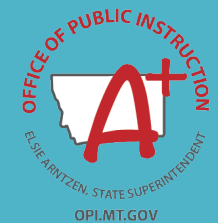




Donnie Wetzel, Jr.

Tribal Relations and Consultation



Putting Montana Students First **A+**

Our Team



Joan Franke
Administrative
Assistant



Donnie Wetzel
Director of Tribal Student Achievement,
Relations, and Resiliency



Crystal Hickman
School Mental Health
Support Services Coordinator



Matthew Bell
Language and
Culture Specialist



Alicia Doney
Tribal Youth
Coordinator



Anna Marsicano
OPI Tribal Culture & Connection
AmeriCorps Planning Grant Coordinator



Morgan Smith
American Indian
Student Achievement Specialist

Our Team and Growth

Establishing Consultation, defined within ESSA requirements to create opportunities for school districts and tribal leaders to work collaboratively for the benefit of our youth. ESSA gives us an excellent opportunity to re-envision our educational systems in Indian country from Indian Country.

We've evolved to work on holistic supports through the state-wide ***School Mental Health Support Services Coordinator***, to address the mental health needs and support of a student's educational journey with the lessons learned from our Wrap-Around efforts. We've worked to incorporate the culture and self-identity from the source through the ***Elder Culture Wisdom Council*** now ***Knowledge Keepers of Indigenous Nations (KKIN)***. We hired our ***Tribal Youth Leadership Coordinator*** to reconvene our Youth Leadership work and Conferences as it is tied to the foundational core of our youth in their self-identity, and we hired an have the ***Language and Culture Specialist*** to support language initiatives, link state-wide efforts and underscore the power of our indigenous languages. Now evolving into the ***Tribal Student Achievement, Relations, and Resiliency***.

We progress, never look backwards and will always emphasize the resiliency, wisdom and beauty of our indigenous people at every level within our work with the local educational agencies (LEA's), and the State.

ESSA Section 8538

An affected LEA is defined within the ESSA requirements as a school district or system that has either fifty percent (50%) or more of its student enrollment made up of AI/AN students or received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeded \$40,000, and which also educate American Indian/Alaska Native (AI/AN) students.

Affected LEAs who meet these criteria are required to consult with local Indian tribes or tribal organizations prior to submitting a plan or application under covered ESEA (ESSA) formula grant programs.

The following is a list of current programs which require an affected LEA to consult with Indian tribes or tribal organizations prior to submitting either a plan or application for covered programs.

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)

- Title I, Part C (Education of Migratory Children)

- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)

- Title II, Part A (Supporting Effective Instruction)

- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)

- Title IV, Part A (Student Support and Academic Enrichment Grants)

- Title IV, Part B (21st Century Community Learning Centers)

- Title V, Part B, subpart 2 (Rural and Low-Income School Program)

- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

Consultation & Tribal Voice in Schools to Benefit Our Students

We Are creating support together:

Authentic Consultation

- Schedule out for the school year
- Stakeholders represented– Tribe, District, Youth, Elders, Families
- Youth facilitation through modeling and coaching

Combined effort through State and Federal Funds and Services

- Understanding Local control and sovereignty
- Impacted federal and state education policies

Connect the Tribe's Cultural and Language voice in education

- Language and Cultural Immersion
- State Guidance in new Tribal Inclusive Direction
- OPI Title Funds Presentation
- Wellness Support – Culture & Language is prevention
- Relevance: Commerce and Career Development
- Language Initiatives



What consultation and tribal voice means to our work...

Tribal Voice through Sovereignty provides us with the who and the what of who we are as a people
It provides us with the roadmap to find our indigenous self-identity guided by our knowledge keepers, songs, stories, and teachings

Data shows what we've tried in education has had little success
From extreme measures in the past
To modern day efforts today

We want to bring in the tribal voice to improve the situation

With the overall goal tied to our traditional understandings...to become the best human of integrity we can, then the rest will fall into place

For decades we have been told by tribal elders and knowledge keepers that we must reconnect our children to who they are through their languages and tribal identity

It is often seen that when young people are centered in their identity, they are buffered from the mental and behavioral traps that otherwise may afflict them.

