Minnesota Indian Education Association

Working Agenda and Program – Subject to change

35th Annual Conference

MIEA... Promoting Quality Education, Culture, and Unity for American Indians

November 12 (Early Evening Registration) Conference
13-15, 2019

Grand Casino – Hinckley, Minnesota

www.minnesotaindianeducation.org
MINNESOTA INDIAN EDUCATION
ASSOCIATION
2019/2020 Board of Directors

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                                           Paul Dressen, Prairie Island Indian Community
                                           Tori Campbell, Prairie Island Indian Community
                                           Dr. Giniw Giizhig, White Earth Nation
                                           Leslie Harper, Leech Lake, Ojibwe
                                           Leah Monroe,

Student Representative                      Reuben Kitto Stately, Red Lake Nation, Santee Dakota

Ex-Officio Members:                        Jane Harstad, Red Cliff, Ojibwe

Honorary Elders                             Jim Chase, Leech Lake Band of Ojibwe
(Lifetime Members )                         Teri Malbraaten, White Earth Nation
                                           Shirley Kampa, Rainy Rivers, First Nations
                                           Barbara Kent, White Earth Nation
                                           Shirley Schmidt, Blackfeet Nation
SCHEDULE OF EVENTS

Tuesday November 12, 2019

2:00-8:00 PM  Vendors and Information tables can set up - tables assigned/labeled

5:00-8:00 PM  Early Registration – Registration window at Event Center (Bring your registration barcode for instant registration)

Please enjoy the Beverage Station in the Event Center:
Water, Coffee, Individual Herbal Teas, Decaffeinated Coffee
Generously sponsored by Mille Lacs Band of Ojibwe

Wednesday, November 13, 2019

7:00-8:30 AM  MIEA Registration

Dakota/Ojibwe Quiz Bowl Check-in

Continental Breakfast: Main Ballroom

*Breakfast is Generously Sponsored by the National Indian Education Association*

8:30 AM  Opening Prayer and General Assembly Opening (Ballroom)

Drum: (Flag Song and Honor Song) We welcome Mr. and Ms. MIEA and all students to participate in the opening with Veterans, etc. Please encourage all students to participate.

Presentation of Flags

9:15 AM  Dismiss Students for Dakota & Ojibwe Quiz bowls

Call to Conference: Ramona Kitto Stately, MIEA Chair

Welcome: Melanie Benjamin, Chief Executive of the Mille Lacs Band of Ojibwe

Wallace St John, Mille Lacs Band of Ojibwe. District III Representative
Welcome: Dr. Jane Harstad, Director, Office of Indian Education, Minnesota Department of Education. The State of Indian Education

10am - 11:45 AM  Keynote: James Vukelich:

7 Generations and 7 Grandfather Teachings

This talk will present the traditional teachings of the Anishinaabeg as a means of developing interconnectedness and interdependence. The seven grandfather teachings, the sacred law of the Anishinaabeg, show us how to lead Mino-bimaadiziwi “the good life” a life without contradiction or conflict, a life of peace and balance.

Learning Objectives: This presentation will break up ancient words and teachings morphologically and etymologically so that participants learn how the language defines and outlines how to live a good life.
- Participants will learn about the concept of Mino-bimaadiziwin 'The Good Life'
- Participants will come away with a greater understanding of the Chi-dibaakonigewin “sacred Law” of the Anishinaabeg “Ojibwe”.
- Participants will learn how the culture and teachings are deeply embedded in the language.
- Participants will learn a model to introduce concepts of interdependence and interconnection to native and non-native students and educators.

Biography: About James Kaagegaabaw

James Vukelich Kaagegaabaw is the creator of Ojibwe Word of the Day. He has been recognized as a leading voice in Native Language revitalization efforts and spiritual teachings for two decades. His keen insights on the interconnectedness of language and culture were developed in the field speaking with and recording elders and native speakers of the language (many of whom have since passed on) in Canada, Michigan and Minnesota as part of the Ojibwe Language Dictionary Project.

What truly sets him apart is his ability to move seamlessly through diverse educational and community settings with both his curriculum development and presentations. James has consulted with multiple school districts to develop and teach language and cultural programs at all levels from pre-K through college. It’s not uncommon to find him working with young children one afternoon and the next mentoring teachers on how to incorporate language into their classrooms. He is the recipient of the Minnesota Indian Education Association’s Indian Educator of the Year. Beyond educational settings, he has facilitated multiple language roundtable groups and conducted spiritual ceremonies in communities throughout the Twin Cities as well addressing broader audiences at keynote speeches locally, nationally, and internationally.
When he is not speaking, teaching or traveling, James enjoys spending time with his wife, new son and boxer dog in the South Metro.

12:00-1:30  Luncheon Buffet: Mixed Green Salad with Ranch Dressing
Country Potato Salad
Chef’s Choice of Vegetable
Roasted Baby Red Potatoes
Wild Rice Meatloaf with Mushroom Sauce
Sliced Roast Loin of Pork with Apple Jack Cream
Assorted House Baked Breads, Rolls, and Butter
Chef’s Choice Dessert to include Sugar-Free options
Freshly Brewed Regular Coffee, Decaffeinated Coffee and Iced Teas

Lunch is generously Sponsored by the National Indian Education Association

12:30-1:30  Lifetime Achievement Award Winner – Congratulations to Gary Lussier

Each year, the Minnesota Indian Education Association presents awards to deserving individuals who are working hard and doing great things in Indian Country providing us with inspiration. The Lifetime achievement award is nominated and solely awarded by the Minnesota Indian Education Board of Directors. On This day, Mr Gary Lussier, we honor you and thank you for service to Indian Education in Minnesota!

Gary Lussier Sr. is a teacher in the Minneapolis Public School’s Indian Education Department. He is an enrolled member of the Red Lake Nation and has lived his life in Minneapolis, after the Federal Relocation Act brought his parents to the city with promises of economic opportunity. It could be said that for Mr. Lussier, such a devastating policy toward American Indians helped compel his dedication to a life in public service. With a dedication to the common good, Mr. Lussier fought for civil rights, has helped to restructure American history through an indigenous lens, and dedicated his life to public service for the community.
At a young age in 1968, Mr. Lussier became a member of the American Indian Movement which formed in Minneapolis. He remained an activist into the 70s with a dedication to advancing civil rights for American Indians. His major pursuit after participation in the American Indian Movement came in the form of education. Mr. Lussier has worked in the Minneapolis Public School district for over 40 years. After marrying his wife, Carol, a music teacher in the Minneapolis Public Schools, Mr. Lussier decided to return to higher education to earn his BA and later MA to become a teacher and school administrator. At the root of this decision was his dedication to the larger Minnesota community. Notably, Mr. Lussier spent ten years of his career at Four Winds, an American Indian Magnet school in the Phillips neighborhood of south Minneapolis. During his time there he was an elementary teacher and later the school principal. Seven years ago he returned to the classroom and has been teaching traditional language and culture with Native middle school students through the MPS Indian Education Department.

Mr. Lussier has been married to his wife for 35 years and together they raised three children. His eldest daughter, Leah, is an Indian law and finance attorney at Feagre, Baker, Daniels law firm. Hannah, his middle child, is a mental health therapist at the Native American Community Clinic. His youngest son, Gary Jr., is a 4th grade teacher at Anishinabe Academy in Minneapolis. In February 2019, Mr. Lussier suffered from a traumatic brain injury and has been recovering over the past months. During this time he has spent ample time with his family, including his three grandchildren. With his growing family and after many years of public service, he is transitioning into the role of an elder, which will undoubtedly bring new journeys his way.

WEDNESDAY AFTERNOON

1:45 - 3:45 PM  BREAKOUT SESSIONS

ASH/BIRCH  Understanding the Basics of Special Education and Ready, Set, IEP!
Elizabeth Watkins, Minnesota Department of Education - Special Education

Special education laws and procedures can be complex, but help is out there. This session will begin by introducing a new opportunity for American Indian cultural liaisons to solidify their understanding of special ed through an online course at Fond du Lac Tribal and Community College. Following this, the presenter will give a short overview of special education in Minnesota with an emphasis on sources of information for questions that may come up during the school year. How can Indian Education staff and parents of kids with disabilities get ready for annual Individual Education Program meetings? What information should they bring? What questions should they be prepared to ask? Can participation in Indian Education classes and activities be incorporated into IEPs? What if students need special ed support in order to participate in language and culture classes? This session will answer these questions and more. Participants will learn about IEP components and review two new tools to help them prepare for these important yearly meetings.

WILLOW  Commission for Oceti Sakowin Accreditation - Success Your Way
Roger Bordeaux

If you are looking to create a school that responds to the needs of learners, we are the answer. If you want a culturally responsive school, we are the answer. If you want a
school that is truly tribal controlled, we are the answer. Please come and listen and learn about the accreditation process created by tribes, for tribes.

**SPRUCE**  
**Diversifying the Teacher Workforce: A Community Dialogue on the Importance of American Indian Educators**  
Angela Mansfield

Participants will explore indicators of inequities in our state and consider how the state context plays out in their local setting. Facilitators will guide participants through a critical collaborative inquiry process to discuss who benefits from the way things are and who does not, and what actions in the form of policies and practices might be taken at the state, district, and school level to repair inequities.

**ASPEN**  
**Meeting of Tribal Early Childhood Program Administrators**  
Bobbie Burnham

Tribal Early Childhood program administrators will discuss current and future policies moving forward to ensure that programs are funded adequately.

**BALLROOM 1**  
**Vivian Delgado Canceled?**

**BALLROOM 2**  
**Dream Catcher Project: A Strategy to Reduce Overrepresentation of Native Youth in the Special Education System**  
Govinda Budrow, Nay Ah Shing School and Donna Patterson, Augsburg University - Retired

The Dream Catcher project is a Minnesota Department of Education initiative which works with school staff, Indian-Home School Liaisons and Cultural staff for better outcomes in the intervention and evaluation processes when a Native American student is having challenges in school. This workshop will explore the special education system as one of liberation or oppression. Over-representation of Native youth in special education often creates a trajectory destined with limited access to mainstream opportunities, lower graduation rates, placement in restrictive settings with little access to advanced programming and creates a trajectory destined for poor post-secondary outcomes. The way schools intervene and understand can influence outcomes for students. We will take a deeper look into special education data, laws, and criteria to promote strategies to help students succeed by schools distinguishing between differences, disability or disadvantage. Participants will engage in interactive activities designed to explore special education criteria and promote understanding that many overlapping issues can look like a disability but truly indicate cultural/racial differences or disadvantages such as poverty. The data of why this work is important will be explored in this workshop for understanding but the focus is on buildings best practices that can be used to disrupt complacent systems of compliance.

**BALLROOM 3**  
**Who Welcomed Columbus?**  
Antonio Arce

This presentation is an introduction to American Indians in the Americas by 1492. It is an introduction to the main cultures that existed in the Americas, their scientific, cultural, and intellectual achievements and their contributions to the world today. Pictures, maps, 3D maps, and online resources where information can be found about these cultures will be included.
### Thursday, November 14, 2019: At-a-Glance

