

OKLAHOMA STATE DEPARTMENT OF EDUCATION

TRIBAL CONSULTATION GUIDE



OKLAHOMA
Education

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Dear Tribal Leaders and Superintendents,

Oklahoma is a rich state of American Indian culture and heritage. Within its schools approximately 157,000 tribal children benefit from Title VI or Johnson-O'Malley Funding, one of the highest numbers in the country. Nowhere are the opportunities for collaboration richer. With this opportunity comes the responsibility of both schools administrators and tribal educational departments in preparing our school personnel to understand their students. Each tribe possesses unique cultures and customs and successful schools tailor their instruction and practices to incorporate tribal stories and history into their curriculum. During tribal consultation, which is required under Every Student Succeeds Act, administrators and tribal leaders must engage in active listening as they collaborate to establish a plan for the schools communities.



Meaningful collaboration and consultations will assist in building relationships and strengthening support systems to bridge the gap between educators and tribes so we may increase academic success and cultural understanding for all Oklahoma students. This should create reflection, follow-up, and follow-through. Without all three we will not have the vision we want. Schools must educate faculty to abandon bias, stereotypes and misconceptions about their students. We know community involvement can and will impact the success of our Native American/Alaska students.

This guide includes valuable information to assist in your collaboration and consultation. Together, we can build a strong bond between the Oklahoma State Department of Education, local education agencies and tribal agencies.

Thank you for your hard work and please reach out to me if you need any assistance. The future of our state and nation depends on our students' success.

Sincerely,

A handwritten signature in black ink that reads "Jackie White". The signature is written in a cursive, flowing style.

Jackie White
Executive Director of American Indian Education
Oklahoma State Department of Education
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Oklahoma City, Oklahoma 73105
(405) 522-1591
Jackie.White@sde.ok.gov



OKLAHOMA STATE
DEPARTMENT of EDUCATION

April 3, 2026

Dear Superintendents and Honorable Members of the Board of Education,

As our highschoolers prepare for graduation this season, I want to encourage each of you to take a moment and examine existing tribal regalia policies in your local communities. Oklahoma is officially home to 39 tribal nations along with many individuals associated with several other tribes. These individuals represent a unique and lasting foundation in our school communities, and many of these individuals value items which pay homage to their cultural heritage and religious identity. Among these items are spiritual eagle feathers, tribal graduation stoles, and other items of Native significance.

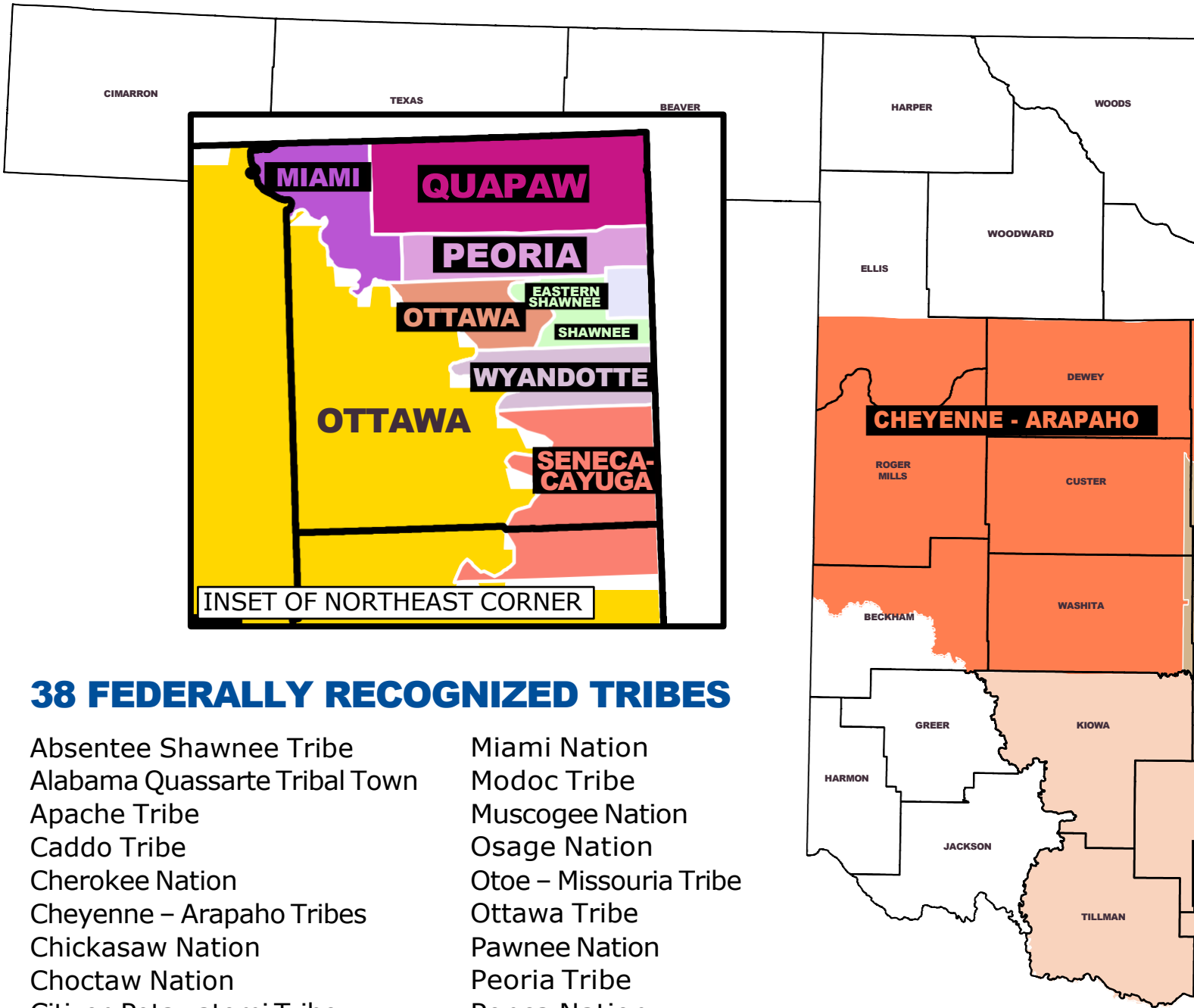
Per the *Every Student Succeeds Act* (ESSA), local education agencies and tribal educational representatives are encouraged to "meet the unique educational and culturally related academic needs of Indian students; to ensure that Indian students gain knowledge and understanding of Native communities ... traditions, and cultures; and to ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students" (20 U.S.C. § 7402).

Let us always be aware of current law and opinion on these matters, as well as ensure the greatest degree of cultural and religious consideration for our high school graduates. These items are important to many of our Oklahoma students, and they speak to a deep and abiding history of the people in our great state. The Oklahoma State Department of Education recommends that those districts required to conduct tribal consultation pursuant to ESSA (20 U.S.C. § 7918) reserve time in this year's consultation to discuss policies regarding American Indian students wearing eagle feathers and other religiously significant Native regalia to graduation ceremonies and similar events. For districts not required to conduct such consultations, a policy discussion with local tribal leaders and community members is strongly encouraged.

Thank you for your devotion to the betterment of the students of Oklahoma.

Sincerely,

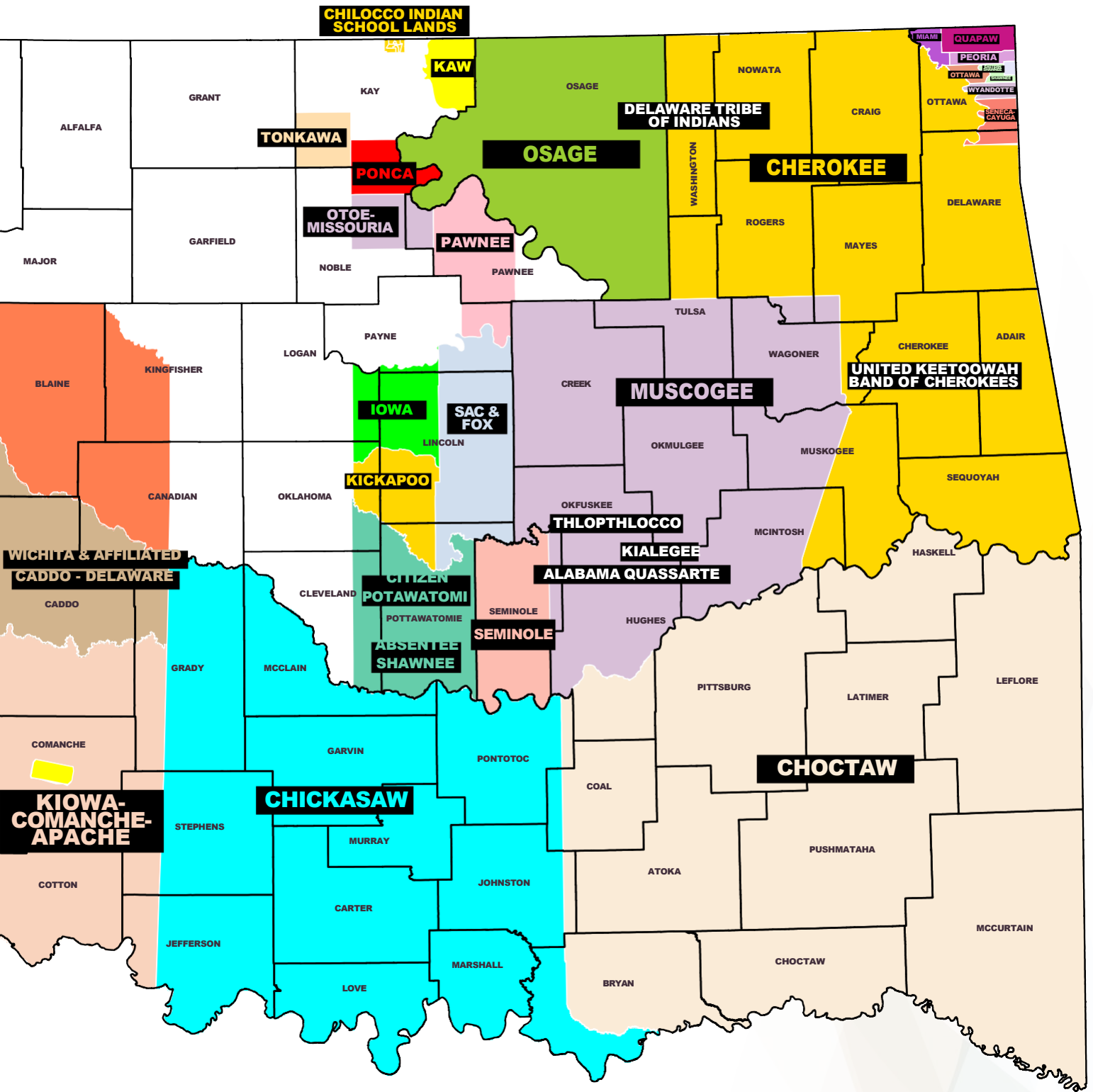
Lindel Fields
State Superintendent of Public Instruction



38 FEDERALLY RECOGNIZED TRIBES

Absentee Shawnee Tribe
 Alabama Quassarte Tribal Town
 Apache Tribe
 Caddo Tribe
 Cherokee Nation
 Cheyenne – Arapaho Tribes
 Chickasaw Nation
 Choctaw Nation
 Citizen Potawatomi Tribe
 Comanche Nation
 Delaware Nation
 Delaware Shawnee Tribe
 Eastern Shawnee Tribe
 Ft. Sill Apache
 Iowa Tribe
 Kaw Nation
 Kialegee Tribal Town
 Kickapoo Tribe
 Kiowa Tribe

Miami Nation
 Modoc Tribe
 Muscogee Nation
 Osage Nation
 Otoe – Missouri Tribe
 Ottawa Tribe
 Pawnee Nation
 Peoria Tribe
 Ponca Nation
 Quapaw Tribe
 Sac and Fox Nation
 Seminole Nation
 Seneca – Cayuga Tribe
 Shawnee Tribe
 Thlopthlocco Tribal Town
 Tonkawa Tribe
 United Keetoowah Band of Cherokees
 Wichita & Affiliated Tribe
 Wyandotte Nation



*The Euchee (Yuchi) Tribe is a State-recognized Tribe that is part of Muscogee Nation

WHAT IS MEANINGFUL COLLABORATION?

For Indian Education Formula Grants, local education agency (LEA) and Bureau of Indian Education (BIE) school applicants must describe the process used to meaningfully collaborate with Indian Tribes located within the community in a timely, active and ongoing manner in the development of a comprehensive program and the actions taken as a result of such collaboration. There is NO grant award amount associated with the collaboration requirement.

School districts, Tribal governments, Tribal education departments and approved Tribal organizations are encouraged to share information early and often as it applies to the educational success of American Indian students. Examples of information sharing may include curriculum development, the implementation of education policies and procedures, or the allocation of resources that may impact the education of American Indian students. Below are examples of what can be discussed during collaboration:

- › Dates and location for Tribal consultation meetings and public meetings
- › Notice for deadlines for LEA education plans and applications
- › Information and presentations on educational programs and policies
- › Notice of proposed program or policy changes, including invitations for Tribal input on the proposed program or policy changes
- › Information on LEA and Tribal government, Tribal education department and approved Tribal organization points of contact

OTHER HELPFUL TIPS TO COLLABORATE

- › Provide cultural awareness and diversity training for LEA leadership and administrators to foster, support and sustain positive and productive government to government relationships.
- › Collaborate early and often, and prior to actions or decisions being made that may impact Tribal educational interest.
- › Establish/create and agree upon a list that identifies Tribal educational priorities, issues and challenges.
- › Conduct outreach to Tribal governments, Tribal education departments and approved Tribal organizations with the goals of sharing information and receiving feedback on the subject matter requiring consultation, or elements of the activity or decision to be made.
- › Understand Tribal sovereignty and Tribal governmental authority as it relates to Tribal educational priorities, educational issues and challenges.

FREQUENTLY ASKED QUESTIONS ON COLLABORATION

1. Who is required to answer the question on *Meaningful Collaboration with Tribes*?

ESEA Section 6114(b)(7) requires applicants that are LEAs, LEAs in consortium, BIE-funded schools, or a consortium of BIE grant and contract schools, to conduct meaningful collaboration.

2. Our grant award was under \$40,000. Do we still need to meaningfully collaborate with Tribes under Section 6114?

Yes. There is no grant award amount associated with this requirement. Therefore, if your applicant type is an LEA, LEA in consortium, BIE-funded school, or a consortium of BIE-funded schools, you are required to conduct meaningful collaboration with Tribes.

3. What must an applicant describe in the *Meaningful Collaboration with Tribes* section?

Applicants must describe the process the LEA used to meaningfully collaborate with Tribes in a timely, active and ongoing manner in the development of the comprehensive program and the actions taken as a result of the collaboration.

4. Is *Meaningful Collaboration with Tribes* under Section 6114 the same requirement as Tribal consultation under Section 8538 of ESEA?

No. Meaningful collaboration with Tribes under Section 6114(b)(7) applies only to LEA and BIE-funded applicants for an Indian Education Formula Grant. LEA and BIE applicants must describe the process used to meaningfully collaborate with Indian Tribes in a timely, active, and ongoing manner in the development of comprehensive program and the actions taken as a result of such collaboration.

The Tribal consultation requirements under ESEA Section 8538 apply to affected LEA(s) that educate AI/AN students. Affected LEAs are specifically defined as LEAs with 50% or more AI/AN students or who receive \$40,000 in Title VI grant funds in the previous fiscal year. Affected LEAs are required to consult Tribes prior to submitting a plan or application under covered ESEA formula grant programs. To cover these two separate requirements, an LEA could hold one public hearing, but would need to have two separate agendas to cover the separate topics.

5. Can *Meaningful Collaboration with Tribes* occur during a public hearing?

Yes, it can but it is not required. Meaningful collaboration could occur during a public hearing as representatives of Indian Tribes are invited to attend. However, meaningful collaboration should be ongoing and this could only count as one occurrence held throughout the school year.

6. Is it allowable to conduct meaningful collaboration during an Indian Parent Committee meeting as defined in ESEA Section 6114(c)(4)?

Yes, it is allowable as long as the grantee is meeting the requirements of both ESEA Sections 6114(b)(7) and 6114(c)(4). However, keep in mind meaningful collaboration is ongoing.

7. If an LEA has multiple Tribes in the geographic area it serves, or if there is one Tribe and multiple LEAs, must there be separate collaboration with each Tribe or LEA?

Where there are multiple Tribes and a single LEA, the LEA may hold a meaningful collaboration session that includes all local Tribes. Similarly, where there are multiple LEAs and one Tribe, there is no federal prohibition against a joint meaningful collaboration session held by several LEAs. In both cases, the LEA must ensure that the Tribe or Tribes have a timely and meaningful opportunity to give input into an LEA's application.

8. Is there any differentiation between *representative of Indian Tribes* as cited in ESEA Section 6114(c)(4)(A)(ii) and *appropriate official* as cited in ESEA Section 8538(c)(2)(a) and/or ESEA 8538(c)(2)(B) Section 6114?

Yes. *Representative of Indian Tribes* as cited in ESEA Section 6114(c)(4)(A)(ii) are "representatives of Indian Tribes on Indian lands located within 50 miles of any school that the agency will serve if such Tribes have any children in such school;" however, *appropriate official* as cited in ESEA Section 8538(c)(2) are either (A) Tribal officials who are elected; or (B) appointed Tribal leaders or officials designated in writing by an Indian Tribe for the specific consultation purpose under this Section. The representative of Indian Tribes and appropriate Tribal official may be, but are not required to be, the same person.

9. *Meaningful Collaboration* as provided in ESEA Section 6114(b)(7) is required of applications seeking Indian Education Formula funds. Does this requirement apply to other covered programs under ESEA as defined in ESEA Section 8101(11)?

No, the meaningful collaboration requirement in 6114(b)(7) does not apply to other covered programs. The requirement in ESEA Section 6114(b)(7) for meaningful collaboration only applies to applicants seeking Title VI Indian Education Formula Grant funds. However, the consultation requirement in ESEA Section 8538 applies to affected LEA(s) that educate American Indian or Alaska Native (AI/AN) students for covered program, and applications for Title VI Indian Education formula funds. Affected LEAs are specifically defined as LEAs with 50% or more AI/AN students or who receive \$40,000 in Title VI Indian Education Formula Grant funds in the previous fiscal year.

Affected LEAs are required to consult with appropriate officials from Indian Tribes or Tribal organizations approved by the Tribes located in the area served by the LEA prior to submitting a plan or application under covered ESEA formula grant programs. Appropriate officials are Tribal leaders who are elected or appointed, or officials designated in writing by an Indian Tribe for the specific consultation purpose. Each affected LEA must maintain a record and provide to the SEA a written affirmation signed by the appropriate officials of the Tribe or Tribal organization with which the consultation has occurred. Note that the requirements in Section 6114(b)(7) for meaningful collaboration under Title VI refer to interactions that are timely, active, and ongoing, whereas the consultation requirements in Section 8538 refer to consultation requirements for the development of a plan or application.

WHAT IS TRIBAL CONSULTATION?

The Every Student Succeeds Act (ESSA) for states receiving federal dollars, including Title VI, requires Tribal consultation. Tribal consultation is a formal process between Tribal representatives and local educational agencies (LEAs) that serve an American Indian/Alaska Native (AI/AN) population.

The consultation process is essential to meeting the needs of Oklahoma's American Indian and Alaska Native students. LEAs with more than \$40,000 in funding under Title VI formula grant funds or with AI/AN enrollment of at least 50% are **REQUIRED** to consult with local Tribes **PRIOR** to submitting a plan or application.

The consultation process is meant to open the door to more conversation and collaboration between districts and Tribes. This work will be ongoing and evolve to become a monthly, bimonthly, quarterly or annual opportunity to enhance the education of Oklahoma's American Indian student population.

1. **Who is responsible for initiating the Tribal consultation?**

The school district superintendent is responsible for contacting a Tribal leader.

2. **What Tribe or Tribes should be invited to a school district Tribal consultation?**

District superintendents must consult with the Tribe or Tribes in which their school district is located.

3. **What if a school is not located in a Tribal jurisdiction?**

District superintendents should set up a consultation with a Tribe or Tribes within a 50-mile radius or with Tribes who have students as members of the school.

4. What if there is more than one Tribe within a 50-mile radius?

District superintendents should refer to their student American Indian/Alaska Native (AI/AN) population. They may choose to consult with the Tribe with the highest population of students in their district, or with more than one Tribe.

5. When should Tribal consultations begin?

The Title VI formula grant Tribal consultation must be completed by the end of the Part 2 application process prior to the grant submission. The discussion should include information from Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and Title V, Part B, subpart 2. Process must be completed prior to federal grant submission.

6. Who must be included in Tribal consultation (including the public hearing)?

This is an opportunity for all involved entities to understand the program and to offer recommendations regarding the program. The program must be developed in consultation with specified individuals: parents and family members of eligible Indian children enrolled in the LEA, representatives of Indian Tribes located within 50 miles of any school with eligible Indian children enrolled in the LEA, Indian organizations, at least one teacher from the LEA and, if appropriate, Indian students attending secondary schools of the agency.

FREQUENTLY ASKED QUESTIONS ON CONSULTATION

1. What are the consultation requirements under Section 8538 of the ESEA¹?

In general, Section 8538 requires affected local educational agencies (LEAs) (see Question 3 for definition of “affected LEA”) 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 covered programs (see Question 5 for more information on the programs covered by Section 8538). 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.

2. When do the consultation requirements under Sections 8538 of the ESEA begin?

Consultation requirements under Section 8538 of the ESEA begin prior to submitting a plan or application under covered ESEA formula grant programs and often occurs at the

¹ Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

beginning of each fiscal year. Affected LEAs that educate American Indian/Alaska Native (AI/AN) students are required to consult with local Indian Tribes.

3. Which LEAs must consult with Native American Tribes in accordance with Section 8538 of the ESEA?

Under Section 8538, an affected LEA is one that either: 1) has 50% or more of its student enrollment made up of AI/AN students or 2) received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA², in the previous fiscal year that exceeds \$40,000. To determine whether an LEA has 50% or more of its enrollment made up of AI/AN students, an LEA should use the enrollment data from the previous school year. The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity. An LEA that receives an Indian education formula grant award greater than \$40,000 in the previous fiscal year is an affected LEA for consultation purposes in the current fiscal year.

4. How can an LEA find information about Tribes?

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 *Additional Resources*: <https://easie.grads360.org/#program>.

To find Tribal addresses, see the list at the National Congress of American Indians (NCAI) website: <http://www.ncai.org/Tribal-directory>.

5. On which programs must an affected LEA consult with Native American Tribes?

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

- › 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)

² Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

- › 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)

6. When should affected LEAs conduct the consultation required under Section 8538 of the ESEA?

LEAs should conduct their consultation before making significant decisions regarding plans or applications for covered programs to ensure an “opportunity for ... appropriate officials from Indian Tribes or Tribal organizations to meaningfully and substantively contribute” to an LEA’s plan (Section 8538(a)). The timeline for each consultation is dictated by requirements of the relevant formula grant program, which have different application deadlines. For example, a State may have a deadline for LEAs to submit a consolidated local plan by a certain date, so consultation for those programs must be completed before that date. Given that Tribes may receive multiple requests for consultation, LEAs should consider arranging for informational meetings prior to consultation.

7. What should an LEA do to ensure “meaningful consultation”?

To ensure that consultation is meaningful, LEAs should provide Indian Tribes, or those Tribal organizations approved by the Tribes located in the area served by the LEA, an opportunity to provide input and feedback plans for any covered program. An LEA should consider providing a list of issues or questions on which it seeks input, or provide draft plans for this purpose, in advance of the consultation. An LEA should consult before it makes a final decision on significant and substantive issues related to the content of the plans. In addition, an LEA should consider providing written responses to Tribal input received during consultation to explain how input was considered.

8. What documentation is required for consultation with Native American Tribes under Section 8528 of the ESEA?

Each LEA must maintain in the agency’s records and – for State-administered ESEA programs, provide to the SEA – a written affirmation that the consultation occurred. This affirmation must be signed by the appropriate officials of the participating Tribes (or Tribal organizations approved by the Tribes). If Tribal officials do not provide such affirmation within a reasonable period of time, the LEA must forward to the SEA documentation that consultation has taken place.

9. May an LEA combine this consultation with other requirements regarding Tribal or parent involvement?

Yes, an LEA may coordinate or consolidate the required ESEA consultation with the parent activities required under the Indian Education formula grant program, the Impact Aid program, and the Johnson O’Malley program. An LEA may only do so, however, if the activity in question – i.e., the consultation – meets all of the requirements of each program. For example, an LEA may plan a public hearing or meeting with its local Tribe regarding its education program in order to meet the Impact Aid requirements for Indian Policies and Procedures. That hearing with the Tribe could incorporate the elements of the LEA’s proposed plans under the covered programs, rather than hold a separate consultation event. The LEA should involve the local Tribe or Tribes in planning the best approach that satisfies the needs of the Tribe(s) and the LEA in a time-effective manner and that meets the requirements of the various programs.

10. If an LEA has multiple Tribes in the geographic area, or if there is one Tribe and multiple LEAs, must there be separate consultations with each Tribe or LEA?

Where there are multiple Tribes and a single LEA, the LEA may hold a consultation that includes all affected local Tribes. Similarly, where there are multiple LEAs and one Tribe, there is no federal prohibition against a joint consultation held by several LEAs. In both cases the LEA must ensure that the Tribe or Tribes have a meaningful and timely opportunity to give input into an LEA’s plans or applications.

11. Can the U.S. Department of Education provide additional information?

Yes, the Department may offer assistance or provide other information upon request. Please contact the Office of Indian Education (OIE) at IndianEducation@ed.gov.

QUESTIONS TRIBAL NATIONS MAY ASK THE LOCAL EDUCATION AGENCY (LEA)

- › What technical assistance is needed from the Tribe or Tribes to enhance students’ academic and cultural needs?
- › How many educators on staff are AI/AN?
- › What is the level of AI/AN parent involvement?
- › What programs are offered specifically for AI/AN students? This should include clubs, activities and cultural events.
- › How many AI/AN students speak their Tribal language?
- › Are any Tribal languages offered at the school? If so, which ones?

- › How do you identify your AI/AN students?
- › How do you identify your at-risk students?
- › How many of your students are members of our Tribe? You may check with your Indian Education Director for this answer as well.

QUESTIONS THE LEA MAY ASK TRIBAL NATIONS

- › What mutual benefit do we hope to achieve because of the consultation?
- › What will you do with the information obtained from the consultation?
- › How do you foresee your Tribe working with our school?
- › How will Tribal consultation benefit our district?
- › What programs and services does your Tribe offer?
- › Do you provide services to all Tribes? In or outside the Tribal boundaries?
- › What should we know about your Tribe and Tribal culture?
- › How many school districts are in your Tribal jurisdiction?
- › How many people are employed by the Tribe?
- › Who is my contact for Impact Aid, if applicable?
- › Would your Tribe conduct home visits? If so, in what area?
- › Who is my contact in the Tribe?
- › Do you offer professional development or training?
- › How would you like to see us handle issues like the Land Run and mascots?
- › How can we reach out to parents more effectively?
- › Is it possible for a student to be enrolled in more than one Tribe?
- › Are you allowed to pick your Tribe?
- › What is a Certificate of Degree of Indian Blood (CDIB) card and how does someone obtain one?
- › Are AI/AN students only identified by their CDIB card?
- › What is the correct way to identify the Tribes?
- › How should I address my native students?
- › How does your Johnson O'Malley Program work?

INFORMATION OR DATA TRIBAL NATIONS MAY REQUEST

As a part of consultation, Tribes may request data from LEAs that relate to services or interventions that the Tribe provides to its citizens. It is important we work together to provide information that is available and necessary within the limits of the law.

Number of American Indian or Alaska Native Student(s):

- › Transfers
- › With High Mobility
- › At-Risk
- › Dropouts
- › Truants
- › Discipline Problems
- › Alternative Education
- › Participating in Free & Reduced Lunch Programs
- › Attending After-School Programs
- › On an Individualized Education Program (IEP)
- › Involved in Extracurricular Programs (sports, band, choir, etc.)
- › Concurrently Enrolled
- › Enrolled in CareerTech
- › Enrolled in Postsecondary Coursework
- › Enrolled in Oklahoma's Promise

American Indian or Alaska Native Population by Grade:

- › Elementary
- › Middle School
- › Junior High School
- › High School

American Indian or Alaska Native Student Assessment Scores:

- › Reading
- › Mathematics
- › Reading Sufficiency Act (RSA)
- › Test Scores Disaggregated by Grade
- › Average GPA (Secondary Students Only)

Percentage of American Indian or Alaska Native students taking the following tests:

- › ACT
- › SAT
- › Armed Services Vocational Aptitude Battery (ASVAB)

American Indian or Alaska Native student scores on college-readiness assessments such as:

- › ACT
- › SAT
- › Armed Services Vocational Aptitude Battery (ASVAB)

Federal Program Funding:

- › What funding amount do you receive per program?
- › How are those funds used to benefit AI/AN students?
- › How many AI/AN students participate in these programs?
- › Have you sent a copy of title grants prior to consultation?

OKLAHOMA'S 39 TRIBAL NATIONS & TRIBAL LEADERS

Absentee Shawnee Tribe of Oklahoma

Governor John Johnson
2025 South Gordon Cooper Drive
Shawnee, OK 74801
(405) 275-4030
jjohnson@astribe
www.astribe.com

Alabama-Quassarte-Tribal Town

Chief Sam Marshall
P.O. Box 187
Wetumka, OK 74883
(405) 452-3987
sam.marshall@alabama-
quassarte.org
www.alabama-quassarte.org

Apache Tribe of Oklahoma

Chairman Durell Cooper
P.O. Box 1330
Anadarko, OK 73005
(405) 247-9493
durellcooper05@gmail.com
www.apachetribe.org

Caddo Nation

Chairman Bobby Gonzalez
P.O. Box 487
Binger, OK 73009
(405) 656-2344
bgonzalez@mycaddonation.com
www.mycaddonation.com

Cherokee Nation

Principal Chief Chuck Hoskin, Jr.
Contact: Ashlee Fox or Taralee Montgomery
P.O. Box 948
Tahlequah, OK 74465
(918) 453-5000
Ashlee-fox@cherokee.org
Taralee-montgomery@cherokee.org
www.cherokee.org

Cheyenne & Arapaho Tribes of Oklahoma

Governor Reggie Wassana
100 Red Moon Circle
Concho, OK 73022
(405) 422-7733
rwassana@c-a-tribes.org
www.c-a-tribes.org

The Chickasaw Nation

Governor Bill Anoatubby
P.O. Box 1548
Ada, OK 74820
(580) 436-7280
tammy.gray@chickasaw.net
www.chickasaw.net

Choctaw Nation of Oklahoma

Chief Gary Batton
P.O. Box 1210
Durant, OK 74702
(580) 924-8280
gbatton@choctawnation.com
www.choctawnation.com

Citizen Potawatomi Nation

Chairman John "Rocky" Barrett
1601 South Gordon Cooper Drive
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www.potawatomi.org

Comanche Nation

Chairman Forrest Tahdooahnippah
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Delaware Nation

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Eastern Shawnee Tribe of Oklahoma

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 12755 South 705 Road
 Wyandotte, OK 74370
 (918) 666-2435
 gjwallace@estoo.net
 www.estoo-nsn.gov

Euclidean (Yuchi) Tribe of Indians

Chairman Geoffrey Rolland
 P.O. Box 10
 Sapulpa, OK 74067

Fort Sill Apache Tribe

Chairman Jennifer
 Heminokeky
 Route 2, Box 121
 Apache, OK 73006
 (580) 588-2298
 www.fortsillapache-nsn.gov

Iowa Tribe of Oklahoma

Chairman Jacob Keys
 335588 E. 750 Road
 Perkins, OK 74059
 (405) 547-2402
 jkeys@iowanation.org
 www.bahkhoje.com

Kaw Nation

Chairwoman Kimberly Jenkins
 P.O. Box 50
 Kaw City, OK 74641
 (580) 269-2552
 chair@kawnation.com
 www.kawnation.com

Kialegee Tribal Town

Mekko Stephanie Yahola
 P.O. Box 332
 Wetumka, OK 74883
 (405) 452-3262
 stephanie.yahola@kialegeetribes.net
 www.kialegeetribes.webstarts.com

Kickapoo Tribe of Oklahoma

Chairman Darwin Kaskaske
 P.O. Box 70
 McLoud, OK 74851
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 darwin.kaskaske@okkt.net
 www.kickapootribeofoklahoma.com

Kiowa Tribe

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 Carnegie, OK 73015
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Miami Tribe of Oklahoma

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 (918) 542-1445
 dlankford@miamination.com
 www.miamination.com

Modoc Nation

Chief Robert Burkybile
22 N. Eight Tribes Trail
Miami, OK 74354
(918) 542-1190
robert.burkybile@modocnation.com
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Muscogee Nation

Principal Chief David Hill
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Osage Nation

Principal Chief Geoffrey Standing Bear
627 Grandview
Pawhuska, OK 74056
(918) 287-5555
gstandingbear@osagenation-nsn.gov
www.osagenation-nsn.gov

Otoe-Missouria Tribe

Chairman John R. Shotton
8151 Highway 177
Red Rock, OK 74651
(580) 723-4466, Ext. 107
jshotton@omtribe.org
www.omtribe.org

Ottawa Tribe of Oklahoma

Chief Beryl Epperson
P.O. Box 110
Miami, OK 74355 (918) 961-0980
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www.ottawatribes.org

Pawnee Nation

President Misty M Nuttle
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(918) 762-3621
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www.pawneenation.org

Peoria Tribe of Indians of Oklahoma

Chief Rosanna Dobbs
P.O. Box 1527
Miami, OK 74355
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Ponca Tribe of Oklahoma

Chairman Trey Howe
20 White Eagle Drive
Ponca City, OK 74601
(580) 762-8104
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www.ponca.com

Quapaw Tribe

Chairman Wena Supernaw
P.O. Box 765
Quapaw, OK 74363
(918) 542-1853
wena.supernaw@quapawnation.com
www.quapawtribe.com

Sac & Fox Nation

Principal Chief Audrey Rose Lee
920883 S. Highway 99
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www.sacandfoxnation-nsn.gov

Seminole Nation of Oklahoma

Principal Chief Sena M. Yesslith
 P.O. Box 1498
 Wewoka, OK 74884
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 chief@sno-nsn.gov
 www.sno-nsn.gov

Seneca-Cayuga Nation

Chief Charles Diebold
 23701 South 655
 Road Grove, OK 74344
 (918) 787-5452 cdiebold@sctribe.com
 www.sctribe.com

Shawnee Tribe

Chief Benjamin Barnes
 P.O. Box 189
 Miami, OK 74355
 (918) 542-2441
 chief@shawnee-tribe.com
 www.shawnee-tribe.com

Thlopthlocco Tribal Town

Town King TBD
 P.O. Box 188
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 (918) 560-6198
 rmorrow@tttown.org
 www.tttown.org

Tonkawa Tribe of Oklahoma

President Russell Martin
 1 Rush Buffalo Road
 Tonkawa, OK 74653
 (580) 628-2561
 rmartin@tonkawatribe.com
 www.tonkawatribe.com

United Keetoowah Band of Cherokee Indians

Chief Jeffrey Wacoche
 P.O. Box 746
 Tahlequah, OK 74465
 (918) 722-4300
 jwacoche@ukb-nsn.gov
 www.keetoowahcherokee.org

Wichita & Affiliated Tribes

President Amber Silverhorn-Wolfe
 P.O. Box 729
 Anadarko, OK 73005
 (405) 247-2425, Ext. 101
 amber.silverhorn-wolfe@wichtatribe.com
 www.wichtatribe.com

Wyandotte Nation

Chief Billy Friend
 64700 East Highway 60
 Wyandotte, OK 74370
 (918) 678-2297
 bfriend@wyandotte-nation.org
 www.wyandotte-nation.org

TRIBAL CONSULTATION RESOURCES & DOCUMENT EXAMPLES

Title VI Contact

Donna Bussell
donna.bussell@ed.gov
1-202-987-0204

Wanda Lee
wanda.lee@ed.gov
1-202-453-7262

Gregory Hindsley
gregory.hindsley@ed.gov
1-202-453-6679

Bureau of Indian Education (BIE)

www.bie.edu/

Federally and State recognized tribes in the U.S.

www.ncai.org/tribal-directory/

National Indian Education Association (NIEA)

www.niea.org/

National Johnson O'Malley Association (NJOMA)

www.njoma.com/

Oklahoma Advisory Council of Indian Education

(OACIE) <https://oklahoma.gov/education/services/american-indian-education/oklahoma-advisory-council-indian-education.html>

Title VI Guidance

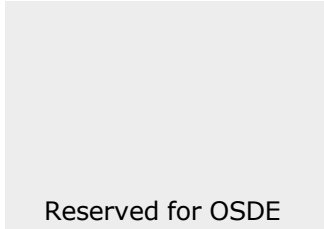
www.easie.communities.ed.gov/



ESSA TRIBAL CONSULTATION MODEL AFFIRMATION AGREEMENT

The _____ and;
NAME OF SCHOOL DISTRICT

The _____ ;
NAME OF TRIBAL NATION



both affirm and agree upon the following:

The **Every Student Succeeds Act (ESSA) Section 8538(a) codified in 20 U.S.C. 7918** requires an affected Local Educational Agency (LEA) to obtain and maintain written affirmation that an ESSA Tribal consultation has occurred. The affirmation agreement can only be signed by a tribal appropriate official (those who are elected; or designated in writing to serve in such capacity).

The purpose of tribal consultation is to ensure Tribal Nations are able to provide meaningful and substantive input prior to the submission of federal covered program applications as defined in **ESSA Section 8101 codified in 20 U.S.C. 7801** to include: Title I Parts A, C, D; Title II Part A; Title III Part A; Title IV Part A and B; Title V Subpart 2 of Part B; and Title VI Part A.

Both parties written above, agree by checking all that apply:

- We agree that timely and meaningful consultation occurred prior to the LEA submitting a required plan or application for a covered program and Title VI; and have provided an opportunity to the Tribal Nation to substantively contribute.**
- We agree that we have conducted a meaningful, productive, and data-driven discussion regarding ESSA covered programs and Title VI Part A.**
- We agree to continue and sustain open, transparent, and ongoing consultation that encourages new ideas and innovation that support the inclusion of cultural knowledge and practices that advance AI/AN academic achievement.**

This written affirmation shall be maintained by the LEA federal programs office. **A copy shall be distributed to the Tribal Nation and the Oklahoma State Department of Education (OSDE).** If the Tribal Nation refuses to execute this affirmation agreement within a reasonable period of time, the LEA must instead submit documentation that the LEA has made three good faith attempts to invite the Tribal Nation to the affected LEA's tribal consultation.

LEA REPRESENTATIVE PRINTED NAME

TRIBAL APPROPRIATE OFFICIAL PRINTED NAME

LEA REPRESENTATIVE SIGNATURE

TRIBAL APPROPRIATE OFFICIAL SIGNATURE

COUNTY-DISTRICT ID DATE (MM/DD/YYYY)

TITLE/POSITION DATE (MM/DD/YYYY)

OKLAHOMA STATE DEPARTMENT OF EDUCATION



[Download a fillable version of this form here.](#)

OMB Control No. 1810-0021 (Exp. 01/31/2024)

**ED 506 Form
Indian Student Eligibility Certification Form for Title VI Indian Education Formula Grant Program**

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count for the Title VI Indian Education Formula Grant Program. If you choose to submit a form, your child could be counted for funding under the program. The grantee receives the grant funds based on the number of eligible forms counted during the established count period. You are not required to complete or submit this form unless you wish for your child(ren) to be included in the Indian student count. This form should be kept on file with the grant applicant and will not need to be completed every year. Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

Student Information

Name of the Child _____ Date of Birth _____ Grade level _____

Name of School _____ School District _____

Tribal Membership

The individual with Tribal membership is the (select only one): child child's parent child's grandparent

If the individual with Tribal membership is **not** the child listed above, name the individual (parent/grandparent) with tribal membership: _____

Name and address of Tribe or Band that maintains updated and accurate membership data for the individual listed above:

Name _____ Address _____

City _____ State _____ Zip Code _____

The Tribe or Band is (select only one):

- Federally Recognized Tribe
- State Recognized Tribe
- Terminated Tribe
- Alaska Native
- Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

Proof of membership in Tribe or Band listed above, as defined by Tribe or Band is:

- Membership or enrollment number establishing membership (if readily available) or
- Other evidence establishing membership in the Tribe listed above (describe and attach)

Membership or enrollment number establishing membership (if readily available) or other evidence establishing membership in the Tribe listed above (describe and attach). _____

Attestation Statement

I verify that the information provided above is true and correct to the best of my knowledge and belief.

Printed Name of Parent/Guardian _____ Signature _____

Address _____ City _____ State _____ Zip Code _____

Phone Number _____ Email _____ Date _____

For Parent/Guardians:

Definitions:

Indian means an individual who is (1) A member of an Indian Tribe or Band, as membership is defined by the Indian Tribe or Band, including any Tribe or Band terminated since 1940, and any Tribe or Band recognized by the State in which the Tribe or Band resides; (2) A descendant of a parent or grandparent who meets the requirements described in paragraph (1) of this definition; (3) Considered by the Secretary of the Interior to be an Indian for any purpose; (4) An Eskimo, Aleut, or other Alaska Native; or (5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

Student Information: Write the name of the child, date of birth, grade level, name of school and school district. Only name one child per form.

Tribal Membership: Write the name of the individual with the tribal membership, if it is not the child listed. Only one name is needed for this section, even though multiple persons may have tribal membership. Select only one identifier: the child, child's parent or grandparent, for whom you can provide membership information.

Write the name and address of the organization that maintains updated and accurate membership data for such Tribe or Band of Indians. The name does not need to be the official name as it appears exactly on the Department of Interior's list of federally recognized Tribes, but the name must be recognizable and be of sufficient detail to permit verification of the eligibility of the Tribe. Check only one box indicated whether it is a Federally Recognized, State Recognized, Terminated Tribe or Organized Indian Group. Write the enrollment number establishing the membership for the child, parent or grandparent, if readily available, or other evidence of membership.

Attestation Statement: Provide the printed name of parent/guardian and signature, address, phone number and email of the parent or guardian of the child. The signature of the parent or guardian of the child verifies the accuracy of the information supplied.

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. The time required to complete this portion of the information collection per type of respondent is estimated to average: 15 minutes per Indian student certification (ED 506) form; including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ/Room 3W238, Washington, D.C. 20202-6335

OMB Number 1810-0021
 Expiration Date 01/31/2024

**Indian Parent Committee Information
 for Title VI Indian Education Formula Grant Program**

LEA Name: _____ City _____ State ____ Zip Code _____
 PR Award #: S060A21 _____

Directions: All LEA applicants will upload: (1) the Indian Parent Committee Application Approval; and (2) the Indian Parent Committee Membership List into the ED’s electronic application system before EASIE Part II closes.

Section I: Indian Parent Committee Application Approval (Note: This section is to be completed by the Indian Parent Committee.)

Directions: All LEA applicants must develop the project with the participation of a parent committee selected in accordance with ESEA section 6114(c); and with the written approval of that parent committee. (ESEA Section 6114(c)(4)).

Attestation: The Indian Parent Committee (IPC) attests that the IPC for the above entity participated fully in the planning and development of the application for the Indian Education grant funds and approves the proposed program as either a regular formula grant program, Title I Schoolwide program, or Integration of Services under ESEA Section 6116. The IPC approval date confirms when the proposed program was approved. The IPC also attests that it had an opportunity to review the program in a timely fashion and that the program is consistent with the purpose of the formula grant program for Indian students. If a Title I schoolwide application was submitted and approved by the IPC, the IPC understands that the Title VI project funds will be combine with Title I and other federal funding. In doing so, the IPC has determined that including project funds within a Title I schoolwide program would not diminish the availability of culturally-related activities for Indian students. The IPC determined that the program will directly enhance the educational experience of Indian students. (ESEA Sections 6114(c)(4)(C) and 6115(c))

IPC Approval Date: _____

Printed Name of Title VI Parent Committee Chairperson/Designee

Signature of Title VI Parent Committee Chairperson/Designee

Section 2: Indian Parent Committee (IPC) Membership List (Note: This section is to be completed by either the IPC or the LEA applicant.)

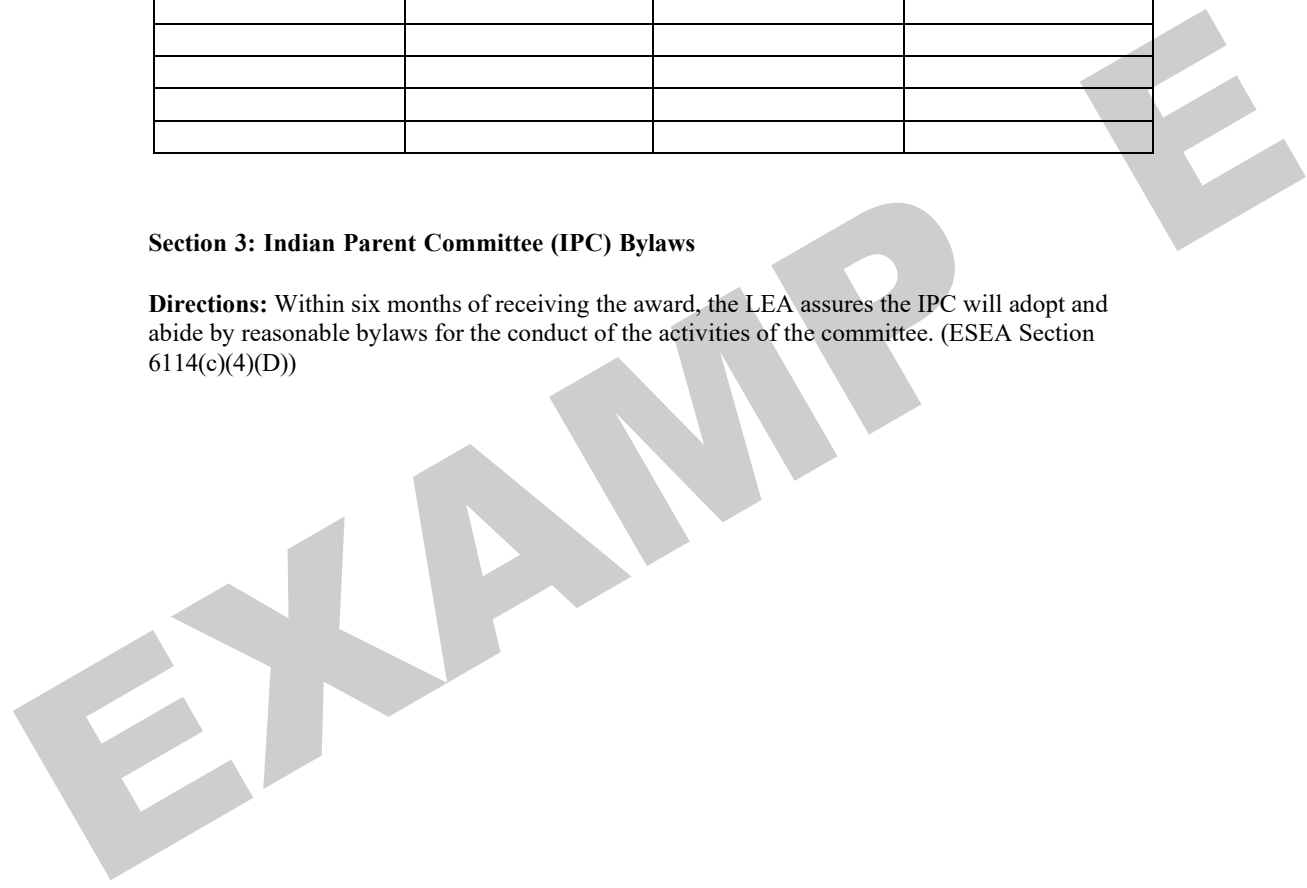
Directions: All LEA applicants will provide a list of printed names of all current members of the IPC. ESEA section 6114(c)(4) requires the IPC to be comprised of **parents and family members** of Indian children in the LEA’s schools; **representatives of Indian tribes** on Indian lands located within 50 miles of any school that the agency will serve if such tribes have any

children in such school; **teachers** in the schools; and if appropriate, **Indian students** attending secondary schools of the agency. More than one-half of the total number of Indian Parent Committee members must be parents and family members of eligible Indian children.

List all parents and family members in this column	List all Tribal members, if applicable in this column	List all teachers in this column	List all students in this column

Section 3: Indian Parent Committee (IPC) Bylaws

Directions: Within six months of receiving the award, the LEA assures the IPC will adopt and abide by reasonable bylaws for the conduct of the activities of the committee. (ESEA Section 6114(c)(4)(D))



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[ENTITY OR GRANTEE NAME]

**TITLE VI INDIAN PARENT COMMITTEE
BY-LAWS TEMPLATE**

Note: *To assist Indian Parent Committees, the Department has prepared these sample bylaws for further editing by the entity. Committees are not required to use this sample and should determine what is appropriate for their circumstances; again, entities should edit all parts of this template, as needed. Appendix 1 includes an excerpt of the legal requirements related to Indian Parent Committees*

**ARTICLE I
NAME OF ENTITY**

The [ENTITY NAME] name of the Indian Parent Committee (IPC) for the Title VI Indian education program, shall be the [ENTITY NAME] Title VI Indian Parent Committee (IPC).

**ARTICLE II
PURPOSE**

The IPC has been established to ensure [GOALS & OBJECTIVES, SUCH AS PLANNING, IMPLEMENTATION, AND EVALUATION OF THE OPERATION SUPPLEMENTAL TITLE VI PROGRAMS FOR AMERICAN INDIAN STUDENTS NATIVE AMERICA/AMERICAN STUDENTS] in the [ENTITY NAME] occur in a [MEETING METHODS, SUCH AS CONSISTENT, SUSTAINED, ETC.] manner.

The establishment and the work of the IPC are to comply with the rules and regulations governing Title VI 20 U.S.C. §7401 et seq. In conjunction with home, community, and school support, the IPC will complete the following objective: [OBJECTIVE, SUCH AS STRIVE TO DEVELOP AND IMPLEMENT PROGRAMS AND ACTIVITIES TO ASSIST TITLE VI ELIGIBLE NATIVE AMERICA/AMERICAN STUDENTS TO DEVELOP AND IMPLEMENT PROGRAMS AND ACTIVITIES TO ASSIST TITLE VI ELIGIBLE NATIVE AMERICA/AMERICAN STUDENTS IN REACHING THEIR HIGHEST LEVEL OF ACADEMIC ACHIEVEMENT].

ARTICLE III POWERS AND DUTIES

SECTION 1: POWERS

The IPC and the [ENTITY NAME] recognize they must foster a positive and collaborative relationship in order to help facilitate academic success for Native students.

Section One – The IPC powers shall be:

Meet with Indian Education Department regularly (monthly, if not more frequently) to gather information to provide support and advice to [ENTITY NAME] to assist them in understanding and meeting the academic, cultural, and wellness needs of Native American students.

Review the student, parent, and teacher needs assessment survey or questionnaire(s) and Indian pupil assessment results (specifically, hard data concerning student performance or achievement), and provide [ENTITY NAME] with any potential recommendations to [RECOMMENDED POTENTIAL IMPROVEMENTS, SUCH AND IMPROVED PROGRAMMING AND IMPLEMENTATION].

SECTION 2: DUTIES

Duties of the IPC shall be:

1. Recommend to [ENTITY NAME] a general plan for the allocation of Title VI Native American student-generated funding.
2. Recommend Title VI EASIE Application Part II Applications and budgets to be forwarded by the Indian Education Department to the [ENTITY NAME] Superintendent and Board of Education for review and certification.
3. Assist [ENTITY NAME] in recruitment of personnel by [RECOMMENDED RECRUITING STRATEGIES, SUCH AS SELECTION CRITERIA, APPLICATION OF REQUIRED INDIAN HIRING PREFERENCE, AND SUGGESTED SUITABLE PROSPECTIVE NATIVE PERSONNEL] to better meet the needs of Native American students.
4. Participate in at least one annual Public Hearing organized and hosted by [ENTITY NAME].
5. Recommend to [ENTITY NAME] curricula, texts, materials, and methods to be used to better serve the educational needs of American Indian students.
6. Provide [ENTITY NAME] [POTENTIAL EDUCATIONAL CONCERNS FROM NATIVE AMERICAN PARENTS/STUDENTS] about unmet educational needs.
7. Assist in providing information and regular reports to respective Indian Tribes, Pueblos, Bands, and other Native communities.

8. Have access, in accordance with [ENTITY NAME] confidentiality policies for all reports, evaluations, surveys, and other program and budget-related documents necessary for review, in order to carry out the committee's responsibilities.
9. IPC members shall not act or speak on behalf of the entire IPC as an individual; members should only represent their own viewpoint. All IPC members must have prior formal authorization by action (motion recorded in the minutes) to represent or speak on behalf of the IPC.
10. The IPC shall exercise its authority only during official IPC meetings.
11. IPC members are expected to attend all meetings in entirety in order to establish a quorum, fully participate in the discussion, and to cast a vote.
12. IPC members shall receive training to gain knowledge and skills of their specific roles and responsibilities.
13. The IPC shall have no powers beyond those expressly set forth herein.
14. The IPC shall have no power to bind any member of the [ENTITY NAME] to any debt, liability, or obligation in the absence of an express written authorization from [ENTITY NAME].
15. In addition, the IPC shall abide by all [ENTITY NAME] official Board Policies and Administrative Procedural Directives, or similar.

ARTICLE IV MEMBERSHIP

SECTION 1: MEMBERSHIP OF IPC

[TOTAL NUMBER OF MEMBERS -AT LEAST THREE MEMBERS SHALL CONSTITUTE THE IPC MEMBERSHIP ROSTER] consisting of at least one of the following members:

- a. majority **(51%) parents, family members, and or guardians** of Indian children in the local educational agency's schools,
- b. one Teacher or Counselor Representative,
- c. high school student members who have a current ED 506 form with Tribal affiliation from a Federally or state recognized Tribe, and
- d. Tribal Representative(s) on Indian lands located within 50 miles of any school that the agency will serve if such Tribes have any children with ED506 forms on file in such school.

IMPORTANT: *The overall majority (51%) of the membership must be parents, family members, and or guardians of Indian children, e.g., the parents, family members, and or guardians must outnumber the other members of the IPC.*

SECTION 2: MEMBER DEFINITIONS

A Parent is defined as any person who is the parent or family member, as defined by [ENTITY NAME] of an Indian student who has an ED 506 Form on file and is enrolled in the [ENTITY NAME].

The Teacher or Counselor(s) Representative is a person who is employed by [ENTITY NAME] in either a Teacher or Counselor position. All Indian Education Department staff members are disallowed to serve.

A Student Representative is a person who has a compliant ED 506 Form on file and is actively enrolled and attending classes at an [ENTITY NAME] high school served by the Title VI funded program.

A Tribal Representative is a representative(s) of Indian Tribes on Indian lands located within 50 miles of any school that the agency will serve if such tribes have any children in such school.

SECTION 3: ELECTIONS

The election of IPC members shall be held during an open public meeting announced by the following [MEANS OF COMMUNICATING THE PUBLIC NOTICE, SUCH AS: NEWSPAPER, RADIO, NEWSLETTER, SCHOOL MESSAGE BOARD, SOCIAL MEDIA, ETC.].

IPC members shall be nominated and elected at this open meeting by parents, family members, and/or relatives of Indian students attending [ENTITY NAME]. Eligible members shall include:

- a. Parents of American Indian children attending [ENTITY NAME];
- b. Teachers and Counselors employed by [ENTITY NAME];
- c. American Indian high school student(s) attending the [ENTITY NAME]; and
- d. Representatives of local Indian Nations/Tribes, Pueblos, Bands, and similar on Indian lands located within 50 miles of any school that the agency will serve if such tribes have
- e. any children in such school.
- f. any children in such school.

SECTION 4: OFFICER/MEMBER TERMS OFFICE

Parent members will serve multi-year terms. All parent members will serve [NUMBER AND LENGTH OF TERMS] so long as their child(ren) are enrolled in [ENTITY NAME].

The Student Representative(s) will serve a [NUMBER AND LENGTH OF TERMS]. The student representative must comply with all [ENTITY NAME] student policies as addressed in the [ENTITY NAME] Student Handbook, and maintain a GPA of 2.5, as determined by semester grades. The student may serve only as long as he/she is actively enrolled in [ENTITY NAME].

The Teacher or Counselor members will serve a [NUMBER AND LENGTH OF TERMS] as long as she/he is employed as a Teacher or Counselor in [ENTITY NAME].

A term is defined as three Fiscal Years (FY) from July 1st to June 30th of the school year. All members will serve [QUANTITY: NUMBER AND LENGTH OF TERMS] except for the student representative. The student member will serve one year.

The IPC will elect three officers: Chairperson, Vice-Chairperson, and Secretary. The officers will be elected on an annual basis and serve [QUANTITY: NUMBER AND LENGTH OF TERMS]. The election will take place at the first meeting of the required school year. Officers may serve more than one year.

SECTION 5: VOTING RIGHTS

Each Committee member eligible to vote is entitled to one vote on business matters brought to a vote.

There must be a quorum [QUANTIFIED PERCENT] of IPC members for business to be taken to a vote. Otherwise, it can only be further discussed as old or new business.

SECTION 6: ATTENDANCE

All members are required to attend each meeting.

An absence will be excused if member contacts the IPC Chairperson or Vice-Chairperson, and the Indian Education Department, 24 hours prior to the meeting, or in case of immediate emergency, she/he will not be attending.

SECTION 7: TERMINATION OF MEMBERSHIP

Any member may be terminated from membership on the Committee for the following reasons:

- › The member who does not attend regular or special meetings (i.e., work sessions, retreats, and emergency meetings) of the Committee for three (3) annual meetings (unexcused absences). Termination is approved by a majority vote of the IPC;
- › The member no longer wishes to serve on the Committee and so indicates by submitting a letter of resignation to the IPC Chairperson or Indian Education Director (IED);
- › If a member does not fulfill his/her member roles and responsibilities in a professional manner consistent with [ENTITY NAME] decorum policies and cultural values, the member may be asked to resign from the IPC by the Chairperson; and
- › If an IPC parent, guardian, or family member's child is no longer enrolled a [ENTITY NAME]; and if a Teacher representative no longer works at [ENTITY NAME].

SECTION 8: VACANCY

If the position of Chairperson should become vacant, the Vice-Chairperson will assume the role of the Chairperson. The IPC shall elect a new Vice-Chairperson from the members of the IPC.

Any vacancy, which occurs on the IPC for any reason shall be filled by an election as provided in Section 2 above, for the remainder of the unexpired term of the member or officer being replaced. The election shall be held as soon as is reasonably practical.

ARTICLE V**OFFICER ELECTIONS, TERMS AND DUTIES****SECTION 1: OFFICERS**

The officers of the IPC will be the Chairperson, Vice-Chairperson, and Secretary.

SECTION 2: ELECTIONS & TERMS OF OFFICE

The officers of the IPC shall be elected by a majority vote of the IPC at the first regular meeting of the school year. The officers shall serve a [LENGTH OF TERM] term.

Officers shall assume their duties immediately upon election.

SECTION 3: CHAIRPERSON DUTIES

The primary responsibilities of the Chairperson is to conduct all meetings of the IPC, including development of meeting agendas with input from the IPC members and the

Title VI staff. Upon approval of the IPC, the Chairperson will sign IPC Approval Form, letters, documents, and reports, as necessary. The Chairperson will be the IPC Representative at District and non-District functions. The Chairperson may assign various duties to other IPC members. The Chairperson will not have the authority to commit the IPC to any function without the express approval of the IPC.

SECTION 4: VICE-CHAIRPERSON DUTIES

In the absence of the Chairperson at an IPC meeting, the Vice-Chairperson will assume the role of the Chairperson. The Vice-Chairperson will carry out various duties as assigned by the Chairperson.

SECTION 5: SECRETARY DUTIES

The Secretary, in collaboration with the Indian Education staff, shall record, disseminate, and file the official minutes of the IPC meetings. He/she will also maintain documents of meeting dates, attendance, and news-release bulletins to parents, via the [ENTITY NAME] [COMMUNICATION MEANS, SUCH AS PUBLICATIONS, LOCAL RADIO, TELEVISION, NEWSPAPER, SOCIAL MEDIA, SCHOOL MESSENGER, OR SIMILAR]. Copies of all documents and minutes are to be provided to the IPC members. The IPC Secretary, along with the Indian Education Department, shall have the full responsibility to provide copies of the minutes to the Director of the Indian Education Department.

SECTION 6: PARENT(S), GUARDIAN(S) AND RELATIVE(S) DUTIES

The Family Representatives shall provide input and advice concerning programs and curriculum related to entity, parents, and students.

SECTION 7: TEACHER OR COUNSELOR REPRESENTATIVE(S) DUTIES

The Teacher or Counselor Representative(s) shall not serve as an officer. The Teacher or Counselor Representative shall provide input and advice concerning IPC programs and curriculum related to entity, parents, and students.

SECTION 8: STUDENT REPRESENTATIVE(S) DUTIES

The Student Representative(s) shall not serve as an officer but shall provide input and advice to the IPC concerning Native students served and school-related issues.

SECTION 9: TRIBAL REPRESENTATIVE(S) DUTIES

The Tribal Representative(s) can serve as an officer and shall provide input and advice to the IPC concerning the local Tribal interests, culturally responsive education, and other programming.

ARTICLE VI MEETINGS

SECTION 1: MEETING REQUIREMENTS

The IPC meeting schedules will be developed one school year in advance. The IPC Secretary, in collaboration with the Indian Education Department, will email a meeting agenda indicating the agenda items, meeting location, date, and time of the meeting to the IPC members at least [NUMBER OF DAYS] before the meeting.

SECTION 2: REGULAR MEETINGS

Regularly-scheduled business meetings will be held on the [A DAY OF THE WEEK] third [WEEK NUMBER] of every month in the calendar year. A pre-determined time and place will be established. All official meetings of the IPC will be open to the public.

The open meetings will be advertised at community-based facilities, via the [ENTITY NAME] [COMMUNICATION MEANS, SUCH AS PUBLICATIONS, LOCAL RADIO, TELEVISION, NEWSPAPER, SOCIAL MEDIA, SCHOOL MESSENGER, OR SIMILAR].

SECTION 3: SPECIAL MEETINGS

The Chairperson or the Director of the Indian Education Department may call special meetings of the IPC at any time. Members shall be notified by telephone or email, within a reasonable time before the meeting. Special meetings may be conducted via in-person meeting, conference calls and/or by any electronic means.

SECTION 4: SPECIAL COMMITTEES

The Indian Education Department may establish an Ad Hoc Committee, which shall consist of appointed IPC and non-IPC members. Ad Hoc Committees shall be established as needed. All final decisions are reserved for the IPC and will be reported there.

SECTION 5: QUORUM

[NUMBER OF MEMBERS PRESENT THAT CONSTITUTE A QUORUM] shall constitute a quorum to conduct official business and vote at any duly called meeting by the IPC. Decisions made by the members present at any meeting shall be an act of the IPC.

The Teacher/Counselor and Student Members will count as part of the IPC quorum.

Members will wait no more than [NUMBER OF MINUTES] for a quorum to be present. IPC members present may then conduct a working session.

SECTION 6: OPEN MEETINGS

All regular business and special IPC meetings shall be open to the general public. During open meetings, an open forum will be available to the public for [NUMBER OF MINUTES PER PRESENTER, UNLESS LONGER TIME IS APPROVED BY THE COMMITTEE], with no immediate response expected from the Committee.

SECTION 7: MEETING RULES OF ORDER

[ROBERT'S RULES OF ORDER OR SIMILAR OFFICIAL MEETING RULES METHODS] shall govern the parliamentary procedures of all meetings of the IPC, not otherwise covered by these Bylaws. Training in selected meeting guide and parliamentary procedures will be provided as needed to newly-elected members.

SECTION 8: AGENDA AND MINUTES

An agenda for each upcoming IPC meeting and minutes of the previous meeting shall accompany the notice of the meeting and shall be sent to all members of the IPC. Any information supporting agenda items will also be forwarded before the meeting. The Indian Education Department and the IPC shall coordinate the dissemination of agenda, minutes, and information.

ARTICLE VII

UPDATING AND AMENDING BYLAWS

SECTION 1: UPDATING BYLAWS

The IPC, with the advisement of the Indian Education Department, shall have the power to update or amend these Bylaws at any time, by [QUANTITY, SUGGESTED TWO-THIRDS (2/3) AFFIRMATIVE VOTE], provided that the alteration or amendment is to carry out the purpose of the IPC as herein above-expressed. Any such rewriting and/or amendment must conform to Title VI statute, federal regulations and U.S. Department of Education guidelines.

SECTION 2: AMENDMENTS TO BYLAWS

The Title VI IPC Bylaws may be modified or amended by mutual and majority consent of the Title VI IPC, and the [NAME AND POSSIBLY THE BOARD OF EDUCATION].

[END BYLAW TEMPLATE]

APPENDIX 1

Excerpt from the Elementary and Secondary Schools Act of 1965, as amended, section 6114(c)(4). § 6114 (c) ASSURANCES.— Each application submitted under subsection (a) shall include assurances that—

1. the local educational agency will use funds received under this subpart only to supplement the funds that, in the absence of the federal funds made available under this sub part, such agency would make available for services described in this subsection, and not to supplant such funds;
2. the local educational agency will prepare and submit to the Secretary such reports, in such form and containing such information, as the Secretary may require to—
 - a. carry out the functions of the Secretary under this subpart;
 - b. determine the extent to which activities carried out with funds provided to the local educational agency under this subpart are effective in improving the educational achievement of Indian students served by such agency, and meet program objectives and outcomes for activities under this subpart; and
 - c. determine the extent to which such activities by the local educational agency address the unique cultural, language, and educational needs of Indian students;
3. the program for which assistance is sought—
 - a. is based on a comprehensive local assessment and prioritization of the unique educational and culturally related academic needs of the Indian students for whom the local educational agency is providing an education;
 - b. will use the best available talents and resources, including individuals from the Indian community; and
 - c. was developed by such agency in open consultation with parents of Indian children and teachers, representatives of Indian tribes on Indian lands located within 50 miles of any school that the agency will serve if such tribes have any children in such school, Indian organizations, and, if appropriate, Indian students from secondary schools, including through public hearings held by such agency to provide to the individuals described in this sub-paragraph a full opportunity to understand the program and to offer recommendations regarding the program;

4. the local educational agency developed the program with the participation and written approval of a committee—
 - a. that is composed of, and selected by—
 - i. parents and family members of Indian children in the local educational agency's schools;
 - ii. representatives of Indian tribes on Indian lands located within 50 miles of any school that the agency will serve if such tribes have any children in such school;
 - iii. teachers in the schools; and
 - iv. if appropriate, Indian students attending secondary schools of the agency;
 - b. a majority of whose members are parents and family members of Indian children;
 - c. with respect to an application describing a school wide program in accordance with section 6115(c), that has—
 - i. reviewed in a timely fashion the program;
 - ii. determined that the program will not diminish the availability of culturally related activities for Indian students; and
 - iii. determined that the program will directly enhance the educational experience of Indian students; and
 - d. that has adopted reasonable bylaws for the conduct of the activities of the committee and abides by such bylaws.

RECOMMENDED SCHEDULE

JUNE/JULY

- › Collect data and begin tribal education collaboration with all tribes in your area
- › Conduct a Student Needs Analysis with tribes and stakeholders to address the unique educational needs and improve framework and strategies

AUGUST/ SEPTEMBER

- › Share with local tribal leaders and stakeholders. Hold a meeting (in person or via Zoom) to discuss data in report.
- › Quarterly meeting to discuss student programs including objectives and budget for covered programs and Title VI
 - Covered programs: Title I, Part A3; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part B; Title V Part B, subpart 2; Title VI, Part A, subpart 1
- › Development of Title VI comprehensive program objectives and budget.

DECEMBER

- › Quarterly meeting to discuss progress of improvement strategies for Student Needs Analysis, Impact Aid and covered programs

JANUARY

- › Quarterly meeting to discuss progress of improvement strategies for Student Needs Analysis, Impact Aid and covered programs

MARCH

- › Quarterly meeting to discuss progress of improvement strategies for Student Needs Analysis, Impact Aid and covered programs
- › Prepare open public meeting of tribal consultation.

APRIL

- › Prepare open public meeting of tribal consultation agreement to approve Title VI Application (if applicable).

MAY

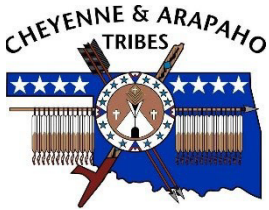
- › Quarterly meeting to discuss progress of improvement strategies for Student Needs Analysis, Impact Aid and Covered Programs
- › Prepare open public meeting of tribal consultation to approve Title VI Application (if applicable).

JUNE

- › Quarterly meeting to discuss progress of improvement strategies for Student Needs Analysis, Impact Aid and covered programs
- › Prepare open public meeting of tribal consultation agreement to submit to NMPED Indian Education Division concurrently with school budget application, no later than June 30th.
- › Repeat process and planning for upcoming school year.

DEVELOPED BY:

**The Oklahoma State Department of Education,
The Office of Federal Programs
and the Circles of Reflection Pilot Team**



Cheyenne & Arapaho Tribes



Broken Arrow Public Schools



Choctaw Nation



Durant Public Schools



Iowa Tribe of Oklahoma



Edmond Public Schools



Muscogee Nation



Oklahoma City Public Schools



Osage Nation



Stigler Public Schools



Tahlequah Public Schools



OKLAHOMA
Education