



American Indian Education Aid Application

School Year (SY) 2024-25 | Fiscal Year (FY) 2025

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, cooperatives, and Tribal contract schools that report a state 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 \$40,000, and each American Indian student beyond that generates an additional \$500.

Districts, charter schools, and Tribal contract schools that meet the 20-student threshold are eligible to receive AIEA. The [SY2024-25 American Indian Education Aid Program Eligibility](#) document is posted on our website which includes the state American Indian student count along with the maximum aid award that those students generate.

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

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 district, charter school, cooperative, or Tribal contract school, the name and contact information for applicable staff, and the name and contact information for the 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, charter, cooperative, or Tribal contract school. This section is governed by six areas of focus found within [Minnesota Statutes 2023, section 124D.74, subdivision 1](#):

1. Support postsecondary preparation for American Indian pupils;
2. Support the academic achievement of American Indian pupils ;
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. There should be a balance between academic and cultural pursuits. The program details must align to [Minnesota Statutes 2023, section 124D.81, subdivision 2](#), and must specifically address each of the following:

- a. Identify the measures that will be used to meet the requirements of [Minnesota Statutes 2023, sections 124D.71-82](#).
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that required and elective courses as structured do not have a discriminatory effect within the meaning of [Minnesota Statutes 2023, section 124D.74, subdivision 5](#); and
- e. Describe how the program will be organized, staffed, coordinated, and monitored; and,
- f. Project expenditures for programs under [Minnesota Statutes 2023, sections 124D.71-82](#) (see required supplements below).

New: American Indian Education Aid (AIEA) Program Plan Evaluation Rubric

This rubric is what AIPACs and districts will collaboratively use to design goals for their application/plan. The Office of American Indian Education will also use this rubric to provide feedback, request clarification, or ask for improvements on the application/plan. This document is located on the [American Indian Education Aid](#) webpage.

Section 3: The Certification Statement

This section is a signed declaration, affirming that all parties have reviewed the Office of American Indian Education’s resources pertaining to AIEA, the program plan was created collaboratively and in full consultation with the AIPAC, and the AIPAC is 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 hand-written signatures of the superintendent or charter/tribal school director, the primary American Indian Education staff person, and the AIPAC chair.

New: Through the 2023 Minnesota Legislative Session, any district, charter school, cooperative, or Tribal contract school that has 100 or more state-identified American Indian students must have a dedicated American Indian Education coordinator and provide American Indian culture and language classes. If this is applicable to your district, charter school, cooperative, or Tribal contract school, please ensure it is filled out completely. For any additional questions, please email [American Indian Education Aid](mailto:mde.aiea@state.mn.us) (mde.aiea@state.mn.us).

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 and will be returned for re-submission.

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 American Indian Education Aid 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 uses a submission window.

All applications must be submitted **September 1–November 30**. Extensions beyond November 30 will not be granted.

Submit

Submit your completed application, your budget worksheet, and your AIPAC roster to [American Indian Education Aid](mailto:mde.aiea@state.mn.us) (mde.aiea@state.mn.us).

Applicant Information

District, Charter, or Tribal Contract School Information

District/Charter/Tribal Contract School Name: Fridley Public Schools

District/Charter/Tribal Contract School Number: ISD 14

Superintendent, Charter School, or Tribal Contract School Director

Name: Dr. Brenda Lewis

Email: lewis@isd14.org

Telephone: 763-502-5001

American Indian Education Staff

Primary Staff Name: Jayna Gunderson, American Indian Education Coordinator

Email: gunderson@isd14.org

Telephone: 763-502-5046

Secondary Staff Name: Laura Siefert-Hertling

Name: Director of Special Services

Email: seifert Hertling@isd14.org

Telephone: 763-502-5024

American Indian Parent Advisory Committee Chairperson

Name: Josh Callahan

Email: jcallahan@ccm.com

Telephone: 651-343-2964

Fridley Schools American Indian Education MDE Allocation for 2024-25: \$88,000

The SY2024-25 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.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2023, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

American Indian students with Fridley Public Schools will be ready for a post-secondary option after high school including: college/university education, technical training, or joining the work force. This will be achieved by ensuring American Indian students have positive attendance, academic achievement and stay in school through graduation.

Attendance Data:

Last school year’s data shows that attendance for American Indian students was significantly lower than their non-American Indian peers in the following grade levels: pre-K/early childhood, elementary school, middle school and High School. See table below.

