

CELEBRATING
30
YEARS

TENTEWATKIENAWA:SE



TO HELP OUT ONE

ANOTHER



NATIVE AMERICAN INDIAN EDUCATION ASSOCIATION OF NEW YORK STATE

NAIEA/NY Spring Gathering:

Honoring Our Ancestors
Through Advocacy

FRIDAY, JUNE 2, 2023



About NAIEA/NY

OUR MISSION

The mission of the NAIEA/NY is to develop the knowledge, skills, and abilities of educational personnel and the leaders and members of the Native American Indian community to affect a holistic quality education and academic excellence for Native people.

GOALS

- Promote academic achievement and excellence;
 - Facilitate the preparation and/or certification of indigenous language program instructors;
- Ensure adequate and equitable resource distribution;
 - Provide a communications network to facilitate exchange of information and resources;
- Ensure sufficient use of resources by education agencies, programs, and personnel within their prescribed programs;
 - Provide a forum to identify and debate educational issues relevant to Native American Indian students, parents, and communities;
 - Articulate recommendations for solutions and courses of action.

HISTORY

In 1990, thirty members of the eight Native Nations in New York State formed a Steering Committee to formulate a statewide response to a Presidential request for a 1992 White House Conference on Indian Education. After presentations at the National Indian Education Association (NIEA) Convention and the White House Conference on Indian Education, the Native American Steering Committee realized the need for a continuing forum to address Native American Education in New York State.

In 1992, NAIEA/NY was formed and since that time has grown into a major statewide organization. It connects Native American educators, community members, students and those concerned about Native American education through an e-mail list serve, a bi-annual newsletter, and an annual conference. The NAIEA/NY Fall Conferences address issues, problems, and solutions in Native American Education; bring prominent speakers to share their expertise; and, recognize Native people who have made indelible contributions to their respective communities.

Working together under a common theme-to help one another-sharing successful education programming among the tribal communities in NYS has served to strengthen the membership's desire to encourage and support the educational aspirations of Native people. We welcome you to join us.



Welcome

June 2nd, 2023

Shé:kon! Greetings, friends. I am delighted to welcome you to the Seneca Niagara Casino and Resort—located on the Niagara Falls territory of the Seneca Nation of Indians—for the Native American Indian Education Association of New York (NAIEA/NY) Spring Gathering, 2023.

The conference began with a welcome social on June 1, 2023, and conference sessions are held today on June 2, 2023. This year we are commemorating NAIEA/NY and its 30 years of advocacy in Native education. In order to celebrate this work, this year's conference theme is: Honoring our Ancestors through Advocacy. Join me in learning how this association came to be so many years ago.

NAIEA/NY brings together Native educators, parents, students, and community members by providing workshops, and opportunities to engage in best practices as well as be updated on issues relevant to Native education throughout the state. This conference will host featured presenters—Tom Porter, Beth Wright, and Clarissa Jacobs. I'm confident their presentations will empower us and remind us to carry on the important work that our ancestors started so many generations ago.

In the program pages that follow, you'll see that this conference will be enriched with many presenters. Please join me in extending words of appreciation to all our speakers for their willingness to share their best practices, knowledge, and expertise—all in a concerted effort to empower our NAIEA/NY membership. I appreciate their gracious acceptance of the invitation to travel to Niagara Falls to share their good work.

