



A People of Vision

Flathead Reservation Regional Indian Education Summit

February 7 & 8, 2019

Sponsored by the Montana Office of Public Instruction
Hosted by the Confederated Salish and Kootenai Tribes' Education Department

Summary Report

In a historic collaboration, approximately 130 parents, grandparents, students, teachers, administrators, school board members, tribal leaders, higher education faculty, and state agency personnel met with a single purpose—to improve support for American Indian students in Flathead Reservation schools. Singularly, each of these groups have been involved in efforts and gatherings with the same focus. However, I believe this is the first time that we met collectively to engage across our different roles and perspectives. We accomplished this with a notable measure of grace.

There are statements and ideas that stood out to us individually and collectively. I believe the most powerful and moving voice came from the high school students. Approximately 30 high school students representing five school districts participated. They were thoughtful, intelligent, honest, and brave. Students shared personal experiences and suggested diverse strategies and actions to support their success. Their ideas to promote positive change spanned a spectrum from practical to theoretical and philosophical.

“Using equity to create equality” Flathead Reservation High School Student
“Create change through teacher morale” Flathead Reservation High School Student
“More passionate teachers” Flathead Reservation High School Student

Parents offered us insights and understandings of students that uniquely portrayed the lived experience of their daughters and sons. They recognized the need for social and emotional support for students and teachers. Parents spoke of reciprocal acceptance and inclusiveness FOR everyone (their emphasis). An individual parent spoke of forgiveness. This statement was so important. We had all just reviewed American Indian student data and struggled to identify how we were failing students. Our responses spanned mobility, discrimination, poor relationships, low expectations, absenteeism, irrelevant curriculum, and trauma. In the multitude of responses, there is a space for all of us to do better. Collectively, we owned the situation to varying degrees. We were all interested in ideas and answers to make a difference. Perhaps we moved a bit beyond blame and resentment.

“Forgiveness is the key that unlocks the door of resentment and the handcuffs of hatred.” Corrie Ten Boom

Teachers voiced the need for curricula that offered multiple perspectives, real world connections, and local history and culture. Their request is both a challenge and an invitation to us, the Confederated Salish and Kootenai Tribes, to write our own story and share it with the schools. We are the keepers of this information. It is time that we provide it in a meaningful and beautiful way to young people in our schools. The schools have

opened the doors. The teachers have extended an invitation. Let's go in. I must conclude the teacher comments with two very important strategies they identified: "Self-reflection on our own culture," and "Unconditional Love." Thank you educators. Well said. Well thought. Well felt.

Administrators, our educational leaders, took a pragmatic approach for immediate actionable steps such as creating welcoming entrances of inclusion and making both Salish and Kootenai languages visible throughout school buildings. At a policy level, they suggested integrating Indian Education for All (IEFA) implementation into teacher evaluations by building an IEFA component into the required teacher portfolio. Administrators discussed the important and essential nature of relationships in teaching and learning. Their statements had a profound impact on one of the tribal leaders present. That council representative has commented publicly several times on his surprise and appreciation for this perspective and belief. He remarked that he was invisible through his whole public school career. In each of the high school student groups, individual students remarked on the important of relationships. Students identified the need for caring teachers who are passionate about their work. They stated the relationality between teachers and students has a direct impact on student achievement.

The Search Institute conducted a study that found the higher a number of developmental relationships young people reported, the higher their academic motivation, social-emotional skills, and personal responsibility; and the lower their self-reported high-risk behaviors. The participating high school students shared important insight with us that is affirmed by research!

THE DEVELOPMENTAL RELATIONSHIPS FRAMEWORK

©The Search Institute

ELEMENTS	ACTIONS	DEFINITIONS
Express Care Show me that I matter to you	Be dependable Listen Believe in me Be warm Encourage	Be someone I can trust. Really pay attention when we are together. Make me feel known or valued. Show me you enjoy being with me. Praise me for my efforts and achievements.
Challenge Growth Push me to keep getting better	Expect my best Stretch Hold me accountable Reflect on failures	Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.
Provide Support Help me complete tasks and achieve goals	Navigate Empower Advocate Set boundaries	Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put in place limits that keep me on track.
Share Power Treat me with respect and give me a say	Respect me Include me Collaborate Let me lead	Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems & reach goals. Create opportunities for me to take action and lead.
Expand Possibilities Connect me with people and places that broaden my world.	Inspire Broaden horizons Connect	Inspire me to see possibilities for my future Expose me to new ideas, experiences & places Introduce me to people who can help me grow

Note. Because relationships are, by definition, bidirectional, each person in a strong relationship engages in and experiences each of these actions. However, for the purpose of clarity, the framework is expressed here from the perspective of one young person.

