

## Office of Indian Education

### Monthly Update – July 2020



[Image retrieved from The Portland Audubon Society:](#)

#### Mission for the Office of Indian Education:

The mission of the Office of Indian Education is to support the efforts of local educational agencies, tribes, organizations, postsecondary institutions, and other entities to meet the unique cultural, language, and educational needs of our American Indian/ Alaska Native students; and ensure that all students have the supports needed to be successful.

**We hope your summer is off to a good start and that this update finds you and your family in good health. We extend our appreciation for all of your patience, understanding and efforts in assisting students, family members and your communities during this time.**

**We are currently focused on planning for safely reopening at ODE. This process will take several months. Things will look different for a while. For now, all offices are closed and staff remain telecommuting. We will be following Governor Kate Brown's Framework for re-opening:**



[Reopening Oregon website](#)

Oregon Department of Education's (ODE) [COVID-19 website](#), which includes a list of Frequently Asked Questions.

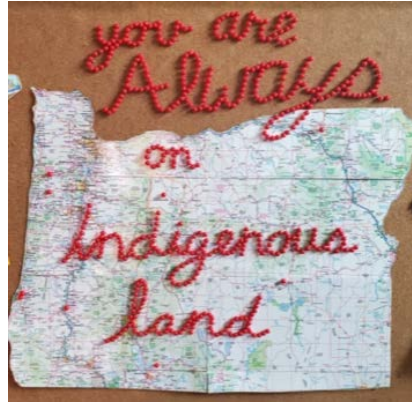


Image courtesy of Kiona Campbell, Citizen of The Confederated Tribes of Grand Ronde



## Senate Bill 13 Update

On June 25, 2020 we had the opportunity to present at the Grand Ronde Education Summit event via Zoom. There were two sessions offered on SB 13 Tribal History/Shared History. One informational session on the background of SB 13, *The Essential Understandings of Native Americans in Oregon* and *the Critical Orientations for Indigenous Studies Curriculum* (The 6 P's) with dialogue and discussion and one Open Forum session that included sharing strategies for successful implementation as well as a space for answering questions. A huge thank you to our facilitators for this event: April Campbell of ODE, Dr. Shadiin Garcia of the Educator Advancement Council, Mercedes Jones of the Confederated Tribes of Grand Ronde, Trinity Minahan of ODE, Sonya Moody-Jurado of the Confederated Tribes of Siletz Indians, and Dr. Leilani Sabzalian of the University of Oregon.



## Exciting things to come:

**New!** We are **developing an SB 13 Tribal History/Shared History virtual interactive webinar course**. This should be available by the end of Summer 2020. Educators will be able to receive professional development units for completing the course. The two overarching goals for the course are to dive deep into the *Essential Understandings of Native Americans in Oregon* as well as the *Critical Orientations for Indigenous Studies Curriculum*. It will allow for activities for engagement and reflection and link to lesson plans and more!



**Essential Understandings of Native Americans in Oregon**



Photo courtesy of The Burns People Tribe

**Critical Orientations for Indigenous Studies Curriculum**  
Lillian Schubert, Assistant Professor, Indigenous Studies in Education, University of Oregon

**PLACE**

- **There are always no Indigenous Remnants**
  - Acknowledge Indigenous presence and heritages of the places where you teach.
  - Move beyond acknowledgment to consider curriculum present issues that affect lives of Indigenous people, lands, and nations.
  - Seek out Indigenous place names where appropriate and possible.


**PRESENCE**

- **Indigenous people are still here**
  - There is no single people identity as there are Indian, Alaska Native and there are ~170 federally recognized Native nations in the US.
  - Focus on contemporary Indigenous leaders, changemakers, and issues to affirm Indigenous students, challenge or raise new topics, and highlight the strengths/struggles of Indigenous people today.