Because of the past 100+ years, it is difficult for our people to recognize that many answers can be found within their land-based knowledge, values and languages...**that the answers can be found where they are**

Dates and Deadlines for Submission of Annual Funding Requests by LEA's

The consultation guidelines outlined under Section 8538 of the ESEA (reauthorized as ESSA) requires affected local educational agencies (LEA's) to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for funding for all covered Federal programs. This requirement is designed "to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students." The consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs".

An affected LEA in this context is defined within the ESSA requirements, as a local school district or system that have either fifty percent (50%) or more of its student enrollment made up of AI/AN students; or received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeded \$40,000, and which also educate American Indian/Alaska Native (AI/AN) students. Affected LEA's who meet either of these criteria are required to initiate meaningful consultation with local Indian tribes or tribal organizations prior to submitting a plan or application under covered ESEA (ESSA) formula grant programs.

ESSA Section 8538 Tribal Consultation Requirements – Annual Dates for Submission of Federal Program Funding Applications by LEA's.

Program Designation	Application Dates & Deadlines	Recommendation for LEA Tribal Consultation
Title I, Part A - Improving Basic Programs	Must have an approved application by October 31, of each year-E-grants Consolidated Application	Yes / Mid-August to September
Title I, Part C (Education of Migratory Children)	The Montana OPI Title I Part C Migrant Education sub-grants are awarded to LEAs/LOAs with significant concentrations of eligible migratory children who have been identified by MEP identification and recruitment specialists annually. Generally speaking, those sub-grants are awarded in September and May, though if a significant number of children are identified at other times, the SEA has the option of making additional sub-awards.	Yes / Mid-August to September
Title I, Part D (Prevention and Intervention Programs for Children and Youth who are	Application must be created/opened by September 15. Application must be approved by October 31.	Yes / Mid-August to September

Neglected, Delinquent, or At-Risk)		
Title II, Part A (Supporting Effective Instruction)	Application must be created/opened by September 15. Application must be approved by October 31, of each year-E-grants Consolidated Application.	Yes / Mid-August to September
Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)	Must have an approved application by October 31, of each year-E-grants Consolidated Application.	Yes / Mid-August to September
Title IV, Part A (Student Support and Academic Enrichment Grants)	Must have an approved application by October 31, of each year-E-grants Consolidated Application.	Yes / Mid-August to September
Title IV, Part B (21st Century Community Learning Centers)	-June 1st is the deadline for submitting continuing applications. -Mid-April is typically the deadline for submitting competitive applications. -Final Cash request: June 20 -Final Expenditure: August 10	Yes / Mid-August to September
Title V, Part B, Subpart 2 (Rural and Low-Income School Program)	-Application must be created/opened by September 15. Application must be approved by October 31, of each year-E-grants Consolidated Application (Most Get SRSA) -Subpart 1 (Small Rural School Achievement Program - SRSA) Application deadline is April 17, 2021, Awards granted July 1.	Yes / Mid-August to September Yes / January 1st
Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)	This program is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students, including preschool children. The programs funded are to meet the unique cultural, language, and educational needs of Indian students and ensure that all students meet the challenging State academic standard. The program is the Department's principal vehicle for addressing the needs of Indian children.	Yes / April 5th
Impact Aid, 7003(b) –Federally Impact Children	Annual e-Application Deadlines – January 31st	Yes / November 1st

**Office of Public Instruction
Tribal Relations & Resiliency Unit
Consultation Schedule
School Year 2022-2023**

Quarterly Zoom Meetings

3rd Tuesday 10:30am to 12:00pm

September 20, 2022

December 20, 2022

March 21, 2023

June 20, 2023

Join Zoom Meeting

<https://mt-gov.zoom.us/j/87348545773?pwd=bWJpa3ZWN2RCK2NWczFmRXIvTnkrUT09>

Meeting ID: 873 4854 5773

Password: 581919

Dial by Telephone

+1 646 558 8656

Meeting ID: 873 4854 5773

Password: 581919

Find your local number: <https://mt-gov.zoom.us/j/87348545773>

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UNIFIED VISION, GOALS, & POSSIBILITIES – IDEAS AND ACTION FROM ACROSS INDIAN COUNTRY

