

**Monthly Committee of the Whole Board Meeting**

Duluth Public Schools, ISD 709

Agenda

Monday, March 4, 2024

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

**1. CALL TO ORDER**

**2. ROLL CALL**

**3. AGENDA ITEMS**

**A. Action Items - Consent Agenda**

1) Presentation Items Requiring Approval

2) Resolutions

3) Other Action Items

**B. Informational Items**

1) Presentations

a. **Annual Compliance of Concurrence and Non-Concurrence Overview of District Actions** 2

b. **Advancing Equity - American Indian Education and Achievements** 25

c. **Supporting Every Student - Modern Classroom** 40

d. **Improving Systems - Safety and Security Overview** 50

**C. Other**

**4. ADJOURN**

**5. Improving Systems - Safety and Security Overview**

## **COW Agenda Cover Sheet**

**Meeting Date:** March 4, 2024

**Topic:** Annual Compliance of Concurrence and Non-Concurrence Overview

**Presenter(s):** Anthony Bonds, Assistant Superintendent and Jen Garbow, Coordinator for the Office of American Indian Education

**Attachment (yes or no):** Yes

**Brief Summary of Presentation or Topic (no more than a few sentences):**

District leadership will provide a brief overview of Annual Compliance of Concurrent and Non-Concurrence, mid-year update of actions steps for the 2022-2023 non-concurrence, and review the recommendations from the 2023-2024 vote of non-concurrence.

## Annual Compliance Overview

[Minnesota Statutes 2023, 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 nonconcurrence document.
- ✓ The AIPAC resolution document.
- ✓ The AIPAC roster and district employee sign-in sheet (available to download on the OAIE webpage).
- ✓ The American Indian Education Aid Program Plan Review.

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

- Include the district or school name and identifying number.
- Place a check mark or X 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 AIPAC:***

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

- Place a check mark or X 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 required items **by March 1** to: [MDE.AIEA@state.mn.us](mailto:MDE.AIEA@state.mn.us)

# Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name: \_\_\_\_\_

## The American Indian Parent Advisory Committee Vote

### \_\_\_\_\_ *The AIPAC Issued a Vote of Concurrence*

Date of Concurrent Vote: \_\_\_\_\_

Date the AIPAC presented to the school board: \_\_\_\_\_

### \_\_\_\_\_ *The AIPAC Issued a Vote of Nonconcurrence*

**A vote of nonconcurrence** requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Nonconcurrent vote: \_\_\_\_\_

Date the AIPAC presented to the school board: \_\_\_\_\_

Date the written response from the school board is due: \_\_\_\_\_

### \_\_\_\_\_ *The District/School Does Not Have an AIPAC*

The district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. By signing below, the district/school leadership commits to working with the Office of American Indian Education on committee formation.

## Required signatures

*\*Digital signatures are accepted*

\_\_\_\_\_  
*School Board Chairperson* *Date*

\_\_\_\_\_  
*Superintendent or Charter/Tribal School Director* *Date*

\_\_\_\_\_  
*AIPAC Chairperson* *Date*

## The American Indian Parent Advisory Committee Resolution

**WHEREAS**, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

**WHEREAS**, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,

**WHEREAS**, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

**WHEREAS**, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

**THEREFORE BE IT RESOLVED**, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

\_\_\_\_\_ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or**,

\_\_\_\_\_ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Nonconcurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

\_\_\_\_\_  
*AIPAC Chairperson Printed Name and Signature*

\_\_\_\_\_  
*Date*

# American Indian Education Aid Program Plan Review

This document serves as the foundation for how your district is fulfilling the measurable goals of the program plan, reviewed and approved by the Office of American Indian Education at the Minnesota Department of Education. This document is necessary to submit with your compliance documentation and eligibility for American Indian Education Aid next year.

[Minnesota Statutes 2022, section 124D.81, subdivision 3.](#) **Additional requirements.**

Each district receiving aid under this section must each year conduct a count of American Indian children in the schools of the district; test for achievement; identify the extent of other educational needs of the children to be enrolled in the American Indian education program; and classify the American Indian children by grade, level of educational attainment, age and achievement. Participating schools must maintain records concerning the needs and achievements of American Indian children served.

## Directions

This document should be shared with the American Indian Parent Advisory Committee (AIPAC) and district staff that work primarily with American Indian students. Both the AIPAC and district staff will meaningfully and authentically collaborate to complete this document which will be uploaded with your compliance documentation due to the Office of American Indian Education on March 1, 2024. Ultimately, this document is a portion of the Compliance documentation submitted to the Office of American Indian Education as required by [Minnesota Statutes 2022, 124D.78, subdivision 2.](#)

Using the approved American Indian Education Aid application that was submitted Fall 2023, communicate how the district has progressed towards all the goals outlined within each narrative that was provided for areas 1-6. Data should be shared with the AIPAC in order for the AIPAC to concur with the district plan. Additionally, the [Self-Assessment Rubric](#) for districts is another useful tool for AIPACs to understand programming and to vote on concurrence.

## Measurable Goals

These program details must align to [Minnesota Statutes 124D.81, subdivision 2.](#)

**Focus Area 1:** Support postsecondary preparation for pupils

**Focus Area 2:** Support the academic achievement of American Indian students

**Focus Area 3:** Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils

**Focus Area 4:** Provide positive reinforcement of the self-image of American Indian pupils

**Focus Area 5:** Develop intercultural awareness among pupils, parents, and staff

**Focus area 6:** Supplement (not supplant) state and federal educational and co-curricular programs

Focus Area	Measurable Goal	Progress towards Goal	Is Progress sufficient for concurrence?
Support postsecondary preparation for pupils			
Support the academic achievement of American Indian students			

Focus Area	Measurable Goal	Progress towards Goal	Is Progress sufficient for concurrence?
Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils			
Provide positive reinforcement of the self-image of American Indian pupils			
Develop intercultural awareness among pupils, parents, and staff			
Supplement (not supplant) state and federal educational and co-curricular programs			

## ***Approval***

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*AIPAC Chairperson* *Date*

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*Director of Indian Education* *Date*

## **Contact us**

For more information, please visit our website at <https://education.mn.gov/MDE/dse/indian/parent/>

Please submit this documentation to: [MDE.AIEA@state.mn.us](mailto:MDE.AIEA@state.mn.us)



## The American Indian Parent Advisory Committee (AIPAC) Roster

### About Membership

Per [Minnesota Statutes, section 124D.78, subdivision 3](#), *The American Indian Parent Advisory Committee must be composed of parents or guardians of American Indian children eligible to be enrolled in American Indian education programs; American Indian secondary students; American Indian family members of students eligible to be enrolled in American Indian education programs; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; American Indian district employees; American Indian counselors; adult American Indian people enrolled in educational programs; and American Indian community members. The majority of each committee must be the parents or guardians of the American Indian children enrolled or eligible to be enrolled in the programs.*

### About the Roster and Sign-in Sheet

The AIPAC roster is for committee members only. This form is electronic and fillable. You **must** include the committee member's name, email, and phone in the first column. Subsequent columns contain a drop-down menu option. Select the best option for each particular committee member.

