



MISSING AND MURDERED INDIGENOUS PEOPLE

American Indian Student
Achievement Unit

VIOLENCE AGAINST WOMAN ACT

- March-Violence Against Women Act Reauthorization Act of 2022.
- Expands special criminal jurisdiction of Tribal courts to cover non-Native perpetrators of sexual assault, child abuse, stalking, sex trafficking, and assaults on Tribal law enforcement officers on Tribal lands and supports the development of a pilot project to enhance access to safety for survivors in Alaska Native villages.
- Tribal partners through each phase of the justice system to create solutions that are victim-centered, trauma-informed, and culturally appropriate.

MISSING AND MURDERED INDIGENOUS PERSONS AWARENESS DAY

NOW, THEREFORE, I, JOSEPH R. BIDEN JR., President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim May 5, 2022, as Missing or Murdered Indigenous Persons Awareness Day. I call on all Americans and ask all levels of government to support Tribal governments and Tribal communities' efforts to increase awareness of the issue of missing or murdered Indigenous persons through appropriate programs and activities.

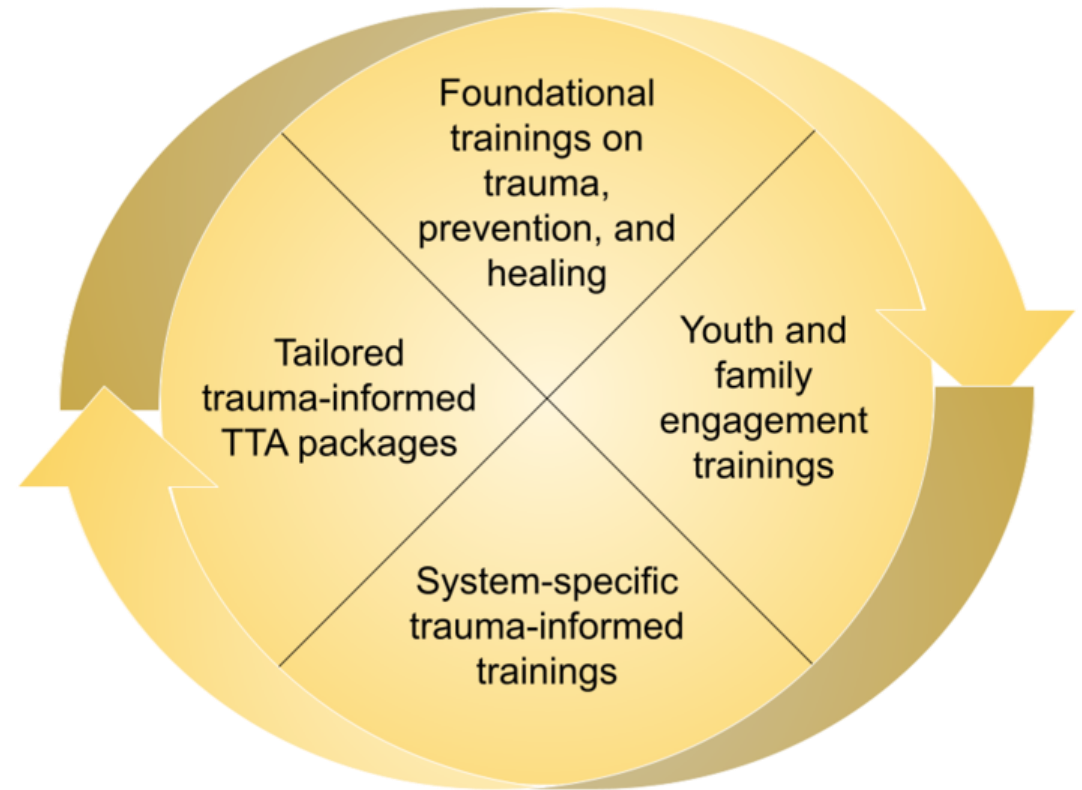


MMIP CASES

<https://www.bia.gov/service/mmu/missing-murdered-open-cases>

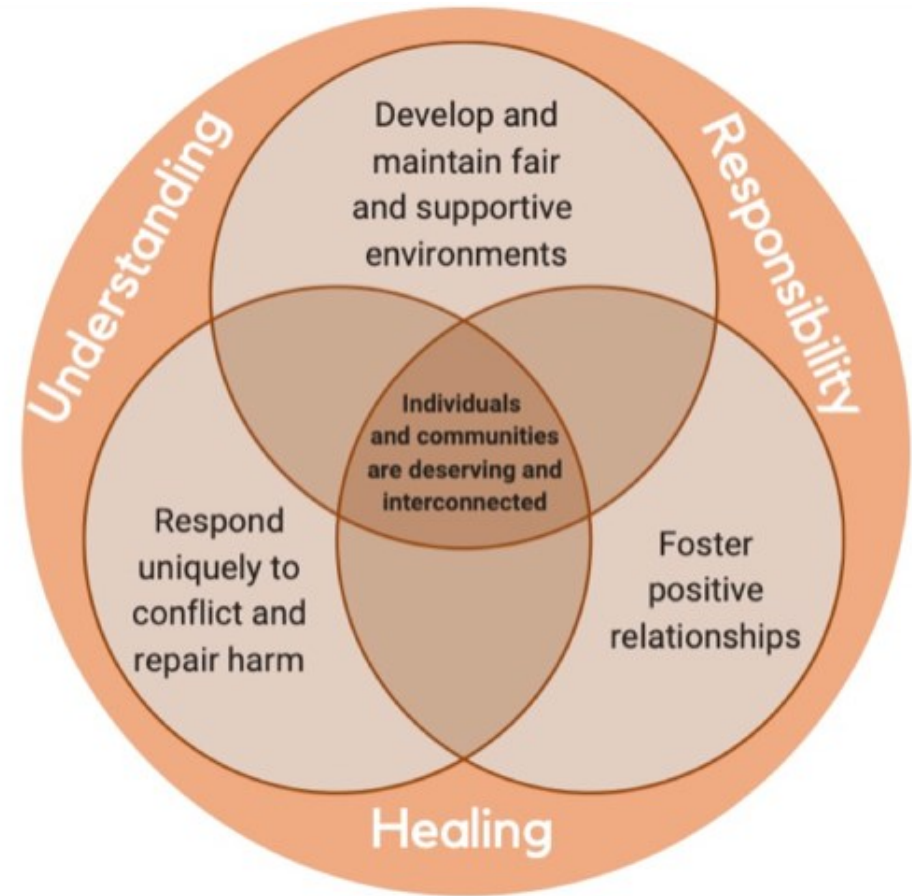
TRAUMA INFORMED

Training and technical assistance (TTA) to tribal, federal, state, and private agencies on the impacts, prevention, and mitigation of childhood traumatic stress, along with other forms of TTA that align with trauma-informed principles.



RESTORATIVE JUSTICE

Principles and practices of restorative justice to educators, school staff and school boards, superintendents, and social workers, as well as parents and students, which results in the ability to train others in their various communities.



CULTURAL AWARENESS

Connect Students to Connect Students to Culture, Tradition, and Indigenous Knowledge

Cultural connectedness includes any aspect of a student's life that is uniquely influenced by his or her connection and engagement with culture, tradition, and indigenous ways of knowing.

- Language Integration
- Extra-curricular Activities
- Land Based Learning
- Community Projects
- Wellness Components
 - Self-awareness
 - Social awareness
 - Responsible decision making
 - Self-management
 - Relationship Building

CULTURAL AWARENESS

Create Opportunities to Strengthen Positive Self-identity

American Indian youth should *always* feel proud of their heritage and identity as American Indians. A positive self-identity promotes better wellness and higher academic achievement. Schools can support the development of strong student self-identity by creating opportunities for developing and displaying student skills, such as creativity and leadership, and positively reflecting the community history and values.

CULTURAL AWARENESS

Foster School and Community Connections

