

THE EDUCATION SOVEREIGNTY THEN JUSTICE PROJECT

Washington Tribes ESSA Toolkit

This toolkit is dedicated to the late Senator John McCoy, an Indian Education activist and former Tulalip Tribal Leader.

Senator McCoy's tirelessly advocated to reduce AI/AN disparities across education, health, and economic sectors. Washington will recognize his leadership as a legendary Warrior. He connected the Washington State Legislature to 29 Washington Federally Recognized Tribes, founded Indian Education Organizations, led policy initiatives on behalf of the Office of Superintendent of Public Instruction Office of Native Education and Early Learning, and promoted Tribal consultation training for generations of school directors, leaders, teachers, and future Washington educators.

Limlimt (*thank you*), Warrior McCoy, for your sacrifices, hard work, commitment to act from a social justice and equity lens, all on behalf of future generations for a stronger and healthier Washington.

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Hello
my name is
Lailah

OUR PEOPLES HAVE EXISTED HERE SINCE TIME IMMEMORIAL.

Imagine:

- Classrooms, libraries, offices, and buildings statewide displaying Tribal place-based knowledge.
- All public educators trained to access resources from our Tribes to distribute knowledges of our truth.
- Systems honoring local Tribal wisdom keepers as community scholars.
- Local Tribal languages, history, governance, and culture taught in public schools.
- Tribal art symbolizing our stories, history, present, and business and economic development.
- Images of past ancestors and contemporary leaders representing the first peoples of the location of each school in every district across the state.

The Toolkit

Imagine a public K–12 school system where Native students and communities can thrive.

This toolkit was developed by Nancy Lynn Palmanteer-Holder (Colville Nation). The Washington Tribal Education Sovereignty then Justice Toolkit is designed to support Tribal leaders engaging in consultation and government-to-government communication with local and state education agencies. The toolkit includes:

- **Part 1: Applying educational Sovereignty** as a strategy to construct Tribal plans toward educational justice for future generations
 - In this section, explore example target goals of educational Sovereignty, reflect on the historical events and policies that have shaped Indian education over the past 150 years, and read about five Indigenous theories shaping education
- **Part 2: Detailing K–12 school systems**, structures, leadership models, and funding sources
 - In this section, learn more about structures, policies, and process in public K–12 school

systems that impact Native students, including key practices around demographic data collection and funding

- **Part 3: Framing guiding questions** for Tribes to ask K–12 schools prior to Tribal consultation and government-to-government gatherings

In this section, consider guiding questions to ask school districts responsible for the education of your Tribal citizens and implement meaningful consultation protocols and procedures.

- **Part 4: Accessing resources** for best practices by other Tribes, Indian education organizations, and national leaders

In this section, review resources and become familiar with the Every Student Succeeds Act (ESSA) terms used in government-to-government consultation with school districts.

Parts 5–7 offer references, a glossary, and information about consultation beyond ESSA.



PART 1: EDUCATIONAL SOVEREIGNTY THEN JUSTICE

Justice for future generations begins when a Tribe claims educational sovereignty.

Tribes that claim Education Sovereignty demonstrate their individual authority to apply local Indian self-determination and education policies, practices, and processes across education systems from the cradle to the grave.

Education sovereignty challenges the positioning of Western epistemologies — Western ways of knowing — as *superior knowledge*. To positively impact a wider Washington, Tribes will show there are many epistemologies and worldviews (Hickey, 2020).

Target Goals

REDUCE DISPARITIES AND SUPPORT STRENGTHS

Disparities include low percentages of family involvement and education and disproportionately high percentages of:

- Dropout or pushout rates
- Absenteeism
- Placement in remedial or special education programs
- Poor academic performance
- Low standardized testing scores
- Discipline or behavior incidents

Tribes and schools that engage in government-to-government relationships can shift the narrative around Native students from a deficit discourse toward a culturally responsive strengths-based discourse.

RAISE AWARENESS OF HISTORICAL BURDEN

School district representatives in government-to-government consultation may not be fully aware of the historical burden your Tribe has faced — and the enduring impacts of historical policies and practices on Native students today.

