



Drop in the chat something awesome your district did to celebrate Native American Heritage Month.

Oregon Title VI Indian Education Community of Practice

November 19, 2025 9AM-10AM

Rename your Zoom Name to your –

- first and last name
- name of district ,ESD, or Tribe, and
- official role for Title VI - Project Coordinator, Authorized Official Representative, student liaison, etc.
- Pronouns

Today's Agenda -

Community of Practice - Place-Based
Learning from Lincoln County SD

US Department of Education Application Windows

Professional Learning Series - Data as a Lever for
Transformative Power

Learning from Crystal Taylor Hinds, Lincoln County SD

The Restoration of the Confederated Tribes of Siletz Indians

Confederated Tribes of Siletz Indians
48th Annual
Restoration Pow-Wow

**Saturday,
Nov. 15th, 2025**

The Confederated Tribes of Siletz Indians invites you to our Annual 48th Restoration Pow-Wow to be held at:

Chinook Winds
CASINO RESORT
1777 NW 44th Street,
Lincoln City, OR.

**All Dancers and Drummers
Welcome**

Grand Entry at 6:00 PM

Information
 AJ Warren: AJW@ctsl.nsn.us
 1-800-922-1399 ext. 1244 or 541-444-8244

Whip Man
Jeff Williams

Whip Woman
Sonya Moody-Jurado

MC
Nick Siskiller

This is a family event; drugs and alcohol will not be tolerated. The Confederated Tribes of Siletz Indians and Chinook Winds Casino Resort are not responsible for injuries and lost or stolen items.

KEY EVENTS IN SILETZ RESTORATION

Name: _____

As we discuss the BIG events a part of the restoration of the Confederated Tribes of Siletz Indians, draw a picture of what you think of when you hear those things happening. Deeper question: What do you think the tribal people did in response to those things happening?

1

2

3

4

5

1955: The federal government terminated the Siletz Tribe leading to the loss of land, services, and rights.



1960's: The Siletz restoration effort was spearheaded by the Siletz Tribal Council with people like Robert Rilatos, Dee Pigsley, and Ed Ben.



1977: The Siletz Restoration Act was passed, officially restoring the tribe's federal recognition as a sovereign nation. Siletz was the second tribe in the US to do so.



1980: The Siletz Reservation was re-established but not their fishing and hunting rights.



1992: The tribe achieved self-governance, which allowed them to make more of their own decisions. They could work directly with the U.S. government, for their programs, money, and plans for their community.



Community of Practice - Our Traditions



Place-Based Teachings and Stories

Who can share in January? The next meeting is Thursday, January 15, 2026 from 10AM-11AM.

- Send a picture(s) to stacy.parrish@ode.oregon.gov
- Share with the group a story or a teach us a lesson about the Land (i.e. a place, a medicine, a first food, etc).

EASIE Updates for Title VI

Greg is BACK TO WORK! Please email him at gregory.hindsley@ed.gov for ANYTHING you need or needed during the furlough. He has been incredibly responsive.

EASIE FY 2026-27 Part I: The Indian Student Count - Opens on 2/2/26 and closes on 3/6/26

EASIE FY 2026-27 Part II: Opens on 3/30/26 and closes on 5/8/26

Related News: Nov 18 - The U.S. Department of Education (ED) announced that it has signed six interagency agreements to transition the management of several ED programs. The Office of Indian Education would transition to the U.S. Department of the Interior (DOI). A fact sheet with additional details on this partnership between ED and DOI was published by ED today here.

ODE and NIEA is closely monitoring this latest news.

Professional Learning Series



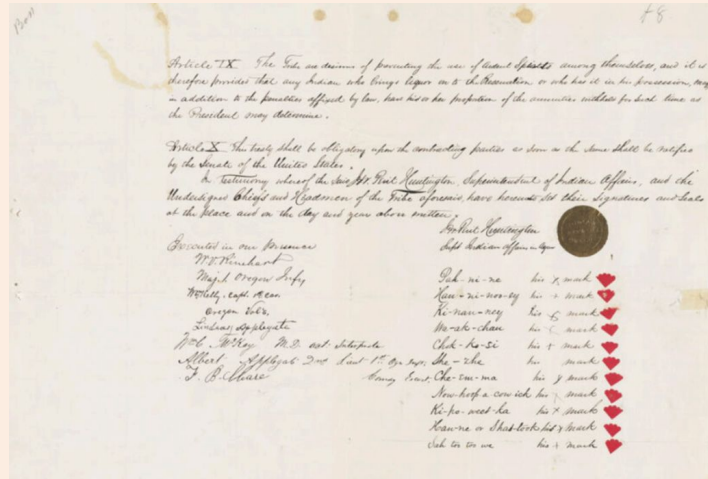
Today - Data as a Lever for Transformative Power

December - No Meeting - Enjoy the Winter Solstice and Happy Holidays

January - Awaiting Confirmation from WeRNative

February - Indigenous Family Special Education Guides

Title VI Indian Education Legislation



SEC. 6111. [20 U.S.C. 7421] PURPOSE.

It is the purpose of this subpart to support the efforts of local educational agencies, Indian tribes and organizations, and other entities in developing elementary school and secondary school programs for Indian students that are designed to—

1. meet the unique cultural, language, and educational needs of such students; and
2. ensure that all students meet the challenging State academic standards.

The State and Federal Shared Trust Responsibility to Native Education

Fundamental Understanding - The treaties signed between the U.S Government and Tribes provided provisions outlined by the government that **promised tribes access to education** largely in exchange for land and rights.

Today, the responsibility for Native education in the United States is shared between three sovereign government systems—tribal, federal, and state. As such, Native education is known as a tri-lateral responsibility (Reinhardt and Maday, 2006). As recipients of federal Title VI Indian Education dollars, it is critical to understand the unique political class to which Native students and **your part in upholding the trust responsibility to Indian children.**

Our Sacred Responsibility is to...

- Ensure all of our Title VI programs have comprehensive (holistic) ways in which we are **ensuring tribal students are experiencing high levels of success** (via the data story about academics, representation, cultural responsiveness, engagement, sense of belonging, behavioral, tribally-defined, etc).
- Empower our Indian Parent Committees with this data - beyond federal compliance data in the APR - they need to make decisions to impact the trajectory of tribal students' education in our respective districts.

For homework, read this [excerpt from the Original Sins book](#). Explore the question, “Why is it critical for Title VI formula grantees to ensure Native student’s count?”

