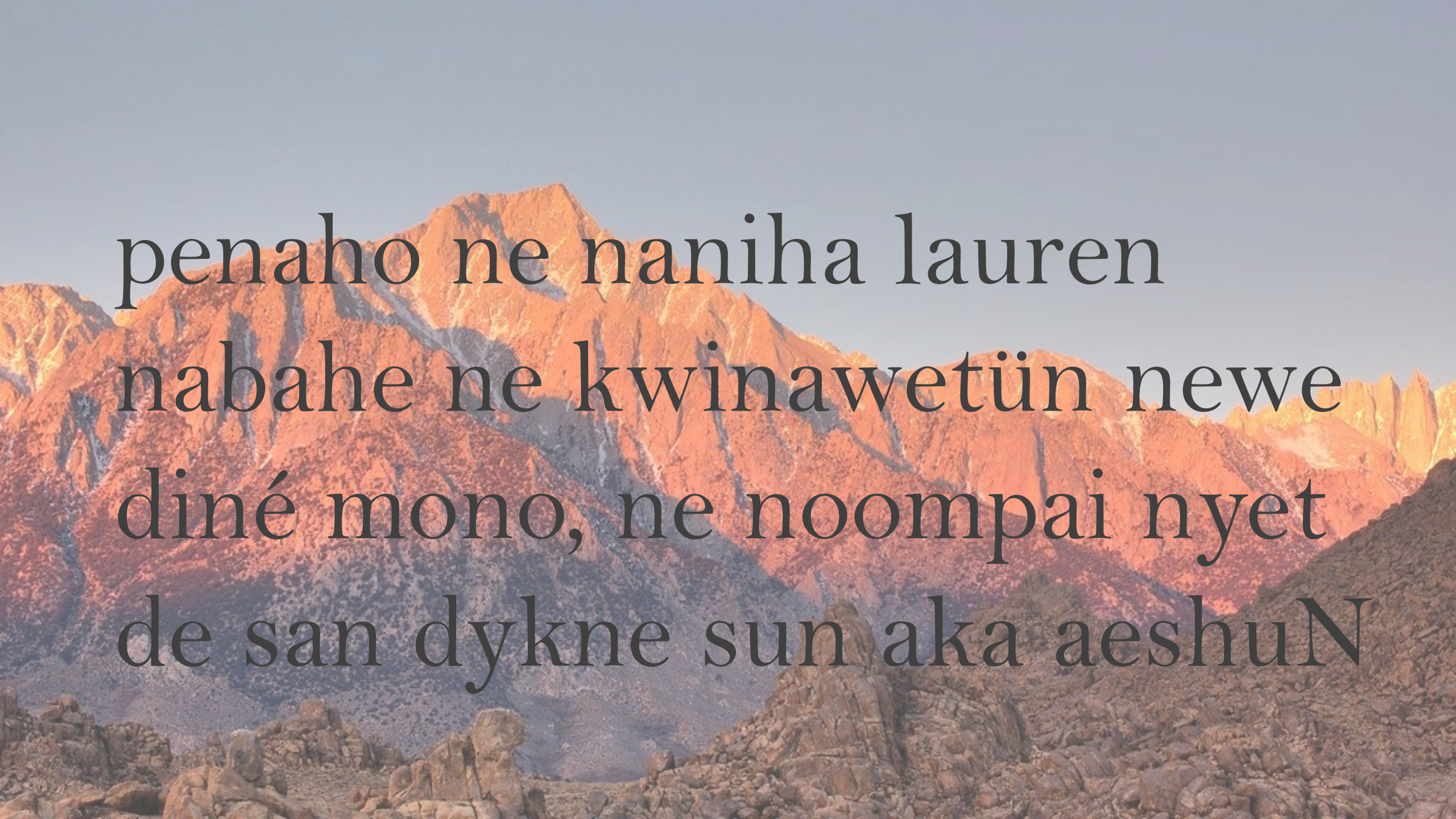




penaho ne naniha lauren
nabahe ne kwinawetün newe
diné mono, ne noompai nyet
de san dykne sun aka aeshuN



