

Office of Indian Education
1500 Highway 36 West
Roseville, MN 55113-4266

**AMERICAN INDIAN EDUCATION
TRANSMITTAL OF RESOLUTION
(District Information, Parent Roster &
Sample Resolution)**

ED-02011-08

Due: ?
Page 1 of 3

GENERAL INFORMATION AND INSTRUCTIONS: M.S., 124D.78 Subdivision 1 (previously 126.51.a) School Boards and American Indian schools must provide for the maximum involvement of children enrolled in education programs, programs of elementary and secondary grades, special education programs, and support services. Accordingly, the board of a school district in which there are **ten or more American Indian children enrolled** and each American Indian school must establish a parent committee. If a committee whose membership consists of a majority of parents American Indian children has been or is established according to federal, tribal or other state law, that committee may serve as the committee required by this section and is subject to, at least, the requirements of this subdivision and subdivision 2.

The **PARENT COMMITTEE** must be composed of parents of children eligible to be enrolled in American Indian education programs, secondary students eligible to be served; American Indian language and culture education teachers and aides; American Indian teachers; counselors; adult American Indian people enrolled in educational programs; and representatives from community groups. The number of parents of American Indian and non-American Indian children shall reflect approximately the proportion of children of those groups in the programs. The parent committee must develop its recommendations in consultation with the curriculum advisory committee required by Section 120B.11, subdivision 3. This committee must afford parents the necessary information and the opportunity effectively to express their views concerning all aspects of American Indian Education and the educational needs of the American Indian children enrolled in the school or program. The committee must also address the need for adult education programs for American Indian people in the community. The board or American Indian school must ensure that programs are planned, operated and evaluated with the involvement of and in consultation with parents of children served by the programs.

RESOLUTION of concurrence, prior to December 1, the board of American Indian school must submit to the department a copy of a resolution adopted by the parent committee. The copy must be signed by the chair of the committee and must state whether the committee concurs with the educational programs for American Indian children offered by the school board or American Indian school. *If the committee does not concur with the educational programs, the reasons for non-concurrence and recommendations shall be submitted with the resolution. By resolution, the board must respond, in cases on non-concurrence, to each recommendation made by the committee and state its reasons for not implementing the recommendation.*

In order to comply with MS 124D.78, please complete 1) Transmittal Form, 2) Parent Roster, 3) Parent Committee Resolution and supportive documents, as applicable, by (?). If assistance is needed in completion of these forms, please call (651) 582-8862.

IDENTIFICATION INFORMATION

School District Name ISD #709 - Duluth Public Schools		District Number and Type 709
Name of Person Completing This Form Terrence Smith	Title Director of Indian Education	Telephone Number (218) 336-8700

RESOLUTION/PARENT COMMITTEE INFORMATION

Check all applicable items and attach the requested information:

This district does not have ten or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (sign below and return the form to the above address).

Resolution is attached:

Date passed by Parent Committee: 5 / 4 / 2010

Date presented to Local School Board: / /

The attached resolution is a resolution of (check one):

Concurrence

Non-Concurrence

Recommendations are

Included

Non Included

with the attachment.

Resolution is NOT attached. If not attached, explain: _____

School Board Response is NOT attached. Explain: PAC Committee approved resolution on May 4, 2010 School Board has not been given resolution.

A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee: _____

The district requests that the Office of Indian Education provide assistance in the following area(s): Parent Committee Training

Staff Development on American Indian history and culture

Other(explain): MEET with Curriculum Committee

The information provided on this form is true and accurate to the best of my belief and knowledge.

Signature - Superintendent of School District/Authorized Representative

Date

PARENT COMMITTEE MEMBERSHIP ROSTER

Identify the membership of your district's American Indian Education Programs Parent Committee below. List the chairperson first (include address of chairperson only), and provide the area of representation (i.e., parent, teacher, secondary student, counselor, etc.) for each committee member. Check (X) to indicate whether the member is an American Indian. Attach an additional page if more space is needed.