Fridley Schools 2023-24 Student Attendance Data			Attendance gap data over three years		
School / Grade	2023-24 % Attendance for Students Identified as American Indian [1]	2023-24 Percent Attendance Students identified as non-American Indian [2]	2021-22 gap	2022-23 gap	2023-24 gap
Pre-K students / early childhood	74.66%	87.80%	15.48%	36.40%	13.14%
Elementary School Students in Grades K-4	89.00%	92.80%	8.47%	18.42%	3.80%
Middle School Students in Grades 5-8	89.00%	96.10%	6.93%	40.20%	7.10%

High School students in Grades 9 - 12	79.53%	89.30%	-3.56%	46.19%	9.77%
ALC students in Grades 9 - 12	49.08%	67.10%	23.73%	-20.0%	18.02%
District Grades Pre-K - 12	81.52%	90.70%	8.18%	32.75%	9.18%
[1] Average daily attendance (ADA) is determined using Federal Absenteeism Percentage from Campus for the 2023-24 school year [2] Average daily attendance (ADA) is determined using MARSS 15 - District ADM Served for 2023-24 school year			Bold numbers indicate attendance for students identified as American Indian is better than peers.		

Attendance Goal:

By the end of the 2023-24 school year, attendance for American Indian students will show positive progress, and improve by at least 5% for each grade level in the table below. In addition to the goal for this school year, we will continue to make significant progress toward the goal that American Indian student attendance in Fridley Public Schools will be equal to or better than their non-American Indian peers.

Improved attendance rates will be achieved through ongoing contact between the American Indian Education Coordinator and school staff and students and families of students who demonstrate attendance concerns. Together we aim to identify barriers to attendance and work to provide supports and/or connect families to resources with the goal of alleviating those barriers. Connections may include student/family contact, email, text, phone calls, home-visits or other methods of connecting with and supporting students and families. This year, the Fridley School district has hired a district-wide Attendance Specialist Social worker who is also working collaboratively with the American Indian Education Coordinator in supporting positive attendance for all students with a focus on supporting American Indian students.

Graduation Rates:

2020-21 graduation rate for AI students was 100%. All six students identified as American Indian graduated.
 2021-22 graduation rate for students identified as American Indian was 100%. Five students graduated, and one student participated in a transition program supporting their individual Special Education services needs and will receive a diploma when they transition out of this program up to age of 21.
 2022-23 graduation rate for AI students was 100% as 6 of the students graduated and one student continued enrollment per their Individual Education Plan (IEP).
 2023-24: Graduation rate for AI students was 100%. Six students graduated and one student continued enrollment per their Individual Education Plan (IEP).

Graduation Goal: The 2024-25 school year goal is that 100% of the five American Indian students who are currently enrolled will graduate from high school prepared for any post-secondary option.

The attendance and graduation goals will be achieved by further exploring the data, monitoring, and providing support and intervention such as: student contact and advocacy, academic support, family contact, cultural education and support, connection to support for mental health or other student-specific needs. This will be implemented, coordinated, and monitored primarily by the American Indian Education Coordinator.

American Indian students have the option to connect with the American Indian Education Coordinator who is a Licensed School Counselor. This option is in addition to their regular teachers, Academic Deans, Equity and Inclusion Specialists, College and Career Specialist, Social Workers and other school staff. American Indian students have access to regular group cultural meetings with the American Indian Education Coordinator and various community members, including MIGIZI staff, during the school year. American Indian students at the high school and ALC have access to the American Indian Culture and Language elective class offered at Fridley High school providing academic and cultural knowledge as well as a support in a smaller class setting. American Indian students also have the option to explore career options, and post-secondary options through speakers, field trips, college fair, and/or other opportunities that come available.

Programming will be organized by having voluntary participation by students through individual contact and invitation to regular group meetings. Regular monitoring will occur primarily by the American Indian Education Coordinator and Director of Special Services. Non-specific/personal student information may be shared at AIPAC meetings throughout the school year. These programs are designed to have a non-discriminatory effect by being voluntary, housed within the same building that the students are primarily in, and be confidential as appropriate.

Area 2: Support the Academic Achievement of American Indian Pupils

Provide a program narrative for how the district will support the academic achievement of American Indian students. This narrative must address items a–e.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2023, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

American Indian students in Fridley Public Schools will demonstrate academic progress and be at an academic level equal to, or better than, their non-American Indian peers as measured by standardized tests.