Native American

- Canada: First Nations
- Indian is incorrect and a slang that only other Natives use among each other.
- Savage is NEVER appropriate
- Squaw is NEVER appropriate
- Pocahontas is NEVER appropriate
- Chief is NEVER appropriate



**Historical trauma from
Educational systems**

**Residential
Boarding
Schools:**

-Form of Genocide



First boarding school opened in 1860

**Last Boarding school closed in 1996.
Only 28 years ago.**

**That's 136 years
of genocide by
educational
systems**

Every Native Person that
you know is either First,
Second or Third generation
survivor of Indian
Residential Boarding
schools.

Let that sink in

My Great Grandmother Dorothy Joseph is a survivor of Residential Boarding Schools



A picture of Aunt, My Grandmother, Great Grandmother and Great Great Grandmother. Dorothy Joseph is the far right.



Pic of my Great Grandmother and Grandma



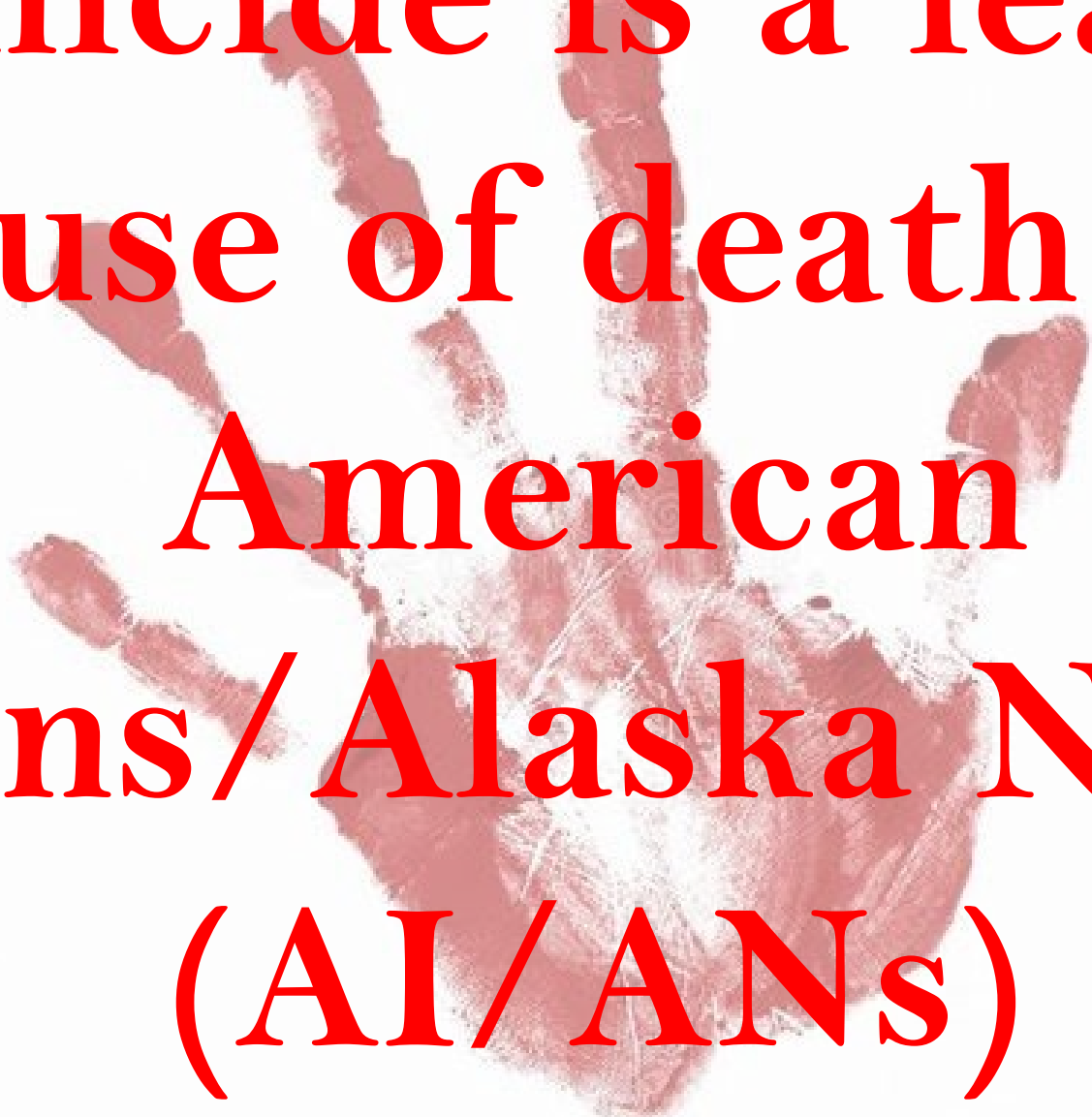
Why it is painful to ask a Native
American
“How Much” Native they are.

Current Reality:

**Washington State is the
2nd
highest state with the most
Murdered & Missing
Indigenous People's cases**



**Homicide is a leading
cause of death for
American
Indians / Alaska Natives
(AI/ANs)**



MISSING AND MURDERED INDIGENOUS WOMEN

AN ONGOING EPIDEMIC

5,712 *cases of MMIW
where reported in
2016 **

116

*cases were
logged in
DOJ database*

95%

*of cases are
never covered
by national
or international
media****

Missing and Murdered Native Women and Girls

National Statistics

Violence against American Indian/Alaska Native Women

Compared to all other races, they are...

2.5x as likely to experience violent crimes

2x more likely to experience rape or sexual assault crimes

1.5 million women

More than **4/5** AI/AK Native women experienced violence in their lifetime



Homicide

#3 leading cause of death among 10 - 24 year olds

#5 leading cause of death among 25 - 34 year olds



40% Victims of sex trafficking are identified as AI/AK Native women

National Crime Information Center Missing and Unidentified Person 2020 Statistics

■ 4244
0-20 year olds
■ 1049
21+ year olds

5,293
incidents

578

cases still open at end of 2020

➤➤➤➤ **690*** were logged into the federal database

Top 10 states with *highest number* of MMIWG cases **



#MMIW

5,712

The number of known incidents of missing & murdered Native American and Alaskan Native women of 2016. Only 116 cases were logged into the DOJ database.

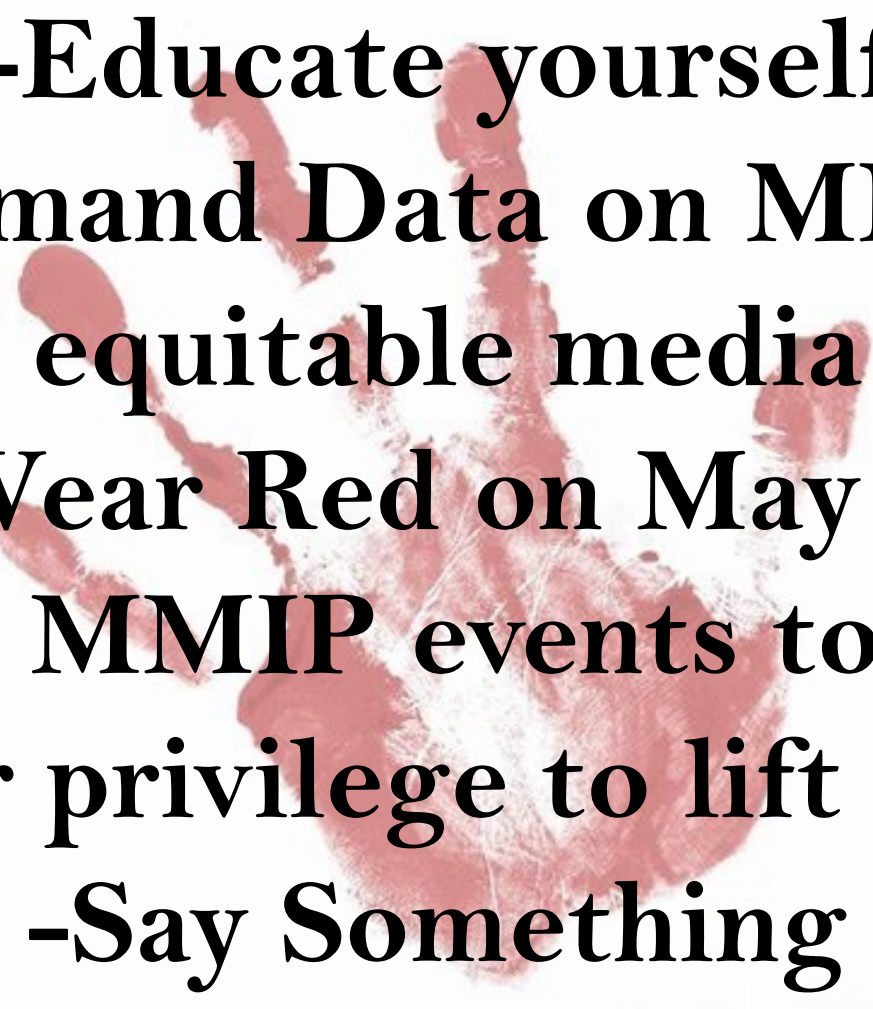
67%

The number of cases between 2005-2009 that U.S. attorneys declined to prosecute of native community matters involving sexual abuse.

96%

On some reservations, the number of sexual violence against Native women committed by non-natives.

What You Can Do

- 
- Educate yourself
 - Demand Data on MMIP
 - Demand equitable media coverage
 - Wear Red on May 5th
 - Attend MMIP events to support
 - Use your privilege to lift up others
 - Say Something
 - Be in Community with Native People



Privilege

We All have
Privilege

How do we use
ours to help
others?

Discussion Prompt:

In your role, how can you use your privilege to Support our Native students/families?





**“If you have met one Native person,
you have met one Native Person”**

- **574** Federally Recognized Tribes
- **14** State Recognized Tribes
- **630** First Nations
- **What does Federally Recognized Mean?**



Land Acknowledgements

- How are you actively “Acknowledging” the land?
- Stand
- No clapping afterwards. Hold space for reflection
- Partnership with the original caretakers of the land?
- Treaty Tribe Snoqualmie



The map displays the following tribes and their locations:

- Coastal (Green):** Qwíqíwídicciat (Makah), Suquamish, Nux-Sklai-Yem (S'klallam), Quaitso (Queets), Chala'at (Hoh), Skwaks-namish (Squaxon), Sahewamish (Satsop), Tsapowum (Chehalis), Kwi-nail (Quinalt), Kwaiailk, Txulxiyo-goaikckulxi (Kwalthioqua), Willapa, Wahkiakum, Skilloot, Kathlamet, Yamel, Tsinuk (Chinook), Guithla'kimas (Clackamas).
- Inland (Yellow):** Lhaq'temish (Lummi), Hum-a-luh (Skagit), Noxwsaaq (Swalash), Sdoh-doh-hohbsh, Samish (Snohomish), Stoluckwamish, Swinomish, Sduxalbix (Snoqualmie), Dxwílilap (Tulalip), Sah-ku-mehu, Skopamish, Smulkamish, Sekamish, S'Puyalupubsh, Dothliuk, Tkwakwamish, Buklshuhl, Stkamish, Yilalkoamish, Li-ay-was, Taidnapam (Upper Cowlitz), Stl'pulmsh (Lower Cowlitz), Pshwānwapam, Mical / Kittitas, Mamachatpam (Yakama), Quathlapotle, Multnomah, Klinquit, Ila'xluít (Wishram), Qwu'lh-hwai-pum (Klickitat), Chilluckittequaw, Katlaqakya, Immatallum.
- Mountainous (Red):** Syilx (Okanagan), Nlaka' Pamux, Sinkaietk, Sinixt (Lake Indians), Ktunaxa (Kootenai), Yaqaan Nukiy, Nesilextcl'n (Sanpoil), Q'lispe (Kalispel/Pend d'Oreilles), Shwoyelpi (Colville), Spoqin (Spokane), Sinkakaius, Wenatshapam, Kow-was-say-ee, Shyiks, Schitsu'Umsh (Coeur D'Alene), Wauyukma, Wanapam, Waluulapam (Walla Walla), Nahaum (Palouse).