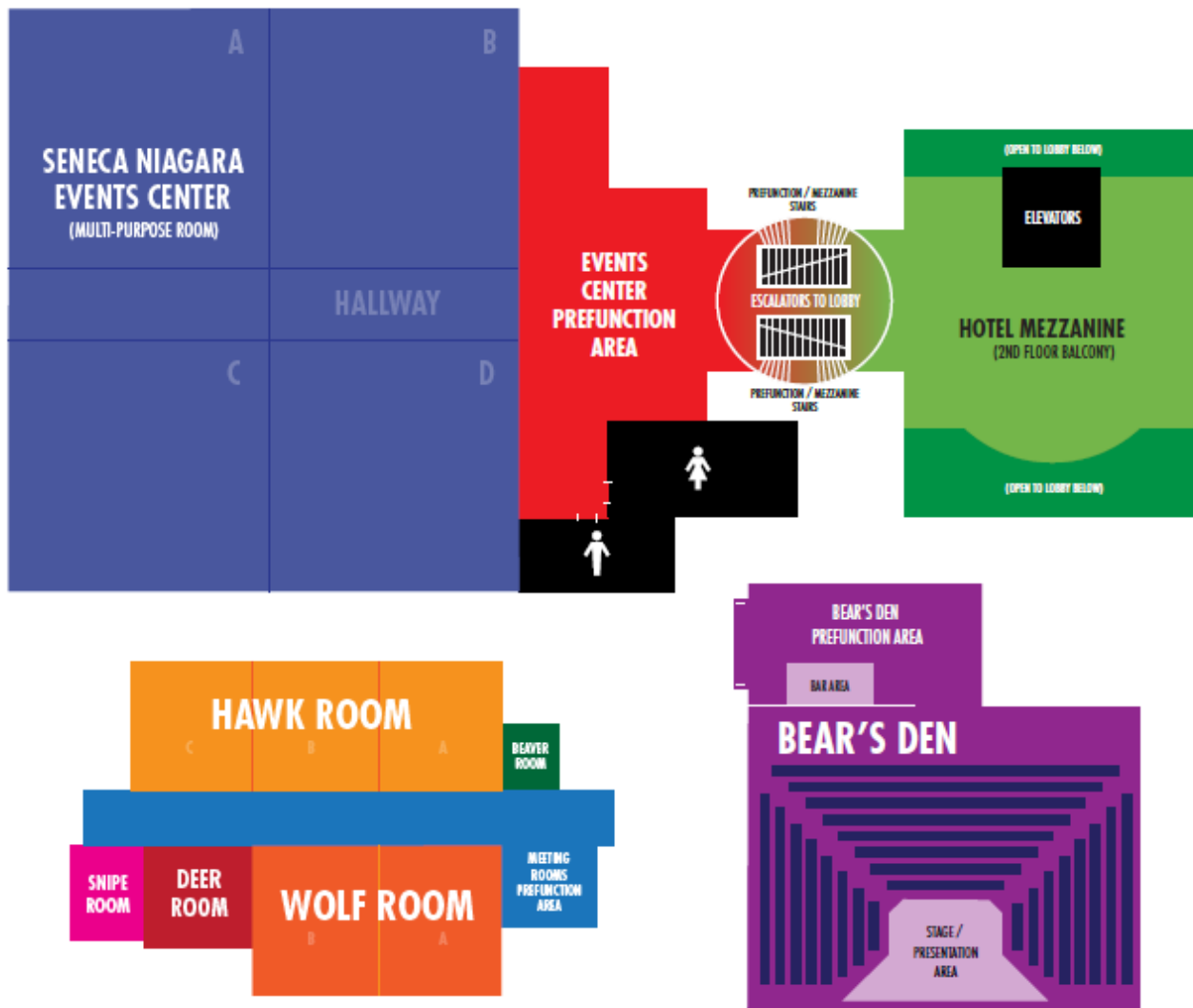
I am grateful for the support of our many sponsors and the planning committee, whose names are all listed at the end of the program, as well as the vendors who donated items for our raffle. I give my special thanks to Erie 1 BOCES and RBERN West, the Seneca Nation Department of Education, the Indigenous Cancer Research Team at Roswell Park Cancer Institute, and the Seneca Niagara Casino and Resort staff. I am extremely appreciative for their support of NAIEA/NY. To Lori Quigley, I am beyond grateful for your hard work, dedication, and unwavering leadership of NAIEA/NY; this association would not be what it is today without you. Niá:wen!

I am grateful for the conference planning committee and NAIEA/NY officers including Tammy Bluewolf-Kennedy, Monica Antone-Watson, Tianna Porter, Brandon Van Every, and Denise Goñez-Santos. Overall, I am grateful to be a part of the long legacy and tradition of supporting Native education throughout the state. It is my hope that we can carry on the words that are shared at this conference, into our work as educators and within our Indigenous communities. I hope that you enjoy this very special day as we recognize NAIEA/NY 30 years of advocacy in Native education.

Niá:wen!

--Hugh Burnam
Mohawk Nation, Wolf Clan

Conference Map



Thank You Sponsors



Schedule

7:30AM | REGISTRATION

Events Center Prefunction Area (2nd Floor)

7:30AM | CONTINENTAL BREAKFAST

Events Center C&D (2nd Floor)

8:15AM | CONFERENCE OPENING

Traditional Haudenosaunee Opening

Alex Jimerson, Speaker, Deadiwënösnye's Gejöhgwa'

Welcome and Introductions



Kerry John, Deputy
Chief of Staff, Seneca
Nation of Indians



Lori Quigley, Ph.D.,
Interim President,
Medaille University



Hugh Burnam,
Ph.D., Chair
NAIEA/NY



Candace R. Black,
Associate, NYSED
Office of Bilingual
Education and World
Languages

