

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2019					
AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE
KINDERGARTEN READINESS	Increase the number of American Indian families in Headstart programs and ready for K	No one in place at Headstart level to provide ongoing culturally relevant support to families and students.	A discussion has been had with Sherry Williams on how to connect our two programs. Training has been done on Undoing Racism and Culture last Spring. Follow-up training has been scheduled for this Spring	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming. Invite AIHSL to come into classrooms to share knowledge on American Indian topics	Plans are being developed for all staff to receive training on implicit bias. Including AIHSL in classrooms would be beneficial.
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade.	American Indian students still continue to score low on reading even though they utilize the same reading core support provided in the MTSS model.	N/A	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students	Interventions and assessments are selected based on best practice and research. We acknowledge that American Indian Students are frequently considered as "statistically insignificant" in research, and welcome solution-focused feedback to provide a supportive and effective intervention model. American Indian Education staff can support this work by identifying specific needs or practices requiring adjustment.
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	2012-13 baseline math proficiency is 36.1% for AI students. 2018-19 math proficiency for AI students is 26.58% which is a 9.52 % decrease and also 10.43% decrease from last year. Numbers are still unacceptable.	No Progress: Rates have steadily decreased since 2012-13. 26.58 % proficiency in Math is unacceptable for American Indian students.	Provide training to Math interventionist on Culturally appropriate interventions. Provide training of culturally inclusive strategies to staff district wide.	August 2019 all staff professional development focused on cultural responsiveness. This was a continuation of previous learning around cultural sharing, and culture as a way of life. This self-reflection training was intended to deepen our understanding of personal identity and our role in student learning. August 2020 all staff professional development will be focused on antibias training. Additionally, planning has started for cultural responsiveness professional development to be embedded in annual meetings for literacy and math interventionists. American Indian Education staff can support this work by identifying specific needs or practices requiring adjustment and sharing specific strategies to support American Indian students.
	Increase American Indian Student Achievement	2012-13 baseline reading proficiency is 35.3% for American Indian Students 2018-19 proficiency is 39.74 % which is a 4.44 % increase but a 2.7 % decrease from 2017-18, still unacceptable	Slow progress: Rates have increased since 2012-13 (35.3%) 2018/19 (39.74%) by 4.44%. Proficiency in Reading is still unacceptable for American Indian students considering we are not even to the 40% half way point to overall goal of no student group to be below 85% by 2025.	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). Develop tiered system of support that addresses the needs of American Indian students.	We will look for continued support as we continue to adopt texts for our english language arts curriculum. Support in designing program models specific to the needs of American Indian students will be helpful. Steps are also being taken to ensure students who are interested have the opportunity to learn Ojibwe in secondary schools. Culturally specific materials are also being purchased for next year.
	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	Some teachers are in compliance with state standards because they utilize American indian Home School Liaisons or Coordinator to help meet these standards.	District monitor and enforce compliance with American Indian State standards. Provide knowledge on American Indian State Standards or at the least support the AIE Coordinator in holding Curriculum Specialists accountable in teaching and learning about the standards and how to implement them into classrooms.	In support of the text Spirit Car being implemented, author Diane Wilson, along with a Dakota language and culture expert, Jim Rock, Director of Indigeneous Programming at UMD, provided professional development for impacted teachers. Additionally, the ELA specialist is collaborating with the American Indian Education Coordinator and the Office of Educational Equity to identify titles by local American Indian authors to recommend for classroom libraries. Resources that are in place through district unit guides to support instruction of standards specifically include contributions of American Indian Tribes and Communities. Resources range from considerations on the use of animals in science labs to a video on the 7 Ojibwe Teachings. They have been developed and/or identified in collaboration with American Indian staff. These unit resources are accessible to any ISD709 staff through the curriculum staff resources page. We work hard to provide only appropriate resources. When an inappropriate resource comes to light, it is removed and a replacement is made. If you are aware of a resource that is concerning, please share that information.

GRADUATION	Raise Graduation rates for American Indian students	2014-15 Graduation rate was 28.57 and in 4 years went to 45.71. Slowly increasing but American Indian students will not meet the district goal of no groups lower than 85% graduation rate of 85% by 2020.	Little to no progress since our American Indian students will not reach the district goal of 85% graduation by 2020.	Increase access to a culturally inclusive environment for American Indian students and families. Increase access to and promote courses that reflect our American Indian students	A smudging policy draft is ready and is waiting for review by the newly-developed policy committee once dates are determined. Steps are also being taken to ensure students who are interested have the opportunity to learn Ojibwe in secondary schools.
COLLEGE AND CAREER READINESS	Increase the number of American Indian students who are college or career ready	Special Education students are not consistently being exposed to College and Career readiness options		Provide all American Indian students, including those receiving Special Services with Career and College readiness guidance through school guidance counselors.	All students should have access to school counselors and college and career readiness guidance. We will confirm with staff that this is in place. Students involved with Check and Connect could also receive support in this area. Collaboration should continue with CTE to provide information about CCR opportunities. Steps are being taken to plan for students have access to Ojibwe language classes, including CITS.
OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history on local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.		Professional development training days or online training opportunities for staff related to American Indian (Ojibwe) language, culture and history. If it is the expectation of the AIHSL/Paras to provide training maybe an increase in salary could be beneficial.	Additional training opportunities for staff would be welcomed. Pay rates are determined by contract language and would need to be negotiated.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian education	Funding dropped from the district to help with American Indian student success from 50k to 10k	Some funds are delegated for American Indian Education	Increase current funding from \$10,000 back to \$50,000 to help cover costs of Coordinator due to department budget cuts and to increase amount of AIHSL and programming for AI students	American Indian Education funds were not completely spent for the past two years. Continue to work with finance staff to use all available funding.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to Immersion programming	Not meeting the unique needs of American Indian students.	0.6 FTE was allocated last year but this is not sufficient for the unique Misaabekong needs, nor to find qualified applicants.	Staff Misaabekong with a fulltime 1.0 FTE Ojibwe specific coordinator, classroom assistant, and funding for curriculum writer(s) or provide funds for overloads for Misaabekong teachers to do necessary curriculum development	The curriculum department has provided funds for curriculum development in the past and did so again this year. In addition, the curriculum department ordered Ojibwe texts for review for immersion and classroom libraries.
	Prioritize General Fund or Title Fund spending to instruction and support of American Indian students.	Not enough staff to effectively support the approximately 600 American Indian students in DPS. Currently only have 4 staff and a part time Office Support Specialist		Dedicate resources/funding from General Fund or Title programs to increase the amount of staff serving AI students in Tier 1 and Tier 2 learning environments. This could be a licensed 1.0 FTE teacher (TOSA). Approval for AIE department to hire a 1.0 FTE Office Support Specialist. The funding for this position does not come from General Funds and the need to have a full time clerical is high due to having to support Misaabekong and AIE department.	There were positions that went unfilled this year due to not being able to hire a qualified candidate. Title funds were used to fund .6FTE this fiscal year. Regarding Office Support Specialist, work with HR to determine the appropriate number of hours and weeks based on the job description and job duties.