The sign-in sheet for district, charter, or Tribal contract school employees is also fillable. School personnel often participate in committee meetings and serve as a bridge between the committee and the district, charter, or Tribal contract school, helping to navigate school processes while furthering the goals and initiatives of the committee members. Employee participation levels vary depending on the district, charter school, or Tribal contract school. If an employee identifies as American Indian, they are eligible to serve as a voting committee member and may be included on the roster, rather than the district, charter school, or Tribal contract school sign-in sheet.

### Submission

Fall: For districts, charter schools, or Tribal contract schools participating in the American Indian Education Aid program: [MDE.AIEA@state.mn.us](mailto:MDE.AIEA@state.mn.us)

March 1: As part of the AIPAC and district, charter school, or Tribal contract school Annual Compliance process: [MDE.AIEA@state.mn.us](mailto:MDE.AIEA@state.mn.us)

**American Indian Parent Advisory Committee Member Roster**

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation

# District, Charter, or Tribal Contract School Employee Sign-in Sheet

Employee Name, Email, and Phone	Employee Title

**2022/23 RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE**

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
KINDERGARTEN READINESS	Increase the number of American Indian students/families in Early Childhood programs to be prepared and ready for Kindergarten. Increase knowledge of cultural differences/similarities of staff to have a safe beginning place for American Indian Students within DPS.	Lack of American Indian teachers/staff in the Early childhood level to provide ongoing culturally relevant support to families and students. {Approximately 2 known teachers of color.} Lack of culturally relevant curriculum district wide.	Oshki-Inwewin was implemented in the Fall of 2021-22 School year. We currently have 18 American Indian students participating in this program. We have 2 staff who Identify as American Indians working within Oshki-Inwewin. All students were top performers on our End of Year Assessments of 4 year olds. Students scored 100% in 4 out of 5 domains, including language and literacy. The fourth domain, approaches to learning, All students scored 90%.	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing Ojibwe language and culturally relevant programming. Look at hiring practices and recruitment with Headstart and Human Resources. Integrate culture and language throughout Headstart programs beyond Oshki-Inwewin.
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade. Increase culturally appropriate resources/references in the curriculum so our students see themselves in school/curriculum.	American Indian students still continue to score low on reading assessments. 2021-22 data shows that 23.1 % American Indian students are proficient in reading by 3rd grade.	Curriculum Department purchased books for the Misaabekong Ojibwe Immersion program. ELA content specialist selected indigenous-focused books that were tied to Wonders curriculum and distributed them to K-5 teachers. (Note: Some of those books were purchased by the AIE program)	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	American Indian students continue to score low on Math assesments. 2021-22 data shows that 12.9% American Indian students are proficient in Math.	AIE program coordinator will continue working with Elementary and Secondary Content Specialist and the staff development coordinator planning on-going opportunities for Math teachers and interventionists focused on Best Practices for American Indian students.	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.

	<p>Increase American Indian Student Achievement</p>	<p>American Indian students continue to score low on Reading assessments. 2021-22 data shows that 27.5 % American Indian students are proficient in Reading.</p>	<p>ELA specialist worked with the Coordinator of AIE and OEE to identify culturally appropriate books for teachers to utilize. Antibias training was done district-wide. DPS is working on providing classrooms with diverse classroom libraries. The Coordinator of AI Education has been a part of the process to choose books for Misaabekong classrooms.</p>	<p>Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.</p>
	<p>Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards</p>	<p>Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards</p>	<p>American Indian-focused State Standards have been shared with Content Specialists. The Coordinator of AI Educaion has been working with Dale U on getting resources. Focusing on 2 content areas each year. We are continuing with Math and ELA and adding Science.</p>	<p>Continue the work of American Indian-focused State Standards implementation that began in 2018. Bring awareness to teachers through content area meetings on the American Indian-focused state standards and tie resources and training to teachers. Work with the AIHSL in this process, they are a great resource.</p> <ul style="list-style-type: none"> <li>- Science Content Specialist is working with Memegwesiikweto create lessons to address American Indian-focused state standards.</li> <li>-Funding has been secured to provide classroom libraries to teachers that include culturally-responsive texts that will include American Indian literature.</li> <li>-The Curriculum Review and Adoption process has been revised to include more purposeful review and adoption of curriculum that is more representative and inclusive of American Indian students.</li> </ul>

GRADUATION	Raise Graduation rates for American Indian students	All students reach 85% graduation rate by 2020	American Indian students graduation rates for 201-22 are 45.16% (4 year) and 65.7 % (7 year)	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian Students. Focus on the culture of the school, if they feel safe and welcome at school they will attend and be more engaged. Provide Check & Connect to ALL AI students.
OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history of local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.	Science Standards: 3rd grade is implementing new science standards specifically to AI students. Misaabekong developing a modern classroom. Blair Powless has been working on a histororaphy and American Indian lessons that have been implemented into East High School last school year. He will continue to work with the other Hlgh Schools to implement the lessons. DPS has increased his contract hours and pays for the additional hours.	Provide an American Indian Curriculum Specialist or Instructional Coach.

**Duluth Public Schools  
Tribal Consultation - March 2024**

**Kindergarten Readiness**

**2022-2023 Resolution of Concurrence and Non-Concurrence**

<b>Goal</b>	Increase the number of American Indian students/families in Early Childhood programs to be prepared and ready for Kindergarten. Increase knowledge of cultural differences/similarities of staff to have a safe beginning place for American Indian Students within DPS.
<b>Reason for Non-Concurrence</b>	Lack of American Indian teachers/staff in the Early childhood level to provide ongoing culturally relevant support to families and students. {Approximately 2 known teachers of color.} Lack of culturally relevant curriculum district wide.
<b>Progress from Previous Year</b>	Oshki-Inwewin was implemented in the Fall of 2021-22 School year. We currently have 18 American Indian students participating in this program. We have 2 staff who identify as American Indians working within Oshki-Inwewin. American Indian students were top performers on our End of Year Assessments of 4 year olds. Students scored 100% in 4 out of 5 domains, including language and literacy. The fourth domain, approaches to learning, American Indian students scored 90%.
<b>Recommendations</b>	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing Ojibwe language and culturally relevant programming. Look at hiring practices and recruitment with Headstart and Human Resources. Integrate culture and language throughout Head Start programs beyond Oshki-Inwewin.

