



Board Meeting Date: February 13, 2023

Title: American Indian Education Aid Application

Type: Consent

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning

Background: Minnesota Statutes, section 124D.78, requires that all Minnesota districts and tribal schools with 10 or more American Indian students have an American Indian Parent Advisory Committee (AIPAC.) These committees serve in an advisory role to their school/district and help ensure that American Indian students are receiving culturally relevant and equitable education opportunities. They are crucial to the achievement and success of American Indian students statewide.

Recommendation: Accept the American Indian Parent Advisory Committee Resolution.

Desired Outcomes from the Board: Review and approve the American Indian Parent Advisory Committee Resolution.

Attachments:

American Indian Aid Application
American Indian Parent Advisory Roster
American Indian Aid Application Budget
Annual Compliance Overview

American Indian Education Aid Application

School Year (SY) 2022–23 | Fiscal Year (FY) 2023

American Indian Education Aid

The American Indian Education Aid (AIEA) program is administered by the Minnesota Department of Education (MDE) and provides per-pupil funding to districts, charter schools, and tribal schools that report an American Indian student count of 20 or more on the October 1 MARSS (Minnesota Automated Reporting Student System) reporting deadline. Twenty American Indian students generate a base award of \$20,000, and each American Indian student beyond that generates an additional \$358.

Districts and schools that meet the 20-student threshold are notified of their aid eligibility the spring prior to the school year in which they are eligible to receive the aid. This communication includes the American Indian student count along with the maximum aid award that those students generate.

Please carefully review the American Indian Education Aid guidance document located on the [American Indian Education Aid webpage](#) to prior to completing this application. This document provides in-depth information about American Indian student counts, aid awards and distribution and expenditures, and it will help to inform staff and American Indian Parent Advisory Committees (AIPACs) as they collaborate on the required application narratives and budgeting.

The Application Overview

This application is comprised of three required sections. Incomplete applications will be returned for revision.

Section 1: Applicant Information

This section asks for pertinent information including the name and number of the school or district, the name and contact information for applicable staff, and the name and contact information for the American Indian Parent Advisory Committee (AIPAC) chairperson.

Section 2: The Program Plan

This affords applicants with the opportunity to provide a thorough narrative on the operations and goals of the American Indian Education program within the district or school. This section is governed by six areas of focus found within [Minnesota Statutes 124D.74, subdivision 1](#):

1. Support postsecondary preparation for pupils;
2. Support the academic achievement of American Indian students;
3. Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils;
4. Provide positive reinforcement of the self-image of American Indian pupils;

5. Develop intercultural awareness among pupils, parents, and staff; and,
6. Supplement (not supplant) state and federal educational and co-curricular programs.

The six areas of focus must contain the details of the program(s) that are to be implemented. The bulk of the budget may not be funneled into just one of the areas of focus. The program details must align to [Minnesota Statutes 124D.81, subdivision 2](#), and must specifically address **each** of the following:

1. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
2. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
3. Describe the district goals and objectives, and how those objectives will be achieved;
4. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and
5. Describe how the program will be organized, staffed, coordinated, and monitored; and,
6. Project expenditures for programs under sections 124D.71 to 124D.82 (see required supplements below).

Section 3: The Certification Statement

This section is a signed declaration, affirming that the program plan was created collaboratively, and in full consultation with the AIPAC, and that the AIPAC was afforded the opportunity to make suggestions, review data, and collaborate with staff on the goals, initiatives, and expenditures outlined within the application narrative. It requires the signatures of the superintendent or charter/tribal school director, the American Indian Education primary staff person, and the AIPAC chair.

Required Supplements

In addition to this application, participants are required to fill out and submit a budget worksheet and an AIPAC roster. Both items are available as separate downloads on the [American Indian Education Aid webpage](#). Applications that are submitted without both of these required items will not be accepted.

The Program Budget Worksheet

The budget worksheet is a downloadable excel workbook that must accompany the AIEA application at the time of submission, and it must align to the AIEA award estimate. It is formatted for ease of use. Budget worksheets must detail the projected expenditures that will support the activities and initiatives outlined within the program plan narrative, and it supports adherence to item “f” above.

