

Tribal, Community and School Liaisons: A Rich Resource for IEP Teams

Eva M. Kubinski, MS
School Administration Consultant
America Indian Students with IEPs

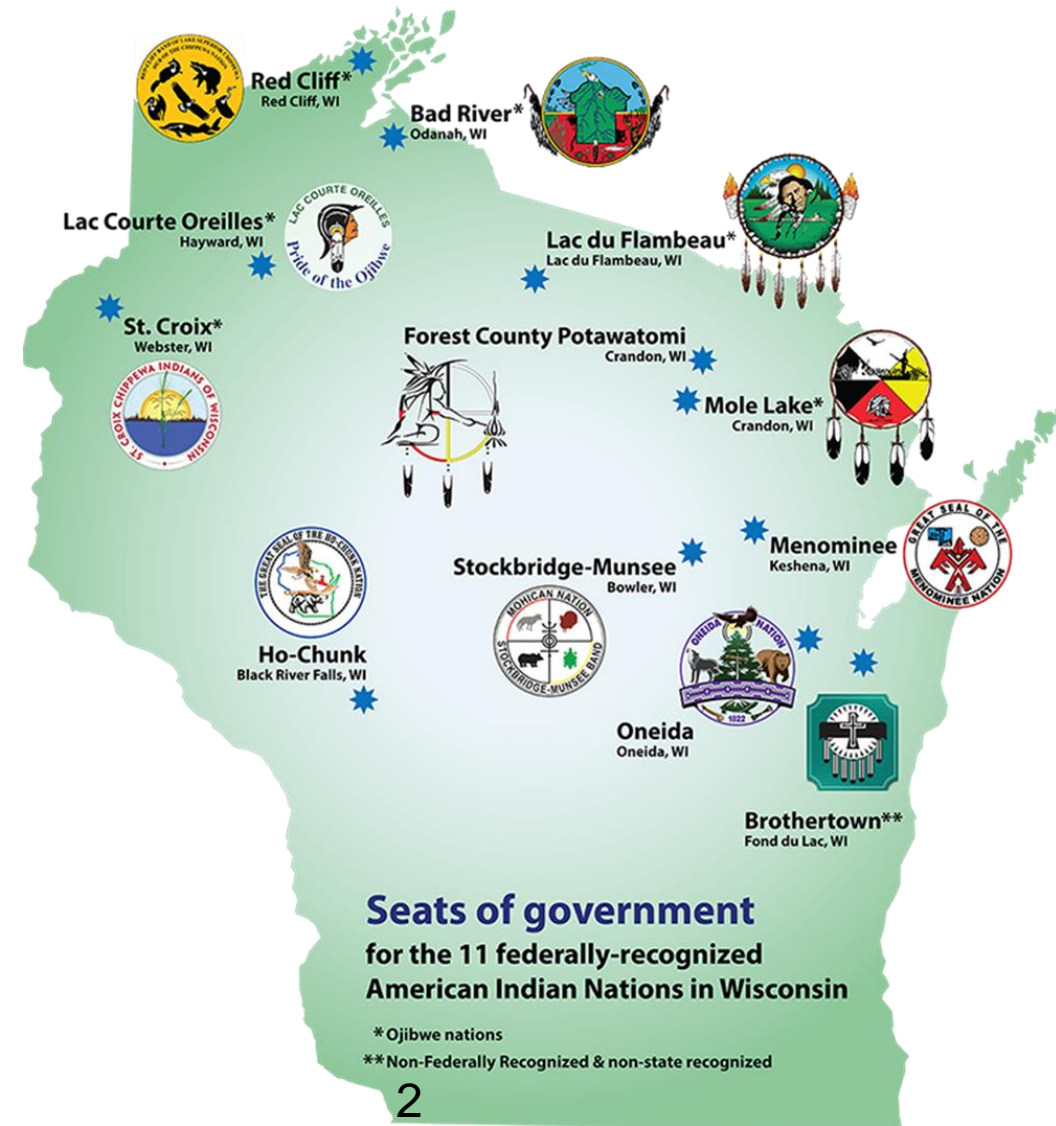
David O'Connor, MS
Education Consultant
American Indian Studies Program

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LAND ACKNOWLEDGEMENT

The Wisconsin Department of Public Instruction (DPI) acknowledges and honors the inherent sovereignty of each of the American Indian Nations of Wisconsin.

