



## OIEA 47th Annual Conference

*Cultivating Knowledge for Future Generations*



## Conference Program

**Thursday, May 1, 2025 - Friday, May 2, 2025**

**Wildhorse Resort & Casino**



## Table of Contents

Welcome.....	3
Location Information.....	4
Parking Map.....	5
Casino Map.....	6
Agenda at a Glance: Thursday.....	7
Agenda at a Glance: Friday.....	8
Thursday Featured Speaker: Acosia Red Elk.....	9
Friday Featured Speakers: ODE Office of Indian Education.....	10
Workshop Sessions in Detail.....	11
Thursday Workshop Session 1: 11:00 AM – 12:15 PM.....	11
Thursday Workshop Session 2: 2:15 PM - 3:30 PM.....	12
Thursday Workshop Session 3: 3:45 PM - 5:00 PM.....	14
Friday Workshop Session 4: 10:15 AM - 11:30 AM.....	17
Friday Workshop Session 5: 11:45 AM - 1:00 PM.....	20
OIEA 2024-25 Board of Directors   Terms.....	22
OIEA Elections.....	23
Tamástslikt Cultural Institute.....	24
Notes Section.....	25



## Welcome

Welcome to OIEA's Annual Conference! This year, we are celebrating the 46th annual conference! For more than 40 years the OIEA has collaborated with school districts, universities, and state officials to incorporate Indigenous knowledge into public education and to promote quality educational services to American Indians/Alaskan Natives/Native Hawaiian (AI/AN/NH) students and their families. Today, the OIEA is made up of 22 elected board members, including representation from the nine federally recognized tribes and each geographic area throughout Oregon.

Each year OIEA strives to showcase exceptional AI/AN/NH education efforts—in the classroom, our communities and across the state. These efforts and advances include but are not limited to:

- Indigenous Knowledge & Teaching
- Traditional Ecological Knowledge
- Culture/Language Revitalization
- 'Tribal History, Shared History' Curriculum in the Classroom
- Educational Support of Indigenous Youth & Families (pre-K through Post-secondary)
- Decolonizing Curriculum & Culturally Relevant Content
- Stories, Literature, Media & Oral Tradition

We hope you enjoy this year's selection of workshops, and hope that when the conference ends, you feel confident and encouraged by the efforts of your peers throughout the state.

A big thank you to the staff at the Oregon Department of Education's Office of Indian Education for their sponsorship of this year's conference.

### 2025 Conference Committee Members

Louise Wilmes  
Tamara Hendersen  
Becca Gruner  
Roshelle Weiser-Nieto  
Chris Mansayon

Heather Shá xat k'ei Gurko  
Lucille Begay  
Kenwani Kravitz  
Tamzyn Al-zyout

## Location Information

### **Wildhorse Resort & Casino**

46510 Wildhorse Blvd, Pendleton, OR 97801

Centrally situated between Boise, Idaho, Spokane, Washington, and Portland, Oregon, Wildhorse Resort & Casino is a premier destination for family getaways, business meetings and large conventions. The Resort features a 24-hour casino, hotel, RV Park, nine restaurants, 5-screen Cineplex, 18-hole championship golf course, travel plaza and tribal museum. Now open – Wildhorse Family Funplex – featuring a 24-lane bowling alley, food court and arcade! There is no destination experience like it in the Pacific Northwest. Wildhorse is located just off I-84 at exit 216, four miles east of Pendleton, Oregon. Wildhorse is owned and operated by the Confederated Tribes of the Umatilla Indian Reservation.

There is a variety of on-site dining and entertainment options, including:

- [The Cineplex](#)
- [Family FunPlex with Bowling and an Arcade](#)
- [A wide variety of casual and fine dining options](#)

### **Parking:**

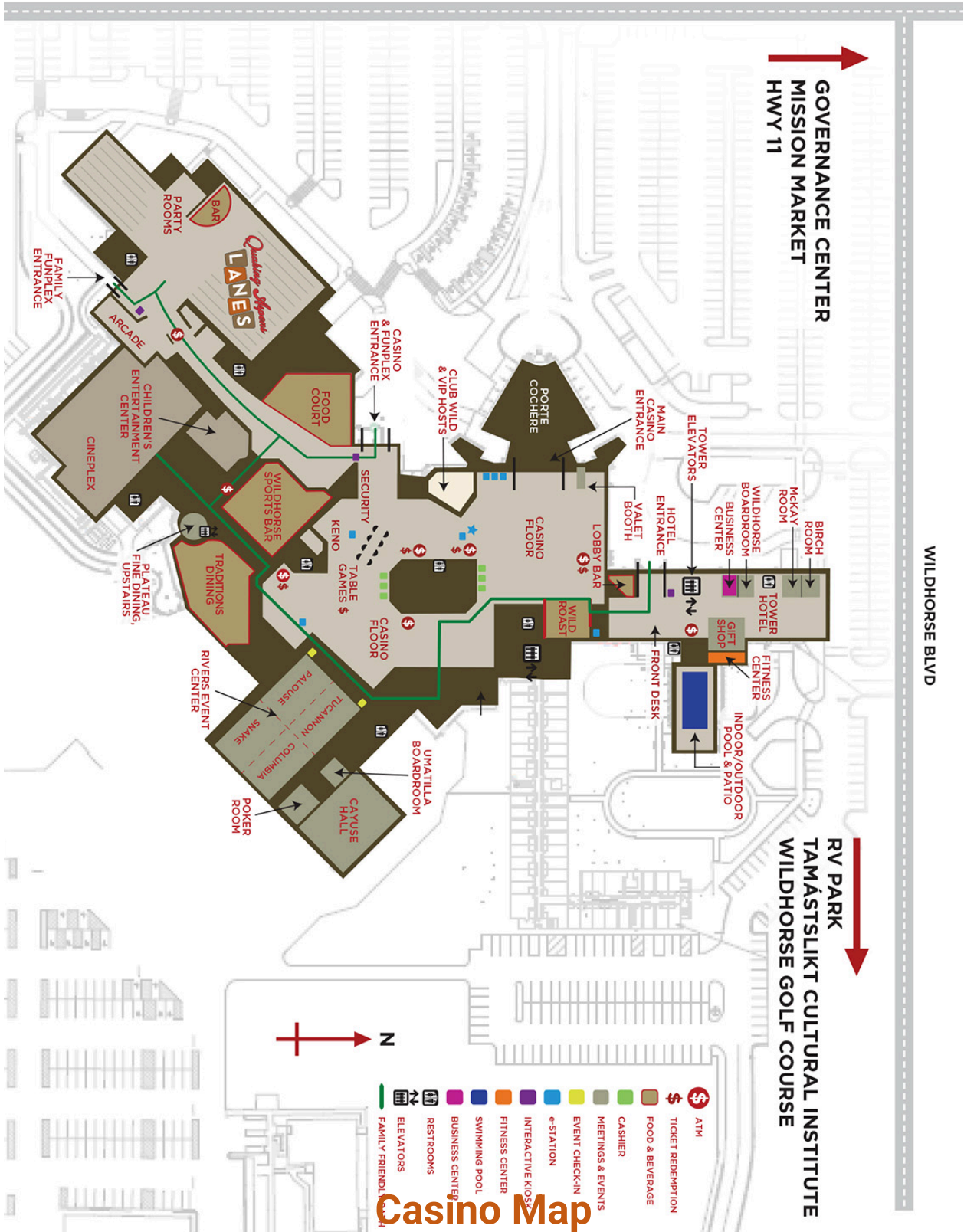
Parking at Wildhorse Resort & Casino is free, whether you self-park or use their complimentary valet service. See the map on the next page for a general layout of the casino/hotel grounds.