At the end of a day and half, new relationships were developed and existing ones improved. At the end of a day and half we came to some shared understandings. At the end of a day and half we created consensus on immediate actions to build bridges of support for American Indian students.

Indeed, many of you are already in motion. Polson High School is planning “One Book, One Community” for this fall with the book *Power* by Chickasaw author Linda Hogan. St. Ignatius Middle and High Schools are both initiating “One Book, One Community” with books by Native authors. Polson schools now have the Salish and Kootenai fonts! Jennifer Jilot from Arlee High School is leading professional development utilizing Stacy York. Tyler Arlint, principal at St. Ignatius Elementary School, has contacted our office to consult on their new reading program and we are working together to send some staff to Daily 5 training. Ronan schools have sent the drafts of all of their handbooks for review and comment to our office and the Indian Education Committees. Tribal consultation in action! The complete Dixon school staff are convening this June at a conference in Washington to strengthen and improve their system of instruction. Hot Springs and Charlo IEC’s are planning cultural activities and they are both hosting Native scientist and cultural maker Frank Finley with their middle school students. Charlo is utilizing diverse American Indian literature and hosted a local Native author for three weeks on a poetry project. Two Eagle River School is the fortunate recipient of a Native Youth Community Project grant that will afford many supportive activities for their students.

We are all fully aware that we have a long way to go before American Indian students are at parity with their peers. We also understand the need to celebrate every step forward, every small victory that moves us closer to equity. The Tribal Education Department extends a heartfelt thank you to each participant. Let’s continue to make history that makes all of us proud.

To conclude this portion of the summary report, I’d like to highlight what the high school students said gets them to school:

- Motivation to graduate – for better life and future
- Encouragement from parents
- Setting good examples for younger siblings and others
- Strive for things
- Making my people proud
- College/Career
- Social
- Don’t want to end up on the street
- Expectations
- Sports
- Clubs
- Electives
- Teachers
- Food!

Several Tribal Education Department staff provided fabulous support by transcribing approximately 47 pages of your notes. Please forgive an occasional typo and an unintended omission or repetition. As I went through all of the transcribed material it got a bit confusing, so please be gracious with any errors.

Transcriptions of Participant Notes in Response to American Indian Student Data

Causal Factors—How Did We Get Here?

- Mobility
- Trauma
- Unemployment
- Generational Poverty
- Drama/Bullying
- Not supported/lonely
- Generational abuse
- School Culture
- Labeling/assumptions
- Beliefs

What Does Research Say?

- Culture matters
- Courage to make change
- Embracing culture diversity
- Empowering students
- Acceptance

Causal Factors—How Did We Get Here?

- No early intervention plan/parent engagement
- Lack of training around dealing with trauma/alignment to PD/identify needs
- Lack of mental health/support staff/emotional support
- Level of support/student view level of personal safety
- Culture and climate/performance expectation for students

What Does Research Say?

- Dropout rate
- Is there a connection to discipline data?
- Lack of student input (data on needs)
- Student surveys and forums

Causal Factors—How Did We Get Here?

- Attendance
- Challenging work
- Peer issues

- Student engagement
- Skills deficient
- Anxiety lack of security
- Parents lack of caring
- Dropouts
- Poverty
- Bullying

What Does Research Say?

- Students who attend higher confidence
- Students who are engaged graduate
- Depression/mental health increase

Causal Factors—How Did We Get Here?

- Irrelevant topics for students
- Time
- Gaps in the process
- Parent/Teacher engagement

What Does Research Say?

- Culture influences everything.

Causal Factors How Did We Get Here?

- Teacher/Family expectations
- Teacher moral/school climate
- Student participation + voice
- Class size
- Envisioning future/career planning
- Lack of student input
- Cultural relevance
- Racism + history of racism

What Does Research Say?

- Culture counts
- Culture in fluency
- More education about history
- Anti-bias training for adults so they can lead students
- Teacher connection to community + culture

Causal Factors – How did we get here?

- Logistic resources are lacking for some students (car, money, etc.)
- Students may be overcoming a lot just to get to school – teachers don't acknowledge
 - Solution: Thank students for being there – recognize their resilience
- Schools lacking adequate human (support) resources
 - Solution: could use positive peer influencers – peer networking
 - Solution: language and culture taught in school (support for culture)

- Utilize Class 7 teachers
- Lacking parental (adults/ guardian) support
- School social climate – relationships, bullying, connection
 - Solution: more morale building opportunities at school

Causal Factors – How did we get here?

- Attendance
 - Coming late = I.E. Missing reading
- Mobility
- School climate
 - Cultural sense of not belonging
 - Staff years in teaching experience
 - Class size ratio = teacher:student
- Parent engagement
 - Need to be more pro active
 - Involved when needing something (an issue)
 - Need “safe place” to get people to show up
 - More engaged when their child is young, become less involved the older they get
 - Lack of trust & relationships

What Does Research Say?