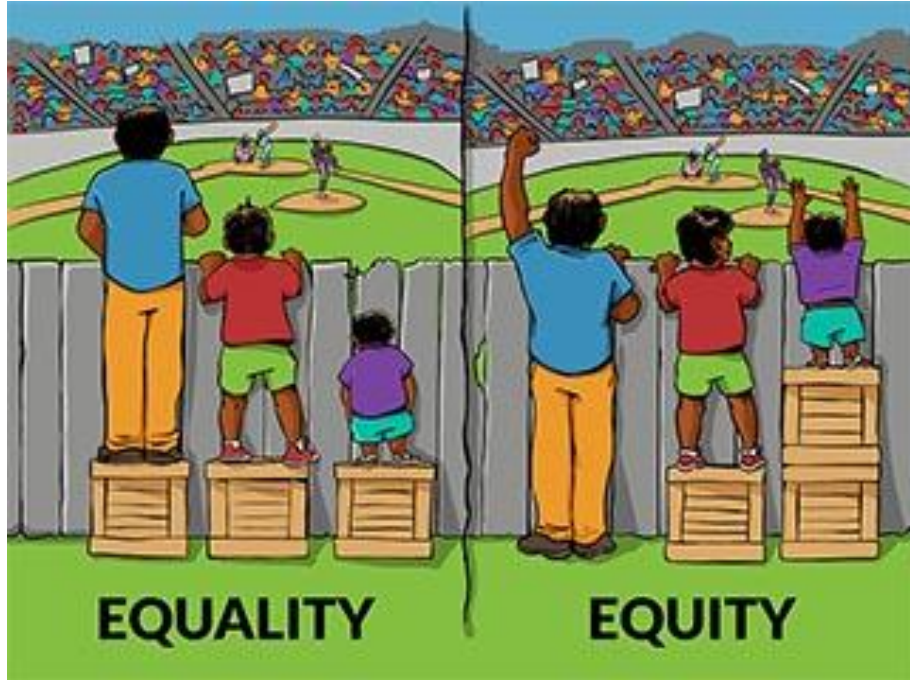
The land we are on here for today's webinar, as presenters and listeners, is that of the people and 12 nations of Wisconsin. DPI will continue to cultivate and maintain our ongoing collaboration and partnership with each of the American Indian nations, people, and communities of Wisconsin.



Purpose

- Introduce roles that Tribal, Community and School Liaisons (TCSL) play in Wisconsin's schools and districts.
- Introduction to College and Career Ready IEP process (CCR IEPs).
 - The Five Beliefs
- Explore the existing and possible connections between TCSLs and the Special Education process when it comes to American Indian students with IEPs.

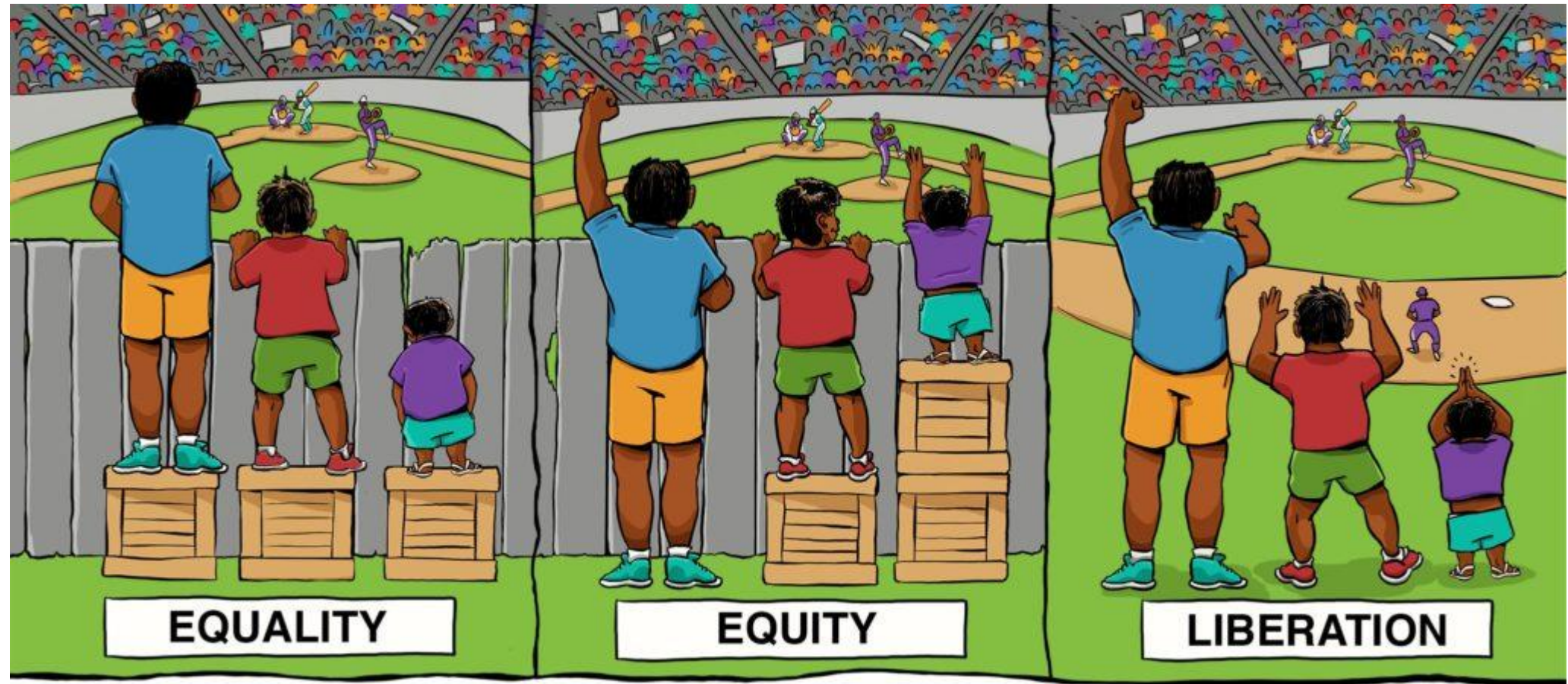
At DPI, Educational Equity Means...



That every student has access to the educational resources and rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.

For students with IEPs, we work to ensure the students have effective educational resources to help them obtain a Free and Appropriate Public Education (FAPE).

Changing the Narrative



the4thbox.com

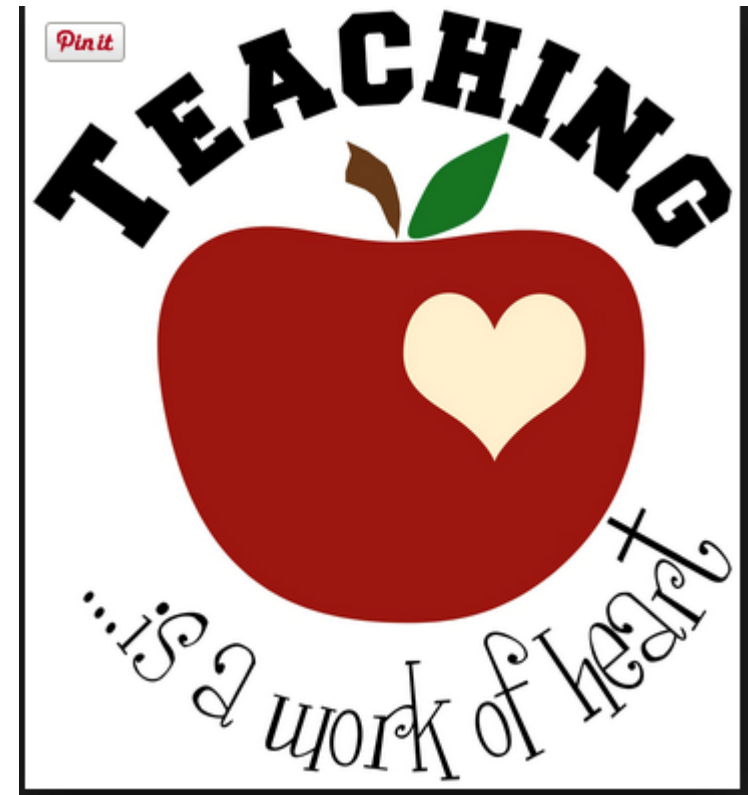


Interaction Institute
for Social Change

Original illustration
by Angus Miguire

What is a Tribal, Community and School Liaison in Wisconsin?

- Other position titles....
 - Home School Coordinators
 - Title VI Indian Education Coordinators and Program Staff Members
 - Johnson O'Malley Coordinators and Program Staff Members



What are the requirements to become a licensed TCSL in Wisconsin...

PI 34.053 Tribal, community and school liaison license.

(1) Authorization. A license issued under this section authorizes the license holder to work as a tribal, community, and school liaison in an American Indian language and culture education program. A license to serve as a liaison in an American Indian language and culture program is not mandatory.

(2) Eligibility. The state superintendent may issue a tribal, community, and school liaison license under this section if all of the following apply: PI 34.053(2)(a)

What are the requirements to become a licensed TCSL in Wisconsin...

(a) The applicant is determined competent for the license by the designee of the local American Indian parent advisory committee under s. 115.735, Stats., and one of the following:

1. The district administrator of the employing school district.
2. The administrator of the employing alternative school.

(b) The applicant is certified to be competent in the associated American Indian language and is knowledgeable about the history and culture of the associated American Indian population. The certification under this paragraph shall be made by one of the following entities, as determined by the associated tribal government:

1. The tribal council.
2. The tribal language division.
3. The local American Indian parent advisory committee.

What does a TCSL do in their role in Wisconsin schools?

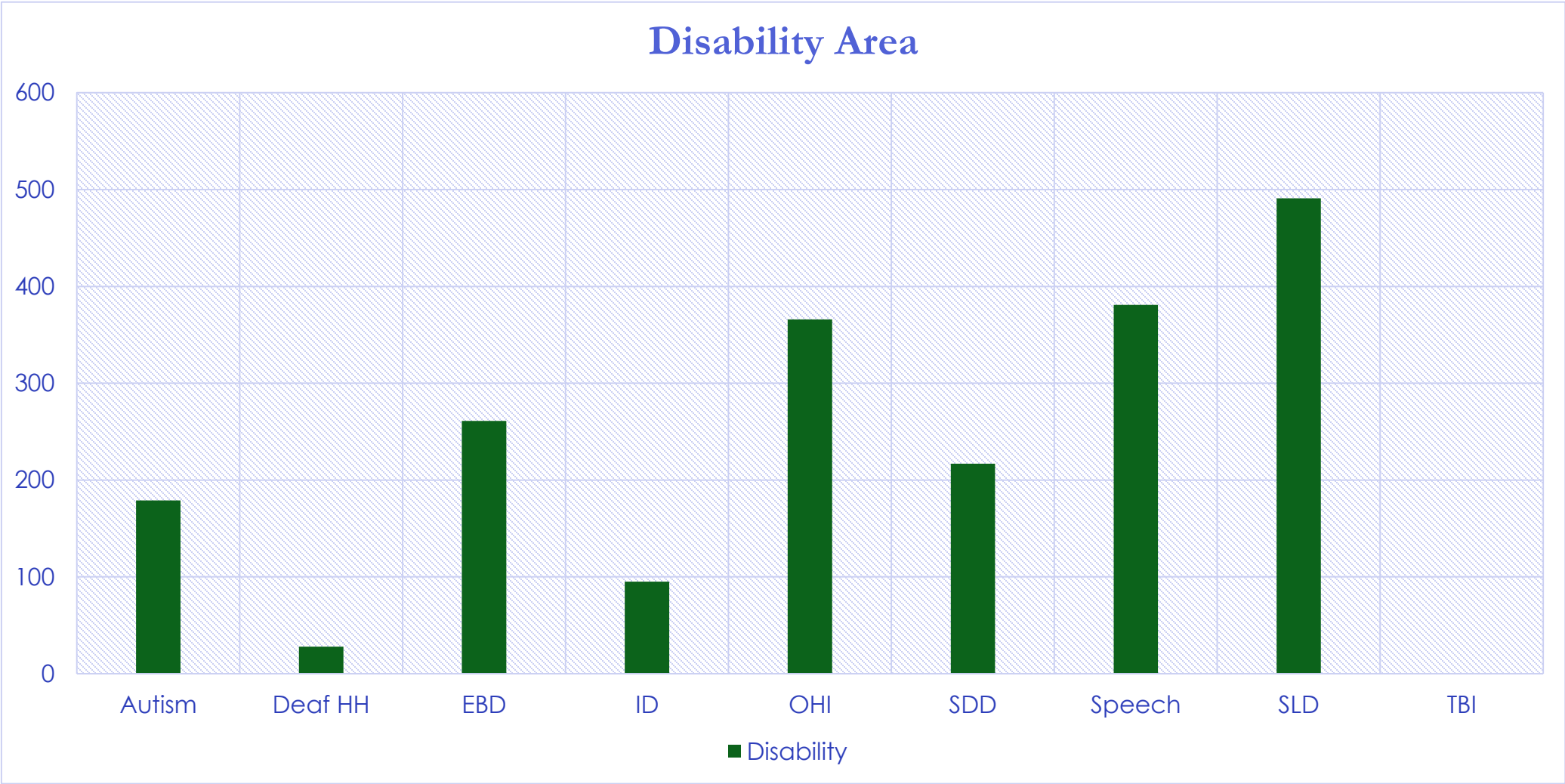
- Community liaison with the nation or tribal community
- Educational intervention and supports
- Parent/guardian, family, and nation involvement support
- Parent/guardian and student advocacy
- Cultural support
- Resource development for schools and educators



What are Wisconsin's goals in Special Education?

- Focus on procedural compliance alone has not resulted in better outcomes
- DPI revised sample IEP forms to promote discussions aimed at improving student outcomes
- CCR IEPs focus on improving access, engagement and progress in meeting early childhood/grade level standards based curriculum, instruction, and environments

Wisconsin American Indian Students by Disability 2019-2020



Andrew F. - US Supreme Court Ruling

Clarified that *FAPE requires an IEP to be reasonably calculated to enable a child to make progress appropriate in the light of the child's circumstances.*

- For most students this means an IEP designed to allow the student to progress from grade to grade. But if that is not possible, the IEP should be appropriately ambitious in light of the child's circumstances.
- Goals may differ but each and every child should have the chance to meet challenging objectives.

From Informational Bulletin 18-02

Question: Can IEP teams develop IEPs for American Indian students that are reasonably calculated to enable a child to make progress – if we come from a majority focused standpoint?

What is a CCR IEP?



CCR IEP = College and Career Ready Individualized Education Program (IEP)

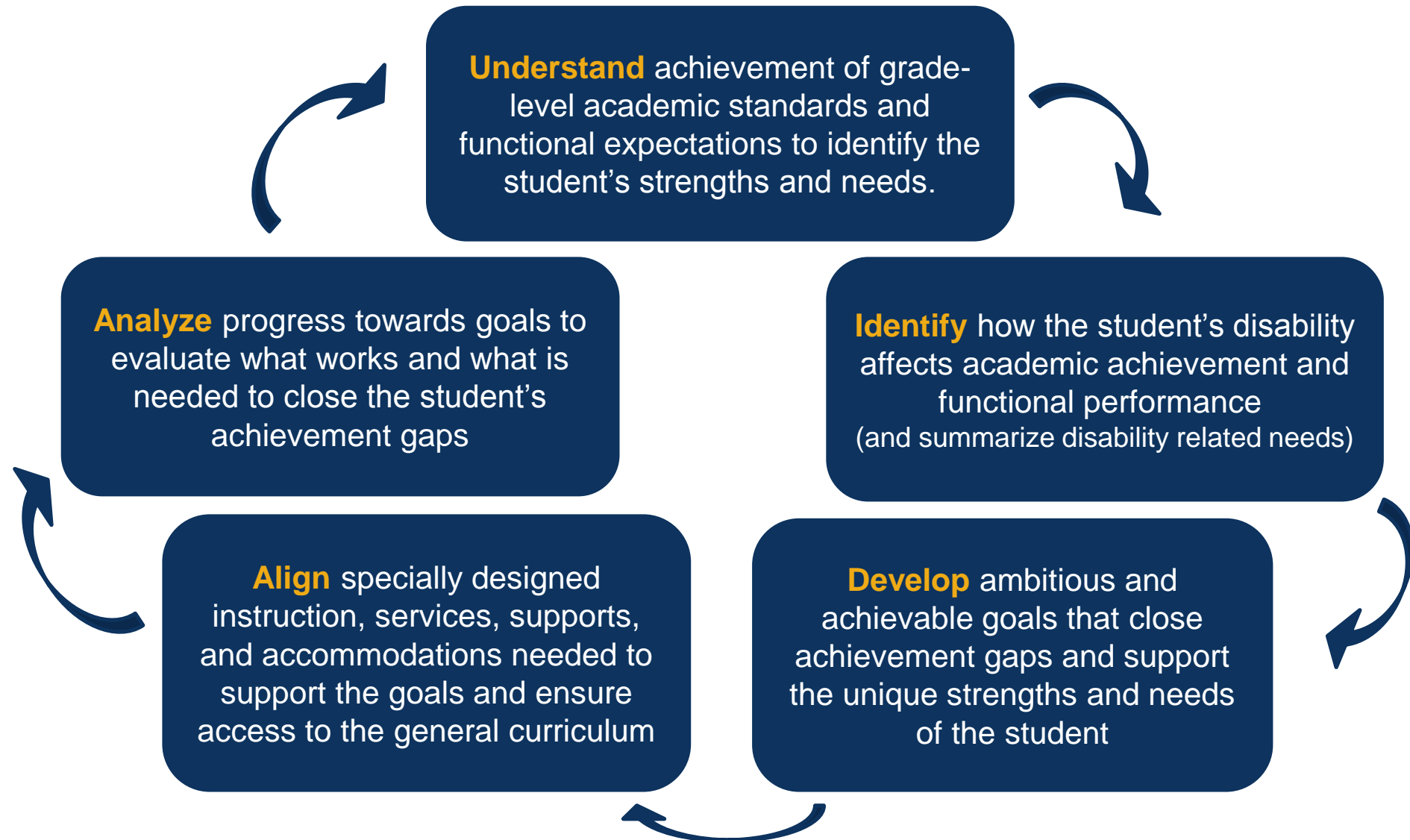
- For all public school students ages 3 through 21 eligible under IDEA
- An **Individualized** Education Program developed to
 - meet the unique disability-related needs of the student
 - help ensure the student graduates ready for further education, work, and living in the community
- Emphasis on improving outcomes (compliance and results)

The Power of Beliefs

CCR IEP 5 Beliefs

- High Expectations
- Culturally Responsive Practices
- Student Relationships
- Family and Community Engagement
- Collective Responsibility

CCR IEP 5 Step Process Back to Basics



Family Engagement is Emphasized

II. FAMILY ENGAGEMENT

How will school staff engage parents/families in the education of the student (e.g. sharing resources, communicating with parents/families, building upon family strengths, connecting parents/families to learning activities, etc.)?

Where could TCSL help re: 5 Beliefs?

CCR IEP 5 Beliefs

- High Expectations
- Culturally Responsive Practices
- Student Relationships
- Family and Community Engagement
- Collective Responsibility

Remember the TSCL roles....

- Community liaison with the nation or tribal community
- Educational intervention and supports
- Parent/guardian, family, and nation involvement support
- Parent/guardian and student advocacy
- Cultural support
- Resource development for schools and educators



Ideas we have...

	Ideas
High Expectations	Help student and parents organize their thoughts and ideas, especially regarding student strengths and talents
Culturally Responsive Practices	TSCs can share ideas and issues that are meaningful to American Indian students, help them communicate their needs TSCs can support other educators in their work to teach responsively
Student Relationships	Help be a conduit between American Indian students with IEPs and their teachers and vice versa if needed
Family and Community Engagement	Help non-native educators connect with American Indian families
Collective Responsibility 2/5/2020	Remind us that all students are every educators responsibility, no matter what their race and/or disability related learning needs

For additional assistance or information

Eva M. Kubinski

608-266-2899 or 800-441-4563 (toll free)

Eva.Kubinski@dpi.wi.gov

David O'Connor

608-267-2283 or 800-441-4563 (toll free)

David.OConnor@dpi.wi.gov