Applicants that propose using 50% or more of AIEA on staff salaries must also fill out the Budget Supplement tab. See the Salaries section of the program guidance document for more information.

The AIPAC Roster

The AIPAC roster is a downloadable supplement that must accompany the AIEA application at the time of submission.

The Application Deadline

In order to afford participants more flexibility to collaborate with their AIPACs and write their program plans, the American Indian Education Aid Program now uses a submission window.

All applications must be submitted September 25–November 30. Extensions beyond November 30 will not be granted.

Submit

Submit your completed application, your budget worksheet, and your AIPAC roster to:
MDE.AIEA@state.mn.us.

Applicant Information

District, Charter School or Tribal School Information

District/School Name: Edina Public Schools
District/School Number: 273

Superintendent or Charter/Tribal School Director

Name: Dr. Stacie Stanley
Email: stacie.stanley@edinapublicschools.org
Telephone: 952.848.4000

American Indian Education Staff

Primary Staff Name: Jody De St. Hubert
Email: jody.desthubert@edinapublicschools.org
Telephone: 942.848.4096
Secondary Staff Name: Carlie Johnson
Email: carlie.johnson@edinapublicschools.org
Telephone: 952.848.3900
Secondary Staff Name: Chris Johnson
Email: chrisjohnsonied@gmail.com
Telephone: 651.587.8557

American Indian Parent Advisory Committee Chairperson

Name: Jeff Carlson
Email: jcsouprstar@gmail.com
Telephone: 612.387.0167

The SY22-23 American Indian Education Program Plan

Area 1: Support Postsecondary Preparation for American Indian Pupils

Provide a program narrative for how the district will support postsecondary preparation for American Indian pupils. This narrative must address items a–e, and is limited to 350 words.

1. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;

2. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
3. Describe the district goals and objectives, and how those objectives will be achieved;
4. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
5. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

In 2023 100% of American Indian Students will graduate.

100% of American Indian Students graduate in 2022.

Action Steps: College and Career Readiness Individual Conferences

- The Edina American Indian Liaison will meet with each Junior in the spring of their Junior year to review course registration and planning for Senior year. Additional support will be provided in collaboration with school counselors as necessary. Meetings and student information will be tracked in a spreadsheet by American Indian Liaison and reviewed with the American Indian Consultant and/or Teaching and Learning Department.
- The Edina American Indian Liaison will meet with each Senior in the fall and winter of their Senior year to review course registration and grades. Additional support will be provided in collaboration with school counselors as necessary. Meetings and student information will be tracked in a spreadsheet by American Indian Liaison and reviewed with American Indian Consultant and/or Director of Teaching and Learning.

In 2023 100% of American Indian Edina secondary students will participate in 2 of 4 College and Career Readiness classes and/or activities. The classes and/or activities are AVID, AP classes, extracurricular activities, and test preparation opportunities.

Action Steps: College and Career Readiness Access through Course Registration Planning

- The Edina American Indian Liaison will meet with each secondary student and review course registrations and participation in extracurricular activities in January during the course registration window. This will be a current year check-in, as well as preparation for the following year. The Edina American Indian liaison will also discuss AVID and AP options with students in preparation for college and career readiness and partner with school counselors to ensure registration as appropriate. Meetings and student information will be tracked in a spreadsheet by American Indian Liaison and reviewed with American Indian Consultant and/or Director of Teaching and Learning.
- The Edina American Indian Liaison, in collaboration with Edina American Indian Consultant, will provide opportunities for college fairs including virtual and/or in person field trips for American Indian students in grades 9-12. Events and participating will be tracked in a spreadsheet.
- Funding will be made available to American Indian students to participate in enrichment opportunities such as before and/or after-school tutoring programs, summer enrichment offerings and after-school programs that support their academic goals and develop skills for setting & achieving future goals and build leadership and advocacy skills. These offerings will be above and beyond what is offered to all students by focusing on areas that enhance American Indian cultural connections. This funding will also allow families to access resources beyond the district scholarship funding provided for all who qualify through Edina Give and Go. Although the funding is generous, it is \$500 per student per

year and does not cover the tutoring costs to make an academic difference for most students. This fund will be used after all other Edina resources are exhausted. The Edina American Indian Liaison and Consultant will communicate opportunities at meetings and through email. Participation will be tracked by the Edina Teaching and Learning Department.