Alternatively, you may access [a pdf the parking map through this link](#).



Oregon Indian Education Association

## Parking Map

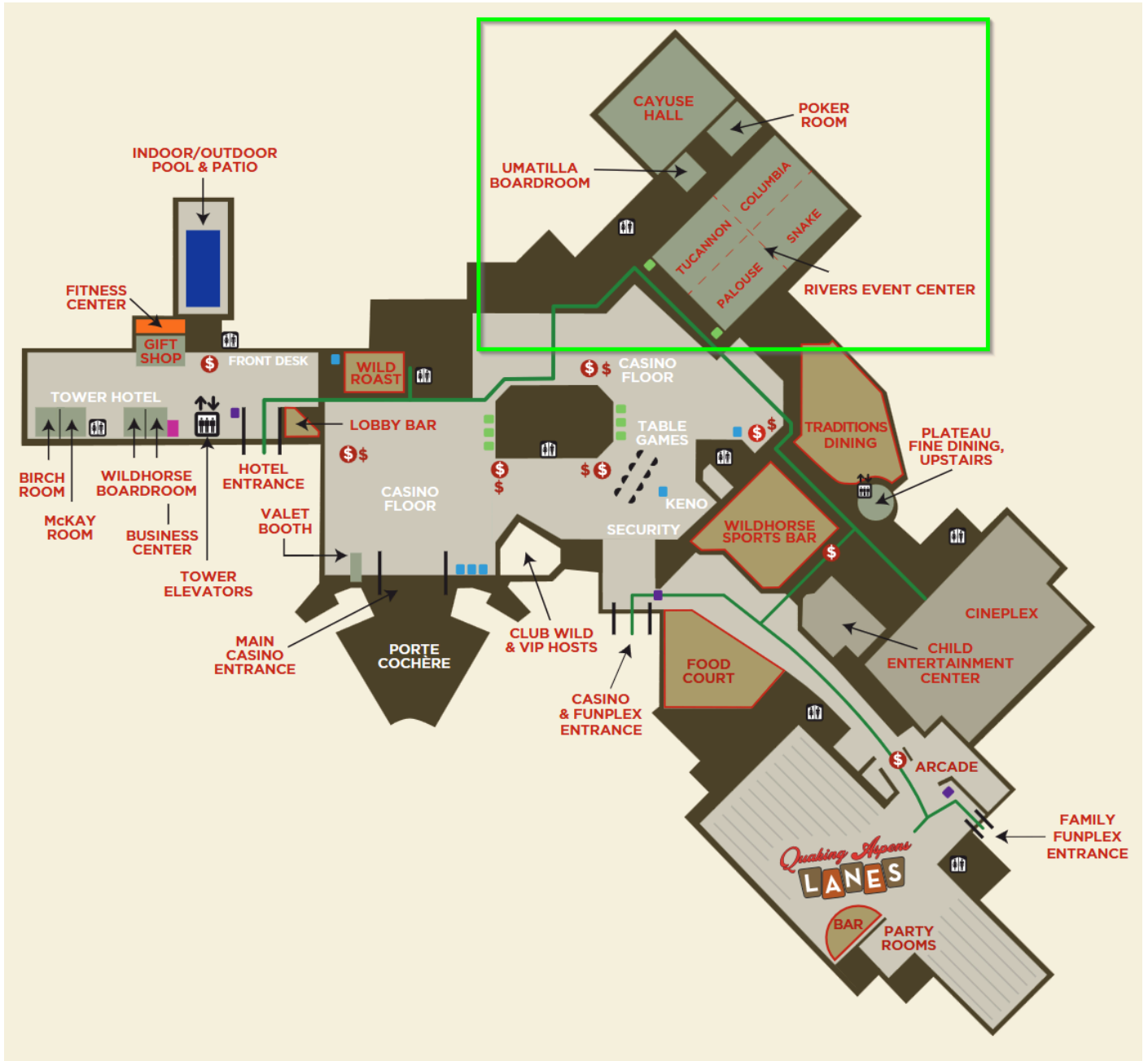


## Casino Map



Oregon Indian Education Association

The conference main session will be held in the Cayuse Hall and workshop breakout areas are all conveniently located nearby (green box below).



