



American Indian Education Aid Application

School Year (SY) 2023–24 | Fiscal Year (FY) 2024

American Indian Education Aid

The American Indian Education Aid (AIEA) program is administered by the Minnesota Department of Education (MDE) and provides per-pupil funding to districts, charter schools, and Tribal contract schools that report a state American Indian student count of 20 or more on the October 1 MARSS (Minnesota Automated Reporting Student System) reporting deadline. Twenty American Indian students generate a base award of \$40,000, and each American Indian student beyond that generates an additional \$500.

Districts, charter schools, and Tribal contract schools that meet the 20-student threshold are notified of their aid eligibility the spring prior to the school year in which they are eligible to receive the aid. This communication includes the state American Indian student count along with the maximum aid award that those students generate.

Please carefully review the American Indian Education Aid program guidance document located on the [American Indian Education Aid webpage](#) prior to completing this application. This document provides in-depth information about American Indian student counts, aid awards, aid distribution, and expenditures, as it will help to inform staff and American Indian Parent Advisory Committees (AIPACs) to collaborate on the required application

narratives and budget.

The Application Overview

This application is comprised of three required sections. Incomplete applications will be returned for revision.

Section 1: Applicant Information

This section asks for pertinent information including the name and number of the district, charter school, or Tribal contract school, the name and contact information for applicable staff, and the name and contact information for the AIPAC chairperson.

Section 2: The Program Plan

This affords applicants with the opportunity to provide a thorough narrative on the operations and goals of the American Indian Education program within the district, charter, or Tribal contract school. This section is governed by six areas of focus found within [Minnesota Statutes 124D.74, subdivision 1](#):

1. Support postsecondary preparation for pupils;
2. Support the academic achievement of American Indian students;
3. Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils;
4. Provide positive reinforcement of the self-image of American Indian pupils;
5. Develop intercultural awareness among pupils, parents, and staff; and,
6. Supplement (not supplant) state and federal educational and co-curricular programs.

The six areas of focus must contain the details of the program(s) that are to be implemented. The bulk of the budget may not be funneled into just one of the areas of focus. The program details must align to [Minnesota Statutes 124D.81, subdivision 2](#), and must specifically address each of the following:

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and
- e. Describe how the program will be organized, staffed, coordinated, and monitored; and,
- f. Project expenditures for programs under sections 124D.71 to 124D.82 (see required supplements below).

Section 3: The Certification Statement

This section is a signed declaration, affirming that all parties have reviewed the Office of American Indian Education’s resources pertaining to AIEA, the program plan was created collaboratively and in full consultation with the AIPAC, and the AIPAC is afforded the opportunity to make suggestions, review data, and collaborate with staff on the goals, initiatives, and expenditures outlined within the application narrative. It requires the hand-written signatures of the superintendent or charter/tribal school director, the primary American Indian Education staff person, and the AIPAC chair.

New: Through the 2023 Minnesota Legislative Session, any district, charter school, or Tribal contract school that has 100 or more state-identified American Indian students must have a dedicated American Indian Education coordinator and provide American Indian culture and language classes. If this is applicable to your district, charter school, or Tribal contract school, please ensure it is filled out completely. For any additional questions, please email: MDE.AIEA@state.mn.us.

Required Supplements

In addition to this application, participants are required to fill out and submit a budget worksheet and an AIPAC roster. Both items are available as separate downloads on the [American Indian Education Aid webpage](#). Applications that are submitted without both of these required items will not be accepted.

The Program Budget Worksheet

The budget worksheet is a downloadable excel workbook that must accompany the AIEA application at the time of submission, and it must align to the AIEA award estimate. It is formatted for ease of use. Budget worksheets must detail the projected expenditures that will support the activities and initiatives outlined within the program plan narrative, and it supports adherence to item “f” above.

Applicants that propose using 50% or more of AIEA on staff salaries must also fill out the Budget Supplement tab. See the Salaries section of the program guidance document for more information.

The AIPAC Roster

The AIPAC roster is a downloadable supplement that must accompany the AIEA application at the time of

submission. **The Application Deadline**

In order to afford participants more flexibility to collaborate with their AIPACs and write their program plans, the American Indian Education Aid Program uses a submission window.