A history of genocidal policies, forced assimilation, broken treaties, systemic racism, intergenerational historical trauma, and other forms of discrimination have led to disparities in social determinants of health (Neff et al., 2020; Lewis & Prunuske, 2017).

Native students have fewer educational and employment opportunities than their non-Native peers and experience increased exposure to environmental risks.

Raise awareness of these burdens from your own history in relationship to federal Indian policies, boarding schools, governmental structure, and culturally responsive solutions.

HIGHLIGHT CONTEMPORARY CHALLENGES

All students benefit when they are able to learn from authentic Tribal teachings and place-based learning methods for history, culture, language, and governance.

Just under 40% of Native college students graduate within six years of starting higher education. Native students have

the lowest six-year graduation rate of any racial or ethnic group (Ajayi et al., 2021).

Teacher preparation programs, in turn, often struggle to recruit and retain future Native educators. As such, higher education institutions are slow to produce an adequately diverse base of K–12 professionals. In the 2021–22 school year, less than 1% of all classroom educators across

TIMELINE OF MAJOR EVENTS

Major events in Indian Education policy
(see Comprehensive Center Network, 2020)

1800s – 1900s

Indian boarding schools were established and forced Indian children into cultural assimilation.

1934

The Johnson-O'Malley Act allowed Native students to enroll in public and private schools.

1972

The Indian Education Act of 1972 gave financial support to improve academic achievement for Indian students who attend public, Tribal and BIA schools. It also created the Office of Indian Education and the National Advisory Council on Indian Education.

1988

The Tribally Controlled Schools Act allowed federally recognized Tribes to apply for federal grants so they could operate their own schools, operate other Tribal controlled schools, and choose to operate BIE-funded schools.

1928

The Meriam Report exposed the abuse of Indian children at boarding schools, resulting in improvements for Indian students' education and the establishment of public schools on reservations.

1965

The Elementary and Secondary Education Act allowed TEDs to govern their education systems and receive federal financial support. This act also created funding for State Tribal Education Partnership (STEP) grants.

1975

The Indian Self-Determination and Education Assistance Act allowed federally recognized American Indian Tribes to enter contracts with the federal government, but they had to follow federal guidelines.

2015

As part of Every Student Succeeds Act, Tribes and Tribal organizations were able to receive funding to increase academic achievement and Tribal relationships between local and state governments.

Washington identified as American Indian or Alaska Native (Washington State Report Card).

Moreover, districts often struggle to retain current Native educators, and Native leaders are underrepresented in school administrator certificate programs and positions across Washington.

These challenges contribute to hiring and training local scholars to develop authentic Tribal teaching and place-based learning methods of Washington's Tribal history, culture, language, and governance.

Indigenous Theories

To magnify a Tribe's Education priorities through Tribal governance, self-determination & educational policies, first acknowledge individual Tribe's unique knowledge

systems. As First Peoples of Washington territories, we are connected to traditional lands and places.

To guide and frame this collective but local understanding, consider the following examples of Indigenous theories:

- **Indigenous Epistemology:** Ways of knowing, doing, and being
- **Red Pedagogy:** Indigenous political and social thought
- **Place-Based Curricula:** Promotes learning that is rooted in what is local—the unique history, environment, culture, economy, literature, and art of a particular place (Machine, 2006)
- **Culturally Responsive Education:** A pedagogy grounded in displaying culturally responsive skills at teaching in a cross-cultural or multicultural setting. Teachers use this method to encourage each student to relate course content to their cultural context (Kozleski et al., 2012)
- **Trauma-Informed and Culturally Responsive Practices:** See, for example, the **National Native Children's Trauma Center-School Based Programs-University of Montana**





PART 2: K-12 SCHOOL SYSTEMS 101

Washington is home to nearly 300 school districts — and no two districts are quite alike.

Students in the Stehekin and Shaw Island School Districts — population: 8 students apiece — experience an entirely different educational experience than students in Seattle Public Schools, where 51,308 students learn at over 100 schools (Office of Superintendent of Public Instruction, 2022).

WHAT'S IN A NAME?

A local education agency (LEA) is a governing agency that administers local elementary or secondary education programs to a particular geographic area. Outside of the government sphere, they are most commonly known as school districts. In Washington, district names will usually include “School District” or “Public Schools.”

