

**Office of Indian Education
Transmittal of Resolution and Parent Committee Roster**

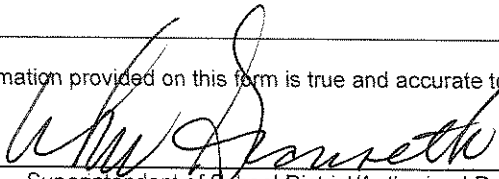
Identification Information		
School District Name Duluth Public Schools	District Type/No. 709	
Name of person completing form Edye Howes	Title Coord. American Indian Ed	Telephone 218-336-8700 x 1152

Resolution/Parent Committee Information
<p>Check all applicable items and attach the requested information:</p> <p><input type="checkbox"/> This district does not have 10 or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (sign below and return the form to the Office of Indian Education).</p> <p><input checked="" type="checkbox"/> Resolution is attached:</p> <p style="padding-left: 40px;">Date resolution passed by Parent Committee: <u>2/23/17</u></p> <p style="padding-left: 40px;">Date resolution presented to Local School Board: <u>TBD</u></p> <p style="padding-left: 40px;">The attached resolution is a resolution of (check one): <input type="checkbox"/> Concurrence <input checked="" type="checkbox"/> Non-concurrence</p> <p style="padding-left: 40px;">Recommendations are (check one): <input checked="" type="checkbox"/> Included <input type="checkbox"/> Not included</p> <p><input type="checkbox"/> Resolution is NOT attached. If not attached, explain:</p> <p><input checked="" type="checkbox"/> School Board Response is NOT attached. If not attached, explain:</p> <p style="padding-left: 40px;">Waiting to set date to present it to the SB</p> <p><input type="checkbox"/> A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee:</p> <p>The district requests that the Office of Indian Education provide assistance in the following area(s):</p> <p><input type="checkbox"/> Parent Committee Training</p> <p><input type="checkbox"/> Staff Development on American Indian history and culture</p> <p><input type="checkbox"/> Other (explain):</p>

The information provided on this form is true and accurate to the best of my belief and knowledge.

Signature – Superintendent of School District/Authorized Representative

Date signed



2/28/17

GENERAL INFORMATION AND INSTRUCTIONS: Minnesota Statutes, section 124D.78 Subdivision 1 states that School Boards and American Indian schools must provide for the maximum involvement of children enrolled in education programs, programs of elementary and secondary grades, special education programs, and support services. Accordingly, the board of a school district in which there are **10 or more American Indian students enrolled** and each American Indian school must establish an American Indian education parent advisory committee. If a committee whose membership consists of a majority of parents of American Indian children has been or is established according to federal, tribal or other state law, that committee may serve as the committee required by this section and is subject to, at least, the requirements of this subdivision and subdivision 2.

The **American Indian education parent advisory committee** must be composed of parents of children eligible to be enrolled in American Indian education programs, secondary students eligible to be served; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; counselors; adult American Indian people enrolled in educational programs; and representatives from community groups. The number of parents of American Indian and non-American Indian children shall reflect approximately the proportion of children of those groups in the programs. The American Indian education parent advisory committee must develop its recommendations in consultation with the curriculum advisory committee required by Section 120B.11, subdivision 3. This committee must afford parents the necessary information and the opportunity to effectively to express their views concerning all aspects of American Indian Education and the educational needs of the American Indian children enrolled in the school or program. The school board or American Indian school must ensure that programs are planned, operated and evaluated with the involvement of and in consultation with parents of students served by the programs.

RESOLUTION OF CONCURRENCE: Prior to **March 1**, the school board or American Indian school must submit to the department a copy of a resolution adopted by the American Indian education parent advisory committee. The copy must be signed by the chair of the committee and must state whether the committee concurs with the educational programs for American Indian students offered by the school board or American Indian school. ***If the committee does not concur with the educational programs, the reasons for non-concurrence and recommendations shall be submitted with the resolution. By resolution, the board must respond in writing within 60 days, in cases on non-concurrence, to each recommendation made by the committee and state its reasons for not implementing the recommendation.***

In order to comply with Minnesota Statutes, section 124D.78, please complete 1) Transmittal Form and Parent Committee Roster, 2) Parent Committee Resolution and supporting documents, as applicable, by **March 1 of each school year** and mail to:

Minnesota Department of Education
Office of Indian Education
1500 Highway 36 West Roseville, MN 55113

Or submit completed documents via email to: mde.indian-education@state.mn.us.

If assistance is needed in completion of these forms, please call (651) 582-8280.

