

This document provides an overview of the actions taken by District 191 staff in regards to the American Indian Parent Advisory Committee (AIPAC) recommendations received during fiscal year (FY) 2025.

Recommendation	Responses
<p><u>AIPAC Recommendation 1</u></p> <p>Review disciplinary actions and review data of middle school American Indian students</p> <ul style="list-style-type: none">• In-depth American Indian cultural proficiency training for teaching staff across the district	<ul style="list-style-type: none">• Independent School District 191 maintains a dedicated data wall within the Educlimber platform to monitor the attendance, academic performance, and disciplinary trends of Indigenous students• American Indian Education Program (AIEP) staff utilize real-time notifications for K-12 Indigenous students, facilitating immediate awareness of needs and enhancing the district's capacity for timely, targeted student support• To streamline program access, the district implemented a specific identification icon within the Synergy Student Information System. This visual indicator ensures staff can promptly identify and connect Indigenous students with appropriate AIEP resources and programming• As a core component of Indian Education programming, middle school student data was reviewed in collaboration with site administrators to ensure alignment between site-level outcomes and program goals• In December 2025, approximately 150–200 eleventh-grade students engaged in a comprehensive study of Indigenous history, culture, and language as a formalized unit within the English Language Arts (ELA) curriculum• The district remains committed to embedding professional development focused on American Indian culture, history, and language training for all staff• During the 2025–2026 academic cycle, the district facilitated a series of

	<p>high-impact professional development sessions (summarized below)</p> <ul style="list-style-type: none"> • Through "Dream Catcher" sessions held in August and November 2025, the district equipped liaisons, social workers, and counselors with sociocultural checklists and responsive intervention strategies to better serve Indigenous students. The Dream Catcher work is expanding into our Student Support Teams (SST) across the district <p>2025-2026 Professional Development:</p> <ul style="list-style-type: none"> • March 2025 Early Childhood Identity & Belonging, VPK teachers • April 2025 RISE: Indigenous Resilience, Identity, Strength, and Empowerment, BHS staff • June 2025 Author Study (Peacock): Honoring Native Culture in Curriculum, Cross-district Lakeville and Burnsville • August 2025: AIEP Program Overview & Compliance, BHS Staff • November 2025: Nashke Games: Cultural Integration in Athletics, PE teachers • November 2025: Instructional Leadership and Program Alignment, Site administrators • January 2026: Oral Traditions: Storytelling and Historical Teachings, AIPAC & Community
<p><u>AIPAC Recommendation 2</u></p> <p>More recognition by/from the individual buildings of Indigenous Peoples Day and other observances of American Indian Cultural Heritage</p> <ul style="list-style-type: none"> • More active engagement by non-Native staff, sharing of 191 AIEP events with the American Indian students and families 	<ul style="list-style-type: none"> • District One91 reviewed instructional materials for Indigenous Peoples' Day and made revisions to prepare for FY26 <ul style="list-style-type: none"> ○ All sites had training for teachers to review the lessons prior to teaching ○ All lessons were taught during the week of October 6th through the 10th of 2025 • A system to share information with all site leaders on a weekly basis is in place to ensure aligned communication when

	<p>sharing information and details about American Indian Cultural Observances, events and activities. Each week information is shared with site leaders to be included in site newsletters and messages to families. The district continues to honor and elevate Indigenous history through structured events, including:</p> <ul style="list-style-type: none"> ○ October 2025 Orange Shirt Day - National Day for Truth and Reconciliation ○ November 2025 Indigenous Ally Day and Native American Heritage Night ○ Monthly Drum and Dance & craft night programming in partnership with other South of the River districts ● About 150 11th-grade BHS students as part of their ELA courses visited the new Indigenous Learning space at Burnsville High School
<p><u>AIPAC Recommendation 3</u></p> <p>Salaries of American Indian Education Program (AIEP) Staff need to come out of the General Education fund</p> <ul style="list-style-type: none"> ● Reserving program funding resources for its intended purpose, American Indian Students. Many districts such as Osseo, 196, and Cottage Grove pay their Indian Ed staff directly from General Education Funding 	<ul style="list-style-type: none"> ● District 191 used Achievement and Integration funding in the FY26 budget to support the 1.0 FTE for the American Indian Cultural Specialist and 0.3 FTE of the Indigenous Cultural Liaison position
<p><u>AIPAC Recommendation 4</u></p> <p>Provide cultural space and staffing for smudging space in each building</p> <ul style="list-style-type: none"> ● Section 1.[121.A.08] Minnesota Statutes 	<ul style="list-style-type: none"> ● District 191 reviewed and revised policy 419-Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery devices to include MN Statute language about smudging ● To ensure common information and knowledge regarding the practice is available, the District created an overview document: One91 AIEP Smudging Protocols Document. Smudging can take place in any classroom or office space under the supervision of a staff member

	<p>who is supporting the student would like to smudge</p> <ul style="list-style-type: none"> • Each site has a smudge kit and cultural resources. We are in the process of identifying staff at each site that can support students who may want to smudge at school. The cultural tools are used as part of our American Indian Education program. Students know where the resources are and staff members can bridge students to the resources. • Burnsville High School has an Indian Education Classroom, both middle schools have space for Indian Education programming. All sites have cultural items and the smudge kits that are available to be used in various spaces when working with Indigenous students. • The culture trunk project will be completed by the end of the school year. The project will connect resources with each site for the Fall of 2026 school year
<p><u>AIPAC Recommendation 5</u> Provide cultural trunks for each school for staff to use</p> <ul style="list-style-type: none"> • These trunks are to be a collection of culturally appropriate pieces provided by the district and approved by AIPAC. Currently our 191 AIEP has one learning trunk that teachers across the district are able to check out throughout the school year to help support their teaching of American Indian Curriculum. They include Ojibwe, Dakota, and Powwow trunks. These trunks are in high demand during a variety of units that are being taught throughout the year and it would be beneficial for students to have their own trunks to support teaching the American Indian state standards 	<ul style="list-style-type: none"> • District 191 has started the cultural trunk project. This project will include a collection of resources and lesson plans for each school site. The trunks will be completed by June 2026. • AIPAC members have helped identify resources to be included in the culture trunks <ul style="list-style-type: none"> ○ Grant funding from the MN Humanities Center is being used to support in gathering instructional materials ○ Elders have been invited to share information to support learning about Indigenous history, language, and culture ○ Visiting Indigenous community organizations and documenting the learning has been an exciting part of this project • District 191 Indian Education Program staff collaborated with the SISA team to ensure Indigenous cultural items, books for literacy content include Indigenous

	<p>culture, heritage, language</p> <ul style="list-style-type: none"> ● This work involved: <ul style="list-style-type: none"> ○ Partnering with Elementary and Secondary Coordinator to meet with teachers and to collaboratively write lessons that will be included in each trunk. ○ Partnering with other South of the River Indian Education programs ○ Meeting with community elders and documenting learning and experiences to have the information as a learning tool for current and future students
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Name Change Process Update:

- District 191 is working through the facilities planning process. The name change process is included as a part of the facilities planning. Facilities planning is a long term project that allows District 191 to incorporate the name change recommendations into this process because it enables the district to be fiscally responsible, efficient, and aligned to ensure we include the community in the process. The board will provide direction that is aligned with the facilities planning process.