**PERSPECTIVES**

- **Indigenous people have a challenge: *decolonization and erasure* and are a central curriculum issue already.**
- **Contextualization:** "How best?" (e.g., organizers, exploratives), instead, consider how "being first" (e.g., invasive, colonialist) (October 2016) might reorient the curricula.
- **Move from teaching about Indigenous people to teaching from Indigenous analysis.**

**Updates to lesson plans and brand-new lesson plans in grades 4, 8 and 10 are continually being added to the ODE website. To receive updates on Tribal History / Shared History lesson plans and other information, please visit the [Tribal History / Shared History web page](#) on ODE's website or contact April Campbell, Indian Education Advisor to Director of Public Instruction [april.campbell@state.or.us](mailto:april.campbell@state.or.us) (503) 947-5810**



Language Revitalization Studies

**HEALTH**  
**Language Revitalization**

**ESSENTIAL UNDERSTANDINGS**

- **Language**

**LEARNING OUTCOMES**

- Students can describe language revitalization and identify areas for more revitalization both in person.
- Students can describe why there is Oregon want to revitalize and/or maintain their ancestral languages.
- Students can connect language revitalization to existing cultural pride and the benefits of language for group and individual well-being.

**ESSENTIAL QUESTIONS**

- What is language revitalization and what are some ways people revitalize languages?
- Why do the most federally recognized tribes in Oregon feel the impetus to revitalize and/or maintain their ancestral languages?
- How can language revitalization support well-being for individuals and groups?

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**Overview**

This lesson explores the preservation and revitalization of Indigenous languages—what it's important and what tribes in Oregon are doing to keep their ancestral languages alive. This is important for many Native American tribes, however, language is a complicated and even painful subject. Euro-American government officials, teachers, and other authorities discouraged Native American and Alaska Native people from speaking their native languages and even physically punished Native children for doing so at boarding schools. As a result, the amazing diversity of languages once spoken by Indigenous people in North America

**Background for teachers**

Language is an essential part of human identity and shapes how we view the world. For many Native American tribes, however, language is a complicated and even painful subject. Euro-American government officials, teachers, and other authorities discouraged Native American and Alaska Native people from speaking their native languages and even physically punished Native children for doing so at boarding schools. As a result, the amazing diversity of languages once spoken by Indigenous people in North America



## Other news:

**The American Indian/Alaska Native Student Success Plan was approved!**



American Indian / Alaska Native  
Student Success Plan  
2020-2025

We extend our gratitude to the American Indian/ Alaska Native State Advisory Committee on Indian Education and everyone that supported the development of the plan. Many assisted with the multiple steps involved with the approval and adoption process. We are grateful for your time and dedication. This plan will serve as a guide in our work for the next five years to ensure the unique cultural, language, and educational needs of our Native students and families in this state are being met and ensure an ecosystem of support is in place to help them be successful. To learn more about our AI/ AN State Advisory Committee on Indian Education, [click here!](#)

## Grant opportunities!

Request for Grant Applications (RFA) for the American Indian/ Alaska Native Student Success Plan Grant Program will be coming soon (July 2020)! Please be on the lookout for the announcement. \$3.19 million in grant funds will support the goals and priorities of the American Indian/Alaska Native Student Success Plan during the 2020-2021 fiscal year.

Tribal Attendance Promising Practices



**Tribal Attendance Promising Practices (TAPP):**

Just prior to the school closure in March, we were able to have our annual face-to-face two-day training. The Tribal Attendance Promising Practices grant has built on the relationships with families and students to support schools during this time of a “new normal.” Family Advocates have stepped in and delivered food or school packets to rural families, and made contact with students and families that school staff were unable to reach. Family Advocates made referrals to local resources for families that needed assistance beyond school concerns. Family Advocates have partnered with Title VI and provided cultural activities like beading to our students via YouTube. Family Advocates and invited Every Day Matters (EDM) staff met via Zoom with Director Gill to have a deeper understanding and discussion of guidance provided to schools, especially in relation to attendance. Collaboration with the Chronic Absenteeism Every Day Matters grant is gaining traction. Some Family Advocates have a stronger collaboration with the Every Day Matters attendance advocates. Finally, Ramona participates in weekly calls with the Every Day Matters team and was able to join several End of the Year calls with districts where TAPP is also located. TAPP is planning to meet in August with the Everyday Matters Team.