NAME OF COMMITTEE MEMBER	AREA OF REPRESENTATION	AMERICAN INDIAN?	
		YES	NO
1. Chairperson (include address, city and zip code): Chairperson, Terry Goodsky	Parent	X	
2. Vice Chair, Rebecca St. George	Parent	X	
3. Jennifer Niemi	Parent	X	
4. Terry DeFoe	Parent	X	
5. Darren Hawpetoss	Parent	X	
6. Ruth Anderson	Parent	X	
7. Clarissa Leino	Student	X	
8. Donovan Skinaway	Student	X	
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PARENT COMMITTEE RESOLUTION

WHEREAS, the Duluth Independent School District/Charter School #709 provides an opportunity for all of its citizens to participate in district program communities, and

WHEREAS, the Indian Education Parent Committee of the Duluth Independent School District/Charter School # 709 is the duly elected and established Parent Committee comprised of parents of children eligible to be enrolled in American Indian programs, secondary students, representatives from community groups, school administrators, and

WHEREAS, the Parent Committee's current responsibilities are addressed in adopted by-laws and apply to programs specifically designed for American Indian learners implemented through Indian Education Program, and

WHEREAS, the Parent Committees responsibilities have been expanded to include involvement in and advisement of all educational programs, programs for elementary and secondary grades, special education programs and support services, and


WHEREAS, the Indian Education Parent Committee of Duluth Independent School District/Charter School did meet on 5-4-2010 to review, recommend and approve this Resolution, and

WHEREAS, the Parent Committee has found most of the District's educational programs to be adequate in meeting the needs of American Indian students.

THEREFORE BE IT RESOLVED, the Parent Committee of ISD# does concur that the district's programs meet American Indian student needs.

In favor of Resolution _____

Not in favor of Resolution* X



Chairperson
Indian Education Parent Committee

Date 5-20-10 Name _____

**If the committee does not concur with the Resolution, the reasons for the non-concurrence and recommendations shall be submitted with this Resolution. By resolution, the Board must respond, to each recommendation made by the committee and state its reasons for not implementing the recommendation. (M.S., 124D.78, Sub.1)*

Resolution of Concurrence/Non-Concurrence

Resolved, by the Duluth Indian Education Committee of Independent School District #709, St. Louis County, Minnesota that the Duluth Indian Education Committee does not concur with some of the educational programs and practices offered by Independent school District #709. The Duluth Indian Education Committee unanimously approved this resolution

The programs, reasons for non-concurrence and recommendations with timelines are listed below. **These recommendations are for the American Indian population only and not for all people of color.**

