

**2021 RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE**

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE to be developed by the school board (information provided from departments that own the work)
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.	Oshki-Inwewin was implemented this Fall. We currently have 17 American Indian students participating in this program. We have 2 staff who identify as American Indians working within Oshki-Inwewin.	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming. Look at hiring practices and recruitment with Headstart and Human Resources. Integrate culture and language throughout Headstart programs beyond Oshki-Inwewin.	We partnered with Every Child Ready Duluth (Duluth Public Library) to provide training by Anton Treuer, Navigating Positive Identity Development and Cultural Diversity with Young Learners to not only ISD 709 staff, but private childcare and preschools as well. We have reached out personally to Fond du Lac Head Start when we have had openings, to help us spread the word. We will be sharing simple phrases for all classrooms to use in the 2022-2023 school year. The Preschool equity team has merged with the education equity advisory committee to de-silo preschool equity conversations and initiatives in our community. American Indian students were one of the highest achieving students. The Office of Education Equity and the Diverse Recruitment Retention team will serve on Elementary School spring 2022 applicant pool interviews.
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. Average reading proficiency from 2015/16-2018/19 is 40.49% reading proficiency. Less than 50% of our American Indian Students are proficient in reading.	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 on culturally specific curriculum resources and provide those resources to teachers/students.	This fall, books were distributed to the elementary schools that were published by grassroots Indigenous publishers for school libraries. Additional books were distributed to classroom teachers K-5 during the 2020-21 school year. Dale is working with the Wonders Committee through our ELA content specialists. They were working in 2020-21 on identifying a list of American Indian texts for the wonders units and examining resources to address cultural objections and misconceptions. Integration Specialists, who work with protected class students, are working to connect diverse students and families to academic support interventions such as tutoring and after-school programs. Duluth media specialist teachers will be sorting school library collections in summer 2022 and summer 2023. They will be assessing the collection and removing any materials that are not culturally appropriate or outdated. The next step would be intentionally adding new culturally specific selections.  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 A&I plan, we have cultural immersion paraprofessionals working within those classrooms to support the academic needs of our immersion program students.
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	American Indian students continue to score low on Math assessments. Average for AI students 2015/16-2020-21 is 27.1% Math Proficiency. This does include the SY 2019/20 where testing was waived by the state.	AIE program coordinator has been working with Elementary and Secondary Content Specialist and the PD coordinator on planning a Professional Development opportunity for Math teachers and interventionists focused on Best Practices for American Indian students as well as an Indigenous focus. Antibias training was done district wide	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.	Work has been conducted to re-establish the MTSS framework and examine systemic constructs that may be barriers for American Indian Students. A district MTSS leadership committee was formed and has reviewed the forms and systems already in place. Planning for staff development is ongoing. The staff development coordinator position was created to focus more attention to the training needs of our staff. The coordinator has been working with all members of TLE, the mentorship program, and the DFT Teacher Development program to create opportunities for staff.

	Increase American Indian Student Achievement	American Indian students continue to score low on Reading assessments. The average for AI students 2015/16- 2020-21 is 33.1% Reading Proficiency. This does include the SY 2019/20 where testing was waived by the state.	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.	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.	Work has been conducted to re-establish the MTSS framework and examine systemic constructs that may be barriers for American Indian Students. A district MTSS leadership committee was formed and has reviewed the forms and systems already in place. Planning for staff development is ongoing. The staff development coordinator position was created to focus more attention on the training needs of our staff. The coordinator has been working with all members of TLE, the mentorship program, and the DFT Teacher Development program to create opportunities for staff. 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
	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	American Indian-focused State Standards have been shared with Content Specialists.	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.	The curriculum specialists meet regularly with the content specialists to address the implementation of the MN state standards. Embedded within the standards are identified American Indian specific standards. This has been shared at monthly content specialist meetings. Teams working on the curriculum review cycle examine the standards and our resources. Curriculum specialists work to ensure that diverse groups are included in the review process as materials and resources are selected. The Office of Education Equity, in collaboration with the Indian Education Department, contracted with local Anishinaabe expert, Blair Powless to build lessons around Historiography and issues in the conceptualization of Native Peoples and to work with our highschools to incorporate these lessons into our social studies curriculum. The curriculuml being taught in these lessons are built to align with the MN Social Studies Standards around American Indian Education (9.1.5.10.1-9.4.4.22.8) and MN English Language Arts State Standards around American Indian Education (9.9.1.1-11.12.6.6). This project kicked on during the 2021-2022 school year and will expand going into the 2022-2023 school year.
GRADUATION	Raise Graduation rates for American Indian students	All students reach 85% graduation rate by 2020	American Indian students garaduation rate is currently at ___ which they did not meet the District gaol.	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian Students. Utilize the four components of CARE, Culture, Achievement, Resilience, Engagement. Focus on the culture of the school. Provide a survey to AI families on what they think the district should do for their students to help them meet the requirements for graduation and keep them engaged in school.	For students to be successful in school, they must attend and engage in school. The most state accountability data for the Duluth Public Schools indicates that 39% of American Indian students meet the federal definition of chronically absent. In the summer of 2021, the district applied for external grant funds to support expanding an evidence-based intervention that specifically addresses student engagement - Check & Connect. Check & Connect was built on components and core elements which transcend cultural, racial, language, economic, and ability variables. Both internal and external data show that Check & Connect leads to increased credit accrual, persistence rates, and graduation rates; and reduced absences, drop out rates, and behavior referrals. For information on the research behind Check & Connect, visit <a href="#">Selected Findings from Check &amp; Connect Research Studies</a> . The Office of Education Equity has 11 Integration Specialists working with protected class students with a goal to develop college and career readiness plans through a Personal Learning Plan for all rostered 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.	No progress	Provide an American Indian Curriculum Specialist or Instructional Coach.	The Office of Education Equity has been working with the Minnesota Humanities Center to provide the Misaabekong Learning From Place project. This roll-out had been delayed due to the pandemic and is scheduled to take place with staff in June 2022. Additional training and opportunities would be welcomed. The staff development coordinator has been working with all departments and the district committee to provide opportunities. The Office of Education Equity, in collaboration with the Indian Education Department, contracted with local Anishinaabe expert, Blair Powless to build lessons around Historiography and issues in the conceptualization of Native Peoples and to work with our high schools to incorporate these lessons into our social studies curriculum. The curriculum taught in these lessons is built to align with the MN Social Studies Standards around American Indian Education (9.1.5.10, 1-9.4.4.22.8) and MN English Language Arts State Standards around American Indian Education (9.9.1.1-11.12.6.6). This project kicked on during the 2021-2022 school year and will expand going into the 2022-2023 school year.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian education	Lack of support for American Indian programming. Lack of Tribal consultation with the AIPAC on the ARP funding or any other Covid dollars that require Tribal Consultation with the AIPAC.	General Fund supports 3 Misaabekong teachers and .5 Ojibwe language paraprofessionals to help at the Middle and High school Ojibwe language classes.	Have a meaningful Tribal Consultation with the AIPAC. Be transparent on where the ARP dollars have been spent. Make sure the CFO and Finance department understand the funding sources of the AI Education department and HOW the dollars can and should be spent.	We continue to examine our budgeting processes to ensure that resources are aligned with strategic priorities. This is an area in which the district had previously shifted \$40,000 to be used out of programmatic budgets rather than the general budget. We will reexamine this in the coming budget cycle.