (TFI) scores district wide using the Culturally Responsive Field Guide scored 48% in school year 22-23, with a goal of 55% in school year 23-24.
Recommendations	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or cultural needs of American Indian students. Focus on the culture of the school, if they feel safe and welcome at school they will attend and be more engaged. Provide Check & Connect to ALL American Indian students.

2023-2024 Action Plan for Addressing Non-Concurrence

Response from School Board	The district has committed to implementing PBIS district-wide and as a part of that, will be clearly articulating/clarifying the district's supports within each of the tiers. This will include taking an inventory of interventions being delivered, staff delivering them, criteria used for identification, ways progress will be monitored, etc. In addition, the district provided Check & Connect training to existing staff who work with American Indian students. Staff development will continue to identify and implement professional development focused on specific culturally responsive strategies for teachers and additional school staff through district wide professional development days.
Action Steps	PBIS training for school PBIS teams are scheduled for the year and have already begun (9/27; 9/27). PBIS & MDE are partnering with us on this work. The culturally responsive field guide will continue to also be a part of this work and will be revisited. Training on the culturally responsive field guide was provided last spring to admin and school SEB MTSS Coordinators to share with their PBIS teams. (for more information please see our SEB MTSS action card). All traditional sites will continue to conduct the Tiered Fidelity Inventory and School Climate Survey twice annually. In addition each school hired an SEB MTSS Coordinator last year and those coordinators are receiving bi-monthly team training and coaching by the district to support them with moving these efforts forward within their PBIS teams. This year the district requested that all schools reach out to their American Indian Home School Liaisons and Integration Specialists to consider adding them to their PBIS teams. Mental health therapy services continue to be provided through Fond Du Lac to Native American Students enrolled in FDL at schools at the following locations: Denfeld, Lincoln Park Middle School, Myers-Wilkins, and Laura MacArthur. American Indian Home School Liaisons and Integration Specialists will be trained in Check and Connect prior to the start of the school year.
Mid-Year Progress Update	American Indian Ed. Professional Development (created by Cutting Edge Teams) being provided this spring to a group of more than 30 staff with opportunities for the future to be offered widely. We have trained the majority of administrators, Integration Specialists, Am. Indian Home School Liaisons, and other Behaviorists in Restorative Practices (almost 200 as of this date). Check and Connect training was expanded to include our American Indian Home School Liaisons and Integration Specialists.

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Other Items

2022-2023 Resolution of Concurrence and Non-Concurrence

Goal	Increase staff and student knowledge of American Indians original to the area.
Reason for Non-Concurrence	Lack of cultural awareness and history of local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.
Progress from Previous Year	Science Standards: 3rd grade is implementing new science standards specifically to AI students. Misaabekong developing a modern classroom. Blair Powless has been working on a histororaphy and American Indian lessons that have been implemented into East High School last school year. He will continue to work with the other Hlgh Schools to implement the lessons. DPS has increased his contract hours and pays for the additional hours.
Recommendations	Provide an American Indian Curriculum Specialist or Instructional Coach.

2023-2024 Action Plan for Addressing Non-Concurrence

Response from School Board	The Curriculum, Instruction and Assessment team is intentionally working on building relationships with the American Indian Education Department to include diverse perspectives and support for teachers in including MN Standards related to American Indian Tribes.
Action Steps	Indigenous People's day planning meetings were scheduled with content specialists and curriculum/student achievement coordinators. Content specialists helped plan and support teachers with lesson content for the day. To help achieve this goal 14 classroom teachers attended the session Understand Native Minnesota Educator Academy. Throughout this professional development, our teachers were able to be immersed in Ojibwe history, language, and culture. This professional development offered our teachers the opportunity to bring knowledge to their students about the Ojibwe culture, language and history.
Mid-Year Progress Update	During the planning for Indigenous Peoples' Day, the Content Specialists took part in learning around considerations for teaching and learning about Indigenous people and culture.