Area 2: Support the Academic Achievement of American Indian Students

Provide a program narrative for how the district will support the academic achievement of American Indian students. This narrative must address items a–e, and is limited to 350 words.

1. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
2. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
3. Describe the district goals and objectives, and how those objectives will be achieved;
4. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
5. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

In 2023 the Edina Early Learning Center will increase partnership with Edina resident American Indian Families.

Action Steps: Comprehensive Planning and Individual Outreach

- ELC administration will team with Teaching & Learning to identify baseline data specific to the number of American Indian families with students from birth to 5 in Edina and the number participating in ELC programming.
- ELC administration and Teaching & Learning will then outline a plan for next steps of partnership with the ELC Multilingual Leadership Team.
- Early Learning Center staff will work with American Indian families who have children ages 0-5 to inform them about school readiness resources and opportunities as part of the plan formed above. Contacts will be tracked and reviewed with the ELC Multilingual Leadership Team for one specific event to be determined in 2022-23.

All K-3 American Indian students enrolled in its elementary schools are reading at grade level by the end of third grade as measured by Reading MCA scores.

In 2022 the 1 American Indian Edina 3rd grade student who took the MCA reading exceeded proficiency.

Action Steps: Increased Family Communication and Academic Partnership

- Teaching and Learning will provide a list to Edina American Indian Liaison of American Indian students in K-3 not demonstrating proficiency in reading based on FASTBridge Fall Universal Screening data.
- The Edina American Indian Liaison will meet with building administration and create a family communication plan that includes what school responses are being put into place and additional resources for families to further support at home. This will be tracked in a

spreadsheet that includes students, plans, contact dates, family resources, and student Universal Screening progress. This tracking will be a team effort with American Indian Liaison, Teaching and Learning, and the students' building academic team.

All 4-5 American Indian students enrolled in its elementary schools are proficient in Math and Reading MCA scores.

In 2022 7 out of 12 American Indian Edina 4th grade students who took the Reading MCA were proficient.

In 2022 8 out of 12 American Indian Edina 4th grade students who took the Math MCA were proficient.

In 2022 1 out of 2 American Indian Edina 5th grade students who took the Reading MCA were proficient.

In 2022 1 out of 2 American Indian Edina 5th grade students who took the Math MCA were proficient.

Action Steps: Increased Family Communication and Academic Partnership

- Teaching and Learning will provide a list to Edina American Indian Liaison of American Indian students in 4-5 not demonstrating proficiency in reading and or math based on spring MCA data as part of the data review meetings.
- The Edina American Indian Liaison will meet with building administration and create a family communication plan that includes what school responses are being put into place and additional resources for families to further support at home. This will be tracked in a spreadsheet that includes students, plans, contact dates, family resources, and student Universal Screening progress. This tracking will be a team effort with American Indian Liaison, Teaching and Learning, and the students' building academic team.

All 6-8 American Indian students enrolled in its middle schools are proficient in Math and Reading MCA scores.

In 2022 1 out of 2 American Indian Edina 6th grade students who took the Reading MCA were proficient.

In 2022 1 out of 2 American Indian Edina 6th grade students who took the Math MCA were proficient.

In 2022 9 out of 11 American Indian Edina 7th grade students who took the Reading MCA were proficient.

In 2022 7 out of 11 American Indian Edina 7th grade students who took the Math MCA were proficient.

In 2022 4 out of 7 American Indian Edina 8th grade students who took the Reading MCA were proficient.