Districts with larger student bodies are correspondingly more complex in their management and staffing structures. Nevertheless, districts share the same general school leadership structure: school board, superintendent, principal, and educator. School boards are elected by voters to represent the community in school policymaking, budgeting, and strategy. They, in turn,

hire the superintendent, who manages school district operations. The principal manages daily operations and staff and student wellbeing at their assigned school, and educators manage their classroom environments. The educators report to the principal, the principal to the superintendent, the superintendent to the school board, and the school board to the community (Washington State Governor’s Office of Education Ombuds, 2017).

More complex district structures will include additional levels of leadership, from paraprofessional and other support staff positions to assistant principal, director, associate superintendent and chief officer roles.

Larger districts may have an individual or team of individuals dedicated to supporting Native education and Native student wellbeing. These staff might oversee Title VI programs, government-to-government consultation, and John McCoy (Iulilaš) Since Time Immemorial curriculum implementation.

Smaller districts, including many of Washington’s rural school districts, will have fewer levels of leadership, with multiple roles often held by the same individual. In single-school districts, the superintendent is often also the school principal, and — on a rainy day — perhaps the custodian and bus driver as well.

School districts often receive both financial and professional support from other education agencies in Washington, including:

- The **Office of Superintendent of Public Instruction (OSPI)**, Washington’s state education agency
- The nine **educational service districts (ESDs)**, regional education agencies that provide services and supports to districts in a defined region within the state

School District Funding

Public schools are primarily funded through “basic education” funding through the state. Although funding percentages differ from district to district, a typical funding breakdown might look something like this:



70% state funding, 10% federal funding for special programs, 16% local property taxes approved by voters (bonds, levies), 4% other sources such as grants (Washington State Governor’s Office of Education Ombuds, 2017)



72% state funding, 10% federal funding for special programs, 16% local property taxes approved by voters (bonds, levies), 4% other sources such as grants (Washington State Fiscal Information, 2023)

Some districts are eligible for federal funding to support Native students, including the Indian Education Formula Grant. Grants and other funding to support Native

students is often dependent on accurate identification of Native students. Federal reporting requirements often guide state and local agency practices for data collection, but these requirements mean that only students who identify as American Indian/Alaska Native (AI/AN) only are considered AI/AN by the federal government.

Ultimately, these requirements lead to the erasure of “a majority of Native Americans and lumps them into a catch-all category with groups that have significantly different backgrounds and life experiences” (Maxim, Sanchez, & Huyser, 2023).

STUDENT IDENTIFICATION

Tribes interested in collecting data on Tribal student performance should share information with families on how to complete 506 forms for the school registrar.

Families should be encouraged to self-identify as American Indian/Alaska Native only and list their affiliated Tribe on any school district forms that ask for demographic information. These recommendations align with those given for the 2000 and 2010 Census.

For more information, see page 24 of the **2020 Census Tribal Consultation Handbook**.

DISTRICT BUDGET TIMELINES

The financial and budget timelines for public school districts differ from most Tribes. Many annual budgets begin July 1, when school districts receive their allocation

for the following fiscal year, and end June 30 of the following year. The timeline might look something like:

- **July 1:** Receive allocation for upcoming year
- **December:** First complete review of budget and finances
- **February–March:** Title VI Part 1 application submitted
- **April–May:** Title VI Part 2 application submitted
- **June:** Final budget review

Tribal Consultation

All districts, regardless of size, are bound by the the Every Student Succeeds Act (ESSA). Districts that meet the criteria of amended ESSA Section 8538 are required to engage in formal government-to-government Tribal consultation. These districts are formally known as “affected local education agencies” and meet one or both of the following criteria:

- has 50 percent 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 exceeds \$40,000.

To determine whether an LEA has 50 percent or more of its enrollment made up of AI/AN students, the district uses the enrollment data from the previous school year to determine whether it is an affected LEA in the current fiscal year.

Total AI/AN enrollment data should include all students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity. All LEAs that receive an Indian Education Formula Grant award greater than \$40,000 in the previous fiscal year are affected LEA for consultation purposes in the current fiscal year.

Beginning in 2017, affected LEAs must consult with federally recognized Tribes before submitting plans or applications for the following programs under ESEA:

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



PART 3: GUIDING QUESTIONS

Meaningful consultation should include a reciprocal flow of information.