Relational strengths have contributed to the flourishing of Montana tribes for thousands of years and continue to be a source of strength today. By fostering connections between the school and community, schools can leverage the strengths of relationships to support students in, and outside of, the classroom.

CULTURAL AWARENESS

Strengthen Social and Emotional Learning (SEL)

Social and emotional learning (SEL) takes place throughout every school and classroom. Many teachers are already incorporating SEL into their education delivery and student interactions to support student wellness and build foundations for future success. To *maximize* the potential benefits of SEL schools can adopt evidence-based and promising SEL practices and competencies that reflect the values of the local community.

CULTURAL AWARENESS

Support Student Mental Health and Wellness

Addressing mental health concerns across a spectrum of care is essential to supporting student wellness. Regardless of location and resources, schools can take steps to support student behavioral health by strengthening in-school support and leveraging the systems of support within the community.

AISA TASK FORCE

- Student voice –inquiring with Native Youth – such as RISE – what would they like to see happen as far as communication, resources, and leadership
- Hub course with resources
- Safety Courses/tips
- Awareness strategies- MMIP
 - History of why this is an issue (fetish with POC women, law enforcement lack of response, socio-economic, housing crises – couch surfing, generational trauma and abuse, drug use, human trafficking)
 - Traumas from Boarding Schools and other fed policy periods
 - Trauma lens
 - Grief
- Support systems for youth
 - Leadership training
- Networks between rez and urban community for youth – a place where they can go instead of outside – reach out to each other and support each other

RESOURCES-BOOKS

Highway of Tears: A True Story of Racism, Indifference, and the Pursuit of Justice for Missing and Murdered Indigenous Women and Girls

No More Stolen Sisters Missing And Murdered Indigenous Notebook: Native American Practical Composition Book Journal Diary for Men, Women, Teen & Kids

Violence Against Indigenous Women: Literature, Activism, Resistance (Indigenous Studies)

Forever Loved: Exposing the hidden Crisis of Missing and Murdered Indigenous Women and Girls in Canada

Keetsahnak / Our Missing and Murdered Indigenous Sisters

Little Book of Restorative Justice in Education: Fostering Responsibility, Healing, and Hope in Schools

RESOURCES-LINKS

<https://www.whitehouse.gov/briefing-room/presidential-actions/2022/05/04/a-proclamation-on-missing-or-murdered-indigenous-persons-awareness-day-2022/>

<https://www.nnctc.org/>

<https://www.restorativejustice.com/trainings.html>

<https://www.bia.gov/service/mmu/missing-murdered-open-cases>