

TRIBAL RELATIONS & RESILIENCY UNIT

Montana

Office of Public Instruction

Isie Arntzen, Superintendent



TRRU



MONTANA TRIBAL CAUCUS

- My role and Our Unit as it evolves – strategy with consultation (youth focus)
- Authentic relationships, relationships, relationships
- Upstream direction on how to link education systems directly to our Tribes, their knowledge and their resources
- The story of our efforts – lessons learned – where improvement is needed - where our unit can help build bridges in education
- Relevant Discussions within our OPI Agency - out to districts
 - Knowledge vs Ignorance / Teammate vs Savior Complex
 - Become part of the beauty, strength and culture of a tribal community

EVERY STUDENT SUCCEEDS ACT



ESSA Section 111(a)

Important Information to Know About ESSA

- ESSA Consultation requirements didn't exist under NCLB.
- Section 111(a) requires that “representatives of Indian tribes in the state” be included in the formation of state plans.
- Under ESSA, states must engage in “timely and meaningful” stakeholder consultation.

What is required by states under ESSA?

- Public notice of Initial State Plan.
- 30 day period for comments.
- Specific assurances for high school students and English Language.
- Requirement of engagement when significant amendments are made to the State Plan.

ESSA Section 8538

What are the requirements of school districts?

- School districts are required to consult with Indian tribes or tribal organizations before submitting a plan for a program covered by ESSA.
- Districts that receive more than \$40,000 for Title VI or have over 50 percent American Indian enrollment must hold tribal consultation.

TRIBAL LIAISON

- **Trailblazing path forward**
 - **We will do it right by building a sustainable foundation based on relationships and centered on Youth**
 - **Superintendent Arntzen's direction**
- **Educate & create readiness with the Councils**
 - **Clear, concise and to the point**
 - **ESSA, data, student funding, their voice and rights in education**
- **Once ready**
 - **Work with the Council, staff, and departments to define their priorities around education in their Sovereign Nation & move forward together**

GROUNDBREAKING WORK IN OUR SCHOOLS

Schools of Promise

- Provide supports to teachers, administration, students, school boards and the community
- Help build infrastructure
- Wellness & Cultural Supports

School Climate Transformation

- Develop a climate that works where you are
- Use local resources of support and culture
- Local knowledge & strategies, we must understand that we have the ability to use what works within our communities

10 YEARS OF GROUND LEVEL SCHOOL TRANSFORMATION IN INDIAN COUNTRY

- The Journey: Failures and Successes
- Cultural inclusion through the School Climate Project & Indigenous MBI
- Wellness: Wrap Around Services – Grant update
- Developing a holistic framework of inclusion
- Care first – Grades will come
- Ownership – Self-Identity Inclusion

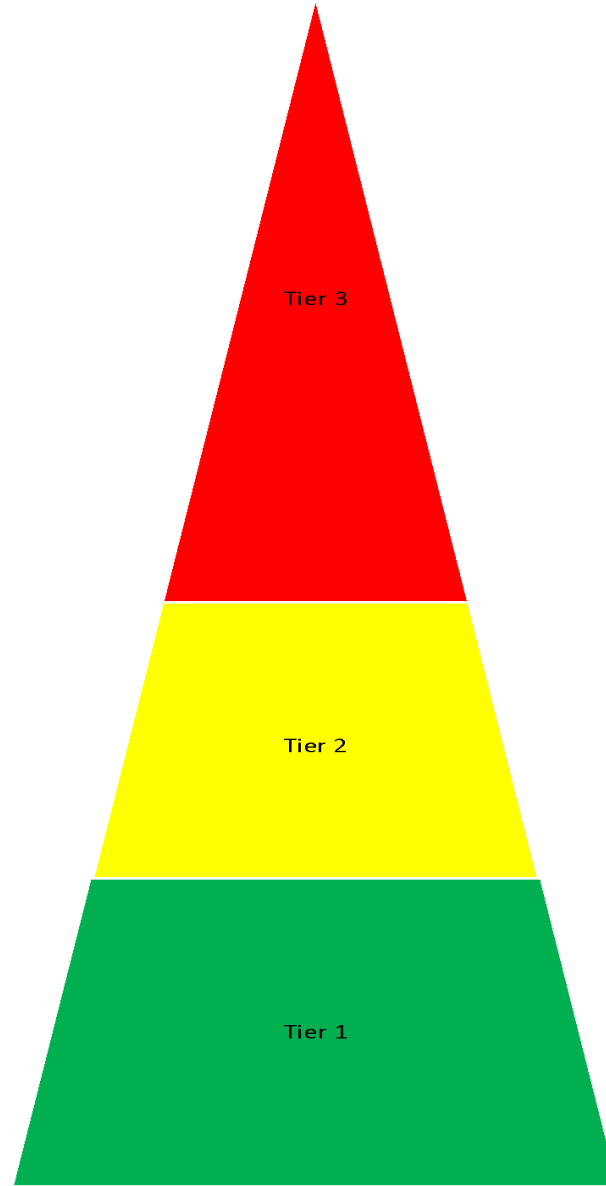


INDIGENOUS SCHOOL CLIMATE POTENTIAL

Tier 3: Intensive holistic support paths prepared with place-based connections identified. Elder & local supports i.e. smudge & sweats available. Wrap around, equine therapy, Medicine Wheel Model & other support & restorative services.

