

### 2025-2026 Duluth Public Schools- Board Response to Non-Concurrence

AIPAC Recommendations	Duluth Public Schools Board Response
<p>1. Recommend continuous and intentional tracking and compiling of school data on all American Indian student data.</p> <p>At the pre K and elementary level: attendance, behavior, MCA testing data</p> <p>Request the same information at the middle school level</p> <p>At the High school: graduation, attendance, behavior, 15 day drop, credits earned, extra curricular activities.</p> <p>Data specifically on the Indigenous Cohort for the high school request.</p>	<p>Building trust through transparent and accurate data is a top priority for our Board and School District. Over the past few years, we have worked hard to improve how we track and utilize student information through systems like EduClimber and Infinite Campus. To ensure our families stay informed, we are committed to sharing the following data with AIPAC directly no less than twice a year in AIPAC meetings (and as needed), always in full compliance with state laws and FERPA privacy guidelines:</p> <p><b>Academic &amp; Attendance Metrics for American Indian Students:</b></p> <ul style="list-style-type: none"> <li>● Reading and math MCA testing data (for grades 3-8 and 10th grade reading and science 11th grade math)</li> <li>● Attendance data for Prek-12</li> <li>● 15 day drop rates</li> <li>● Secondary graduation rates (please note: graduation rates aren't released for year prior until late spring)</li> <li>● Credits earned by secondary students</li> </ul> <p><b>School Climate:</b></p> <ul style="list-style-type: none"> <li>● Discipline data, including the number of major/minor incidents for American Indian students Prek-12.</li> <li>● Data for secondary students participating in extracurriculars</li> </ul> <p><b>Programming &amp; Staffing:</b></p> <ul style="list-style-type: none"> <li>● Participation rates in American Indian education programming (including student counts for the Indigenous Cohort and American Indian Home School Liaisons rosters).</li> </ul>

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	<ul style="list-style-type: none"> <li>● Staffing allocations and the number of dedicated staff providing programming for American Indian students.</li> </ul> <p><b>Financial &amp; Strategic Progress:</b></p> <ul style="list-style-type: none"> <li>● Budget allocations and expenditure reports specific to American Indian education funds.</li> <li>● Progress toward program goals, guided by the American Indian Education Strategic Plan and the American Indian State Aid Plan.</li> </ul> <p>By sharing this data, our goal is to ensure consistency, promote transparency and accountability, and reduce future confusion regarding the scope of our reporting. Ultimately, this will support the efficient execution of AIPAC's review and core responsibilities.</p>
<p>2. Solid and continuous onboarding and training for American Indian education staff.</p>	<p>Effective training and onboarding are crucial for both immediate and long-term staff success. Currently, the Department of American Indian Education is led by the Director of Advancing Equity, with support from the Assistant Superintendent and the HR Department. To develop a comprehensive onboarding and training plan, the department is first working to answer the following questions:</p> <ul style="list-style-type: none"> <li>● What training and onboarding have been provided to staff previously?</li> <li>● What training is currently planned?</li> <li>● What specific training still needs to take place based on job descriptions, as well as staff and student needs?</li> <li>● How can we support American Indian staff across the district?</li> </ul> <p>Once these questions are answered, the department will develop a strategic plan to:</p> <ul style="list-style-type: none"> <li>● Identify key staff, their needs and appropriate training opportunities.</li> <li>● Collaborate with the Professional Development Coordinator to schedule training and identify facilitators.</li> <li>● Work with the Assistant Superintendent to identify and address any budget gaps.</li> </ul> <p>This training and onboarding plan will be finalized during the summer of 2026 and shared with the</p>

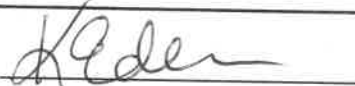
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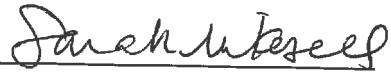
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	<p>AIPAC at the start of the 2026–2027 school year. This training may include, but is not limited to, Special Education (SpEd) practices, Infinite Campus and EduClimber systems, Check &amp; Connect protocols, budgeting, and proven strategies to support the academic achievement and engagement of American Indian students.</p>
<p>3. Prioritize hiring, training and supporting a dedicated coordinator to ensure MN American Indian statues are being held to and adhered to with fidelity.</p>	<p>In accordance with state statute, we are committed to establishing a robust hiring process for the American Indian Education Coordinator. We recognize our past challenges in sustaining this role and are intentionally shifting our approach to ensure long-term success.</p> <p>To align our hiring process with state statutes, our Standard Operating Procedures (SOP), and student needs, we are taking the following steps:</p> <ul style="list-style-type: none"> <li>● <b>Data-Driven Strategy:</b> This March, the Director of Advancing Equity (currently serving as interim coordinator) will lead a comprehensive data analysis of our American Indian student population to inform the AIE Strategic Plan and the upcoming hiring process.</li> <li>● <b>Assessing Current Needs:</b> We are evaluating current student needs, dedicated staffing, and any necessary strategic shifts to ensure our new hiring process is robust and deeply informed.</li> <li>● <b>AIPAC Alignment:</b> Once the hiring process is fully mapped out, it will be shared with AIPAC no later than their April 8th, 2026 meeting. And they will be updated throughout the process once it starts.</li> <li>● <b>Comprehensive Onboarding:</b> A tailored onboarding strategy for the new coordinator will be integrated into the broader training plan outlined in our previous recommendation response.</li> <li>● <b>Increased Leadership Support:</b> Moving forward, the Director of Advancing Equity (a role added in late October 2025) will directly supervise the new coordinator, providing more direct support and oversight to the department than in previous years.</li> </ul>
<p>4. Participation in the AIE program Self-assessment for administration, teachers, district staff, school</p>	<p>We have identified the <a href="#">MDE self-assessment tool</a> for this process. To make it more user-friendly and to streamline data analysis, we have converted the tool into a Google Form. The Director of Equity will distribute this assessment to principals, district staff, and the school board before the end of the current school year. Once collected, the results will be reviewed and shared with AIPAC, district</p>


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<p>board to help inform the services for American Indian students.</p>	<p>members, and the board to identify key insights and ensure alignment with the strategic plan</p>
<p>5. Develop a strategic plan for American Indian students.</p>	<p>While drafting of the strategic plan has begun, it cannot be finalized without an in-depth review of our American Indian student data. As previously mentioned, the Director of Equity will conduct a comprehensive data analysis this March to ensure the AIE Strategic Plan is firmly rooted in our students' actual needs. The insights gathered will directly shape the draft plan, which we will share with AIPAC for review and feedback no later than their May 6, 2026, meeting. Ultimately, our unwavering commitment is to improve educational outcomes for our American Indian students.</p>

  
 Kelly Durick Eder, Chair

  
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03/24/2026  
 Date