Your Tribal representatives can help set the tone for meaningful consultation by establishing consultation protocols and procedures. Before beginning the consultation process, consider:

- What does meaningful consultation at the federal, state, and local level mean to you and your Tribe? What does successful consultation look like?
- What do you know about ESSA plans? Are current plans working for your students?
- What memorandums of understanding and agreements are already in place?
- What state education acts, policies, or bills relating to Indian education are impacting your citizens? What is their impact on consultation?
- What are your Tribe's education goals and priorities?
- What is your Tribe's commitment to the consultation process? What concerns do you have about the district's commitment to the consultation process?
- What data do you need from the district? What data can you share with the district?

- Who will facilitate the meeting? Who is representing the Tribe? Where will the meeting take place?

Questions for School Districts

- How many of your students are members of our Tribe? How do you identify AI/AN students? How can we help improve or enhance your processes?
- How can the Tribe help the district ensure that Indigenous students are getting their cultural and academic needs met?
- How many AI/AN students speak their Tribal language or are in a Tribal language program?
- How do you identify at-risk students?
- What data sharing plan can best meet tracking Tribal students' academic, social-emotional, physical and cultural performance and needs?
- How many district staff identify as AI/AN?
- What is the level of AI/AN parent involvement? How are parents informed of participation opportunities?
- What parent training is available regarding policies, processes, academic support tips or tools?



PART 4: RESOURCES

Each organization or agency resource included in this section includes a brief description of the resource's role and goals in relation to Tribal consultation or Native education.

Federal Resources

COMPREHENSIVE CENTER NETWORK

The grant-funded Comprehensive Center Network program provides capacity-building support to state, regional, and local education agencies nationwide.

The National Comprehensive Center hosts the Native Education Collaborative, which provides resources to connect state education agencies (SEAs), Tribal education agencies, Tribal representatives, local education agencies, and schools. These resources:

- Integrate knowledge from indigenous educators and the strengths of students' Native communities
- Offer a place to start conversations with SEAs to foster understanding of Native student education
- Provide the flexibility to adapt to individual states

Explore resources from the Native Education Collaborative at compcenternetwork.org.

JOHNSON-O'MALLEY PARENT COMMITTEES

Tribes are encouraged to ensure K-12 schools formalize Johnson-O'Malley (JOM) Parent Committees representative of local families. Tribes can request school districts provide adequate timing of meetings, events, and election schedule promoting fair election processes during Tribal consultation.

Learn more about Johnson-O'Malley Parent Committees and read other recommendations from the National Johnson O'Malley Association at njoma.com.

SECONDARY EDUCATION IMPACT AID PROGRAM

This program provides districts located on or adjacent to Indian Reservations or Federal Trust Lands with supplementary funding to replace lost revenue from tax-exempt lands.

Learn more about the Impact Aid Program at oese.ed.gov.

State Resources

COLUMBIA PLATEAU INDIGENOUS EDUCATION ALLIANCE DEVELOPMENT

CPIEA is an Eastern Washington Indian education coalition created to host and sponsor conferences and resources for

Eastern Washington Tribes and school districts.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION – OFFICE OF NATIVE EDUCATION

The Office of Native Education (ONE) provides assistance to school districts in meeting the educational needs of American Indian and Alaska Native students.

ONE serves as a liaison between OSPI and school districts, Tribal governments, State-Tribal Education Compact schools, Tribal schools, Native communities, families of Native children, and other groups and individuals.

Get to know ONE at k12.wa.us.

PACIFIC NORTHWEST FINDER FOR INDIGENOUS RESOURCES IN EDUCATION (PNW FIRE)

The Pacific Northwest Finder for Indigenous Resources in Education (PNW FIRE) was created by the Region 16 Comprehensive Center with input and support from the Region 16 Washington Tribal Advisory, the Office of Native Education at the Washington State Office of Superintendent of Public Instruction, and the many individuals and organizations that offer resources and programs to support Native students.

PNW FIRE is intended to be a search tool for Native students, families, and educators to look for resources and programs that support Native students in their academic, cultural, and social-emotional wellbeing.