**2023-2024 Action Plan for Addressing Non-Concurrence**

<b>Response from School Board</b>	We are expanding seasonal Ojibwe language and cultural practices to all preschool classrooms. We are providing opportunities for culturally relevant family engagement. We have made the Oshki-Inwewin teaching position a TOSA position, so we are able to identify the best fit among applicants. The Preschool equity team has merged with the Education Equity Advisory Committee to de-silo preschool equity conversations and initiatives in our community
<b>Action Steps</b>	Implement seasonal Ojibwe language and activities in all preschool classrooms, including 2 nutrition experiences. Provide culturally relevant family engagement activities at Oshki-Inwewin. Continue to build connections with families and community organizations to enrich cultural experiences at Oshki-Inwewin, and explore ways to expand such activities across all classrooms. Provide staff with PD to support culturally relevant programming. Early Childhood Family Education: Added an additional Parent Educator to ECFE certified staff to enhance outreach efforts to bring parenting education to families we aren't currently engaging with. These outreach efforts include identifying needs of AI families with young children, to enhance current parenting and early childhood programming in Early Childhood Family Education (ECFE) to promote engagement/enrollment/belonging, and to create partnership with other departments or community agencies who work with families of AI children.
<b>Mid-Year Progress Update</b>	Preschool has implemented the incorporation of some Ojibwe language across the program, under the guidance of Michelle Goose, Oshki-Inwewin parent. We have created nutrition lessons for wild rice and maple sugar, purchased from Spirit Lake Native Farms, along with literature written and produced by the Fond du Lac Head Start. Early Childhood Family Education staff have been attending Family Dinner events at AICHO with resources and activities for children. Other outreach efforts in process, staff hired has been out on medical but stays in contact with individuals/agencies and attends some virtual meetings to address needs or to inform program planning for 24/25 and work on acquiring classroom books, activities, toys and other materials that reflect families in the community.



**Duluth Public Schools  
Tribal Consultation - March 2024**

**Reading Well By Third Grade**

**2022-2023 Resolution of Concurrence and Non-Concurrence**

<b>Goal</b>	Increase the number of American Indian students reading at grade level by third grade. Increase culturally appropriate resources/references in the curriculum so our students see themselves in school/curriculum.
<b>Reason for Non-Concurrence</b>	American Indian students still continue to score low on reading assessments. 2021-22 data shows that 25% American Indian students are proficient in reading by 3rd grade.
<b>Progress from Previous Year</b>	The Curriculum Department purchased books for the Misaabekong Ojibwe Immersion program. The English Language Arts content specialist selected indigenous-focused books that were tied to Wonders curriculum and distributed them to K-5 teachers (Note: Some of those books were purchased by the American Indian Education program).
<b>Recommendations</b>	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.

**2023-2024 Action Plan for Addressing Non-Concurrence**

<b>Response from School Board</b>	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. We have an Achievement & Integration strategy to provide culturally relevant intervention and curricular materials to students at Myers Wilkins. At our Immersion school through the Achievement & Integration plan, we have cultural immersion paraprofessionals working within those classrooms to support the academic needs of our immersion program students.
<b>Action Steps</b>	241 classroom libraries focused on culturally diverse texts including American Indian were distributed in the Spring of 2023. K-5 general education classrooms and 6-12 English Language Arts classrooms. The books were diverse and all grade levels received multiple books with American Indian representation. The curriculum department worked with Misaabekong teachers to select appropriate books. We are expanding to SpEd resource rooms and setting 3 classrooms 2023/24, which include American Indian representation texts.
<b>Mid-Year Progress Update</b>	The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development. The lead interventionist is collaborating with teachers and paraprofessionals in the Misaabekong immersion program to design and implement data-based literacy interventions in the language of instruction that meet the needs of immersion students.

**Duluth Public Schools  
Tribal Consultation - March 2024**

**Achievement Gap**

**2022-2023 Resolution of Concurrence and Non-Concurrence**

<b>Goal</b>	Increase American Indian student achievement.
<b>Reason for Non-Concurrence</b>	American Indian students continue to score low on math assessments. 2021-22 data shows that 17.5% American Indian students are proficient in math.
<b>Progress from Previous Year</b>	American Indian Education program coordinator will continue working with Elementary and Secondary Content Specialists and the staff development coordinator planning on-going opportunities for Math teachers and interventionists focused on Best Practices for American Indian students. 2022-23 data shows that 18.4% American Indian students are proficient in Math, which is a +.9%
<b>Recommendations</b>	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.

**2023-2024 Action Plan for Addressing Non-Concurrence**

<b>Response from School Board</b>	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. The Curriculum, Instruction, and Assessment team has been actively pursuing a grant to further American Indian students exposure to STEM opportunities.
<b>Action Steps</b>	Plan to provide training on culturally responsive resources embedded in written curriculum and shared with teachers/students. Achievement & Integration strategy provides culturally relevant intervention and curricular materials to Myers-Wilkins students. The immersion program has cultural immersion paraprofessionals working within classrooms supporting academic needs of immersion students. The American Indian Standards are now embedded in each Academic Standards area. Science is specifically working with American Indian Education to create lessons for those standards. Content Committees are tasked to review the American Indian standards as part of the committee process.
<b>Mid-Year Progress Update</b>	Grant with the National Science Foundation was approved in the fall of 2024. A Computer Science coordinator was assigned and is working collaboratively with the Computer Science for All program to support STEM opportunities and camps for American Indian students. The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development.

**Duluth Public Schools  
Tribal Consultation - March 2024**

**Achievement Gap**

**2022-2023 Resolution of Concurrence and Non-Concurrence**

<b>Goal</b>	Increase American Indian student achievement.
<b>Reason for Non-Concurrence</b>	American Indian students continue to score low on reading assessments. 2021-22 data shows that 27.53% American Indian students are proficient in reading.
<b>Progress from Previous Year</b>	The English Language Arts specialist worked with the Coordinator of American Indian Education and Office of Education Equity to identify culturally appropriate books for teachers to utilize. Anti-bias training was done district-wide. Duluth Public Schools is working on providing classrooms with diverse classroom libraries. The Coordinator of American Indian Education has been a part of the process to choose books for Misaabekong classrooms. 2022-23 data shows 33.6% American Indian students are proficient in Reading, which is a +6.3%.
<b>Recommendations</b>	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.

**2023-2024 Action Plan for Addressing Non-Concurrence**

<b>Response from School Board</b>	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. The Office of Education Equity, through an Achievement & Integration strategy, provides culturally relevant intervention and curricular material to students at Myers-Wilkins to ensure students, teachers and classrooms have access to culturally relevant learning materials.
<b>Action Steps</b>	Plan to provide training on culturally responsive resources embedded in written curriculum and shared with teachers/students. Achievement & Integration strategy provides culturally relevant intervention and curricular materials to Myers-Wilkins students. The immersion program has cultural immersion paraprofessionals working within classrooms supporting academic needs of immersion students. Check and Connection qualifying thresholds have been reviewed and updated to better address the achievement gap of our AI and Special Education students, allowing us to support more American Indian students through Check and Connect.
<b>Mid-Year Progress Update</b>	The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development.