All applications must be submitted September 25–November 30. Extensions beyond November 30 will not be

granted. **Submit**

Submit your completed application, your budget worksheet, and your AIPAC roster to: MDE.AIEA@state.mn.us.

Applicant Information

District, Charter, or Tribal Contract School Information

District/Charter/Tribal Contract School Name: Lakeville Area School District

District/Charter/Tribal Contract School Number: 952-232-2000

Superintendent, Charter School, or Tribal Contract School Director

Name: Dr. Douglas VanZyl

Email: Douglas.VanZyl@isd194.org

Telephone: 952-232-2000

American Indian Education Staff

Primary Staff Name: Lydia Lindsoe

Email: Lydia.Lindsoe@isd194.org

Telephone: 952-232-2067

Secondary Staff Name: Aimée Gish-Meier

Email: Aimee.Gish-Meier@isd194.org

Telephone: 952-232-3561

American Indian Parent Advisory Committee Chairperson

Name: Lilly Wiegand

Email: wiegandl@charter.net

Telephone: Enter text here

The SY23-24 American Indian Education Program Plan

*Cultural Responsiveness: Embedded within each strategy is our district's goal of increasing the cultural responsiveness of pedagogy and practices. We define cultural responsiveness as an **educational approach that takes into account the cultural backgrounds, experiences, and perspectives of students in order to create a more inclusive and effective learning environment for all students.***

Area 1: Support Postsecondary Preparation for American Indian Pupils

Provide a program narrative for how the district will support postsecondary preparation for American Indian pupils. This narrative must address items a–e, and is limited to 350 words.

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

[Contact data manager - Get failing grade data](#)

A. The percentage of American Indian 10th grade-12 grade students failing 1 or more classes will decrease from .

B. To achieve this, ISD #194 will continue to employ an American Indian Liaison full-time that provides academic, cultural, social and emotional support for American Indian students and families across the district based on individual needs, including attendance and grade checks for American Indian students. The American Indian Liaison will monitor grades via student information databases **on a monthly basis** for all 10th-12th grade American Indian students and use these grades as a benchmark to support students with additional resources. Collaboration and communication with Deans, classroom teachers and support staff as well as grades and district databases will help to identify the American Indian students who need support and assistance. The Liaison will share resources like after school homework programs, peer tutoring and assist with any related fees (scholarships) when there is need. If greater expertise of subject matter or educational strategies are necessary, upon caregiver request and/or staff recommendation, an attempt to arrange 1:1 or small group tutoring will be made available for students who are not passing their class/es with AIEA funds. The option of credit recovery remains in place and will be encouraged to all invested parties when applicable. Transportation to and from academic support may be available.

SMART Goal: By the end of the 2nd semester (June, 2024) the percentage of American Indian 10th-12th grade students failing 1 or more classes will be reduced by 10% **compared to the baseline rate after Quarter 1 of 30% (22 out of 74 10th-12th grade students) as calculated by the Liaison using the data in Infinite Campus.** This will be achieved through the continued full-time employment of an American Indian Liaison who will provide comprehensive support to students and families.

Specific	<ul style="list-style-type: none"> ● Specific target group (American Indian 10th-12th graders) ● Specific outcome (decreasing failing rates by 10%). ● Timeframe for achieving the goal (June 2024) and the baseline against which progress will be measured (Fall 2023 semester).
Measurable	<ul style="list-style-type: none"> ● The American Indian School Success Liaison will create a schedule and spreadsheet for monitoring student progress and will check their progress utilizing the student information database to track attendance and perform grade checks

	<ul style="list-style-type: none"> • The American Indian Liaison will also collaborate with school staff to ensure students are receiving strategic and timely support • The goal clearly defines success as a 10% reduction in failing rates compared to a specific baseline. This progress will be tracked and quantified. • Additionally, the method of monitoring student grades and identifying those needing support is outlined (attendance and grade checks, collaboration with school staff, etc.).
Attainable	<ul style="list-style-type: none"> • The goal is ambitious but achievable with the proposed intervention (continuous American Indian Liaison support). • The outlined support strategies are realistic and feasible within the existing resources (after-school programs, peer tutoring, scholarships, credit recovery).
Relevant	<ul style="list-style-type: none"> • The goal directly addresses a critical issue (high failing rates among American Indian students) and aligns with ISD #194's commitment to student academic achievement as well as career and college readiness. • Providing cultural and emotional support alongside academic resources is relevant to the specific needs of this student group. • Addressing academic failure among American Indian students is crucial for promoting educational equity and improving future opportunities. Reducing failures also benefits schools by improving graduation rates and attracting funding.
Time-Bound	<ul style="list-style-type: none"> • The goal includes a specific deadline for achieving the desired outcome (June 2024). • Additionally, monthly grade monitoring and timely resource provision ensure regular progress checks and interventions.