Programs	Reasons	Progress	Recommendations/Timeline																																																								
District wide																																																											
<p>1) Curriculum</p> <p>a) Gap in achievement Test scores.</p>	<p>Indian students continue to achieve significantly lower than non-Indian children do.</p> <p>Drop-out rates for 2008-2009 academic year:</p> <div style="text-align: center;"> <p>Dropouts - SchYr 08-09</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Reason</th> <th>Central</th> <th>Denfeld</th> <th>East</th> <th>ALC</th> <th>Total</th> <th>% of the Dropouts</th> <th>% of the Population</th> </tr> </thead> <tbody> <tr> <td>Left after reaching 16</td> <td></td> <td></td> <td></td> <td></td> <td>0</td> <td></td> <td></td> </tr> <tr> <td>15 Days Absent</td> <td>3</td> <td>1</td> <td></td> <td>7</td> <td>11</td> <td></td> <td></td> </tr> <tr> <td>Withdraw, no trans request</td> <td></td> <td>2</td> <td></td> <td>2</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>Left- unknown</td> <td></td> <td></td> <td></td> <td>8</td> <td>8</td> <td></td> <td></td> </tr> <tr> <td>Left for GED</td> <td></td> <td></td> <td></td> <td>1</td> <td>1</td> <td></td> <td></td> </tr> <tr> <td></td> <td>3</td> <td>3</td> <td>0</td> <td>18</td> <td>24</td> <td>17.3%</td> <td>6.2%</td> </tr> </tbody> </table> <p style="text-align: center;">Dropout% vs Enrollment%</p> <p style="text-align: center;">Test Scores for 2008-2009 academic year: (see attached statistics)</p> </div>	Reason	Central	Denfeld	East	ALC	Total	% of the Dropouts	% of the Population	Left after reaching 16					0			15 Days Absent	3	1		7	11			Withdraw, no trans request		2		2	4			Left- unknown				8	8			Left for GED				1	1				3	3	0	18	24	17.3%	6.2%	<p>The district is providing remedial programs.</p> <p>Nothing has been added and American Indian student math/reading scores do not meet standards.</p> <p>While test scores are up minimally, there is still a wide achievement gap that schools are not addressing.</p> <p>There has been no effort to include the parent committee or Indian Education staff to develop any Indian Culture or History into the curriculum.</p> <p>Lack of communication with</p>	<p>Integrate the state developed American Indian Learner Outcomes (AILOS) into the curriculum http://education.state.mn.us/MDE/Academic_Excercise/Indian_Education/K12_Curriculum/index.html)</p> <p>We recommend that the District Curriculum committee attend training on how to integrate the AILOS into the current district curriculum.</p> <p>Recruit and hire more American Indian teachers for all grades.</p> <p>Utilize students graduating from the American Indian Teacher Training Program</p> <p>Continue providing achievement test score results to the Indian Education Office.</p> <p>The Indian Education Office would like to be informed of programs available to students who fail State Grad Rule tests</p> <p>Hire more American Indian advocates so they can specialize in areas. For instance help with community and parent involvement, work with parents and students on student achievement. Inform Indian Education and parent committee of problems and plans to address them.</p>
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<p>b) Textbooks, supplemental materials, computer programs</p>	<p>Not reflective of American Indian heritage, with an emphasis on Minnesota based tribes.</p>	<p>Indian Education Department.</p> <p>The district has adopted an elementary reading series that is an attempt at multi-cultural.</p> <p>No progress.</p>	<p>Mandated in-service for teachers who have been in the district three years or more to be trained in the utilization of the American Indian Learner Outcomes (AILOS) into the existing curriculum.</p> <p>Provide staff development training for teachers on history of Indian Education from pre-colonial era to present.</p> <p>Take into consideration input from Indian Education and parent committee on curriculum suggestions.</p>
	<p>Textbooks and supplemental materials about American Indians should emphasize Minnesota based tribes and include other tribes.</p>	<p>No progress of integrating this curriculum right now.</p> <p>No progress nothing has been done since last report.</p>	<p>The district should hire more American Indian Curriculum specialists in keeping with Indian preference as stated in Federal law P.L. 100-297 and the State Indian Education Act of 1988. Provide in-service to all staff from the bus drivers to the superintendent on Sovereignty and Treaty Rights. Teachers who are working towards lane changes should be required to take 1 credit of in-service on Sovereignty and Treaty Rights.</p> <p>Seek input from Indian Education and parent committee.</p>
<p>2) School Community Expectations/ Relations</p>	<p>Not recognizing the Duluth Indian Education Committee as the elected representatives of the Indian community. The district needs to honor state and federal contracts in regard to maximum participation of the Parent Committee.</p>	<p>District Administrators met with Indian Education Staff and Parent Committee on 3/3/98 for the first time regarding this resolution.</p> <p>Administration has met once since 2006</p>	<p>Recommendations for various committee representatives shall be approved by the Duluth Indian Education Committee, and to comply with Federal Indian Education Act of 1988, the State Indian Education Act of 1988, and Indian self-determination. More communication is needed between Parent Committee and administration.</p> <p>All concerns regarding Indian students should be brought to the Indian Education Department and the Indian Parent Committee.</p>