**Duluth Public Schools  
Tribal Consultation - March 2024**

**Achievement Gap**

**2022-2023 Resolution of Concurrence and Non-Concurrence**

<b>Goal</b>	Make sure all teachers are aware of, knowledgeable, and teach the American Indian state standards.
<b>Reason for Non-Concurrence</b>	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian state standards.
<b>Progress from Previous Year</b>	American Indian-focused state standards have been shared with Content Specialists. The Coordinator of American Indian Education has been working with Curriculum Coordinator on getting resources. Focusing on 2 content areas each year. We are continuing with Math and English Language Arts and adding Science.
<b>Recommendations</b>	Continue the work of American Indian-focused state standards implementation that began in 2018. Bring awareness to teachers through content area meetings on the American Indian-focused state standards and tie resources and training to teachers. Work with the AIHSL in this process, they are a great resource. Science Content Specialist is working with Memegwesiikwe to create lessons to address American Indian-focused state standards. Funding has been secured to provide classroom libraries to teachers that include culturally-responsive texts that will include American Indian literature. The Curriculum Review and Adoption process has been revised to include more purposeful review and adoption of curriculum that is more representative and inclusive of American Indian students.

**2023-2024 Action Plan for Addressing Non-Concurrence**

<b>Response from School Board</b>	Continue in the 23-24 school year to embed training and resources around the American Indian-focused state standards into district-wide Professional Learning Communities and content committee meetings. The Science Content Specialist will continue to work with Memegwesiikwe to ensure that science standards related to American Indian tribes are addressed in curriculum docs with lessons created for teachers. When content committees review curriculum and instructional materials, they will use checklists and rubrics provided in the procedural guide to make sure the curriculum is representative and inclusive of American Indian students.
<b>Action Steps</b>	State legislation was enacted for the 2023-24 school year. Districts were expected to provide instruction for a minimum of one hour on October 9, 2023 for Indigenous People's Day. Planning meetings were scheduled with content specialists and curriculum/student achievement coordinators. Content specialists helped plan and support teachers with content for lessons. Each content area used their American Indian focused state standards as a foundation for the content planned. The day concluded with a Round Dance for the community.
<b>Mid-Year Progress Update</b>	The Curriculum Coordinator has started professional learning with Content Specialists around culturally responsive education that can be utilized during curriculum development. During the planning for Indigenous Peoples' Day, the Content Specialists took part in learning around considerations for teaching and learning about Indigenous people and culture. Content Specialists used the considerations in planning lessons for the day.

**Duluth Public Schools  
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**Graduation**

**2022-2023 Resolution of Concurrence and Non-Concurrence**

<b>Goal</b>	Raise graduation rates for American Indian students.
<b>Reason for Non-Concurrence</b>	All students reach 85% graduation rate by 2020.
<b>Progress from Previous Year</b>	American Indian students' graduation rates for 201-22 are 45.16% (4 year) and 65.7 % (7 year). Tiered Fidelity Inventory (TFI) scores district wide using the Culturally Responsive Field Guide scored 48% in school year 22-23, with a goal of 55% in school year 23-24.
<b>Recommendations</b>	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or cultural needs of American Indian students. Focus on the culture of the school, if they feel safe and welcome at school they will attend and be more engaged. Provide Check & Connect to ALL American Indian students.

**2023-2024 Action Plan for Addressing Non-Concurrence**

<b>Response from School Board</b>	The district has committed to implementing PBIS district-wide and as a part of that, will be clearly articulating/clarifying the district's supports within each of the tiers. This will include taking an inventory of interventions being delivered, staff delivering them, criteria used for identification, ways progress will be monitored, etc. In addition, the district provided Check & Connect training to existing staff who work with American Indian students. Staff development will continue to identify and implement professional development focused on specific culturally responsive strategies for teachers and additional school staff through district wide professional development days.
<b>Action Steps</b>	PBIS training for school PBIS teams are scheduled for the year and have already begun (9/27; 9/27). PBIS & MDE are partnering with us on this work. The culturally responsive field guide will continue to also be a part of this work and will be revisited. Training on the culturally responsive field guide was provided last spring to admin and school SEB MTSS Coordinators to share with their PBIS teams. (for more information please see our SEB MTSS action card). All traditional sites will continue to conduct the Tiered Fidelity Inventory and School Climate Survey twice annually. In addition each school hired an SEB MTSS Coordinator last year and those coordinators are receiving bi-monthly team training and coaching by the district to support them with moving these efforts forward within their PBIS teams. This year the district requested that all schools reach out to their American Indian Home School Liaisons and Integration Specialists to consider adding them to their PBIS teams. Mental health therapy services continue to be provided through Fond Du Lac to Native American Students enrolled in FDL at schools at the following locations: Denfeld, Lincoln Park Middle School, Myers-Wilkins, and Laura MacArthur. American Indian Home School Liaisons and Integration Specialists will be trained in Check and Connect prior to the start of the school year.
<b>Mid-Year Progress Update</b>	American Indian Ed. Professional Development (created by Cutting Edge Teams) being provided this spring to a group of more than 30 staff with opportunities for the future to be offered widely. We have trained the majority of administrators, Integration Specialists, Am. Indian Home School Liaisons, and other Behaviorists in Restorative Practices (almost 200 as of this date). Check and Connect training was expanded to include our American Indian Home School Liaisons and Integration Specialists.

**Duluth Public Schools  
Tribal Consultation - March 2024**

**Other Items**

**2022-2023 Resolution of Concurrence and Non-Concurrence**

<b>Goal</b>	Increase staff and student knowledge of American Indians original to the area.
<b>Reason for Non-Concurrence</b>	Lack of cultural awareness and history of local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.
<b>Progress from Previous Year</b>	Science Standards: 3rd grade is implementing new science standards specifically to AI students. Misaabekong developing a modern classroom. Blair Powless has been working on a histororaphy and American Indian lessons that have been implemented into East High School last school year. He will continue to work with the other HHigh Schools to implement the lessons. DPS has increased his contract hours and pays for the additional hours.
<b>Recommendations</b>	Provide an American Indian Curriculum Specialist or Instructional Coach.

**2023-2024 Action Plan for Addressing Non-Concurrence**

<b>Response from School Board</b>	The Curriculum, Instruction and Assessment team is intentionally working on building relationships with the American Indian Education Department to include diverse perspectives and support for teachers in including MN Standards related to American Indian Tribes.
<b>Action Steps</b>	Indigenous People's day planning meetings were scheduled with content specialists and curriculum/student achievement coordinators. Content specialists helped plan and support teachers with lesson content for the day. To help achieve this goal 14 classroom teachers attended the session Understand Native Minnesota Educator Academy. Throughout this professional development, our teachers were able to be immersed in Ojibwe history, language, and culture. This professional development offered our teachers the opportunity to bring knowledge to their students about the Ojibwe culture, language and history.
<b>Mid-Year Progress Update</b>	During the planning for Indigenous Peoples' Day, the Content Specialists took part in learning around considerations for teaching and learning about Indigenous people and culture.

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**American Indian Parent Advisory Committee**

Duluth Public Schools  
709 Portia Johnson Drive  
Duluth, Minnesota 55811

29th February 2024

**ISD 709 SCHOOL BOARD**

Duluth Public Schools  
709 Portia Johnson Drive  
Duluth, Minnesota 55811

This letter of support is intended to accompany the vote and resolution of non-concurrence that will be presented to the ISD 709 School Board on February 29, 2024.