- COMBINED EFFORT BETWEEN SCHOOL AND TRIBE
 - CREATE A SCHOOL CAMPUS & SUPPORTS
 - *CULTURAL CENTER*
 - *SWEAT LODGE*
 - *STUDENT SAFE HOUSE WORKING WITH TRIBAL HOUSING*
 - MENTAL HEALTH SUPPORTS AND MEDICAID REIMBURSEMENT POTENTIAL
 - *TRIBAL HEALTH - Collaborations and Scheduling*
 - *GRIEF SUPPORT AND FAMILY HEALING*
 - COLLABORATIVE GRANT EFFORTS BETWEEN SCHOOL AND TRIBE
- TRIBAL COLLEGE CONNECTIONS
 - DUAL CREDIT PROGRAMS
 - *FOR ADVANCED STUDENTS & VO-AG AND VO-ED*
 - *LINK PROFESSORS TO K-12 TO REMEDY SCHOOL RECRUITMENT ISSUES*
 - GROW YOUR OWN PROGRAMS
 - NEW K-12 TEACHERS TAKE LANGUAGE AND TRIBAL HISTORY COURSES
 - TOTAL PHYSICAL RESPONSE (TPR) LANGUAGE COURSES TO BUILD LANGUAGE SPECIALISTS FOR K-12
 - SCHOOL BOARD TRAINING
 - TRADES AND CAREER DEVELOPMENT
- SCHOOL SCHEDULE & FORMAT RELEVANT TO OUR WAYS & NEEDS
 - BLOCK SCHEDULES & PROJECT BASED LEARNING WITH 2 TO 3 HOUR BLOCKS FOR STUDENT PROJECTS
 - *INCLUSIVE OF SCIENCE, MATH, READING, WRITING, AND TRIBAL IDENTITY*
 - ALTERNATIVE SCHOOL MODEL: PARIS GIBSON, BUFFALO HIDE ACADEMY, HEART BUTTE'S WARRIOR ACADEMY, TWO EAGLE RIVER SCHOOL
 - STUDENT CONSTRUCTION CREW AND HANDS ON LEARNING LESSONS LEADING TO YOUTH FIXING UP THE COMMUNITY – YOUTH VISION
- YOUTH LEADERSHIP DEVELOPMENT
 - STUDENT ADVISORY GROUPS
 - SCHOOL BOARD AND TRIBAL COUNCIL HONORARY YOUTH SEAT
 - SHADOWING PROGRAMS AND INTERNSHIPS WITH TRIBAL COUNCIL MEMBERS
 - *TRIBAL GOVERNMENT EXPERIENCE AND CURRICULUM*
 - DRUM GROUP, SINGERS, AND DANCERS
 - YOUTH MEDIA: YOUTH CHANNEL, SPORTS COVERAGE, ELDER AND ADMIN INTERVIEWS, NEWSLETTERS FOR THE COMMUNITY
- LEARNING LODGE FOR DAILY PARTICIPATION – SCHOOL WITHIN A SCHOOL MODEL
 - Knowledge Keepers INCLUDED MONTHLY, WEEKLY, DAILY IF POSSIBLE
 - SEASONAL STORIES AND LAND BASED LESSONS THROUGH THE YEAR
 - INCORPORATE THE SUMMER CULTURE CAMPS INTO THE SCHOOL YEAR
 - TRIBAL STUDIES AND INDIGENOUS EDUCATION

