



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 (mde.aiea@state.mn.us).

Annual Compliance (Vote of Concurrence or Nonconcurrence)

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

ISD #0138

School Year

2025-2026

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

2/12/26

☐ 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 American Indian Education (OAIE).

Date of Nonconcurrent Vote

Date the AIPAC Presented to the School Board

2/12/26

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

Superintendent or Charter School/Tribally Controlled School Director

AIPAC Chairperson

Date

Date

Date

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 Goals	Progress toward goals	Is progress sufficient for Concurrency?
Support postsecondary preparation for pupils	By June, 2026, 100% of American Indian 11th grade students enrolled at North Branch Area Public Schools will complete at least one postsecondary readiness assessment (ASVAB, Accuplacer; or ACT) as part of their college and the career planning process.	Currently, four out of these six students (67%) will be participating in the Accuplacer, the Armed Services Vocational Aptitude Battery (ASVAB), or the ACT. These assessments provide valuable baseline data for both the students and the guidance team to inform future course selection and career planning. We are actively engaged in a dedicated process of communication and follow-up with the remaining two students to ensure they complete an appropriate assessment. Our goal is 100% participation or documented exemption. It is important to note that one of the two remaining students has already successfully completed a rigorous College in the Schools (CIS) course. Students who achieve successful completion in a college-level program like CIS often demonstrate sufficient academic readiness and are consequently exempt from the requirement to take the Accuplacer placement exam. This successful completion indicates a high level of college preparedness. Our continued efforts are focused on working with the final student to identify and complete the most appropriate assessment for their individual post-secondary goals.	yes

	By May 30 2026, at least 90% of American Indian students in grades 11 and 12 will participate in one or more college or career-fair field trips organized by the district to explore postsecondary education and training options.	Our Indian Education Program is actively focused on promoting college and career readiness among our students, with several key initiatives underway. A major event in this effort is our upcoming College and Career Fair scheduled for May 8th. Our primary goal is to ensure 100% participation from all Native American students in this activity. The fair is designed to expose students to a wide range of post-secondary educational options, vocational training paths, and potential career fields, connecting them directly with representatives from colleges, businesses, and trade organizations. We believe this exposure is vital for helping students define their long-term goals and understand the steps needed to achieve them. Currently, three of our Native American students have been working closely with our dedicated career navigator. One-on-one advising has helped them to transition into a Work-Based Learning Program. This program provides invaluable real-world experience, allowing the students to apply academic knowledge in a professional setting, develop essential workplace skills, and explore a career interest in depth, which significantly enhances their career prospects upon graduation. We are making strong strides in academic acceleration and college-level coursework. Four of our students are currently taking at least one college-level course. This rigorous academic experience not only prepares them for the demands of higher education but also allows them to earn valuable college credits while still in high school, reducing the time and cost of their future post-secondary education. This early success is a testament to their hard work and the support they receive from the Indian Education Program and the wider school community. We remain committed to supporting all our Native American students through comprehensive academic, career, and cultural programming to ensure they have the resources and guidance necessary for successful futures.
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	By the end of the 2025-26 school year, the Indian Education Assistant (EA) will provide individualized college and scholarship planning support to 100% of American Indian students in grades 10-12, documented through meeting logs, scholarship info shared, and FAFSA/completion tracking.	Our Education Assistant provides vital, targeted post-secondary planning support for students in grades 10-12 through proactive one-on-one and small group meetings. This support focuses on scholarship review, helping students identify, draft, and submit applications. A key service is individualized guidance on the complex Free Application for Federal Student Aid (FAFSA), ensuring students and families accurately complete forms to maximize financial aid eligibility. This focused intervention promotes equitable access to all post-secondary options, from universities to trade schools.	
Support the academic achievement of American Indian students	Reading Growth - Grade 5 By June 2026, the percentage of American Indian 5th-grade students scoring proficient or above on the spring FAST Reading assessment will increase by 2 percentage points compared to their performance in spring 2025. Reading Growth - Grade 6 By June 2026, the percentage of American Indian 6th-grade students scoring proficient or above on the spring FAST Reading assessment will increase by 2 percentage points compared to their performance in spring 2025.	Grade 5 Academic Progress Update: Two American Indian fifth-grade students are showing academic growth. One is meeting or exceeding grade-level benchmarks. The second student, while improving, is not yet at benchmark and is receiving targeted, intensive support (small-group instruction, personalized plans, and monitoring). Data shows a marked increase in this student's scores from Fall to Winter, an encouraging sign that the student is closing the achievement gap. Grade 6 Academic Progress Update and Focus Areas: Ten American Indian students are in Grade 6, and most are meeting or exceeding benchmarks, with only one student identified as not meeting the benchmark. The focus for the coming months is on proactive, prescriptive support for students identified as "in some risk" (yellow). This intervention aims to prevent minor challenges from becoming significant deficits. Our next step is for our American Indian Education Assistant to partner with the 6 grade team to support learning by providing additional Support will include differentiated instruction, supplemental resources, and increased communication to ensure all students transition to the next grade at or above benchmark.	yes

