Tribal Consultation February 2026

DULUTH PUBLIC SCHOOLS ISD#709

PRESENTED BY: Marisa Garverick Herrera, Darren Sheldon, Sharie Blevins

Date: February 27,2026

Agenda

Agenda Item	Led by	Time	Notes
Warm Welcome & Introductions	Marisa Garverick Herrera, Director Of Advancing Equity	15 minutes	• Name, and role
Department Update		10 minutes	• Structural and position shifts

Programming Update		40 minutes	• *Opportunities*
			  ○ MDE language revitalization grant application
			  ○ Non-concurrence
			  ○ AIE Strategic Plan
			  ○ American Indian Ed self- assessment rubric
			• *Challenges*
			  ○ Hiring & retaining staff
			  ○ Training & professional development
			• *Wins*
			  ○ Strengthening community relationships & outreach
			  ○ Continuing specialized programming (Misaabekong Ojibwe Language Immersion program & Denfeld Indigenous Cohort)
			  ○ PD Cultural Competence - Ricky White, Ricky DeFoe, & Thomas Howes

Guided Q&A		20 minutes	• Based on your experience, what approaches have you found most effective to make improvements? • Are there specific resources, experts, or funding avenues you can share to help us navigate this? • How can we best support your team and ensure you have what you need from us? • How should we structure our communication and collaboration moving forward to ensure we stay aligned?
Closing		5 minutes	• Miigwech!

School Profile

District Mission

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

American Indian Ed Mission

The American Indian Education Department of Duluth Public Schools is committed to supporting the academic achievement, cultural identity, and personal well-being of American Indian students. We strive to empower students through equitable access to culturally relevant education, meaningful community engagement, and strong partnerships with families and tribal nations. Our goal is to honor Indigenous heritage, foster resilience, and prepare students for success in school, career, and life.

Vision

Duluth Public Schools provides an academically engaging, safe and inclusive environment with high expectations and responsible use of resources.

Values

Our district is built on five core values:

- Learning
- Excellence
- Equity
- Collaboration
- Belonging

Goals

Strategic Plan		
Goal Area	**Goal**	**What this Looks Like**
SUPPORTING EVERY STUDENT	Duluth Public Schools staff will work in collaboration to determine all students' learning, behavioral, and social-emotional strengths and challenges. We will utilize a multi-tiered system of supports to improve instructional practices to best meet the needs of every learner. Strategies will be implemented to create positive and safe learning environments. Students will be provided additional support to grow and improve through intervention and	To accomplish this, we are committed to: • Improving schedules and programming for our elementary, middle and high schools to allow for students to have multiple options for courses including "real life" classes and extracurricular activities. • Focusing on literacy across all content areas with additional focus on early literacy. • Providing Social Emotional Learning for all pre-K-12 students and give access to resources that support their mental health and social-emotional learning. • Implementing restorative practices and alternatives to suspension allowing us to improve behavior and treat students respectfully when they make a mistake. • Improving comprehensive supports for high school students by expanding our Check & Connect program so students feel welcomed, heard, engaged and happy at school.

	enrichment.	• Developing career pathways for all students to ensure engagement and success after high school.
ADVANCING EQUITY	Duluth Public Schools will be a place where everyone feels a sense of belonging and accomplishment. We are committed to strengthening relationships and building trust with all communities. We are dedicated to advancing an Education Equity Framework implementation and accountability plan to increase our ability to think, behave, work, and lead with an equity mindset. As part of the plan, all staff will receive on-going diversity, equity, and inclusion training.	To accomplish this, we are committed to: • Building trust with diverse communities through family and community engagement through multiple communication methods. • Aligning systems to the Minnesota 10 Commitments of Equity to provide equitable resources to sustainably support students' academic, social-emotional behavioral, and socio-economical needs. • Engaging in implicit bias training for staff and equity-based instructional leadership training for administration. • Diversifying staff at all levels of our organization, which values relationships, teamwork and inclusivity. • Partnering through frequent tribal consultation with the Fond du Lac Ojibwe Tribe.
IMPROVING SYSTEMS	Duluth Public Schools engages in continuous improvement to support services, processes, and resource allocation. Our continued focus on recruiting and retaining highly effective, dedicated, and diverse staff will ensure our ability to educate, support and inspire our students to reach their full potential. We will ensure clean, safe and appropriate learning environments. We are committed to a budget that meets the educational needs of our students through improved financial forecasting to better align our resources with our district priorities.	To accomplish this, we are committed to: • Recruiting and retaining world-class staff while engaging in a Grow Your Own staff diversification program. • Analyzing capacity and programing needs throughout the district to allow for appropriate class sizes and individualized student attention to meet needs. • Providing equitable food and nutrition to give students a variety of options. • Providing safe, high quality environments for students, staff and families. • Continuing to seek out new grants and revenue opportunities to meet our needs.

