



# Collaboration to Support Native Students in Small Schools

# Presenters



Justine Flynn

Showash-ili?i Skul Administrator

Confederated Tribes of Grand Ronde



Sarah Norwood

Elementary School Principal

Willamina School District



Rebecca Arredondo

TAPP Family Advocate

Willamina Elementary School

# History of Tribes in Oregon





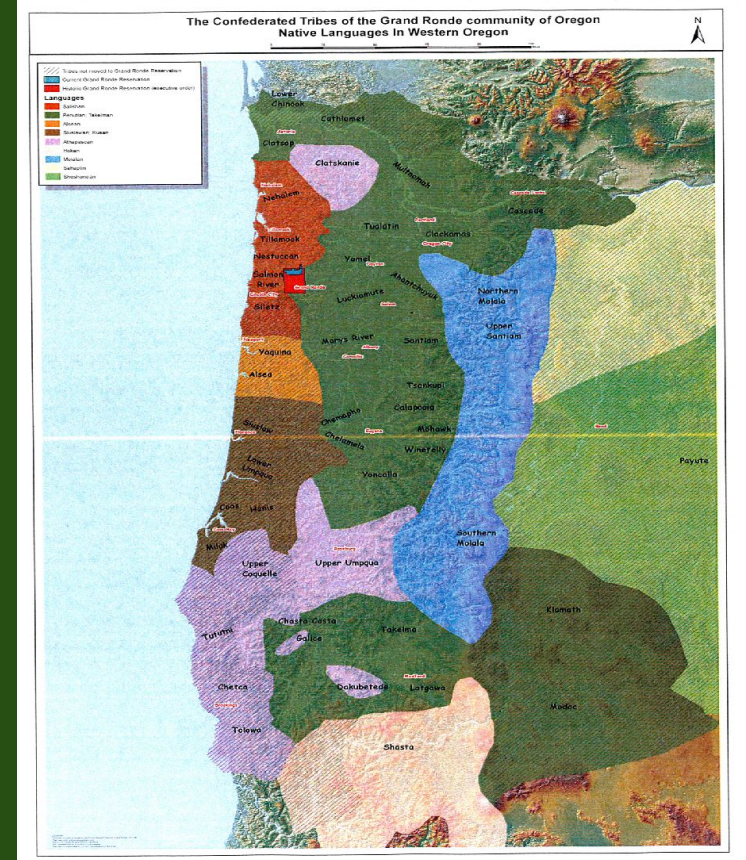
# Generational Trauma vs. Generational Healing

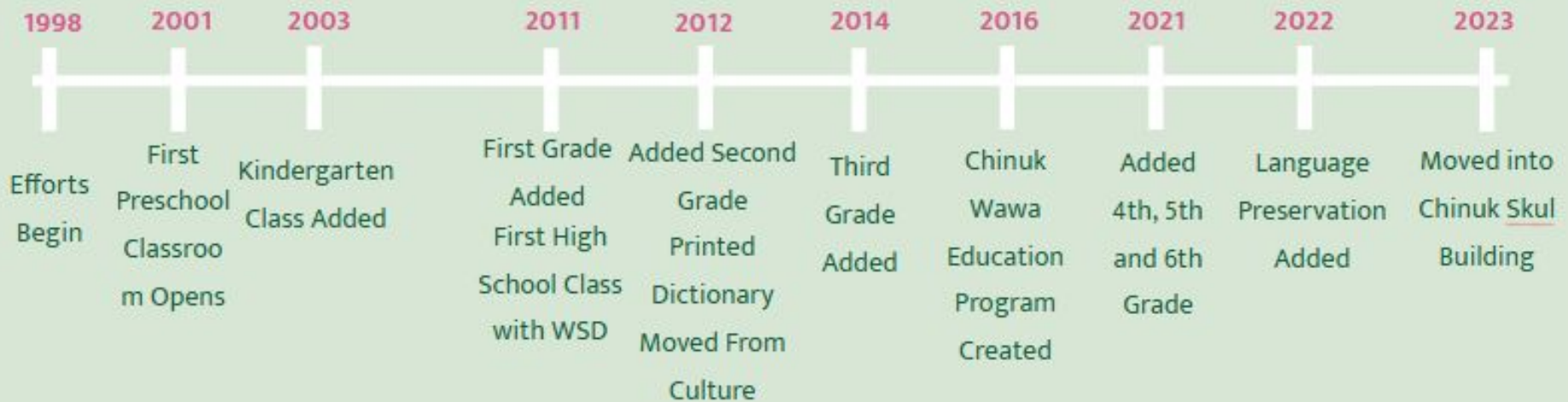




# Why Chinuk Wawa?

- Pre colonization there were over 100 different indigenous languages spoken in the area of what is now Oregon.
- Chinuk is what remained among the speakers in this area following removal to Grand Ronde.
- It was the common language used to communicate between the different bands for trade.