		 6th 25-26 Winter		
	Graduation Rate By June 2026, 100% of American Indian 12th-grade students enrolled at North Branch Area Public Schools will graduate with a high school diploma, as verified through MARSS data and district graduation records.	Our School counselors and American Indian Educational Assistant are continuously monitoring and tracking students progress toward graduation along with our Indian Education Assistant who meets with them frequently.		
Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils	Ojibwemowin Language Skills By June 2026, 100% of American Indian students participating in the Cultural Circle program will be able to introduce themselves using basic vocabulary in Ojibwemowin, as demonstrated through a student language	The dedicated Educational Assistant is currently directing focused efforts toward the achievement of this specific educational goal. Based on the most recent analysis of all collected data, there is a strong indication that 100% of the students involved in this program are on track and highly expected to meet or exceed the established performance threshold. This data suggests the current instructional strategies and support mechanisms implemented by the Educational Assistant are effective and are producing the desired outcomes for every student targeted by this initiative.	yes	

	reflection or oral language check facilitated by the EA. Cultural Enrichment Participation By June 2026, at least 80% of American Indian students in grades K-12 will participate in one or more cultural activities that integrate indigenous games, language, or traditions (e.g., cultural nights, lacrosse field trip).	Our Indian Education Program is actively engaging in a comprehensive outreach strategy that will extend through May to connect with families and students who have not yet participated in our services or activities. This initiative is designed to ensure all eligible students are aware of and benefit from the resources available through the program. We are utilizing multiple channels for this outreach, including direct phone calls and community-based events, with the goal of increasing engagement and participation across the district. A key focus of this continued effort is to remove any barriers to participation, whether they are related to scheduling, transportation, or awareness of the program's offerings.	
	Curricular integration By spring 2026, at least two general education classrooms per grade band (elementary, middle, high school) will implement at least one instructional unit or lesson that incorporates indigenous perspectives or culturally relevant materials, co-developed or supported by the Indian Education staff.	Our district strategic efforts have successfully integrated American Indian culture and history into the general education curriculum through a two-pronged approach. First, we launched a district-wide annual observance centered on Indigenous Day. This high-profile event served as a springboard for extended, interdisciplinary learning. Teachers instruct the established standards and benchmarks. Over the last several years, Native American Standards have been embedded into the revision process. NBAPS guaranteed and viable curriculum embeds American Indian cultural content, history, and perspectives across all core subjects (Social Studies, ELA, Science, and Arts). This integration ensures equitable access to this critical knowledge for all students.	