Users can browse through a wide range of resources and programs offered by Tribes, schools, school districts, and community organizations in Washington.

Explore resources on the PNW FIRE website at pnwfire.org.

WASHINGTON STATE INDIAN EDUCATION ASSOCIATION

The Washington State Indian Education Association (WSIEA) promotes educational excellence for all Native American students through effectively influencing educational policy developments and implementation at state, regional, and national levels in cooperation with other educators and educational institutions.

Learn more about WSIEA programming and opportunities at wsiea.org.

WASHINGTON STATE NATIVE EDUCATION ADVISORY COMMITTEE

The Washington State Native American Education Advisory Committee (WSNAEAC) reconvened in March 2019 with the purpose of promoting leadership and the unique principles and effective practices of Native American education.

The committee consists of 21 members nominated by Tribes and Tribal organizations to provide consultation with OSPI on matters and issues related to the well-being and achievement of American Indian and Alaska Native

students who attend public, Tribal compact, and Tribal schools in Washington state.

Read current WSNAEAC meeting minutes at k12.wa.us.

WASHINGTON STATE SCHOOL DIRECTORS' ASSOCIATION GOVERNMENT-TO-GOVERNMENT TASK FORCE

The Washington State School Directors' Association (WSSDA) is committed to providing resources that support Washington state school directors and administrators as they engage in authentic partnerships with neighboring Tribes. These partnerships are referred to as government-to-government relationships.

The Government-to-Government Task Force works to make sure school boards have the ability to identify and implement programs and services necessary to effectively serve the Native American community in their districts.

Learn more about the Government-to-Government Task Force at wssda.org.

WESTERN WASHINGTON NATIVE AMERICAN EDUCATION CONSORTIUM

The Western Washington Native American Education Consortium (WWNAEC) is made up of a group of public school educators in Western Washington who work with Native American students.

Each of their programs is funded through the federal Office of Indian Education Title VI program. The WWNAEC meets every other month during the school year at various sites within Western Washington.

Get to know WWNAEC at wwnaec.org.





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PART 6: GLOSSARY

Academic Benchmarks A set of benchmarks for what all students should know and be able to do by the end of each grade level to advance to (and be ready for) the next grade level. States are required to have standards in reading/language arts, math, and science. They may also have standards in other subjects including social studies or physical education. See also: *assessment*

Accountability The policies and procedures states use to set goals for how well all students (and groups of students) should be doing academically, measure and identify how well schools do in meeting those goals, and support and improve schools and districts that are failing to meet the state goals.

Affirmation of Consultation Districts will need to have an affirmation signed by each tribe consulted in order to document that consultation took place. If districts cannot obtain this affirmation, they must document their consultation efforts and activities as part of any plan or application they submit for a program under specified sections of ESSA.

Appropriate Officials Appropriate officials are:

- Tribal officials who are elected; or
- Appointed Tribal leaders or officials designated in writing by an Indian Tribe for the specific consultation purpose under Section 8538.

Assessment Another word for *test*. In the federal education policy context, the term *assessment* refers to the one standardized annual test required under federal law in every grade between 3–8 and at least once in high school (grades 9–12). These measure student achievement (what a student knows and can do) and not measure intelligence (a student’s underlying ability and potential).

Chronic Absenteeism This is a measure for how many students miss a significant number of school days—such as 10 percent of school days—for any reason, excused or unexcused. This is different from average daily attendance, which is the percent of students in attendance throughout the year.

Consultation with Indian Tribes and Tribal Organizations To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, and affected local educational agencies shall consult with appropriate officials from Indian Tribes or Tribal organization approved by the Tribes located in the area served by the local educational agency prior to the affected local education agency’s submission of a required plan or application for a covered program under this Act or for program under Title VI of this Act.

Covered Programs Affected local education agencies (LEAs) are required by the Every Student Succeeds Act to

consult with tribes on plans or applications for programs covered the following:

- **Title I, Part A** (Improving Basic Programs Operated by State and Local Education 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 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 Programs)
- **Title VI, Part A, Subpart 1** (Federal Indian Education Formula Grants to Local Education Agencies)

Disaggregated Data Disaggregated data refers to data that is broken down to see information about different groups of students. Under Every Student Succeeds Act, data must be disaggregated by race, ethnicity, family income, disability status, English learner status, gender, migrant

status, status as a child in foster care, homelessness status, or military connected status.