**Featured Attraction: Nixyaawii Spring Celebration Powwow**

Nixyaawii Celebration Committee

**ALCOHOL & DRUG FREE EVENT**

# Spring Celebration **POWWOW**

**May 1-2, 2025**

**Grand Entry @7pm**

**Thursday, May 1st - Warm Up Night**

**Friday, May 2nd - Championship Dancing**

**Dance Categories**

- **Tiny Tots**
- **55+ Men/ Women**
- **Jr Boys/ Girls Traditional**
- **Jr Boys Grass/ Fancy**
- **Jr Girls Fancy/ Jingle**
- **Teen Boys/ Girls Traditional**
- **Teen Boys Grass/ Fancy**
- **Teen Girls Fancy/ Jingle**
- **Adult Men/ Women's Traditional**
- **Adult Men's Grass/ Fancy**
- **Adult Women's Fancy/ Jingle**

**1st 10 drums registered  
Minimum 6 singers**

**Mission Longouse / Pendleton, OR**

**Vending: 541-612-2457**

**For More Questions Contact: 541-215-5989**

## Featured Attraction: Tamástslíkt Cultural Institute

The **First Friday of the month is FREE** to all visitors of the Tamástslíkt Cultural Institute. We encourage all our conference guests who are staying through Friday to visit and support the institute after the conclusion of conference activities.

**Address:** 47106 Wildhorse Blvd, Pendleton, OR 97801

### About

A world-class facility inside and out, Tamástslíkt is the only museum on the Oregon Trail that tells the story of western expansionism from a tribal point of view. But the museum doesn't merely remember what has been. Tamástslíkt (the word means "interpreter") connects this rich, storied history to our present day—did you know, for example, that the confederated tribes are recognized leaders in the restoration of salmon habitats?—and then expands the experience further by sharing the dreams and concerns of its tribal community in a moving exhibit called "We Will Be." Learn more by watching this [short video](#).

We invite you to immerse yourself in the history, culture, and hospitality of the people who have lived on this land for more than 16,000 years. Tamástslíkt celebrates the customs and practices of the Cayuse, Umatilla, and Walla Walla Tribes through interactive displays, special events, and informative programming. You'll discover that despite the onslaught of immigrants and ensuing disruption, war, forced treaties, boarding schools, and parceling away of reservation land, a vibrant community thrives today.

We welcomed our earliest visitors, and we continue to welcome you today.



## Wednesday Pre-Conference

Wednesday, April 30, 2025		Room
9:00 AM - 11:00 AM	OIEA Quarterly Board Meeting (Online)	Zoom
4:30 PM - 5:30 PM	Early Bird Conference Packet/Tag Pickups	Outside Cayuse Hall

## Thursday Agenda at a Glance

Thursday, May 1, 2025		Room
9:00 AM - 10:00 AM	Morning Vendor Setup	Outside Cayuse Hall
9:30 AM - 10:30 AM	Conference Packet/Tag Pickups & Walk-up Registrations	Outside Cayuse Hall
10:30 AM - 11:00 AM	Conference Opening & Welcome with Mildred Quaempts, Umatilla Master Speaker, Aaliyah Dick, Umatilla Language Teacher, and CTUIR Youth Dancers	Cayuse Hall
11:00 AM - 12:15 PM	<b>Workshop Session 1</b>	
	<i>The power of TEK and Language in Research</i>	Tucannon
	<i>Indigenous Approaches to AI Policy &amp; Implementation in Educational Spaces</i>	Columbia
	<i>Student Success Plans: Scaling Best Practices across Oregon (Part 1)</i>	Palouse
		Snake
12:30 PM - 2:00 PM	Lunch & OIEA Featured Speaker: Acosia Red Elk	Cayuse Hall
2:15 PM - 3:30 PM	<b>Workshop Session 2</b>	
	<i>How to Create a Drum Class and other Indigenous Methods for K-12 schools</i>	Tucannon
	<i>Resources and strategies to advocate for family/school meetings</i>	Columbia
	<i>The 2025-2030 American Indian/Alaska Native Student Success Plan of Oregon</i>	Palouse
	<i>Classrooms as Sites of Healing - A Stinta (Love) Informed Practice</i>	Snake
3:45 PM - 5:00 PM	<b>Workshop Session 3</b>	
	<i>Listening to Lead - A Community Conversation on Indigenous Education &amp; Future Directions at Confluence</i>	Tucannon



Oregon Indian Education Association

	<i>Indigenous Approaches to AI Policy &amp; Implementation in Educational Spaces</i>	<b>Columbia</b>
	<i>College Student Talking Circle</i>	<b>Palouse</b>
	<i>Rooted in Culture - Indigenizing Curriculum for Our Tribal Classrooms</i>	<b>Snake</b>
<b>5:00 PM - 5:30 PM</b>	End of day / take a break!	<b>Various</b>
<b>5:30 PM - 6:30 PM</b>	OIEA membership mixer (w/ hors d'oeuvres)	<b>Cayuse Hall</b>
<b>7:00 PM</b>	Nixyaawii Spring Celebration Powwow	<b>Mission Longhouse</b>

