

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

2016 Professional Development Grant Application

CFDA # 84.299B

PR/Award # S299B160020

Grants.gov Tracking#: GRANT12205781

OMB No. 1894-0006, Expiration Date: 11/30/2017

Closing Date: Jul 01, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="07/01/2016"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--------------------------------------------------------	-------------------------------------------------------

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
-------------------------------------------------	-------------------------------------------------------

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="University of Oregon"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="46-4727800"/>	* c. Organizational DUNS: <input type="text" value="0792896260000"/>

d. Address:

* Street1:	<input type="text" value="c/o Sponsored Projects Services"/>
Street2:	<input type="text" value="5219 University of Oregon"/>
* City:	<input type="text" value="Eugene"/>
County/Parish:	<input type="text" value="Lane"/>
* State:	<input type="text" value="OR: Oregon"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="97403-5219"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
------------------------------------------	----------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Joshua"/>
Middle Name: <input type="text" value="T"/>	
* Last Name: <input type="text" value="Kerber"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Sponsored Projects Administrator"/>	

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="541-346-5131"/>	Fax Number: <input type="text" value="541-36-5138"/>
---------------------------------------------------------------	------------------------------------------------------

* Email: <input type="text" value="sponsoredprojects@uoregon.edu"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-051716-001

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Professional Development Grants Program CFDA Number 84.299B

13. Competition Identification Number:

84-299B2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

The Sapsik'walá (Teacher) Education Project: An Indigenous Professional Teacher Preparation Program Proposal

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,277,655.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,277,655.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Joshua Kerber</p>	<p>TITLE</p> <p>Interim Vice President for Research and Innov</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Oregon</p>	<p>DATE SUBMITTED</p> <p>07/01/2016</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--------------------------------------------------------------------	--------------------------------------------------------------

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:
* Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

PR/Award # S299B160020

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

RosiekE24084_GPPA2016.pdf	Add Attachment	Delete Attachment	View Attachment
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Equal Access Statement

The University of Oregon is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. Its policies and procedures have been approved by the U.S. Department of Education. The statement and policies are on file in Washington D.C. for inspection. After individuals from underrepresented groups (i.e. race, color, national origin, gender, sexuality, age, or handicapping condition) have been actively recruited and found to meet the minimum position criteria, they will receive selection preference through provision of a variety of supplemental strategies, for example:

(a) personal interviews, (b) direct contact with professional references, (c) extra opportunities to provide supplementary professional and personal information, and (d) extra assistance to participate in the selection procedures (e.g. provision of an interpreter, translator, advocate, and transportation assistance). If two candidates are comparable in all aspects except for representation in an under-represented group the candidate from the under-represented group will be given selection preference.

UO Commitment to Diversity Statement.

As a federal contractor, the UO has affirmative action obligations and is specifically required to include language in its employment announcements indicating that the University is an equal opportunity employer. To meet that requirement, the UO adopted the following official statement that must be included in every position announcement and advertisement: "The University of Oregon is an affirmative action, equal opportunity institution committed to cultural diversity and compliance with the ADA" or for newspaper or journal ads the abbreviated statement "EO/AA/ADA institution committed to cultural diversity." In support of its commitment to affirmative action and equal opportunity, the UO includes a requirement in its Unclassified Appointments Process that position announcements include a statement about the University's

commitment to affirmative action and equal opportunity and the successful candidate's responsibility to work effectively with faculty, staff and students from diverse backgrounds. That statement can and should be tailored by the hiring unit to best reflect the needs of the position and the unit's approach to ensuring support of our increasingly diverse university community. Listed below are sample statements. Hiring units are welcome to use one of those statements, to modify one of those statements, or to develop their own statement reflecting the expectation of all employees to support our increasingly diverse community.

1. The successful candidate will have the ability to work effectively with faculty, staff and students from a variety of diverse backgrounds.
2. Candidates who promote and enhance diversity are strongly desired.
3. The University of Oregon is committed to creating a more inclusive and diverse institution and seeks candidates with demonstrated potential to contribute positively to its diverse community.
4. The successful candidate will support and enhance a diverse learning and working environment.
5. Candidates with experience serving the needs of diverse populations strongly desired.

UO Disability Services

Mission. The University of Oregon is dedicated to the principles of equal opportunity in education and an acceptance of diversity as an affirmation of individual identity within a welcoming community. Disability Services collaborates with students, faculty, staff and the community to create an educational environment that is useable, equitable, sustainable, and inclusive for all members of the university community.