- Cultural counts
- Cultural diversity = strengths
- Teachers to be more reflective

Causal factors – How Did We get here?

- Relationships at school teacher, staff/students
- Student lack of motivation or don't see it as a main priority
- Parent engagement; It matters if parents care about school (ties into attendance)
- Substance abuse

What Does Research Say?

- Racial profiling impacts student success
- Diversity is positive
- Culture counts

Causal Factors – How Did We Get Here?

- Class size
- Level of support from teachers
- Parent engagement
- Attendance/tardiness
- Teacher moral
- Understanding from teachers
 - Student support
 - Student mentor to help
 - Skype into classrooms

- Literacy
 - Students not having enough exposure for writing.

What Does Research Say?

- Students feeling value (home & large class size)
- Parent adequacy
- Size of family/responsibility
- Where parents work
- Support to teachers
 - Class size?
 - Students' needs

Causal Factors – How did we get here?

- Mobility and not having a sense of place in the school
- Cur. Alignment
- The level of support the student has in school
- Not having someone to tell how your day was
- Attendance
- Not much cultural stuff happens in public schools

What Does Research say?

- Our writing isn't as high as the other categories
- We should have more native teachers for school
- We need more parental support at home
- Most kids don't have a ride to school if they miss the bus
- Each school should have a cultural coordinator/language teacher

Causal Factors—How Did We Get Here?

- Cultural sensitivity
- School environment
- Level of support
- Accountability
- Asking for help
- Not accommodating
- Learning ability/style
- Leadership/administration
- Academic & social stress
- Lack of communication with students

What Does Research Say?

- Clash of world views between home and school
- Dominant culture valued at school throughout academic content
- Native history specifically

Causal Factors—How Did We Get Here?

- Writing – evaluated differently so it looks low

- Writing isn't being taught @ ACT level
- Subject is new & students didn't feel comfortable writing about it
- Test not fitting students
- ACT prep? Nature or freq. of assessment
 - Do schools or students value this test
 - Affects confidence and perception of value or success for the future
- Career and college readiness
 - What are you going to do with your life? Trade? College? Work?
- Performance Expectations
 - Low vs. high
 - Academic work v fill in the blank
 - Quality teachers
- Small class size & teacher moral
- School climate – collaborative between admin, teachers, and students
 - Teachers get resources they need?
 - Instructional leadership NOT just behavioral correction from Admin
- Core flex – 30 @ Polson for ACT prep
- What's causing low achievement scores?

What Does Research Say?

- Relationships at school are most important
- Weak or poor relationships
 - Someone “looks scary” or “like trouble” “depressed” teachers don't bond with them
 - Some ask for help and aren't supported so they drop out
- Hobbled to curriculum
 - Less creativity and bar is set too low @ start
 - Less intellectual work
- Tests are designed and geared towards specific students (i.g. corporate)
- School culture vs. Tribal culture
 - Teachers that are part of the community
 - New parents
 - Don't understand pressures at home so continued expectations on them, but they are stressed and sad or angry
 - Home room check in with student before school starts

Causal Factors—How Did We Get Here?

- Lack of parent engagement/support
- Do students feel important?
- Mobility
- Large numbers of students in special ed. w/ IEPs leads to communication issues
- Discrimination
- Lack of high expectations
- Stereotypes
- Curriculum
- Discipline

What Does Research Say?

- Culture counts – impacts all causal factors
- Question of “why” continues to be unanswered – look for the cause
- Differentiate
- Academics and behavior and social/emotional skills go hand in hand
- Build relationships
- Teachers need more support – trauma informed schools

Causal Factors—How Did We Get Here?

- Taking care of family members (dropouts)
- Political climate (2017) (divisiveness)
- Lacking support from teachers
- Feeling “not cared about”
- Feeling pressured to perform better and not being able to meet that expectation
- Students test differently, not all students test the same way

Causal Factors—How Did We Get Here?

- Mobility
- Trauma
- Unemployment
- Generational Poverty
- Drama/Bullying
- Not supported/lonely
- Generational abuse
- School Culture
- Labeling/assumptions
- Beliefs

What Does Research Say?

- Culture matters
- Courage to make change
- Embracing culture diversity
- Empowering students
- Acceptance

Causal Factors—How Did We Get Here?

- No early intervention plan/parent engagement
- Lack of training around dealing with trauma/alignment to PD/identify needs
- Lack of mental health/support staff/emotional support
- Level of support/student view level of personal safety
- Culture and climate/performance expectation for students

What Does Research Say?

- Dropout rate

- Is there a connection to discipline data?
- Lack of student input (data on needs)
- Student surveys and forums

Causal Factors—How Did We Get Here?

