

**LOWER ELWHA KLALLAM TRIBE AND THE PORT ANGELES
SCHOOL DISTRICT# 121**

September 2025 - September 2027

The Lower Elwha Klallam Tribe is a sovereign federally recognized tribe under the 1855 Treaty of Point No Point. The Lower Elwha Klallam Reservation is located in Clallam County, Washington and within the service area of the Port Angeles School District.

It is the purpose and commitment of the Port Angeles School District# 121 (hereafter "District") and the Lower Elwha Klallam Tribe (hereafter "Tribe") to come together to develop a Memorandum of Understanding (MOU) that will allow both parties to talk together and learn together in order to create an environment that promotes closing the opportunity gap, and increases graduation rates for our Native American Indian students in the spirit of the Centennial Accord and Millennium Agreement with the State of Washington, and as identified in the Every Student Succeeds Act.

INTENT:

This agreement recognizes the importance of developing curricula that relates the history, culture, and government of Pacific Northwest Indian Tribes, especially that of the Lower Elwha Klallam Tribe, for all students in the District. It also recognizes that improvements are needed in the education of Native American Indian youth to strengthen their academic achievement and enhance life opportunities, and that the education of Native American Indian children can be advanced by providing curricula that includes tribal experiences and perspectives.

The District and the Tribe enter into this formal written MOU to implement educational and cultural strategies to close the opportunity gap for all Native American students within the Port Angeles School District. The District and Tribe will collaborate to establish curricula on Tribal History, Culture, and Tribal Sovereignty & Government in the District.

II. SCOPE OF AGREEMENT:

This Agreement is intended to establish Tribal curricula for use in schools under the oversight of the Port Angeles School District Board of Directors.

III. DATE AND TERM:

This Agreement will become effective upon signing by all parties and will commence at the start of the 2025 school year. The Agreement will be reviewed annually by the parties to determine its continuation and/or need for modification.

MISSION STATEMENT:

The District and the Tribe will collaborate to ensure we are creating an environment in which Native American Indian students, their families, and school staff members will thrive through promoting dialogue, engaging in cultural exchanges, and implementing strategies to close the opportunity gap for our Native American Indian students. By doing so, the District and the Tribe are working towards sustaining an adequate government-to-government relationship and ensuring Native American Indian students have the opportunity to be successful in all their endeavors.

VISION:

All District and Native American Indian students will feel they are in a safe collaborative learning environment that is accepting of their culture, language, and history. This collaboration creates awareness, acceptance, and acknowledgement, which supports Native American Indian students in graduating and being prepared for life-long learning.

PARTIES MUTUAL RESPONSIBILITIES:

The Port Angeles School District and Lower Elwha Klallam Tribe commit to:

- District and Tribal personnel will meet in June to discuss the school year needs of all Native American Students within the District. The discussion may include salaries, benefits, job descriptions, compensation, professional development, and individual school need for the following year. The District and Tribe will develop a matrix for the evaluation of the effectiveness of programs through the direct analysis of student achievement data along with daily attendance and progress toward graduation.
- Designated District and Tribal personnel will attend scheduled leadership meetings to collaborate and focus on the overall mission to close the opportunity gap. They will discuss and resolve any incidences that may occur due to different cultures within the District.
- The District and the Tribe will regularly share information about students' successes and barriers to success with the intent to improve programs and ensure high school completion by students served by these programs.
- Designated District and Tribal personnel will attend regularly scheduled meetings of the CARES Team to ensure tribal representation.
- Designated District and Tribal personnel will attend all scheduled Johnson O'Malley Title 6 meetings to give a report on the work that they are doing at their respective school. Individual reports will include students' successes and barriers to success, attendance, enrollment, challenges, and resources that may be needed. The District will compensate District academic support personnel for attendance at these meetings. Employees will be notified of the scheduled meetings.