A. During the school year 2023/24, the percentage of 11th-grade students taking the ACT will increase from 68% in 2023 to 85% in 2024 with increased resources.

B. All 11th-grade students in Lakeville Area Schools are offered the opportunity to take the ACT in the Spring. Previously, the ACT was proctored at no cost to the students; however, there will be a fee for Spring 2024 which could be a barrier for students taking the ACT. Utilizing, the American Indian funding to eliminate the cost will increase the likelihood of all or most of the Juniors taking the test. Additionally, to support pursuing further education after high school, the Liaison will share opportunities like engaging with the Career and College Specialist and programs through community partners with American Indian Students and parents/guardians at family events.

Specific	By the end of the 2023/24 school year, increase the percentage of 11th grade students taking the ACT test from 68% to 85%.
Measurable	<ul style="list-style-type: none"> Track the percentage of American Indian 11th graders who register and take the ACT test compared to the total number of American Indian 11th graders. This data can be collected through school records and ACT registration data as well as liaison collaboration with the Career and College Success Specialist
Attainable	<ul style="list-style-type: none"> Increasing participation by 17% is ambitious but achievable, especially with additional resources provided. By removing the cost barrier and by having individualized invitations, students being able to access the ACT will increase their chances of college and career readiness and success.
Relevant	<ul style="list-style-type: none"> Increasing ACT participation demonstrates student and school commitment to college readiness and potentially improves scholarship opportunities and average school scores.
Time-bound	<ul style="list-style-type: none"> The goal should be completed by the end of the 2023/24 school year, specifying a clear timeframe for evaluation.

C. We have worked to align the American Indian Plan with the Lakeville Area School Strategic Plan Goals

- **Improve our teaching and learning practices and processes to increase student achievement:** This includes the work we are doing on training staff on and embedding culturally responsive pedagogy and practices
- **Improve our systems of support to better meet the academic, behavioral, and social-emotional needs of our students:** As it pertains to this plan, one such system of support this goal address is ensuring that American Indian students are receiving relevant and engaging curriculum, having a liaison they trust, and collaborating with other school staff when needed.
- **Engage our families through relationships, awareness and communication:** AIPAC, After school events such as drumming, Through collaboration with the American Indian Liaison, staff will be encouraged and supported in deepening their relationships with the American Indian students and families.

D. All American Indian students, regardless of socioeconomic status, location, access to the internet, etc will be encouraged to join and accepted into any assistance and preparatory support class/activity.

E. This will be met through the American Indian Liaison collaborating with Deans and other student support staff at North, South, Lakeville Online Academy and Lakeville Pathways Academy to ensure alignment and communication on student progress and outcomes.

Area 2: Support the Academic Achievement of American Indian Pupils

As a district, we are increasing the use of tier 1 academic supports and interventions early within the MnMTSS framework, the American Indian Plan will focus more on increasing academic support for students in need of tier 2 supports and interventions.

Provide a program narrative for how the district will support the academic achievement of American Indian students. This narrative must address items a–e, and is limited to 350 words.

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5;
- e. Describe how the program will be organized, staffed, coordinated, and monitored.

A. The Liaison will collaborate with grade level teams to provide 3rd-grade Native American students culturally responsive math support in small groups to raise the 3rd-grade standardized math test scores from 46% (Spring 2023) to 60% (Spring 2024) for 3rd grade Native American students meeting or exceeding the district average which is measured via fastbridge standardized testing.

B. American Indian Liaison will collaborate with teachers and families to support 3rd grade students with enhanced and more culturally responsive math curriculum, and testing strategies as well as offering math tutoring for students/families who want additional support. The Liaison will meet with the American Indian 3rd graders to engage them in utilizing supplemental math games to further aid in increasing the math scores by utilizing their FastBridge fall testing results to better identify which skills/standards the students are still developing or needing support in.

