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# Developing Our Culturally Enriching School Environment

Outlining a strategy for areas of focus  
~ Lake Roosevelt Indian Edu Program

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# Sharing Ideas ~

- The intent of this document is to share a framework for educators to envision meaningful goals for developing a cultural environment . It also serves to help recognize areas in our school where we've already made progress.
- This framework was compiled by the LR Cultural Curriculum Support staff, it was originally produced as a personal guide to process the many in-coming areas of requested focus.



## Learning Intro Content

- ❑ Ancestral lands and people
- ❑ Regional land characteristics
- ❑ Seasonal round activities
- ❑ Language groups/locations
- ❑ Contemporary political status, flag, government
- ❑ Social activities

## Developing Support Team

- ❑ Core team to host discussions and preserve research and networked collaboration connections
- ❑ Staff training for personal familiarity and collaboration for teaching methods
- ❑ Student host team, club
- ❑ Native American teachers and staff joining school team

## Begin Incorporating Daily Activities

- ❑ Visual promotion
- ❑ Tribal flags alongside American flag
- ❑ Tribal maps available for classrooms
- ❑ Contemporary public figures
- ❑ Vocabulary words for K-12 (local activities)
- ❑ Traditional and contemporary activities
- ❑ Use of local, state and US tribe's stories, representation to use during regular instruction as tools and diverse visuals.
- ❑ Local activities in nature to familiarize characteristics of local environment

## Partnering With Tribes

- ❑ Understand present day tribal government, districts, elections, enterprises and careers
- ❑ Weave preparations of tribal life into education stages: tribal departments.
- ❑ Federal relationships, tribal schools & training, IHS, advocacy
- ❑ Various enterprises, careers, training, industries and resources hosted by regional tribes - intertribal relations

## Cultural Curriculum and Cultural Activities

- ❑ Pre-contact history and way of life
- ❑ Contemporary lives
- ❑ Guest speakers
- ❑ Hands on activities
- ❑ Yearly content integrated into regular routine (i.e. holidays)
- ❑ Tribal language specialists/teachers
- ❑ Facilitate exposure to culturally led activities and programs, promote content, direct to further learning options and lifestyle post K-12

## World Relation Skills

- ❑ Ancestral territories across the world
- ❑ Preparing students for an interconnected career world mindset
- ❑ Multicultural events and cross-cultural relation skills

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Explaining goals  
and understanding  
how it works  
together ~



## LEARNING INTRO CONTENT

- ❑ ANCESTRAL LANDS AND PEOPLE
- ❑ REGIONAL LAND CHARACTERISTICS
- ❑ SEASONAL ROUND ACTIVITIES
- ❑ LANGUAGE GROUPS/LOCATIONS
- ❑ CONTEMPORARY POLITICAL STATUS,  
FLAG, GOVERNMENT
- ❑ SOCIAL ACTIVITIES

# Basic Introductions

Starting with a basic introduction to the indigenous people of the area combined with learning about the ancestral territories helps to understand how regional geographical uniqueness has shaped the culture. It also helps to remind that as the lands are still present with layers of history, so are the indigenous people. There is a past-to-present evolution into their present day lives. It also helps educators realize that much of the historical legacy is not just within the modern day political boundaries.

## DEVELOPING SUPPORT TEAM

- ❑ CORE TEAM TO HOST DISCUSSIONS AND PRESERVE RESEARCH AND NETWORKED COLLABORATION CONNECTIONS
- ❑ STAFF TRAINING FOR PERSONAL FAMILIARITY AND COLLABORATION FOR TEACHING METHODS
- ❑ STUDENT HOST TEAM, CLUB
- ❑ NATIVE AMERICAN TEACHERS AND STAFF JOINING SCHOOL TEAM

# A Team Effort

Native/Indigenous Americans are generally in a status of nation re-building and aligning restored efforts to their evolved gains. Therefore to reform an indigenous system within a global system, with a goal to reflect unique input, there is often a state of build-as-you-go. There are layers of progress which require collaborations with diverse perspective, alongside efforts to preserve progress. There are also basic universal benefits from group support and group representation. Bruce Tuckman's theory proposal for understanding stages of group development can be helpful in understanding gains and difficulties of this process.

