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*Kate Brown, Governor*

**AI/AN Advisory Committee Members**

***Chair Tamara Henderson***

***Vice Chair Position Open***

*Angie Fasana*

*Portland, Position Open*

*Beaverton/Hillsboro, Position Open*

*Sonya Moody-Jurado*

*Alternate: Bridgett Wheeler*

*Chris Mansayon*

*Josh Davies*

*Juliana Marez*

*Julie Bettles*

*Leilani Sabzalian*

*Luhui Whitebear*

*Modesta Minthorn*

*Molly Hockema*

*Alternate: Pamela Shippentower*

*Nicole Butler-Hooten*

*Robin Butterfield*

*Sandy Henry*

*Shelby Maerz*

*Valerie Switzler*

*Vanessa Bahe*

*Alternate: Diane Teeman*

**Office of Indian Education**

*April Campbell, Director*

*Renee Roman Nose, Native American Student Success Coordinator*

*Brent Spencer, Indian Education Coordinator*

*Brandon Culbertson, Education Engagement Coordinator*

*Raina Reece, Executive Support Specialist*

*Natalie Altermatt, Executive Support Specialist*

**2022 Meeting Dates**

*October 11th 9:30 – 12:00*

*November 8th 9:30 – 3:30*

*(In Person)*

*December 13th 9:30 – 12:00*

**American Indian/Alaska Native Advisory Committee**

**October 11 , 2022**

**9:30 a.m. – Noon**

**Oregon Department of Education**

Join ZoomGov Meeting

<https://zoom.us/j/94040081102?pwd=VGd0UWE1T2xTU29VbEN6R2NabUVGZz09>

Meeting ID: 940 4008 1102

Passcode: JydZ8c

**AGENDA**

**9:30 1.0 Call to Order, Opening Remarks** Chair Henderson

1.1 Opening Blessing TBD

1.2 Committee Roll Call/Introductions

Raina Reece, Renee Roman Nose, Brandon Culbertson, Natalie Altermatt, Tamara Henderson, Ric Berkholtz, Sonya Moody-Jurado, Stacy Parrish, Brent Spencer, April Campbell, Leilani Sabzalian, Angela Fasana, Susan Samek, Julie Bettles, Tamara Dykeman, Valerie Switzler, Robin Butterfield, Luhui Whitebear, Christopher Mansayon, Shelby Maerz, Nicole Butler-Hooton, Jennifer Belle, Modesta Minthorn,

1.3 Introductions & Welcome to Partners Chair Henderson

**9:40 2.0 Review of September 2022 Minutes** All

**9:45 3.0 Office of Indian Education** OIE Staff

Goal 1, Obj 5: Increase the occurrences of successful student transitions at all levels

Translations of course work into Spanish (Brent)

Goal 1, Obj 6: OIE work blends with other departments, OTLA, HECC, EAC Well Rounded Access, Title Vi

Goal 2: Educator Success Obj 1

Goal 3, Objective 2: Every Early Learning implements accurate lessons

Goal 2, Obj 3: Foster and support the capacity of Title VI Educators

Goal 3, Obj 1 Curriculum Success and supporting Indigenous Languages (Documentary film)

Goeal 3, Objective 2:

General fund, as part of larger funds to support underrepresented students

Goal 3, Obj 3: You are all doing amazing work, preserve and protect languages

Goal 4: Successful Ecosystems of support, building ODE capacity and other offices within ODE have expanded, for example OTLA has a position supporting Native American Education

Budget was $8 million, with ESSER dollars, over $16 million

Our goal is to continue to support G2G

**3.1 Updates**

We are going over Goals and Objectives for SSP an overview for our next meeting.

Robin: Thank you for providing feedback and laying out goals, this is huge for Oregon. I just want to be sure that the needs of all Tribes are being met. The Tribes represent a large portion of native students, but there are more students in need. There is only one large school district in TAPP program. We want all tribal students to benefit from our programs.