- Attendance
- Challenging work
- Peer issues
- Student engagement
- Skills deficient
- Anxiety lack of security
- Parents lack of caring
- Dropouts
- Poverty
- Bullying

What Does Research Say?

- Students who attend higher confidence
- Students who are engaged graduate
- Depression/mental health increase

Causal Factors How Did We Get Here?

- Irrelevant topics for students
- Time
- Gaps in the process
- Parent/Teacher engagement

What Does Research Say?

- Culture influences everything

Causal Factors—How Did We Get Here?

- Teacher/Family expectations
- Teacher moral/school climate
- Student participation + voice
- Class size
- Envisioning future/career planning
- Lack of student input
- Cultural relevance
- Racism + history of racism

What Does Research Say?

- Culture counts
- Culture in fluency
- More education about history
- Anti-bias training for adults so they can lead students
- Teacher connection to community + culture

Research Article Explored in Relation to American Indian Student Achievement Data
Culturally Responsive Teaching: Theory, Research and Practice
Geneva Gay

This book offers some suggestions for reversing the underachievement of students of color. They are embodied in the proposal for implementing *culturally responsive teaching*. Research, theory, and practice attest to their potential effectiveness. However, culturally responsive teaching alone cannot solve all the problems of improving the education of marginalized students of color. Other aspects of educational enterprise (such as funding, administration, and policymaking) also must be reformed, and major changes must be made to eliminate the social political and economic inequities rampant in society at large (Aanyon, 1997; Kozol, 1991; Nieto, 1999).

Six major premises or assertions undergird the discussions in this book...

1. Culture Counts

The first premise is that culture is at the heart of all we do in the name of education, whether that is curriculum, instruction, administration, or performance assessment. As used here, *culture* refers to a dynamic system of social values, cognitive codes, behavioral standards, worldviews, and beliefs used to give order and meaning to our own lives as well as the lives of others (Delgado-Gaitan & Trueba, 1991). Even without our being consciously aware of it, culture strongly influences how we think, believe, communicate, and behave, and these in turn affect how we teach and learn. Because teaching and learning are always mediated or shaped by cultural influences, they can never be culturally neutral (Ginsberg, 2015; Kuykendall, 2004; Ortiz, 2013).

2. Conventional Reform Is Inadequate

The second guiding assumption of this book is that conventional paradigms and proposals for improving the achievement of students of color are doomed to failure. This is due largely to their being deeply enmeshed in deficit orientation—that is, concentrating on what ethnically, racially, and culturally different students don't have and can't do—and their claims of cultural neutrality. These positions are evident in current thinking about "at-risk" programs and highly structured, scripted instructional programs that emphasize only the technical and academic dimensions of learning.

3. Intention Without Action Is Insufficient

A third assumption is that many educators have good intentions about not being academically unjust and discriminatory toward ethnically and racially different students. Others understand and even endorse the importance of being *aware* of cultural differences in classroom interactions. However important they are, good intentions and awareness are not enough to bring about the changes needed in educational programs and procedures to prevent academic inequities among diverse students. Goodwill must be accompanied by pedagogical knowledge and skills as well as the courage to dismantle the status quo.

4. Strength and Vitality of Cultural Diversity

A fourth major assertion underlying the discussion in this book is that cultural diversity is a strength—a persistent, vitalizing force in our personal and civic lives. However, its full potential may not be realized. It is, then, a useful resource for improving educational effectiveness for all students. Just as the evocation of their European American, middle-class heritage contributes to the achievement of White students, using the cultures and experiences of Native Americans, Asian and Pacific Islander Americans, Latino Americans, and African Americans facilitates their school success.

5. Competence or Incompetence is Never Universal of All-Inclusive

Prevailing tendencies in educational practice operate on the assumptions that student capabilities as shown in any one area of performance will be the same in all areas. Even though ideological claims are made to the contrary, too often these are not reflected in practice. Consequently, students who are gifted and talented in science are assumed to be similarly capable in math, social studies, language arts, and fine arts. Conversely, low achievement in reading, for example, will parallel poor performance in writing, civic education, science and mathematics, another example of the universality of competence is the interactions between economics, ethnicity and educational achievement. The tendency is for educators to act as if *all* children of poverty and of color are at risk of school failure...

In fact, competence is always contextual and evolving. However challenging and difficult (or even most) school learning may be for some students, there is always something that they can do well. These competencies may not be recognized and valued as such by educators, and they may not be viable in school settings, but that does not mean that they are nonexistent. They may be social, cultural, personal, or political, rather than academic, and not necessarily applicable across all times and circumstances, but they do exist and they are functional.