Tier 2: One on one mentorship. Talking circles & restorative practices in place. Relationship development between all students and adults. Healing room with smudge and talking circles available. Holistic Elder mentorship. Peer mediation teams (society support). Sweats & Equine resources offered.

Tier 1: Tribal identity and language reflected in & outside the school with tribal strategies taught to staff involving all senses: sound, smell, touch, sight, and taste. Safe and supportive environment. Every student greeted in the morning. Strength-based language. Relationship building. Morning reflection & songs daily, in preparation of what the day will bring (smudge). Tribal Values taught monthly with knowledge and practices of a healthy lifestyle shared. Understand their histories (family). Traditional games & nutrition. Roles of the people defined. Tribal family structure taught. Society and clan systems developed & incorporated for grades, attendance, discipline. Tribal men/women roles & “becoming of age” understandings. Youth Elder/Mentor program through tribal philosophies & stories. High school to elementary youth mentoring. Combination of both worlds for school climate. Recognition & strength acknowledged. Opportunities available for interested students on placed based knowledge.



ESTABLISHED THROUGH ELDER CONSULTATION & PROTOCOL WHILE RECOGNIZING THE UNIQUENESS OF EACH TRIBE – D.WETZEL

HOLISTIC STUDENT SUPPORT

- Social Emotional support has emerged front and center during covid and even before that – we understand the brain can not learn when stuck in trauma
- Balanced Understandings
 - Processing youth to get to a place where their brain is ready to learn
- Recent Research – **authentic relationships can halt trauma in the brain where students can retain what is being taught**
- Education provides Preparation and relevant skill development, Education provides hope
 - **Career development – commerce – jobs – entrepreneurship**
 - Online options open the field of opportunities to our Students
- Digital Divide is an Issue
 - Cart before the Horse
 - Telehealth, Tele Education, Online jobs and opportunities

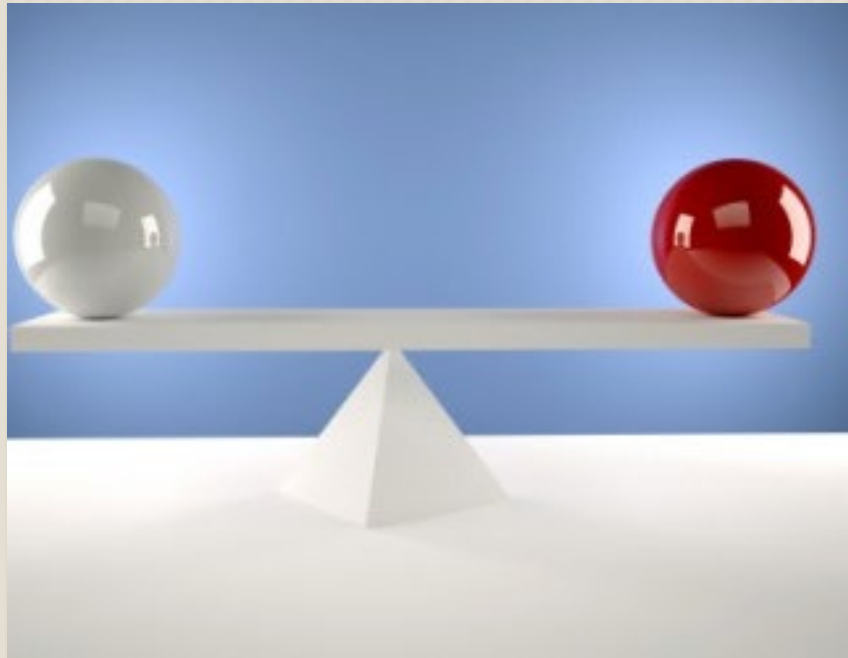




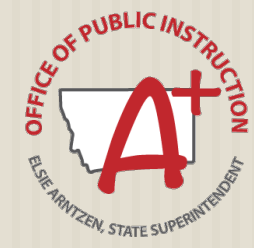
KNOWLEDGE WITH MULTIDIMENSIONAL STRATEGIES

WHOLE CHILD EDUCATION





UNIQUE SITUATION WITH OUR AMERICAN INDIAN SCHOOLS – THROUGH TRIBAL VOICE & CONSULTATION WE CAN BRING BETTER BALANCE TO OUR YOUTH – BRAIDING TOGETHER THE GOOD FROM BOTH WORLDS THEY LIVE IN – OUR TEAM IS READY



TRRU MINDSET



- Remember who we are:
 - 10,000-year-old spiritual traditions and philosophies;
 - Familial culture of interdependent love and support;
 - Physical culture of excellence, typically expressed in high level athletic achievement. We do not need anymore than what we have to live at a high level of fulfillment.
 - We flourished for 10,000 years with little material but much spiritual, cultural, and relational wealth.
 - Youth centered in their identity & culture: they are strong, content, resilient, whether they stay on the reservation or off.
- Enough Theory – We Are Action With Experience



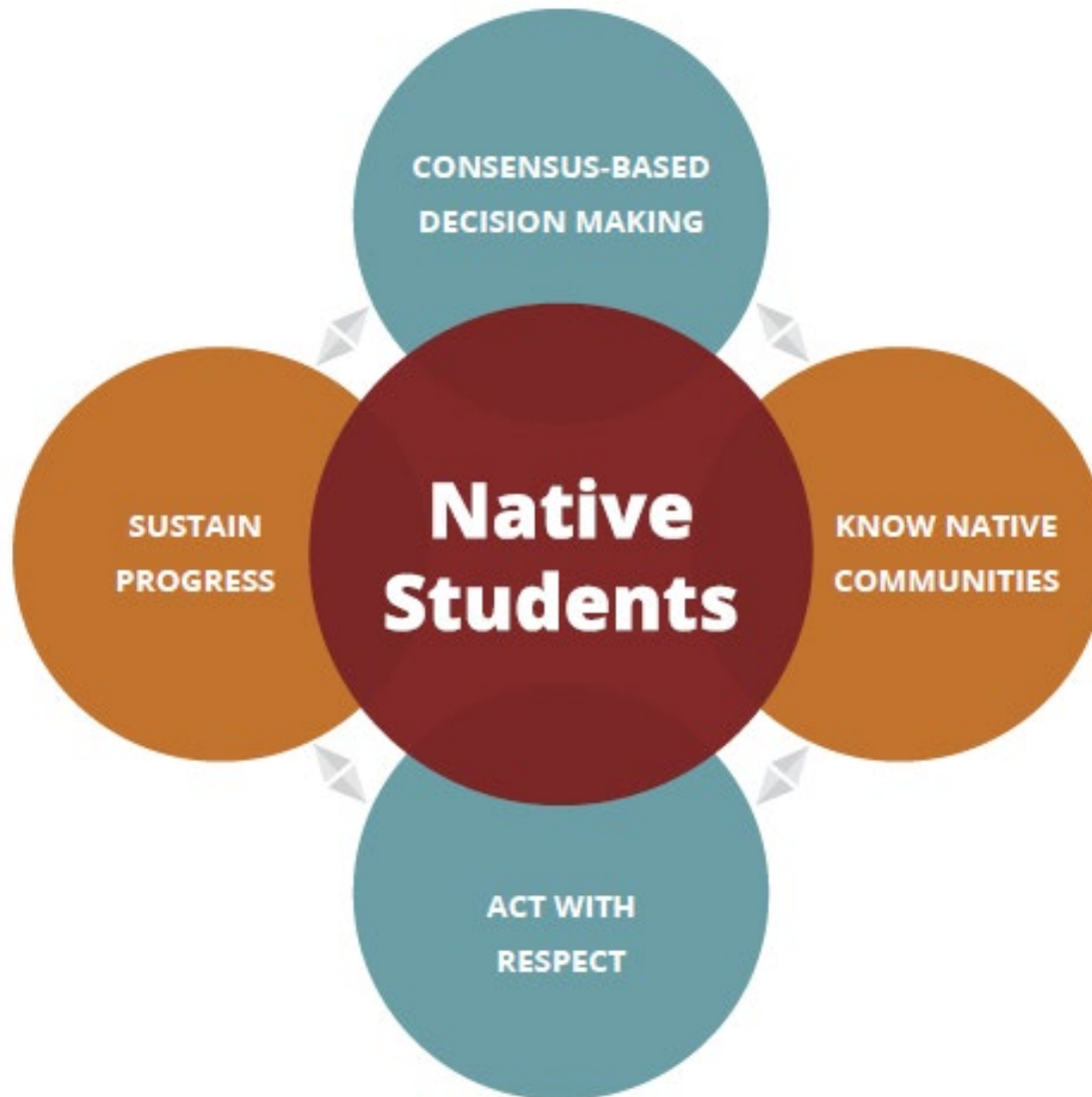
YOUTH ADVISORY GROUP

Voice
Highlights
Rules
Relationships
Committees

RISE LOGO CONTEST



Essential Elements of Consultation





THANK YOU FOR YOUR RESPECT & SERVICE

“One of the reasons Indian children experience difficulty in schools is that educators traditionally have attempted to insert culture into education instead of inserting education into culture.” Cornel Pewewardy



“We need fidelity on being Indian in our schools.”

Don Racine/Hays-Lodgepole Schools

Education provides hope, tribally inclusive education provides a restorative renewal for our People!

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<http://opi.mt.gov/Leadership/Academic-Success/Every-Student-Succeeds-Act-ESSA/Tribal-Relations-and-Resiliency>