Programs	Reasons	Progress	Recommendations/Timeline
		<p>with Parent Committee. The Director of Curriculum met with Parent Committee.</p> <p>There has been limited further contact with Parent Committee since 2006.</p>	
	<p>Indian people sometimes feel like tokens on various district committees.</p>	<p>No progress Often Indian Education is not asked to be on committees.</p>	<p>Proportionate Indian representation on the various committees. Involve Indian Education staff and members of the parent committee on district committees.</p>
	<p>Lack of Indian parent participation in their child's education. Indian parents not aware of school's expectations.</p>	<p>No progress Parents continually are discounted and not asked to be involved. Racism continues to be a problem with teachers and administrators.</p>	<p>A communication plan should be established between teachers, parents, and principals to include the positive and negative regarding academic achievement, behavior, and expectations of both the parent and the school. Hire an ombudsman to go to district meetings and report back to the Indian Parent Committee on progress. Staff training on racism and cultural sensitivity should be mandatory. The district should make a commitment to diversity. All monies that fund diversity programs or initiatives are funded from outside the district.</p>
	<p>Lack of Indian staff.</p>	<p>No progress. The school district has little or no commitment to diversity. All Indian Education program</p>	<p>The district needs to develop goals for Indian hiring in the bargaining units, which are reflective of the student populations within a five-year plan. The district should consult with the Duluth Indian Education Committee and Indian staff to identify barriers, which prevent hiring of Indian people. Interview teams and selection committees should</p>

Programs	Reasons	Progress	Recommendations/Timeline
		funding comes from outside the district. (State and federal grants)	follow affirmative action. The plan needs to include a process for retention of Indian staff and Indian preference as defined by Indian Self-Determination and Indian Education Act of 1988. Hire more American Indian Advocates. The Indian Advocates need to have access to Infinite Campus at their school sites. The district should have an affirmative action plan. Seek input from Indian Education and parent committee.
	Racial incidents.	No Progress. Increasing problems.	Mandate district staff in-service from the bus drivers to the superintendent on how to deal with racial incidents and to be very familiar with Indian Treaties, social problems, educational programs and economic problems. The Indian Technical Assistance Center can be contacted, at no cost, for assistance with consultants. Seek input from Indian Education and parent committee. The committee has requested that a hot line be set up for parents to voice concerns and report incidents.

Appendix: The following are still priorities of the Resolution of Concurrence/Non-Concurrence; however the focus for this year is on Curriculum and School Community Expectations/ Relations.

Chemical Health Education	The majority of American Indian students at alternative settings have a higher rate of chemical health problems; this is very detrimental to their education.	Indian Education staff has been working with Chemical Health specialists to provide after-school programs. A proposal is being	Provide funding (through Safe and Healthy Schools funds) to allow work with Fond du Lac Center for American Indian Resources (CAIR), Mino aya win Clinic and Mash-ka-wisen Treatment Center to provide workshops or speaker series to American Indian students and Advocates. Hire an American Indian Chemical Dependency
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		submitted to CFL for an American Indian Chemical Dependency worker. No progress.	counselor with a certificate in chemical dependency to serve American Indian students in grades K-12. There is discussion to fund a ¼ time position for a Native Health Liaison.
Gang Prevention	High percentage of minority children at A.J.C. and there are at least 450 gang members in the area. Thirty-six percent of the population at A.J.C. is American Indian.	None	Implement after- school programs such as: AISES, Upward Bound, Talent Search, etc. Desegregation or general funds could be used to increase staffing.

1) Early Childhood	The present ECFE, Head start, and Learning Readiness programs are not providing sufficient services to American Indian students.	Percent of American Indian students has increased, but staff of color has not.	Head start should hire staff of color, reflecting the enrollment of their expanded programs. To provide supplemental funds and space in order to support and expand a preschool program specifically for American Indian children
2) Climate Discipline and Conferences	Cultural conflicts and staff promoting negative behavior of students.	No progress. District staff continues to treat American Indian staff and students disrespectfully.	Conferences should be student oriented and not teacher oriented. Cultural Sensitivity workshops for all district staff. District-wide Human Relations workshops. Implement the Indian Learner Outcomes. Seek input from Indian Education and parent committee.
3) Desegregation	Lack of programs specifically for Indian students in the cited and tiered schools. Many Indian students attend schools where less than 10 Indian students are enrolled. Because schools teach to the majority students, Indian students are isolated and their specific cultural and academic needs are not met.	Indian Cultural Center. The Grant School Ojibwe Language Center. The Indian Cultural Center and the Ojibwe Language teachers are now under the supervision of Indian Education.	Rewrite the desegregation plan to reflect the needs of American Indian students. Utilize desegregation monies to address gaps in achievement by hiring American Indian teachers, purchasing Reading Recovery and employ American Indian tutors, and more extracurricular activities specifically for American Indian students. Seek input from Indian Education and parent committee.