6. Test Scores and Grades Are Symptoms, Not Causes, of Achievement Problems

The final premise underlying the discussions in the forthcoming chapters is that test scores on standardized tests and grades students receive on classroom learning tasks do not explain why they are not performing at acceptable levels. These are the symptoms of, not the causes of or remedies for, the problems. Unless teachers understand what is interfering with students' performance, they cannot intervene appropriately to remove the obstacles to high achievement. Simply blaming students, their socioeconomic background, a lack of interest in and of motivation for learning, and poor parental participation in the educational process is not very helpful. The question of "why" continues to be unanswered. Some other reasons may explain why disproportionately high percentages of African Americans, Latinos, Native Americans, and some Asian Americans groups are not doing well in school. Among these are intragroup variability, differential skills and abilities, stress and anxiety provoked by racial prejudices and stereotypes, discontinuities between the cultures of the school and the homes of these diverse students, and a lack of confirming support from educational programs and institutions (Fulgini, 2007; Steele, 1997, 2010). They offer insights that can generate more hopeful possibilities for reversing current achievement patterns.

The search for reasons why different students are performing as they are should begin with a much more careful disaggregation of achievement data. Describing performance in "averages" across ethnic groups and for "composite skills" can disguise more than illuminate.

Transcriptions of Participant Notes on Strategies to Affect American Indian Student Data

Current Strategies

- Data on ethnicity
- Building relationships with students and families
- Creating a classroom environment with culturally identifiable objects and presence
- Native American literature in the library
- Grant writing and support for taxes. Indian Ed for all support
- Efforts towards equity in student discipline

New or Additional Strategies

- Data on basic need
- Economic and other statistics
- Attending cultural events and activities
- Family night activity
- Open to family participants in day to day school operation
- More accountability in use of funds, grants
- IEFA interwoven throughout the curriculum with assessment and accountability
- Equity
- More continuity coordination between the rez schools

Current Strategies

- Trust
- Relationships
- Literacy
- Classroom community
- SBAC practice
- Process familiarity
- Vocab celebrate accomplishments
- Innovation/explanation of how/why this is relevant to them culturally sensitive
- Reaching out

New or Additional Strategies

- Time/slow down
- Technology
- Performance tasks
- School/home person
- Comic books, games, writing
- Purpose/deeper/crafty/multi-sensory
- Involve students in process
- What interests students/understanding of student in family

Current Strategies

- Align the curriculum K-12
- Data literacy (using assessments to help drive instruction)
- ACT test results
- My voice survey
- Supports: entrance welcoming, Alta Care, counseling, ASP title

New or Additional Strategies

- Time to accomplish this among the grades + buildings PLC, early release
- More data training to help all groups use and understand ways to help schools systems to better prepare students of next levels respond and make improvement
- Restorative trauma informed more social emotional support

Current and New Strategies with Emphasis on Communication

- Postcards
- SMS
- Facebook
- Website
- Newsletter (School, Student, Community)
- Weekly parent/school letter (Bloomz, Class Dojo)
- Family Nights
- Using Cultural Responsive Resources

Current Strategies

- Meaningful/integration throughout all curriculum
 - Multiple perspectives
- Positive reinforcement storytelling
- Acknowledge and Celebrate Cultures
- Creating new curriculum
- Real world connections
- Bring in community members
- Using metaphors and thinking prompt
- Unconditional Love

New or additional Strategies

- Rethinking current policies
- Prioritize relationships
- Provide more for non-college bound students
- More PD on Tribal history and culture
 - Engagement
 - Hands on
 - Take away
- Self-reflection on own culture
- Encourage more N.A. Students to go into education

Current Strategies

- Data on ethnicity
- Building relationships with students and families
- Creating a classroom environment with culturally identifiable objects and presence
- Native American literature in the library
- Grant writing and support for taxes. Indian Ed for all support
- Efforts towards equity in student discipline

New or Additional Strategies

- Data on basic need
- Economic and other statistics
- Attending cultural events and activities
- Family night activity

- Open to family participants in day to day school operation
- More accountability in use of funds, grants
- IEFA interwoven throughout the curriculum with assessment and accountability
- Equity
- More continuity coordination between the rez schools

Current Strategies

- Trust
- Relationships
- Literacy
- Classroom community
- SBAC practice
- Process familiarity
- Vocab celebrate accomplishments
- Innovation/explanation of how/why this is relevant to them culturally sensitive
- Reaching out

New or Additional Strategies

- Time/slow down
- Technology
- Relevance
- Performance tasks
- School/home person
- Comic books, games, writing
- Purpose/deeper/crafty/multi-sensory
- Involve students in process
- What interests students understanding of student in family

Current Strategies

- Align the curriculum R-12
- Data literacy (using assessments to help drive instruction)
- ACT test results
- My voice survey
- Supports: entrance welcoming, Alta Care, counseling, ASP title