9:15AM | FEATURE PRESENTATION

Events Center C&D (2nd Floor)

The Past, Present, and Future of the Indian Child Welfare Act

Beth Wright, J.D., Attorney, Native American Rights Fund (NARF)



9:45AM | KEYNOTE PRESENTATION

Events Center C&D (2nd Floor)

The Urgency of Indigenous Languages

Thomas R. Porter, founder, spokesperson and spiritual leader of the Mohawk Community of Kanatsiohareke

Thomas R. Porter (Sakokwenionkwas “The One Who Wins”) has been the founder, spokesperson and spiritual leader of the Mohawk Community of Kanatsiohareke (Gana jo ha lay gay) located in the Mohawk Valley near Fonda, New York since 1993. He is a member of the Bear Clan of the Mohawk Nation at Akwesasne. (Akwesasne, also known as the St. Regis Mohawk Reservation, straddles the New York State/Canadian border near Massena, New York.) He is married to Alice Joe Porter who is Choctaw. They have six children.



Mr. Porter held the position of sub-chief for the Tehanakarine Chieftainship title, one of the nine chief titles of the Mohawk Nation, for 21 years (1971-1992). Chiefs are considered to be spiritual as well as political leaders. Some of the duties of that position were: officiating at marriage ceremonies, death ceremonies and numerous other traditional ceremonies held throughout the year.

He was the director of and a teacher at the Akwesasne Freedom School and taught at the Kahnawake Survival School. He taught Mohawk language, philosophy and history at both schools as well as carpentry at Kahnawake. The purpose of both schools is to teach all of the usual subject matter, but within a traditional Mohawk worldview and with emphasis on keeping the Mohawk language alive and vital. It is said that with the loss of language, there also is the loss of at least 50% of a people’s culture and identity.

Mr. Porter worked as secretary for the Mohawk Nation Council of Chiefs for 8 years and as interpreter for 11 years. He is still called on to help out as needed, when his schedule allows.

He organized the “White Roots of Peace”, a traveling multi-media communications group designed to revitalize Native traditions and beliefs in North America. He was the main speaker and lectured for the group at various universities and colleges all over the United States and Canada.

Mr. Porter was the Native American consultant for the New York State Penitentiary System and Chaplain for all of the Native inmates in the New York State Penal System for 10 years. His office was located in Albany, New York, but he traveled all over the state to meet with Native inmates. He conferred with them, taught and helped them conduct traditional ceremonies.

He has authored various books and pamphlets, all of which teach about Mohawk traditions and spirituality. Most of them are available through the Craft Store at Kanatsiohareke.

Many have recognized and applauded Mr. Porter for his work. He has won numerous awards.

Indigenizing Student Council

Wolf A/B

Antoinette Abrams, Elementary Native American Liaison, Akron CSD

Jodi Patterson, HS Native American Student Services Coordinator



Student Council is an educational staple and an important task. Running for office is very competitive and it looks great on a resume. Yet, Indigenous students seldom become involved despite the great ideas they have on how to make school a better place! So why don't our students fill out the application packet, write an essay, get recommendations, create campaign posters and solicit votes at lunch tables....hmmm?!? Our traditional governments at Tonawanda, Onondaga, and Tuscarora continue to use a consensus model for choosing our leaders. Modeling that process can ensure Indigenous students can participate in Student Council. This session will review the process that Akron Central Schools took to ensure Indigenous students have a voice and leadership opportunities with Student Council. We will discuss the process, start to finish. If your school needs to incorporate traditional ways into school settings, this could be an easy start!

Raising Mental Health Awareness by Bridging the Knowledge Gap: An Indigenized Socio-cognitive Approach

Hawk A/B

Alyson Brown, Health Planner Seneca Nation Health System



It is no secret that Native youth are faced with many adverse childhood experiences that have serious potential to alter health and other life outcomes. Data shows that Native youth face serious health disparities in multiple areas. Including but not limited to; higher rates of suicide, depression, and substance abuse. Rural geography (reservation confinement), high rates of poverty, poor access to mental health services, stigma, and historical trauma contribute immensely to the prevalence of these disparities across youth populations. Thus, a serious need arises for a holistic program to formerly educate Native youth on different mental health diagnoses and how these diagnoses present themselves in day to day living. In turn, reducing stigma and raising awareness. Going beyond the formal cognitive means of learning, programming should encompass Indigenous worldviews that address the social determinants experienced by the population and embody the associated protective factors. This socio-cognitive approach is founded on theoretical suggestions from Erikson's Stages of Psychosocial Development and The Health Belief Model. Erikson's development model draws parallels between experiences during childhood stages and the influence of these experiences on psychosocial development into adulthood. The Health Belief Model suggests that individuals are more likely to engage in positive health behaviors when they understand that a problem/diagnoses/behavior may have consequential effects on the projection of their lives. When the two theories work together to address youth and mental health, it suggests that the adolescence stage of development should be targeted in disseminating mental health education to allow for the individual to determine identity and understand correlating health related behaviors. In my proposed presentation, I will discuss the current scope of mental health status across Native youth populations and the need for holistic mental health education in the school setting. The presentation will go in further depth of the guiding theories. As well as, offer suggestions for next steps.

Parent Advocacy from a Native Perspective in Buffalo Public Schools

Hawk C



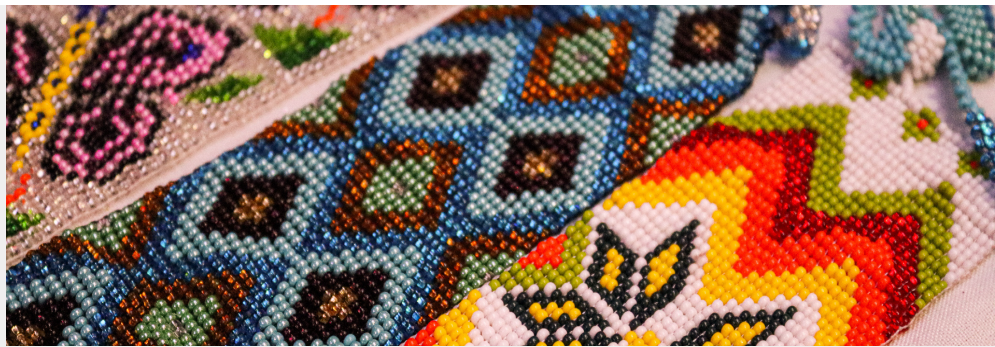
Celina Irene, Parent Committee NAPSC, Buffalo Public Schools

This session will describe the appropriate steps that parents can take when advocating for their children to get a positive result. We will demonstrate how to navigate a superintendent's concern/complaint form. Parents will learn how to empower school staff through professional training and development on being culturally competent and understand the significance of the students Heritage and Historical Trauma.

11:35AM | BREAK & SNACK

Meeting Area Hallway (1st Floor)

Support Our Vendors!



Participating Vendors

- BEAVER CREATIONS
- INDIGENOUSLY ME
- KREATIONS BY KEHALA AND MADE BY KENZ
- FAYE LONE DESIGNS
- INDIGENOUS ATTRACTIONS
- UNIVERSITY AT BUFFALO
- NIAGARA COUNTY COMMUNITY COLLEGE
- SYRACUSE UNIVERSITY

Vendors by Name

- EDYE WATERMAN
- JANET DALIMONTE
- JENNIFER DALIMONTE
- ISAAC DALIMONTE
- BRANDON LAZORE
- KEHALA GREENE-SMITH
- GAHADINEH GREENE
- CHERYL GREENE
- LYLE LOGAN
- TONYA TEHO HILL
- JOYCE MARTIN WILSON
- FAYE LONE
- WANDA WILSON
- DONNA JOHNATHAN
- QUENNA MCCORMICK
- DAVID L. GEORGE- SHONGO JR
- JEROME WATERMAN JR
- LAURA JAMIESON
- JUSTINA JAMIESON

Conference Planning Committee



Hugh Burnam, Ph.D., Chair
NAIEA/NY



Tammy Bluewolf-Kennedy, Vice
Chair NAIEA/NY



Tianna Porter,
Secretary,
NAIEA/NY



Monica Antone-Watson,
Treasurer,
NAIEA/NY



Brandon Van Every,
Committee
Member



Denise Goñez-Santos,
Committee
Member

11:50AM | BREAKOUT SESSION II

District School on Seneca Territory: Unique and working hard to create good human beings!

Wolf A/B

Salamanca City School District:

Andrea Cooke, Native American Instructional Coach

Breann Crouse, Seneca Language Teacher

Brooke Kennedy, Native American Teacher Assistant

Rachael Wolfe, Seneca Language Teacher



Presentation proposal to share that our district is unique, which includes but not limited to the Salamanca High School Seneca language/Seneca History programs curriculum components. The Native American Curriculum Team (NACT) within the Salamanca School District, has instructional coaches that works closely with general education/specials (i.e., art) classroom teachers to integrate Seneca culture/language that enhance classroom experiences class curricula.

Ex. cook "traditional" foods, Native Authors, Maple Tapping Process

NYSED Indigenous Education: "Our Role of Indigenous Educators and Leaders"

Hawk A/B

Clarissa Jacobs, Coordinator NYSED, Office of Indigenous Education Unit

Finding our purpose as Indigenous educators and leaders within New York State, Tribal Nations, and communities; we bring our minds together to share with each other what is working to close the gaps in education. The intention of this session is to have open communication within school districts on educational accountability for Indigenous students through open dialogue with teachers and parents.



What is an Ombuds? And why is it closely aligned to Haudenosaunee values of peacemaking?

Wolf C

Neal Powless, University Ombuds, Syracuse University

Hear Neal Powless, Syracuse University Ombuds explain how he helps faculty, graduate students and staff of over 15,000 to utilize the Good Mind, Ganigonhiyoh through his role as ombuds over the past 4 years. He has reimagined Peacemaking and the Great Law of Peace to fit in our modern lives to grow from the spiral of struggles that we find ourselves entangled with daily



12:40PM | LUNCH

Events Center C/D (2nd Floor)

Plenary Session: Indigenous Education Update

Clarissa Jacobs (Mohawk), Coordinator NYSED, Office of Indigenous Education Unit

Scholarships and Awards

Presented By: Tammy Bluewolf-Kennedy, NAIEA/NY

Awards designed by Tuscarora Woodworks

William “Buster” Mitchell Educator of the Year Award

Buster Mitchell, a Mohawk from Akwesasne, was instrumental in the founding of NAIEA/NY. An elementary teacher for 12 years, Buster furthered his graduate education to become one of the first Native American principals in New York State. He served as principal for 18 years, leaving a positive legacy and impact at the St. Regis Mohawk School. His friends and colleagues remember him for his deep and abiding commitment to the educational advancement of Native children, youth and adults, and especially for his love of sports, boating, skiing and golf, as well as his unending sense of humor. His family graciously gave NAIEA/NY permission to honor him by naming this annual award for continued education service to Native American Education, the William “Buster” Mitchell Educator of the Year Award.

Awarded to: Andrea "Behbeh" Cooke

The Barry J. White Memorial Award

Barry J. White (1950-2011) was a member of the turtle clan of the Seneca Nation and devoted many hours of service to his Native community—such as a board member for the Native American Community Services (NACS), the Seneca Nation Library Board of Trustees, and the Seneca-Iroquois National Museum Board. During his career, Barry contributed to several initiatives in Seneca language and culture preservation, as well as serving as a keynote speaker at various community events. Established in honor of Barry, who taught in the American Studies program at the University at Buffalo and who worked for the Center for the Development of Human Services of the S.U.N.Y. Research Foundation at Buffalo State for over 25 years, this award is given to an individual selected in recognition of exemplary service and/or contribution to Indian education at the higher education level. While we continue to miss our dear friend and colleague, Barry, NAIEA/NY honors his contributions to higher education—advisor and role model to many Native American students, a true academic to his fellow colleagues, and a master of the Native Studies curriculum of which he was instrumental in creating and delivering.

Awarded to: Cheryl John

NAIEA Teacher of the Year Award

NAIEA/NY proudly confers this annual award to a teacher who has demonstrated excellence in teaching in a P-12 environment, strong connections to the Native American community, and incredible dedication to the teaching profession. Award recipients serve as exemplars among their peers and an inspiration to their students. Given to a classroom teacher, this annual award recognizes teachers who have consistently distinguished themselves for understanding the needs of P-12 students, for instilling in students the desire to learn and achieve, for fostering relationships with their colleagues and the Native community, and for demonstrating outstanding leadership.

Awarded to: Katsitsianni Fox

The Noreen “Kim” Hill Memorial Staff Award

With the support of her family and friends, the Noreen “Kim” Hill award has been created to honor her lifetime career and dedication to Native American children, families and communities. Noreen, a Mohawk from Six Nation and member of the Turtle Clan, was employed with Native American Community Services, and for the past 20 years, served as the Project Director for Indian Education for the Niagara Falls Board of Education. Noreen’s volunteer service included the National and New York State Indian education associations, the Niagara Falls Public Library, Focus on Families, the Niagara Falls Boys and Girls Club, the United Way, the Niagara Falls Human Rights Council, the Indian Defense League of America, and the Title IV IEA Parent Committee. She earned multiple awards and honors, including the 2020 Community Leader Award from the National Federation for Just Communities, a 2020 Congressional Award from U.S. Congressman Brian Higgins, and a 2020 Erie County Proclamation from County Executive Mark Poloncarz.

Posthumously Awarded to Noreen "Kim" Hill, award accepted by her family

Adult Immersion Models

Wolf A/B

Aryien Stevens, Deadiwënösnye's Gejöhgwa'

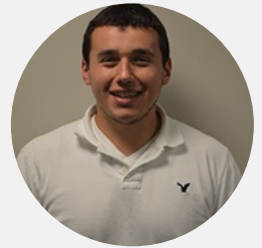
As a Seneca adult immersion teacher, I use language methods to incorporate both naturalistic and cultural concepts. I attempt to truly revitalize both our language and culture in a safe environment while encouraging personal growth with students.



What a 21st Century Indigenous Student Will Need to be Successful (STEM)

Hawk A/B

Ryan Ransom, Assistant Director, The North Country Science & Technology Entry Program, SUNY Potsdam



While the priority of indigenous people should be the preservation and revitalization of culture and language as well as a resolution to land claims and water issues, we can't ignore the progression of the rest of the world. We need to find ways to maintain identity while maintaining a presence in the various STEM fields. We should be pioneering new technologies to clean the water of contaminants, finding alternative forms of clean energy, finding ways to restore indigenous agricultural practices, combat the effects of invasive species, reducing the rates of diseases like diabetes, heart disease, and cancers in our communities, etc.... What a 21st century Indigenous student will need to be successful is a blending of culture and STEM education. My focus is on culture, language, and STEM education at all levels through extracurricular programming, developing partnerships with other programs, universities, and organizations, and developing a successful mentorship program.

St. Bonaventure's Native American and Indigenous Studies Approach

Hawk C

Oleg Bychkov, Ph.D., St. Bonaventure University
Justin S. Schapp, Chief Equity & Diversity Officer,
Salamanca City School District



Presentation on St. Bonaventure University's collaborative approach with the Seneca Nation toward the formation of an Indigenous Studies program.

A Journey into Land-Based Learning for Undergraduates

Wolf A/B

Jason Corwin, Ph.D. Department of Indigenous Studies
University at Buffalo



Indigenous ways of knowing are grounded in experiential and social learning over the generations. As colleges and universities have broadened their engagement with Indigenous studies, land-based learning has been offered to connect students with a time-tested and culturally rooted pedagogy. This presentation reflects on the first year of the University at Buffalo's Department of Indigenous Studies offering an Intro to Land-Based Learning course for both fall and spring semesters. It highlights important aspects of the course curriculum, while looking at lessons learned and opportunities for growth.

Inclusive Leadership in Equity, Allyship, and Diversity (ILEAD)

Hawk A/B

Tracy Peterson, Director Student Transitions and Pre-College
Programs Penn State University



The ILEAD program was designed for College of Engineering staff and faculty to build intentional knowledge and skills to contribute to a welcoming and inclusive environment. This presentation will demonstrate how educators can develop a program that focuses on a commitment to acting as leaders for diversity, equity, inclusion, allyship and belonging in your schools.

Supporting Indigenous Learners' Language Development Through the Seal of Biliteracy

Hawk C

Candace Black, Associate NYSED, Office of Bilingual Education
& World Languages



The New York State Seal of Biliteracy seeks to partner with the schools that offer Indigenous language programs, and the Nations that support them, to encourage, assist, and honor students who are developing proficiency in an Indigenous language. This year, more than 470 schools will offer the Seal. While this program has experienced tremendous growth since it was first offered in 2015-16, only a handful of students have been awarded this distinction in an Indigenous language. Our goal is to build upon the past successes of Onondaga and Tuscarora teachers and students at LaFayette CSD and Niagara-Wheatfield CSD so that students learning any indigenous language can achieve the Seal. This session will review what the Seal is, who can earn this distinction, what benefits it brings to students, educators, and schools, as well as what it takes to start a Seal of Biliteracy program for the first time. A wealth of digital resources, as well as local BOCES contacts, will be provided to support schools interested in starting a Seal program for the upcoming year. Time will be allotted at the end of the session for questions from participants. Come and learn about how you can honor your students who are developing proficiency in an Indigenous language.

