



Kate Brown, Governor

American Indian/Alaska Native Advisory Committee

JANUARY 7, 2020 | 9:30 a.m. - 4:00 p.m.

Oregon Department of Education- Basement A

255 Capitol Street NE | Salem, OR 97310

Conference call: 866-434-5269, Access code 8269784

AI/AN Advisory Committee

Members

Angie Morrill
 Beverly Youngman
 Brandon Culbertson
 Bridgett Wheeler
 Chris Mansayon
 Jesse Beers
 Julie Bettles
 Kelly LaChance
 Leilani Sabzalian
 Mandy Smoker-Broaddus
 Mercedes Jones
 Modesta Minthorn
 Robin Butterfield
 Sally Kosey
 Sandy Henry
 Scott Minthorn
 Sonya Moody-Jurado
 Tamara Henderson
 Tammie Hunt
 Valerie Switzler
 Will Hess

AGENDA

9:30	1.0	Welcome / Networking	All
9:40	2.0	Indian Education Office Updates	Staff
10:30	3.0	Tribal History Shared History Update	April Campbell
11:00	4.0	AI/AN Education Plan Work	Members
12:00		Working Lunch (Updates from Members)	
1:00	4.0	Continued	Members
2:45	5.0	Public Comment <i>To provide public testimony, sign-in at the meeting or submit a written testimony prior to the meeting. Each group may have one speaker; each individual or group spokesperson will have three (3) minutes.</i>	
3:00	6.0	Legislative Concept – Regalia	Ramona Halcomb
3:30	7.0	Other Business, Next Meeting Agenda Items	Members
4:00		Adjourn	

Office of Indian Education

Colt Gill
Director

April Campbell,
Indian Education Advisor to Deputy
State Superintendent

Ramona Halcomb
Indian Education Specialist

Debbie Green
Executive Support

Future Meetings

March 10, 2020
 May 5, 2020
 June 30, 2020
 September 1, 2020
 November 3, 2020

ADA accommodations: Please e-mail Debbie Green / Debbie.green@state.or.us

 "ODE-Guest"



Kate Brown, Governor

American Indian/Alaska Native Advisory Committee

NOVEMBER 5, 2019 | 9:30 a.m. - 4:00 p.m.
Oregon Department of Education- Room 251 B
255 Capitol Street NE | Salem, OR 97310

MINUTES

Present: April Campbell, Ramona Halcomb, Tamara Henderson, Leilani Sabzalian, Chris Mansayon, Julie Bettles, Will Hess, Mercedes Jones, Sonya Moody-Jurado, Debbie Green

By phone: Valerie Switzler, Robin Butterfield

Visitors: Laura Foley, Nell Tessman, Suzy Merkarski, Lindsay Pearson, Jeremy Wells

1.0 Welcome / Networking

April Campbell opened the meeting at 9:41 p.m. and introduced Dr. Juan Carlos Chavez, Equity Diversity and Inclusion Assistant Superintendent. He shared a native blessing and song. April reviewed the agenda and there were no edits or additions.

2.0 CTE Plan Information

Laura Foley shared highlights from the current Draft Career Technical Education (CTE) state plan, created almost 100 year ago due to equity issues. Students who participate in CTE have a higher graduation rate than the state average. Discussion on how to ensure this plan meets the needs of American Indian /Alaska Native students. The state is reviewing federal requirements and state needs as they develop their priorities. Three main areas of focus include:

- Career Exploration and Guidance (improve recruitment into CTE programs with earlier exploration opportunities)
- Work-based learning
- Tribal recognition

ODE would like feedback from the tribal communities on these questions:

- How can we partner to ensure career exploration and guidance systems are meeting the needs of our American Indian/Alaska Native youth?
- What opportunities to experience CTE in middle school are most important?
- What communication strategies should be used at the state and local level?
- Are there CTE Programs that one or more tribes would like to participate in the development of for the Statewide Program Framework?

3.0 Tribal History Shared History Update

April shared an update on SB 13 and a review of ODE trainings over the summer.

SB 13 (Tribal History/Shared History) law directs ODE to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators. As

part of this requirement ODE will hold a “Train the Trainer” event on December 12, 2019. This event will be used to share lessons produced by ODE’s contractor Education Northwest. This training will include discussion about foundations and modeling of lesson plans. There was a suggestion to have this advisory committee review any lesson plans prior to posting them. Original lesson plans were developed using a wide variety of feedback and robust discussion about what to include. This idea was tabled for a future meeting.