<b>Future Funding Opportunities</b>	<b>Upcoming Events</b>
<p><a href="#">Spirit Mountain Community Fund</a>: annual grants up to \$150,000 for Oregon tribes. For more information call (503) 879-1637.</p>	<p>ODE American Indian Alaska Native Advisory Committee meetings (currently scheduled virtually from 9:30AM to 3:30PM): June 30, 2020 September 1, 2020 November 3, 2020</p>
<p><a href="#">Siletz Tribal Charitable Contribution Fund</a> Application Deadline: September 1, 2020</p>	<p>Oregon Education Association Summer Conference via Zoom – SB 13 Tribal History/Shared History Session – July 30<sup>th</sup> 1:30-3:30PM Session 6 (Registration</p>



<b>Future Funding Opportunities</b>	<b>Upcoming Events</b>
	<p>deadline – July 15, 2020) - Title: Tribal History Shared History – Implementation of Native American Curriculum in Classrooms</p> <p>Level: Foundational</p> <p>Description: This course will start with a new ground-breaking curriculum initiative made possible through Senate Bill 13 – Tribal History/Shared History. These efforts seek to build partnerships between school districts and their local tribes and seek to expand learning of tribal nations and peoples in Oregon. Each nation has a distinct origin story, worldview, and timeline of their history and contemporary context. However, much of that information has been presented to the general American public from a non-Native American perspective, filled with clichés, misconceptions, and falsehoods. Participants will have the opportunity to review and model lesson plans recently developed to support Tribal History/Shared History.</p> <p>PDU's available – <a href="#">Click here to register</a></p>

## Coming soon... Oregon Open Learning Hub



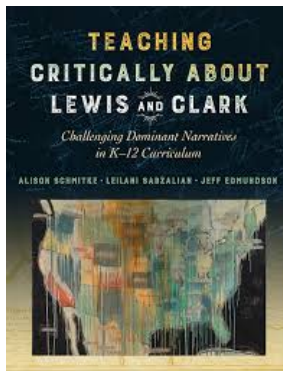
**New!** We are working on developing a new site for the Office of Indian Education within the [Oregon Open Learning Hub](#):

About: This will be a place to find and share open educational resources (OER) that are curated and created for and by Oregon educators. Community is at the heart of OER, and the Oregon Open Learning Hub intends to bring together educator authors and curators to collaborate in a virtual space for the benefit of all students, educators, and communities across our state. We invite you to contribute to this community by using these resources, providing feedback, and/or joining our Office of Indian Education group to create and share resources for use across Oregon!

**Other information outside of ODE Office of Indian Education:**

[Updates from US Department of Education, Indian Education Office specific to Title VI Indian Education.](#)

## Recommended reading of the month:



### ***Teaching Critically About Lewis and Clark: Challenging Dominant Narratives in K-12 Curriculum* (Schmitke, Sabzalian & Edmundson, 2020)**

“The Lewis and Clark Corps of Discovery is often presented as an exciting adventure story of discovery, friendship, and patriotism. However, this same period in U.S. history can be understood quite differently when viewed through an anticolonial lens and the Doctrine of Discovery. How might educators critically interrogate the assumptions that underlie this adventure story through their teaching? This book challenges dominant narratives and packaged curriculum about Lewis and Clark to support more responsible social studies instruction. The authors provide a conceptual framework, ready-to-use lesson plans, and teaching resources to address oversimplified versions of the Lewis and Clark expedition. Indigenous perspectives, along with contemporary issues, are embedded in each lesson to encourage active and critical engagement with history and the legacies of conquest those living in what is now called the United States have inherited” [Link to ordering book on Amazon.](#)

## Tribal leader of the month:



Photo courtesy of ecotrust.org

### **Antone Minthorn, Cayuse, Confederated Tribes of the Umatilla Indian Reservation**

[Antone Minthorn](#) is a Cayuse/Nez Perce Master Language Teacher and Historian. “He has been the guiding force in many of the Tribes’ successes, including restoring salmon to the Umatilla River after a 70-year absence. He is dedicated to inter-tribal coalitions and cooperative enterprises”.

Antone has served for more than twenty years with the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) in various roles, from chief planner to chair of the board of trustees. He has also served on the boards of the Northwest Area Foundation,



the Crow Shadow Institute, and the Affiliated Tribes of Northwest Indians (ATNI), including as president of the ATNI board” ([Ecotrust Staff-Antone Minthorn](#))

For more information:

[Antone Minthorn Interview](#)

[Antone Minthorn - Growing up on the Reservation](#)



**Thank you all for your dedication to our Native children, students and families. Please take care of your health as well as your family and community’s health during this time.**

*Please know we are thinking of you.*

The Office of Indian Education