3:25PM | CLOSING SESSION

Events Center C/D (2nd Floor)

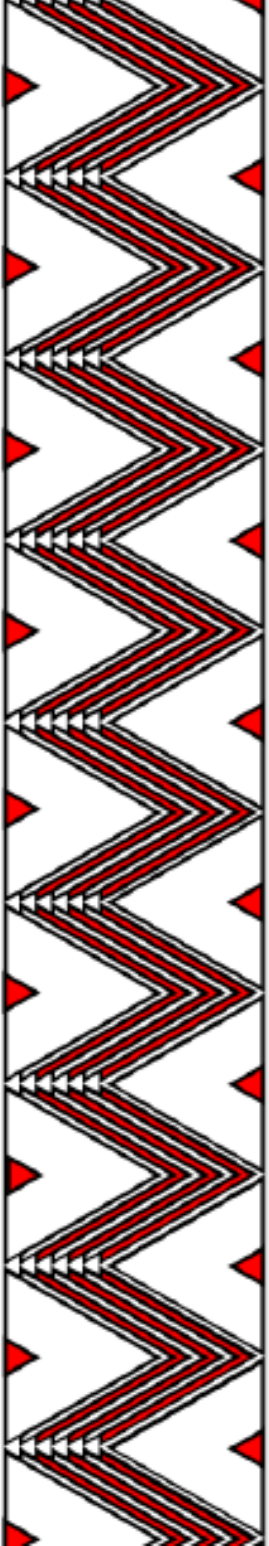
Wrap-up, Next Steps, Events, Evaluation

Raffle

Traditional Haudenosaunee Closing

Aaron Printup, Tuscarora Nation School

Thank You

- 
- To the hard work from the 2023 Spring Gathering Committee: Brandon Van Every, Tianna Porter, and Denise Goñez-Santos
 - Special thanks to NAIEA/NY Treasurer Monica Antone-Watson and Vice Chair Tammy Bluewolf-Kennedy, for guidance, organizing, and advice
 - For financial support from RBERN-West—one of our ally supporters of Indigenous language certification and programs
 - For financial support from the NYSED Office of Bilingual Education and World Languages— their advocacy and support for Indigenous language certification, thank you Candace Black
 - To the Center for Indigenous Cancer Research Team at Roswell Park, nya:weh for the swag bag items and for film & media support to create the 30-Year Anniversary of NAIEA/NY video— thank you Paul Hage, Dr. Rodney C. Haring, Jaiden Mitchell, and the rest of the CICR and production team for everything!!
 - The Native American SUNY Western Consortium and Cheryl John for financial support for awards and student attendees
 - To Tuscarora Woodworks, Robert D'Alimonte and Murisa Printup for designing the Spring Gathering Awards
 - Regional Bilingual Education Resource Network (RBERN) West and Erie 1 BOCES Staff – Denise Gonez-Santos, Michael Duffy, Dawn Novak, Ruth Casillas, Anastasiya Titarenko, Melissa Duquette, Amanda Cammarano, and Elizabeth Freas
 - To 30th Years of NAIEA/NY celebration video interviewees Dr. Lori Quigley, Norma Sunday, Carol Ann Kissam, Tammy Bluewolf-Kennedy, and Monica Antone-Watson
 - For taking hotel reservations and event space, food and AV, Brandon Van Every and Stephanie Link-Steinmetz
 - To Tianna Porter, Joshua Howard and Nikki Seneca, for organizing vendors and organizing conference and pre-conference social details
 - Seneca Nation of Indians leadership; Kerry John (on behalf President Armstrong) and SNI Cattaraugus Education department Trudy Jackson for their support and welcome
 - For the NAIEA/NY and the incredibly talented webmaster and organizer Brandon Van Every!!!
 - Seneca Gaming Corporation Marketing and Events for donating our conference bags

Special Recognitions

- Donation from the family of Nan and Joanie Smith, in the honor of residential boarding school survivors
- Donation on behalf of Noreen Hill
- Donation from the family of Candace “Candy” Thomas, in recognition of her support of Native education, in the Onondaga Nation and at Syracuse University
- Donation from the family of Dorene Rickard, who spent much of her time in the Tuscarora community teaching beadwork and 4H activities

About Our Featured Speakers

Candace Black, Associate NYSED, Office of Bilingual Education & World Languages

Candace Black is the World Languages Associate in the Office of Bilingual Education and World Languages at the New York State Education Department. She has a B.A. in French from SUNY Potsdam and both an M.B.A./M.A.T. from the University of Rochester. A National Board-Certified Teacher since 2005, Candace taught French for 21 years. She served as an officer of NYSAFLT (President-2016) and was the recipient of the President's Award from both NYSAFLT and NYSAWLA in 2021 and was elected as a Chevalier dans l'Ordre des Palmes académiques by the French government. In all her roles, most especially her current one, Candace is deeply committed to the professional learning and support of WL teachers.

Clarissa Jacobs, Mohawk of the Akwesasne, Coordinator, Native American Unit, NYSED

Since 2016, Clarissa Jacobs has served as the Native American Education Coordinator for the New York State Education Department. A member of the Mohawks of Akwesasne, Clarissa represents the Turtle Clan. Her Mohawk name is "Ia kot sha-ni" – ambitious worker. Clarissa received her education through St. Lawrence University, earning a Master of Educational Counselling and Certificate of Advanced Studies in School Counselling. She received a Bachelor of Arts and Bachelor of Education from the Native Teachers Education Program from Lakehead University, Thunder Bay Ontario, Canada. Additionally, Clarissa has earned qualifications in Guidance Counselling Part 1, Cooperative Education Part 1 and 11, through Queens University, Kingston, Ontario, and the Ontario College of Teachers. Clarissa is presently representing the Indigenous Languages of New York State Education Department Bilingual Education and World Languages, and the Native American School Mascots Council. She is also working on the name change from "Native American Unit" to "Indigenous Education Coordinator and Office." Her message today is, "When we bring our minds together, our wisdom and teachings will create the path of seven generations."

Beth Wright J.D., Attorney, Native American Rights Fund (NARF)

Beth Margaret Wright is a member of the Pueblo of Laguna and is a staff attorney at the Native American Rights Fund (NARF). Prior to NARF, Beth worked as a staff attorney in the Native American Unit at the Northwest Justice Project in Seattle, Washington, where she assisted low-income Native American clients in civil legal matters. Throughout her education and career, Beth has focused on advancing Indian Country's next generation. Her work is inspired by a desire to uplift Indigenous joy, strength, and success. At NARF, Beth devotes much of her attention to Indian boarding school healing, history, and policy. Beth also works on NARF's Indian Child Welfare Act projects and Indigenous methods for dispute resolution (through NARF's Indigenous Peacemaking Initiative). Beth is an avid runner and derives her enthusiasm for running from her grandfather, who won various track and field awards during his time at the Santa Fe Indian Boarding School. Beth believes that running is what keeps her grounded and closest to her community.

NIEA Vision Statement

Our traditional Native cultures and values are the foundations of our learning therefore, NIEA will:

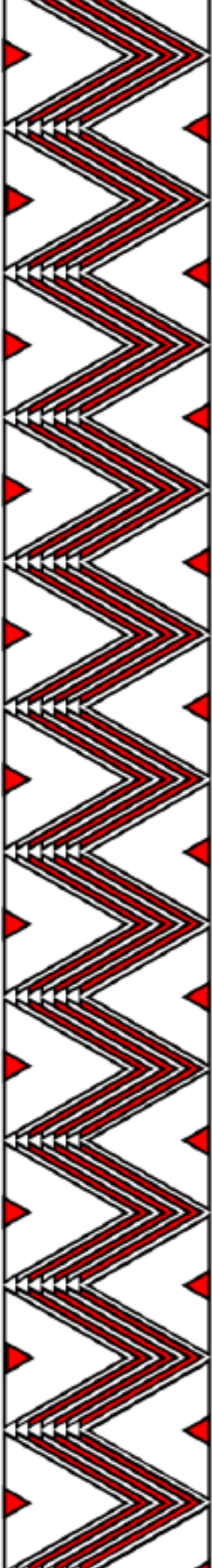
- Promote educational sovereignty;
- Support continuing use of traditional knowledge and language;
- Improve educational opportunities and results in our communities.

The National Indian Education Association (NIEA) was formed in 1969, in Minneapolis, Minnesota, by Native educators who were anxious to find solutions to improve the education system for Native children. The NIEA Convention was established to mark the beginning of a national forum for sharing and developing ideas, and influencing federal policy.

NIEA adheres to the organization's founding principles: 1) to bring Native educators together to explore ways to improve schools and the schooling of Native children; 2) to promote the maintenance and continued development of Native languages and cultures; and 3) to develop and implement strategies for influencing local, state, and federal policy and policymakers.

Based in Washington, D.C., NIEA is governed by a 12-member Board of Directors elected annually by membership. Executive Director Diana Cournoyer, who reports to the board, leads NIEA's dedicated staff of advocates. NIEA@niea.org





TENTEWATKIENAWA:SE



TO HELP OUT ONE



ANOTHER