The activities, methods and programs that will be implemented to achieve this goal include identifying American Indian students who are experiencing attendance concerns and applying specific intervention strategies based on individual circumstances. Identifying American Indian students who have not yet demonstrated proficiency in reading or math based on testing data and connect them with additional resources such as Targeted Services/Extended Day Learning, tutoring or other options as identified by school staff and/or parents/guardians. Delivering small group meetings and/or field trips supporting cultural knowledge, academic support and/or post-secondary readiness.

American Indian students have the opportunity to participate in regular group meetings and/or individual cultural activities based on student interests. The goal of these meetings is to build a greater connection with school and to their culture. Activities and topics may include language, music, teachings, traditions, food, cultural trunks and school success. Students also have access to an additional person to connect with – the American Indian Education Coordinator.

The district goals and objectives are that American Indian students with Fridley Public Schools will demonstrate academic progress and be at an academic level equal to or better than their non-American Indian peers. This will be achieved through the activities and programming mentioned above.

The data tables below provide baseline and current achievement data of American Indian students compared to white students using MDE MCA data from the 2023-24 school year.

Proficiency Rates in your District/School: Fridley Public Schools

	Math	Reading
American Indian Students	14.3%	26.8%
White Students	44.3%	52%
Gap Analysis	-30%	-25.2%

The academic achievement goal for the 2024-25 school year is that American Indian students will demonstrate at least a 5% improvement in proficiency in the areas of both math and reading on the state MCA tests administered the spring of 2025. The ongoing American Indian Education goal is to have American Indian students demonstrate continued, significant positive progress each year in the areas of math and reading until such time that American Indian students' accountability factors are the same or higher than their non-American Indian peers. This goal is in reference to the above data table.

How this goal will be achieved: Fridley Schools will utilize data to identify American Indian students who currently demonstrate a lack of proficiency in grade-level knowledge and skills in the areas of reading and math. Universal screening is used to identify students who would benefit from Tier I interventions including: new curriculum, Heggerty Focus, Morpheme Magic, LETRS, Foundations, Wit & Wisdom and other interventions. Tier II interventions include access to small group tutoring. Students are placed in appropriate supports and interventions with parent notification, approval and ongoing communication. Students in higher grades are encouraged to participate in one or all of the following: remediation classes, after-school programming and connected to small group tutoring only available to students who are in American Indian Education programming.

Programming will be organized by having contact with students on a voluntary basis through individual contact and invitation to regular meetings. Regular monitoring will occur by the American Indian Education Coordinator and overseen by the Director of Special Services. General, non-specific or non-personal student information may be shared at AIPAC meetings throughout the school year. These programs are designed to have a non-discriminatory effect by being voluntary, housed within the same building that the students are primarily in, and confidential as appropriate.

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.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2023, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

The Fridley School district will continue to work to make curriculum relevant to the needs, interests and cultural heritage of American Indian students by actively working to incorporate contemporary and historic information, views, voices and narrative into curriculum across all subject areas.

The district American Indian Education Coordinator will meet regularly with the district Teaching, and Learning and Curriculum Development team with the purpose of reviewing current curriculum and assessing where we can further incorporate relevant American Indian curriculum. These departments will continue to review curriculum to ensure that it meets the American Indian MDE Minnesota state content standards at each grade level at minimum. Resources for obtaining more relevant curriculum include, but is not limited to, OIE’s Teaching and Learning page, as well as resources that are shared by larger school districts like Saint Paul, Minneapolis, Osseo and Anoka-Hennepin Schools.

Early childhood education will utilize Native books, materials and resources to teach student lessons such as feelings, choices, seasons, teachings, etc. Examples of these materials and resources can be found from stores such as ‘Northern Reflections’, ‘Birchbark Books’, ‘Black Bears and Blueberries.com’, ‘Birdcage Bookstore’ and others focusing on those owned and operated by Native American people. American Indian students in all grade levels are invited to take books and/or other relevant materials home to keep. Resources include smudging materials, beading kits and books.

In the two elementary schools, the new science standards will continue to be embedded into the ‘Units of Enquiry’ teacher planners. As the Science standards and curriculum are implemented this school year and beyond, topics such as Native Skywatchers and seasons/moons, winter count, and plant knowledge will be included. The middle school, the 6th grade ‘Minnesota Studies’ class will include Native voice and perspective with both historical and contemporary focus. In the High School and Alternative Learning Center, the language and literature and history teachers are focusing on culturally diverse authors and books with at least one unit dedicated to Native American authors/books. American Indian students are invited to take books or other resources paid via the AIEA grant home to keep without repercussion.

Measure of success: To measure the accomplishment of these goals, the district will reflect at each curriculum meeting on the following: 1. How can we incorporate Native American voice/perspective into the unit plan? 2. How did we do on incorporating Native American voice? 3. What can we do differently/better next time?

In addition to these measures, the AIPAC committee will be informed by the American Indian Education Coordinator about initiatives at scheduled AIPAC meetings to obtain input and feedback from the committee and make changes per the AIPAC committee's feedback. We will have accomplished these goals if AIPAC has a greater voice in curriculum and updates are included in curriculum by end of the school year and beyond.

These programs are designed to have a non-discriminatory effect by being equally implemented in curriculum benefiting learning for all students in the district.

The program will be staffed by the American Indian Education Coordinator collaborating with the district's Teaching and Learning team and district teachers for ongoing coordination of goals and process monitoring.

The Fridley School District continues to work toward an effective system of obtaining feedback from American Indian students on current and new Indigenized curriculum that they experience in the classroom. Last year, students said they were not interested in completing regular surveys regarding curriculum. This year we are looking to potentially seek feedback from students in culture group meetings or other environment where students feel safe to share honest feedback.

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.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2023, sections 124D.71-82
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

The Fridley School District will further support the positive reinforcement of the self-image of American Indian pupils through ensuring that American Indian contemporary and historical presence is acknowledged, heard, honored and celebrated.

These goals will be supported through the following activities:

Students and staff at all grade levels of the school district celebrated Indigenous Peoples' Day on October 9th with organized activities and information. To celebrate November 'Native American Heritage Month', students and staff at the two elementary school experienced performances Dakota / Ojibwe singers, drummers and dancers. The school-wide portion of the event was paid through funds from the school's budget and the Understanding Minnesota Mini-Grant not AIEA.

The Director of Nutritional Services and district nutrition staff prioritize and incorporate traditional Native American foods and ingredients into school lunch options. Especially in November honoring Native American Heritage Month. These foods include locally sourced vegetables, squash, corn, wild rice and other dishes inspired by "The Sioux Chef's Indigenous Kitchen" and Native resources.

The district created a Land Acknowledge Statement that was approved by the AIPAC in 2020-21. This statement is read at the start of meetings and is included in district-wide information and district website. The Land Acknowledge Statement is read at the start of most, if not all, district meetings. This is a high priority in the Fridley Public School District.

Flags from the eleven tribal nations located in what is now Minnesota are displayed in both the district offices that are housed in the high school, and the entrance to the Fridley Community Center which is where Fridley Schools pre-k programs and where families initially enroll in Fridley schools.

The district will continue to provide Native American student groups, resources, language learning, activities and fieldtrip opportunities. American Indian students in elementary, middle and pre K programs are invited to Native American student cultural groups throughout the school year. Students in grades 1-12 have the opportunity to participate in and at least one culturally focused field trip during the school year. Last year

American Indian students in elementary school visited the Dakota winter experience at the Gibbs Farm in Saint Paul. Graduating American Indian seniors are honored with graduation stoles, and/or drumming or other activity at awards night or other event.

Last year (2023-24), we had approximately 3-5 students consistently participating in the middle school groups with MIGIZI. Our goals for this year will have been achieved if we have at least 15 of the 40 eligible middle school students regularly participating in groups and activities. Also, last year, two new families participated in at least one AIPAC meeting. This year, our goal is for at least one “new” family to participate in at least one meeting and/or event.

These programs are designed to have a non-discriminatory effect by being voluntary, housed within the same building that the students are primarily in, and confidential as appropriate. The program will be organized, staffed, coordinated, and monitored by the American Indian Education Coordinator.

We will know if the goals have been achieved through student feedback and continued participation, as well as AIPAC feedback in the spring.

Supplemental information: The Fridley Public Schools Land Acknowledgement Statement:

“We collectively acknowledge that Minnesota is located on the traditional, ancestral, contemporary and occupied lands of the Ojibwe Anishinaabe and Dakota Oyate Indigenous peoples. We make this acknowledgement to honor and respect the Dakota Oyate and Ojibwe Anishinaabe people, the original stewards of lands and waters, their ancestors, descendants, traditions as well as the land itself.

We have a moral responsibility to advocate and be in alliance with our Indigenous communities as we continue our equity and inclusion journey.” <https://www.fridleyschools.org/about-us/missionbeliefs>

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.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2023, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

The Fridley Public School District will develop intercultural awareness among pupils, parents, and staff. Activities, methods and programs to be implemented supporting this goal will include the following:

Schools in the district share synchronized curriculum honoring Indigenous Peoples Day and Native American Heritage month. The flags of the eleven tribal nations located in what is currently Minnesota are hanging in Fridley High School and Fridley Community Center District Offices visible to students, families and staff.

We aim to increase AIPAC interest and participation through ongoing communication and feedback from students and families about topics and/or activities that may be of interest.

The Fridley school community will continue to read the Land Acknowledgement Statement at the start of meetings throughout the district.

The American Indian Education Coordinator will continue to coordinate with the district Equity and Inclusion Specialists who support all cultural groups at each building to help ensure that the goals supporting American Indian Students mentioned in this document are known and supported in each of the schools.

The measure that will be used to develop intercultural awareness among pupils, parents and staff, is the increased interest and feedback about opportunities available. The goal is to increase exposure and interaction with American Indian topics, people and culture both contemporary and historic. This includes smudging, activity boxes, culture trunks, language learning and Native American student-led topics like powwows, dance, regalia, medicines, food, etc.

We will know if the goals have been achieved through an increase in the number of Native American intercultural activities that students and staff have access to throughout the school year, and an increase in the number of people who participate.

The program will be organized by communicating with students and/or families and participation on a voluntary basis. Regular monitoring will occur by the American Indian Education Coordinator and overseen by the Director of Special Services.

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.

Narrative:

Fridley Public Schools will employ a dedicated American Indian Education Coordinator who is a Licensed School Counselor dedicated to supporting the American Indian student population. This position is in addition to the Academic Deans, Social Workers, Teachers and other staff who American Indian students have access to. This person will also coordinate activities and initiatives supporting American Indian students.

Students will have the option to meet in small group sessions facilitated by the American Indian Education Coordinator, community members and MIGIZI, with the goal of further supporting students' cultural identity and knowledge. This includes participating in the American Indian Culture and Language class at the high school.

Students who identify as American Indian will have the same opportunities for college visits, post-secondary preparation, testing, etc. as the rest of the student body. However, in addition to these activities, American Indian students have access to an additional dedicated American Indian Education Coordinator, who is a licensed School Counselor as well as college visits and fieldtrips.

The Fridley Public School District will have achieved this goal if the additional services and opportunities offered to American Indian students and families does not supplant services available for all students.

These programs are designed to have a non-discriminatory effect by being voluntary, housed within the same building that the students are primarily in, and confidential as appropriate.

The Certification Statement

By physically signing below, you hereby certify that the American Indian Education Aid application components have been developed in **full collaboration with the district, charter school, or Tribal contract school's American Indian Parent Advisory Committee**, pursuant to [Minnesota Statutes 2023, section 124D.78](#), and you attest that:

- All parties have reviewed the Office of American Indian Education's resources and Every Student Succeeds Act (ESSA) indicator data pertaining to American Indian Education Aid, and,
- 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.

AIPAC Must Indicate

- We have received our district/school Every Student Succeeds Act (ESSA) indicator data to assist in making data-driven decisions.
- We confirm this program plan clearly provides programming for state identified American Indian students only.

District Must Indicate

Any district or participating school that conducts American Indian education programs pursuant to [Minnesota Statutes 2023, sections 124D.71-82](#) with 100 or more state-identified American Indian students are to have a coordinator dedicated to State Indian Education programming.

[Minnesota Statutes 2023, section 124D.76, Dedicated American Indian Education Coordinator](#)

- Yes, we have 100 or more State identified American Indian students.
 - We have a dedicated American Indian Education Coordinator
 - We do not have a dedicated American Indian Education Coordinator
- No, we do not have 100 or more State identified American Indian students

[Minnesota Statutes, section 124D.74, subdivision 7, American Indian culture and language classes](#) if: (1) at least five percent of students are American Indian students; or (2) 100 or more students are American Indian students.

Yes, we provide American Indian culture and language classes

K-6 grades

7-12 grades

Other grades: PreK

No, we do not have at least five percent; or 100 or more American Indian students.

Signatures:

Superintendent or Charter/Tribal Contract School Director: Signature on attached document
Dr. Brenda Lewis, Superintendent

Director of American Indian Education: Signature on attached document
Laura Seifert-Hertling, Director of Special Services

American Indian Parent Advisory Committee Chair: Signature on attached document
Josh Callahan, AIPAC Chairperson