4.0 Gray Family Foundation

Nell Tessman, Program Officer with the Gray Family Foundation, provided members an overview of their Foundation. Their mission is to engage people in Oregon as active stewards of our communities and natural environments. The Foundation provides four grant programs which include: Geography Education, Environmental Education, Outdoor School, and Camp Maintenance. The Foundation desires to engage tribal communities to inform them of grants available which connect youth to the physical, human, and environmental geography of natural resources in Oregon. They are working to develop an equitable process for funding and outreach to all communities across Oregon and wanted the Advisory Committee to be aware of grant opportunities and the process for applying through their Foundation. Other opportunities within the Gray Family Foundation include participation in their advisory committee, and participation in grant reviews and scoring.

5.0 Office of Indian Education Update

April Campbell shared two positions will be added to the Office of Indian Education in the next year. One position will be posted in November and will be used to hire someone who can both support their office technically and have a background able to teach Indian Education basics among other skills. The other position, yet to be determined, will be hired closer to summer 2020. Debbie Green reviewed the new webpage for the committee and gathered feedback on changes and what members would like to see added. Ramona Halcomb gave a brief TAPP update.

Working Lunch (Updates from Members)

6.0 Review AI/AN Student Success Plan Draft

April reviewed a draft of the American Indian/Alaska Native Student Success Plan (2020-2025) with committee members. She gathered feedback from the group as they reviewed the plan together. The main priorities of the Student Success Plan are:

- Increase Graduation Rates of American Indian/Alaska Native Students
- Diversity the Educator Workforce
- Educator Workforce Diversification and Capacity Building
- Implement AI/AN Curriculum
- Continue Authentic Community Engagement
- Accountability
- Reduce Chronic Absenteeism
- Early Learning
- Teacher Standards and Practices Commission
- Support post-secondary Educational Opportunities

April asked members to send additional priorities and any missing key accountability partners to her by December 16th. Recommendation to include youth voice in the planning process.

7.0 Language Use Survey

Suzy Merkarski, from the Office of Teaching, Learning, and Assessment at Oregon Department of Education, is surveying districts on a common first step for identifying potential English learner students – the Language Use Survey. The first section of the survey focuses specifically

on getting your voice and feedback regarding Oregon's current Language Use Survey. There was a recommendation to send the survey to Title VI Coordinators.

Jeremy Wells, School and Community Wellness Advocate, shared his new role in the Office of Equity, Diversity and Inclusion. He serves as a communication conduit. He is a former teacher in Oregon schools and has the expertise to help new employees get up to speed as quick as possible. Wells will advocate for districts and communities that communicate concerns and find opportunities for ODE that impact their communities.

8.0 Other Business

Mona asked members to send current best practices, promising practices, and resources which we can share with districts focusing on improving outcomes for our AI/AN students and youth.

9.0 Next Meeting Agenda Items

- *Dedicating a future advisory committee meeting to SB 13 lesson plans
- *Review AI/AN Student Success Plan Draft

Adjourn at 4:15 p.m.

American Indian / Alaska Native Student Success Plan Revision Worksheet

Tentative timeline (Native Student Success Coordinator may revise):

- January 31: Initial goals to AI/AN plan complete
- February 20: Comments from AI/AN Advisory Committee due
- March 5: Draft of AI/AN Plan to Education Cluster
- March 10: Final draft of AI/AN Plan to Advisory
- April 23: 1st reading of AI/AN Plan to State Board of Education
- May 5: Update to Advisory Committee
- June 9: Update to Education cluster
- June: Final adoption by State Board

Target areas (outlined in the introduced language of Senate Bill 13 during the 2019 session):

- A. Disproportionate discipline – page 2
- B. Parent engagement – page 3
- C. Before and after education activities – page 4
- D. Early Childhood and kindergarten readiness – page 5
- E. Improve literacy and numeracy levels (K-3) – page 6
- F. Student transitions (focus on MS-HS) – page 7
- G. Culturally responsive pedagogy and practices (ECE to PS) – page 8
- H. Culturally responsive curricula (ECE to PS) – Tribal History / Shared History – page 9
- I. Increase attendance (ECE-PS-Cert Programs - TAPP) – page 10
- J. Increase attendance (4-year institutes) – page 11
- K. Other – pages 12-14

For each Target area answer the following questions (keeping in mind a 5 year plan and highest impact):

1. What do we think we know about this target area?
2. What information / data supports these theories? What do we know works?
3. What more might we need to explore (more information / data)?

After answering the above questions. Create a goal statement: Draft a one or two sentence as to how the Oregon Department of Education may address this target. Also keep in mind much of these efforts likely will take place in a district, school, and/or classroom.

Once the draft goal statement is completed answer the following questions:

1. How might this goal be evaluated?
2. Who might be partners to ensure this goal is successful?
3. How do we know it's working?

2021 Legislative Concept Request Form

Tribal regalia and objects of cultural significance

Ramona Halcomb

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DESCRIBE THE PROBLEM

1. What is the problem you are trying to solve? a. What prompted the problem: State Law? Federal Law? OARs need a fix? Why is this being proposed? 2. Can this be fixed through rule? Why not?

Historically, American Indian/Alaska Native Education is a rocky path. Many factors contribute to the Academic Achievement Gap that exists between American Indian/Alaska Native learners and their peers. This proposal is submitted to reduce the lower graduation rate of American Indian students in Oregon. It will reduce disparities by instilling pride and dignity in the recognition of academic achievement, leadership, and tribal sovereignty. This proposal recognizes the unique cultural, language, and rich heritage of American Indian and Alaska Native students. This also affirms Native American self-determination, self-governance and decision making on issues that affect their own people. Each year, American Indian/Alaska Native graduates across the state receive Eagle feathers to be worn at graduation to signify the academic achievement and leadership and to honor the graduate, the graduate's family, community, and tribal nation. The giving of and wearing eagle feathers honor the spiritual and cultural expression of American Indian beliefs. Each year a school district prevents American Indian students from wearing clothing and items of cultural significance during graduation ceremonies. This is an infringement upon the students' rights to wear clothing or items of spiritual or cultural significance, especially eagle feathers, at graduation. We hear from the American Indian/Alaska Native communities that this is a problem and unfair, as items such as an eagle feather are recognition of honor for significant contribution to the community and is also a sign of significant academic success. This legislation will make clear that students may wear items of cultural significance at graduation.

PROPOSED SOLUTION

1. What is the solution you are proposing and why?

Students shall be allowed to wear traditional tribal regalia or objects of cultural significance at a public events and especially graduation. No state agency school district, esd or municipality shall prohibit an individual from wearing traditional tribal regalia or objects of cultural significance at public events or graduation. This act helps further the state's recognition of the distinct and unique cultural heritage of the American Indian/Alaska Natives and the state's commitment to the Government-to-Government relationship preserving the Native Americans' cultural heritage, tribal sovereignty and promote academic success among all students.

2. Does this solution advance ODE's mission, vision, values and equity stance? Yes
3. Does this solution align with ODE's strategic plan? Yes

4. How does the proposed policy change impact schools, education service districts, and other educational institutions?

This will clarify the question of wearing regalia that happens every June and allows for a more uniform consistent message of equity and inclusion to every student and their families. Which will foster more family engagement and student success.

5. Does this bill proposal change impact other state agencies? No

6. Does this bill proposal affect the nine federally recognized tribes? Yes

EQUITY IMPACT ANALYSIS

1. Will historically underrepresented students/populations be impacted by this bill proposal? Yes

a. If yes, describe how this bill could produce other unintended consequences. Some American Indian/Alaska Native students may have been adopted to non-native families and not have ties to their tribal nation. It is important that school districts do not “assume” and American Indian/Alaska Native student will wear items of cultural significance.

2. Explain how this policy idea or action works to decrease the opportunity gap. This will reduce disparities by instilling pride and dignity in the recognition of academic achievement, leadership, and tribal sovereignty.

3. Have you consulted with the Office of Indian Education on this proposal? (submitted by OIE)

ENGAGEMENT 1. List all parties you have engaged affected by this proposal and feedback they have provided. (Community organizations, state agencies, tribes, schools, ESD, districts, etc.).

Title VI Indian Education Programs (29 in OR) Oregon Indian Education Association, ODE’s American Indian/Alaska Native Advisory Committee, Government-to-Government Education Cluster, requested to be on the next Legislative Commission on Indian Services agenda. There has been positive responses so far.

2. List the historically underrepresented groups you have engaged and feedback they provided. Same as above. Will request to be on ODE’s EDI Agenda.

FISCAL 1. What is the fiscal impact of the proposed policy idea to the Department of Education? N/A

2. How does this bill proposal fit within the budget of the agency? N/A

a. Which units/divisions/offices will be impacted and how? OIE, Communications Team, and Front Desk. OIE will need to prepare PD on why allowing regalia is important for AI/AN students. Communications Team will need to communicate to school districts. Front Desk may filter calls regarding regalia.

3. What is the fiscal impact of this bill proposal to school districts and ESDs? N/A

Signature required by Supervisor

CA, KS, MT, and SD have passed legislation allowing students to wear items of cultural significance:

[California Legislative Information 2017](#)

[Kansas Legislative Information](#)

[Montana Legislative Information 2017](#)

[South Dakota Legislative Information](#)

Other efforts:

Currently, OR sends a letter to support allowing students to wear cultural significant regalia
[ODE Letter of Support](#)

MN - Proposed, did not pass

WA – OSPI sends a letter encouraging the right of Native Students to wear items of cultural significance

[Washington OSPI Letter of Support](#)

WI - sends a letter encouraging the right of Native Students to wear items of cultural significance

[Wisconsin Letter of Encouragement](#)