In 2022 1 out of 7 American Indian Edina 8th grade students who took the Math MCA were proficient.

Action Steps: Increased Family Communication and Academic Partnership

- Teaching and Learning will provide a list to Edina American Indian Liaison of American Indian students in 6-8 not demonstrating proficiency in reading and or math based on spring MCA data as part of the data review meetings.
- The Edina American Indian Liaison will meet with building administration and create a family communication plan that includes what school responses are being put into place and additional resources for families to further support at home. This will be tracked in a spreadsheet that includes students, plans, contact dates, family resources, and student

Universal Screening progress. This tracking will be a team effort with American Indian Liaison, Teaching and Learning, and the students' building academic team.

All 9-12 American Indian students enrolled in its high school demonstrate successful completion in Algebra 1, US Literature and Composition, & Biology with a B or better.

Action Steps: Increased Family Communication and Academic Partnership

- Teaching and Learning will provide a list to Edina American Indian Liaison of American Indian students in 9-12 not demonstrating successful completion of Algebra 1, US Literature and Composition & Biology
- The Edina American Indian Liaison will meet with building administration and create a family communication plan that includes what school responses are being put into place and additional resources for families to further support at home. This will be tracked in a spreadsheet that includes students, plans, contact dates, family resources, and student Universal Screening progress. This tracking will be a team effort with American Indian Liaison, Teaching and Learning, and the students' building academic team.

Area 3: Make Curriculum Relevant to the Needs, Interests, and Cultural Heritage of American Indian Pupils

Provide a program narrative for making curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils. This narrative must address items a–e, and is limited to 350 words.

1. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
2. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
3. Describe the district goals and objectives, and how those objectives will be achieved;
4. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
5. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

By the end of the 2023 school year the American Indian standards in Art will be fully embedded in the Edina Arts curriculum.

Action Steps: Intentional Curriculum Review Process

- Teaching and Learning will review the American Indian standards in Art with each Art Curriculum Review Design Team and ensure alignment with instruction.
- Teaching and Learning will collaborate with Edina American Indian Consultant and American Indian Parent Advisory Committee and adjust alignment and instructional plans per recommendations.
- Curriculum Review Design Team will determine necessary resources and create a professional development plan that includes commitments.
- Teaching and Learning will monitor implementation and update American Indian Parent Advisory on progress to create a continuous cycle of feedback and adjustments.

By the end of the 2023 school year the American Indian standards in Science will be fully embedded in the Edina Science curriculum.

Action Steps: Intentional Curriculum Review Process

- Teaching and Learning will review the American Indian standards in Science with each Science Curriculum Review Design Team and ensure alignment with instruction.
- Teaching and Learning will collaborate with Edina American Indian Consultant and American Indian Parent Advisory Committee and adjust alignment and instructional plans per recommendations.
- Curriculum Review Design Team will determine necessary resources and create a professional development plan that includes commitments.
- Teaching and Learning will monitor implementation and update American Indian Parent Advisory on progress to create a continuous cycle of feedback and adjustments.

Area 4: Provide Positive Reinforcement of the Self-Image of American Indian Pupils

Provide a program narrative for how the district will provide positive reinforcement of the self-image of American Indian pupils. This narrative must address items a-e, and is limited to 350 words.

1. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
2. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
3. Describe the district goals and objectives, and how those objectives will be achieved;
4. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
5. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

100% of our 4th and 5th Grade American Indian students will report having supportive relationships at school as reflected on the Panorama Student Survey.

Action Steps: Social and Emotional Individual Conferences

- Teaching and Learning will provide a list to Edina American Indian Liaison with the Panorama results for all American Indian 4th and 5th grade students.
- Edina American Indian Liaison will review with school administration the data and determine next Social and Emotional steps for each student.
- American Indian Liaison will ensure a meeting with each 3 -5 grade student that focuses on the Social and Emotional next steps above. Meetings and student information will be tracked in a spreadsheet by American Indian Liaison and reviewed with American Indian Consultant and/or building administration one time after the initial meeting.