SMART GOAL: By Spring 2024, the American Indian Liaison will increase the percentage of 3rd grade Native American students meeting or exceeding the district average on the FastBridge standardized math test from 46% (Spring 2023) to 60%.

Specific	<ul style="list-style-type: none"> • This will be achieved through culturally responsive small group math support provided by the American Indian Liaison in collaboration with grade level teams for American Indian students.
Measurable	<ul style="list-style-type: none"> • Progress will be measured by monitoring the percentage of 3rd grade Native American students meeting or exceeding the district average on the FastBridge standardized math test administered each Spring. Assessment results will be utilized to determine which skills the student needs additional support in. • Pre- and post-formative assessments will be conducted within the small group support sessions to track individual student progress.
Attainable	<ul style="list-style-type: none"> • Increasing the achievement gap by 14% within one year is ambitious but achievable with a comprehensive and collaborative approach. The American Indian liaison will collaborate with

	<p>Learning Specialists and 3rd-grade teachers as well as other School Success Liaisons to better target specific skills students are struggling with based upon their Fastbridge data.</p> <ul style="list-style-type: none"> ● The American Indian liaison will also be utilizing culturally responsive strategies and individualized support is proven to be effective in improving math outcomes for marginalized students.
Relevant	<ul style="list-style-type: none"> ● Raising standardized math scores aligns with the district's goals for improved student achievement and closing the achievement gap for Native American students. ● Culturally responsive math support directly addresses the specific needs of the American Indian student population. ● We have multiple initiatives in our district that focus on improving literacy scores including our Achievement and Integration Plan and the new legislation "READ Act" which will be providing over 40 hours worth of professional development in reading best practices for staff so this is relevant and needed to ensure that American Indian students are also receiving math support.
Time-bound	<ul style="list-style-type: none"> ● The goal will be achieved by Spring 2024, coinciding with the administration of the next FastBridge standardized math test. The American Indian liaison will meet with students bi-weekly until then. ● This time frame provides a clear target for measuring progress and ensuring timely evaluation of the program's effectiveness.

C. We have worked to align the American Indian Plan with the Lakeville Area School Strategic Plan Goals

- **Improve our teaching and learning practices and processes to increase student achievement:** This includes the work we are doing on training staff on and embedding culturally responsive pedagogy and practices
- **Improve our systems of support to better meet the academic, behavioral, and social-emotional needs of our students:** As it pertains to this plan, one such system of support this goal address is ensuring that American Indian students are receiving relevant and engaging curriculum, having a liaison they trust, and collaborating with other school

staff when needed.

- **Engage our families through relationships, awareness and communication:** AIPAC, After school events such as drumming, Through collaboration with the American Indian Liaison, staff will be encouraged and supported in deepening their relationships with the American Indian students and families.

D. All American Indian students, regardless of socioeconomic status, location, access to internet, etc will be encouraged to join and accepted into any assistance and preparatory support class/activity.

E. This will be met through the partnership with other district staff such the Elementary and Secondary Directors of Teaching and Learning and their team. There will also be communication with the Deans, Student Support Staff and American Indian Parent Advisory Committee including the American Indian Liaison.

Area 3: Make Curriculum Relevant to the Needs, Interests, and Cultural Heritage of American Indian Pupils

Provide a program narrative for making curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils. This narrative must address items a–e, and is limited to 350 words.

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

- A. The percentage of students' access to teachers/classrooms demonstrating culturally responsive pedagogy and practices will increase from 48.14% in spring of 2023 to 55% in spring of 2024.
- B. The American Indian Liaison will partner with district staff to ensure the Indigenous culture, its history and its people are presented and represented with facts and greater understanding. Liaison will collaborate with Teaching & Learning staff, Student Services and classroom

teachers during their department meetings to support the development of lesson plans to meet the needs of state standards regarding the Dakota and Anishinaabe Peoples. Participation will be tracked through Unified Talent Professional Learning (UTPL) which is the tool used by the district to track teachers' CEUs. A second source of tracking is monitoring district calendar responses to determine need, interest and participation in cultural training by the Liaison. The American Indian Liaison will **support** staff in utilizing and understanding American Indian texts and resources. As part of cultural responsiveness, the Liaison will share and encourage staff to participate in PD relating to American Indian students and Indigenous People's Day for K-12 staff. Additionally, the American Indian Liaison will share resources and lessons to support staff and students in learning the Ojibwe and Dakota language such as: ojibwe.net and mnhs.gitlab.io. The American Indian Liaison will purchase books for American Indian students to support them in finding more relevancy in their classes. Finally, additional professional learning will occur through the use of a staff newsletter and/or website from Equity Services providing important cultural heritage information including current events, factual representative historical events, and opportunities for more learning.