English Language Proficiency The ability to speak, listen to, read, and write English accurately and quickly. Students who are learning English as a second language are typically called “English learners” until they master the English language. This is different from proficiency in English/language arts, which is mastering the state’s academic content standards for reading, writing, speaking, listening, and using language.

English Learner A student between the ages of 3–21 in elementary or secondary school whose native language is a language other than English. Identified English learners are entitled to civil rights protections and accommodations. Title III of ESSA provides funding to support English learners.

Indian Community–Based Organization Any organization that:

- is composed primarily of Indian parents, family members, and community members, Tribal government education officials, and Tribal members, from a specific community;
- assists in the social, cultural, and educational development of Indians in such community;
- meets the unique cultural, language, and academic needs of Indian students;

Indicators Measures of different aspects of the education system that—taken together—create a picture of a

school's effectiveness at educating all students (e.g., Graduation rates, expulsion rates, assessment scores). ESSA requires certain indicators in state accountability system and allows for others.

Individualized Education Program (IEP) A plan or program developed by a team, including teachers, specialists, and families, that is designed to meet the educational needs of a student with a disability who qualifies for specialized instruction. Schools are required under the Individuals with Disabilities Education Act (IDEA) to create IEPs for students with disabilities who qualify for specialized instruction.

Local Education Agency (LEA) The formal name for governmental bodies that are legally sanctioned by the state to administer elementary or secondary schools (e.g., school district. Charter school that is also a district) in a community. See also: *State Education Agency (SEA)*

Meaningful Consultation The earlier No Child Left Behind Act did not require SEAs or districts to consult with tribes. ESSA, however, mandates timely and meaningful consultation. Consequently, many SEAs and districts will be seeking input and assistance from Tribes to develop shared understanding of meaningful consultation, which is required by ESSA but not defined by it. Tribal nations can draw on their experience of consultation processes that will allow for regular, sustainable Tribal input.

Needs Assessment The analysis of the needs of a school that has been identified for support and improvement.

This analysis forms the basis of a school's support and improvement plan.

State Education Agency (SEA) The formal name for governmental bodies that are legally sanctioned by the state to provide information, resources, and technical assistance to schools, districts, and people in the community served by schools (e.g., state department of education). See also: *Local Educational Agency (LEA)*

Title I Plan / Consolidated State Plan A state's plan for complying with the requirements of ESSA. A state has the option of submitting plans separately for each title (e.g., Title I plan, Title III plan) or for submitting a plan which describes what the state intends to do to comply with the requirements of the entire law (consolidated plan).

These plans must be developed in consultation with tribes, stakeholders, be available for public comment, and be submitted to and approved by the U.S. Department of Education. ESSA includes various requirements for the information included in a state's plan such as specifics of the statewide accountability system.

Tribe The Bureau of Indian affairs (BIA) publishes an official list of federally recognized Tribes each year. This list is available at the Title VI community of practice website under **Resources**. To find Tribal addresses, see the list at the **National Congress of American Indians (NCAI) website**.



PART 7: BEYOND ESSA

Government-to-government communication and consultation must go beyond ESSA to reach justice for future generations.

Tribes and districts should engage in communication or consultation around the John McCoy (luliláš) Since Time Immemorial curriculum and grants administered through the Office of Native Education at the Office of Superintendent of Public Instruction.

John McCoy (luliláš) Since Time Immemorial Curriculum

In 2015, the Legislature passed Senate Bill 5433 modifying the original 2005 legislation, now requiring the Since Time Immemorial: Tribal Sovereignty in Washington state or other Tribally developed curriculum be taught in all schools.

In 2024, the Legislature passed House Bill 1879 naming the curriculum in honor of John McCoy (luliláš).

The use of the John McCoy (luliláš) Since Time Immemorial curriculum has been endorsed by all 29 federally recognized Tribes.

Learn more about JMLSTI at ospi.k12.wa.us.

Grants

The Office of Native Education oversees various grants that require Tribal consultation.

Browse opportunities at ospi.k12.wa.us.