Provide positive reinforcement of the self-image of American Indian pupils	By June, 2026, at least 80% of American Indian students enrolled in North Branch Area Public Schools will have participated in at least one cultural field trip or cultural circle program activity, as recorded by attendance logs and monitored by the Indian Education EA. By the end of the 2025-26 school year the district will administer a culturally responsive survey to all participating American Indian students, with the goal that at least 75% of respondents will report a strengthened connection to their cultural identity and a positive sense of belonging in school.	We currently have at least one cultural event per week through May. Communication with families who have not participated is occurring to ensure they all feel accepted. American Indian students participate in our cultural circle program during the school day with our Education Assistant. Our Indian Education Program is committed to fostering a strong sense of community and cultural connection. To that end, we have established a schedule of cultural events, ensuring that we offer at least one event every week, which will continue through the month of May. These events are designed to be engaging, educational, and reflective of the rich cultural heritage of our participating families. A key focus of our current efforts is maximizing family engagement. We are currently communicating with families who have not yet participated in our events. This outreach is deliberate and personalized, aimed at understanding any potential barriers and, most importantly, ensuring that every family feels genuinely accepted, welcomed, and valued as an integral part of the Indian Education community. We believe that consistent, positive communication is vital to fostering a truly inclusive environment. This has not been completed. This is an end of year student survey	yes
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Develop intercultural awareness among pupils, parents, and staff	By June 2026, the district will host at least three family engagement events focused on indigenous culture (e.g., cultural game/language nights, storytelling, food-based events) with the goal of reaching 50% or more of American Indian families and increasing cross-cultural participation from non-Native families. By May 2026, 100% of licensed staff needing Native American Education (teacher licensure requirement) in the district will participate in one professional learning session focused on indigenous history, intercultural awareness, or culturally responsive practices. Student Exposure to Indigenous Perspectives	This goal has been partially met, and we are proud of the significant progress made through the efforts of our American Indian Parent Advisory Committee (AIPAC). The AIPAC is instrumental in fostering a strong sense of community and providing rich, authentic opportunities for families to engage with and experience Native American culture. Our primary strategy for engagement involves hosting a series of consistent, culturally relevant activities. Specifically, we facilitate weekly drum and dance lessons, which serve as an energetic and communal way for both students and family members to connect with traditional art forms and teachings. Furthermore, we regularly incorporate traditional Native American storytelling sessions, which are essential for passing down history, values, and cultural narratives. To provide a hands-on, tangible connection to the culture, we also organize crafting sessions focused on traditional arts, such as making medicine pouches and dreamcatchers. These activities are designed to be accessible, welcoming, and educational for all participants. We consistently serve the same families each week. We recognize the need for broader impact. We are currently working on developing and implementing a community outreach strategy. The aim is to create a fully comprehensive, inclusive, and engaged support network for our students and their families. All licensed instructional staff are meeting the state-mandated requirements for relicensure and professional development. A key focus area for this committee has been the cultural competency training requirements related to Indian Education, which are essential for maintaining a valid teaching license in Minnesota. We have implemented a system of professional learning opportunities and tracking mechanisms to facilitate compliance. Based on our current progress and the scheduled training sessions for the remainder of the school year, we anticipate a 100% compliance rate. Specifically, every teacher who is required to meet this continuing education requirement will have successfully completed it by the deadline of May 2026. This achievement reflects the commitment of our staff to professional growth and the	yes
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		effectiveness of the support structures put in place by the Continuing Education Committee.	
Supplement, not supplant, state and federal educational and co-curricular programs		The North Branch Area Public Schools American Indian Education Program, funded by American Indian Education Aid (AIEA), provides culturally specific support that supplements, not supplants, general district offerings. The program's core function is to ensure equitable and culturally responsive education for American Indian students by filling gaps in universal services. Initiatives amplify existing structures like MTSS and counseling with culturally relevant resources and personnel. This includes: • Targeted Support: AIEA funds allow for one-on-one academic check-ins, culturally responsive tutoring by an Educational Assistant (EA), and dedicated postsecondary guidance with tribally specific scholarship information, moving beyond general advising. • Culturally Sustaining Curriculum: AIEA resources enable deep integration of Indigenous perspectives, including Ojibwemowin language instruction via the Cultural Circle and co-planning by the Indian Education EA and a Native American Elder to embed Native American Benchmark Standards into the required curriculum. • Enhanced Community: The program supplements general social-emotional learning and staff development by using AIEA funds for cultural enrichment (e.g., Cultural Circle, field trips) and family engagement events to build community and foster intercultural awareness for all.	

