

## 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:~~ 2/28/25

~~Date the AIPAC presented to the school board:~~ 3/3/25

***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*

*[Handwritten Signature]* 2/28/25  
Superintendent or Charter/Tribal School Director Date

AIPAC Chairperson Date *2/28/25* *[Handwritten Signature]*

**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~~ *[Handwritten Signature]*

Date *2/28/25*

## 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	By June 2025, 100% of American Indian students in grades 9-12 will complete one check-in meeting with the American Indian Cultural Specialist during the first semester and two check-in meetings during the second semester for	The HS changed their advisory system making it significantly more challenging to check-in with American Indian students. Partnering with Teaching and Learning, and HS admin	

	<p>post-secondary planning and graduation requirement tracking, with 50% of students participating in at least one college or career site visit, as documented through individual student tracking logs, meeting documentation, and site visit participation records.</p>	<p>team we are on track for 100% of students to have a Check and Connect to see if they are on track to graduate on time in 2nd semester. This is also an opportunity for the Cultural Liaison to connect informally with the Native students and form a relationship. Formally, this can serve as an intervention to help a student get back on track if necessary.</p> <p>In the fall 100% of Juniors and Seniors at the HS were invited to the American Indian College Fair at the MN History center. Students were invited and phone calls were made to families. 1 student and parent attended and they said the experience was extremely helpful and enlightening.</p> <p>100% of American Indian High School students will be invited to a college visit in the month of March.</p>	
<p>Support the academic achievement of American Indian students</p>	<p>By June 2025, 80% of K-8 American Indian students will demonstrate grade-level proficiency in reading and math as measured by tri-annual FAST Bridge universal screening assessments, AND 80% of American Indian students in grades 9-12 will demonstrate successful completion of core courses (Algebra 1, U.S. Literature and Composition, and Biology) with a grade of B or better, aligning with overall district performance goals. Progress will be monitored through K-8 universal screening data and quarterly high school grade checks, supported by a</p>	<p>Winter Fastbridge screening is currently in progress. American Indian Student Data will be pulled. Names of American Indian Students in K-8 who are not proficient will be shared with sites so administrative teams can call families and share what interventions the student will receive. Planning Meetings will be scheduled for families who request additional support. In the area of Check and Connect, students will be scheduled to meet with the Cultural Liaison twice in the second semester. These checks will consist of reviewing the students grades and attendance. All</p>	

	coordinated intervention system.	casual interactions will also be included in reporting. The check and connect form will allow for all interactions to be recorded. The student will be allowed to review his or her grades and attendance in a snapshot view. There is an opportunity for friendly and casual interaction to build a rapport while also intervening in the students trajectory toward graduation.	
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Focus Area	Measurable Goal	Progress towards Goal	Is Progress sufficient for concurrence?
<p>Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils</p>	<p>From November 2024 through May 2025, the American Indian Cultural Specialist will:</p> <ol style="list-style-type: none"> <li>1. Develop and deliver one grade-appropriate cultural lesson per month for K-8 American Indian student groups <ul style="list-style-type: none"> <li>● 80% monthly attendance rate of students</li> <li>● Documentation of lesson plans</li> </ul> </li> <li>2. Incorporate Native-authored books and cultural teachings into each lesson <ul style="list-style-type: none"> <li>● Documentation of student books and cultural teachings</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. The Cultural specialist is meeting with students who have opted to participate in programming: <ul style="list-style-type: none"> <li>Elementary - 1x a month for approx a 45 min lesson.</li> <li>MS is meeting 2x's month.</li> </ul> </li> <li>The Cultural specialist keeps attendance of each meeting and keeps track of the families that have opted into k-8 programming 100% of students that have opted in have been in attendance.</li> <li>Elementary has completed 3 lessons. MS has completed 4 sessions.</li> <li>2. All books being used in k-8 programming are Native Authored.</li> <li>3. We have one Culture Box partially created. This Culture Box is about the cultural perspective and process of gathering Wild</li> </ol>	


	<ul style="list-style-type: none"> <li>• Communication with parents</li> </ul> <p>3. Create two cultural boxes containing Native artifacts for use during American Indian student cultural groups</p> <ul style="list-style-type: none"> <li>• Authentic artifacts in a box with descriptions of artifacts</li> </ul>	<p>Rice. So far, it includes a Birch Bark winnowing basket, a Birch Bark container, and knocking sticks. In the future, different stages of rice will also be included so that participants can visually see the different stages of the Wild Rice from Green to Finished.</p> <p>We will be sending out a survey to American Indian families to see what else can be included and what they would like to see as a second box.</p>	
<p>Provide positive reinforcement of the self image of American Indian pupils</p>	<p>By June 2025, 80% of enrolled American Indian students will demonstrate enhanced cultural connection and positive self-image through participation in at least three culturally relevant activities, as measured in Student participation tracking</p>	<p>82 % of families have opted into programming at the elementary level.</p> <p>35% of families have opted into during the day programming at the MS level.</p> <p>At the beginning of his tenure, the Cultural Specialist sent out introductory messages to all American Indian families. Introductions were made in person to all Elementary principals and assistant staff. An Indian Education plan was developed and shared with all Elementary schools. Permission invitations were sent to all families. A compilation of permissions given was compiled and these students were included in programming. Several invitations and informational messages were sent out to Middle school families. These messages highlighted what Indian Education had in</p>	

		<p>mind for our sessions with students. We are still reaching out to increase participation.</p> <p>At the HS because check and connect is aligned with College and Career counseling all students will participate and it is not an opt in option.</p> <p>100% of all Middle school and Highschool students were invited to participate in a school sponsored meet and greet and dance exhibition. 5% opted in.</p> <p>100% of families were invited to participate in an ALPAC sponsored storytelling event.</p>	
Develop intercultural awareness among pupils, parents, and staff	By May 30, 2025, at least 70% of district instructional staff will complete either the MDE Tribal Relations Training or attend a professional development session with the American Indian cultural specialist, as evidenced by training completion records and professional development attendance logs, to enhance cultural competency and support for American Indian students.	<p>Professional Development sessions have been provided to staff.</p> <p>Information has been shared with all staff about the MDE Key concepts and federal Indian Policy courses that meet licensure requirements.</p> <p>The Cultural specialist has been invited into several classrooms to share lessons about language, culture and history.</p>	
Supplement (not supplant) state and federal educational and co-curricular programs	The program adds layers of culturally responsive support to existing district services through supplemental check-ins, cultural programming, and targeted monitoring, while ensuring American Indian students maintain full access to all standard district resources and opportunities. The American Indian Cultural Specialist works collaboratively with existing staff - including counselors, teachers, and MTSS coordinators - to	The American Indian Education program enhances existing district programs without replacing them, aligning with district achievement goals while offering culturally specific support. It includes academic assistance, cultural programming, and monitoring via the American Indian Cultural Specialist, who collaborates with district staff. This	




	<p>provide additional support rather than replacing standard services. This supplemental approach extends to curriculum enhancement, where Indigenous perspectives and materials are thoughtfully integrated into existing content rather than replacing standard curriculum elements.</p>	<p>integration with the District's Strategic Roadmap ensures American Indian students have access to standard resources and culturally responsive services, with regular adjustments made through collaboration among the American Indian Liaison, AIPAC, and Director of Equity Services.</p>	
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## Approval

AIPAC Chairperson 

Date 2/28/25

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

