

Achievement and Integration Plan

July 1, 2019 to June 30, 2022

District ISD# and Name: Red Lake ISD #38

District Integration Status: Racially Isolated District
(RI)

Superintendent: Melinda Crowley

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Plan submitted by: Dustin Hinckley

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Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

1. **Clearbrook-Gonvick ISD #2311**

A - Adjoining

2. **Mahnomen ISD #432**

V-Voluntary

3. **Bagley ISD #162**

V - Voluntary

4. **Norman County East ISD #2215**

V - Voluntary

5. **Fosston ISD #601**

V - Voluntary

School Board Approval

☐ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

☐ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Melinda Crowley

Signature:

Date Signed: 2/20/2019

School Board Chair: Michael Barrett

Signature:

Date Signed: 2/20/2019

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council:

Red Lake School District's American Indian Parent Advisory Council (AIPAC) consists of the following Red Lake community members: Michelle Reynolds, Alberta Swinson, Sylvia Fred, Marilyn Spears, Don Kingbird, Josh Desjarlait, Annette Johnson, Kim Schoenborn, and Leah Fontenelle. The group is facilitated by Dr. Giniwgiizhig, Ojibwe Gikendaasowin Wedaaked (Steward of Ojibwe Language and Knowledge), a Principal on Special Assignment.

The Red Lake AIPAC is unanimous in its desire for the Red Lake School District A & I plan to include additional opportunities for our students to build additional fluency and competency in the Ojibwe culture through exposure to cultural activities and Ojibwemowin (Ojibwe language) within the general curriculum from PreK through 12th grade. In order to do this, the Red Lake AIPAC acknowledges a need to recruit and retain qualified American Indian teachers and specialists. In addition, the Red Lake AIPAC positively supports the district's overall goals of increasing reading and math proficiency as well as increasing graduation rates through increased student engagement and believes that embedding culture into the core curriculum is a good strategy for increasing overall student engagement.

The multidistrict collaboration council consists of Superintendents from each of the represented school districts, who are able to bring information from their district stakeholders, including the district AIPACs as applicable, in formulating the A & I plans. Superintendents include: Melinda Crowley, Red Lake; Jeff Bisek, Mahnomen; Steve Cairns, Bagley; Rob Nudell, Norman County East; Kevin Ricke, Fosston; and Jeff Burgess, Clearbrook-Gonvick. Dr. Giniwghiizhig, Red Lake and Carol Vik, Bagley Indian Education Coordinator, serve as American Indian culture advisors to the council.

The multidistrict collaboration council recommended a regional approach to planning and implementing integration activities and asked that the districts build upon already existing structures if possible in order to be as effective and efficient as possible given the available funding. Additionally, the council requested that each district utilize the same integration goal so as to show both district and regional progress through integration activities. The collaborative districts plan to combine efforts in attending recruitment fairs to help increase the number of diverse and effective teachers within the collaborating districts.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: The attendance rates of secondary (6th – 12th grade) American Indian students will increase from 82% to 90% in grades 6-8 and from 67% to 72% in grades 9 – 12 by the end of the 2021-2022 school year, as measured by an average daily attendance rate for the year.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Strategy #1: Integrate Culture into Core Curriculum

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Teachers at all grade levels will increase their focus on student engagement through integration of culture into the core curriculum. At the elementary school level, teachers will build Ojibwemowin words and phrases into their daily instruction and incorporate important contributions of Native American cultures into their lessons (contributive and additive approaches). At the secondary level, teachers will include culturally responsive components in each unit plan developed as part of the district's Guaranteed and Viable Curriculum (GVC) initiative important contributions of Native American cultures will be included, but cultural integration will go beyond this to consider concepts, events, issues, problems, and themes from the Native American / Anishinaabe perspective as well as allow students to clarify their own views and values regarding historical and contemporary events using their own cultural lens (contributive, additive, transformational, and decision-making/social action approaches). Through increased integration of culture into the curriculum, teachers will become more engaging and students will become more engaged, leading to better attendance outcomes, especially at the secondary school level, where students have more control over their own school attendance. This strategy partners with Strategy #'s 2, 3, 4, 5, & 6 to provide a comprehensive culturally responsive curriculum to all Red Lake School District students.

Location of services: Red Lake Secondary Complex and Ponemah Elementary School 6th – 8th Grades

Strategy #2: Develop Career and Technical Education (CTE) Pathways at Red Lake Secondary Complex

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy.

Many students in Red Lake do not see the value of education in their everyday life or as important to their future. Red Lake Secondary Complex has begun work toward CTE Pathways that address students' areas of interest and prepare them for future career opportunities. According to the National Dropout Prevention Network, through increasing students' interest in their coursework via CTE, engagement and attendance will also be increased. All high school students will have the opportunity to pursue a CTE Pathway or individual courses within the pathway. Instruction in CTE Pathway courses will be a combination of traditional instruction, experiential learning, and job skills including things such as mentorships, apprenticeships, or on-the-job training.

Location of services: Red Lake Secondary Complex

Strategy #3: Create and Fill Student Engagement Specialist Position for the District

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy.

Our district's goal is to increase overall student engagement and thereby influence student attendance rates. Adding an engagement specialist position to our Curriculum, Instruction, and Assessment Team would provide for additional resources for individual teachers and provide for additional opportunities for our students. We envision the engagement specialist position encompassing a number of key engagement areas, such as development of and instruction in Gifted and Talented programming, exploration and implementation of Advanced Placement coursework and/or additional college in the schools coursework, and partnering with teachers to model differentiation strategies and interventions to engage a wider range of students in the classroom.

Add narrative.

Location of services: Red Lake School District

Strategy #4: Provide Ongoing Professional Development with a Cultural Focus to All Red Lake Staff

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

The majority of Red Lake School District administrators and teachers are not Native American and do not have shared culture or history with the students they serve. It is important for all staff to gain insight into their students' culture and history as well as an understanding of how Adverse Childhood Experiences, which have a disparate impact on minority students in Minnesota, and socioeconomic status can play a role in how students and their families think about and value education specifically and how they develop and live out their worldview more generally. Ongoing professional development in the areas of culturally responsive practice, Ojibwe language and culture, the History of Red Lake, and contemporary Native American issues will empower staff to more effectively address their students' needs, more efficiently incorporate culturally responsive instructional practices into their daily instruction, and more fully integrate Ojibwe language and culture into the core curriculum.

Location of services: All Red Lake Schools with an emphasis at Red Lake Secondary Complex Districtwide Professional Development Days

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
Average daily attendance rates per year of American Indian middle school students (6th-8th grades) will increase from 82% - 90%	84%	87%	90%
Average daily attendance rates per year of American Indian high school students (9th – 12th grades) will increase from 67% - 72%	68%	70%	72%
The number of established CTE Pathways at RLHS will increase from 1 to 5	2	3	5
Each time slot on districtwide professional development days will include sessions on targeted topics, including: culturally responsive instruction, Red Lake History, Ojibwe language and culture, ACE's, and resiliency	80% of time slots	90% of time slots	100% of time slots

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: The number of American Indian/Pacific Islander teachers and specialists within the Red Lake School District will increase from 14 (8.3%) to 19 (10.9%) by the end of the 2021-2022 school year, as measured by data provided to the district Human Resources department at the time of staff hire.

Aligns with WBWF area: All students are ready for career and college.

Goal type: Teacher Equity

Strategy #5: Create and Fill Ojibwe Culture Teaching/Specialist Positions

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Our goal is to have Ojibwe Language and Culture available to students every day. In order to make this happen, the district will need to create and fill a number of additional positions. Ojibwe Culturalists will work to provide experiential learning for both students and staff so that culture can be better integrated into the core curriculum. Having additional Culture built into our students' day is designed to help create stronger individual and community identity, which leads to greater levels of student engagement and ultimately, higher graduation rates. As the positions are created and filled, job descriptions outlining specific duties will be developed. An example of a Culturalist activity would be designing a Maple sugaring activity, which would involve: bringing equipment to the sugar bush, setting up wood-cutting and boiling equipment, scheduling classes to visit for experiential learning activities, maintaining the boiling/managing the site, and developing a curriculum to accompany the activities.

Location of services: Various district and Red Lake Nation sites

Strategy #6: Create and Fill Ojibwemowin Language Teacher/Specialist Positions

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Our goal is to have Ojibwe Language and Culture available to students every day. In order to make this happen, the district will need to create and fill a number of additional positions. Ojibwemowin Language positions will work to teach students conversational proficiency at all grade levels. Having additional Language and Culture built into our students' day is designed to help create stronger individual and community identity, which leads to greater levels of student engagement and ultimately, higher graduation rates. As the positions are created and filled, job descriptions outlining specific duties will be developed. An example of an

Ojibwemowin Language activity would be: an instructor fluent in Ojibwemowin travels to classrooms on a cart, working on a unit designed around greetings (hello, how are you doing, have a nice day); the classroom teacher remains in the class as a student in order to learn and integrate the language into their daily routines. Location of services: All Red Lake School District Buildings

Strategy #7: Offer Professional Learning Community Opportunities for Native American Teachers/Specialists

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

All Native American/Pacific Islander Teachers and Specialists will be invited to participate in a twice monthly Professional Learning Community devoted to professional development around integration of Ojibwemowin Language and Culture into core curriculum. Dr. Giniwgiizhig, Ojibwe Gikendaasowin Wedaaked (Steward of Ojibwe Language and Knowledge) Principal on Special Assignment, will facilitate the PLC. By focusing on the needs of our Native American teachers and specialists and supporting them within a PLC, our hope is to increase the effectiveness of our Language and Culture instruction and curriculum and to address needs and concerns in a timely manner in order to increase our retention of these vital staff members.

Location of services: Administrative Offices

Strategy #8: Collaboratively Attend Recruitment Fairs with Partner Districts

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Along with Partner School Districts, Red Lake Schools will attend the Minnesota Education Fair and or other similar teacher recruitment/job fairs to recruit teachers of color to apply for open teaching positions within our schools. In working collaboratively with partner districts, we are able to share resources while reaching the same number of potential teacher candidates. This allows partnered schools to attend recruiting events outside the immediate geographical area, leading to the potential of an increase in the number of diverse teachers within the collaborative School Districts.

Location of services: MN Education Fair and/or Other Teacher Recruitment/Job Fairs

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
The number of American Indian/Pacific Islander teachers and specialists within the Red Lake School District will increase from 14 (8.3%) to 19 (10.9%)	15 (8.8%)	17 (10%)	19 (10.9%)
PLC Meeting Agenda and Minutes will reflect content focused on Language and Culture instruction and curriculum.	100%	100%	100%
Every three months, PLC Participants will report an increase in their understanding and knowledge of integrating culture and language into their curriculum and instructional activities. Baseline unknown, targets to be developed from baseline data.	UNK	UNK	UNK

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: Selected Red Lake students will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse) from an average comfort level of _____ out of 5 to an average comfort level of _____ out of 5, by the end of the 2021-2022 school year, as measured by a district-created survey utilizing a 5-point Likert scale.

Aligns with WBWF area: All students are ready for career and college.

Goal type: Teacher Equity

Strategy #9: Culturally Responsive - Students Teaching Attitudes of Respect (STAR) Program

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

The Red Lake School District plans to partner with regional school districts to implement integration activities. The first integration activity is a modified version of the Peacemaker Resources Students Teaching Attitudes of Respect Program. The CR-STAR Program will utilize the Speak Your Peace curriculum in addition to developmentally appropriate lessons regarding social-emotional learning, resiliency, historical trauma, and Adverse Childhood Experiences. Approximately 15% of the incoming 6th grade students and their adult advisors from each school district will be trained in teams of four students during a two-day training session in the fall. These teams will meet for day-long retreats quarterly throughout the year. Additionally, teams will partner up and provide ½-day or day-long sessions for the entire grade level at alternating partner school districts on a quarterly basis. In this way, 15% of 6th grade students will have between eight and ten days of relationship building activities during the year and the other 85% of 6th grade students will have between two and four days of relationship building activities during the year.

Each year for three years, the program will be repeated for the incoming 6th grade students. In addition, the original 6th grade cohort will continue with cohort and team meetings as 7th and 8th graders, so that by the end of the third year, the integration activities will have scaled up to include 100% of the 6th – 8th graders in all participating school districts.

The goal of this integration activity is to provide students the opportunity to build relationships with peers from different racial/ethnic and/or socioeconomic backgrounds than themselves and to learn skills for navigating a diverse world in high school, college, career, and beyond.

Location of services: Partner districts, regional locations to be determined for day-long cohort retreats and training

Strategy #10: Native American Youth Conference Participation

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Each spring, Comprehensive Health Services in Red Lake and their partnering agencies, facilitate the Red Lake Native American Youth Conference at the Red Lake Secondary Complex. Currently, this has been open to all 9th – 12th grade students in Red Lake. Sessions cover a wide variety of topics geared toward teenagers, from health and wellness to Ojibwe Language and Culture. Our second integration strategy is to open this conference to participating regional school districts as follows: 2019-2020: 9th grade students from all six districts, 2020-2021: 9th & 10th grade students from all six districts, 2021-2022: 9th, 10th & 11th grade students from all six districts.

Each year, we would collaborate to provide sessions specifically targeting social-emotional and other ‘soft’ skills necessary for successfully navigating diverse relationships in high school, college, careers, and beyond.

Location of services: Red Lake Secondary Complex

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
Red Lake middle school students who are part of the CR-STAR Team will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse) from an average comfort level of ____ out of 5 to an average comfort level of ____ out of 5.	UNK	UNK	UNK
Red Lake middle school students who are NOT part of the CR-STAR Team will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse) from an average comfort level of ____ out of 5 to an average comfort level of ____ out of 5.	UNK	UNK	UNK
Red Lake high school students who participate in the Native American Youth Conference will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse) from an average comfort level of ____ out of 5 to an average comfort level of ____ out of 5.	UNK	UNK	UNK

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). This Achievement and Integration Plan creates efficiencies through the implementation of a multidistrict collaborative for planning and implementing integration activities. Utilizing a single outside agency to provide integration activities for the entire region reduces redundancy in the development and implementation of the training program and eliminates duplicative programs within the region. Additionally, efficiencies are created through linking the Achievement and Integration Plan, Goals, and Strategies to other Red Lake School District initiatives and funding sources, including World's Best Workforce Goals, American Indian Education Plan and funds, our Guaranteed and Viable Curriculum initiative, and our district-wide Professional Development Plan and funds. By supplementing each of these areas, program duplication is avoided and efficiency and effectiveness are heightened. Finally, through working collaboratively to attend job fairs outside of our geographic area, our districts can continue to recruit effective and diverse teaching staff while increasing efficiencies with regard to registration fees, travel, and hotel expenses.