

Minnesota Indian Education Association  
36th Annual Conference  
*Program & Agenda*



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

April 12, 2022 Early Registration and Vendor setup  
Conference April 13-15 2022

MYSTIC LAKE CASINO & EVENT CENTER

[www.minnesotaindianeducation.org](http://www.minnesotaindianeducation.org)

# MINNESOTA INDIAN EDUCATION ASSOCIATION

## 2020-2022 Board of Directors



<b>Chair</b>	Ramona Kitto Stately – <i>Santee Dakota Nation</i>
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<b>Student Representative</b>	Reuben Kitto Stately, <i>Red Lake Nation/ Santee Dakota</i>
<b>Ex-Officio Members:</b>	Jane Harstad, <i>Red Cliff, Ojibwe</i>
<b>Honorary Elders (Lifetime Members)</b>	LuAnn Frazer, <i>White Earth Nation</i> Mary Beth Elhardt, <i>Cherokee Nation</i> Shirley Kampa, <i>Rainy Rivers, First Nations</i>



The Minnesota Indian Education Association would like to recognize the Shakopee Mdewakanton Sioux Community, Tribal Councils, Youth Council, Education Department and Cultural Resources center for their commitment to Indian Education and our youth by hosting the 2022 MIEA Conference.

Thank you to the Minnesota Humanities Center



Minnesota  
Humanities  
Center

“Why Treaties Matter: Self-Government in the Dakota and Ojibwe Nations” is a nationally recognized, award-winning exhibit made in partnership with the Minnesota Indian Affairs Council, the Minnesota Humanities Center and the Smithsonian’s National Museum of the American Indian. The exhibit explores relationships between Dakota and Ojibwe Indian Nations and the U.S. government in this place we now call Minnesota. The exhibit is now available in both Dakota- and Ojibwe-language version. Please reach out to the Minnesota Humanities Center for more information. MNHUM.org

In your gift bags, you’ll find a copy of one of the three Minnesota Native American Lives series of books which highlight the history and experiences of individual Dakota and Ojibwe people: leaders, healers, culture-keepers, and other notable figures. The Minnesota Native American Lives series is a partnership of the Minnesota Indian Affairs Council and the Minnesota Humanities Center. You can find more information about the books on the Minnesota Humanities Center’s website.



Haŋ Mitákuyepi - Boozhoo/Aaniin Indinawemaganag

Hello My Relatives, Welcome

Welcome to the 2022 Minnesota Indian Education Conference. It is a great honor for our Board of Directors to plan this event for the Association. We have worked hard to bring a collective voice to this conference, share best practices and celebrate accomplishments.

We have all experienced historic events over the last two years, and we have been challenged in so many ways. And through it all, I remain grateful to be Dakota, to be Indigenous and to be able to rely on our lifeways and cultural prayers to help each other.

I have never been prouder of this community than I am today. I am reminded of the strength and love of our people. Many of us worked from home and were isolated, but we still showed up, and I witnessed so many creative ideas to share throughout the community. The solace also allowed us to slow down and spend time at home and think of our lives in a different way. To all the teachers, I say Pidamiyaye ye. You make me grateful.

Despite grave losses of family and friends, some who would have been at this very conference, we have a lot to celebrate as well. This gathering of the people will bring us healing and hope for the future we deserve. The communication of energy that we rely on, the sharing of information, ideas and knowledge will be healing in itself. Take some time to review the Agenda and the amazing experiences we have planned. You are going to be busy!

On behalf of the Minnesota Indian Education Association Board of Directors, we welcome you to the 36<sup>th</sup> Annual Conference, Promoting Quality Education, Culture, and Unity for American Indians.

Ramona Kitto Stately  
MIEA Board of Directors, Board Chair

# SCHEDULE OF EVENTS

## Tuesday April 12, 2022

**2:00-8:00PM** Vendors and Information tables can set up  
**5:00-8:00 PM** Early Registration – Registration window at Event Center  
*(Bring your registration barcode for instant registration)*

## Wednesday, April 13th, 2022

**7:00-8:20 AM** MIEA Registration - Event Center Registration Desk (bring your registration code)  
Silent Auction Opens  
Dakota/Ojibwe Quiz Bowl Check-in begins  
Continental Breakfast Served  
**Registration closes for opening ceremonies**

### *Continental Breakfast*

*Freshly Baked Wild Blueberry Muffins and Assorted, Hand-Twisted Fruit-Filled Danish Pastries, Individual Chilled Fruit Yogurt, Fresh Fruit Kabobs. Wrapped to Go: Buttery Croissant with Scrambled Egg, Crisp Smoked Bacon and American Cheese  
Orange, Apple and Cranberry Juices Freshly Brewed Colombian Coffee Regular and Decaf, Assorted Teas*

**8:30-10:00 am** **General Opening Ceremony**  
*MIEA BODS and Youth, Ambassadors and anyone else who would like to participate in opening ceremonies, can wear regalia, represent, carry flags, etc. We want the youth to participate here. There will be a line-up outside the Ballroom door at 8:30.*

## Meet your Master of Ceremonies

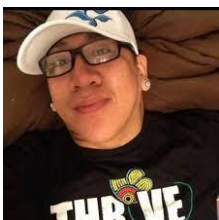
### Ricky White



Ricky White, Niigonanakud, is Anishinabe from Whitefish Bay First Nations in Ontario, Canada. He is Pizhew or Lynx Clan and a lifetime member of the renowned drum group, the Whitefish Bay Singers. As a result of growing up on an isolated reservation, Ricky retained deep knowledge of the Anishinaabe language and culture and those teachings continue to guide his spirit and work today.

Over the last 22 years, Ricky has served as an Ojibwe Language and Culture Teacher, Assistant Principal, Principal, Executive Director of Education, and Superintendent of Schools. He was exposed to world class professional development, especially in the key areas of school improvement, school climate, and reaching students that our school systems are struggling with.

Ricky has shifted his professional career to strategically sharing the blueprints of best practices for student success and working to help turnaround schools, programs and communities. He started a consulting company, fittingly called “First Nations Consultants,” and is now sharing his strategies all over Canada and the United States to inspire and unite his methods and messages for enhancing the educational experience for all involved. Ricky’s accomplishments go far beyond schools and classrooms. He was recognized as the next leader of the Anishinabe Nation of Treaty #3 (1989), Minnesota Indian Education Teacher of the Year (2001), Minnesota Indian Education Administrator of the Year (2013). Ricky is a powerful public speaker and is sought after to emcee for pow-wows, gatherings, conferences, keynote addresses, radio, television, and other public engagements. Ricky is prepared to help and is proud to serve and share his knowledge and wisdom with all of you!



### Victor Makes Room For Them

Victor, known to most as Rocky is from Rosebud Sioux Tribe and currently working at Nawayee Center School as Director of The Medicine Wheel Project. He has degrees for Native Studies from Sinte Gleska, FDLCC, and UM of Duluth and has been teaching since 2000. He is a Father, and a well-known Poet and Storyteller of Lakota language and culture.

**Opening Prayer:** Janice Bad Moccasin - Crow Creek Hunkpati

Drum: MIEA's Host Drum for All Events has been Generously Sponsored by Lower Sioux Indian Community

Hoka Hey (Minneapolis, MN) - Flag Song and Honor Song

**Presentation of Flags**

**Miisko Poupart Chapman** Ms. MIEA 2019, 2020 and 2021

9:00 Call to Conference: Ramona Kitto Stately, MIEA Chair

Welcome Invited Speaker: Rebecca Crooks Stratton – Understand Native Minnesota and Shakopee Mdewakanton Sioux Community

Welcome Invited Speaker : Lt. Governor Peggy Flanagan

Welcome Invited Speaker: Senator Mary Kunesch, State of Minnesota

Welcome Invited Speaker: Shelley Buck, Prairie Island Indian Community Tribal Council

Welcome Invited Speaker: Dr. Jane Harstad, State of Mn, Director, Office of Indian Education

Welcome Invite Speaker : Dennis Olson – Commissioner, Minnesota Office of Higher Education

Mr. MIEA – Tyler- Honor song and Dismissal of Students for Quiz Bowl: Anoka Rooms 1 (Dakota) Anoka 2 and 3 (Ojibwe)

**10 AM-3:00 PM**

**Dakota/Ojibwe Quiz Bowl : Anoka 1, Anoka 2, and Anoka 3**

**10 AM - 11:30 AM**

**General Assembly Keynote: Minnetonka Ballroom**

*Dr. Annette Lee, Native Skywatchers*



**Annette S. Lee** is an astrophysicist, artist and the Director of the *Native Skywatchers* research and programming initiative. She has over three decades of experience in education as a teacher, university instructor, teacher educator, program administrator, professional visual artist, researcher, and science communicator. Her passion is working at the intersection of **art, science, and culture**.

Designed by Lee (2007), the *Native Skywatchers* initiative seeks to remember and revitalize Indigenous star and earth knowledge. We aim to improve current inequities in education for native young people, to inspire increased cultural pride, and promote community wellness. We hope to inspire all people to have a rekindling or deepening sense of awe and personal relationship to the cosmos.

Annette's work as a **visual artist** spans four decades. Receiving an MFA (Yale School of Art, 2000) with a focus on painting and a thesis show entitled "*Star Medicine*", the work has since grown into the digital arts and social practice, including: museum exhibits, digital storytelling, art in the built environment. Annette has co-curated two exhibits for Canada's Museum of Science and Technology-Ingenium. Current work includes community-based digital story work, motion media, large scale projection, performance, immersive reality, and animation.

Work in astronomy research includes interests in **exoplanets** and **astrobiology**. Lee has leveraged her community-based Indigenous network created by *Native Skywatchers* to create unique pathways for underrepresented students in STEM. For example, a REU led by Lee called '**Indigenous Skywatchers**' (based at USQ-Centre for Astrophysics) allowed students of color to participate in exoplanet research involving both TESS data and the Mount Kent Observatory. At the same time participants explored cultural astronomy research involving the Eastern Kulin Nations Seasonal & Astronomical Calendar. Annette's work in astronomy education involves implementing **culturally responsive pedagogy** in the introductory STEM classroom. In "Using a Culturally Responsive Framework to Teach ASTR 101" results showed that URM students earned an 'A' five times more often than URM students in the comparison course, and *all* students in the CRP course learned more science.

Currently Annette is an **Associate Professor** in the School for the Future of Innovation in Society at Arizona State University, an Honorary/Adjunct Full Professor at the University of Southern Queensland in the Centre for Astrophysics, Adjunct Affiliate Faculty at the University of California-Santa Cruz in the Astronomy department, an OpenLab researcher and a SETI Institute affiliate.

Annette S. Lee, Ph.D., M.F.A, is an **award-winning** science communicator and civic engagement leader. She is mixed-race Native American of Lakota, Chinese, and Irish ancestry grounded in working relationships with Indigenous communities worldwide especially Ojibwe and D(L)akota people on Turtle Island (North America) and *Mni Sota Makoce* (Minnesota).

### **Working at the Intersection of Art, Science, and Culture for the Benefit of All- Dr. Annette Lee**

Stars are many things, to many people, but we can all agree that there are few experiences that bring to the surface such feelings of joy, curiosity, and excitement as gazing upwards on a dark night sky. Instinctively, we seem to know that the same sky has shined down on us, on all humanity, for all time. The sky defines our humanness and connects us through the millennia past, present, and future. We truly share one sky.

Right now, human beings are enduring many overlapping crises...the Covid-19 pandemic, political unrest in Eastern Europe, global climate crisis, forever chemicals, gene editing, space colonization, inequities in education...It is very easy to be overwhelmed. As leaders at this time and particularly in K-12 education, it is critically important to recognize this as a time of transition. We remember that we all share responsibility as individuals and as members of a society as we are forced to rethink our very identities and are challenged to create an improved version of 'normal'. At this time of post-Industrialization, consumer culture, and globalization, it is important to remember that from an Indigenous perspective, we are all interconnected.

Of importance is to build an interdisciplinary group that brings together educators within the K-12 community and beyond that have been engaged with these issues, priorities, and communities. This presentation is to introduce the *Native Skywatchers* research and programming initiative, to report on recent activities, and to invite participation by those that are invested in these issues. The path forward can only be forged by recognizing the past and acting for our future. Einstein himself said "we cannot solve our problems with the same thinking we used when we created them".

### **Noon-1:30 PM**

### **Lifetime Achievement Award Luncheon- Honoring Pauline Danforth, and Carol Charging Thunder**

Each year, the Minnesota Indian Education Association presents awards to deserving individuals who are working hard and doing amazing 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, Honorees Name, we honor you and thank you for your service to Indian Education in Minnesota.

**Pauline Danforth**, White Earth Ojibwe: Pauline is a Doctor of Philosophy, with a MA in American Studies (U of M) as well as a BA in Communications from BSU.

With a kind and quiet demeanor, Pauline has worked to create leaders in our community as a Professor and as an academic advisor. She has been one of the longest-term members of the American Indian Graduate Banquet planning committee, who since 1986 were recognizing post-secondary student achievement when others did not. This event is attended by our American Indian graduates, their families, college representatives, and American Indian leaders in education and in Tribal government across the State of Minnesota. As she looks to her retirement this year, I believe that honoring her lifelong commitment to Education and honoring others should be recognized. The American Indian Graduation Celebration was organized in 1986 by volunteers who wanted to recognize and honor American Indian graduates for their hard-earned achievements. More than thirty-five years later, the volunteer committee continues this tradition. They work hard to raise the money to continue this tradition,

**Carol Charging Thunder** is Oyuhpé Oglala from Manderson and Oóhe Nunpa from Bear Creek. She is a kindergarten/1st grade teacher at Bdote Learning center, a school in Minneapolis that's centered around Dakota/Ojibwe language immersion where all curriculum is adapted, written, and taught in our original languages.

I've gotten to know Carol well, being a volunteer teaching aid in her classroom this year. As a teacher it's not just your job to teach, you must inspire your students to learn. Carol is an excellent model of this. She is so gracious and kind to the students. All of them enjoy being in the classroom. Our interdisciplinary curriculum is all infused with the students' identity, reflecting themselves with every lesson we teach. She takes every aspect of their education seriously, rigorously making sure our students are caught up on state standards. In our classroom, she's nurturing a headspace for young Dakhóta speakers and future scholars to thrive.



The collective mission for Dakhóta language revitalization is to create a generation who will think, speak, dream and philosophize in our mother tongue. She is doing her part here at Bdote, working with our future generations to create a generation of bilingual speakers.

**Lunch Buffet Served in the Main Ballroom**

*Crisp Baby Greens with Tomatoes, Cucumber and Baby Green Beans Red Wine Vinaigrette and Ranch Dressing Potato Salad Beefsteak Tomato Salad with Citrus Vinaigrette Roasted Turkey Wrap with Baby Swiss Cheese, Tomatoes, Baby Greens and Avocado Aioli Lemon Basil Chicken Breast Herb Brown Chicken Jus Bourbon Maple and Black Pepper Beef Tips Parsley and Onion New Potatoes Wild Rice Pilaf Haricot Verts and Carrot Twirls with Garlic Fresh Baked Assorted Rolls and Sweet Butter Haralson Apple Pie, Meyer Lemon Bars and Snickerdoodle Cookies Freshly Brewed Colombian Coffee Regular and Decaf Selected Teas*

**2:00-3:25 PM**

**BREAKOUT SESSIONS**

**3:30-5:00 PM**

**BREAKOUT SESSIONS**

**6:00-9:00 PM**

**POWWOW: Honoring our Youth**

Hocokatati-There will be shuttles from Mystic Lake Center by the Minnetonka Ballroom Ambassador Selections

**Thursday, April 14th, 2022**

**7:30-8:00 AM**

**General Assembly - Ballroom for Updates and Announcements**

Association Members: Feel free to pass on any Good News happening in your Indian Education Program to one of the MC's to share!

**7:30-9:30 AM**

**Continental Breakfast**

*Brick Fired Bagels: Plain, Cinnamon Raisin, Everything, Blueberry and Whole Wheat Smoked Salmon and Chive Spread, Cream Cheese and Light Cream Cheese, Sweet Butter, Marmalade and Assorted Jams Sliced Fresh Fruits and Berries, Cage-Free Boiled Eggs Orange, Apple and Cranberry Juices, Freshly Brewed Colombian Coffee Regular and Decaf and Assorted Teas*

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

**BREAKOUT SESSIONS**

**9:00-AM-4:00 PM**

**Youth Day Activities at Hocokata Ti**

**10:00-11:45 AM**

**BREAKOUT SESSIONS**

**SILENT AUCTION ENDS - Notifications Made at Lunch!**

**11:45 -12:45 PM**

**Luncheon Buffet: Sandwich Classics Served in the Main Ballroom**

Portobello Mushroom and Beef Barley Soup, Baby Iceberg Lettuce Tomatoes, Bacon, Scallions, Bleu Cheese, Ranch and Balsamic Dressings, Rigatoni Pasta Salad with Mozzarella Pearls, Fresh Basil and Garden Vegetables Creamy Coleslaw, Potato Salad, Deviled Egg Salad, Albacore Tuna Salad, Herb Chicken Salad, Roasted Tomatoes, Balsamic Portobello, Lettuce and Whole Wheat Wrap, Assortment of Selected Cold Meats and Cheeses: Peppered Roast Beef, Roast Turkey, Smokehouse Ham, Genoa Salami Cheddar, Swiss and Provolone Cheeses, Assorted Breads and Rolls, Mayonnaise, Horseradish and Imported Mustards, Double Chocolate Fudge Brownies, White Chocolate Macadamia Cookies, Milk Chocolate Cookies and Butterscotch Blondies. Freshly Brewed Colombian Coffee, Regular and Decaf and Selected Teas.

**12:00 – 12:45**

**Luncheon**

**Keynote: Waquin Preston, Policy Associate, National Indian Education Association. Why Strategic Planning for Indigenous Education for All. A quick overview on the Planning session scheduled for Friday.**

**Silent Auction Announced**

**1:00-2:00 PM**

**BREAKOUT SESSIONS**

**2:15-3:15 PM**

**BREAKOUT SESSIONS**

**3:30-4:30 PM**

**BREAKOUT SESSIONS**



**6:00-8:30 PM**

**Awards Banquet: Minnetonka Ballroom**

*Herb Seared Airline Chicken Breast (Gluten Free) , Wild Mushroom Ragout, Rosemary Lyonnaise Potatoes, Buttered Petite Haricot Verts and Carrots. Salad: Mixed Field Greens Tomatoes, Cucumber, Carrots and Sunflower Seeds Choice of Dressing. Michigan Cherry Brown Butter Cake, Lemon Curd Shortbread.*

**Friday, April 15, 2022**

**8:00 AM**

**Breakfast Buffet - Minnetonka Ballroom**

*Sliced Fresh Seasonal Fruit and Berries, Bakery Fresh Assortment of Sweet Rolls, Muffins and French Butter Croissants. Sweet Butter, Marmalade and Assorted Jams Assorted. Cold Cereals, 2% and Skim Milk, Individual Chilled Fruit Yogurts, Scrambled Eggs with Wisconsin Cheddar Cheese and Chives, Cinnamon Swirl French, toast Pure Maple Syrup, Hickory Smoked Bacon, Link Sausage or Patty Sausage, Hash Browns, Orange, Grapefruit and Cranberry Juices , Freshly Brewed Colombian Coffee, Regular and Decaf and Selected Teas*

**9 AM-11:45 AM**

**NIEA - Strategic Planning Session in Support of Indigenous Education For All Legislation.**

**Welcome : Dr. Heather Mueller, Commissioner**

As Minnesota's Education Commissioner, Dr. Heather Mueller heads an agency of more than 450 employees, charged with the mission of improving educational achievement for children from pre-K through grade 12, adult education and library services. Dr. Mueller works closely with Governor Tim Walz to promote a wide variety of education policies and initiatives focused on closing the achievement gap, supporting high-quality teaching, using innovative strategies to improve educational outcomes, and ensuring all students graduate from high school well-prepared for college, career and life.

We need your voice to create a collaboration of people to form a working group. The working group will be tasked with identifying the challenges Indigenous Education for All faced in the 2021 legislative session that led to its defeat and identifying the opportunities, allies, and strategies that are available for the coming legislative session. The goal of this working group will be to develop an actionable plan at a strategic planning session during this session. With an actionable plan, NIEA will be able to better assist MIEA in legislative advocacy efforts and implementation of Indigenous Education for All.

**11:45-12:00**

Conference Closing Traveling Song

**NOON-2:00 PM MIEA Board of Directors Meeting and clean up**

**Wednesday afternoon Breakout Sessions - 2:00-3:25 PM**

**Minnetonka Ballroom An Indigenous Peoples' History of the United States, for All Young People**

Debbie Reese - Author - Her appearance was generously sponsored by the National Indian Education Association. Facilitated by Allison Waukau, Hennepin County Library

A free copy of this book will be included in all registrants conference materials. Generously sponsored by Hennepin County Library Association and MIEA.

For far too long, textbooks for young people have not given them a complete history of the country currently called the United States. Some erase Native peoples entirely while others provide biased and stereotypical images in word and illustration that misrepresent history. In her lecture, Debbie Reese will talk about *An Indigenous Peoples' History of the United States for Young People*, highlighting ways in which the book features Native history and points of view. Knowing this history, she asserts, can help

students be more critical interpreters of society and how they--with their words and actions--can shape the ways that society views Native peoples.

Bio: Tribally enrolled at Nambé Owingeh, Debbie Reese taught children in public and Native schools for children in Oklahoma and New Mexico before attending the University of Illinois where she got a doctorate in Education. Her articles and book chapters about representations of Native peoples in children's and young adult books are used in Education, Library Science, and English courses in the United States and Canada. In 2019, she and Jean Mendoza adapted Roxanne Dunbar-Ortiz's book into an edition for young people, titled *An Indigenous Peoples' History of the United States for Young People*. The American Indian Library Association selected it as an Honor Book for their Youth Literature Award. Debbie gives lectures, webinars, and workshops to tribal libraries and schools, public and private schools, and universities.

## **Winona**

### **Diving into the Understand Native Minnesota Campaign**

Odia Wood-Krueger

In 2019, the Shakopee Mdewakanton Sioux Community pledged \$5 million to improve the Native American narrative in Minnesota schools. Join us as we share what we've learned from educators, curriculum leads, and professional education groups and discover how this information will set the course for future projects under the Understand Native Minnesota campaign.

## **Owatonna 1**

### **Empowering Youth Through Indigenous Land Based Practices**

Ryan Bajan

In this session, we will identify 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 the circle process, receive a ton of resources and extension-support, 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 currently serves on the Nett Lake Reservation.

## **Owatonna 2**

### **Getting CLEAR About Indian Education**

Rev PM Crowley Hillstrom

This presentation will support educational leaders and teachers to better understand why Indian Education matters and how to work towards a deeper systemic commitment to Culturally Validating Pedagogy (CVP) using best practices and systems to ensure the needs of American Indian students and others are met within their educational system.

## **Owatonna 3**

### **Niizhoo-gwayakochigewin: Two ways of doing the right thing in the right way**

The Indigenous Representations project comprises: a curated collection of outstanding children's books by and about Native people with emphasis on tribes from Minnesota that align with ECIP and K-12 language arts and social studies standards, a targeted grant project, and the creation of a resource for arts educators in line with Minnesota K-12 arts standards. The committee will share the history, processes, products and lessons learned throughout the project and share resources that are currently or soon to be available for Minnesota educators.

## **Wednesday afternoon Breakout Session 3:25-5:00 PM**

### **Minnetonka Ballroom      Via Zoom: Integrating the Circle: Remembering and bringing resilience to our future through honoring where we've been and recognizing where we are: Susan Beaulieu**

Understanding and recognizing historical context is critical, especially when working with Indigenous people today. This presentation will provide an overview of toxic stress & trauma, consider how they

impact the brain and body, and explore how the energy of trauma can show up across time and generations, including historical trauma, epigenetic, and Adverse Childhood Experiences (ACEs). The science of resilience points to insights from ancient wisdom traditions, including Indigenous knowledge & practices, on how to regulate the nervous system and balance the mind, body and spirit. Practices for supporting personal and collective regulation and wellbeing will be shared.

### Thursday at glance:

Breakout Room 1 - Isanti 1 (cap 25-50 based on Covid restrictions)				
8:00-9:45 AM	10:00-11:45 AM	1:00-2:00 PM	2:15-3:15 PM	3:30-4:30 PM
<b><u>Building an Educational Pathway for Indigenous Students Extending from Kindergarten to Professional Practice</u></b> Mary J Owen	<b><u>Depth of why Representation Matters</u></b> Representative Heather Keeler	<b><u>Engage Students with Dakota and Ojibwe Resources</u></b> Jennifer Tonko	<b><u>MDE Update on Indigenous Representations Collaborative Projects</u></b> Cassy Leeport	<b><u>Tribal Nations Education Committee</u></b> Laurie Harper & Beth Tepper
Breakout Room 2 - Isanti 2 (cap 25-50 based on Covid restrictions)				
8:00-9:45 AM	10:00-11:45 AM	1:00-2:00 PM	2:15-3:15 PM	3:30-4:30 PM
<b><u>Strengthening American Indian Education Aid Applications for SY 2022-23</u></b> Kristen Aeikens & Jane Harstad	<b><u>The Dream Catcher Project: Supporting Fair Educational Systems: Lesson from a World-Wide Pandemic</u></b> Govinda Budrow & Donna Patterson	<b><u>Live It! A Culturally Specific Teen Pregnancy Prevention Curriculum</u></b> Afton Delgado	<b><u>Minnesota Indian Scholarship Program</u></b> Lara Gerhardson	
Breakout Room 3 - Isanti 3 (cap 25-50 based on Covid restrictions)				
8:00-9:45 AM	10:00-11:45 AM	1:00-2:00 PM	2:15-3:15 PM	3:30-4:30 PM
<b><u>Endazhi-manidoowaadak: A project on race relations in Bemidji</u></b> Erika Bailey-Johnson	<b><u>Influencing social media with an Indigenous lens</u></b> lyz Jaakola	<b><u>Preparing Children for Their Future Not Our Past</u></b> Cheryl Whitesitt	<b><u>Solving Everyday Challenges in Just Six Steps</u></b> Cheryl Whitesitt	
Breakout Room 4 - Owatonna 1 (cap 25-50 based on Covid restrictions)				
8:00-9:45 AM	10:00-11:45 AM	1:00-2:00 PM	2:15-3:15 PM	3:30-4:30 PM
<b><u>A Partnership-Restoring Land, Reviving Heritage: Conservation Through Indigenous Culture</u></b> Laura Sullivan	<b><u>Vote Run Lead RUN/51: Why You Are The Leader We Need</u></b> Beth Perterson	<b><u>Utilizing a Cultural Planner to Engage Students, Families, and Community Members</u></b> Rebecca Ries	<b><u>Preparing Culturally Competent Educators: Indigenizing the Curriculum</u></b> Kim Spoor and Sara Montgomery	
Breakout Room 5 - Owatonna 2 (cap 25-50 based on Covid restrictions)				
8:00-9:45 AM	10:00-11:45 AM	1:00-2:00 PM	2:15-3:15 PM	3:30-4:30 PM
<b><u>Integrating Traditional Values into Your Student's Daily Lives at School</u></b> Chris Hagedorn	<b><u>Take5! Strategies for Adults Helping Children Heal and Grow</u></b> Amy Donnan Neppi	<b><u>The Path to Law School</u></b> Angelique EagleWoman	<b><u>Building a Sustainable American Indian Education Program</u></b> Kristen Aeikens & Jane Harstad	
Breakout Room 6 - Owatonna 3 (cap 25-50 based on Covid restrictions)				
8:00-9:45 AM	10:00-11:45 AM	1:00-2:00 PM	2:15-3:15 PM	3:30-4:30 PM

<b><u>Using the Learning Environment to Promote Diversity, Equity, and Student Engagement</u></b> Melissa Kaczmarek	<b><u>Language Essentials for Teachers of Reading and Spelling (LETRS). will it be effective for our students?</u></b> Victoria Weinberg and co-presenter Mary Dosch	<b><u>Uncovering Indigenous Models of Leadership</u></b> Susuga Leiataua Dr. Robert Jon Peterson, M.P.P.	<b><u>Best Practices for Working with American Indian Students:</u></b> Beth Tepper	
<b>Breakout Room 7 -Winona (cap 25-50 based on Covid restrictions)</b>				
<b>8:00-9:45 AM</b>	<b>10:00-11:45 AM</b>	<b>1:00-2:00 PM</b>	<b>2:15-3:15 PM</b>	<b>3:30-4:30 PM</b>
<b><u>Native Studies Summer Workshop for Educators (NSSWE)</u></b> Jim S. Knutson-Kolodzne	<b><u>Microaggressions in Education: The Invisible Burden Shouldered by Diverse Students</u></b> Annie Rusk	<b><u>The Impact of AIPAC for MPS</u></b> Jennifer Simon		
<b>Breakout Room 8 -Chaska (cap 25-50 based on Covid restrictions)</b>				
<b>8:00-9:45 AM</b>	<b>10:00-11:45 AM</b>	<b>1:00-2:00 PM</b>	<b>2:15-3:15 PM</b>	<b>3:30-4:30 PM</b>
<b><u>Bagley "Lifeskills" Academy - State Personnel Development Grant</u></b> Carol Thompson & Kara Wass	<b><u>Student Led Policy Changes. We Smudge Here</u></b> Lisa Bellanger	<b><u>Why So Serious?</u></b> Andrea Fairbanks		

## **Thursday Breakouts**

	<b>8:00-9:45 AM Breakout Sessions</b>
<b>Isanti 1</b>	<p><b><u>Building an educational pathway for Indigenous Students extending from kindergarten to professional practice: Mary J. Owen</u></b> "This presentation will highlight a new effort to develop collaborations between Indigenous education programs within six different regions of the United States. This endeavor aims to address the shortages of health care providers in a given area of the United States. For instance, in the Bemidji Area, there exists a 46% vacancy rate for physicians at Indian Health Service clinics and hospitals. Similar vacancy rates exist for dentists and there are also chronic shortages of nurses, physician assistants and pharmacists in many facilities serving our Indigenous communities.</p> <p>Raising more Indigenous health care providers is the obvious answer to this long-standing problem. Indigenous health professionals are more likely than non-Indigenous to want to return to work in a Tribal community. Additionally, Indigenous health care providers are more likely to gain the trust of Indigenous patients, which in the long run will improve overall health outcomes.</p> <p>However, increasing the numbers of Indigenous health care professionals from this region remains problematic as long as the high school graduation rates and college success rates remain as low as they are. Increasing the numbers of Indigenous students successfully navigating the educational system from kindergarten through a health professions program will require a collaborative approach that includes educators at each section of the pathway.</p> <p>Programs to develop collaborations exist currently, but few if any, reach across all levels of the educational pathway. This presentation will focus on a collaboration by the Indian Health Service, the Association of American Indian Physicians, the American Indian Higher Education Consortium, and the Association of Native American Medical Students, and the University of Minnesota to develop K-practice pipelines throughout the United States."</p>
<b>Isanti 2</b>	<p><b><u>Strengthening American Indian Education Aid Applications for SY 2022-23: Kristen Aeikens &amp; Jane Harstad</u></b> Improving American Indian student outcomes is vital to district and school success. Join us to learn more about collecting American Indian-specific data, and using that data to create targeted and measurable goals. We will also discuss best practices around allowable uses of aid. A brief Q &amp; A will follow the presentation. All are welcome!</p>

<b>Isanti 3</b>	<b><u>Endazhi-manidoowaadak- A project on race relations in Bemidji: Erika Bailey-Johnson</u></b> This will be a panel conversation with the Endazhi Team. Learn how this Bush Grant project is working to transform race relations in Bemidji. Some of the efforts have included Round Table conversations with non-Native and Native community leaders, multicultural training in communication, presentations by traditional grass-roots Indigenous people, and personal and professional support among the team.
<b>Owatonna 1</b>	<b><u>A Partnership-Restoring Land, Reviving Heritage: Conservation Through Indigenous Culture: Laura Sullivan</u></b> By linking natural resource management, cultural heritage, and environmental education, Belwin Conservancy and Anishinabe Academy aim to restore an ecologically significant area of land, while fostering multi-generational environmental stewardship and restoration of Indigenous culture.
<b>Owatonna 2</b>	<b><u>Integrating traditional values into your student's daily lives at school: Chris Hagedorn</u></b> Learn to leverage your powerful cultural values to maximize student and staff success and happiness at school. We'll explore how to create lessons that teach each traditional cultural value, how to practice each value every day, and how to use each value proactively to guide students to academic and social-emotional success.
<b>Owatonna 3</b>	<b><u>Using the Learning Environment to Promote Diversity, Equity, and Student Engagement:Melissa Kaxzmareck</u></b> "In every grade level the space that is our classroom environment has an impact on student learning outcomes. Participants in this session will: Examine classroom conditions through data gathered from the Effective Learning Environments Observation Tool® (eleot®). Explore diversity and equity in relation to student engagement and the learning environment. Analyze their own classroom environment to determine how values and beliefs of student learning are reflected. Discuss ideas and opportunities to change classroom practices. "
<b>Winona</b>	<b><u>Native Studies Summer Workshop for Educators (NSSWE): Jim S. Knutson-Kolodzne</u></b> The Native Studies Summer Workshop for Educators is designed to increase the knowledge, sensitivity and awareness of Minnesota educators, administrators, and student service providers on the histories, cultures and languages of the federally recognized tribes and bands in Minnesota. This high-quality professional development program will promote a greater understanding of American Indian issues and provide opportunities to critically evaluate educational materials and resources. The goal of the Native Studies Summer Workshop for Educators is to facilitate learning among teachers, administrators, and student service providers in order to increase the effectiveness of working with American Indian students and teaching American Indian content.
<b>Chaska</b>	<b><u>Bagley "Lifeskills" Academy - State Personnel Development Grant: Carol Thompson &amp; Kara Wass</u></b> A presentation on how our 2 worlds - Indian Education and Special Education are working together and listening to the needs of our students, families, and community to create a "Life skills Academy" to support our students towards graduation and understanding some of the basics for life after graduation.
	<b>10:00-11:45 AM Breakout Sessions</b>
<b>Isanti 1</b>	<b><u>Depth of why Representation Matters: Representative Heather Keeler</u></b> We will talk about the importance of seeing the truth in who we are as Indigenous people in our Teachers, Staff and Admin but also in our activities, conversations, curriculum and decision making spaces. I will share pieces of my personal journey and the things I learned as a Native American Liaison that are valuable for other school leaders to hear. I would also like to engage the group to learn about some policy areas they would like us to address in the State Legislator to help increase our representation efforts.

Isanti 2	<p><b><u>The Dream Catcher Project: Supporting Fair Educational Systems: Lesson from a World-Wide Pandemic - Govinda Budrow &amp; Donna Patterson</u></b> Project Dream Catcher is a training program to assure we are meeting the needs of American Indian students and meet legal special education requirements. Schools under special education laws and rules have to determine whether cultural or linguistic differences are the primary cause of problems that a student is experiencing in school.</p> <p>Project Dream Catcher trains Indian Education and cultural liaisons to work with special educators to carry out behavior observations as part of evaluations and to incorporate cultural perspectives as soon as concerns are noticed, and into decisions that are made for American Indian students.</p> <p>The Dream Catcher workshop will introduce the project, including the history, rationale, and model for implementation. The pandemic of the last two years has required school systems to adjust every aspect of the schools. How has this crisis affected systems, students, families, and educators and what are the lessons we can and should take away? As a part of this workshop. we will facilitate a collaborative discussion and learn from each other.</p> <p>The training will be provided by Govinda Budrow and Donna Patterson, Project Dream Catcher consultants from the Minnesota Department of Education.</p>
Isanti 3	<p><b><u>Influencing social media with an Indigenous lens: Iyz Jaakola</u></b> Beginning in the 70s, educators in Indian country have been working to create culturally relevant resources. Building on that energy and those resources, students today have the tools at their fingertips to make amazing content to share our language, culture, and stories with each other and the world. This session will give a few examples of “DIY” media projects and highlight exceptional resources while encouraging participants to imagine the possibilities for their own students.</p>
Owatonna 1	<p><b><u>Vote Run Lead/51: Why You Are The Leader We Need: Beth Peterson</u></b> Vote Run Lead, a national 501(c)3 nonprofit, is working to create a more inclusive and reflective democracy and is committed to unleashing the political power of women as voters, candidates and leaders to create and sustain an equitable democracy. RUN/51 is Vote Run Lead’s newest initiative to move the Minnesota legislature to 51% women’s representation by 2024. It’s time to make the MN legislature #herhouse! This session will showcase the current state of women’s leadership in Minnesota and highlight resources for training and support to start your very own winning campaign.</p>
Owatonna 2	<p><b><u>Take5! Strategies for Adults Helping Children Heal and Grow: Amy Donnan Neppl</u></b> Take 5 is a practical framework to "take 5 (minutes) and review the 5 R's -- strategies for responding to children who have experienced adverse experiences and show it in their behavior. Helpful for all children, this workshop is particularly helpful to teachers, counselors and adults puzzled by a child's needs and behavior and want to use their current tools more effectively while learning a few new tools.</p> <p>The strategies are practical how to's based on research, evidence based practice, thirty years of experience helping children heal.</p>
Owatonna 3	<p><b><u>Language Essentials for Teachers of Reading and Spelling (LETRS), will it be effective for our students?: Victoria Weinberg and co-presenter Mary Dosch</u></b> As the Science of Reading takes the country by storm, and LETRS training is offered across the state what do we really know about it? Who will be trained and how will this impact literacy instruction for Native students. This presentation aims to find participants who are interested in learning and leading this extensive professional development opportunity to life within tribal communities.</p>
Winona	<p><b><u>Microaggressions in Education: The Invisible Burden Shouldered by Diverse Students: Annie Rusk</u></b> This presentation will define microaggressions, outline the psychosocial and career impact on those experiencing microaggressions, and propose a novel framework to create an adaptive learning environment for non-majority learners.</p>
Chaska	<p><b><u>Student Led Policy Changes. We Smudge Here: Lisa Bellanger</u></b> Come hear and dialogue with Students from our district that have led the charge in creating and moving the district "Smudging policy" forward. Their journey started from addressing negative student comments to their smudging in their classroom. Our superintendent and parent committee representative will join us and be available as well during the dialogue portion.</p>



	<b>1:00-2:00 PM Breakout Sessions</b>
<b>Isanti 1</b>	<b><u>Engage Students with Dakota and Ojibwe Resources: Jennifer Tonko</u></b> Learn about Dakota and Ojibwe educator resources and how to access them for use in your classroom or school. Session will include a brief introduction to the Minnesota Humanities Center and an overview of resources, all developed by and with community partners.
<b>Isanti 2</b>	<b><u>Live It! A Culturally Specific Teen Pregnancy Prevention Curriculum: Afton Delgado</u></b> Immerse yourself in our culturally specific teen pregnancy prevention program for American Indian youth. Learn more about Live It! and how to incorporate the curriculum into your community. During this presentation we will present our three new additions to our curriculum and lesson plans that include: Two-Spirit and LGBTQ+, Contraception and Missing & Murdered Indigenous & Two-Spirit People. Welcome to Live It!
<b>Isanti 3</b>	<b><u>Preparing Children for Their Future Not Our Past: Cheryl Whitesitt</u></b> On their website, the White Earth Nation writes that through education they aim to prepare “our children for a lifetime of choices, not circumstances.” In order to reach that goal, we need to teach them HOW to think, not what to think. By learning critical and creative thinking/problem solving skills, our students will have the tools they need to be prepared to create their own positive futures; a future of hope by the choices they make instead of the consequences of circumstances. The focus of this presentation will be on Native culture and the culture of language while THRIVING in two cultures. Academic challenge opportunities will be presented to support the amplification of our authentic Native voices.
<b>Owatonna 1</b>	<b><u>Utilizing a Cultural Planner to Engage Students, Families, and Community Members: Rebecca Ries</u></b> We will present our ever evolving cultural planner that is utilized to prepare and plan units to encourage student, family and community involvement in our school. In our presentation, we will share a unit around LaCrosse.
<b>Owatonna 2</b>	<b><u>The Path to Law School: Angelique EagleWoman</u></b> The presentation will cover the process of applying to law school. Within the presentation will be tips on the components of the application, information about the Law School Admission Test (LSAT), and how to highlight your academic and life experiences. The presentation will include resources for Native Americans before, during and after law school as part of the regional and national legal profession. Finally, the presentation will provide information on the benefits of the Native American Law and Sovereignty Institute at Mitchell Hamline School of Law.
<b>Owatonna 3</b>	<p><b><u>Uncovering Indigenous Models of Leadership: Susuga Leiataua Dr. Robert Jon Peterson, M.P.P.</u></b> This presentation focuses on the expression of indigenous leadership as a lived experience as seen, felt, and heard from the perspectives provided by Native Pacific Islanders, Polynesians, and more specifically Samoans from the Talavou Clan. The central question of the study’s research agenda is: What are the themes and elements influencing Samoan leadership and how might Samoans provide other leaders, elsewhere, a different model of leadership to reduce the inequitable effects caused by capitalism’s insatiable hunger for more power and material gain so that all people on planet Earth might thrive? For the people and nations of the Global South and North surviving, as opposed to thriving, in a world dominated by capitalism and globalization is largely due to the relentless and unending pursuit of greater capital and wealth accumulation via power over people, rather than power with and through people.</p> <p>The study and presentation assert that new and different models of leadership must be uncovered and that Native and indigenous people, specifically leaders, hold the keys to moving our species beyond survival so that we can all thrive. Employing ethnography, case study, and insider approach the study uncovers Samoan perspectives on life, love, and leadership. The perspectives are based on the fa’a Samoa, or Samoan Way, as seen, felt, and heard through the personal narratives provided by Samoan leaders from the Talavou Clan.</p> <p>Liberating, inclusive, and anchored in self-determinism, the study attempts to demonstrate for the reader that Native and indigenous people know who they are and why they exist and that they will continue to thrive, despite ongoing attempts to impose unnatural barriers of colonization, capitalism, and globalization upon Native and indigenous ways of being and knowing. By connecting across race, culture, class, gender, and language, the study uncovers a cultural model of leadership different from what we see in capitalist and globalized societies that predominantly focus on individual rights and privileges, in favor of a more collective way of leading through the Samoan notion of alofa or love for the betterment of community. In Samoa, alofa is the predominant and central feature informing how leaders guide their people toward a better future and it is the presenter's hope that this gift of love will inform other leaders, elsewhere, on how they can lead their people toward greater equity, justice, and peaceful relations with each other and Mother Earth.</p>

<b>Winona</b>	<b><u>The Impact of AIPAC for MPS: Jennifer Simon</u></b> This presentation would highlight the impact AIPAC has had for the Minneapolis Public Schools by hearing from some of our AIPAC members along with members of the MPS American Indian Education department.
<b>Chaska</b>	<b><u>Why So Serious? : Andrea Fairbanks</u></b> If you're looking for that really professional, sacred, humble presentation that will draw you in and make you think deep thoughts, this is not it! If you want to spend an hour playing games and goofing off while you just so happen to learn some Ojibwe, this is the place to be. Let's talk about social media, trends, music, whatever the kids are into nowadays. How do we make it indigenous? How do we make it Ojibwe? How do we make it relevant for our youth?
	<b>2:15-3:15 PM Breakout Sessions</b>
<b>Isanti 1</b>	<b><u>MDE Update on Indigenous Representations Collaborative Projects: Cassy Leepore</u></b> The Indigenous Representations project comprises: a curated collection of outstanding children's books by and about Native people with emphasis on tribes from Minnesota that align with ECIP and K-12 language arts and social studies standards, a targeted grant project, and the creation of a resource for arts educators in line with Minnesota K-12 arts standards. The committee will share the history, processes, products and lessons learned throughout the project and share resources that are currently or soon to be available for Minnesota educators
<b>Isanti 2</b>	<b><u>Minnesota Indian Scholarship Program: Lara Gerhardson</u></b> This presentation will cover financial aid basics with a focus on the Minnesota Indian Scholarship Program. Updates to the scholarship eligibility and awards will be covered. There will be time set aside for Q&A as well.
<b>Isanti 3</b>	<b><u>Solving Everyday Challenges in Just Six Steps: Cheryl Whitesitt</u></b> Wouldn't it be nice if we all had good problem solving skills? Wouldn't it be nice if we sent our students out into the world with these tools? We can! I'll walk you through a six step process that teaches creative and critical thinking tools that can be applied to ANY challenge big or small. 2:15? Arggg... I just want to take a nap. But wait! You can plan on this session to be hands on, fun, and engaging. (And if you don't, you can still take a nap! ;-)
<b>Owatonna 1</b>	<b><u>Preparing Culturally Competent Educators: Indigenizing the Curriculum - Kim Spoor and Sara Montgomery</u></b> This interactive presentation will provide a cultural framework for educators to use in their classroom to effect change. Participants will learn how to develop a culturally responsive curriculum using the Anishinaabe culture. Examples from the classroom will be shared to demonstrate how this can be accomplished. Through small group work, participants will discuss ways in which they could develop lessons and activities that are culturally responsive. Participants will then develop a small lesson or activity based on discussion and support from their small group and the presenters. Each group will have time to share an activity.
<b>Owatonna 2</b>	<b><u>Building a Sustainable American Indian Education Program: Kristen Aeikens &amp; Jane Harstad</u></b> The intent of American Indian Education Aid is to build sustainable American Indian education programs that improve student outcomes. Join us to learn more about leveraging other state and federal funds to support American Indian student success.
<b>Owatonna 3</b>	<b><u>Best Practices for Working with American Indian Students: Beth Tepper</u></b>
<b>Winona</b>	
<b>Chaska</b>	
	<b>3:30-4:30 Breakout Sessions</b>
<b>Isanti 1</b>	<b><u>Tribal Nations Education Committee: Laurie Harper &amp; Beth Tepper</u></b> A presentation from the Tribal Nations Education Committee on providing meaningful tribal consultations.
<b>Isanti 2</b>	
<b>Isanti 3</b>	
<b>Owatonna 1</b>	
<b>Owatonna 2</b>	
<b>Owatonna 3</b>	

<b>Winona</b>	
<b>Chaska</b>	

### **2022 MIEA Awards Banquet Thursday April 14th, 2022 6:00 to 9PM**

*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 Minnesota Indian Education Association Board of Directors would like to congratulate everyone that is recognized throughout our communities!*

### **Congratulations to the 2022 MIEA Award Recipients**

**Jaysalynn Western Boy**  
**Benjamin Swankier**  
**Jenny Swankier**  
**Amanda Horton**  
**Govinda Budrow**  
**Donna Patterson**  
**Egiwaateshkaang Grey Fox Aubid**  
**Katelyn Olson**  
**Dakota LaFloe**  
**Jennifer Simon**  
**Kelly Larson**  
**Shelley Buck**  
**Gabriella Ann Frohman**  
**Hunter Wind**  
**Lyric Price**  
**Ambersky Stevens**  
**Wabasha Potter Dionne**  
**Kaija Long Crow**  
**Brayden Engrav**  
**Kaylee Protuck**

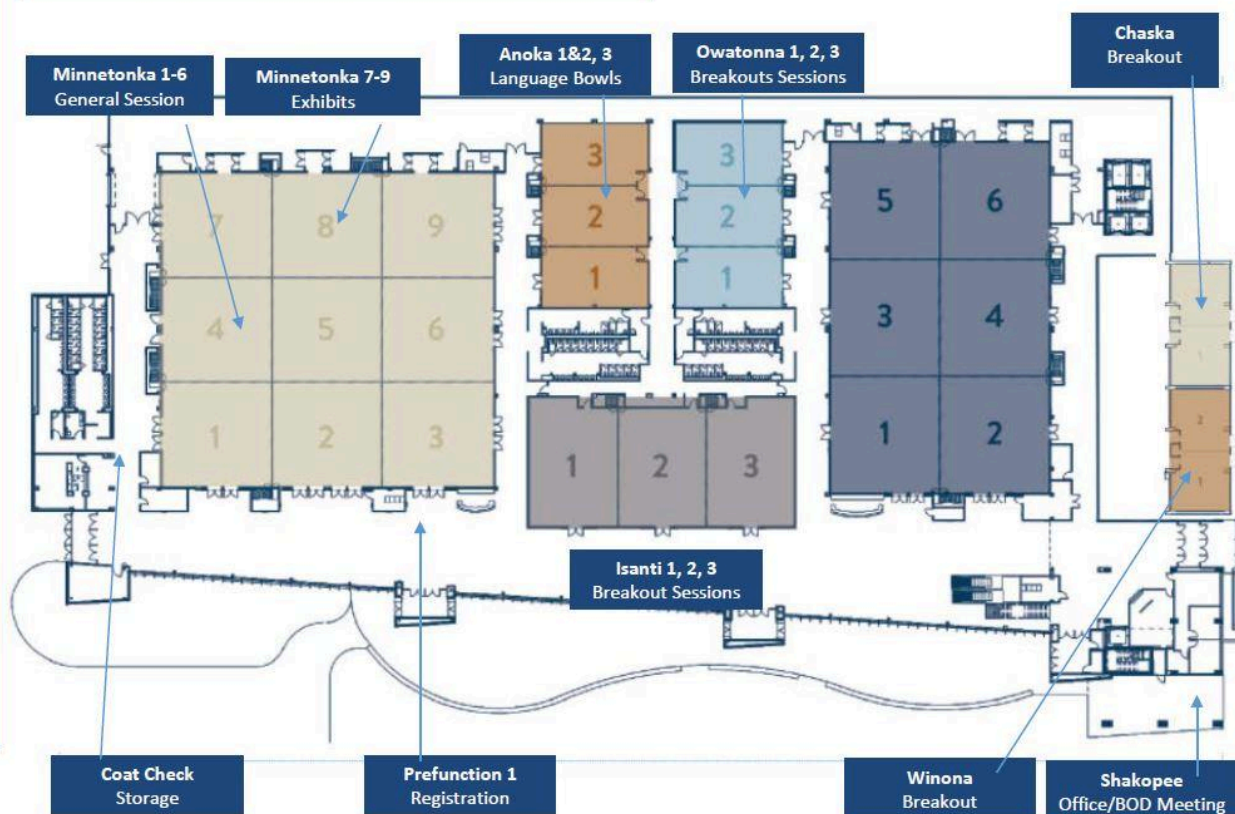
*Post-Secondary Student of the Year*  
*Post-Secondary Student of the Year*  
*K-12 Counselor/Liaison of the Year*  
*K-12 Counselor/Liaison of the Year*  
*Postsecondary Counselor/Liaison of the Year*  
*Postsecondary Counselor/Liaison of the Year*  
*High School Student of the Year*  
*Outstanding American Indian Female Athlete*  
*Outstanding American Indian Male Athlete*  
*Administrator of the Year*  
*Parent Advisory Committee Member of the Year*  
*Tribal Official of the Year*  
*Youth Kindness/Inclusion Award*  
*\$500 Post Secondary Scholarship Award*  
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*\$500 Post Secondary Scholarship Award*  
*\$500 Post Secondary Scholarship Award*  
*\$500 Post Secondary Scholarship Award*

*Quiz Bowl Award Winners TBA*  
*Introduction of new MIEA Board of Directors – 2022-2023*

**OUR PRESENTATION EVALUATIONS ARE NOW DIGITAL!!!**  
**Please scan this code with your phone and fill out a form after each presentation**



# MN Indian Education Association 2020 & 2021 Annual Conference



# Youth Day at MIEA – PROMOTING CULTURALLY BASED TRADITIONS

Thursday April 14, 2022 9:00 AM - 4:00 PM

Hocokata Ti

2330 Tiwahe Circle

Shakopee, MN 55379 952.233.9151

We are excited about Youth Day, designed by a thoughtful planning group of the Minnesota Indian Education Association Board of Directors, and coordinated by Community Outreach Specialist Carrissa Pickit in conjunction with Hocokata Ti Cultural Education Staff, SMSC Education Staff, and Youth Leadership Council. All students must be registered and accompanied by a male and female chaperones or teachers per ten students. Mystic Lake Transportation for youth and attendees to travel to and from Hocokata Ti and Mystic Lake Center will be provided.

Targeted students: 6 -12th Grade

Students will be split into 5 groups with rotating stations, and will get time at each station during the day (about 45 minutes per station).

A pizza lunch generously sponsored by SMSC will be provided at 11:30 am for youth day.

## Stations/Sessions

Session I	Guided Exhibit Tour
Session II	Medicinal Plants
Session III	Traditional Games
Session IV	Traditional Care vs. Western Care
Session V	TBD

## Mitákuye Owásin

MIEA oíthančhan yuhápi kin hená, de omákha omníčiye kin ed oyáphapi kin he un nína wóphida eyápi, omníčiye de etánhan wóksape k'a táku thawáčhiŋ ed héched awáuŋčhiŋpi, ithó, wičhón'an k'a táku thawáčhiŋpi. Ithó, wičhón'an waní yuhápi iyoníkhapi kaíš wanží wadáka yačhín kinhán oíthančhan yuhapi kaíš owíchakiyaka. Hená sdodyápi čhíŋpi.

**Giga-waabamigoom Miinawaa**

Giwii-miigwechiwenimigowaag ingiweg MIEA Wedaakejig gii-pi-izhaayeg noongom owe gichi-maawanji'idiwining. Ampegish weweni gii-mashkawendami'igoyeg nawaj ji gashkitooyeg awegodogwen gaa-izhichigeyeg. Giishpin gii-ayaamagak okobi'idiwinens gaa-minwendaman maagizhaa gaye bezhig gii-ayaamagasinog okobi'idiwinens waa-waabandaman ge-biibong, wiindamaw bezhig MIEA Wedaaked. Ongoweg MIEA Wedaakejig bagosendamooog weweni ani-giiweyeg.

### **We'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.

## **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 "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. 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. 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.
  - A. Resolution guidelines shall be printed and put into each packet at registration.
  - B. The resolutions which meet the criteria shall be forwarded to the general membership for action at the designated general assembly.
7. 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.



A. The Board shall report on the progress at the next annual meeting.

B. A copy of the proposed resolution should be mailed to:

Minnesota Indian Education Association

PO Box 489

Osseo, MN 55369

#### **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 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. Association members are registered and paid for the current year.
  - B. Each nomination must be accompanied by a biographical sketch of the nominee and signed by 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.

**To make a Nomination for the Minnesota Indian Education Board of Directors, scan and fill out the form!**



## DISCOVER DAKOTA CULTURE, PAST AND PRESENT



**#SMSCGIVES**

### 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 state's quality of education.



The Shakopee Mdewakanton Sioux Community focuses 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.



Understand Native Minnesota is the SMSC's educational and philanthropic campaign focused on Native American narrative change in Minnesota's K-12 education system. This initiative aims to improve public attitudes and treatment toward Native Americans by providing schools with accurate information about Native American history, culture, and modern tribal governments.

[UNDERSTANDNATIVEMN.ORG](http://UNDERSTANDNATIVEMN.ORG) @NATIVEMNFACTS  



Hocokata Ti

## ONE FREE EXHIBIT ADMISSION

***Mdewakanton: Dwellers of the Spirit Lake***

OFFER CODE: **MIEA2022**. VALID FOR ONE ADMISSION TO THE MDEWAKANTON: DWELLERS OF THE SPIRIT LAKE EXHIBIT THROUGH **5/31/2022**. REDEMPTION VALUE NOT TO EXCEED \$8. MUST SURRENDER COUPON AT TIME OF REDEMPTION. VOID IF COPIED, SCANNED, ALTERED, TRANSFERRED, PURCHASED, SOLD, OR PROHIBITED BY LAW.

*To tender: Ring up tickets; select tickets to be discounted; click on discounts; click on MIEA2022.*

**[hocokatati.org](http://hocokatati.org)** 

2330 SIOUX TRAIL NW, PRIOR LAKE, MN | [SHAKOPEEDAKOTA.ORG](http://SHAKOPEEDAKOTA.ORG)