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<tr>
<th>Time</th>
<th>Room: BIRCH (No Sound - Bring Your Own Speakers if necessary) 40 Person Max</th>
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<tbody>
<tr>
<td>8:00-9:45 AM</td>
<td>Engaging Students with Dakota and Ojibwe Resources</td>
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<td>10:00-11:45 AM</td>
<td>Youth Voice in Action! Eden Bart</td>
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<td>1:00-2:00 PM</td>
<td>Building Engagement Through Culturally Responsive Teaching Betsey Deal</td>
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<td>2:15-3:15 PM</td>
<td>Input Session: Arts Education Resources Alina Campana</td>
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<tr>
<td>8:00-9:45 AM</td>
<td>Story Telling; Where the Past Connects the Future Cheryl Whitesitt</td>
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<td>Our Language, Our Heritage: Using our Heritage Language to Teach our Native Language to Students Berdina Tsosie</td>
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<td>2:15-3:15 PM</td>
<td>Tools and Resources for Educators Dylan Jennings</td>
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<td>Cattail Doll Making Sophie Pheasant</td>
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<td>Blending and Braiding State and Federal Funding Streams to Support American Indian Learners Sarah George</td>
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<td>1:00-2:00 PM</td>
<td>Roundtable discussion: Anishinaabe/Dakota Revitalization Colleena Bibeau and Jessica Bobrowski</td>
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<td>2:15-3:15 PM</td>
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<td>Expressive Therapies Through the Medicine Wheel Joseph Rice</td>
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<td>Digital Natives: Helping Tribal Youth Become Producers (Not Just Consumers) of Technology Maria Burns Ortiz</td>
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<td>1:00-2:00 PM</td>
<td>Connect Your Community to the Language with QR Codes Dana Woods</td>
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<td>2:15-3:15 PM</td>
<td>PBIS with a Native Voice Dan Torrez</td>
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<td>From Assimilation to Revitalization: Pathways for Redressing Injustice in Higher Education Theodor Gordon</td>
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<td>10:00-11:45 AM</td>
<td>Free College Credit - Dakota and Ojibwe SEALs - Update on MIAC Grant to MDE Ursula Lentz</td>
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<td>1:00-2:00 PM</td>
<td>Minnesota Indian Scholarship Program Lara Gerhardson</td>
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<td>2:15-3:15 PM</td>
<td>Creating Heroes through Education and Service Kathleen McKinstra</td>
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<td>8:00-9:45 AM</td>
<td>MSCOnline.us: Highschool Ojibwemowin &amp; More Shelly Cegiar</td>
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<td>10:00-11:45 AM</td>
<td>Understanding American Indian Student Count Dr. Rev Hillstrom, Dr. Jane Harstad, Ethan Neerdaels</td>
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<td>1:00-2:00 PM</td>
<td>Cass Lake-Bena Student's Experience with Mayo Clinic Career Immersion Program Margaret Dougherty</td>
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<td>2:15-3:15 PM</td>
<td>Listening Session: Speak with the Commissioner of Education on topics related to Indian Education in Minnesota</td>
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<th>Time</th>
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<td>8:00-9:45 AM</td>
<td>Understanding Historic/Multigenerational Trauma and the Connection to Minority Student Support Need Ryan Bajan</td>
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<tr>
<td>10:00-11:45 AM</td>
<td>Empowering Indigenous Youth Through Traditional Land-Based Teachings</td>
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<td>1:00-2:00 PM</td>
<td>Dakota Value Teachings Demonstrated with Horse-Human Connection Janice Bad Moccasin</td>
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### Room: BALLROOM 2 Projector and sound included - 150 Max
Thursday, November 14, 2019

8:00-9:45 AM  **BREAKOUT SESSIONS**

**BIRCH**  
Engaging Students With Dakota and Ojibwe Resources  
Eden Bart

The Minnesota Humanities Center’s (MHC) Resource Collection contains award-winning educator resources that reflect the authentic narratives of today’s diverse student body. This session will focus on the Dakota and Ojibwe resources in the collection, including a closer look at the educator guides that accompany the Why Treaties Matter exhibit, a partnership of the Minnesota Indian Affairs Council and MHC.

**WILLOW**  
Story Telling: Where the Past Connects the Future  
Cheryl Whitesitt, Minnesota Future Problem Solving Program

As Native Americans explored their land, storytelling became an important tool to pass down traditions, local customs, how to live off the land, how to survive in the natural environment in which they lived, and today, to restore the tribal languages. It continues to be the primary form of wisdom communication, helping children to remember their roots and to live in harmony with their natural world. The intent of these stories continues to be to explain or to teach. Ponder the possibilities of stories that predict a positive future. How might these wisdom filled stories of days gone by encourage our children to create a vision of peace and harmony? William Arthur Ward said, “If you can imagine it, you can achieve it. If you can dream it, you can become it.” Come and learn about Scenario Performance; an opportunity for your students to develop their story-telling abilities by intertwining the past with the future while imagining a positive future that they can achieve.

**SPRUCE**  
Cattail Doll Making  
Sophie Pheasant

Educators begin a journey connecting self to the spirit of the Cattail Doll. Igniting creativity and resourcefulness with cattail doll making! Anishinaabeg traditions in toy making, as a teaching tool for educators and children. Re-instilling original customs of...
minimal impact on the environment with earth friendly practices. We explore cattail
use which includes shelter, medicine, food and many other

**ASPPN**

**Expressive Therapies Through the Medicine Wheel**
Joseph Rice

Nawayee Center School began their Medicine Wheel Health Program in October of 2018. The focus of our program is to teach students to self-regulate within the context of relationships using the Medicine Wheel as a model. In this workshop we will share the methodology of our healing efforts using a talking circle format to engage the audience in an interactive learning experience.

**ASH**

**From Assimilation to Revitalization: Pathways for Redressing Injustice in Higher Education**
Theodor Gordon

Can an institution meaningfully redress a legacy of injustice? At the College of St. Benedict and St. John's University, our campuses once operated government-funded Native American boarding schools that were designed to force assimilation through family separation. Today, this legacy of injustice continues to affect Native nations across Minnesota. However, we believe it is possible to redress this injustice through three collaborative, bottom-up, pathways that acknowledge the work of redress is never finished. In this talk, we will describe these pathways, which include 1) collaborating with affected Native nations to investigate our shared history, 2) empowering Native and Indigenous students to interview their peers and develop recommendations for administrators, and 3) forging partnerships that serve Native nations on their own terms. We will discuss how these pathways can be adapted by any institution to become more inclusive of marginalized communities. This presentation will feature two speakers. Dr. Theodor Gordon is a professor at The College of St. Benedict and St. John's University. Belen Benway is a junior Communications major at the College of St. Benedict, where she works Dr. Gordon as a research assistant. She is Mdewakanton Sioux from the Prairie Island Indian Community.

**BALLROOM 1**

**MSCOnline.us: Highschool Ojibwemowin & More**
Shelly Ceglar

Learn about MN HS online courses for graduation credits, honors, electives (Interactive Ojibwemowin) & credit recovery. Students stay in their home districts!

**BALLROOM 2**

**Understanding Historic/Multigenerational Trauma and the Connection to Minority Student Support Need**
Cassie Brown

In this introductory session, participants will gain basic knowledge about what historic/ multi-generational trauma is and how it can create additional challenges and needs for underrepresented minority students at varying levels. Attendees will learn how blood memory and multi-generational trauma are passed on to today's generation of students. We will discuss different types of historic trauma as well as provide ways to address specific needs.

**BALLROOM 3**

**Minnesota Indian Teacher Training Program**
Jim Knutson-Kolodzne

The Minnesota Indian Teacher Training Program (MITTP) prepares American Indian students who are pursuing a degree or certification in the field of education. MITTP provides grants and student support for American Indian students. MITTP is available through MN statute 122A.63 subd.1, which states: “A grant program is established to assist American Indian people to become teachers and to provide additional education for American Indian teachers.
10:00-11:45 AM  BREAKOUT SESSIONS

BIRCH  Youth Voice in Action!
Brandon Brooks, Minnesota Youth Council

The Minnesota Youth Council (MYC) is a collaboration of youth and adults working together to empower and mobilize young people across the state to exercise their voices, opinions and ideas and take action on issues affecting youth. In 2013, the Minnesota Legislature formally recognized the work of the Minnesota Youth Council, passing into law the Minnesota Youth Council Committee Bill, which established the council as the “voice of youth” to the state legislature and the Governor- the only legislatively mandated youth council of its kind in the country! This presentation will highlight the importance of youth voice in Minnesota, uplift the work of the Minnesota Youth Council, and (most importantly) provide the opportunity for student attendees to become a part of this phenomenal group of young change makers!

WILLOW  The Invisible Me I Want You to See
Roxanne and Michael Jr Flammond

Hear first hand what it’s like for a student living with FASD and the challenges that the family faces. How a mother advocates for her child and what they have to do to navigate through the public school system. This young man is amazing and has faced obstacles and hurdles with incredible strength and courage. He shares his story in hopes it will in some small way help others, both students and teachers alike. It is our wish that you walk away with a different perspective of working with students living with FASD and that you realize the different learning style of some of these kids.

SPRUCE  Blending and Braiding State and Federal Funding Streams to Support American Indian Learners
Sarah George, State of Minnesota

How do we pay for the programing and experiences that we know our learners need? In this session Sara George from the Minnesota Department of Education's Equity Division will share how Indian Education coordinators and program staff can harness and advocate for the use of multiple revenue streams to provide robust programming for Indigenous youth. This session will include: an overview of how schools in Minnesota are financed, an overview of Federal ESEA Title I, II, and IV grants, examples of how schools and districts have combined multiple funding streams to create more expansive and expensive opportunities for youth, and a tool that school staff can take back to their district to help guide conversations about getting the money to provide enriching experiences for American Indian learners.

ASPEN  Digital Natives: Helping Tribal Youth Become Producers (Not Just Consumers) of Technology
Maria Burns Ortiz

Today's youth are experts when it comes to digital consumption - from social media to video games to YouTube to whatever is trending. What if instead passively interacting with the content, we could get youth actively creating it? While Native children are far more likely to be consumers of technology than content producers, we CAN change that in our classrooms - even if it's a world away from Silicon Valley. So where do we start, and how do we support them? This session will explore ways to spark, encourage and guide student interest in tech - whether or not you're tech savvy. Drawing from real world examples from tribal schools and Native youth serving program, the workshop will share ideas, activities and user-friendly tools that are easy to implement.

ASH  Free College Credit - Dakota and Ojibwe SEALS - Update on MIAC Grant to MDE
Ursula Lentz

Minnesota Department of Education received a MIAC grant to develop assessments that meet the requirements of bilingual seals and world language proficiency certificates that grants FREE college semester credit to students. The session provides information about the completed assessments, the development process and workshops for teachers to support their teaching of curriculum with proficiency and use of the language in mind. Time for questions and input on piloting assessments will be included. This session will provide information about the process of developing proficiency assessments for L/Dakota and Ojibwe by L/Dakota and Ojibwe speakers to meet the level requirements of Minnesota bilingual and multilingual seals and world language proficiency certificates that were put into statute (120B.022) in 2014. Seals and world language proficiency certificates enable students to earn free semesters of college credit upon enrollment and request at any Minnesota state college and university and also allows students to earn high school elective credit. Time for questions and answers allows participants to ask questions not addressed during the presentation.

BALLROOM 1

**Understanding American Indian Student Count**
Dr. Rev Hillstrom, Dr. Jane Harstad, and Ethan Neerdaels

This session will explain the differences in the student counts at the state and federal levels. There are measures we can take to help in getting the most accurate count of our students. Dr. Hilstrom will explain the methods the Osseo School district has used in completing an accurate American Indian student count.

BALLROOM 2

**Empowering Indigenous Youth Through Traditional Land-Based Teachings**
Ryan Bajan

In this session, we will identify the impacts of ACEs on our youth, how to break the barriers to success in schools, and walk through the process of establishing a Traditional Land-Based program in our public schools as a means of identity reclamation. Additionally, participants will take part in circle process, receive a ton of resources and extension-support, receive gifts, and look at active research on the whole process. Ryan Bajan, Ma’iingan, currently teaches in northern Minnesota and has served as a restorative practices and circle process presenter for MDE. He leads traditional Anishinaabeg land-based programming throughout schools across Minnesota and is a partner in the company First Nations Consultants.

BALLROOM 3

**Native Education Advocacy 101 and American Indian Parent Advisory Committee (AIPAC)**
Otto Hamilton

Overview of “how to advocate” and the importance of the American Indian Parent Advisory Committee (AIPAC).

**Noon-12:45 PM**

Luncheon: Served in the Main Ballroom

Chef's Pasta Salad, Mixed Green Salad with Dressing, Chef's Choice Vegetable, Mashed Potatoes with Gravy, Baked Cod with Parmesan Sauce, Sliced Roast Beef, Assorted House Baked Breads, Rolls, and Butter, Chef's Choice of Dessert to include sugar-free options

Freshly Brewed Regular Coffee, Decaffeinated Coffee and Iced Teas

**Lunch is Generously Sponsored by the Shakopee Mdewakanton Sioux Community**

Luncheon Keynote: Rebecca Lynn-Crooks: **Understand Native Minnesota**
Understand Native Minnesota is the Shakopee Mdewakanton Sioux Community's new strategic initiative and philanthropic campaign to improve the Native American narrative in Minnesota's K-12 schools. SMSC Secretary/Treasurer Rebecca Crooks-Stratton, who is leading the campaign, will layout the overview of this exciting campaign and invite members to the listening session to follow from 1:00-2:00 (Ballroom 3)

Shakopee Mdewakanton Sioux Community Member Rebecca Crooks-Stratton is serving her first term as the Secretary/Treasurer of the SMSC. Rebecca previously served on the SMSC Gaming Enterprise Board of Directors, SMSC Gaming Commission and worked for the tribal government in administration roles from 2007-2016. She is leading the tribe’s latest philanthropic campaign, Understand Native Minnesota, to improve the Native American narrative in Minnesota’s K-12 schools.

Rebecca is the Midwest Area Vice President Alternate of the National Congress of American Indians, serves on the Board of Directors of Indian Country Today and on the Minnesota Zoo Board of Trustees, and is the Vice-Chair of the Prior Lake Indian Education Parent Advisory Committee. She has a master’s degree in tribal administration and governance from the University of Minnesota Duluth. Her bachelor’s degree is in American Indian studies and political science from the University of Arizona.

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<th>1:00-2:00 PM</th>
<th>BREAKOUT SESSIONS</th>
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<td>BIRCH</td>
<td><strong>Building Engagement Through Culturally Responsive Teaching</strong>&lt;br&gt;Betsy Deal</td>
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<td>WILLOW</td>
<td><strong>Our Language, Our Heritage: Using our Heritage Language to Teach our Native Language to Students</strong>&lt;br&gt;Berdina Tsosie, Wicoie Nandagikendan Language Immersion Program</td>
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<tr>
<td>SPRUCE</td>
<td><strong>Roundtable discussion: Anishinaabe/Dakota Revitalization</strong></td>
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In this session, participants will have an opportunity to explore and identify the price of disengagement and the reason actively and cognitively engaging students is critical. Participants will examine statistics illustrating the long-lasting impact of student disengagement, take part in instructional activities, and walk away with samples of engaging, culturally responsive instructional strategies to be used in the classroom to increase student engagement for all students. Participants will not only learn about these strategies, but will also be actively and cognitively engaged throughout the session.

Oral Language Immersion methodologies for authentic second language acquisition. As the foundation of this methodology, it will also present in-depth presentations on the Origins of our Sacred Language, which is similar to that of other tribes. The presentation will help attendees acquire Oral Immersion Methodologies, Second Language Acquisition Methodologies, and Authentic Language Acquisition strategies, using Heritage Language model. The components of Authentic Language Acquisition strategies include experiential learning and project based learning, and curriculum development.
This session is a “Roundtable discussion: Anishinaabe and Dakota Revitalization” that invites: all elders, community members, Ojibwe speakers, K-12 educators/teachers, University professors/faculty to engage in networking and discussion of Language Revitalization in K-12 settings and university classrooms. As a large group, the Roundtable Discussion will open up the floor and focus our conversations on: Indigenous methodologies/pedagogy, Ojibwe/Dakota lessons and curriculum, immersion techniques, classroom/language camp hands-on activities, Indigenous games, and teaching language through active movement, etc. All conference participants are invited and welcome to join in, listen, and engage in conversation and share their knowledge.

**AS PEN**

**Connect Your Community to the Language with QR Codes**  
Dana Woods

This presentation will highlight the work done at ISD 31 Bemidji Area High School to connect our school community to the Ojibwemowin words printed throughout the school using QR codes to display short videos explaining how to speak the word in Ojibwemowin. We will demonstrate the tools used, the unit plan and its connection to MN State Standards and "World" Language standards, and give people an opportunity to create their own QR Codes.

**ASH**

**Minnesota Indian Scholarship Program**  
Lara Gerhardson

Come learn about the financial aid process, the Minnesota Indian Scholarship Program, and other resources that are available to students pursuing post-secondary education!

**BALLROOM 1**

**Cass Lake-Bena Students’ Experience with Mayo Clinic Career Immersion Program**  
Margaret Dougherty

Two seniors from Cass Lake-Bena High School completed applications for and were among 40 students selected to participate in a week-long career immersion program for high school students held in Rochester, Minn., in June 2019. The students, Avery and Illeana, participated in the program and – along with CL-B Career Pathways and Work Experience Coordinator Sarah Larson – share their insights into the application process, their week at Mayo Clinic gaining hands-on experience with 15 health science careers, and tips for students and families considering the program for 2020. Acceptance into the program includes full scholarships for travel, lodging, program materials, food and all activities. Applications for the June 21-26, 2020 program open Dec. 1, 2019 and close at midnight, March 1, 2020. Career Immersion Program staff will be available for questions and to walk through the on-line application process.

**BALLROOM 2**

**Dakota Value Teachings Demonstrated with Horse-Human Connection**  
Janice Bad Moccasin

Medicine Horse Nation is guided healing modality for self directed Wellness with horses and humans. Integrating the Horse Nation teachings and EAGALA model Equine Assisted Learning and Growth Association therapeutic model. Focus will be on the Seven Sacred Living Values demonstrated with Horse and human connection on the ground.
Understanding Native Minnesota is the Shakopee Mdewakanton Sioux Community’s new strategic initiative and philanthropic campaign to improve the Native American narrative in Minnesota’s K-12 schools. In this listening session, SMSC Secretary/Treasurer Rebecca Crooks-Stratton, who is leading the campaign, will hear from MIEA members about their ideas on narrative change, how to enhance curriculum, and thoughts on professional development for education professionals in order to improve students’ understanding of the state’s tribes and Native peoples.

2:15-3:15 PM

BALLROOM 3
Listening Session: Speak with the Commissioner of Education on Topics Related to Indian Education in Minnesota

The purpose of this session is to fulfill the statutory obligation for the Minnesota Department of Education to hold an annual field hearing on Indian education to gather input from American Indian educators, parents, and students on the state of American Indian education in Minnesota. The State of Indian Education Report will be available for all participants. This is an opportunity for American Indian input and feedback to the Department of Education and to communicate areas of success and concern.

3:30-4:30 PM

BREAKOUT SESSIONS

BIRCH
Input Session: Arts Education Resources
Alina Campana

Share your ideas and thoughts about resources to support learning about the contributions of Minnesota American Indian tribes and communities in the arts. The Minnesota K-12 Standards in the Arts were recently revised and will be implemented beginning in the 2012-22 school year. MDE and partners are preparing to provide support for these new standards. One area of need is support for authentic and meaningful learning that focuses on “the contribution of Minnesota American Indian tribes and communities.” In this session, MDE will provide an overview of the new arts standards. Then, we will have a conversation about what types of resources could be developed, how, and what state-level resources should help us achieve for students and teachers across Minnesota.

WILLOW
Tools and Resources for Educators
Dylan Jennings

Great Lakes Indian Fish & Wildlife Commission Public Information Office offers a wide array of exciting new tools and resources for educators. Come and learn about the new resources and techniques utilized to teach about tribal treaty rights, sovereignty, and life-way. Also, learn about ways you can partner with GLIFWC or access equipment and presenters.

INFO SESSION HERE

ASPEN
PBIS With a Native Voice
Dan Torrez
Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered framework designed to help schools establish a positive culture and climate with the intended purpose of offering individualized behavior supports for all students. This presentation will compare the relationship between PBIS and the statewide disproportionality data of American Indian/Alaska Native students. We'll also take a look at a project already underway that is dismantling and reconstructing PBIS through the perspectives of the American Indian Tribal Nations of Minnesota.

ASH

Creating Heroes Through Education and Service
Kathleen McKinstra, The Page Education Foundation

The Page Education Foundation has been serving Minnesota students of color for more than 30 years. Founded by MN Vikings great, Alan Page and his wife, Diane, the Page Education Foundation provides financial support to MN students of color, including American Indian Students, who wish to pursue post-secondary study. In return, we ask the students we assist, we call them Page Scholars, to provide 50 hours of literacy based volunteer service to youth in grades K through 8th. This past May we awarded 567 Page Scholarships to deserving students. Our scholarships range from $1500-$2000. Of those awards, only 2% or 13 student self-identified as American Indian students. Our organization seeks to better serve American Indian students and we would like to hold an informational workshop discussing our organization--our history, our mission, how our program operates and we believe this would be an ideal forum for us to inform others who could assist us in our outreach to serving American Indian students in Minnesota.

BALLROOM 3

Listening Session: Speak with the Commissioner of Education on Topics Related to Indian Education in Minnesota

2:00 - 3:45

Moderator: Jackie Probst Participants: Commissioner of Education Mary Cathryn Ricker, Office of Indian Education Staff, MIEA Conference attendees

Purpose: This listening session fulfills the statutory obligation of 124D.79. The purpose allows a deep dive into the State of Indian Education Report and to have Indian education community members give the Department of Education feedback and to communicate areas of success and concern.

Subdivision 1. American Indian community involvement.

The commissioner must provide for the maximum involvement of the Tribal Nations Education Committee, parents of American Indian children, secondary students eligible to be served, American Indian language and culture education teachers, American Indian teachers, paraprofessionals, representatives of community groups, and persons knowledgeable in the field of American Indian education, in the formulation of policy and procedures relating to the administration of sections 124D.71 to 124D.82. The commissioner must annually hold a field hearing on Indian education to gather input from American Indian educators, parents, and students on the state of American Indian education in Minnesota. Results of the hearing must be made available to all 11 tribal nations for review and comment.

The Department of Education is intentionally gathering information from the Minnesota Indian Education Association conference attendees.

Guiding Questions

1. What stands out?
2. What draws your focus?
BALLROOM 3

Continued Listening Session: Speak with the Commissioner of Education on Topics Related to Indian Education in Minnesota

Awards Banquet - Ballroom 6:00-8:30 PM

Plated Dinner consists of Seared Chicken Breast
Spinach salad with mandarin oranges, toasted almonds & toasted sesame dressing
California Medley Vegetable with Roasted Baby Red Potatoes
Seasoned and grilled chicken breast with wild mushroom Madeira sauce accompanied by dinner rolls and butter.
Freshly brewed coffee, decaffeinated coffee and iced tea.

Each year, the Minnesota Indian Education Association presents awards to deserving individuals who are working hard and doing great things in Indian Country providing us with inspiration.

Master of Ceremonies: Byron Ninham
Quiz Bowl Award Winners: TBA
Introduction of new MIEA Board of Directors – 2019/2020

Congratulations to the Following 2019 MIEA Award Recipients:

<p>| Lifetime Achievement Award | Gary Lussier Sr. | Red Lake Nation (Awarded at Thursday Luncheon) |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Name</th>
<th>Tribe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Secondary Student of the Year</td>
<td>Morgan Olson</td>
<td>White Earth Band of Ojibwe</td>
</tr>
<tr>
<td>K-12 Teacher of the Year</td>
<td>Leah Monroe</td>
<td>Leech Lake Band of Ojibwe</td>
</tr>
<tr>
<td>K-12 Counselor/Liaison of the Year</td>
<td>Jamie Delacruz</td>
<td>Oneida Nation of Wisconsin</td>
</tr>
<tr>
<td>Tribal Official of the Year</td>
<td>Chairman Faron Jackson</td>
<td>Leech Lake Band of Ojibwe</td>
</tr>
<tr>
<td>High School Student of the Year</td>
<td>Ileana Brown</td>
<td>Leech Lake Band of Ojibwe</td>
</tr>
<tr>
<td>Female Student Athlete of the Year</td>
<td>Avery Matthews</td>
<td>Leech Lake Band of Ojibwe</td>
</tr>
<tr>
<td>Male Student Athlete of the Year</td>
<td>Colter Humphrey</td>
<td>Leech Lake Band of Ojibwe</td>
</tr>
<tr>
<td>Post-Secondary Counselor/Liaison of the Year</td>
<td>Harold Annette</td>
<td>White Earth Band of Ojibwe</td>
</tr>
<tr>
<td>Elder of the Year</td>
<td>Dr. Dorothy Olson</td>
<td>White Earth Band of Ojibwe</td>
</tr>
<tr>
<td>Administrator of the Year</td>
<td>Dr. Rev Hillstrom</td>
<td>Cherokee</td>
</tr>
<tr>
<td>Scholarship Type</td>
<td>Name</td>
<td>Tribe</td>
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<td>----------------------------------</td>
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</tr>
<tr>
<td>Dakota Language Scholarship ($500)</td>
<td>Ethan Neerdaels</td>
<td>Bdewakantunwan Dakota</td>
</tr>
<tr>
<td>Ojibwe Language Scholarship ($500)</td>
<td>Michaela Charnoski</td>
<td>Leech Lake Band of Ojibwe</td>
</tr>
<tr>
<td>High School Scholarship ($500)</td>
<td>Logan Monroe</td>
<td>Leech Lake Band of Ojibwe</td>
</tr>
<tr>
<td>College Scholarship ($500)</td>
<td>Adam Kiel</td>
<td>Oneida Nation of Wisconsin</td>
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**Friday, November 15, 2019**

**9:00 AM**

Breakfast Buffet

Keynote Speaker

Laurie Harper: **Reclaiming Our Sovereignty in Education**

Laurie Harper is currently the Tribal Education Director for the LeechLake Band of Ojibwe, which includes Early Childhood, Workforce Development and Youth Activities Programs. Laurie is responsible for leading the Tribal Education Division on the development of a Tribal Education Code and a comprehensive education plan. She has lead the development on the Band’s Policy on Tribal Consultation in Education. Laurie’s passion has been native language revitalization and educational policy. She has had the honor and privilege of collaborating with various Tribal nations throughout Minnesota and Wisconsin and First Nations of Canada around educational issues that include language revitalization and policy. She currently serves as the President of TEDNA (Tribal Education Departments National Association) and has provided testimony at for the Senate Committee on Indian Affairs on the importance of native languages and funding for Indian Education initiatives and workforce development. Laurie also holds an appointment to the Tribal Nations Education Committee which is tasked as the liaison between the 11 Tribal Nations and the State of Minnesota with educational issues.
10:00 AM-NOON  General Assembly

- ESSA Immersion Provisions/Esther Martinez Native American Languages Preservation Act
- Resolution Bylaws
- Conference Closing Traveling Song

NOON-2:00 PM  MIEA Board of Directors Meeting (Ballroom)
Youth Day at MIEA

Thursday, November 14, 2019

“Promoting Culturally Based Traditions to Bridge the Achievement Gap”

Quiz Bowl Luncheon: Served in the Community Center

Pizza: Cheese, Pepperoni, Sausage and Deluxe

Assorted Soda and Bottled Water

Lunch for Youth Day is Generously Sponsored by Minnesota Youth Council

MIEA YOUTH DAY: 9:00 AM – 3:00 PM Meshakwad Community Center

9:00-10:30 AM          Poetry Workshop with Native American Poet
10:30-10:45 AM         Break
10:45-12:00            Moccasin Game
12:00-1 PM             Youth Luncheon: Pizza
1:00-3:00 PM           Indigenous Games with Dr. Dan Ninham
I’ll See You Again
The MIEA Board of Directors would like to thank all of you for attending this year’s conference. We hope you have gained insight and knowledge that will allow you to be an even more effective individual than you are now. If there is a workshop session that you particularly liked, or a workshop session that was not offered that you’d like to see on the agenda next year, please tell one of the Board of Directors.

The Minnesota Indian Education Association Board of Directors wishes you a safe journey home.

Giga-waabamin Minnawaa

Weweni ani-giiwen ikidowag Minnesota Indian Education Association Board of Directors.

Mitakuye Owasin
MIEA oitancan yuhapi kin hena, de omaka omniciye kin ed oyapapi kin he un nina wopida eyapi, omniciye de etanhan woksape ka taku tawacín ed heced awauneci, ito, wisohan ka taku tawacini. ito, wicohan wanzi yuhapi iyoniökpihoe kais wanz wadaka yacin kinhan oitancan yuhapi kais owicakiyaka, hena sdobyapi cinpi.

