

NORTH THURSTON PUBLIC SCHOOLS
Board of Directors and Nisqually Tribal Council
Joint Work Session
Tuesday, June 8, 2021 at 6:00 PM
Remote Meeting

In compliance with Governor Inslee's Proclamation 20-28, the School Board meeting will be held remotely, not in-person

Please click [here](#) to access the meeting

		Estimated Time for Each Area
I. ROUTINE ITEMS		6:00 p.m.
A. Call to Order		
B. Introductions for Nisqually Tribal Council		
C. Introductions and Roll Call for NTPS Board Directors and Student Representatives		I/D/A
D. Pledge of Allegiance		
E. Reading of Land Acknowledgement		
II. PURPOSE		6:02 p.m.
A. Nisqually Tribal Council Sharing		
B. Nisqually Art Project	David Crane, Jerad Koepp	I/D
C. Title Consultation	-Kate Frazier, Jerad Koepp	I/D
D. Native Studies Update	-Kate Frazier, Alison McCartan	I/D
III. CLOSING REMARKS		
IV. ADJOURNMENT		

Next Meeting (tentative): November 9, 2021 at 6:00 PM
Hosted by Nisqually Tribal Council

NORTH THURSTON PUBLIC SCHOOLS
Board of Directors Meeting
Tuesday, June 8, 2021
6:00 p.m.
Remote Meeting

In compliance with Governor Inslee's Proclamation 20-28, the School Board meeting will be held remotely, not in-person

I. ROUTINE ITEMS

A. Call to Order

President Maliska called the meeting to order at 6:00 p.m.

B. Introductions for Nisqually Tribal Council

Nisqually Tribe Members present: Willie Frank and Chaynannah Squally

C. Introductions and Roll Call for NTPS Board Directors and Student Representatives

School Board Members present: Gretchen Maliska, Graeme Sackrison, Dave Newkirk, Chuck Namit, and Jennifer Thomas

Student Representatives present: Makayla Hamlin

Others present: Debra Clemens, Monty Sabin, Courtney Schrieve, Troy Oliver, Vicky Lamoreaux, Sarah Rich, Teena Barnes, Kate Frazier, Karen Remy-Anderson, Jerad Koepp, David Crane, Alison McCartan, Jenny Boeholt, and Carmen Barriga.

D. Pledge of Allegiance

President Maliska led the Pledge of Allegiance.

E. Reading of the Land Acknowledgement

President Maliska read the Land Acknowledgement.

II. PURPOSE

A. Nisqually Tribal Council Sharing

Willie Frank shared an appreciation for the relationship between the district and the tribe and shared concerns for students who were struggling during remote instruction and expressed gratitude to have students returning to in-person instruction. He also introduced the newest Nisqually Tribal Council member, Chaynannah Squally.

B. Nisqually Art Project

Nisqually Middle School Principal, David presented on the NMS Mural Project – that was made possible by the OSSl School improvement grant. Its purpose is to make the school more culturally responsive to students. The mural provides an opportunity to share the history of the Nisqually people with the students, staff and community. All staff members, students and community members will have an opportunity to participate in the painting of the mural. It will be inclusive and a living piece that incorporates all stakeholders. The Native Student Group will lead the planning for the unveiling and celebration of the mural in the fall.

C. Title Consultation

Assistant Superintendent of Instructional Services, Vicky Lamoreaux shared a presentation on Title IA: Improving Academic Achievement of the Disadvantaged and shared how the Title funds are used. She provided an update on

Learning Assistance Funding (LAP) and provided information on Title IV: Student Support and Academic Achievement.

D. Native Studies Update

Kate Frazier introduced Jerad Koepp, Native Student Program Specialist who provided an overview of the native program during hybrid learning and introduced Alison McCartan who shared her experience with her Native Studies Program students during remote learning and the return to the classroom.

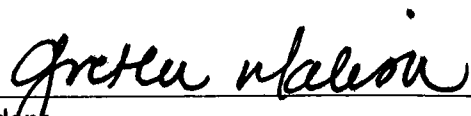
III. CLOSING REMARKS

President Maliska and Willie Frank shared closing comments for the evening and thanked all for participating.

IV. ADJOURNMENT

The meeting adjourned at 7:02 p.m.

Respectfully submitted:



President



Secretary of the Board



Nisqually Middle School Mural Project



Creating a Culturally Responsive Environment

One of the goals of our OSSI school improvement grant is to make our school more culturally responsive to our students. As visitors enter our school, this mural will ensure that visitors of our school recognize not only that Nisqually Middle School resides on tribal land, but also provide an opportunity to share the history of the Nisqually people with our students, staff, and community.



Project Goals

- The mural will incorporate the vision of Nisqually Tribal leadership and provide an opportunity for our students and community to learn and celebrate the land that our school resides on.
- All staff members, students, and community members will have an opportunity to participate in the painting of the mural. We will create opportunities for this mural to be inclusive and being a living piece that incorporates all of our stakeholders.
- The salmon that students, staff, and community design will serve to celebrate and recognize special ancestors and family members throughout our school and community, and will flow into the design of the north wall (Nisqually River).
- This mural will coincide with our work to expand a regular schedule of teaching about Nisqually history in our advisories next year, as well as reinvigorate our commitment to honoring the commitments and traditions of our Totem Pole.
- Our Native Student Group will be leading the planning for the unveiling and celebration of the mural in the fall.

Meet the Artists

Joe Seymour



Joe has been the recipient of the 2008 Native Arts grant from the Potlatch Fund, located in Seattle, WA. He has also been a recipient of the 2007, 2008, 2009, 2011 and 2018 National Native Creative Development Program grant from the Longhouse at Evergreen State College, located in Olympia, WA. He has also been a recipient of the 2011 Visual Art Program grant from the National Museum for the American Indian.



Tim Kerr



Tim now shows his artwork in the US and abroad from galleries including PS1 in New York, 96 Gillespie in London, Slowboy Gallery in Germany, Thirdman Records, and Hyde Park Art Center in Chicago.¹ He was selected as the first artist for the Arlington Transit's Art On The Bus program in 2010. He has also been involved in painting murals in Texas, Nashville, New York, California, and Montgomery. The summer of 2015, Tim had a solo show at the Rosa Parks Museum. He was also given a residency through Void Gallery in Derry, Northern Ireland, AS220 in Providence, and I.A.M. in Berlin.



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Shay O'Day



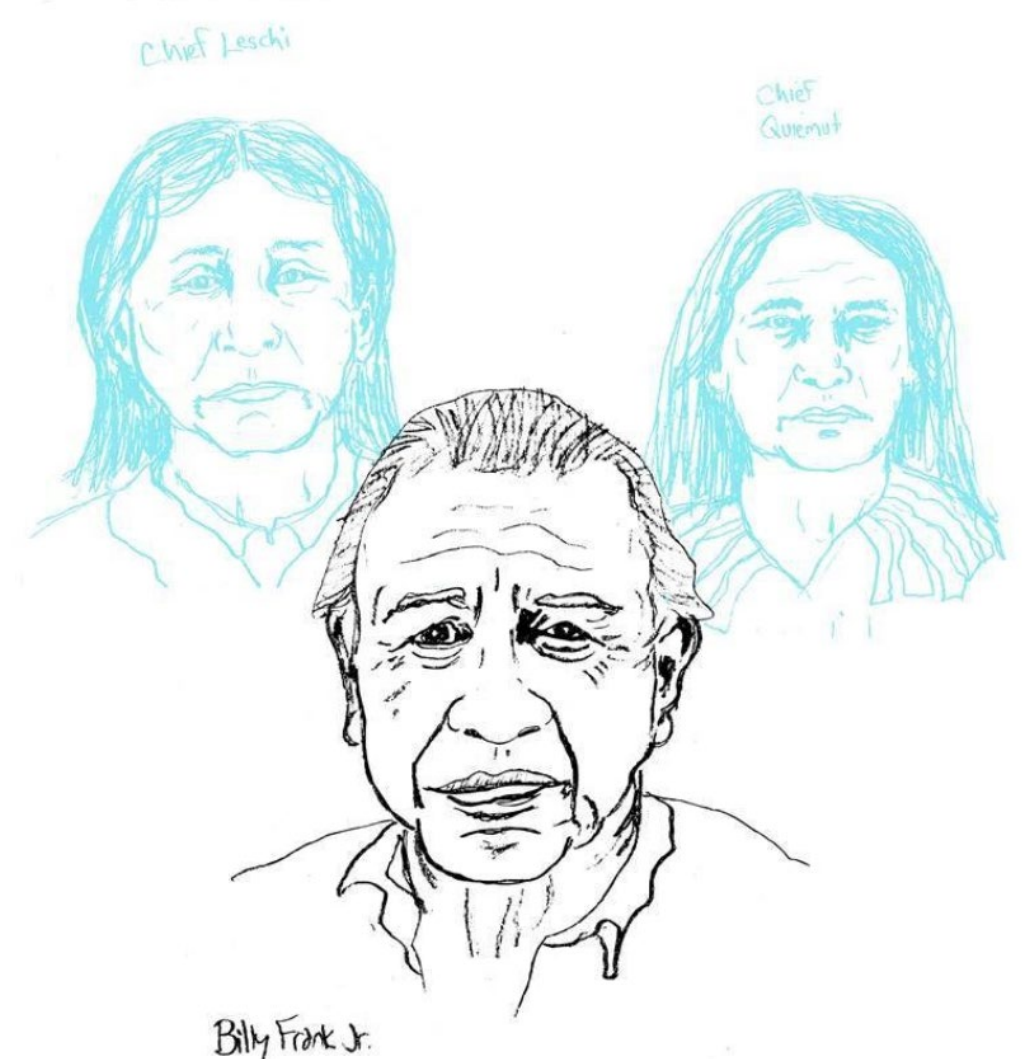
Shay is in her second year teaching visual art at Nisqually Middle School. She will be leading our students and staff as they participate in the painting of the landscape of the mural, as well as the salmon that each student and staff member will create throughout our halls.



Initial Designs

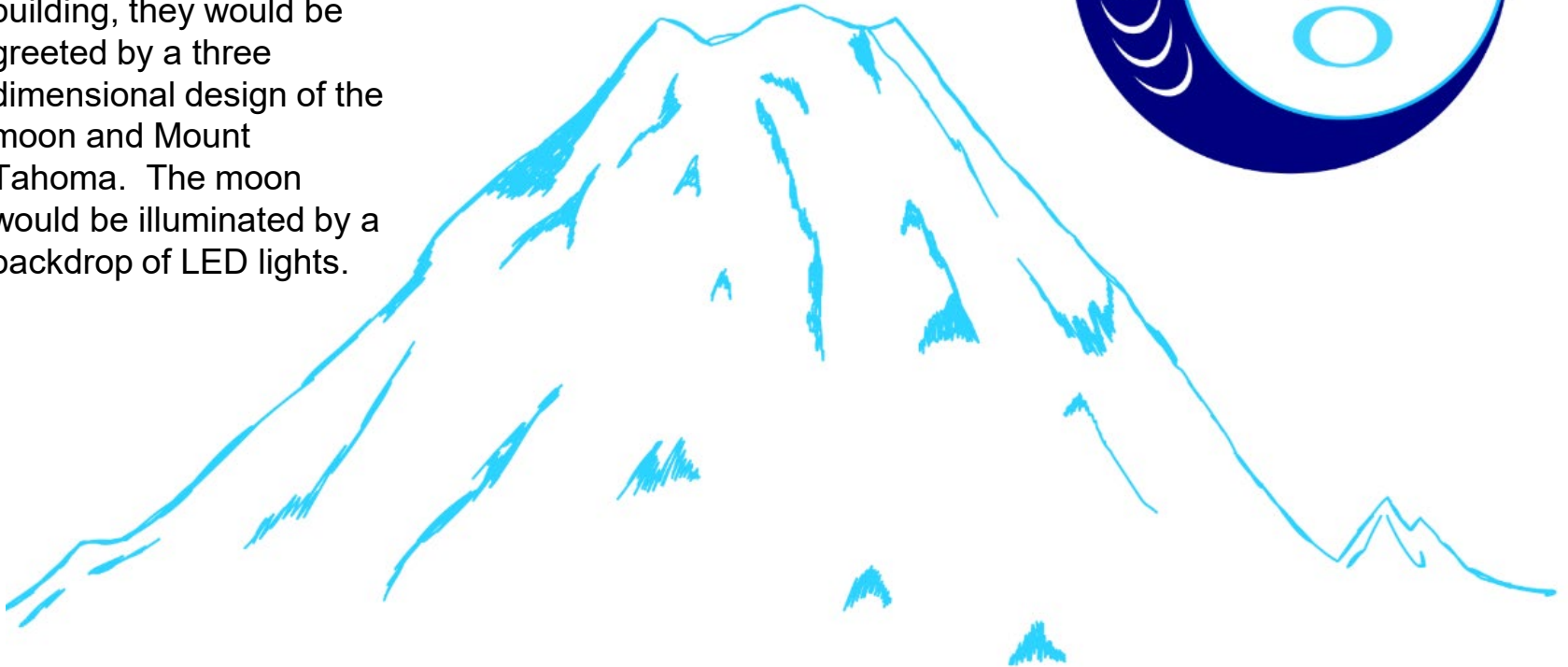
East Wall

The portraits painted on the east wall would also include maps of the Nisqually land and parts of the Medicine Creek Treaty.



West Wall

As visitors enter the building, they would be greeted by a three dimensional design of the moon and Mount Tahoma. The moon would be illuminated by a backdrop of LED lights.