New or Additional Strategies

- Time to accomplish this among the grades + buildings PLC, early release
- More data training to help all group use and understand ways to help schools systems to better prepare students of next levels respond and make improvement
- Restorative trauma informed more social emotional support
- Communication: postcards, SMS, Facebook, website, newsletter (school, student, community) variety! weekly parent/school letter (Bloomz, Class Dojo), family nights, using cultural/community resources

Current Strategies

- Native Parent presence
- Know your school board
- Get involved in your school
- Attending back to school nights
- Let teachers know you are part of their team. You know your child or children best
- Communicate with teachers
- Support culture
- Being involved in various school/parent groups on community groups (boys and girls club)
- Being forgiving with the school. Remaining consistent
- Empowering our kids, “speak up” if you see something at the school that is not right.
- Empower other parents

New or Additional Strategies (parents)

- Spread the word about support, programs/events, activities -> help w/ transportation, outreach, smaller satellite sites
- Know your school/board & IEC – be a part for the elections
- Inviting community members to come in & teach our students, our teachers – not just professionals
- Be advocates for tribal programs in the schools during school day
- Ask community members/elders to be bus support and lunch support
- Have a space for parents to help out
 - Classroom
 - With the school
- Help make our schools/classrooms more welcoming and culturally relevant
- Be part of the IEC/Title VI/IEFA
- Help teach some of the classes or activities afterschool
 - After school programs (ASP)
 - 4H
 - BGC
 - Summer cultural program
- Ask about and be involved with the school district policies – Indian policies & procedures
- Be forgiving, but consistent
- Keep pushing forward to evoke change
- Empowerment everywhere for everyone – support those who might not have it at home
- Be there to support tragedy and look through

Current strategies (Teachers)

- Meaningful/integration throughout all curriculum
 - Multiple perspectives
 - Positive reinforcement
 - Storytelling
 - Acknowledge and celebrate cultures
 - Creating new curriculum
 - Real world connections
 - Bring in community members

- Using metaphors & thinking prompts
- Unconditional love

New or Additional Strategies

- Rethinking current policies
- Prioritize relationships
- Provide more for non-college bound students
- More P.D. on tribal history and culture
 - Engagement
 - Hands on
 - Take aways
- Self-reflective on own culture
- Encourage more N.A. students to go into education

Current Strategies (Higher Ed, Teacher prep)

- Culturally Responsive Teaching
- Evidence-based methods instruction
- Recruiting efforts
- SKC ongoing cross-district engagement
 - BRAIDS
 - FRESH
 - FIRST
- Bridge programs – H.S. dual enrollment
- Language partnerships

New or Additional Strategies

- New forms of advocacy – 10-12 writing programs
- U.M. connect w/ freshmen (pre-ed)
- Offering PD – admins
- Inform about critical gaps
- Suggestion from K-12 = sec. programs should prepare H.S. teachers to teach kids, not just content
- Research (cross-institutionalized)

Current Strategies (Students)

- ACT Aspire and more prep
- Easy speak
- More schools should be self-motivated
- More school should add electronic assignments (iPods, etc.)
- Tutoring/monitoring
- More schools should have Fridays off (longer week days)
- More classes available.

New or Additional Strategies

- A teacher who's flexible
- A teacher who's caring
- Having more native American teachers at school

- Teachers sometimes lack communication with students
- Teachers should teach more uniquely during school
- A teacher who's passionate about what they do
- We need somebody to teach us about Flathead Reservation history in every school
- We need to be trusted by the schools
- Students should learn life skills earlier on in life
- Equality between teachers and students
- More classes to express yourself (dance, band, art, choir, etc.)
- Have a teacher to communicate with
- Acknowledge personal lives and home environment
- Educate the teachers
- Diversity pride
- Have someone to fight for us
- More Community events
- Students have real world problems too
- More local teachers
- School separation fixed
- More options
- More outside world interaction
- Teacher relationships
 - Accept you and Nice
 - Empathy sympathized
 - Open to input
 - Open minded
- Mentors/Better Support System
 - Support your goals
 - More effort to know student
- Ask why students are dropping out – convince them out of it
- ACT Prep
- Credit Recovery
- Reaching Out
- Student Based Support System
- Financial AID
- More electives/Clubs
- Consumer Economics
- Prep for Life Lessons
- Motivation

New or Additional Strategies

- Quality of time utilized in school
- Real world, hands on instruction/lessons
- Mental health counselors
- More passionate teachers
- More course options/after school programs
- Multiple perspectives in history
- Add more cultural/learn about other cultures

Current Strategies

- Teachers notices your moods or live
- Ignorant blame from teachers
- Impersonalized system without options
- Diversity is usually seen as a flaw or minority
- Compassionate teacher staff
- More enthusiastic staff who isn't just there because they have to be
- No mention of native history, sports, languages, and cultures
 - no empathy – problems are seen as “lesser than”
- Pride-less