## Friday Agenda at a Glance

	<b>Friday, May 2, 2025</b>	<b>Room</b>
<b>9:00 AM - 10:00 AM</b>	Breakfast and OIEA General Session 2 Featured Speakers: The Office of Indian Education	<b>Cayuse Hall</b>
<b>10:15 AM - 11:30 AM</b>	<b>Workshop Session 4</b>	
	<i>The power of TEK and Language in Research</i>	<b>Tucannon</b>
	<i>Restorative justice/restorative practice strategies for students with trauma</i>	<b>Columbia</b>
	<i>Powwow Yoga</i>	<b>Palouse</b>
	<i>"Yaka,Yaka ,Tun Nam Aq'inusha?" Brown Bear Brown Bear What do you see</i>	<b>Snake</b>
<b>11:45 AM - 1:00 PM</b>	<b>Workshop Session 5</b>	
	<i>Title VI Indian Education - Strategies for Student Success and Program Impact</i>	<b>Tucannon</b>
	<i>Resources and strategies to advocate for family/school meeting</i>	<b>Columbia</b>
	<i>Student Success Plans - Scaling Best Practices across Oregon (Part 2</i>	<b>Palouse</b>
	<i>A Regional Pilot for the Implementation of TH/SH and AI/AN Culturally Responsive Practices</i>	<b>Snake</b>
<b>1:00 PM - 2:00 PM</b>	Boxed Lunches, OIEA General Session 3 & Elections	<b>Cayuse Hall</b>
<b>2:00 PM - 2:15 PM</b>	Final Wrap Ups & Socialization	<b>Cayuse Hall</b>
<b>2:00 PM - 5:00 PM</b>	Optional: Visit <a href="#">Tamástslíkt Cultural Institute</a> for Free! (first Fridays)	<b>Tamástslíkt</b>

## Thursday Featured Speaker: Acosia Red Elk

A 10x World Champion Jingle Dancer and world renowned Performing Artist, Acosia is also an International Yoga & Dance Instructor, Entrepreneur, Business Owner, Film Producer, Snowboard Instructor, Glass Artist, Cultural Teacher and Wellness Advocate. She frequently travels the world performing Tribal Dance as well as sharing cultural knowledge, Movement and Meditation.

Acosia is the creator of Powwow/Yoga, a fusion practice that braids together Tribal Dancing and Yoga for a well rounded Workout with an Indigenous approach to wellness. She leads classes with a 7 Generation Approach, teaching us that everything that we do should be done with a sustainable mindset to protect what is sacred.



Acosia won The Doris Duke Foundation Artist Award in 2024 as one of the most Influential Dance Artists in America, only awarded to 6 Artists a year, receiving a \$500,000 award in unrestricted artist funds. In 2022 she founded 7GEN LLC, and opened 7GEN Wellness (a Wellness Center) in downtown Pendleton Oregon in 2024 where she offers Classes, Workshops, Trainings, Retreats, Events , Music and Art Workshops, etc.

Acosia will also be leading a workshop session of her Powwow Yoga on Friday, so bring your mat!

**Image Attribution:** Photo of Acosia Red Elk from the 2024 Doris Duke Artist Award in Dance.

## Friday Featured Speakers: ODE Office of Indian Education



### **Renée Roman Nose, Native American Student Success Coordinator**

Renée Roman Nose, MAIS, citizen of the Cheyenne and Arapaho Tribes of Oklahoma, was born in Eugene and grew up in the foothills of Mt. Hood. She received her MAIS from Oregon State University (2010) and received her BS from Eastern Oregon University (2003). She is the Native American Student Success Coordinator for the Office of Indian Education, within the Oregon Department of Education. Her main duties are to update and promote the AI/AN Student Success plan, both externally and internally, as well as administer the AI/AN State Advisory Committee. Previously, in her role within OIE, she has been responsible for the TAPP program, the OIE Newsletter, the Tribal Language grant, the Navigating Successful Student Outcomes for Native Students and Families grant, the Transitions grant, updating the AI/AN Student Success plan for 2025-2030, and is currently administering the UO Native Student Discipline study and the *Native Voices: The Enduring Languages of Oregon Tribes* documentary film project.



### **Brent Spencer, Tribal History/Shared History Education Coordinator**

Brent Spencer joined the Office of Indian Education team as the Indian Education Coordinator and has primarily supported the implementation of Tribal History/Shared History (SB13), also supporting the ongoing efforts of the Office of Indian Education (OIE). His lift for the OIE is Tribal History/Shared History, support for Title-VI and professional development. He also provides legislative coordinator support on behalf of the OIE.

Brent is an enrolled member of the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) in Pendleton, OR. He earned his Bachelor of Science in 2005 from the University of Oregon. He earned his Master of Education from Lewis & Clark College in 2007. Brent is the father of two daughters. His daughter Jory is a 2019 graduate of the University of Oregon and his daughter Rayne is a 2020 graduate of Eastern Oregon University. He has two grandsons that he absolutely adores, Morrison and Meacham. In his spare time, he loves the outdoors, camping, fishing and hunting. He also enjoys rodeo during the year.

## Workshop Sessions in Detail

### Thursday Workshop Session 1: 11:00 AM – 12:15 PM

#### **The power of TEK and Language in Research**

**Presenter(s):** Alisa Woodruff- Skokomish Tribe

**Room:** Tucannon

**Brief Description:** Traditional Ecological Knowledge (TEK) and Indigenous languages offer unique insights into our environment. When combined with modern research methodologies, we can create an even more powerful comprehensive framework and better understand our world. This presentation will share how these traditional methods were used to support work with endangered species.

**Brief Outcomes:** Participants will leave this workshop understanding how Traditional Ecological Knowledge (TEK) and Indigenous languages can be integrated with modern scientific methodologies to create more effective conservation frameworks, particularly for endangered species.

#### **Indigenous Approaches to AI Policy & Implementation in Educational Spaces**

**Presenter(s):** Ronald Johnson (Makah) and Jenny Serpa (Quechua)

**Room:** Columbia

**Brief Description:** This session explores the intersection of Indigenous knowledge systems and artificial intelligence technologies in educational contexts. We will examine institutional AI policies through an Indigenous lens, addressing ethical concerns specific to Indigenous Peoples—including data sovereignty, algorithmic bias, and cultural appropriation within AI systems. The workshop highlights how traditional wisdom can inform ethical AI implementation while challenging colonial patterns in emerging technologies.