Demographics

CURRENT #	Identified Groups
	ALL STUDENTS
888	Native American (PreK-12)

Enrollment

CURRENT #	Students Enrolled
63	Pre –K / Head Start

369	Elementary K-5
456	Grades 6-12
57	Reduced Lunch
605	Free Lunch
331	Special Education

Budget

$	How are these dollars spent?	Source
$182,102.00	AIE Coordinator AIE Clerical AIHSL Liaison	Federal Title VI Grant
N/A	Do not receive	Impact Aid
$2,888,195	**Set-Asides**: Homeless (McKinney-Vento), Neglected & Delinquent (Residentials), 1% required for Family Engagement, Ojibwe Immersion Curriculum Coordination, Foster Care Transportation, Administration & Indirect Costs (This totals around $1m). **After set-asides, the remaining funds are dispersed to the qualifying schools on a PPFU basis. The schools use these funds for math, reading, and behavioral interventionists.**	Title I, Part A (The purpose of Title I, Part A is to raise the achievement of students not meeting standards in schools with high percentages of low-income children.)
N/A	Do not receive	Title I, Part C

$83,264	This money along with $358,770 from Title IA set-aside provide reading/math interventions at our Residential Sites (Chester, Merrit, Rockridge, Bethany Crisis Shelter, and AJC)	Title I, Part D (Delinquent but delves into Neglected as well)
$330,844 / $494,844	–$164,000 transferred to Title IA –Bimaadiziwin: A Path Toward Equity through Indigenous History and Culture –Class-Size Reduction for teacher at Stowe –Nonpublic Share of Title II –Teacher Mentoring Program	Title II (Professional Development)
$15,076	Title III – we basically split with Marshall School. The funds have to be spent in three areas: Professional Development, Family Engagement, and LIEP (Language Instruction Educational Programming)	Title III (English Language Learners)
$165,279	Transferred to Tile IA	Title IV Student Support and Academic Enrichment (SSAE) grant program: Well-Rounded, Safe and Healthy, Effective Use of Technology)
N/A	Do not receive	Title V, Part B subpart 2
$413,000	See attached current plan that was approved by AIPAC	American Indian Education State Aid
$1,607,650	See attached current plan *39% of these students are American Indian	Achievement and Integration
$18,015.47 *Latest in our system doesn't include rollover from FDL	Committee is approving expenses on a rolling basis	JOM

Topics of Consultation

Student Needs

No.	Questions – attach numbered response	Updates
1.1	How will student's needs be identified (culturally, linguistically, and academically)	Our teachers use a range of tools to carefully assess our students' needs. We also have dedicated staff such as our American Indian Home School Liaisons, who provide essential academic, social, and emotional support for our American Indian students. Right now, we are focusing on ongoing staff education districtwide. By building our team's self-awareness, we are strengthening their ability to recognize and support the specific needs of American Indian students.
1.2	Size and scope of equitable services	The district recently hired a Director of Advancing Equity, recognizing that our current efforts are falling short and we have significant progress to make for our American Indian students. To address this, we are actively developing a comprehensive strategic plan dedicated to ensuring a truly equitable educational experience for American Indian students.
1.3	Proportion of funds allocation for services	See fund allocation above, total of this money hovers around $3,384,767.47.
1.4	How services will be assessed and improved based on assessment results	We are currently refining the structure of our services to ensure greater consistency for our students. Simultaneously, we are training our staff on data systems to more effectively evaluate our impact. Additionally, we are soliciting community feedback to determine how well our current initiatives are addressing student needs.
1.5	How, where, when and by whom services will be provided	Our district provides a diverse range of opportunities for our American Indian students. These include dedicated programming facilitated by our American Indian Home School Liaisons across seven schools, the Misaabekong Ojibwe Language Immersion Program at Lowell Elementary, the Denfeld Indigenous Cohort, and various other cultural initiatives district-wide.

1.6	How and when decisions about the delivery of services will be made	With the recent hiring of our Director of Advancing Equity, we now have dedicated leadership to guide data-informed decision-making. This role ensures that our actions remain aligned with our strategic priorities, ultimately driving better outcomes for our American Indian students.
1.7	Parent and tribal engagement	We partner with three parent committees, meeting monthly and staying in close communication to keep our community connected. To further strengthen these relationships, we have partnered with Jen Murray to help us grow our outreach and enhance our Tribal Engagement.
1.8	American Indian Standards	Science and English-Language Arts Curriculum Committees are actively working on incorporating lessons and text into curriculum to address these new standards in a meaningful way and not isolated. All other content areas have already completed this work for the standards they have been implementing for a while. Social Studies is looking ahead and already planning on how to do this for the standards to be implemented next year.

Number of American Indian students who are:

No.	Questions
	Last Year Graduation Rates: 4yr_56.06%_, 5yr_56.67%___, 6yr_44.44%___, 7yr__64.41%__
331	Current Students on an IEP
21	Current 504 Plan
62.3%	Full Day Attendance Rate from last year
99	Students in alternative education (ALC IS: 81, ALC: 10)

Less than 10	Dropouts (2024 Grads)
32	Students with with Out-of-School Suspension so far this year
Need More Info	Students involved in extracurricular athletic programs: cheer, volleyball, football etc.
Need More Info	Students involved in extracurricular fine arts programs: band, choir, speech, quiz bowl etc.
Less than 10	Students enrolled in postsecondary coursework (PSEO)
22	Students enrolled in College in the Schools (CITS) 2024-2025
30 American Indian Another 19 identify as American Indian and another race	Students at risk due to high mobility rate
50 Enrichment in School 11 Advanced Academics	Students that are identified as Gifted and Talented in each domain

American Indian Student Accountability data

Scores	Assessment/Test (24-25)

33.9%	Reading % Proficient/Advanced K-12 (*This spring there will be a brand new assessment so will not be able to compare results from year to year)
16.2%	Mathematics % Proficient/Advanced K-12
See Below	Test scores disaggregated by grade (if cell size is too small combine grades)
1.88	Average GPA (secondary students)
26%	Students with 90% or better ADA
Less than 10	ACT (Average Score: 21.4)
	ASVAB (Armed Services Vocational Aptitude Battery results