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2016

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
High Achievement for All	Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates	2014-15 District Wide graduation rate (4 year) for American Indian Students was 32% the goal was 62.83%	Academic and Achievement Centers are available for all students at 2 High Schools. Denfeld has a SOAR Academy going for students. Peer Tutors are also available. WIN class supplement. Saturday School.	Increase access to peer tutors. Continue Saturday School requirement/option. Continue WIN and WIN utilization by teacher and student request for academics.
High Achievement for All	Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates	2016-17 reading proficiency goal is 67.7% for American Indian Students 2015-16 actual proficiency is 44.8%.	Rates have increased since 2012-13 baseline year (9.5% increase), but still fall short of district goals for American Indian students	Continue using Reading AmeriCorps. Continue to address class size. Provide access to literary content relatable to students in a variety of mediums (including culturally relevant materials for American Indian students)
High Achievement for All	Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates	2016-17 math proficiency goal is 64% for American Indian students actual is 35.9%	Rates have increased since 2010-11 baseline year (7.9% increase), but still fall short of district goals for American Indian students	Continue MN Math Corps. Provide transportation giving students equitable access to Zero Hour, or add back 7th hour
High Achievement for All	Continuously Improve and Enhance the Quality of our Curriculum and Align it to State Standards	Non-inclusive curriculum on American Indian State Standards. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	Some teachers are in compliance with state standards.	District monitor and enforce compliance with American Indian State standards. Provide/hire American Indian specific content specialist.
High Achievement for All	Provide High Quality Staff Development that Aligns with our Goal to Provide Opportunities for Students of Every Culture and Ability to be Successful	Lack of Training on diverse American Indian perspectives	Some teachers recieved training in Multicultural Curriculum Integration.	Continue training in multicultural curriculum integration, specifically, James Banks Curriculum Integration Model. Include culturally specific training on Ojibwe and Dakota perspectives.
Safe and Welcoming Environment for Everyone in our Schools	Decrease Bullying Among Students	Despite what data shows voices of the student body states bullying is still a problem.	Sessions held at beginning of school year and provided for new hires, and specific Positive Behavior Interventions for Bullying provided during staff development day.	Continue to hold sessions throughout the school year.
Safe and Welcoming Environment for Everyone in our Schools	Decrease Bullying Among Students	Despite what data shows voices of the student body states bullying is still a problem.	Students are provided anti bullying information once per year. Fifth, eighth, ninth and eleventh grade students surveyed on bullying experiences and prevention strategies.	Provide anti-bullying training for students with practical steps for prevention and intervention. Provide sessions throughout the year not just once per year. Survey all students in all grades.

Safe and Welcoming Environment for Everyone in our Schools	Increase Safety and Decrease Injuries of Students and Staff	Lack of cultural awareness and sensitivity among teachers and students in the majority.	Professional development training days with breakout sessions from community members related to cultural sharing and competency.	Continue culturally responsive teaching to help all students learn how understanding various cultural perspectives, including one's own, can enhance teaching and learning.
RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE				
AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
Safe and Welcoming Environment for Everyone in our Schools	Increase Family and Community Involvement, Engagement and Satisfaction, and Deepen our Community Partnerships	American Indian families disconnected from schools	Numerous Parent Committees district wide (American Indian Parent Advisory, District Advisory Council, Education Equity Committee, Parent Advisory Council on Special Education,) American Indian specific Think Kids Community Meeting held.	More open communication between the schools and parents. Include parents in the process and encourage parent participation, provide childcare during committee meetings.
Effective, Efficient Systems that Make The Best Use of Resources	Prioritize General Fund Spending to Instruction and Support of Students	Funding dropped from the district to help with American Indian student success from 50k to 10k	Some funds are still delegated for American Indian Education	Continue current funding with goal to increase to previous budget for Indian Education to improve programs and Liaisons for Students.
Effective, Efficient Systems that Make The Best Use of Resources	Prioritize General Fund Spending to Instruction and Support of Students	Resources allocated for American Indian Education and Misaabekong are not evenly balanced and roles are not well defined.	N/A	Staff Misaabekong with Ojibwe specific coordinator, assistant, and curriculum writer(s)
Effective, Efficient Systems that Make The Best Use of Resources	Increase the Diversity of Staff through Culturally Competent Recruitment and Retention Practices. The Staff of Color will Reflect the Percentage of People of Color in our Community	Only 13.78 American Indian certified staff and 24.73 Non certified American Indian staff	Human Resources attends the April college fair every year in the Twin Cities to recruit teachers.	Invite Coordinators of American Indian Education and Office of Education Equity to attend college and recruitment fair with the Human Resource department staff. Start recruitment early in the college careers. District commitment to hiring staff of color and commitment to retaining them.
RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE				