



OREGON DEPARTMENT OF EDUCATION
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**Annual Report to the Governor and the Commission on Indian Services
Oregon Department of Education
Activities of the Agency under ORS 182.162 to 182.168.**

The Oregon Department of Education (ODE) provides the following information related to actions of the state agency in developing and implementing programs in collaboration with Oregon Tribal governments.

(a) The policy that the state agency adopted under ORS 182.164:

- a. The Tribal Liaison of the ODE is designated as the person responsible for developing and implementing programs that affect Tribes.
- b. Through interagency collaboration, ODE Leadership, including ODE directors, will be instructed on how to identify programs that may/can affect Tribes and to report all such programs to the Tribal Liaison for review.
- c. Tribal Liaison reports directly to the Deputy Superintendent and to the Superintendent of Public Instruction to keep the ODE leadership informed on issues related to tribes in the state. This includes serving as liaison to the governor's office on these matters.
- d. Through interagency collaboration and communication, the ODE maintains active electronic networks for state-wide communication with various groups on tribal issues and maintains active electronic, telephonic and direct communication between the Tribes and ODE.
- e. The Tribal Liaison attends Government-to-Government Education Cluster meetings and Government-to-Government Governor's Summit meetings. Provisions of ORS 182.162 to 182.168 are reviewed annually with ODE staff.
- f. The Tribal Liaison provides oversight to implementation of the ODE American Indian/Alaskan Native Education State Plan.

(b) The names of the individuals in the ODE who are responsible for developing and implementing programs that affect tribes:

The Tribal Liaison at the ODE is Steve Woodcock, who has responsibility for developing and implementing programs of the state agency that affect Tribes. Mr. Woodcock works collaboratively with the Deputy Superintendent in identifying and implementing programs of the state agency that affect Tribes.

(c) The process the state agency established to identify the programs of the state agency that affect tribes:

The ODE identifies programs that affect tribes in multiple ways:

- The ODE produces and reports publically all academic achievement data and other performance indicators of schools' ability to serve the educational needs of Native American students.
- The ODE produces an analysis on each individual school and school district as mandated by the *No Child Left Behind Act* and by Oregon Revised Statutes on the success of the school and district in improving the academic success of Native American students.
- The ODE requires school districts to develop Comprehensive Improvement Plans to address any deficiencies noted under either state or federal law. Monitoring includes corrective action plans for districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- The ODE maintains an Office of Civil Rights that gathers information and investigates complaints of any civil rights violations that impact Native American students.
- The ODE regularly reviews the state content standards for inclusion of content that promotes understanding of Native American history at the national and state level.
- The ODE maintains a supporting role with local school districts to assist with the implementation of the federal Title VII Indian Education programs.
- The ODE maintains active participation with various advocacy groups that are concerned with Indian Education issues.

(d) The efforts of the state agency to promote communication between the state agency and tribes and government-to-government relations between the state and tribes:

- The ODE promotes active Tribal contact and communication through the Tribal Liaison. The Tribal Liaison meets at least quarterly with the Education Cluster of the Government-to-Government process to create and monitor an annual work plan; to exchange information on issues impacting tribes and schools; to review and establish policy positions on issues impacting the tribes; to receive questions and requests for data, research and information; to maintain active communication with all aspects of the educational enterprise including the department of Community Colleges and Workforce Development, the Oregon University System, and the Teachers Standards, Practices Commission and the Oregon Student Assistance Commission. In addition, ODE attends and participates in the Governor's Annual Native American Summit. While the ODE values the important work of Government-to-Government, ODE also works with other groups that impact the education of all American Indian/Native Alaskan students. The ODE through the Tribal Liaison, participates at the regularly scheduled meetings of the Oregon Indian Education Association (OIEA).

(e) A description of the training required by subsection (1) of ORS 182.166:

ODE supports several efforts to ensure that educators have a full awareness of complex issues related to ensuring educational equity for all students. In recent years, prompted by USDE concerns related to disproportionality by race and ethnicity in the area of Special Education, ODE began to engage districts in a discourse related to the topic of educational inequity across races. The mandatory monitoring associated with this federal obligation in combination with the discourse started by state leadership to address its sources, is intended to support other, more widespread efforts to dismantle institutional habits that have been found to contribute to

disproportionality in the field. In addition to this expanding discourse ODE helps to support and actively participates in the Oregon Leadership Network. The mission of this network is to strengthen educational leadership, to increase equitable outcomes, and to improve student achievement and success so all students will meet or exceed state standards in reading and math, and there will be no gap between performances of different ethnic or socioeconomic groups. In moving forward, the Oregon Leadership Network will build on a decade of work to strengthen and sustain a coherent system of leader development that is anchored in well-articulated standards; held accountable through rigorous and reliable evaluation procedures; and nurtured by district and regional networks and development opportunities. Additional efforts beginning in 2005 and continuing into 2011 to support all students includes a statewide plan for implementing Response To Intervention (RTI) The Tigard-Tualatin School District has implemented RTI for close to a decade and has valuable experience from which we can all learn about equity of instruction for all students. They have been a district strongly committed to the RTI process ensuring that all students are considered for academic and behavior support. Under a contract with the Department, Tigard-Tualatin is currently leading the Oregon Response to Intervention (OrRTI) effort by providing intensive training and support to participating districts, building statewide capacity. RTI helps educators make instructional decisions for students in regular, remedial, and special education programs. Student progress is monitored frequently and that data are used to make important instructional and educational decisions. When decisions are based on RTI practices the result is a well-integrated system of instruction guided by student outcome data. Districts involved in this training understand the positive long term impact on students.

ODE is proud of the work accomplished with our tribal governments this year. Through consulting with tribal staff in the Government To Government Education Cluster, additions to our data collection process have been added to provide school districts the capacity to identify students who are members of Oregon's federally recognized Tribes. Other efforts include engaging the cluster Tribal members in the review of Oregon's K-12 Social Sciences Academic Content Standards. As a result of this collaborative effort, the standards now have a greater emphasis on Oregon's Tribal Governments embedded in the Social Sciences Academic Content Standards. The Department Of Education also introduced cluster Tribal members to Western Oregon Teaching Research's Traumatic Brain Injury consulting services. The Oregon TBI Consulting Team assists families and offers in-service training and consultation to educators working with students with brain injury. We are hopeful that these opportunities will promote positive government-to-government relations between the State and Tribes.

The ODE highly values its relationship with Oregon tribal governments and its participation in the Government-to-Government process. ODE is committed to seeking the authority to implement the position of a full time Indian Education Specialist. ODE considers the position as a bridge to ensuring our educators are highly competent and trained on Tribal cultures, are engaging in rigorous curriculum on Tribal history in our school districts. ODE firmly believes the position will help ensure equitable opportunities for our Tribal youth while creating an educational experience they can build on throughout their life.

Respectfully Submitted:



Steve Woodcock
Tribal Liaison