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

Director of American Indian Education

Date

Date

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).



The American Indian Parent Advisory Committee (AIPAC) Roster

About Membership

Per Minnesota Statutes 2024, section 124D.78, subdivisions 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 number in the first column. Subsequent columns contain a drop-down menu option. Select the best option for each particular committee member.

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, cooperative, and Tribally controlled school sign-in sheet.

Submission

The first submission is with your American Indian Education Aid program plan, the second submission is with your annual compliance documents.

Submit completed rosters to the Office of American Indian Education (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
Alanna Hansen hansen.alanna@gmail.com 763-482-4403	Yes	Chair	Parent/Guardian of an American Indian S
Teresa Carlson teresa10507@gmail.com 763-843-0920	No	Secretary	Parent/Guardian of an American Indian S
Joe Bigbear bigbearjoe@ymail.com 651-352-0007	Yes	General Member	Parent/Guardian of an American Indian S
Katie Zaycheck kzaycheck@gmail.com 218-341-4367	No	General Member	Parent/Guardian of an American Indian S
Ben Paro bparo@isd138.org 612-876-7725	Yes	General Member	American Indian School Employee
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...

District, Charter, or Tribally Controlled School Employee Sign-in Sheet

Employee Name, Email, and Phone	Employee Title
David Treichel dtreichel@isd138.org 651-674-1055	Director of Teaching and Learning
Joanne Kreitz jkreitz@isd138.org 651-247-2747	Behavior Interventionist
Timothy MacMillan tmacmillan@isd138.org 651-674-1000	School Board Chairperson

AIPAC Meeting Agenda

Date: October 14, 2025

Time: 5:30

Location: Parent Ed Room

Note-Taker: Teresa Carlson

Meeting Norms

- Come Prepared
- Honor Time
- Listen to Understand
- One person speaks at a time
- Assume we are all competent

Agenda Overview

SY26 Indian Education Continuous Improvement Planning

American Indian Parent Advisory Committee (AIPAC) and District Partnership Annual Timeline (1) (1).pdf

Time	Topic	Notes	Action Needed	Status
5:30	Call meeting to order and attendance	Present: David, Joe , Teresa, Allison Canty Absent: Alanna, Joanne, Katie, Ben	No Quorum for voting	Completed ▾
5:30	Review and approve previous minutes	No Quorum		Not Started ▾
5:35	Review and approve agenda	No Quorum		Not Started ▾
	Teresa's Corner Update	Trying to make learning fun. Overview of what Teresa does in the district.	Work on getting Rosetta Stone up and running for student use.	Not Started ▾
	Academic Monitoring	Based on Fall Fast scores Reading Growth – Grade 5 By June 2026, the percentage of American Indian 5th-grade students scoring proficient or above on the spring FAST Reading assessment will increase by		In Progress ▾

		2 percentage points compared to their performance in spring 2025. Data point - 1 student tested Reading Growth – Grade 6 By June 2026, the percentage of American Indian 6th-grade students scoring proficient or above on the spring FAST Reading assessment will increase by 2 percentage points compared to their performance in spring 2025. Fall Data point: 67%		
	How IPD events went	Event at the Early Ed Center. Announcements at the schools.		Completed ▾
	Banner Grant Artist Approval	Inkpa Mani, an Indigenous, artist from Minnesota who is currently finishing his PhD in Connecticut. His work, which merges modern and traditional aesthetics, is truly compelling, and he has expressed significant interest in designing an Indigenous culture banner for Grand Avenue. Here is a preliminary estimate of the costs involved: ● Round-Trip Flight: \$617.00 (Delta Main Economy) ● Hotel (one night): \$77.12 ● Estimated Total: \$694.12 Approval needed to use dollars. While he is here in Minnesota Nov 3 and 4th - how can he work alongside our students? Joe said he could.	Joe to work with Artist and students while they are working with us.	In Progress ▾
	Wiising Meal Approval	Event planned for Nov 7th at 4pm. Calling it	Teresa to work on setting up	In Progress ▾