**Brief Outcomes:**

- Evaluate institutional AI policies through an Indigenous ethical framework.
- Experience and analyze practical classroom applications of AI tools in educational contexts.
- Develop balanced strategies for AI implementation that maintain traditional values and academic standards.

## **Student Success Plans: Scaling Best Practices across Oregon (Part 1)**

**Presenter(s):** Mujidat Saaka, Heidi Lee Harless, Angie Foster-Lawson, Bryce Coefield, Carol Matsuzaki, and Susan Mekarski

**Room:** Palouse

**Brief Description:** There are six student success plans that prioritize the overall outcomes of under served students. This panel discussion highlights the intersectionality of these plans, the partnership with community, the collaboration with Tribes, the implementation supported by advisory groups, and grant funds used to implement the strategies in each plan. Now we're getting ready to scale best practices across the state of Oregon to ensure every student has every opportunity to succeed.

**Outcomes:** Each attendee should walk away with an awareness of the six pillars that align all student success plans, how each plan aligns and amplifies key strategies in the American Indian/Alaska Native Student Success Plan, knowledge of organizations currently receiving student success funds, hear the voices of students being served, and an outline of our next steps to scale best practices across the state.

## **Thursday Workshop Session 2: 2:15 PM - 3:30 PM**

### **How to Create a Drum Class and other Indigenous Methods for K-12 schools**

**Presenter(s):** Tiffany Stuart (Siletz, Grand Ronde, Wasco, Cherokee), Kent Rilatos (Siletz)

**Room:** Tucannon

**Brief Description:** Participants will learn how a K-12 drum class was created at an Oregon charter school. They will also be presented with other Indigenous methods in the school, such as peacemaking, traditional cooking through the Culinary Arts program, and tribal language classes. This interactive workshop will include time to network.

**Outcomes:**

- Participants will learn about resource ideas for creating a drum class and other Indigenous methods at their school and network with other participants through Indigenous talking circle methods.
- This workshop will unpack the Indigenous frameworks utilized at our Charter school, 2024 dissertation research on peacemaking, Indigenous Culinary Classes, Language and Culture Classes, and Indigenous events. The legacies in our community, our elders, and our knowledge will hold on to our future youth.
- Participants will learn Indigenous methods through storytelling, photographs, and video. Throughout the presentation, discussion questions for small groups will take place.

## **Resources and strategies to advocate for family/school meetings**

**Presenter(s):** Jen Anderson CNO, Jenny Sanchez CTGR

**Room:** Columbia

**Brief Description:** This session will provide a brief overview of the MTSS support system that most schools use. In addition it will provide strategies to facilitate conversations between families and schools around the implementation of MTSS strategies while considering family culture.

**Outcomes:**

- Overview of MTSS system
- Basic of the the different tiers of MTSS
- Understanding of where SPED services fit into MTSS
- Ways to incorporate cultural knowledge into Tier 1-3 supports

## **The 2025-2030 American Indian/Alaska Native Student Success Plan of Oregon**

**Presenter(s):** Renee Roman Nose, Citizen of the Cheyenne and Arapaho Tribes of Oklahoma

**Room:** Palouse

**Brief Description:** The 2025-2030 American Indian/Alaska Native Student Success Plan (AIANSSP) is a guide for ESDs, LEAs, educators, Tribal leaders, ODE departments, interagency partners, and community in support of Native excellence throughout Oregon. This session will share those goals and highlight how the strategies shared in the plan will improve student outcomes.

**Outcomes:** Attendees will gain a greater understanding of the obstacles faced by AI/AN students and how the Office of Indian Education is actively partnered with Tribes, community organizations, ESDs, LEAs, interagency partners, educators and communities to provide successful strategies leading to improved AI/AN student outcomes. Through promotion of best practices, as identified and elevated by the AI/AN Advisory Committee, the Government-to-Government Education Cluster, as well as internal and external partners, the Office of Indian Education seeks to continue to support AI/AN student success through advocacy, including sharing how best to support students as they seek to navigate to their academic goals. Attendees will be energized and renewed in their understanding and appreciation for their advocacy for AI/AN students.

## **Classrooms as Sites of Healing: A Stinta (Love) Informed Practice**

**Presenter(s):** Roshelle Weiser-Nieto, Modoc/Yahooskin Paiute

**Room:** Snake

**Brief Description:** Participants will: Understand the foundations of Stinta-Informed Practice as a trauma-informed wellness framework; Explore how love and resistance can inform healing in educational spaces; Reflect on their own practice in relation to the five components; Leave with a tool to support healing-centered teaching and set future goals for personal and classroom-based practice.

**Outcomes:** This session will provide participants with a clear overview of each component, real-world classroom examples, and guided reflections. Participants will engage in interactive activities, including journaling, turn-and-talk, and group discussion, to identify which components they are already strong in and where they may wish to grow. They will leave with a copy of the Stinta-Informed framework as a tool to guide goal setting and healing-centered instructional practice.

### **Thursday Workshop Session 3: 3:45 PM - 5:00 PM**

## **Listening to Lead: A Community Conversation on Indigenous Education & Future Directions at Confluence**

**Presenter(s):** Confluence Learning Community & Professional Development Team: : Louise Wilmes (Native Hawaiian, Otoe-Missouria Tribe of Oklahoma), Daria Martin Bigham (Yavapai-Apache & Tolowa Dee-ni' Nations), and Heather Shá xat k'ei Gurko (Tlingit/Dutch) Director of Operations & Finance

**Room:** Tucannon

**Brief Description:** Confluence (Confluence Project) is a community-supported nonprofit that connects people to the history, living cultures, and ecology of the Columbia River system through Indigenous voices. We work in collaboration with northwest tribes, communities, and the celebrated artist Maya Lin. Confluence is grounding ourselves in a deeper commitment to serving Native communities, uplifting Tribal education priorities, and continuing to care for our relationship with Indigenous Peoples of the Columbia River System.