Approach. Disability Services at the University of Oregon is working to create physical, curricular and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability. We promote Universal Design as a viable and necessary approach to making the university useable, equitable, sustainable and inclusive for all students. We continue to provide direct support and services to students who encounter barriers to access or participation in university classes, programs and offerings. We are also here to assist students, instructors, staff and community members through consultation, outreach, programming and referral.

Support and Services for Students. The following supports and services are available through Disability Services to eligible students who encounter barriers to full access or participation in the physical, curricular or informational environments within the university: Academic Advising, Adaptive Technology, Classroom Relocation, Computer-based Notetaking, Exam Adjustments, Instructor Notification, Lab Assistance, Note taking, Referrals, Sign Language Interpreting, and Specialized Equipment Loan.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION University of Oregon	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Brad Middle Name: S.
* Last Name: Shelton	Suffix:
* Title: Interim Vice President for Research and Innov	
* SIGNATURE: Joshua Kerber	* DATE: 07/01/2016

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

The University of Oregon (UO) College of Education (COE) and the nine federally recognized tribes of Oregon-The Burns Paiute Tribe, The Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indian, The Coquille Indian Tribe, The Cow Creek Band of Umpqua Indians, The Confederated Tribes of the Grand Ronde, The Klamath Tribes, The Confederated Tribes of the Siletz Indians of Oregon, The Confederated Tribes of the Umatilla Indian Reservation, and the Confederated Tribes of the Warm Springs Reservation-have formed a consortium for the formation of *The Sapsik'walá (Teacher) Education Project: An Indigenous Professional Teacher Preparation Program Proposal*. This is a comprehensive project for the recruitment, support, pre-service preparation, and induction mentorship of AIAN teachers serving AIAN communities.

The long term purpose of the project is to prepare AIAN teachers whose knowledge, skills, and cultural responsiveness will bring about long-term, educational improvements in the school experiences of AIAN youth in both rural and urban settings. The project accomplishes this end through the quality of its general teacher education curriculum and its project-specific *Indigenous Consortium, Cohort, and Community of Practice* approach to teacher preparation. Short-term expected project outcomes include the recruitment, licensure, and graduation of a total of 14 AIAN teachers over the term of the grant. Additionally, the project will assist these students in finding placements in schools that serve at least 5% AIAN students and provide one year of induction services that will increase the likelihood of retention of these teachers in the profession.

This proposal is submitted under Absolute Priority 1: Pre-Service training for teachers, sections i.A., ii., and iii. A, B, & C, and under Competitive Priorities 1 & 3. All coursework will take place at the University of Oregon Eugene campus. Student teacher placements will be made

in BIA or Title VII schools across the region when possible within the constraints of student family obligations. The project will provide job placement support through the identification of pay-back eligible schools in the region and securing written commitment from these schools to consider program participants for available positions.

Project Narrative File(s)

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*The University of Oregon Sapsik™alá (Teacher) Education Project:
An Indigenous Professional Teacher Preparation Program Proposal*

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PROPOSAL NARRATIVE

Application Overview. Please consider our application for funding through the *U.S. Department of Education Indian Education Professional Development Program* for the *University of Oregon Sapsik'walaá (Teacher) Education Project: An Indigenous Professional Teacher Preparation Program* (hereafter, the —Sapsik'walaá Project or — Sapsik'walaá). The Sapsik'walaá Project is a comprehensive, high quality teacher education program that consists of recruitment, student support, pre-service preparation, and induction services for American Indian and Alaska Native (AIAN) teachers who will be serving AIAN students and communities. Program participants earn a Master's degree in Curriculum and Teaching from the University of Oregon's UOTeach program. UOTeach offers teaching licensure for the state of Oregon in the following areas: Elementary (including Kindergarten, Early Elementary, & Later Elementary), Middle School Social Studies and Language Arts, Middle School Math and Science, High School Social Studies, High School Language Arts, High School Math, High School Science, and High School Foreign Language. Oregon Teacher licensure is reciprocated by 44 states nation-wide, consequently Sapsik'walaá graduates are qualified to teach in most states across the nation.

The overarching goal of the Sapsik'walaá Project is in line with the purpose of the Indian Education Professional Development Grants Program. That goal is to prepare AIAN teachers whose knowledge, skills, and cultural responsiveness will bring about long-term, educational improvements in the elementary, middle and high school experiences of AIAN youth in both rural and urban settings.

The Sapsik'walaá Project is the longest continuously running teacher education program in the Pacific Northwest specifically focused on preparing teachers to serve American Indian and Alaska Native students. The program has been in continuous operation for 14 years. It has graduated seventy-

five highly qualified educators who have gone on to teach in over twelve states. Funding for continuing this high-performing integrated pre-service and in-service teacher education program that fosters an Indigenous community of teaching practice is requested through this grant application.

