



Annual Compliance Overview

[Minnesota Statutes 2024, section 124D.78](#) requires Minnesota districts, charter schools, cooperatives, and Tribally controlled schools with 10 or more American Indian students to have an American Indian Parent

Advisory Committee (AIPAC). Specifically, the Statutes cite 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.

Districts, charter schools, cooperatives, and Tribally controlled schools with 10 or more American Indian

students 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 AIPAC 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

Parent Committees receive data from the district on whether or not the district has met the needs of American Indian students using the goals from the program plan submitted and approved by MDE. The AIPAC votes on how the district is achieving and accountable to the goals. The AIPAC should work with administration to fill out the Program Plan Review. This vote is formally reflected on the annual compliance documents. Members of the AIPAC 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 OAIE.

Completing and Submitting the Documents

The Following Items are Required When Submitting Annual Compliance

- Annual Compliance/Vote of Concurrence or Nonconcurrence document
- AIPAC Roster and District Employee Sign-In Sheet

- American Indian Education Aid Program Plan Review
- AIPAC minutes indicating they have received data on how students are faring

When Completing the Fillable PDF Forms, Remember To:

- Include the district, charter school, cooperative, Tribally controlled school name and identifying number. • Place a checkmark 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. • Do not modify this form in any way except to add text directly into the areas designated for narrative text or to fill a check box.
- Documents must be received at MDE in Portable Document Format (PDF) format. **The District,**

Charter School, Cooperative, Tribally Controlled School Does Not Have an AIPAC

All educational entities with more than 10 American Indian students that do not have an AIPAC, are still required to complete this paperwork. Tribally Controlled schools may use their School Board as their AIPAC.

Place a checkmark or X next to "Does Not Have an AIPAC."

Obtain the signature of the superintendent or charter school/Tribally controlled school director and the school board chair.

Submission Deadline

Email all required items by **March 1** to the [Office of American Indian Education](mailto:mde.aiea@state.mn.us) (mde.aiea@state.mn.us).


Annual Compliance (Vote of Concurrence or Nonconcurrence)

District, Charter School, Cooperative, or Tribally Controlled School Name

Edina Public Schools

School Year 25-26

American Indian Parent Advisory Committee (AIPAC) Vote

✓ The AIPAC Issued a Vote of Concurrence 

Date of Concurrent Vote 1/21/26

Date the AIPAC Presented to the School Board 2/9/26

The AIPAC Issued a Vote of Nonconcurrence

A vote of nonconcurrency 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 American Indian Education (OAIE).

Date of Nonconcurrent Vote

Date the AIPAC Presented to the School Board

Date the Written Response from the School Board is Due

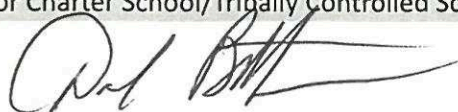
The District, Charter School, Cooperative, or Tribally Controlled School Does Not Have an AIPAC

The district or school does not yet have an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes 2024, section 124D.78. By signing below, district, charter school, cooperative, or Tribally controlled school leadership commits to working with the Office of American Indian Education on committee formation.

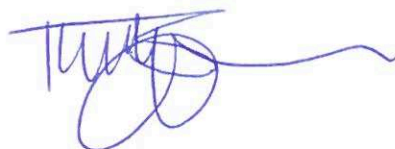
Required Signatures

School Board Chairperson Date

Superintendent or Charter School/Tribally Controlled School Director Date



AIPAC Chairperson Date



1/21/20

American Indian Education Aid Program Plan Review

This document serves as the foundation for how your district or school is fulfilling the measurable goals of the

program plan, reviewed and approved by the Office of American Indian Education (OAIE) at the Minnesota

Department of Education. This document is necessary to submit to be eligible for American Indian Education Aid next year.

Under [Minnesota Statutes 2024, section 124D.81, subdivision 3](#), districts and schools should be identifying American Indian students and tracking their data and progress towards positive educational experiences.

Directions

This document should be completed 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. The resolution must be accompanied by Parent Advisory Committee meeting minutes that show they have been appraised by the district or school on the goals of the Indian Education Program Plan and

the measurement of progress toward those goals as required by [Minnesota Statutes 2024, 124D.78, subdivision 2](#).

Using the approved American Indian Education Aid application that was submitted, communicate how the district or school has progressed towards all the goals outlined within each narrative for areas 1-6. Data should

be shared with the AIPAC in order to concur with the district plan. Additionally, the [Self-Assessment Rubric](#) is another useful tool for AIPACs to understand programming and to vote on concurrence.

Measurable Goals

These program details must align to [Minnesota Statutes 2024, section 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(s) From Approved Plan	Progress Towards Goal(s) Using District Data	Is Progress Sufficient for Concurrence?
Support postsecondary preparation for pupils	During the 24-25 SY 1 of 22 (less than 10%) of Edina HS American Indian students participated in college and career readiness opportunities. In the 25-26 SY our goal is to increase student participation to 30% of American Indian Students at the MS and HS will participate in a college and career readiness activity beginning with but not limited to the following options	During the 25-26 school year, we are working to increase American Indian student participation in college and career readiness opportunities from less than 10% to 30%. Three students attended the AISES (American Indian Science and Engineering Society) conference, with invitations extended to all middle school and high school students. The coordinator is actively sharing college information with families to build awareness and encourage participation in additional college and career readiness activities throughout the year.	yes, Continue to work on building trust w/ families and we feel this will grow
Support the academic achievement of American Indian students	By the end of the 2025-26 school year, Edina American Indian students will maintain academic growth rates of 80% or higher in both reading and mathematics as measured by district growth assessments and state accountability metrics, continuing to exceed growth rates of white students statewide while receiving targeted instructional support and regular progress monitoring.	The focus of this goal has shifted to monitoring student grades through a district-created dashboard that allows the coordinator to track student academic performance. At the high school level, 100% of American Indian students are currently on track to graduate with passing grades. At the middle school level, 12% of students have a failing grade or are at risk of failing in one or more classes. In response, the coordinator is	yes

		implementing weekly check-in and connection meetings with students to provide targeted support. The coordinator will continue to monitor grades and attendance of all students on a monthly basis to ensure timely support	
Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils	The American Indian Cultural Program will focus on increasing attendance and participation by implementing a structured cultural curriculum across grades K-12.	The American Indian Cultural Program has made progress in implementing a structured cultural curriculum across grades K-12. Currently, 25% of eligible K-5 students and 25% of eligible grades 6-8 students are signed up for monthly cultural book clubs. At the high school level, 100% of eligible students have completed one-on-one meetings with the coordinator.	yes
Provide positive reinforcement of the self-image of American Indian pupils	The district, in partnership with the American Indian Parent Advisory Committee (AIPAC), commits to establishing a comprehensive cultural empowerment program for American Indian students. By the end of the 2025-2026 school year, we will implement a structured program featuring monthly cultural sessions at every school, bi-annual family gatherings, and curriculum integration that measurably increases student engagement, improves academic performance and strengthens cultural identity, with program effectiveness evaluated through annual AIPAC stakeholder feedback	The district coordinator has successfully facilitated family cultural sessions where families created dream catchers and corn husk dolls. Edina partnered with Robbinsdale School District for a fall PowWow open to all families. Upcoming initiatives include a middle and high school field trip to Hocokata Ti, a district literacy night featuring a Native storyteller, and continued support for the graduation honoring ceremony recognizing our graduating seniors.	yes

<p>Develop intercultural awareness among pupils, parents, and staff</p>	<p>District implements a comprehensive intercultural awareness program centered around an American Indian cultural specialist who delivers professional development through whole-staff sessions, targeted classroom training, and individualized teacher consultations. The program is funded through both Achievement and Integration funds (50%) and American Indian Education Aid, supporting both district-wide integration efforts and specific American Indian student needs. The specialist collaborates with teachers on curriculum development and provides direct classroom engagement opportunities.</p>	<p>Edina, in partnership with AIPAC, has established cultural programming across all grade levels: Elementary students participate in monthly cultural lessons at each school; Middle School students meet twice monthly; High School students receive three individual cultural check-ins annually. The district co-hosted a fall pow wow with Robbinsdale and will host a Native storyteller literacy night for all families in late winter/early spring 2026</p>	
<p>Supplement, not supplant, state and federal educational and co-curricular programs</p>	<p>The American Indian Education program in Edina Public Schools functions as a supplemental support system that strategically enhances, rather than replaces, existing educational frameworks</p>	<p>The supplemental nature of the program is documented through:</p> <ul style="list-style-type: none"> • Detailed tracking of how American Indian Education resources extend beyond standard services • Clear demonstration that American Indian students maintain full access to all district resources and opportunities available to the general student population • Documentation showing how program activities build upon rather than replace 	

District Requirements Under Minnesota Statutes

Coordinator

Any district or participating school that conducts American Indian education programs with 100 or more state identified American Indian students are to have a coordinator dedicated to State Indian Education programming.

[Minnesota Statutes 2023, section 124D.76, Dedicated American Indian Education Coordinator](#)

☒ No, we do not have 100 or more state identified American Indian students

Yes, we have 100 or more state identified American Indian students

We have a dedicated American Indian Education Coordinator

We do not have a dedicated American Indian Education Coordinator

Culture and Language Classes

Any district or participating school that conducts American Indian education programs with five percent or 100 or more state-identified American Indian students must provide American Indian culture and language classes.

[Minnesota Statutes 2024, section 124D.71, subdivision 7](#)

Yes, we provide American Indian culture and language classes for all American Indian students eligible for American Indian Education Aid

☒ No, we do not have at least five percent; or 100 or more American Indian students

Signatures

AIPAC Chairperson Date

 1/21/26

Director of American Indian Education Date

 1/21/26

For more information, please visit the [Office of American Indian Education's website](#). Please submit

this documentation to the [Office of American Indian Education](#) (mde.aiea@state.mn.us).