Connect American Indian students to American Indian role models.

Action Steps: Create two mentorship opportunities in 2022-23.

- All High school students will be provided with the opportunity to participate in multi district youth groups such as Indigenous Leadership Circle. The indigenous Leadership Circle group meets with an American Indian mentor/facilitator afterschool once a month, either in

person or virtually. They will focus on developing leadership skills and civic/volunteer activities while building positive relationships with peers from other areas.

- American Indian Consultant and/or Teaching and Learning team with American Indian Edina staff to create and implement culturally contracted services that provide American Indian cultural knowledge for students across all grade levels. Attendance will be taken, and an event debriefed for future planning.

Area 5: Develop Intercultural Awareness Among Pupils, Parents, and Staff

Please provide a program narrative explaining how the district will develop intercultural awareness among pupils, parents, and staff. This narrative must address items a–e, and is limited to 350 words.

1. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
2. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
3. Describe the district goals and objectives, and how those objectives will be achieved;
4. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
5. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

Increase the intercultural awareness and cultural competency of Edina staff.

Action Steps: Culturally Proficient Professional Development

- Edina Public Schools has an Equity leader at each school site that receives a stipend for their responsibilities. These stipends are paid with Teaching and Learning Professional Development dollars. Each Equity leader will be provided a copy of the book by Anton Treuer Everything You Wanted To Know About American Indians But Were Afraid To Ask. Equity leads will develop an inservice based on highlights and learnings from the book. Implementation will be tracked by Teaching and Learning.
- All Edina staff will be trained in Culturally Proficient School Systems by 2025. In 2022-2023 all cabinet members, administration, liaisons, equity leads and some additional staff will be trained by Dr. Trudy Arriaga. An additional group of 19 staff members will then be trained by Dr. Trudy Arriaga to be CPSS facilitators for Edina Public Schools. The progress of this goal will be tracked by Teaching and Learning to ensure all Edina staff learn what the Tools of Cultural Proficiency are and are able to directly apply them in their day-to-day work with students and families.

Increase the intercultural awareness and cultural competency of the Edina community.

Action Steps: American Indian School and Community

- Program will host or cosponsor a culturally specific event or activity for the entire district and community to participate.
- Program will host or cosponsor a culturally specific event for individual schools to participate in. These events will include but are not limited to: School Cultural Nights & Graduation Ceremony

American Indian Liaison will collaborate with parents and American Indian Consultant to share relevant information and resources specific to Indigenous People day and National Native American Heritage Month.

Area 6: Supplement (not supplant) State and Federal Educational and Co-curricular Programs

Please provide a program narrative for how the initiatives outlined in program areas 1–5 will supplement (not supplant) state and federal educational and co-curricular programs, specific to American Indian students. This narrative is limited to 350 words.

Narrative:

One of the main items that Edina is committing to for American Indian students and families this year is the hiring of an American Indian Liaison and American Indian Consultant. The American Indian Liaison, in collaboration with the American Indian Consultant and Teaching and Learning will lead the implementation of the additional services for American Indian students and families outlined in this application. The funding for this liaison will be coming from two different sources. One source is Achievement and Integration dollars which is also focused on supplemental initiatives and the other is the MN American Indian Aid.

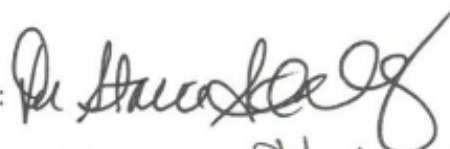
The leadership of activities in program areas 1-5 will take careful attention by the liaison as an additional hire since the activities are designed to provide unique opportunities for American Indian students that extend beyond the typical educational day. **The following activities are specific activities that will be unique to our American Indian students and families:** college tours, mentoring programs, guest speakers, and cultural activities and ensuring academic and social and emotional support is a high priority through individual conferences facilitated in collaboration with our American Indian Liaison and building administration.