MIEA oitancan owasin iiyata kiya awanyangy oicimani ka tanyan yakipi kta heced awancinpi.

MIEA RESOLUTIONS

It is important that we publicize MIEA’s efforts to promote the educational rights and welfare of American Indian people. As positions on current and vital issues are developed, they need to be brought to the general membership for discussion, debate and/or approval.

When a member or group of members wishes to present a substantive issue for approval at an MIEA general business meeting, the originator presents it in the form of a written resolution.

A resolution is defined as “a formal expression, intent, belief or position of the Association, adopted by the voting membership, generally at a designated annual conference, and which provides the direction in which the association shall be moving.”
Resolutions must express that which is within the scope of the goals and objectives of the Association. Resolutions of a more permanent nature are continuing resolutions. Resolutions of immediate concern are annual resolutions.

The procedures for resolutions are as follows:

1. Resolutions to be considered for adoption at the annual convention must be Local, State or National in scope and must be submitted to the Resolution Committee for prior review and processing. Resolutions may be submitted at any time between annual conventions.
2. Resolutions must be submitted to the Resolution Committee no later than 24 hours before the general membership meeting at which the resolution is to be considered. Resolutions will be publicly posted 12 hours prior to the designated general membership meeting.
3. Resolutions may be submitted by:
   A. Individual Members
   B. Board of Directors
   C. Tribal Organizations
   D. Local Indian Education Committees
   E. Organizations
4. The MIEA Resolutions Committee shall receive and review all resolutions for conformity and ensure that the criteria are followed. The committee shall contact the originator(s) regarding any questions or amendments to the proposed resolution. Resolutions which do not meet the criteria shall be disqualified from further consideration.
5. The Resolution Committee shall introduce all proposed resolutions at a specified time during the general membership meeting at the convention.
6. Provisions shall be made prior to and at the convention for reproduction and distribution of all proposed resolutions.
   1. Resolution guidelines shall be printed and put into each packet at registration.
   2. The resolutions which meet the criteria shall be forwarded to the general membership for action at the designated general assembly.
   1. All adopted resolutions shall be referred to the Board of Directors for publication and implementation. The Board, during the ensuing year, shall report to the membership on the progress regarding the resolution.
   2. The Board shall report on the progress at the next annual meeting.
   3. A copy of the proposed resolution should be mailed to:  
      Minnesota Indian Education Association  
      PO Box 1934  
      Bemidji, MN 56619

MIEA GENERAL PURPOSE

The purpose of the association shall be to establish and maintain communications and the promotion of quality education and unity for American Indians and/or the express purpose of continuity of communications and ongoing awareness of local and statewide education activities.

1. To promote a cooperative approach to solving educational problems for all American Indian students.
   A. To encourage Indian parents, students and communities to become involved in the design implementation and evaluation of educational programs.
   B. To encourage non-Indian people interested in quality education for American Indian students to become involved in the educational processes and in the association’s goals and philosophy.
2. To cooperate with other positive educational and historical societies and associations, programs or studies, dealing with or involving American Indians, to create, through an increasing awareness of the true history, contributions and cultural differences of the American Indian, a positive place for them in society.
3. To function as a liaison for information concerning American Indians educational opportunities, scholarships and cultural/historical information for tribal people.
4. To recommend possible legislation which would improve American Indian education and promote leadership qualities among American Indian students and American Indian people to:
   A. Tribal governments
   B. Federal, State and Local governments.
5. To assist in the coordination of information dissemination to education agencies and American Indian communities to help assure that American Indian students and other American Indians receive maximum positive benefits of these agencies during their educational experience.

6. To encourage and promote the participation of American Indian people to become involved on committees of local educational agencies that work toward the promotion of the purposes of this association.

7. The association shall hold an annual convention for the purpose of establishing a forum for the exposition of ideas, practices, issues, research and educational approaches that constitutes the “State of the Arts” of Indian Education in the State of Minnesota.

**MIEA’s BOARD OF DIRECTORS**

The Board of Directors shall be composed of members elected at-large from the association’s membership at the annual conference.

1. Nomination forms for positions on the Board of Directors shall be sent out.
   A. Only association members may nominate to the Board of Directors.
   B. Each nomination must be accompanied by a biographical sketch of the nominee.
   C. The list of nominations shall be compiled and presented at the annual convention.

**NEWSLETTER**

A newsletter shall be published covering the activities of the association and including other information involving American Indians. The editor of the newsletter shall be determined by the Board of Directors.

The newsletter is to be sent to other sections of the country to inform other American Indians of the association’s activities.

**MEMBERSHIP**

1. The membership of this organization shall be open to individuals and organizations interested in improving educational opportunities for American Indian youth and adults.
2. Membership fees shall be paid immediately upon joining the association.
3. All individual paid-up members of this organization shall have voting privileges.

**MEETINGS**

The association shall meet quarterly and shall have at least one annual conference. Special meetings of the association shall be held as determined by the Board of Directors.
The Minnesota Indian Education Association would like to recognize the Mille Lacs Band of Ojibwe Tribal Council and Community for their commitment to Indian education and our youth by hosting the 2018 MIEA Conference.

Miigwech and Pidamayayapi for welcoming us into your community with open arms.
PROVIDING EDUCATION FOR FUTURE GENERATIONS

The Shakopee Mdewakanton Sioux Community (SMSC) is a proud sponsor of the Minnesota Indian Education Association and its continuing mission to improve the nation's quality of education.

The Shakopee Mdewakanton Sioux Community is a federally recognized, sovereign Native American tribe located southwest of Minneapolis/St. Paul. With a focus on being a good neighbor, good steward of the earth, and good employer, the SMSC is committed to charitable donations, community partnerships, a healthy environment, and a strong economy.

For more on the SMSC, visit shakopeeindians.org