Graduation rate is arguably the most objective and comprehensive metric to evaluate if the educational needs of students are being met. The most recent 4-year graduation rate for American Indian students as reported by Duluth Public Schools is 43.58\*. This graduate rate follows the flat graduation rate trend recorded by MDE in the Minnesota Report Card. Utilizing data-based decision making and a rudimentary risk assessment, **it is not likely** that an American Indian student entering 9th grade in the Duluth Public School District will graduate on time. Therefore, this AIPAC cannot concur that the educational needs of our American Indian students are being met.

This AIPAC is sensitive to the fact that there has been a significant change in leadership within the Duluth Public School District American Indian Education Department and we are motivated to support the district in meeting the unique educational and cultural needs of its American Indian students. We have convened, as a committee, to discuss the vote, the resolution statement, and formulate recommendations for improvement. Many of these recommendations may be currently in process but have been included as they are not easily identifiable.

- 
1. We recommend providing the opportunity for AIPAC committee members to tour all sites where we currently have American Indian Liaisons. We recommend inviting school board members to attend the tour alongside the advisory board. We recommend inviting other interested parties, i.e. the Duluth Indigenous Commission, to attend the tour.
  2. We recommend identifying transportation supports or a transportation alternative for American Indian students.
  3. We recommend PD for all staff w/ respect to American Indian history/culture/contributions.
  4. We recommend the HR Department create an action plan for recruitment/retention specific to American Indian teachers, administration and staff.
  5. We recommend trialing a pilot school w/i a school program to foster internal support and community for American Indian students.
  6. We recommend ensuring a manageable case-load ratio for American Indian Liaisons based on the most accurate count of American Indian students being served by the district.
  7. We recommend identifying a support person whose role it would be to collect and disseminate information re: opportunities for scholarships/career training and other opportunities for American Indian students who are both enrolled & descendants
  8. We recommend reserving dedicated space for the American Indian Education Program in Duluth Public Schools.
  9. We recommend dedicating district resources to directly support American Indian students' attendance and academics and utilizing American Indian Education funds to supplement the district plan goals.
  10. We recommend district funding to create two American Indian Curriculum, Academic and Integration Specialists to provide educational and cultural support.
  11. We recommend providing the AIPAC with regular updates, at least biannual updates, on growth and movement of goals that target American Indian students.
  12. We recommend that the district collaborate with its AIPAC to share and review data pertaining to American Indian students.

\*Source document - 2023 World's Best Workforce



## COW Agenda Cover Sheet

**Meeting Date:** March 4, 2024

**Topic:** Department of American Indian Education

**Presenter(s):** Jennifer Garbow: Coordinator of American Indian Education (presentation)

Amber Greensky: Chair of American Indian Education Parent Advisory Committee (Q & A and conversation)

**Attachment (yes or no):** PowerPoint

**Brief Summary of Presentation or Topic (no more than a few sentences):**

The Department of American Indian Education is in a time of transition and change. A new coordinator started in January and the American Indian Parent Advisory Committee (AIPAC) has reestablished itself. The department is in the process of strengthening existing goals, identifying and addressing barriers, and exploring new opportunities both within the district and with community partners.

# COMMITTEE OF THE WHOLE

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AMERICAN INDIAN EDUCATION DEPARTMENT

MARCH 5, 2024

JENNIFER GARBOW. COORDINATOR

# MISSION STATEMENT

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Duluth American Indian Education Program's mission is to promote youth leadership, provide academic support and encourage career development for American Indian students based on American Indian values, culture and language.



# JESSICA ROBARGE, AMERICAN INDIAN HOME SCHOOL LIAISON: LINCOLN PARK MS

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*What I like best about my job is watching our youth grow & navigate into young adulthood & being a positive role model for them.*



## **JAMIE DE LA CRUZ, AMERICAN INDIAN HOME SCHOOL LIAISON: LOWELL & MYERS-WILKINS ELEMENTARY**

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*The best part of my job is teaching students and staff about American Indian / Indigenous culture, history, and language.*



# SUSANNA MILLER, AMERICAN INDIAN HOME SCHOOL LIAISON: LAURA MACARTHUR & STOWE ELEMENTARY

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*The best thing I like about my job is helping  
the students with their academics.*



# JP RENNQUIST, AMERICAN INDIAN HOME SCHOOL LIAISON: DENFELD HS

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- *What I like about working for American Indian Education Department is getting to know all of our wonderful young people with all of their energy & life & possibility. I get the privilege of observing them & guiding them through these important times in their lives. And I am always deeply moved & overjoyed to be a part of the process of presenting them with their graduation Odemin sashes & watching them walk across the stage of the Denfeld Auditorium to receive their diplomas as graduating seniors.*



# ANTHONY BUGG: AMERICAN INDIAN HOME SCHOOL LIAISON ORDEAN EAST MS & EAST HS

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*The best part about my job is seeing my students smile & be happy when they see me. Knowing I am making an impact on their lives for the better & providing a safe haven for students to feel comfortable. Strongly encouraging my students that*  
**...YOU MATTER!**





# KANIKISA CORBIN: AMERICAN INDIAN HOME SCHOOL LIAISON PIEDMONT ELEMENTARY

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*The kids. They teach me something new everyday, & they make the hard parts of this job worth showing up for. Also, the work we do with students & their families. I genuinely enjoy working and advocating for students & their families.*



# MELANIE BLACK: OFFICE SUPPORT SPECIALIST SENIOR

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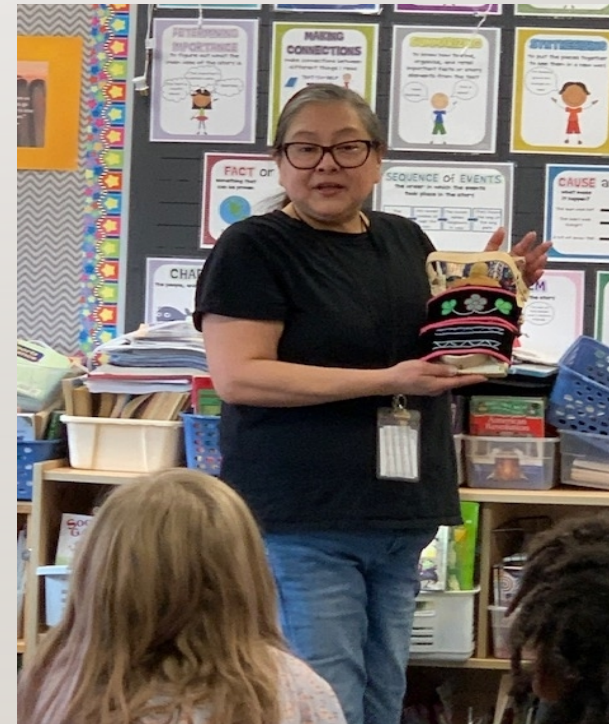
- *What I love most about my new job here.  
What I love most is my coworkers. They have made me feel so welcome and included. Every day I am happy to be here with my coworkers and the work we do for students.*



# CURRENT AIMS:

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- Kindergarten Readiness
- Read Well by Grade 3
- Closing the Achievement Gap
- Graduation
- Other items as identified