		Waboos Wisining.	this event	
	Elder Introduction	Discussed what an Elder does in the school, what events he helps put together. Getting all the students together is a goal. Invite to Wednesday evenings at the Mpls Indian Center for Drum & Dance. This is Joe's 3rd year being the elder		Completed ▾
	High School Anchor Time	Create a sub committee to work with students that will create passion classes.		In Progress ▾
	Upcoming Events	Oral story telling, organize drum & dance, discuss residential schools, more networking, 7 grandfather teaching, water song, building more confidence for the students.	Try to get more members involved to plan and participate.	Not Started ▾

AIPAC Meeting Agenda

Date: November 20, 2025

Time: 5:30

Location: Parent Ed Room

Note-Taker: Teresa Carlson

Meeting Norms

- Come Prepared
- Honor Time
- Listen to Understand
- One person speaks at a time
- Assume we are all competent

Agenda Overview

Time	Topic	Notes	Action Needed	Status
5:30	Attendance	Call the meeting to order Attendance: Present: Tim, Joann, Katie, David, Teresa Absent: Joe and Ben Welcomed Tim and Allison Canty attending October meeting		
5:30	Review the Minutes from October	The meeting was canceled due to not having a quorum. Overview of the program to guest Allison Canty		
5:40	Program Update	K-12 Update: • Teresa Carlson Update: Out since last meeting, hoping to return after Winter Break • Indian Education Coordinator returns from paternity leave. Was extended to Dec. 1st. • Banner Update: The Committee was unable to secure Inkpa Mani. There is an artist from Fond Du Lac that will be working with this banner group to design an indigenous banner. Haven't gotten		

		much info. Assessment Update - Fall Testing Data • Presentation of Fall data  SY26 Fall Data Review Indian Ed • Data not 100% accurate due to program glitch on having multiple ethnicities. • We need to make sure that students needing extra services are aware of them and when they can be used. • Middle schoolers are needing the most intervention for reading. • In math we are seeing an increase in “at risk” students. Fluency and number sense is not there. Need to work on this in Elementary school. • Middle school has the highest population of AI students. • David is working with Taylor in Elem. • Middle schoolers are starting to get help during advisory. • Targeted Services has lower enrollment due to transportation issues for Middle Schoolers. Maybe add some transportation or scholarships for School aged care if that would help. • 50% of High School students are failing literacy. • Look into peer teachers or Peter for virtual math tutoring. • Math is hard for most. All of MN is down. • Teaching standards continue to get refined. Takes 3 years to write. • Attendance is good. 92% complete a full day. Goal Area 1 of plan: Keep bringing support during the school day. Tutor online during the day. Reach out to families for math tutors. • Changes are being made to more Applied skill type classes.	Teresa to work on those relationships in all the buildings. Ben to make connections with the teachers. Joanne to continue checking in with students. David working with Claire Patterson for HS Geometry, possibly tutoring.	
6:00	Goal Area	Winter gathering, maybe no Drum & Dance	Who are the storytellers that	