Specific	Increase the percentage of students whose teachers/classrooms demonstrate culturally responsive pedagogy and practices, specifically by focusing on Indigenous culture, history, and representation within the Dakota and Anishinaabe communities, from 48.14% in spring 2023 to 55% by spring 2024.
Measurable	<p>Track progress:</p> <ul style="list-style-type: none"> ● Unified Talent Professional Learning (UTPL): Monitor participation of teachers in relevant professional development related to Indigenous culture and pedagogy. ● District calendar responses: Track the number of teachers expressing interest and attending cultural training sessions organized by the American Indian Liaison. <p>Final progress report will be gathered through a google form survey</p>

	<ul style="list-style-type: none"> We utilize the Ready for Rigor framework to create a staff self assessment survey where they rate themselves on their progress with each component. We then average their “still developing” scores as our baseline. Each year, we focus on the areas in the Ready for Rigor framework where staff feel the least comfortable and then embed that learning into our professional development both within Equity Services and Teaching and Learning more broadly.
Attainable	<ul style="list-style-type: none"> The target increase (6.86%) is within a reasonable range based on similar initiatives, especially considering a collaboration between the Equity Coordinator and American Indian Liaison to embed American Indian culturally responsive pedagogy and practices into the district math leadership team and the district science leadership teams. Strong collaboration with Teaching & Learning, Student Services, and classroom teachers increases the likelihood of success.
Relevant	<ul style="list-style-type: none"> Aligns with state standards regarding the Dakota and Anishinaabe Peoples. Increases staff use of American Indian literature by supporting them in ensuring that use is accurate and culturally responsive with their American Indian students Addresses the need for culturally responsive practices to improve learning outcomes for Indigenous students.
Time-bound	<ul style="list-style-type: none"> Clear timeframe of one year, from spring 2023 to spring 2024.

C. We have worked to align the American Indian Plan with the Lakeville Area School Strategic Plan Goals

- **Improve our teaching and learning practices and processes to increase student achievement:** This includes the work we are doing on training staff on and embedding culturally responsive pedagogy and practices
- **Improve our systems of support to better meet the academic, behavioral, and social-emotional needs of our students:** As it pertains to this plan, one such system of support this goal address is ensuring that American Indian

students are receiving relevant and engaging curriculum, having a liaison they trust, and collaborating with other school staff when needed.

- **Engage our families through relationships, awareness and communication:** AIPAC, After school events such as drumming, Through collaboration with the American Indian Liaison, staff will be encouraged and supported in deepening their relationships with the American Indian students and families.

D. All American Indian students, regardless of socioeconomic status, location, access to internet, etc will be encouraged to join and accepted into any assistance and preparatory support class/activity.

E. This will be met through district-wide collaboration with departments such as the Teaching and Learning staff, Student Services Staff, Communications team, American Indian Parent Advisory Committee including the American Indian Liaison. The American Indian Liaison will collaborate and work together with the Equity Coordinator and Director of Equity Services to ensure that district-wide professional development is culturally responsive as it pertains to American Indian standards and culture. As defined in the Achievement and Integration plan, the Equity Coordinator will share self-reported data so the American Indian Liaison can report to the AIPAC each year.

Area 4: Provide Positive Reinforcement of the Self-Image of American Indian Pupils

Provide a program narrative for how the district will provide positive reinforcement of the self-image of American Indian pupils. This narrative must address items a-e, and is limited to 350 words.