- District and Tribal personnel will schedule an annual joint (partnership) meeting of the District School Board Directors and Tribal Council to confer on the progress of tribally supported students and programs and to continue to strengthen our communications and commitment to the students' success. This MOU will be reviewed at this meeting.
- District and Tribal personnel will work collaboratively to implement the "sovereignty curriculum": as stated in RCW 28A.320.170, (1)(b) and (2) with a focus on Klallam history and culture within the classrooms at all District schools.
- The District and Tribe will allocate resources to be used to directly enhance the education of all Native American Indian students, and to leverage community resources and expertise to further the education of all students by working to close the opportunity gap and increase cultural awareness.
- District and Tribal personnel will work collaboratively to educate and enhance the understanding within our community about Klallam language, history, and culture, such as but not limited to: potlatches, cultural exchange, and other cultural outreach activities within the District's schools. Request for information and activities will be coordinated with the Klallam Language Teacher(s).
- District and Tribal personnel will share data to include attendance, grades, and other academic data for relevant grants applied for by the Tribe and to keep working towards closing the gaps within these areas.
- District and Tribal personnel will share the demographics required by the Impact Aid Grant and the Johnson O'Malley Foundation federal funding.
- Both parties will ensure consistent attendance by District and Tribal representatives at all meetings and functions related to accomplishing the objectives of this MOU.
- District and Tribal personnel will support the evaluation of the effectiveness of programs through the direct analysis of student achievement in the areas of language arts, science, math, and behaviors.
- The parties agree to look for resources, best practices, and connect with other successful schools for innovation of educational strategies in ways to close the opportunity gap for all Native American Indian students within the District.
- District and Tribal support will stay in compliance with provisions and assurances required for participation in federally funded title programs used to fund the educational and education support programs.
- District and Tribe will support having a teacher apprentice for the following high school classes, Klallam Language (years 1 - 3), and Native American Studies. This is to ensure the continuation of teaching these classes for future generations.
- The District and Tribal personnel will collaborate to ensure all standing and future Culture & Language grants meet the requirements in order to stay in compliance.
- Both parties will work cooperatively to ensure appropriate, efficient communication in support of the objectives of this MOU.

PORT ANGELES SCHOOL DISTRICT'S RESPONSIBILITIES:

The Port Angeles School District commits to:

- Include appropriate representation from the Tribe in the IMC.
- District will ensure that the IMC considers curricula that incorporates information specifically related to the History, Culture, and Sovereignty & Government of the Tribe.
- District will provide use of facilities and staff support necessary for the implementation of curricula on Tribal History, Culture, and Sovereignty & Government.
- District will explore potential sources of funding or other resources for development and implementation of Tribal curricula.
- District will identify the appropriate curricula and establish, in consultation with the Tribe, an implementation strategy.
- District will provide staff training and instructional materials related to the identified curricula.
- District will provide information to parents, students, and the community regarding the implementation of the Tribal curricula.
- District will match funds with the Tribe for School District Potlatch, for a total of \$5,000.00 annually.
- District will provide a desk or desk space in its facilities for all academic support personnel while they are engaged in outreach and academic instruction for Native American Indian students within the District.
- District will provide annual funding to match salary and benefits for the Klallam Language Teacher position at Port Angeles High School and funding for three
(3) Native American Education Advocates, one position at the Port Angeles High School, one position at Stevens Middle School/Lincoln High School, and one position at Dry Creek Elementary School.
- District will provide funding for the Native American Liaison position.
- District will provide one Tribal Member seat on the Policy Review Committee .
- District will honor Tribal cultural ceremonial practices, by accepting and supporting graduating seniors who choose to wear cultural regalia at their graduation ceremony. This practice will also apply to other ceremonial events in schools, and to kindergarten through high school graduation. (As described in RCW 28A.600.500)
- District will reduce the length of time students are excluded from school due to suspension or expulsion and provide student support to develop a re-engagement plan.
- District will engage families with Integrated Student Services.
- District will help strengthen student transitions from elementary school to middle school, and middle school to high school.
- District will utilize part of its Title VI funding to acquire at least one AmeriCorps Member annually to provide specific academic support to the Native American Indian youth at the Port Angeles High School and at Lincoln High School.

- District will consult with the Tribe at the earliest possible point for the development of applications for the following programs under Every Student Succeeds Act.

Title I, Part A, (Improving Basic Programs Operated by State and Local Educational Agencies) 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 VI, Part A Subpart 1 (Indian Education Formula Grant to Local Educational Agencies)

Lower Elwha Klallam Tribe commits to:

- The Tribe will identify appropriate representatives to serve on the Instructional Materials Committee (IMC) convened by the District to recommend curricula on Tribal History, Culture, and Sovereignty & Government.
- The Tribe will provide information regarding the Tribe's Culture, History, and Sovereignty & Government that may be useful in enhancing the District's Tribal curricula.
- The Tribe will facilitate participation by Tribal Elders in sharing perspectives and history that may be useful in enhancing the District's Tribal curricula.
- The Tribe will encourage community and family support that will assist students in benefiting from the Tribal curricula.
- The Tribe will assist in promoting Tribal member awareness of and support for the Tribal curricula project.
- The Tribe will encourage Tribal member participation in Cultural exchanges organized under this MOU.
- The Tribe will provide annual training to District staff to enhance the Cultural Competency of Port Angeles School District Employees.
- The Tribe will ensure that all Native American Education Support staff or other positions that are working within the District schools complete any training required by District policies.