In this interactive session, the Confluence will share a “bite-sized” sample of our Indigenous-centered professional development offerings and classroom resources. Participants will receive access to free educational tools that reflect Indigenous Knowledge Systems, Land-based learning, and community storytelling, as well as walk through a



Oregon Indian Education Association

listening session, where participants can provide feedback that will directly influence Confluence's future direction. Your voice will directly inform Confluence's community-driven strategic planning process, as we strengthen our commitment and work with our mission.

### **Outcomes:**

Participants will:

- Experience a sample of Confluence's Indigenous-centered professional development offerings
- Free classroom and community education resources will be provided to you
- Provide feedback that will directly influence Confluence's future direction
- Connect with other Native educators and community partners
- Be invited into ongoing partnership and dialogue with Confluence

This session will also serve as a listening opportunity and invitation to shape the future of our work. Participants will be invited to respond to a series of questions focused on how Confluence can:

- Better align with Tribal education goals
- Support Native educators and Tribal education programs
- Engage both Native and non Native youth in meaningful, culturally grounded ways
- Identify further ways of serving as a cache or caretaker of Indigenous stories and histories
- Show up in accountability and relationship with Indigenous communities

## **Indigenous Approaches to AI Policy & Implementation in Educational Spaces**

**Presenter(s):** Ronald Johnson (Makah) and Jenny Serpa (Quechua)

**Room:** Columbia

**Brief Description:** This session explores the intersection of Indigenous knowledge systems and artificial intelligence technologies in educational contexts. We will examine institutional AI policies through an Indigenous lens, addressing ethical concerns specific to Indigenous Peoples—including data sovereignty, algorithmic bias, and cultural appropriation within AI systems. The workshop highlights how traditional wisdom can inform ethical AI implementation while challenging colonial patterns in emerging technologies. Participants will engage with practical examples of AI tools designed for or adapted to educational settings, with special attention to applications that respect and incorporate Indigenous methodologies. Through collaborative discussion, we'll share successes, challenges, and lessons learned when implementing various AI tools in classrooms.

As teachers, we have a responsibility to model thoughtful technological engagement that maintains Indigenous values within learning environments, digital or otherwise. The



Oregon Indian Education Association

presenters will offer specific policy considerations, classroom integration examples, and guidance frameworks that protect Indigenous knowledge while embracing the educational potential of AI technologies. This approach creates a space for developing AI implementation strategies that honor traditional ways of being while preparing students for a technology-influenced future.

**Outcomes:**

- Develop balanced strategies for AI implementation that maintain traditional values and academic standards.
- Evaluate institutional AI policies through an Indigenous ethical framework.
- Experience and analyze practical classroom applications of AI tools in educational contexts.

**College Student Talking Circle**

**Presenter(s):** Tiffany Stuart

**Room:** Palouse

**Brief Description:** College students will come together to share their college journeys. This workshop will utilize the Indigenous methods of talking circles. In these talking circles, questions will be posed to the group, and participants can share as much or as little as they want. Example questions could be: What was one helpful thing that contributed to your success in college? What Native American events happen on your college campus?

**Outcomes:**

1. Participants can connect with other College students in this networking session.
2. Participants will be able to learn how to utilize the traditional Indigenous method of talking circles.
3. Participants can connect to research that supports these talking circles in schools.  
(A copy of Tiffany's dissertation and other useful text can be emailed to participants)

**Rooted in Culture: Indigenizing Curriculum for Our Tribal Classrooms**

**Presenter(s):** Cheyanne Heidt (CTGR), Cassie de Turk

**Room:** Snake

**Brief Description:** This training provides an in-depth look at the development of culturally appropriate, place-based, and indigenized curriculum for our tribally operated school. Participants will explore how Indigenous knowledge, local history, and community voices are integrated into lesson design while maintaining alignment with Oregon Common Core standards. The session highlights best practices, challenges, and the impact on student learning.

**Outcomes:** By the end of this training, participants will:

- Understand the principles of place-based and indigenized education and how they enhance student engagement, identity, and academic success.
- Gain insight into the curriculum development process and how to balance Oregon Common Core standards with culturally relevant teaching.
- Explore practical strategies for incorporating Indigenous knowledge into lesson plans through storytelling, language, community partnerships, and experiential learning

### **Friday Workshop Session 4: 10:15 AM - 11:30 AM**

#### **The power of TEK and Language in Research**

**Presenter(s):** Alisa Woodruff- Skokomish Tribe

**Room:** Tucannon

**Brief Description:** Traditional Ecological Knowledge (TEK) and Indigenous languages offer unique insights into our environment. When combined with modern research methodologies, we can create an even more powerful comprehensive framework and better understand our world. This presentation will share how these traditional methods were used to support work with endangered species.

**Outcomes:** Participants will leave this workshop understanding how Traditional Ecological Knowledge (TEK) and Indigenous languages can be integrated with modern scientific methodologies to create more effective conservation frameworks, particularly for endangered species. They will:

- Recognize the unique environmental insights preserved in Indigenous knowledge systems that may be absent from conventional scientific approaches
- Understand practical methods for respectfully incorporating TEK into conservation work
- Learn specific case studies demonstrating successful integration of traditional and modern approaches in endangered species protection
- Gain awareness of how Indigenous languages encode ecological relationships and classification systems valuable to conservation efforts
- Develop skills for building collaborative relationships with Indigenous knowledge keepers and communities
- Appreciate the complementary nature of different knowledge systems rather than viewing them hierarchically
- Identify opportunities to apply these integrated approaches to their own conservation work



Oregon Indian Education Association

This workshop bridges cultural and scientific paradigms, equipping participants with both conceptual understanding and practical tools for more holistic, effective, and culturally responsive conservation practices.