# EXPLORING NEW OPPORTUNITIES:

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- Credit recovery through service learning
- School within a School Denfeld
- Summer enrichment camps
- New partnerships
- Family & community engagement
- Growing the department



# AMERICAN INDIAN EDUCATION PARENT ADVISORY COMMITTEE (AIPAC)

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Due March 1<sup>st</sup>

- Vote Resolution of Concurrence/ Non-Concurrence
- Annual compliance documentation
- Resolution document
- AIPAC roster
- AIPAC meeting minutes



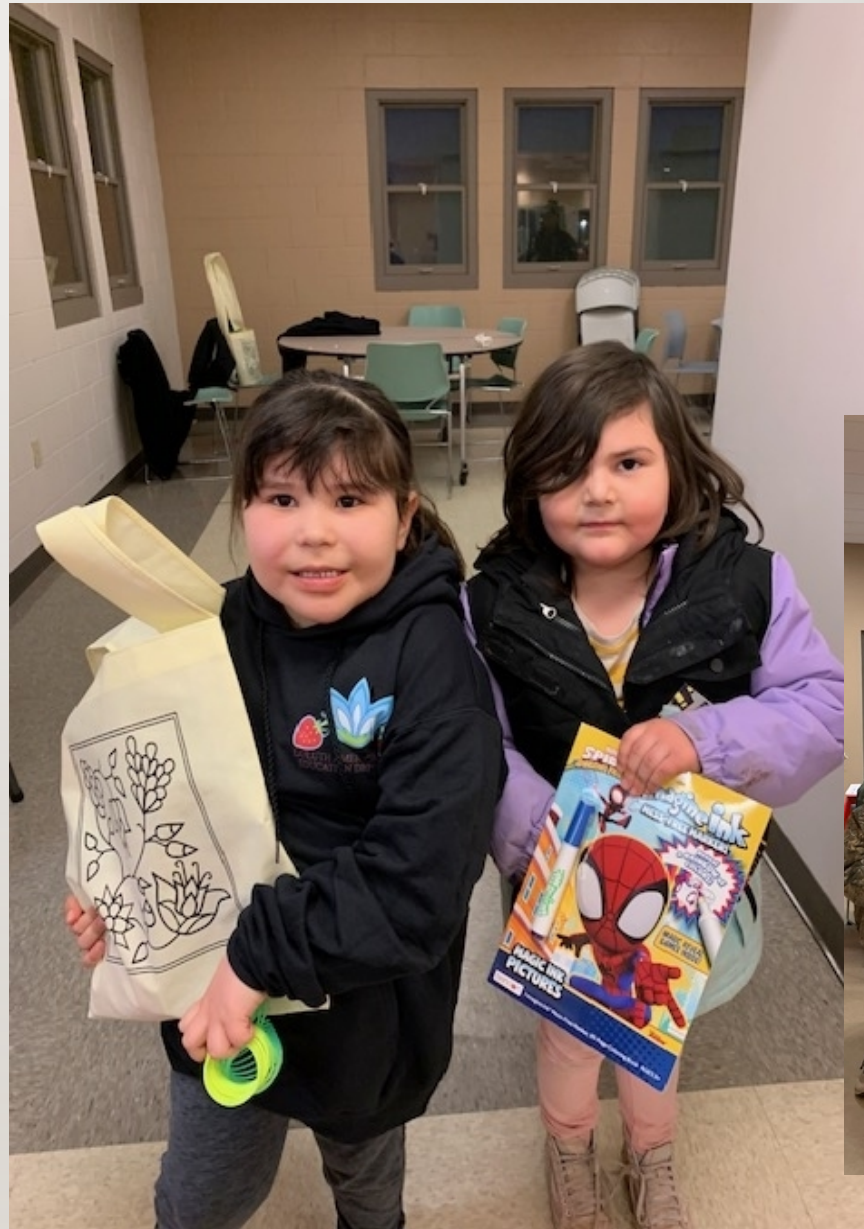
## CONNECTING DEPARTMENT AIMS WITH FAMILY & COMMUNITY ENGAGEMENT

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*I LOVE TO READ MONTH!!*

AIPAC Event

Harrison Community Club



# MIIGWECH!!

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Conversation with Amber Greensky, AIPAC Chair

Resolution of Concurrence/ Non-Concurrence



## COW Agenda Cover Sheet

**Meeting Date:** March 4, 2024

**Topic:** Modern Classroom Project

**Presenter(s):** Sally Weidt - Student Achievement Coordinator  
London Goode- Classroom Teacher

**Attachment (yes or no):** [Google Slides](#)

**Brief Summary of Presentation or Topic (no more than a few sentences):**

Duluth Schools is wrapping up the second year of training teachers on the Modern Classroom Project instructional model. This is a self paced, blended learning, mastery based instructional model. Ms. Goode will be sharing her experience having been trained and implementing this in her 5th grade classroom.



# Modern Classroom Project

Sally Weidt

Student Achievement Coordinator



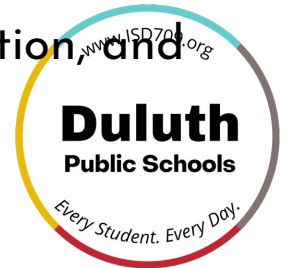
# What is Modern Classroom?

The Modern Classrooms Project is a nonprofit organization that leads a movement of educators in implementing a self-paced, mastery-based instructional model that leverages technology to foster human connection, authentic learning, and social-emotional growth.

**Blended** - teachers and students can use a variety of methods including but not limited to all digital and hard-copy forms of material for instruction

**Self-Paced** - students are able to work through material individually, in small groups, and sometimes large groups at a pace that suits their ability - teachers structure and chunk units of instruction

**Mastery-Based** - a standards based approach to learning, remediation, and enrichment



# Duluth Training and Impact

We began our partnership with MCP in the Summer of 2022. After the first year MCP was invested with us and supported the process for a Bush Foundation grant to cover half of our 2023 trainings. We have had additional offers of matched funding for 2024. This model allows teachers to meet the needs of students and student to have ownership and autonomy in their education.

196

Duluth Educators  
from all sites have  
participated in the  
mentorship program

2

Distinguished  
Modern Classroom  
Educators  
(7 in progress!)



# Feedback from Duluth Educators

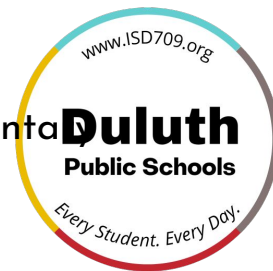
"I think that it would be a **great program for our entire district** to invest in training for." - Susan Kratsch, Denfeld HS

"Want to know a way to **reach more students more effectively**? Have I got a PD opportunity for you!" - John Hotaling, Denfeld HS

**"Take this course! I truly believe MCP will make teaching sustainable!** I'm a 30 year veteran teacher who wasn't sure I could stay in the field of teaching until retirement. MCP has given me hope that I can. There will be more up front work, but once I have my lessons, videos, practice pages, and mastery checks completed, I will have more time and energy to help my students every day and know that they are truly engaged in learning!" - Suzanne Marquardt, Ordean East MS

"Do it. It makes you think, and **it makes you grow.**" - Karen Tokarczyk, Stowe Elementary

<sup>44</sup>  
**"It will transform my teaching!"** - Megan Bennett, Lowell Elementary



# Feedback from Duluth Students

*Student feedback about what they “like” about work in a classroom that is self paced, mastery based, and blended instruction.”*

“I like that I can work at my own speed.”

“I like that my teacher can help me when I need help.”

“I like to rewatch the videos when I am stuck.”

“I like that we can work with our friends and solve problems together.”

“I know when I have mastered my lesson, I like that I can go into my pacing guide and what to do next.”

45



# Hear from a MCP Distinguished Teacher!

London Goode is a 5th grade teacher at Lowell.



*The MCP team noted that “Ms. Goode had “an incredible classroom” and has embraced every component of the MCP model. We observed small group instruction along with authentic, organic collaboration. Students were completely self-directed and independent in collecting materials and moving through the learning progression. Ms. Goode’s instructional videos were also exceptional, with multiple means of engagement.”*

See Ms. Goode’s virtual [classroom](#) with her student lesson tracker.



# Student Impact on Achievement

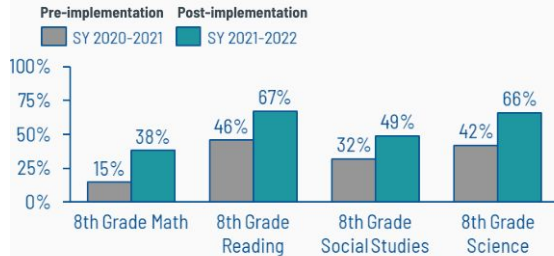
Students who have been in a MCP based project in the 23/24 school year will have their end of year 7th grade ELA results compared to the previous year scores (6th grade) at the end of 23/24. This will be comparing both the same group of students as well as the previous year 7th graders in the same sections.

## Impact on Student Academic Outcomes



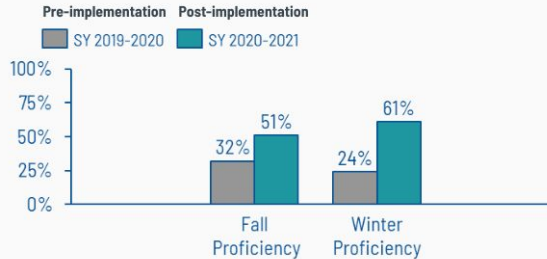
Gains in 8<sup>th</sup> grade academic proficiency on the state STAAR assessment after fully implementing our approach for one year

**Student Achievement Growth in STAAR**  
% of students meeting STAAR proficiency



Gains in K-8 academic proficiency on the Inspect Math Benchmark Assessment after implementing our approach for one year

**Student Achievement Growth in Math Benchmark Assessment**  
% of students meeting proficiency



# Questions?





# Further Information

- **MCP Free Online Course:**  
<http://learn.modernclassrooms.org>
- **Modern Classrooms Edutopia Videos:**  
[Secondary + Elementary](#)  
[Using Blended Learning to Teach Cursive](#)
- **Research and Impact:**  
[www.modernclassrooms.org/impact](http://www.modernclassrooms.org/impact)
- **Examples of Modern Classrooms:**  
[Exemplar Units](#)  
[Meet Modern Classrooms Educators](#)
- **Facebook Group:**  
[www.facebook.com/groups/modernclassrooms](http://www.facebook.com/groups/modernclassrooms)
- <sup>49</sup> **The Modern Classrooms Podcast:**  
<https://modernclassroomspodcast.fireside.fm/>

## MCP Spring 2023 Impact Slides for Duluth

**Duluth MCP Contact:**  
Sally Weidt  
[sally.weidt@isd709.org](mailto:sally.weidt@isd709.org)  
x2291



## **COW Agenda Cover Sheet**

**Meeting Date:** March 4, 2024

**Topic:** Safety and Security Update

**Presenter(s):** Taylor Dickinson, CSP  
Virginia and Brainerd Regional Manager with the Institute for Environmental  
Assessment, Inc.

**Attachment (yes or no):** PowerPoint

**Brief Summary of Presentation or Topic (no more than a few sentences):**

IEA representatives were requested to complete an assessment of current District security practices, including a review of the buildings, as well as the District's written Emergency Operations plan. Taylor will provide an update as to what the findings were and how improvements can and will be made to existing systems relating to emergency response.



# Safety & Security Assessment Review



Taylor Dickinson, CSP  
Virginia & Brainerd Regional Manager



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## IEA, Inc.

Institute for Environmental  
Assessment

Based out of Brooklyn Park

Satellite offices in Virginia, Brainerd,  
Marshall, Mankato, and Rochester

Providing Environmental, Health and  
Safety (EH&S) services to public and  
private organizations



# Goal

- Evaluate current systems
- Develop a plan to improve systems to unify the District
- Create an updated plan
- Implement and train on the plan
- Develop a maintenance plan





# What constitutes an emergency?

Gas leak, winter storm, fire, medical emergency, death of staff or student, verbal threat, weapons...

# Process

Physical  
Assessments

Review Districtwide  
Plan

Determine Action  
Plan

Implement

01

02

03

04

# Update

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# Assessment & Review of Current Plan

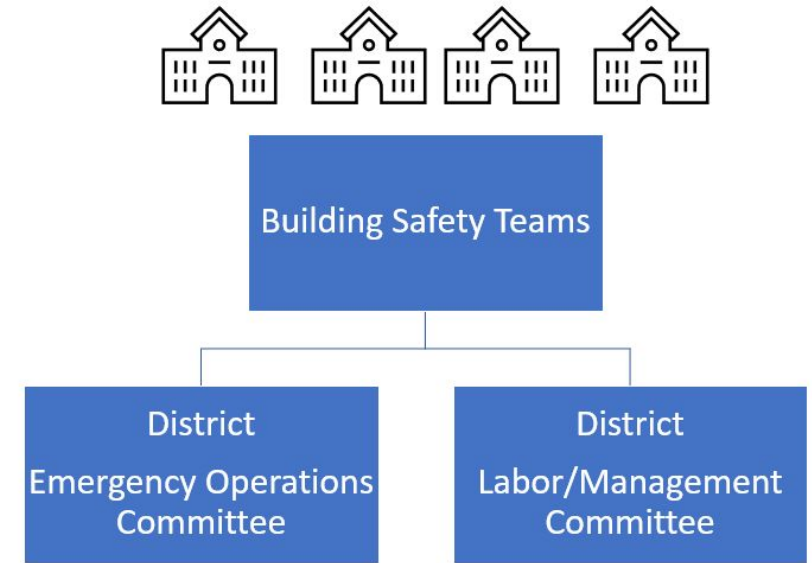
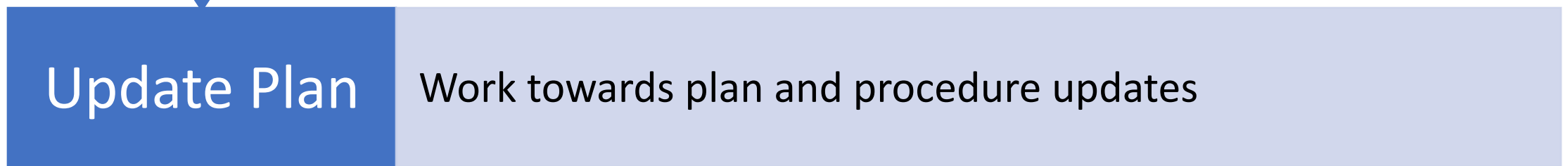
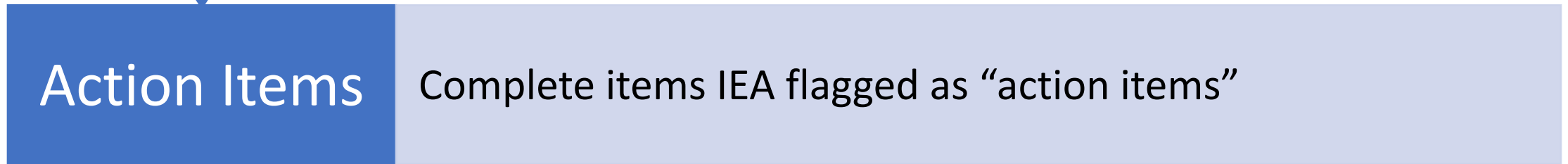
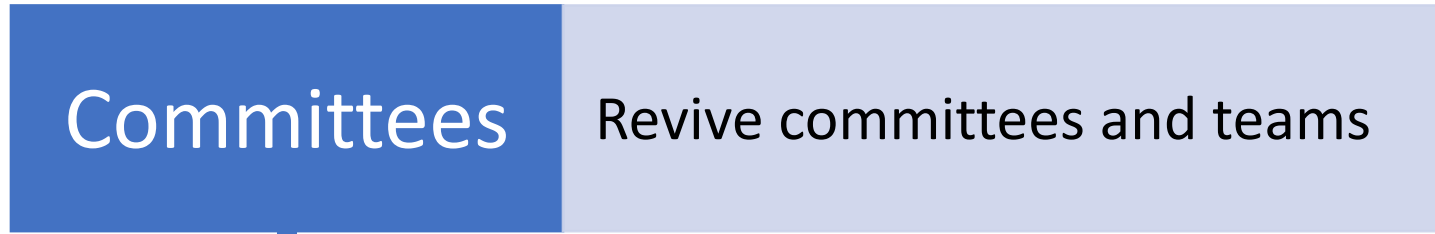
- Door management, including propping of doors and schedules of exterior doors
- Labeling and signage
- Visitor management
- Training for staff on procedures, processes, threat assessments, etc.
- Ensuring everyone is aware of available resources
- Establishing continuity between all district buildings



# Review of the Assessment

- Internal discussion was held to determine next steps
- Determined that the plan and procedures need updating

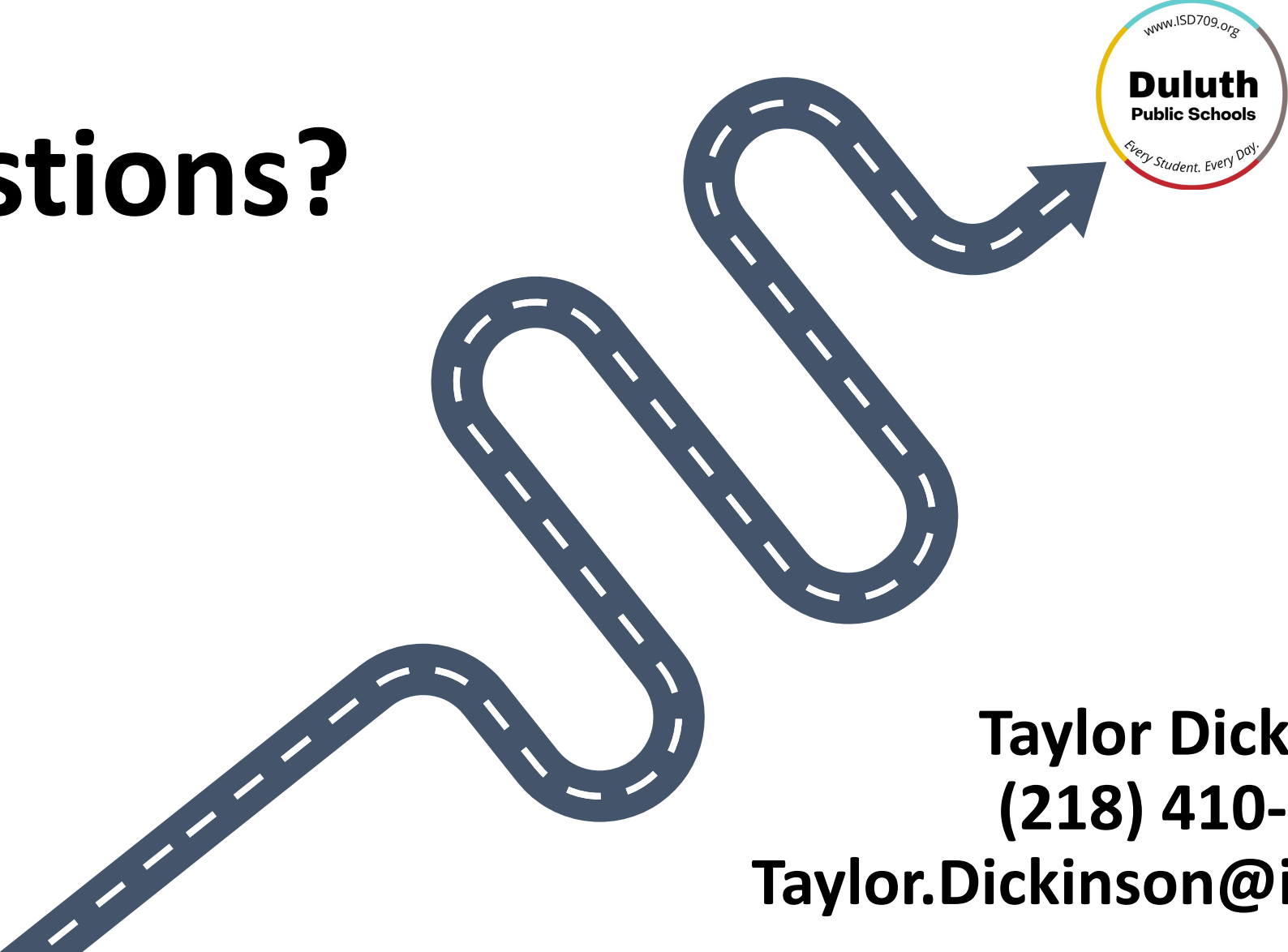
# Steps for Updating



# Timeline



# Questions?



**Taylor Dickinson**  
**(218) 410-9521**  
**Taylor.Dickinson@ieasafety.com**