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

- A. Liaison will increase awareness and the number of provided opportunities for American Indian families, staff and students to engage in culturally positive events, groups, and meetings by sharing bi-weekly communication via email and in-person communication.
- B. The Liaison will facilitate age-appropriate cultural learning for American Indian students to engage with cultural knowledge and give awareness to their culture and provide them with learning opportunities on the Native American culture. Dakota and Ojibwe language instruction and identity exploration by hands-on learning will strengthen Native students' positive self-image. The Liaison will offer after-school beading groups each quarter for American Indian (AI) students to explore creatively, allowing students a form of expression and communication through art and thereby connecting more students with this aspect of the Native American culture. The American Indian Liaison will broaden the scope of understanding by sharing with other Alliance Groups in the district and collaborating with neighboring Indian Education programs to get ideas for ISD194 American Indian students and the Liaisons to begin planning for a medicine garden. In addition to beading students will be able to engage in sustainable, high interest, equitable, and meaningful for students; including but not limited to: drum and dance classes, leather working, sewing regalia and ribbon skirts/shirts/shorts and learning through nature (ie. making maple syrup). These activities will instill problem solving skills, as well as creative and analytical thinking skills that will translate into the classroom. This will increase American Indian students' self-image which will increase graduation rates and career and college readiness of our American Indian students. We will highlight cultural events (ie. South of the River Powwow), AIPAC family gatherings and activities to support our students' learning and promote their cultures through programming so that they feel supported and welcomed. Field trips (such as visiting Hočokata Tí Cultural Center or The Buffalo Project, etc.) will be planned with students to give them diverse experiences to explore different interests and utilize the diverse local Native cultural and historic sites. Due to the limited number of teachers in the area, a multidistrict collaboration will offer American Indian learners instruction on Dakota and/or Ojibwe Languages. Additionally, ISD#194 Native students will have access to Dakota and Ojibwe language games, books and other resources. Scholarships will be provided to American Indian students that may have financial barriers. Finally, students will be provided with a stole upon completion of their credits for graduation and another culturally responsive gift.

Specific	<ul style="list-style-type: none"> ● Increase awareness and participation of American Indian families, staff, and students in cultural events, groups, and meetings by 20% within one year. ● Offer quarterly after-school beading groups with at least 10 student participants per session. ● Collaborate with neighboring American Indian Education programs to develop and establish a sustainable medicine garden within two years. ● Increase the variety of age-appropriate cultural learning opportunities by 50% within one year. ● Provide Dakota and Ojibwe language instruction to all interested American Indian students in ISD#194 through a multidistrict collaboration by the end of the school year.
Measurable	<ul style="list-style-type: none"> ● Track attendance and participation in cultural events, groups, and meetings through sign-in sheets, surveys, and headcounts. ● Monitor the number of students enrolled in and attending beading groups. ● Document the progress of the medicine garden project with photos and updates. ● Count the number and types of cultural learning opportunities offered. ● Track the number of students enrolled in and completing Dakota and Ojibwe language classes.
Attainable	<ul style="list-style-type: none"> ● Start with a baseline of current participation and awareness, and set realistic target increases based on resources and capacity. ● Consider the average class size and student interest when determining the target number of participants for beading groups. ● Ensure collaboration with other districts and secure necessary funding before setting a timeline for the medicine garden project. To start in the 23-24 school year with neighboring district ISD 191 and 196. ● Expand cultural learning opportunities gradually based on available resources and personnel. ● Partner with other districts with existing language programs to offer Dakota and Ojibwe instruction while seeking additional resources for long-term sustainability.

Relevant	<ul style="list-style-type: none"> ● Increasing awareness and participation in cultural activities strengthens cultural identity and promotes a sense of belonging for American Indian families, staff, and students. ● Offering age-appropriate cultural learning opportunities fosters cultural knowledge, language skills, and positive self-image in Native students. ● Providing scholarships and graduation gifts addresses financial barriers and celebrates achievements. ● Collaborating with other districts expands resources and expertise, and field trips enrich students' experiences.
Time-bound	<ul style="list-style-type: none"> ● Set specific deadlines for each objective, such as increasing awareness by 20% within one year and establishing the medicine garden within two years. ● Schedule quarterly beading groups throughout the school year. ● Implement new cultural learning opportunities on a consistent basis. ● Track progress towards Dakota and Ojibwe language instruction throughout the school year.