		• Might get more attendance if we do more storytelling or crafting groups. • Something special to be done during the school day. • Possibly record storyteller to be accessed on the website. Planning Team Update • Dec 2nd at 4pm Teresa's office, Joanne virtual.	we could bring in? Date? Before winter break	
	Goal	Rescheduling - Community (Indigenous families) Dinner- Tabled due to time. Planning Team Update	Date Communication - RSVP Month in advance	
	Adjourn			
6:15	Closed meeting	Elder Contract - • Reporting hours vague, duplicate, don't make sense. • David & Alanna met. • Stipends for contracted work that needs all hours logged and turned in twice a year. • Conversation is hard • Report on a hourly basis, organized spread sheet, can revise as we go. • Log sheet completed by month. Ben to help complete. • Create sections that are AIPAC sponsored events, serving students, Drum & Dance, Spring Event. Planning meetings. • Representing NB is hard to defend when audited. • More definition and pre-approval. • Allocated funds are for \$40/hr. At 56 hrs for a total of \$6,000. MDE budget 150 hrs. 16.6 hrs/month 70/30% split of time	David to communicate with Joe.	

		for indistrict/ out of district, serving our students directly, meeting with Teresa. • 2.6hrs are flexible		

AIPAC Meeting Agenda

Date: January 21, 2026

Time: 5:30

Location: Parent Ed Room

Note-Taker: Teresa Carlson

Meeting Norms

- Come Prepared
- Honor Time
- Listen to Understand
- One person speaks at a time
- Assume we are all competent

Agenda Overview

Time	Topic	Notes	Action Needed	Status
5:30	Call Meeting to order	Attendance:Alanna, Joe, Katie, David, Teresa, Tim By video: Joann and Ben Absent: None		Completed ▾
	Review and approve December minutes	Approved	Motion Tim & David	Completed ▾
	Review and Approve January Agenda	Teresa added for interest in MIEA Katie added questions Approved	Motion Teresa & Katie	Completed ▾
	MDE Concurrence Vote	 SY2025-26 NBAPS Annual Compliance ... Annual Vote to see if school is helping the AIPAC reach its goals. Then we present it in Feb. School Board Meeting. • Reviewed new data and benchmarks • Places to improve: working with students since Teresa just got back • Program funds come from Oct 1st the previous year enrollment numbers	Vote- All in Favor David Treichel and Alanna will complete the program plan review prior to the February board meeting Alanna to make a presentation for the Feb.	Completed ▾

		- Hearing a lot of language needing to be wrapped into goals: dedicated teacher si not needed until we exceed 100 or more students. - Could reach out to other schools to co-sponsor events - Teresa is working on making sure flyers are given out at the schools and to students - Forest Lake has an activity bus making it much easier to do after hours groups. Transportation is very costly. Open Vote was taken and all were in favor of concurrence.	12th School Board Meeting	
	Contracts	<u>Indian Education Coordinator</u>  Indian Ed Coordinator Contract for Services...  Dance Instructor Contract for Services.pdf  Drum Instruction Contract for Services.pdf  May 2026 Dancer Contract for Services.pdf  May 2026 Drummer Contract for Services...  MMoose Storytelling Contract for Service...  Abraham Sutherland Storytelling Contract...  Jacki Bird Contract for Services.pdf  Dreamcatcher Contract for Services.pdf All open to the public	Vote-approved all Motion for all event contracts by Alanna and David, approved Motion for Alanna as Indian Ed Coordinator by Tim and David, approved David to sign contracts Dana to give to School Board for approval Teresa to send flyers to Pat to post	Completed ▾
	Teresa's Update	Working with students on introductions. Basic language skills. Continuing to develop relationships. Getting ready to start meeting with HS after getting the new semester started.		In Progress ▾
	Upcoming Events	Drum & Dance Storytelling 2/27 Dream Catcher March 30 MIEA Conference-Teresa confirmed who would	Teresa to send list to Dana to register for MIEA Conference.	Completed ▾

		like to participate.			
	Comments	Katie asked about possibly doing a garden. Would like to still have a Cooking event, thought maybe April- Discuss further at next meeting.			Not Started ▾
	Adjourn	Adjourned at 6:30		Motion Teresa & Katie	Completed ▾
					Not Started ▾