New or Additional Strategies

- Have a teacher to communicate with
- Acknowledge personal lives and home environments
- Educate the teachers
- Diversity pride
- Have someone to fight for us
- Class bonding
- More fun

Current Strategies

- After school tutoring
- Advisory/society
- Guidance counselor
- Friends
- Credit recovery
- Gear up
- Talent search
- Upward bound

New or Additional Strategies

- Teacher relationships
- Accept you and nice
- Empathy sympathizer
- Open to input
- Open-minded
- Mentors/better support system
- Support your goals
- More effort to know students
- Ask why they're dropping out, convince them out of it
- ACT prep
- Credit recovery
- Reaching out
- Student based
- Support system

- Financial aid
- More electives/clubs
- Consumer economics
- Prep or life skills
- Motivation
- Wanting to know more about the student outside of the classroom
- Sense of humor/serious when needed
- Good teachers and being good role models
- Teachers who are understanding
- Building stronger bonds with their students
- Wanting you to succeed
- Teachers communication
- Being resourceful
- Supportive with extracurricular activities

Transcriptions of Participant Notes in Response to Culturally Responsive Schools

Building Culturally Responsive Schools—School Administrators

Physical

- Welcoming entrance with “cultural curb appeal”
- Field trips/outdoor learning
- Gardens and green houses

Building Culturally Responsive Schools

- Wellness support students + school staff
- Relationships
- Tribally specific curriculum
- Salish + Kootenai languages
- Cultural resource people/all kinds of mentoring
- Traditional seasonal activities
- Student input

Building Culturally Responsive Schools

- Hands-on/trade classes – mechanics etc.
- Cultural-based curriculum
- Make core curriculum more culturally responsive
- Tie academic goals to cultural goals
- Place-based
- “watch dog dads” program – expand to elders
- Language
- Music, drumming, singing
- Native literature
- Art displays

- Communication across communities
- Community speakers
- Cultural field trips
- Native games
- Engaging lessons
- Designated cultural resource person
- Small classes – physical
- Communicate about all cultures
- Cultural artifacts
- Tribal flag
- Inviting/open – gathering places/common areas
- Murals – historical, natural
- Assess & give feedback to multiple strengths, not just academic/testing
- Cultural awareness and trainings
- Calendar reflects culture
- Attendance policy
- School schedule – start and end times flexible
- Skill based school – not grade level school

Policies

- IEFA integrated into teacher evaluation
- IEFA Teacher portfolio

Building Culturally Responsive Schools—Parents

Physical

- Free room for cultural and traditional expression
- All meals free (breakfast, lunch, dinner (to go or to stay))
- Tribal flags & flag song
- Welcoming Space
- Native & medicinal plants, natural light, art
- Outdoor classrooms, gardens, hydroponics
- Culturally significant Entry/commons
- Wellness room/counselor
- Moveable walls for open spaces
- Indigenous foods in lunch—Grown on campus
- Technology (fun learning recreation)
- Non-native mascots
- Overall wellness and focus
- Circular building
- Natural materials
- Community partnerships
- Employees support parents and safe adults going into schools during work time

Community Partnerships

- Parents As Teachers
 - History
 - Language
 - Culture
 - Tribal Ed. - Facilitators
 - Community Members – Facilitators
- Wrap-around—We are all a part of our student's success
- Conversations among stake-holders
- School supported community activities and cultural events—Such as cooking and sewing
- Summer camps: Day & Overnight
- Adult and Family education programs

Support Programs

- Social and emotional
 - Teachers and students to prevent burnout
- Acceptance from/by everyone FOR everyone
- Self-care

Scheduling

- Different times of day
- Evening school
- Summer programs/classes

Curriculum

- Credit for cultural classes (it does meet state standards)
- Teach seasonally—Times of year/Traditional foods/plants
- Life skills—What it will take to survive as an adult
- Activism, Tribal Council
- REAL history—Multiple perspectives with experiential hands on learning
- Native games taught across the curriculum and all levels
- Trades and vocational programming
- Tribal language, not only as an add on but throughout
 - Pre K – 12th /Adult/All ages
 - Conversations
- Apprenticeships with in community
- Culturally relevant curriculum
 - Traditional and contemporary Art/Drumming/Singing
 - Meat cutting
 - Regalia
 - Lacrosse
- Younger and elder participation in designing curriculum/program

Faculty/Staff

- Partnerships with Tribal Ed, Council, and schools via round tables
- More tribal teachers and admin

- “Grow your own” teachers
- Accessible cultural info for teachers
- Cultural retreat for those new to Indian Country for teachers, admin, and all staff

Programs & Policies

- Change discipline procedures
 - Not so punitive
 - Behavior is a language
 - Indian policies and procedures
 - Recognizing Tribal holidays