		Indian Education is now designated as a Desegregation Cost Center. We were able to hire a part-time advocate to work with all students.	Funds from Desegregation should be increased. Indian Education receives approximately \$35,000.00 from Desegregation funds. This is less than 1% of the total Desegregation budget.
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III. SPECIAL EDUCATION																																											
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Referrals and Placements into L.D., E.B.D., and M.M.I.	<p>The number of referrals and placements of Indian students continues to be disproportionately higher than the general population. 33.9% of the American Indian students in ISD#709 are receiving Special Education services.</p> <p>The state Special Education laws are not being followed for intervention.</p> <p style="text-align: center;">Percentage SPED by Ethnic Category SchYr 09-10 As of Dec 8, 2009</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ETHNIC</th> <th>REG ED</th> <th>SPEO</th> <th>TOTAL</th> <th>% SPED</th> </tr> </thead> <tbody> <tr> <td>1-AMI</td> <td>371</td> <td>190</td> <td>561</td> <td>33.9%</td> </tr> <tr> <td>2-API</td> <td>200</td> <td>25</td> <td>225</td> <td>11.1%</td> </tr> <tr> <td>3-HIS</td> <td>132</td> <td>45</td> <td>177</td> <td>25.4%</td> </tr> <tr> <td>4-BLK</td> <td>527</td> <td>204</td> <td>731</td> <td>27.9%</td> </tr> <tr> <td>5-WHT</td> <td>6746</td> <td>1174</td> <td>7922</td> <td>14.8%</td> </tr> <tr> <td>Total</td> <td>7978</td> <td>1638</td> <td>9616</td> <td>17.0%</td> </tr> <tr> <td>Total Minority</td> <td>1230</td> <td>464</td> <td>1694</td> <td>27.4%</td> </tr> </tbody> </table>	ETHNIC	REG ED	SPEO	TOTAL	% SPED	1-AMI	371	190	561	33.9%	2-API	200	25	225	11.1%	3-HIS	132	45	177	25.4%	4-BLK	527	204	731	27.9%	5-WHT	6746	1174	7922	14.8%	Total	7978	1638	9616	17.0%	Total Minority	1230	464	1694	27.4%	<p>Two grants were received by the Special Education Department from MDE to evaluate assessments and review the reasons for disproportionately.</p> <p>No study has been done.</p> <p>There have been some workshops done for staff on Indian culture.</p> <p>Results have been vague and not available to Indian Education staff.</p>	<p>Use some of the large sums of money received for Indian students to provide increased services and appropriate evaluations for Indian students.</p> <p>A proposal has been made to decrease services for Indian students even though the needs have increased.</p> <p>Provide accountability for all funds received by Special Education for Indian students.</p> <p>Increase the number of staff of color to meet the needs of students of color.</p>
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IV. SUPPORT SERVICES			
	Lack of communication between schools and parents	No progress.	<p>Inform Indian parents and students, through meetings between teachers, counselors and parents on: Expectations of schools, courses that students must take in secondary school to be able to progress through High schools and to college if desired.</p> <p>Train Indian parents on special education requirements for IEP's, parental and student rights.</p> <p>Seek input from Indian Education and parent committee.</p>
V. STATE DEPARTMENT OF EDUCATION INDIAN EDUCATION	Communication between agencies could be improved.	<p>The comprehensive statewide needs assessment has been completed and disseminated, but not discussed.</p> <p>No progress.</p>	Gather data across the state and share with Indian Education programs regarding what programs work for students to succeed in school.