C. We have worked to align the American Indian Plan with the Lakeville Area School Strategic Plan Goals

- **Improve our teaching and learning practices and processes to increase student achievement:** This includes the work we are doing on training staff on and embedding culturally responsive pedagogy and practices
- **Improve our systems of support to better meet the academic, behavioral, and social-emotional needs of our students:** As it pertains to this plan, one such system of support this goal address is ensuring that American Indian students are receiving relevant and engaging curriculum, having a liaison they trust, and collaborating with other school staff when needed.
- **Engage our families through relationships, awareness and communication:** AIPAC, After school events such as drumming, Through collaboration with the American Indian Liaison, staff will be encouraged and supported in

deepening their relationships with the American Indian students and families.

- D. All American Indian students, regardless of socioeconomic status, location, access to internet, etc will be encouraged to join and accepted into any assistance and preparatory support class/activity.
- E. This will be met in collaboration with but not limited to the South of the River Pow Wow collaborative group, communicating this to the American Indian Parent Advisory and American Indian students.

Area 5: Develop Intercultural Awareness Among Pupils, Parents, and Staff

Please provide a program narrative explaining how the district will develop intercultural awareness among pupils, parents, and staff. This narrative must address items a–e, and is limited to 350 words.

- a. Identify the measures that will be used to meet the requirements of sections 124D.71 to 124D.82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

- A. The American Indian Liaison will voluntarily provide K-12 schools the opportunity to engage with the Culture Trunks during the academic year and after-school events. The American Indian Liaison will go to each of the 16 schools at least once during the 23-24 academic school year to do at least one culture trunk presentation.
- B. Through the Culture Trunk, American Indian students will have the opportunity for hands-on learning with artifacts, items representing the cultures and presentations from the American Indian Liaison. Culture trunks will continue to be utilized and updated as needed. This will include the purchase of more artifacts, items of cultural or traditional significance and trunks for American Indian students, including the purchase of a buffalo robe. Liaison will engage AI students with Native Authored books, Indigenous art explorations and exposing the students to American Indian traditions through field trips and other opportunities in the area. American Indian Liaison will collaborate with staff to provide the inclusion of representative history including training on new standards adopted by MDE.

<p>Specific</p>	<ul style="list-style-type: none"> ● Schools: All 16 K-12 schools within the designated district. ● Activities: <ul style="list-style-type: none"> ○ At least one Culture Trunk presentation in each school during the 2023-24 academic year. ○ Engage students with hands-on learning using artifacts, cultural items, and presentations within the Culture Trunks. ○ Collaborate with staff to incorporate representative American Indian history into curriculum, adhering to new MDE standards. ● Training: Train staff on Culture Trunk utilization and American Indian history integration (in-person or via video). ● Resources: <ul style="list-style-type: none"> ○ Utilize and update existing Culture Trunks with Buffalo robe and storytelling supports. ○ Expand by purchasing additional culturally significant artifacts, items, and trunks. ○ Utilize Native Authored books and Indigenous art explorations. ○ Facilitate field trips and other local opportunities to experience American Indian traditions.
<p>Measurable</p>	<ul style="list-style-type: none"> ● Track: <ul style="list-style-type: none"> ○ Number of culture trunk presentations held in each school. ○ Student participation in Culture Trunk activities. ○ Staff participation in training sessions. ○ Incorporation of representative American Indian history into lessons. ● Evaluate: <ul style="list-style-type: none"> ○ Conduct student surveys or assessments to gauge learning and engagement. ○ Collect feedback from staff on training and curriculum integration.

Attainable	<ul style="list-style-type: none"> ● Considerations made: <ul style="list-style-type: none"> ○ Liaison's schedule and workload. A calendar was made for schools to schedule. ○ Staff participation and openness to incorporating new curriculum elements. Staff are very excited to participate in learning around the culture trunks. We are also utilizing the culture trunks with steering committees (such as math and science) to support standard integration.
Relevant	<ul style="list-style-type: none"> ● Aligns with goals of: <ul style="list-style-type: none"> ○ Cultural awareness and inclusivity in education. ○ Meeting new MDE standards for American Indian history integration. ○ Providing enriching learning experiences for students.
Time-bound	<ul style="list-style-type: none"> ● Complete all objectives within the 2023-24 academic year. ● Regularly update and expand Culture Trunks throughout the year.