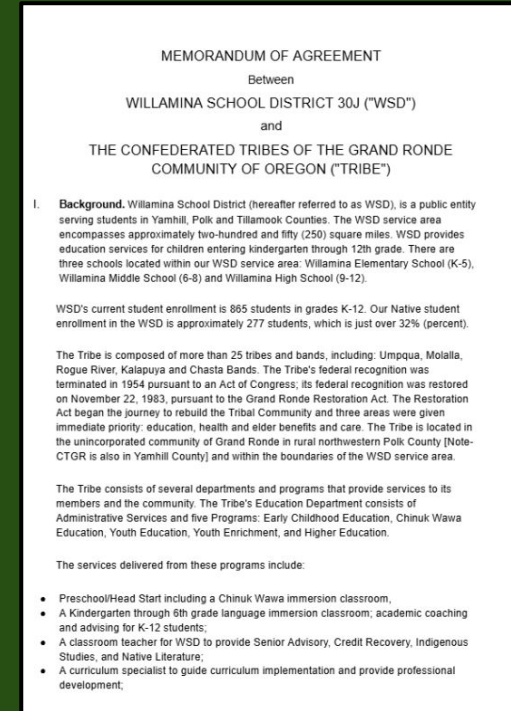




# Memorandum of Agreement (MOA)

(sometimes referred to as MOU--Memorandum of Understanding)

- The first MOU between the school district and Tribe was around 2003.
- Formalizes an established collaborative relationship between WSD and the Tribe for the betterment of all children/youth attending school in the WSD. This Agreement outlines a process to identify and address the educational needs for the purpose of improving the academic achievement and success of the Native American students attending school within the WSD.





# Collaboration

- Academic advising
- Academic coaching
- Partnership with SIS
- Chinuk wawa classes in the high school
- Shawash Teacher in the high school
- Native Clubs
- Tribal liaison on the school board and district leadership team
- TAPP--ODE grant
- Impact Aid
- Title VI Federal Grant Funding



# Willamina School District

## Information and Demographics

- Grades K-12, 790 students
- Student-Teacher Ratio = 17:1
- 100% Free-reduced Lunch
- 34.6% Native American (majority CTGR)
- 15% Asian, Pacific Islander, Black and/or Hispanic
- Less than 1% English Language Learners
- Community employers = Spirit Mountain Casino, Federal Correctional Institution, Willamina Lumber, Boise Cascade Veneer Mill, School District



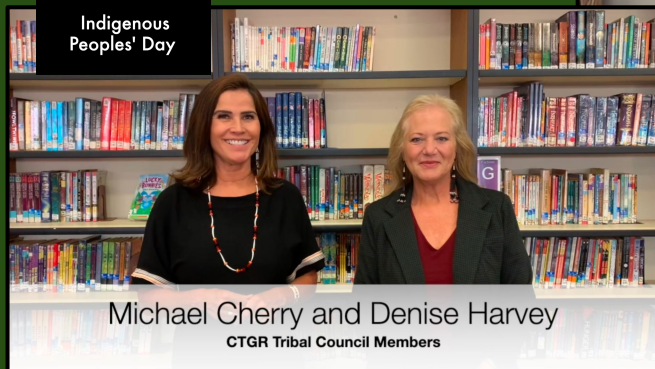
# TAPP–Tribal Attendance Promising Practices

- Initial study through the Chalkboard Project provided the data for Oregon Department of Education to fund TAPP
- Partnership between tribes and school districts--fall of 2016 in Willamina
- TAPP's focus is addressing the root causes of chronic absenteeism, reducing barriers. Not just about “getting to school”
- Provides an opportunity for more emphasis and integration of Native/Indigenous culture in school





# TAPP Classroom Videos



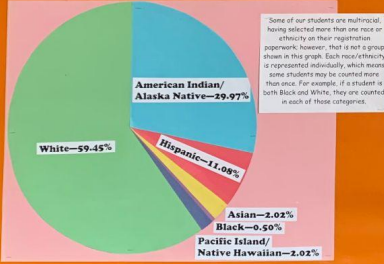
# School Environment





# School Environment

Race and Ethnicity

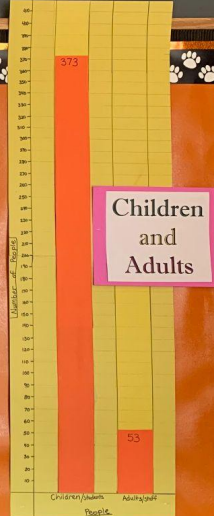


Who is in our school?

Grade Levels



Children and Adults



American Indian/  
Alaska Native—29.97%

White—59.45%

Hispanic—11.08%

Asian—2.02%

Black—0.50%

Pacific Island/  
Native Hawaiian—2.02%

Some of our students are multiracial, having selected more than one race or ethnicity on their registration paperwork; however, that is not a group shown in this graph. Each race/ethnicity is represented individually, which means some students may be counted more than once. For example, if a student is both Black and White, they are counted in each of those categories.



# School Environment



# School Environment – District-wide Signage

## English ~ chinuk wawa ~ Braille

CLASSROOM  
tənəs-skul-haws

MISS MODE  
KINDERGARTEN

ROOM 502



GIRLS  
RESTROOM  
tənəs-ʔuchmən

OFFICE  
x̣iləməʔ-haws

MRS. ARREDONDO

TRIBAL ATTENDANCE PROMISING  
PRACTICES (TAPP)

LIBRARY  
hayash buk-haws

MRS. KYLLONEN & MRS. ONSTOT



# Native American Role Model of the Month

Kathryn Harrison  
History Maker



\* Tribes: Confederated Tribes of Grays River



\* Born: 1924

\* Received an honorary doctorate from Portland State University and has received numerous awards and honors for her work in the tribes.

\* She joined in the successful effort to regain federal recognition for the tribes, testifying before Congress in 1976. Served on CTGR Tribal Council for two decades, working with other tribal leaders on the official CTGR Restoration. Helped to establish the Spirit Mountain Community Field.

"You have to keep telling your story, otherwise people will forget."

- Kathryn Harrison



Jacoby Ellsbury, MLB



\* Tribes: Colorado River Indian Tribes



\* Born: September 11, 1983. Lived on the Warm Springs Indian Reservation until moving to Medford, Oregon.

\* Attended Oregon State University

\* Played for the Boston Red Sox from 2007-13 and the New York Yankees from 2014-2019. He is a two-time World Series Champion and 2011 All-Star.

"I understand the importance of giving back, and that's something I definitely want to do."

- Jacoby Ellsbury

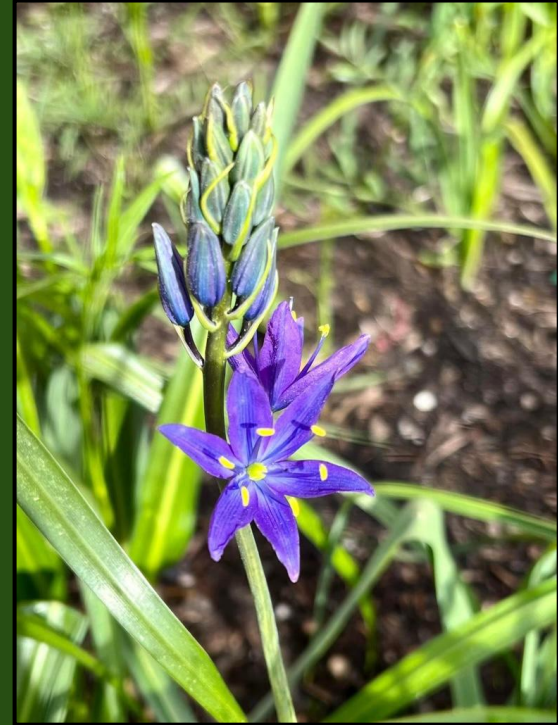


# Elementary Native Club





# First Foods Garden



# Indigenous Peoples' Day



Kindergarten - Acorn study  
1st Grade - Fry Bread  
2nd Grade - Beading with Elders  
3rd Grade - Medicine Bags