April: We are doing a lot of work outside of TAPP and THSH- We are looking forward to getting deeper in our in person meeting to give detailed reports about smaller projects OIE is doing

April: ODE is under revision with all of our plans, there is word saying we need to align all of our equity plans and this is not true. We are revising our plan based on our needs we are not streamlining our plan based on article work.

Tamara: general office updates for ODE. Are you working in person or remote?

April: It is up to the Offices and 85 % of ODE is wanting to work from home. They have the capabilities to come in to work but there is not set command to come into work.

Tamara: Our office is trying to come back in a few days a week, but it looks like they may change our requirements again.

Leilani: Is there anything we need to know about this upcoming governor election and any potential challenges to the thriving OIE depending on who wins?

April: Changes are coming, but nothing at this time.

3.2 Questions

\* OIE Virtual Office hour link: every third Wednesday from 1:30 to 2:00 pm at

<https://www.zoomgov.com/j/1614027626?pwd=bG1jTTE1cXcvb2U1V01CVWlLeitTQT09>

**10:15 4.0 Presentation**

4.1 SPED Advocacy - Jeremy Wells

Source of Calls and Concerns we are looking to streamline calls so people are getting connected to the right people.

Protocol: if you disagree there is a handout that we send so they know what to do clearly to help individuals with next steps. We want to be transparent and be able to outline. We get a lot of cold calls and we would like to have procedural protocol at the IEP meetings.

Robin: are you working with the Title VI directors? – This would be helpful information for background before entering in the Title VI meetings.

I have not presented to them, and I would love to give presentations to this group, I would not give this specific presentation, but I would tailor this presentation to the Title VI directors so I could give them the correct PD.

Triage: we changed our names from county contact to Local special education director and we provide as much guidance (not legal information) as possible. We try to handle calls as quickly as possible.

The different complain processes: Oregon/ Federal IDEA: Complain process information (in order of severity)

Civil Rights: Can be the most difficult for districts

3. Teachers standards and practice: can file a complaint against my license

4. ODE Division 22 (district Complaint process: Including bullying, making sure the district is running in a fair and

Robin: Do you have data on Native Students represented in SPED including types of disabilities

YES, I will send out information that I presented in COSA so I will send this out after the meeting.

IEP vs 504: the IEP if you just need accommodations (wheelchair, crutches to help get you through your day with equal access) 504 is the breakdown of “functional skills”

**10:35 5.0 Break**

**10:45 6.0 AI/AN Advisory Committee Business**

6.1 Open Seats/Committee suggestions

Vice Chair - Discussion

Tamara: Any suggestions for open seats?

Brandon: Yes, A qualified candidate for Beaverton Hillsboro Kai is interested

Tamara: Perfect we will send an application to interested party to fill out. Also doing reaching out for more applicants for open seats. Any further suggestions.

April: Sending thank you card/ letter for Angie’s service. Would anyone like to add anything? No comment

Tamara: for vice chair Leilani is willing to step up with the exception that vice chair will not automatically default to chair. Before we settle things would anyone have suggestions for Vice chair or is anyone willing to step in. no Comment: Okay Leilani would you accept my nomination to vice chair?

Leilani: Yes I will accept, I want to give space to see if anyone would like to serve or if they would nominate a willing participant for this role.

No comment:

Tamara: Nominations for Vice chair is closed, and without objection from committee Leilani is now appointed to Vice Chair for this term. (3 Years) Congratulations to Leilani and thank you for your willingness to answer the call.

**11:00 7.0 OIEA update**

We are looking for interested OIEA position and will be applying for Portland position if available. Board meeting for the year hiring a board administrator we are hoping to have an in person meeting in the spring with awards. We are going to do virtual networking and virtual story telling meeting in the winter. More to come with dates when we find out!

**11:05 8.0 Presentation**

8.1 Oregon Language Use Survey - Susan Mekarski

Respectfully requested feedback

Concerns from Valerie: the languages are not used primary in the home, we do use grants to help promote native language, but now we are asking what – language revitalization we are looking to promote native language not English. Maybe ask what is your heritage language (speaking about title 3)

Robin: looking to find out more about heritage and what their native language – These questions are focused on English learners, and native context should be provided

Luhui: not many indigenous languages or tribal languages to call out and represent an infrastructure that supports native students. Are you learning your native languages/ these are looking at colonial languages?

Robin: what indigenous languages are being spoken in your community? Suggestions for questions revisions:

Susan: What languages/ Indigenous languages are being spoken in the home?

Luhui: what languages are being practiced in the home?

Robin B: Use community instead of home because parents have lost the language so I would like community because it will strengthen all aspect of language use. I think the word community is more appropriate for gathering input over home because we are working towards language revitalization.

Susy: Thank you for your voice and input, one of our next layers on work will also be to develop a guidance document to share about the language use survey to put more about expanding support and more supports for community. We have dev an AIAN guidance for student who speak English and was modeled after Washington State. We would like to come back to that to revise this. Right now with these questions which can be a delicate balance and are now a foundation for the data of justice. US department of Education and we need to see if they can enter into title 3 which have specific parameters. I wanted to share the background of these questions to.

We would like to develop to see what we can do for our programs and title 3 which do not have enough funding for title 3 which round out to about $133 per student

Robin: allow and encourage unique opportunity for funding with title 3. We were attempting language revitalization and should be in the survey for dual language.

Susan: The state cannot tell the district what language to use or recommend. Integrated ELD. Once a student is in title 3 or dual language and we are trying to see what we can support

Robin: this survey would help show that indigenous languages are being spoken

Susan: we could possibly add another field for parents to fill out

Valerie: if is in the law of Title 3 why can we not ask what native language are being spoken in the home or community?

Susan: I will bring this to the committee and will bring this to meet with ODE Leadership to see what details in the laws can be placed in this draft document. Will be reviewing with April later this week and I value all of your input and will be working with April’s Team for a guidance document as we add more layers to support to the language use survey.

Tamara: Thank you for your input and Susan thank you for your time in your presentation today.

1**1:25 9.0 Community Comment** Chair Henderson

Public testimony may be submitted ahead of time in writing to

[AIAN.AdvisoryCommittee@OregonLearning.org](mailto:AIAN.AdvisoryCommittee@OregonLearning.org)

**No Community comment**

**11:30 10.0 Other Business and Next Meeting Agenda Items** All

10.1 Discussion Regarding Update of Student Success Plan

Tamara: Any suggestions based on what we saw today from the presentation?

10.2 ODE Required Training for AI/AN Advisory Committee Members

Sexual harassment for committee members and the proposal was to do this in the November meeting. If people are not able to come in for this meeting we will need to be notified so we can ensure that we get the training done because this is a state requirement. We will be having a training presenter so will need to make accommodations to make sure this will get done.

* Proposed for November In Person Meeting

10.3 In person Travel protocol

Travel reimbursement: new members will have a limit for from ODE for lunch, will be sending out details for link to order lunch prior, Travel will be from destination to the building and parking will be reimbursed. Please know cost of parking ticket and in the form will be asking for your social security number.

We can pay you directly for travel reimbursement

Tamara: will we need full time (9:30-3:30)?

April: Policy for 6 hours, we cannot feed you if you do not have a 6 hour meeting.

Will be a remote option if you are not able to travel and will be able to zoom you in.

Brandon update on SPED workgroup: looking for interested individuals for special education special initiatives. We are looking to break that down to parent to alert people of their rights. I am thinking of coming in with a draft/ proposal to talk about. Willing to offer $50 for the survey and will be following up with an email. If you are in community with individuals with specialties in special education or indigenous community please send them my contact info or forward me their information. Thank you for all of your time.

**12:00 11.0 Adjourn**