This agreement is entered into in the spirit of relationship building. This agreement is made to uphold the commitments established by the 1989 Centennial Accord, the 1999 Millennium Agreement, and the Federal Every Student Succeeds Act.

The Lower Elwha Tribal Government or the Port Angeles School District may initiate a formal consultation on an issue of concern by sending a written request for consultation detailing the issue of concern and requesting a government-to-government consultation at the highest level. For the Port Angeles School District, the request shall be directed to the School Board Chair, for the Lower Elwha Klallam Tribe the request shall be directed to the Tribal Chair. The formal consultation process will follow the Tribal Consultation Protocol guidelines developed by the Office of Superintendent of Public Instruction.

Nothing herein waives, or shall be interpreted as a waiver of, the Sovereign Immunity of the Lower Elwha Klallam Tribe.

Signed, this 16th day of September _____

APPROVED BY Frances S. Chalk
Lower Elwha Klallam Tribe Chairwoman

APPROVED BY Michelle Olsen
Port Angeles School District Superintendent

APPENDIX A
Providing Educational Services for Native American Children with Special Needs
Who Attend Lower Elwha Children's House of Learning

This Appendix A to the MOU between the Lower Elwha Klallam Tribe and the Port Angeles School District for September 2025 through September 2027 describes the procedures that guide the provision of services to children with special needs within the Port Angeles School District services area who attend Lower Elwha Head Start (hereafter "LECHL"). These procedures apply only to children with special needs who are age-eligible to attend Head Start but not yet eligible for transitional kindergarten or kindergarten entry in the Port Angeles School District.

The Port Angeles School District and Lower Elwha Children's House of Learning commit to:

- The District and LECHL will collaborate with the understanding that LECHL is governed by the Tribe, and that the Tribe has final approval of this MOU with the District.
- The District and LECHL will collaborate to identify children enrolled in Head Start with special needs.
- The District and LECHL will collaborate on creating a plan, with the child's parents/guardians, for the child's entry into Transitional Kindergarten and/or Regular Kindergarten.
- The District and LECHL will collaborate to provide families with orientation meetings and materials to clarify Transitional Kindergarten and Regular Kindergarten program goals, format, and parent involvement opportunities.
- The District and LECHL will inform and/or include each other in any training or technical assistance that has a direct effect upon the other's program.
- If it is determined that a child only needs speech therapy, the District's speech and language therapist (SLP) services may take place at LECHL. The District SLP will coordinate with LECHL staff regarding space and scheduling.

The Port Angeles School District commits to:

- District will provide the LECHL staff with information on all Child Find activities.
- District will inform the LECHL staff of all referral procedures annually in a fall meeting with LECHL staff.
- District will invite LECHL Education Disabilities Manager and the student's lead teacher to meetings to discuss evaluation results and/or education plans, when parents/guardians have signed any required release of information forms.
- District will invite the appointed LECHL staff member to meetings that are scheduled to discuss an individual child's needs and education plan.
- District will communicate, to the extent possible, with LECHL teachers to share/discuss teaching strategies.
- District will facilitate meetings/communication between LECHL staff who are working with students who receive special education services, and the

Transitional Kindergarten teacher or Regular Kindergarten teacher. The goal is to discuss the child's needs and successes, in order for the Transitional or Regular Kindergarten teacher to support a successful transition. This will allow the teachers to create a more welcoming environment for the transitioning child.

Lower Elwha Children's House of Learning commits to:

- LECHL will facilitate the annual meeting in the fall with the District staff to learn about the District's the Child Find activities and referral process and procedures in order to successfully identify children with special needs.
- LECHL will provide educationally relevant information for referrals to the District for Child Find activities, using the necessary parent/guardian release forms.
- LECHL will advocate and guide the parents/guardians through the processes and procedures to support Child Find and evaluations processes.
- LECHL staff will attend scheduled meetings regarding the child, once parents have signed the confidential release form with the District.
- LECHL appointed staff will implement the accommodations that may be recommended by the District for a child with special needs.
- LECHL will provide a list by May of each school year of all children who will be finishing the LECHL program and entering kindergarten in the District the following fall.
- LECHL will collaborate with district Transitional Kindergarten teacher or Regular Kindergarten teacher and provide child's needs and successes to ensure child with needs transitions successfully.