4th Grade -  
Stik Game

5th Grade -  
Watercolor  
Paddle  
Painting





# Indigenous Peoples' Day



6th Grade - Medicine Bags

7th Grade - Pine Nut Beads and Bracelets

8th Grade - Fry Bread

9th Grade - Watercolor Paddle Painting

10th Grade - Drums

11th Grade - Pine Nut Beads and Bracelets

12th Grade - Stik Game



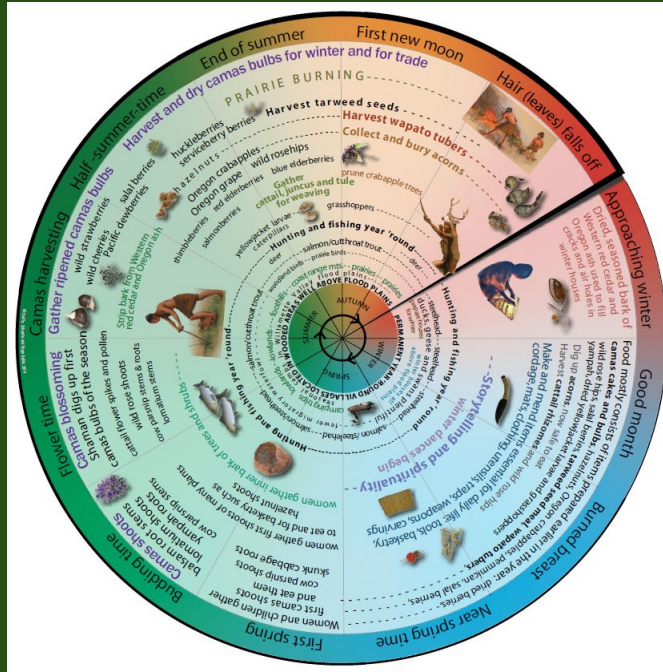


# ikta ntsayka munk

- Provide students and families a school where they feel safe, loved, and supported
- Create chinuk wawa language speakers
- Provide a place and culture based education
- Set students up for long term academic success
- Immerse students in cultural lifeways
- Educate students in a decolonized education setting
- Build students indigenous identities as leaders within the community

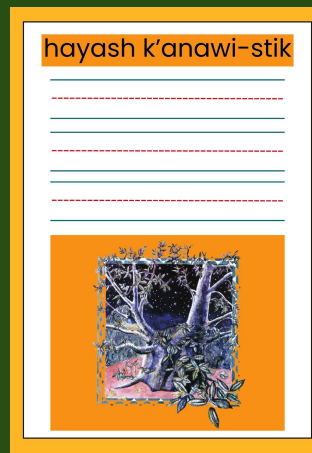
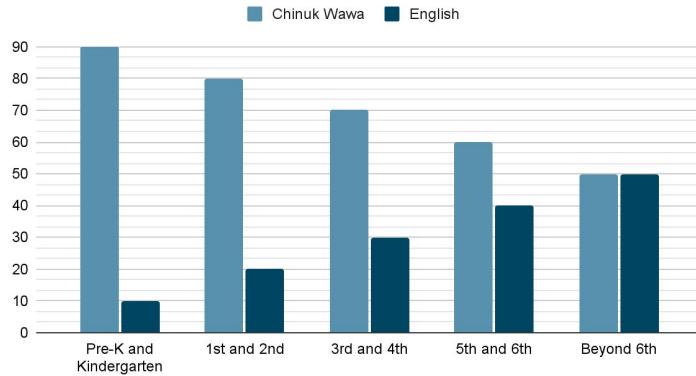


# qhata ntsayka munk kakwa



- Chinuk Wawa Immersion
- Place, Land, and Water based Curriculum
  - All curriculum follows common core standards, NGSS, Oregon Social Studies Standards, and Oregon Health Standards
- Cultural Immersion
- Kinship Structures
- Decolonized Education Setting

Chinuk Wawa Immersion Model



# q<sup>h</sup>ata ntsayka munk-kəmtəks chinuk wawa

90:10 Immersion Model

Goal: 8 solid years of chinuk wawa immersion to build foundational skills of chinuk wawa into adulthood

Quarterly assessments

Provide resources to support building proficiency in the home

chinuk wawa Skul  
iləp-skul pus-ikta wawa

tənas yaxal: \_\_\_\_\_ san: \_\_\_\_\_

munk-kəmtəks tilixam: \_\_\_\_\_

p<sup>h</sup>eynt-tsəm:



q<sup>h</sup>anchi-hayu mayka munk k'winin: \_\_\_\_\_

mayka kəmtəks ikta t'səm-bit nanich kakwa:

a	b	ch	c'h	ə	h	i	k	k <sup>h</sup>
kw	k <sup>h</sup> w	k'	k'w	l	ɬ	m	n	p
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w	x	xw	x'w	y	ʔ	æ	dj	e

mayka kəmtəks ikta t'səm-bit wawa:

a	b	ch	c'h	ə	h	i	k	k <sup>h</sup>
kw	k <sup>h</sup> w	k'	k'w	l	ɬ	m	n	p
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sh	t	t <sup>h</sup>	t'	tɬ	t'ɬ	ts	t's	u
w	x	xw	x'w	y	ʔ	æ	dj	e

# q<sup>h</sup>ata ntsayka kəmtəks ikta ntsayka tənas ɬaska kəmtəks

- chinuk wawa assessments quarterly
- DIBELS testing quarterly, progress monitoring monthly
- Unit assessments: Math, Social Studies, and Science
- Proficiency based grading