## BEGIN

### INCORPORATING DAILY ACTIVITIES

- ❑ VISUAL PROMOTION
- ❑ TRIBAL FLAGS ALONGSIDE AMERICAN FLAG
- ❑ TRIBAL MAPS AVAILABLE FOR CLASSROOMS
- ❑ CONTEMPORARY PUBLIC FIGURES
- ❑ VOCABULARY WORDS FOR K-12 (LOCAL ACTIVITIES)
- ❑ TRADITIONAL AND CONTEMPORARY ACTIVITIES
- ❑ USE OF LOCAL, STATE AND US TRIBE'S STORIES, REPRESENTATION TO USE DURING REGULAR INSTRUCTION AS TOOLS AND DIVERSE VISUALS.
- ❑ LOCAL ACTIVITIES IN NATURE TO FAMILIARIZE CHARACTERISTICS OF LOCAL ENVIRONMENT

# Apart of Our Regular Lives

A long term goal is to be able to normalize what is categorized as diverse content into [everyday educating tools](#). Tips to acclimate toward this can include intentional [visual promotion](#), recognizing indigenous occupants of [ancestral territories](#) when reviewing history lessons, supporting [contemporary public figures](#) to remind that indigenous people are still here and encouraging their perspective on subjects. Become familiar with Native Curriculum and contemporary activism [vocabulary words](#). Become familiar with [understanding activism efforts](#), incorporate [Native authors/creators](#) into classroom learning, seek to connect students with the [traditional lands and natural resources](#).



## PARTNERING WITH TRIBES

- ❑ UNDERSTAND PRESENT DAY TRIBAL GOVERNMENT, DISTRICTS, ELECTIONS, ENTERPRISES AND CAREERS
- ❑ WEAVE PREPARATIONS OF TRIBAL LIFE INTO EDUCATION STAGES: TRIBAL DEPARTMENTS.
- ❑ FEDERAL RELATIONSHIPS, TRIBAL SCHOOLS & TRAINING, IHS, ADVOCACY
- ❑ VARIOUS ENTERPRISES, CAREERS, TRAINING, INDUSTRIES AND RESOURCES HOSTED BY REGIONAL TRIBES - INTERTRIBAL RELATIONS

# Life from past to present

Understanding that the indigenous people are developing a way of life that connects past and present innovations and sustainable living. The Tribes within the United States have a Nation-to-Nation partnership and the tribes provide education and opportunities for all stages of life - prior to public school and after public school education. Public schools can help weave together and familiarize opportunities for students.

## CULTURAL CURRICULUM AND CULTURAL ACTIVITIES

- ❑ PRE-CONTACT HISTORY AND WAY OF LIFE
- ❑ CONTEMPORARY LIVES
- ❑ GUEST SPEAKERS
- ❑ HANDS ON ACTIVITIES
- ❑ YEARLY CONTENT INTEGRATED INTO REGULAR ROUTINE (I. E. HOLIDAYS)
- ❑ TRIBAL LANGUAGE SPECIALISTS/TEACHERS
- ❑ FACILITATE EXPOSURE TO CULTURALLY LED ACTIVITIES AND PROGRAMS, PROMOTE CONTENT, DIRECT TO FURTHER LEARNING OPTIONS AND LIFESTYLE POST K-12

# Beyond Basic Introductions

Going beyond basic introductions to history and understanding the complexities as it relates to today. Understanding that the contemporary practices of Native people incorporate traditional principles and involve culturally developed influences - sharing in involvement and supporting modern cultural practices/pastimes help to understand cultural expressions and build relationships. Many tribes live within seasonal practices or yearly awareness days that can be incorporated into a yearly familiar cycle. Guest speakers and tribal educators visiting classes is a great way to help encourage generational transmitting of knowledge and relationship building. Also, remembering that the indigenous way of life isn't expected to be replaced by an institutional setting, but institutions can help bring value to the indigenous way of life and forms of success. Institutions can also serve to direct students to opportunities offered from tribes.

## WORLD RELATION SKILLS

- ❑ ANCESTRAL TERRITORIES ACROSS THE WORLD
- ❑ PREPARING STUDENTS FOR AN INTERCONNECTED CAREER WORLD MINDSET
- ❑ MULTICULTURAL EVENTS AND CROSS-CULTURAL RELATION SKILLS

# Connecting Global Voices

Our modern world is producing a network of diverse contributions and collaboration opportunities. It is becoming a beneficial tool to be able to navigate and become familiar with cultural competency skills. It is also important to recognize that indigenous representation and education isn't seeking for isolated favoritism but to become connected in the increasingly recognized network of global voices.



## Resource Links

- Colville Tribes Website ([Link](#))
- Learning About the Colville Confederated Tribes ([Link](#))
- Tribal Tribune ([Link](#))
- WA OSPI Native Education ([Link](#))
- Since Time Immemorial: Tribal Sovereignty In WA State ([Link](#))
- Illuminative ([Link](#))
- Clearing Magazine Special Edition ([Link](#))
- Theytus Books ([Link](#))
- Diversity and Inclusion Books - First Book Marketplace ([Link](#))
- Native Land Digital ([Link](#))
- Washington Tribes ([Link](#))
- National Congress of American Indians ([Link](#))
- Bruce Tuckman's Stages of Team Development ([Link](#))
- National Indian Education Association ([Link](#))
- WA PESB - Cultural Competency, Diversity, Equity and Inclusion Standards ([Link](#))