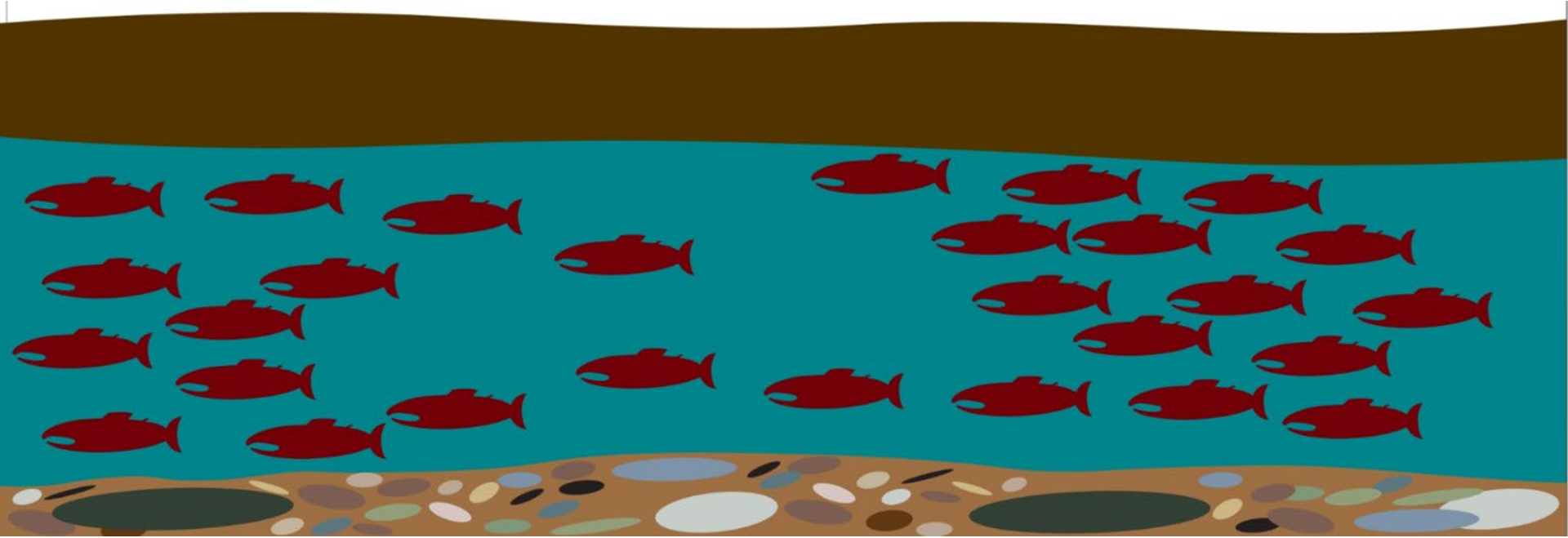
South Wall

The South Wall would include a forest landscape filled with both a raven and bear design.





North Wall and Throughout the School



The North Wall would include a Nisqually River scene and salmon swimming upstream. Our hallways would be filled with salmon designed by our students, staff, and community that celebrate important ancestors and flow towards the Nisqually River mural scene.

North Thurston School District Highlights

June 8, 2021
Board Meeting

Title IA: Improving Academic Achievement of the Disadvantaged

- Provides funding for school districts with high numbers of children from low-income families to ensure that all children meet challenging state academic standards.
- Target schools with more than 44% poverty
 - Chambers Prairie Elementary
 - Lacey Elementary
 - Lydia Hawk Elementary
 - Pleasant Glade Elementary
 - Mountain View Elementary
 - Seven Oaks Elementary

Title IA: How are Funds Used

- Staffing
 - District- Level Content Experts
 - 2 ELA
 - 3 Math
 - 5 Behavior/Mental Health
 - Building-Level Interventionists
 - 2-3 Certificated Staff
 - 5-8 Classified Staff
- Services
 - Instructional Support
 - ELA
 - Math
 - Behavior
 - Partner Support
 - Summer School
 - Before or after school programming

Learning Assistance Funding (LAP)

- State Funding
- Provides supplementary support for Title and non-Title schools K-12
- Services
 - Instructional Support
 - ELA
 - Math
 - Behavior
 - Partner Support
 - Summer School
 - Before or after school programming

Title IV: Student Support and Academic Enrichment

- Newly Authorized
- Improve students' academic achievement by providing all students access to a well-rounded education.
- Services
 - Digital Literacy
 - School Conditions
 - Enrichment Activities
 - Field Trips
 - Fine Arts
 - Music

Discussion

Opportunity for Feedback

Native Student Programs

Jerad Koepp

What does our
Native Student
Program look like
during remote
learning?

- Remote support through virtual office hours and virtual student groups
- Virtual guest teaching
- Curriculum review
- Equity committee work
- Native Studies program support
- Capacity building, community building

Title VI Native Student Programs

- Our Native Student Program is funded in large part by the federal Title VI Indian Education grant.
- Funds are based on the count of eligible Native students that have a 506 form on file.
- Eligibility is defined by the federal government as either a student, parent, or grandparent and must be enrolled in a federally recognized tribe.
- Our count for the grant reporting period was 208 students from about 50 tribes, nations, bands, and villages.

Budget

- This year's grant award is \$58,384
- Last year's grant award was \$55,986
- This year we have an increase of \$2,398
- The increased funds were put towards additional student supplies

2.4.9 Budget Summary	Category Subtotal	% overall allocation
supplemental information	\$ -	0.0%
Personnel	\$ 46,225.00	79.2%
Travel	\$ 800.00	1.4%
Equipment	\$ -	0.0%
Supplies	\$ 10,284.21	17.6%
Contractual	\$ 200.00	0.3%
Other	\$ -	0.0%
Indirect Costs	\$ 875.76	1.5%
	\$ 58,384.97	100.0%

2021-2022 number of Title VI students: 208

Programming

- Native Student Programs has an office at River Ridge HS that also houses our Title III Native American Para-educator
- Office at Evergreen Forest Elementary
- Programs at River Ridge HS, Envision Career Academy, Nisqually MS
- Staff and student support as needed district-wide
- Lead and facilitate professional development in Native education and culture
- Provide school supplies and supports Native literature
- Develops, trains, and supports our Native Studies program at River Ridge HS
- Supervises the Mentor WA supported Native STEAM program at River Ridge HS
- District tribal liaison
- Much more...