The Certification Statement

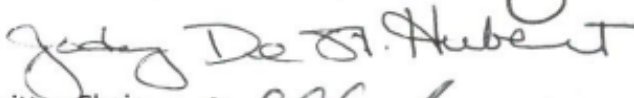
By signing or inserting your electronic signature below, you hereby certify that the American Indian Education Aid application components have been developed in full collaboration with the district or school's American Indian Parent Advisory Committee, pursuant to [Minnesota Statutes, section 124D.78](#), and you attest that:

- All goals, narratives, and budgets were discussed in detail and agreed upon by all parties, and,
- All programming initiatives supplement, and do not supplant any state or federal educational or co-curricular programs.

Superintendent or Charter/Tribal School Director:



Director of American Indian Education:



American Indian Parent Advisory Committee Chair:



American Indian Advisory Committee Member Roster

American Indian Parent Advisory Committee Member Roster

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation
Jeff Carlson, jeffcarlson.email@gmail.com, 612.387.0167	Yes	Chair/Co-chair	Parent/Guardian of an American Indian Student
Ana Munro, anamunro@yahoo.com, 715.617.1605	Yes	Vice Chair	Parent/Guardian of an American Indian Student
Rebecca Clays, beccacleys@icloud.com, 612.431.5846	Yes	General Member	Parent/Guardian of an American Indian Student
Chris Johnson, chrisjohnsonied@gmail.com	Yes	Secretary	American Indian District Employee
Carlie Anderson, carlie.anderson@edinaschools.org	Yes	General Member	American Indian District Employee
Aaron Vinzenor-Hammerly, aaron.vinzor-hammerly@edinaschools.org	Yes	General Member	American Indian District Employee
Kourtnee Baukol, kourtnee.baukol@edinaschools.org	Yes	General Member	American Indian District Employee
	Select one...	Select one...	Select one...

American Indian Aid Application Budget

American Indian Education Aid Budget Projections		SY22-23 FY22
District/School Name and #: Edina Public Schools 273		\$20,358.00
Expense	Area(s) of Focus	Budget
College Activities: Campus Visits and College Fairs	Area 1 and 2	\$2,000.00
Early Learning Center outreach and take-home cultural activity kits	Area 2 and 3	\$1,000.00
Graduating Seniors Events and materials	Area 4	\$2,000.00
Academic Tutoring	Area 1 and 2	\$2,500.00
Extracurricular/Cultural Activities Scholarships	Area 4 and 5	\$2,500.00
Edina Staff Stipends for Mentorship Activities	Area 4	\$4,500.00
Cultural Events & Program Meetings	Area 5	\$3,000
Liaison and Coordinator	Area 1, 2, 3, 4, and 5	\$2,858.00

American Indian Compliance Overview



Annual Compliance Overview

[Minnesota Statutes, section 124D.78](#) requires Minnesota districts, charters, and tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the statute cites that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

To be compliant with this statutory requirement, districts, charters, and tribal schools are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for American Indian Parent Advisory Committee members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

The Vote and Resolution

If the AIPAC finds that the district and/or school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the district and/or school board have not been meeting the needs of American Indian students, they issue a vote and resolution of nonconcurrence. This vote is formally reflected on the annual compliance documents. Members of the AIPAC must present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to the OAIE.

Completing and Submitting the Documents

The following items are required when submitting annual compliance:

- The annual compliance/vote of concurrence or nonconcurrent document
- The AIPAC resolution document
- The AIPAC roster and district employee sign-in sheet (available to download on the OAIE webpage)

All items are fillable PDF forms. When completing, remember to:

- Include the district or school name and identifying number.
- Place a check mark next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required. **Digital signatures are accepted.*
- Use the drop-down menu in the roster to select the appropriate committee member options.

The District or School Does Not Have an A/PAC:

Districts or schools that do not have an AIPAC are still required to complete this paperwork.

- Place a check mark next to "Does Not Have an AIPAC".
- Obtain the signature of the superintendent or charter/tribal school director and the school board chair. The resolution page is not required.

Submission Deadline:

Email all three required items **by March 1** to: mde.indian-education@state.mn.us