### **Restorative justice/restorative practice strategies for students with trauma**

**Presenter(s):** Jen Anderson CNO, Jenny Sanchez CTGR

**Room:** Columbia

**Brief Description:** During this session participants will explore the basic strategies behind restorative justice/restorative practices. These practices will explore the idea of co-regulation and de-escalation strategies and how they help students develop these skills in order to participate in the RJ/RP process.

#### **Outcomes:**

- Basic understanding of RJ/RP- participants will leave with a series of questions and basic procedures for facilitating RJ/RP conversations.
- Co-regulation framework- participants will learn the basic pillars to developing strong relationships in order to support students through escalation by co-regulating.
- De-escalation strategies and the impact of trauma on strategies- participants will explore a variety of de-escalation strategies and gain knowledge on which strategies fit them best and how to adapt those strategies for those who have experienced trauma.

### **PowWow Yoga**

**Presenter(s):** Acosia Red Elk

**Room:** Palouse

**Brief Description:** Acosia Red Elk is an Enrolled Member of the Umatilla Reservation in Northeastern Oregon. She is a 10x World Champion Jingle Dancer, Indigenous Yoga Teacher and Facilitator. Acosia travels the world sharing cultural knowledge and movement, and is known for her unique style of dance, indigenous approach to yoga, public speaking and storytelling.

Finding the practice of yoga seven years ago has guided Acosia towards her natural role as a wellness leader, shown in her passion for sharing yoga with Native People. She seeks to spread awareness about the healing benefits of movement and the power of thought, and how these tools can be used daily to release toxic stress and reduce historical and bodily trauma held in the body. Acosia is the creator of Powwow Yoga, a movement practice that combines Indigenous Powwow Dancing with yoga, using the 7th Generation Principles to protect and ensure a future of healthy generations.

## **“Yaka,Yaka ,Tun Nam Aq’inusha?” Brown Bear Brown Bear What do you see?**

**Presenter(s):** Mildred Quaempts, Shawndine Jones, Aaliyah Dick

**Room:** Snake

**Brief Description:** “Brown Bear Brown Bear What do you See?” has been translated in the Umatilla language and it is publicly posted on the CTUIR Language Programs YouTube page. This book with the video recording has been an asset to teaching students the basic colors, numbers, and animals. It is part of the Language Program’s Tamalúut Immersion class’s curriculum and was used as a steppingstone in the partnership between the CTUIR Language Program and Pendleton School District’s “Walk to Language” that is headed by Shawndine Jones. “Brown Bear Brown Bear What Do You See?” is consistently used in Pendleton School District Schools Pendleton Early Learning Center and Washington Elementary.

**Outcomes:** Participants will engage in a full lesson of “Brown Bear, Brown What Do You See?” with classroom activity after the presentation. Participants will also be taught relevant sign language by a CTUIR youth tribal member.

## **Friday Workshop Session 5: 11:45 AM - 1:00 PM**

### **Title VI Indian Education: Strategies for Student Success and Program Impact**

**Presenter(s):** Kendall Rosario

**Room:** Tucannon

**Brief Description:** This session embarks on the strategies that the Confederated Tribes of the Umatilla Indian Reservation Title VI Youth Services Program uses to support students within the public school system. Participants will gain insight into culturally responsive approaches to program design and implementation. The session will also dive into collaborative efforts between the tribe, schools, and families.

**Outcomes:** The CTUIR Youth Services Program is unique in that CTUIR owns the grant funding, hires their own staff, and has established relationships with the public school districts to implement program objectives, whereas many Title VI programs are run by the school districts. Because of this, we have been able to foster culturally-responsive collaboration with the intention of supporting AI/AN student’s academic success and cultural identity. We have been able to teach culture as an elective in the schools, be in the classrooms supporting teachers, take students out on culturally relevant field trips, suggest and encourage culturally-response training for public school staff, and overall, be active participants in our student’s education. The



Oregon Indian Education Association

session will inform participants of the process involved in creating these relationships and provide tools that can hopefully inspire and strengthen their own programs to enhance AI/AN student achievement, family engagement, and ensure long-term impact.

## **Resources and strategies to advocate for family/school meetings**

**Presenter(s):** Jen Anderson CNO, Jenny Sanchez CTGR

**Room:** Columbia

**Brief Description:** This session will provide a brief overview of the MTSS support system that most schools use. In addition it will provide strategies to facilitate conversations between families and schools around the implementation of MTSS strategies while considering family culture.

### **Outcomes:**

- Overview of MTSS system
- Basic of the the different tiers of MTSS
- Understanding of where SPED services fit into MTSS
- Ways to incorporate cultural knowledge into Tier 1-3 supports

## **Student Success Plans: Scaling Best Practices across Oregon (Part 2)**

**Presenter(s):** Mujidat Saaka, Heidi Lee Harless, Angie Foster-Lawson, Bryce Coefield, Carol Matsuzaki, and Susan Mekarski

**Room:** Palouse

**Brief Description:** There are six student success plans that prioritize the overall outcomes of underserved students. This panel discussion highlights the intersectionality of these plans, the partnership with community, the collaboration with Tribes, the implementation supported by advisory groups, and grant funds used to implement the strategies in each plan. Now we're getting ready to scale best practices across the state of Oregon to ensure every student has every opportunity to succeed.

**Outcomes:** Each attendee should walk away with an awareness of the six pillars that align all student success plans, how each plan aligns and amplifies key strategies in the American Indian/Alaska Native Student Success Plan, knowledge of organizations currently receiving student success funds, hear the voices of students being served, and an outline of our next steps to scale best practices across the state.