Programming

Native Student Programs has the opportunity to present at two conference workshops this fall at the National Indian Education Association conference in Omaha, Nebraska.

This year's theme: "Native Control of Native Education: A Time to Lead."

- We will be co-presenting our class "Creating a Native Studies Program in Public Schools" along with Alison McCartan and Tim Gugerty.
- We will join the presentation proposed by Principal Mike Smith that includes Willie Frank III, Hanford McCloud, and Bill Kallappa II.

Native Studies

- Alison McCartan, 11th grade US History Through the Native Perspectives.
- Tim Gugerty, 11th grade Literatures Through Native Perspectives.



Native US History

- Four guest speakers this year:
 - Steven Martin (Muscogee), WSU Director of Native American Student Services
 - Archie Cantrell (Puyallup), Lushootseed Teacher
 - Manola Secaira, Indigenous Affairs Reporter for *Crosscut*
 - Melissa Hartley, School Board President
- Upcoming - Linda Hogan (Chickasaw), award-winning & Pulitzer-nominated author & poet - June 10th, open to staff & students across the district

Term/Phrase	What does this make you think about?
Different groups help expand the country	The saying "help expand" is being said as if this is a good cause. Completely disregarding the fact that there was civilization before these europeans. The country already was expanded, a tribe expansion.
Visualize the wild west	I know damn well that in fourth grade my thought of the wild west was of an empty desert with windy sand and nothing but room for people. Thanks to this class I know now the wild west never existed. I know that it was more of a massive forest rather than an empty desert. But the problem is, If I ask my brother this he too will visualize an empty desert and not a tribal land.
Why do they call it wild	I have a feeling, considering my past learning. They will connect the word wild, with the word native. or more offensively, savage. Considering the had the nerve to come up with all this lies this one doesnt come as a surprise.
What it takes to settle on new land	They always make it like this adventure. The adventure of riding a wagon, killing the natives along the way and taking the land of an already taken land. Its always a happy ending to white people. Its never a good ending to the rest of the world.
Experiencing the wild west	Im sure as hell this experience only belongs to white people. The excitement. The happiness, the adventure
	and the godly given freedom. They always look pass and step over the native experience, Because schools know damn well that if they told the truth of native experience, 5th graders would be aware and mad at the already damage american behavior.

Title III - Native Students

What is Title III Native American?

Title III Native American provides eligible, academically at-risk Native American/Alaskan Native students supplementary literacy and language development support services.

Who can be eligible?

All *self-identified* Native American students whose first language is English and is at academic risk may be assessed for Title III Native American services.

- Coordinating services.
- Literacy support is provided during academic support meetings with students, through distributing age-appropriate Native American books and Lexia services.
- College field trips (MS/HS).

Title III

What services are available?

Direct services are provided directly to or for a Native student and/or his/her family. Indirect services can include instructional training and resources for schools and teachers with Title III Native American students to better support literacy for those students.

Student support may include:

- Academic support
- Cultural projects
- School supplies

Title III

Family support may include:

- **Family nights**
- **Coordination of services**
- **Native American books for home literacy**
- **Additional online literacy support programs**
- **Cultural activities**

Staff support may include PD for:

- Addressing the unique academic and cultural needs of Native American students
- Building relationships with Native students and families
- Increase Native student and family involvement in school
- Individual staff support is provided through the district as requested to better serve the learning needs of Native American students in the classroom or building.

Discussion

- Opportunity for Feedback