Two photographs are included:

- A photograph of a person in traditional dress, identified as Laxslii Cloud, Mamachatpam.
- A photograph of a person in a modern setting, identified as Lizzie Cayuse, Nimipuu.

1. Noo-Seh-Chatl

2. Steh-Chass

3. Squi-Aitl

4. Samwisch/T'Beekman



WORDS MATTER

Regalia (ri-'gāl-yə): Traditional and/or Ceremonial Clothing

NOT a costume



Tribal Sovereignty

Snoqualmie is our treaty tribe for LWSD.

Treaty of Point Elliott,
1855



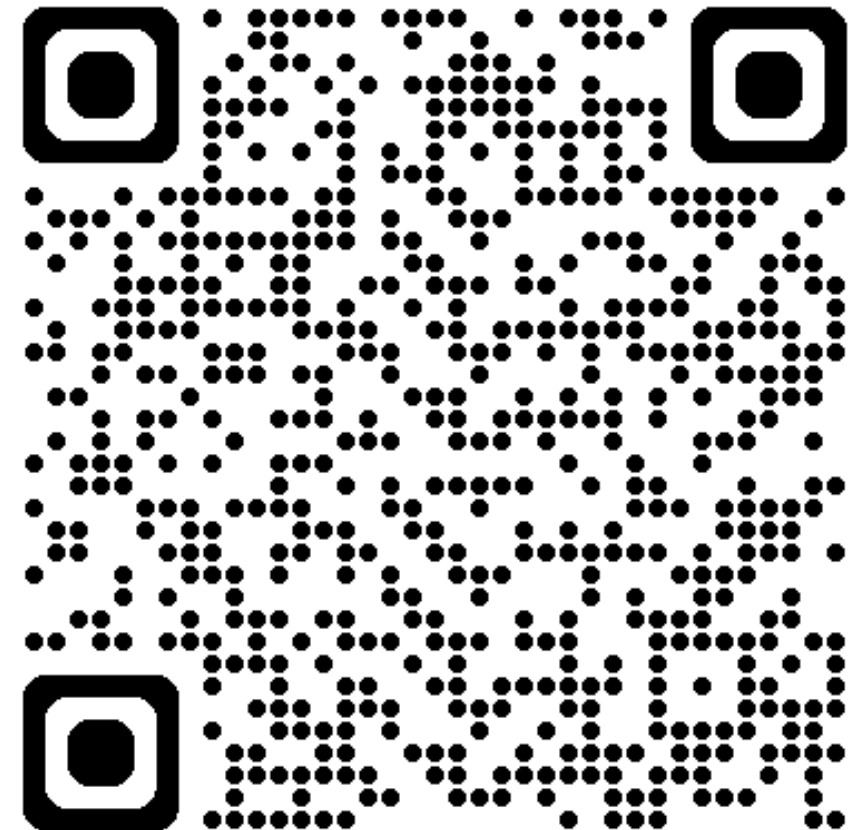
Government to Government Relations

Title VI federal grant

- [ED 506 Form](#)
- Challenges that come with 506 forms

How YOU can support

- Get 506 forms
- Share about ENAEP
- Support ENAEP
- Be in community with Native people



Since Time Immemorial Curriculum

In 2015, the Legislature passed Senate Bill 5433 requiring the Since Time Immemorial: Tribal Sovereignty in Washington State or other tribally-developed curriculum be taught in all schools.



All students benefit from having their cultures and identities recognized, validated, and represented in the classroom, as well as learning from other cultures, experiences and history.

**STI is for
EVERYONE**



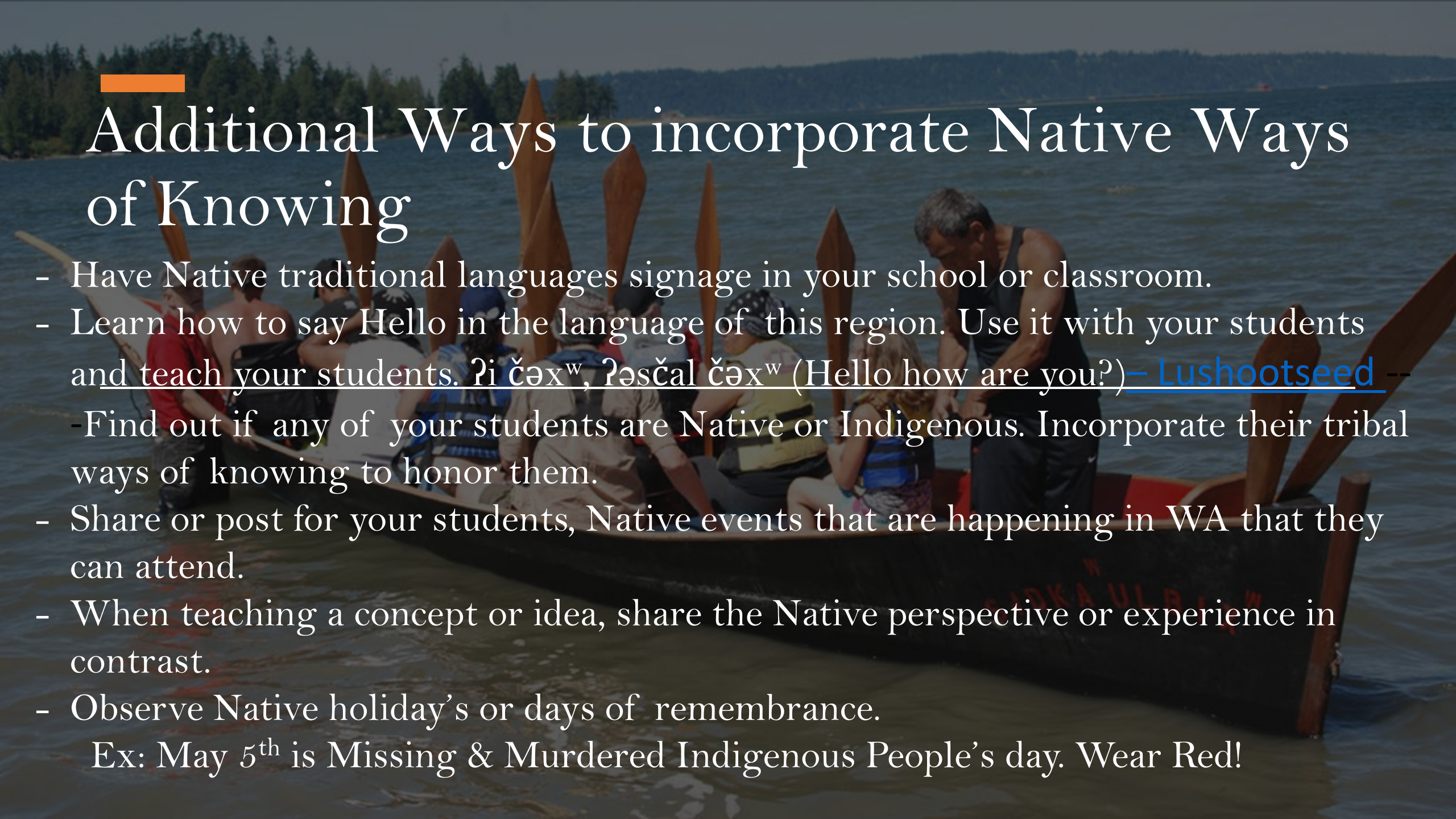


Educators are in the ideal position to advocate for and disrupt the Euro-centric, colonial master narrative within their classrooms, professional learning communities, schools, and districts

The background of the slide is a close-up photograph of a person's hands weaving a basket. The hands are positioned in the upper half of the frame, with fingers deftly manipulating a light-colored, flat strip of material, likely reed or bamboo. The basket itself is in the lower half, showing a complex, multi-colored weave pattern in shades of brown, tan, and green. The lighting is warm and focused on the hands and the weaving process.

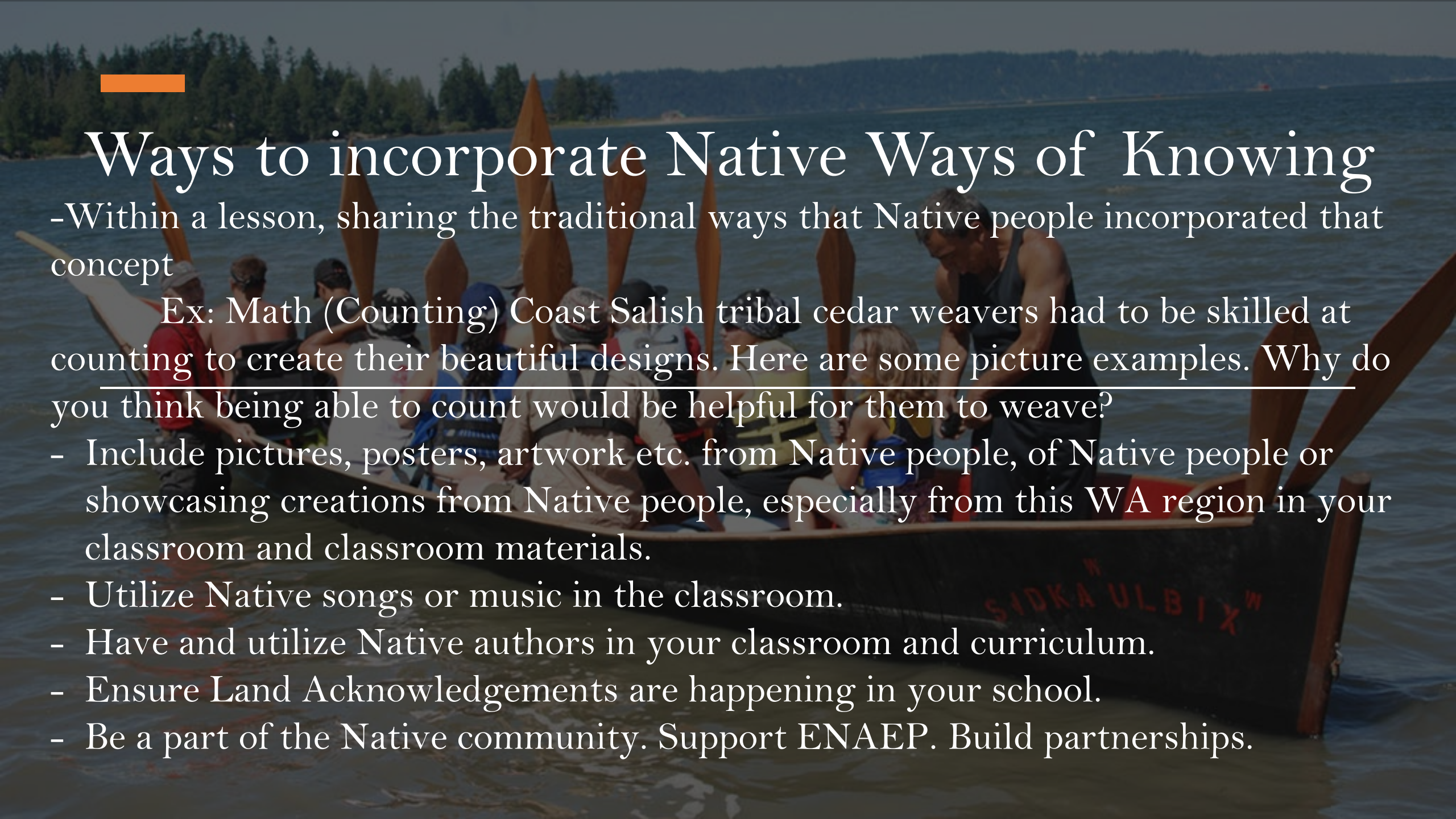
Challenges to implementing STI or Tribal history curriculum

- The inaccurate or absence of authentic education received
- Lack of support or resources
- Fear of teaching incorrectly or in-authentically
- Time constraints



Additional Ways to incorporate Native Ways of Knowing

- Have Native traditional languages signage in your school or classroom.
- Learn how to say Hello in the language of this region. Use it with your students and teach your students. ʔi čəx^w, ʔəsčal čəx^w (Hello how are you?)— [Lushootseed](#) —
- Find out if any of your students are Native or Indigenous. Incorporate their tribal ways of knowing to honor them.
- Share or post for your students, Native events that are happening in WA that they can attend.
- When teaching a concept or idea, share the Native perspective or experience in contrast.
- Observe Native holiday's or days of remembrance.
Ex: May 5th is Missing & Murdered Indigenous People's day. Wear Red!

A group of people are in a traditional cedar canoe on a body of water. The canoe is long and narrow, with several people seated inside. Some are holding long wooden paddles. The background shows a forested shoreline under a clear sky. The text is overlaid on the image.

Ways to incorporate Native Ways of Knowing

- Within a lesson, sharing the traditional ways that Native people incorporated that concept

Ex: Math (Counting) Coast Salish tribal cedar weavers had to be skilled at counting to create their beautiful designs. Here are some picture examples. Why do you think being able to count would be helpful for them to weave?

- Include pictures, posters, artwork etc. from Native people, of Native people or showcasing creations from Native people, especially from this WA region in your classroom and classroom materials.
- Utilize Native songs or music in the classroom.
- Have and utilize Native authors in your classroom and curriculum.
- Ensure Land Acknowledgements are happening in your school.
- Be a part of the Native community. Support ENAEP. Build partnerships.

A group of people, including children and adults, are in a canoe on a body of water. The canoe is dark-colored with red lettering that reads "SIDKA ULBIXW". Several wooden paddles are visible, some standing upright. The background shows a forested shoreline under a clear sky.

Additional Ways to incorporate Native Ways of Knowing contd.

- Learn a game or movement from Native people to use when getting the wiggles out.
- Share recent news pertaining or involving Native people in the Nation.
- Have a Snoqualmie flag in your classroom. Have a Land Acknowledgment posted in your classroom.
- Invite Native community members to come and present.
- Share additional resources websites, books, places that students can go to if they want to learn more.
- Teach an introductory lesson, similar to the one I shared with you.
- Utilize resources on the ENAEP website: www.enaep.org
- Get Creative!
- EDUCATE YOURSELF! 😊



aeshuN – Thank you