## **A Regional Pilot for the Implementation of TH/SH and AI/AN Culturally Responsive Practices**

**Presenter(s):** April Negrette (Te-Moak Tribe of Western Shoshone Indians of Nevada/Northern Paiute), Kieran Connolly

**Room:** Snake

**Brief Description:** This session will describe how ODE, an ESD, a REN, tribal community members, and SDs came together to launch a regional professional development effort supporting the implementation of TH/SH for educators in the Columbia Gorge region. Hear about best practices, lessons learned and built in sustainability measures to provide continuity of the work.

**Outcomes:** Attendees should expect to take away a framework/template for how to begin first steps to launch and design a pilot TH/SH PD series in their region, identify regional partners, and gather background data to build out PD to meet local educator and student needs. Regions that are farther along in their implementation efforts will walk away with ideas on how to grow their present efforts and identify additional relevant partners to expand the reach of implementation, potential sustainability options and learn about various different models of PD. Methods for data collection, relationship building, and PD research and design will also be presented.



Oregon Indian Education Association

## OIEA 2024-25 Board of Directors | Terms

### Officers

Tamara Henderson, President  
Becca Gruner, Vice President  
Roshelle Weiser-Nieto, Treasurer  
Chris Mansayon, Secretary

Type	Region	Term	Representative
<b>Tribal Nation</b>	Confederated Tribes of the Umatilla Indian Reservation	2023-2025	Vacant
<b>Tribal Nation</b>	Confederated Tribes of Warm Springs	2024-2026	Norene Sampson
<b>Tribal Nation</b>	Confederated Tribes of Grand Ronde Community	2023-2025	Gary Westley
<b>Tribal Nation</b>	Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians	2024-2026	Josh Davies
<b>Tribal Nation</b>	Cow Creek Band of Umpqua Tribe of Indians	2023-2025	Renae Guenther
<b>Tribal Nation</b>	Confederated Tribes of Siletz Indians	2024-2026	Vacant
<b>Tribal Nation</b>	Coquille Indian Tribe	2023-2025	Vacant
<b>Tribal Nation</b>	The Klamath Tribes	2024-2026	Roshelle Weiser-Nieto
<b>Tribal Nation</b>	Burns Paiute Tribe	2023-2025	Vacant
<b>City/Town</b>	Portland Metro Area	2024-2026	Becca Gruner
<b>City/Town</b>	Salem/Corvallis Metro Area	2023-2025	Chris Mansayon
<b>City/Town</b>	Eugene/Springfield Metro Area	2024-2026	Nicole Butler
<b>City/Town</b>	Roseburg Area	2024-2026	Juliana Marez
<b>City/Town</b>	Ashland/Medford Metro Area	2024-2026	Kenwani Kravitz
<b>City/Town</b>	At-Large - Western	2023-2025	Tamara Henderson
<b>City/Town</b>	At-Large - Eastern	2024-2026	Lucille Begay
<b>City/Town</b>	At-Large - Eastern; OR At-Large	2023-2025	Heather Gurko
<b>At-large</b>	At-large	2024-2026	Che Finch
<b>At-large</b>	At-large	2023-2025	Tamzyn Al-zyout
<b>At-large</b>	At-large	2024-2026	Julia Brown
<b>At-large</b>	At-large - Native Hawaiian	2023-2025	Louise Wilmes
<b>Agency</b>	Oregon Department of Education-ex-officio	N/A	Brent Spencer

The Oregon State Department of Education will be represented as non-voting members of the Board.

Should any region fail to send a representative for an entire year, that region may be deleted from those listed above as a standing region worthy of representation. A majority vote of the Board of Directors will be required to remove or add a region from those listed.



**ELECTION OF THE BOARD:** Elections of the Board of the Directors will be by vote of the voting membership at the annual conference membership meeting and shall be in accordance with the OIEA procedures as stated in the OIEA Bylaws. Each voting member shall be entitled to one vote on each matter submitted to a vote of the membership. Proxy votes shall not be allowed. Tribal representatives shall be approved by their respective tribes.

Appointed OIEA Board Members typically serve for 2-year cycles, but if nobody was elected to a position in a previous year, then that position can go up again for a 1-year cycle.

Tribal positions also serve on 2-year cycles, but the appointment may be continuously renewed for as long as the board member is in good standing and has tribal approval. Tribal Councils may also nominate a tribal member to serve in their board position at any time if it is vacant.

Voting will take place in-person on Friday afternoon after the final workshop session and OIEA general membership meeting. If you have questions, please reach out to an OIEA executive committee member during the conference.

The following OIEA board positions will open for election this year:

Type	Region	Term	Current Representative	Position Term Length
<b>Tribal Nation</b>	Confederated Tribes of the Umatilla Indian Reservation	2023-2025	Vacant	2 Years
<b>Tribal Nation</b>	Confederated Tribes of Grand Ronde Community	2023-2025	Gary Westley	2 Years
<b>Tribal Nation</b>	Cow Creek Band of Umpqua Tribe of Indians	2023-2025	Renae Guenther	2 Years
<b>Tribal Nation</b>	Coquille Indian Tribe	2023-2025	Vacant	2 Years
<b>Tribal Nation</b>	Burns Paiute Tribe	2023-2025	Vacant	2 Years
<b>City/Town</b>	Salem/Corvallis Metro Area	2023-2025	Chris Mansayon	2 Years
<b>City/Town</b>	At-Large - Western	2023-2025	Tamara Henderson	2 Years
<b>City/Town</b>	At-Large - Eastern; OR At-Large	2023-2025	Heather Gurko	2 Years
<b>At-large</b>	At-large	2023-2025	Tamzyn Al-zyout	2 Years
<b>At-large</b>	At-large - Native Hawaiian	2023-2025	Louise Wilmes	2 Years



Oregon Indian Education Association

## Notes Section