**RESOLUTION
OF THE GOVERNING BODY OF
THE CONFEDERATED SALISH AND KOOTENAI TRIBES
OF THE FLATHEAD NATION**

A RESOLUTION SUPPORTING THE EFFORTS OF THE TRIBAL RELATIONS AND RESILIENCY UNIT (TRRU) IN AUTHENTIC INDIGENOUS INCLUSION OF LAND-BASED TEACHINGS IN SELF-IDENTITY, LANGUAGE, CULTURE, AND HEALING THROUGH CONSULTATION OF ELDERS AND OUR TRIBAL NATIONS FOR THE BENEFIT OF OUR YOUTH, CONSISTENT WITH THE PURPOSES OUTLINED IN THIS RESOLUTION

BE IT RESOLVED BY THE COUNCIL OF THE CONFEDERATED SALISH AND KOOTENAI TRIBES THAT:

WHEREAS, the Tribal Relations and Resiliency (TRRU) believes that Native students should have an opportunity for an inclusive understanding of self through their tribal identity, language, traditional teaching, cultural practices, and healing; and

WHEREAS, the Confederated Salish and Kootenai Tribes support an inclusive educational approach that reaffirms our traditional ways of living centered in our oral traditions and values. Our elders have a level of education comparable to doctoral levels in a westernized system. We support the TRRU in facilitating connections with our elders to support land-based tribal knowledge and traditions to improve educational outcomes for students in our communities.

WHEREAS, TRRU maintains consistent efforts in consultation with the Knowledge Keepers of Indigenous Nations (KKIN) in our Tribal Communities while seeking guidance on issues regarding student identity, mental health through culture, and value teachings through traditional methods of knowledge transfers maintained since time immemorial; and

WHEREAS, TRRU seeks guidance to support a foundational approach to incorporate the teachings of land-based understandings and holistic intrinsic skill building of our Native students to teach self-efficacy and inherent understandings, and create an environment of inclusive self-actualization for our students; and

WHEREAS, TRRU shall work directly with the resources provided by the Confederated Salish and Kootenai Tribes, the KKIN as directed. The approval will be sought from these entities as guidance toward youth impact and preparation as we seek additional opportunities to equip the child to make decisions with their own best interest; and

WHEREAS, the Confederated Salish and Kootenai Tribes, desires to support the efforts of TRRU while providing direction through consistent consultation; and

NOW, THEREFORE BE IT RESOLVED, the Confederated Salish and Kootenai Tribes, hereby supports the efforts of the Tribal Relations and Resiliency Unit (TRRU) of the Montana Office of Public Instruction to better support our youth and students, consistent with the purposes outlined in this Resolution.

CERTIFICATION

The foregoing resolution was adopted by the Tribal Council on November 3, 2022, with a vote of 9 for, 0 opposed, and 0 not voting, pursuant to authority vested in it by Article VI, Section 1 (a), (c) and (u) of the Tribes' Constitution and Bylaws; said Constitution adopted and approved under Section 16 of the Act of June 18, 1934 (48 Stat. 984), as amended.



Chairman, Tribal Council

ATTEST:


Tribal Secretary

Solidify Tribal input and collaboration within our Work through guidance from the source of our Sovereign Nations. Leadership and Knowledge Keepers.





Our Work for 2023 Guided through Consultation

Continued Tribal Consultation

KKIN Articles of Association finalized and adopted

Tribal Leaders Education Summit

April 5-6, 2023, in Billings, MT

Indigenous Enrichment Guide Expansion

Intertribal Peer Supports and Partnerships

Youth Leadership Conference

April 4-6, 2023 in Billings

OPI Internal Education and Support

Tribal Ed Department support (K-12 Support) at local level

Relational/Restorative Practice Team expansion

Tribal Voice and Guidance Front & Center

(Conferences and events, Summer institute and Academies - in 2023)

Tribal Repository developed, solidifying the land-based knowledge and proper access to it by 2024

Let Us Put Our Minds
Together And See
What Life We Can Make
For Our Children



Thank you for your time and efforts

“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

Questions?

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Tribal Student Achievement, Relations and
Resiliency