C. We have worked to align the American Indian Plan with the Lakeville Area School Strategic Plan Goals

- **Improve our teaching and learning practices and processes to increase student achievement:** This includes the work we are doing on training staff on and embedding culturally responsive pedagogy and practices
- **Improve our systems of support to better meet the academic, behavioral and social emotional needs of our students:** As it pertains to this plan, one such system of support this goal address is ensuring that American Indian students are receiving relevant and engaging curriculum, having a liaison they trust, and collaborating with other school staff when needed.
- **Engage our families through relationships, awareness and communication:** AIPAC, After school events such as drumming, Through collaboration with the American Indian Liaison, staff will be encouraged and supported in deepening their relationships with the American Indian students and families.

D. All American Indian students, regardless of socioeconomic status, location, access to the internet, etc will be encouraged to join and accepted into any assistance and preparatory support class/activity.

E. This will be met through district-wide collaboration with Lakeville ISD 194 staff, students, and Community Education staff and partner with Early Childhood staff. The American Indian liaison will invite sites to sign up for a culture trunk presentation on a Google form and collect their responses via the spreadsheet generated. Finally, the American Indian liaison will provide information on each trunk so that staff can continue to utilize the trunks and check them out, even if the American Indian Liaison is engaged at other sites during that time. Data collected will be shared at each AIPAC meeting.

Area 6: Supplement (not supplant) State and Federal Educational and Co-curricular Programs

Please provide a program narrative for how the initiatives outlined in program areas 1–5 will supplement (not supplant) state and federal educational and co-curricular programs, specific to American Indian students. This narrative is limited to 350 words.

Narrative:

The initiatives outlined in this plan in areas 1-5 are aligned to and will supplement our District Strategic Roadmap and our Teaching and Learning priorities in partnership with the Office of Equity Services and the Achievement and Integration Plan. American Indian students will not only benefit from the actions to *“Inspire a passion for learning”* for ALL students in our district community, but also from the actions outlined here. Specifically giving our American Indian students the opportunities to take part in post-secondary preparation experiences, and extracurricular activities, and providing positive reinforcement of their self-image, will support their ability to become career and college-ready. Providing opportunities for staff members to grow in their knowledge and skills to make the curriculum culturally relevant will support our American Indian students' learning. Actions from this plan will be shared with all district teams and councils and bi-yearly meetings to communicate actions, plans, and goals. The American Indian Liaison, AIPAC, and the Director of Equity Services will monitor the progress of the actions in this plan and will adjust as needed for continuous improvement.

Our programs will supplement state and federal educational and co-curricular programs, specific to American Indian students, by supporting

American Indian students with additional aid to support participation in post-secondary opportunities, tutoring, extracurricular activities, and our American Indian Liaison.

The Certification Statement

By physically signing below, you hereby certify that the American Indian Education Aid application components have been developed in **full collaboration with the district, charter school, or Tribal contract school's American Indian Parent Advisory Committee**, pursuant to [Minnesota Statutes, section 124D.78](#), and you attest that:

- All parties have reviewed the Office of American Indian Education's resources pertaining to American Indian Education Aid, and,
- All goals, narratives, and budgets were discussed in detail and agreed upon by all parties, and,
- All programming initiatives supplement, and do not supplant any state or federal educational or co-curricular programs, and, ● *If applicable*, your district, charter school, or Tribal contract school has a dedicated American Indian Education Coordinator and provides American Indian culture and language classes.

New: *Through the 2023 Minnesota Legislative Session, districts, charter schools, or Tribal contract schools with 100 or more state-identified American Indian students are to have the following implemented during the 2023-2024 school year. If this is applicable to your district, charter school, or Tribal contract school, please check the boxes below:*

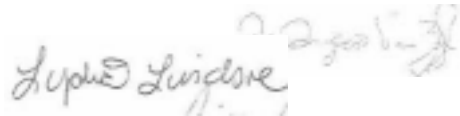
Minnesota State Statutes 124D.76, Dedicated American Indian Education Coordinator

- Yes, we have a dedicated American Indian Education Coordinator*
- No, we do not have a dedicated American Indian Education Coordinator*

Minnesota State Statutes 124D.74, Subd. 7, American Indian culture and language classes

- Yes, we provide American Indian culture and language classes*
- No, we do not provide American Indian culture and language classes*

Superintendent or Charter/Tribal
Contract School Director:

Handwritten signature of Lupton Lindorse in cursive script.

Director of American Indian Education:

Handwritten signature of Kelly Wiegand in cursive script.

American Indian Parent Advisory Committee Chair: