

School Showcases

November 30th 3:30-4:30pm

Instructions

- ★ Tell a story
- ★ Focused on images (avoid text). Fill the slide and zoom in.
- ★ Create something like a Pecha Kucha or TED-style talk

Resources:

[Top Tips for Making a Pecha Kucha](#)

[What is a Pecha Kucha](#)

[How to Talk Like TED](#)

[How to Sound Smart in a TEDx Talk](#)



Creating an Indigenous Studies Program at the Cottonwood School of Civics and Science

Amanda McAdoo
Executive Director







PLACE * PRESENCE *

PERSPECTIVE

Critical Orientations for Indigenous Studies Curriculum

Leilani Sabzalian, Assistant Professor, Indigenous Studies in Education, University of Oregon

PLACE

- *You are always on Indigenous lands*
- Acknowledge Indigenous peoples and homelands of the places where you teach
- Include federally recognized tribal nations, unrecognized nations, traditional homelands, and urban Indigenous communities
- Anchor curriculum around issues that affect local Indigenous peoples, lands, and nations
- Seek out Native place names when possible



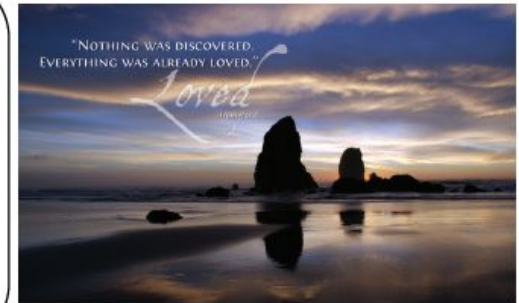
PRESENCE

- *Indigenous people are still here*
- Over 6 million people identify as AI/AN and there are over 570 federally recognized AI/AN nations in the US
- Focus on Indigenous presence to challenge the myth that Native people have disappeared
- Focus on contemporary Indigenous leaders and contemporary issues Indigenous peoples face today to highlight diverse sites of strength and struggle



PERSPECTIVES

- *Indigenous perspectives challenge Eurocentrism and dominant discourses*
- Curricula often “faces West” (e.g., expansion, exploration); instead, consider how “facing East” (e.g., invasion, encroachment) (Richter, 2001) might reorient the curricula
- Including Indigenous perspectives doesn’t just mean teaching *about* “Indigenous issues” or “Indigenous peoples,” but teaching students to learn *from* Indigenous analyses



Karenne Wood, poet and citizen of the Tribal Council of the Monacan Indian Nation

POLITICAL NATIONHOOD * POWER * PARTNERSHIPS

POLITICAL NATIONHOOD

- *“Indigenous Peoples are nations, not minorities” (Wilkins & Stark, 2010)*
- Indigenous peoples have *inherent* sovereignty and while protected by civil rights, they also have prior treaty rights
- Teach students about tribal sovereignty and the political status, rights, and issues that impact Indigenous nations and citizens as part of civics education
- Teach students that honoring the treaties is part of their democratic civic responsibility



Flags of the nine federally recognized tribal nations in Oregon

PARTNERSHIPS

- *Cultivate and sustain partnerships with Indigenous peoples, organizations, and nations*
- The federal government and State of Oregon recognize government-to-government relationships and engage in tribal consultation
- Move beyond token guest speakers to sharing power and developing meaningful partnerships
- Effective collaboration may include hiring a tribal liaison, creating an MOU, or consulting early and often on decisions that impact nearby Native organizations, nations, and/or students

POWER

- *Challenge power dynamics within curricula and create space to highlight examples of Indigenous creativity and collective power*
- Beyond including Indigenous perspectives, challenge colonial power dynamics in curriculum (i.e., lands were “empty” or “free”)
- Share examples of Indigenous creativity, agency, and possibilities, and to avoid framing Indigenous peoples as “damaged” or as victims of oppression (Tuck, 2009; Vizenor, 2008)

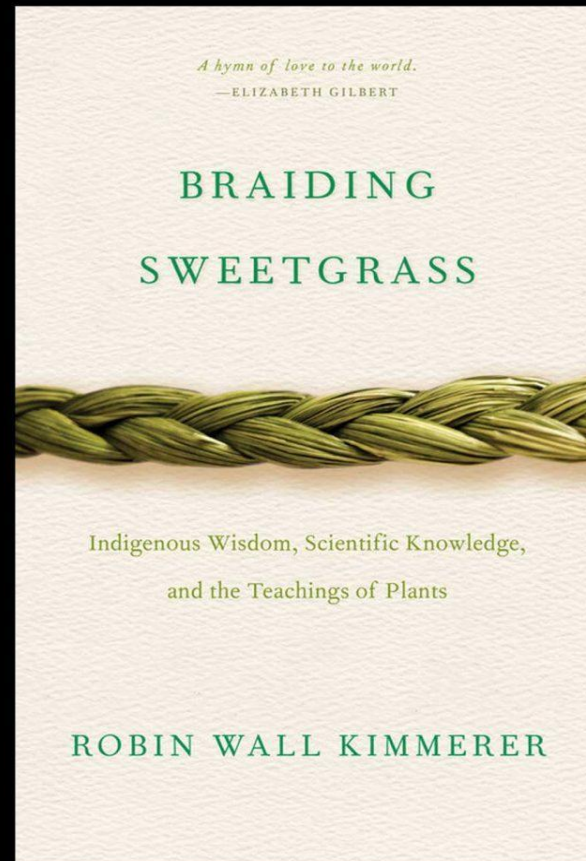


Image Credits: Overpass Light Brigade



Screenshot of USDA Forest Service "Tribal Engagement Roadmap," <https://www.fs.fed.us/research/tribal-engagement/roadmap.php>









Indigenous Educator Advisory Group

- **Gabe Sheoships**, Cayuse and Walla Walla nations, from the Confederated Tribes of the Umatilla Reservation
- **Christine Bruno**, Comanche with Basque, Irish and English heritage;
- **Clifton Bruno**, Wasco, from the Confederated Tribes of the Warm Spring Reservation.
- **Karen Kitchen**, Osage Nation
- **Heather Shá xat k'ei Gurko**, Citizen of Tlingit Nation and Dutch/Euro ancestry





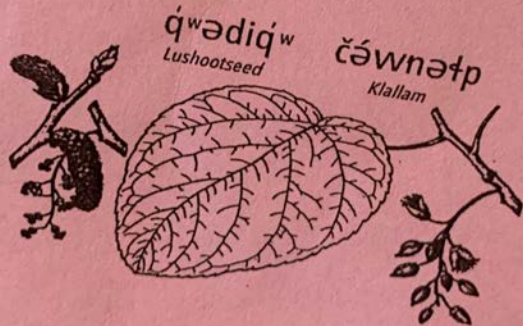


CSCS All School Agreements

COTTONWOOD

Wellspring

- I CAN remember where to find support when I need it.
- I CAN find strength in my ancestors.
- I CAN take a moment to breath when feeling overwhelmed.
- I CAN speak my truth.



CSCS All School Agreements

WESTERN RED CEDAR



PLANT TEACHINGS

FOR GROWING SOCIAL-EMOTIONAL SKILLS

Cultivating Resiliency and Wellbeing with Northwest Plants

A COLLABORATIVE PROJECT BY
GRUB AND NORTHWEST INDIAN TREATMENT CENTER



PLANT TEACHING CARDS

*A Tool for Connecting with Plants,
Cultural Traditions, and
Social & Emotional Skills*







Indigenous Studies and the Cottonwood School



A photograph of the Phoenix School of Roseburg building. The building is a single-story structure with a light-colored facade and a dark roof. In the foreground, there is a paved area with a yellow arrow pointing right. An American flag is flying on a tall pole in the center. The background shows a green hillside under a clear blue sky. A vertical white line is positioned to the left of the text.

PHOENIX SCHOOL OF ROSEBURG



'JOURNEY TO RISE UP' SINCE 1981



CHARTER SPONSORSHIP SINCE 2005



9 SCHOOL DISTRICTS, GRADES 8-12




DIPLOMA & GED OPTION



GRADUATION 40 – 60
STUDENTS ANNUALLY



ADM AVG ~180, SERVE ~300 ANNUALLY

A composite image of two graduates. On the left, a male graduate with glasses and a goatee, wearing a black cap and gown, holds a black tablet with a gold university logo. On the right, a female graduate with blonde hair, wearing a black cap and gown, also holds a black tablet with the same gold logo. Both are standing in front of a stone wall. A black banner with white text and a thin orange line is overlaid at the bottom.

YDO: RE-ENGAGEMENT POPULATION



SY.22-23: 17% REGULAR ATTENDERS



SY.22-23: 31% ON-TIME GRADUATION



SY.22-23: 51% FIVE YEAR COMPLETION



2018: PSR BOARD ADOPTS NEW POLICY



“CULTURALLY RESPONSIVE TRAUMA INFORMED PRACTICES”



WHAT DOES THAT MEAN?
RESILIENCE.



SANCTUARY MODEL



SELF: SAFETY EMOTIONS LOSS FUTURE



EMPLOYMENT • PLANNING • INTERNSHIP • COACHING



Recreation Site Maintenance



Post-Fire Restoration



Noxious Weeds Removal



Ecological Monitoring



Wilderness Trails Stewardship



Fuels Reduction & Oak Restoration







Sheryl Zimmerer



Logos Public Charter School

- ❖ Started in 2010, hoping for 300 K-12 students.
- ❖ Hybrid, Personalized Learning School
- ❖ Sponsored by the Medford School District.

- ❖ 2019 Took Possession of a New Larger Facility
- ❖ 1260 student capacity,
- ❖ 500+ on the waitlist



Making it a School our Home



October
2019



February
2021



May 2022



May 2020

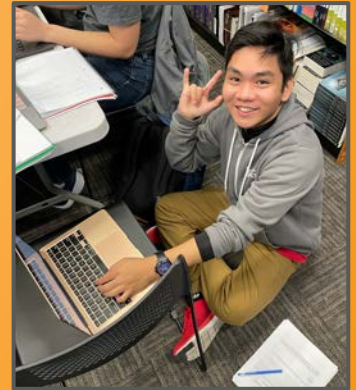


April 2021

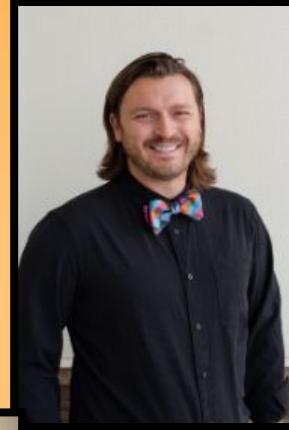
Staff



Looping



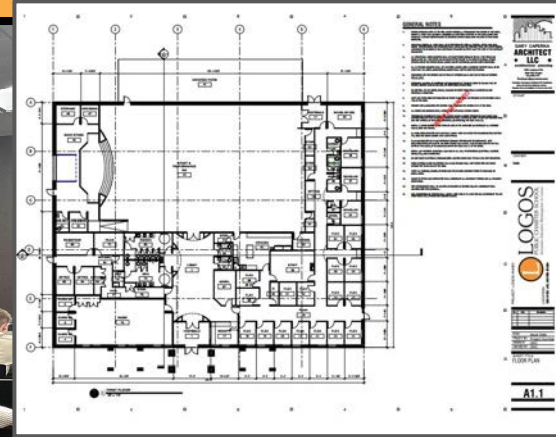
What makes Logos different? Options!



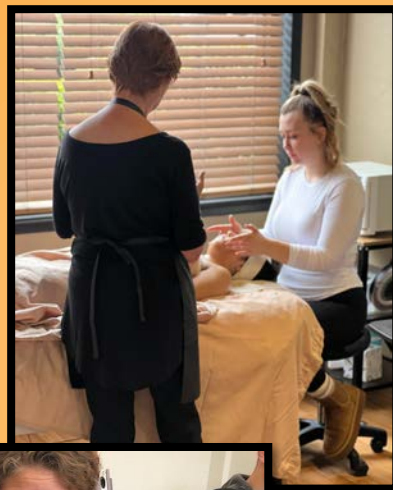
Extracurricular Options



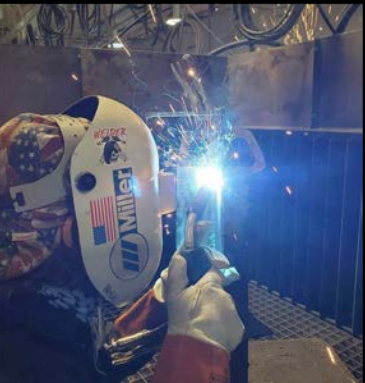
Drop-in Tutoring Support



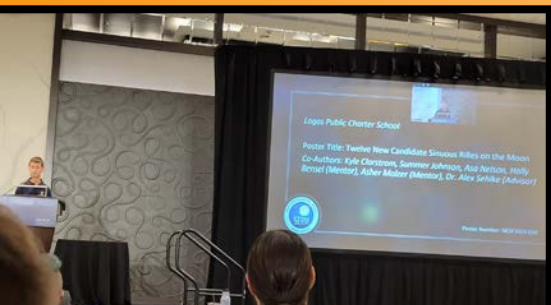
Career Options



Jumpstart on their Dreams



Academic Competitions



Graduation!



Recognized





**We love what we get to do
at Logos Charter School!**