Building Culturally Responsive Schools—Students

Physical

- Architecture
- Decorations
- Language/signs
- Layout
- Near water, grass, earthy, natural
 - NO: power lines, concrete, roads
- Meditative
- Nap room
- Indoor tracks and fields
- Snack bar
- Native plants
- Energy efficient building
- Washer + dryer
- Entrance through office not lobby
- Wood floors
- Open in/out
- Families welcome at all times
- Flexible hours
- Campus for families & students
- Transportation

Curriculum

- Learning outdoors
- Student choice
- Self-pacing
- Whole person
- Real-life application
- Career planning
- Student voice
- Language requirement and/or immersion
- Culturally relevant materials throughout school
- Teachers learn Salish & Kootenai

- More diverse teaching staff
- Connections to other cultures
 - Native, Black, Latino, Asian, etc.
- Local history—Not just broad IEFA

Physical

- Big classrooms large enough for dancing, etc.
- Indigenous architecture and art
- Big playground
- Accessible kitchen
- Gardens w/ traditional plants
- Hands-on spaces
- Regalia—Sewing & Beading
- Swimming pool
- Green transportation system for the whole rez
- Electric railcars free
- Free shared bicycles in every town [like Lime]
- Sweat lodge
- Fitness center

Curriculum

- Cultural music
- Opportunity for spiritual space/time to start the day
- Food sovereignty
- Hunting, fishing, plant gathering [indigenous herbology, zoology, classes or sections]
- Experiential learning
- Teaching how to make traditional learning
- Teaching how to make traditional outfits
- Calendar of seasonal traditional activities (annual cycle) [including history]
- Student input and guidance on what should be taught
- Social and emotional development and skills

Programs/Policies

- Intentional relevance, collaboration
- Required mentoring
- Health and wellbeing, walking together (teachers, staff, students)
- Culturally appropriate, respectful media materials (books, films, etc.)
- Excused leave or excused absences for cultural activities [make up days or extra credit for students PRIOR to absence]
- Flexible scheduling, break time (nap times?)
- Teaching staff proportional to students (native, non-native)

Physical (Facilities)

- Greenhouse w/ native plants
- Pictures/decorations reflect cultural identity and elders
- Eco-friendly facilities/ heating system

- Sit at large tables as a group, rather than individual desks [pod desks]
- Healthier lunches
- “Nice a** gym”
- Better technology
- Language (Native/Salish) throughout
- Wellness Room
- Dry meat rack

Programs/Policies/Partnerships

- More Native teachers
- Native speakers—like Julie
- After school programs
- STEM
- Student council
- Work w/ other schools to build community
- Skype w/ other far off places—share our cultures
- No detention/keep Friday school
- 4 day week—begins at 9-3
- More sports/extra-curricular activities
- Advisory to build relationships
Mental health counselors
- Community gatherings

Curriculum

- All perspectives of history
- Stock market, taxes, insurance, banking, finances
- All kinds of music
- Jordan Peterson, Gary Paulson, Native Authors
- Native Languages K-12
- Reading, writing, math, science
- Hands on cultural activities – following seasonal patterns
- Cooking
- Engineering, woodwork, carpentry
- Our side of the story & culture
- Life skills
- Job skills
- Story telling
- Teaching about stereotypes everywhere
- Sports

Programs/Policies

- Drug and alcohol prevention program
- Tribal understandings

Building Culturally Responsive Schools—Teachers

Physical

- Entrance/commons area
- Culturally reflective artwork/architecture
- Cultural curb appeal in front of school w/ a WOW! factor
- Classroom – collaborative seating, flexible seating, round tables
- Welcome in Salish/Kootenai at entry way of school
- Universals in English/Salish/Kootenai
- Photos/paintings/prints of traditional chiefs of local tribes

Curriculum

- Culturally responsive, teach culturally, not teach culture
- Culturally competent lesson plans at lower grades
- Salish K-12, Kootenai k-12
- Permanently integrated curriculums, teach every year
- Integrated Cross-curricular thematic units; theater ->P.E. -> Art -> History ->English
- N.A.S Teacher who also helps teachers integrate curricular elements
- Bringing in elders into the classroom, primary source documents, outside speakers/presenters
- Work with culture committees to build culturally responsive curriculum ->get their approval

Facilities

- Less desks
- Open spaces
- Outside
- Tribal influence in design, structure
- Colorful
- Pow wows natural food/ health traditional food
- No societal
- Equity in input on things
 - Understand your heritage and ancestors

Programs and Policy

- Learning outdoors
- Open door policy – families welcome
- Flexible hours
- Monthly dinners
- Teacher participation in community events, visiting w/ families
- Teachers/families meet at middle
- Transportation
- End zero-tolerance policies
- Restorative justice – relationship-based
- Mentoring relationships—males, females, and elders







