



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 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 the state agency adopted under ORS 182.164.

ODE policy for Section 2, SB 770

- a. The Chief Policy Office of the Oregon Department of Education is designated as the person responsible for developing and implementing programs that affect Tribes.
- b. Through interagency collaboration and annual “all-staff” training, ODE staff will be instructed on how to identify programs that may/can affect Tribes and to report all such programs to the Chief Policy Officer for review.
- c. Chief Policy Officer reports directly to the Deputy Superintendent and to the Superintendent of Public Instruction to keep the agency 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 department 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 Chief Policy Officer attends all Government-to-Government Education Cluster meetings, Government-to-Government Governor’s Summit meetings, Oregon Indian Education Association (OIEA) Board Meetings, Oregon Indian Coalition for Post-Secondary Education (OICPSE) meetings and conducts, as needed, school visits to Title VII programs and various AI/AN meetings.
- f. Provisions of SB 770 are reviewed annually with ODE staff.
- g. The Chief Policy Officer provides oversight to implementation of the ODE AI/AN Education state plan.

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

The Chief Policy Officer at the Oregon Department of Education is Patrick Burk who has responsibility for developing and implementing programs of the state agency that affect tribe. Mr. Burk is a member of the agency Management Team and works collaboratively with the Deputy Superintendent and the Assistant Superintendents 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 Oregon Department of Education identifies programs that affect tribes in multiple ways:

- The agency 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 agency 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 agency requires school districts to develop Comprehensive Improvement Plans to address any deficiencies noted under either state or federal law.
- The agency maintains an Office of Civil Rights that gathers information and investigates complaints of any civil rights violations that impact Native American students.
- The agency regularly reviews the state content standards for inclusion of content that promotes understanding of Native American history at the national and state level.
- The agency maintains a support role with local school districts to assist with the implementation of the federal Title VII Indian Education programs.
- The agency 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 agency promotes active Tribal contact and communication through its Lead Contact, the Chief Policy Officer. The Chief Policy Officer 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, the Teachers Standards and Practices Commission, as well as, the Oregon Department of Education. Each meeting is composed of two days. The first day is designated as a day for tribal representatives to discuss issues and formulate questions among themselves. The second day is spent in interaction with representatives of the state agencies represented in the Educational Cluster.
- The agency was a partner with tribal leadership in sponsoring the Native American Education Summit held on September 21, 2008, on the Umatilla Indian Reservation to discuss policy positions on a variety of state and federal issues, and to exchange information with tribal leaders from other states.
- The agency, through its Lead Contact, participates at the regularly scheduled meetings of the Oregon Indian Education Association and the Oregon Indian Coalition on Post Secondary Education.
- The agency is represented through the Lead Contact and various individuals in the agency at the annual conferences of groups concerned with Native American issues including the annual conference of the Oregon Indian Education Association and the State Superintendent Susan Castillo was a keynote speaker at the 2008 OIEA Conference held at Grand Ronde. Presentations on Head Start Programs and on Parental Rights of Native American families

receiving special education services were presented at the OIEA conference.

- The agency attends and participates in the Governor's Annual Native American Summit.

(e) A description of the training required by subsection (1) of this section.

The entire Oregon Department of Education staff, at the specific direction of State Superintendent Susan Castillo, has been engaged in an agency-wide process of study, reflection and action planning on developing and implementing an agency focus on issues of equity of student outcomes and meeting the needs of all students, including the unique needs of Native American youth and families. The Management Team of the agency has operationalized this directive by establishing an agency study team that reads and discusses research on improving student performance of all students with particular attention to closing the achievement gap and exposing more students to more rigorous curriculum content. This group advises the State Superintendent on steps to be taken for improvement within the agency. Each Assistant Superintendent has been charged with implementing an analysis of their unit and identification of ways the unit can promote greater exposure of students to rigorous content, instructional improvement and collaboration both within the agency and with school districts.

On January 8, 2009, all members of the Oregon Department of Education staff participated in an agency-wide training with the State Superintendent on understanding the challenge of reaching equitable student outcomes and the need for the entire agency to develop focus and target its energy in this area. The Superintendent presented a detailed presentation and led an agency-wide conversation on the challenge the agency faces in improving educational attainment for all students.

This training is being followed by ongoing reading and study groups within the agency, the identification of specific steps to target these issues within agency operations and the identification of changes of ODE operations that will contribute to rigor, improved instruction and collaboration.

An online, interactive process is being established to allow staff to share research findings and to exchange views on readings related to issues of equity, improvement of teaching and learning and improving student performance.

During Indian Education Month in November, every member of the Oregon Department of Education Staff was provided information on the current Oregon American Indian/ Alaskan Native State Plan and a copy of the curriculum document *Indians in Oregon Today*. Information was gathered from across the agency and was captured in a status report on implementation of the state plan.

The Oregon Department of Education highly values its relationship with Oregon tribal governments and its participation in the Government-to-Government process. We look forward to continuing this important work.

Respectfully Submitted:



Patrick Burk  
Chief Policy Officer