Application Priorities Addressed. We submit this application under Absolute Priority One and Competitive Preference Priority One and Three of the *U.S. Department of Education Indian Education Professional Development Program*. These priorities are fulfilled as follows:

- *Absolute Priority One: (i. A.)* The Sapsik^{ʼw}alá Project provides support and training to Indian individuals to complete the University of Oregon (hereafter UO) Masters Degree in Curriculum and Teaching leading to licensure. Project participants complete their licensure before the end of the grant award period and the degree enables the individuals to meet the requirements for full State licensure as a teacher; *(ii.)* The Sapsik^{ʼw}alá Project provides one year of induction services to participants after graduation, while they are completing their first year of work as teachers in schools with significant AIAN student populations. Induction services will include providing incentives for intensive mentoring by senior teachers at their site, supporting a return to the UO campus for workshops with leading Indigenous education scholars, supporting attendance at State and National Indian Education Association Conferences, and/or providing teachers educational technology devices and curriculum materials; *(iii. A, B, & C.)* The Sapsik^{ʼw}alá Project will recruit and educate four to five students each year for three years and a total of fourteen students over the term of the award. All students will graduate from the program within 15 months of enrollment, for a total of fourteen graduates. All fourteen graduates will be provided support that will enable them to find qualifying jobs within twelve months of completion of the program.

- *Competitive Preference Priority One:* The Sapsik’wala Project has undertaken an extensive survey of staffing needs at schools in the region that serve significant numbers of AIAN students (see pp. 9-11). Included with this application are letters from 16 schools or LEAs that have agreed to consider our program graduates for qualifying employment (see Part 6: Letters of Support). More than this they have expressed enthusiasm for the unique knowledge and qualifications Sapsik’wala Program graduates will bring to their schools.
- *Competitive Preference Priority Three:* Since 2002 the nine federally-recognized tribes in Oregon and the University of Oregon (UO) have built a consortium to support the Sapsik’wala Project (see Part 6: Signed Consortium Agreements). This consortium consists of: the University of Oregon College of Education, the Burns Paiute Tribe, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Indians, the Confederated Tribes of Grand Ronde, the Klamath Tribes, the Confederated Tribes of Siletz Indians, and the Confederated Tribes of the Warm Springs Reservation. This consortium provides support for recruitment and placement of project participants as well as guidance for continuous project improvement efforts.

Need for the Project

Gaps or Weaknesses in Services, Infrastructure, or Opportunities. The need for a comprehensive, high quality teacher education program that will recruit and provide student support, pre-service preparation, and induction services for AIAN teachers to teach in AIAN communities is great. According to the Obama administration’s 2014 Native Youth Report (Office of the President, 2014), “The American Indian/Alaskan Native high school graduation rate is 67 percent, the lowest of any racial/ethnic demographic group across all schools. And the most recent Department of Education data

indicate that the Bureau of Indian Education (BIE) schools fare even worse, with a graduation rate of 53 percent, compared to a national average of 80 percent” (p.5).

These figures are even more dire in the state of Oregon. Among U.S. states, Oregon has the tenth highest AI/AN population and tenth highest AI/AN student population. According to the data collected by the Oregon Department of Education in 2015, the graduation rates for K-12 AIAN students was 54.98 percent in Oregon. In a report put out by the Multnomah Commission on Children, Families & Community (Stavenjord, 2012), AIAN students were two times more likely to receive exclusionary discipline than Caucasian students, and had higher rates of exclusionary discipline than Latino, Asian Pacific Islander, and the Multiple Races categories. Clearly, AIAN students in Oregon are not being served fairly or adequately.

One factor that contributes to this poor service to AIAN students in Oregon and the nation is the low number of highly qualified AIAN teachers in our schools. Contemporary research has demonstrated that the performance of students of color on a variety of academic outcomes improves when they are taught by teachers of color (Boser, 2014; Chang & Rosiek, 2004; Villegas & Lucas, 2004). As education professors Richard Ingersoll and Henry May (2011) have argued, “minority students benefit from being taught by minority teachers, because minority teachers are likely to have ‘insider knowledge’ due to similar life experiences and cultural backgrounds.” (p. 16.) Conversely, students of color suffer when they encounter few or no educators who share their life experience and cultural identity.

There is reason to believe this is especially true for AIAN students. Sharon Nelson-Barber and Elise Trumbull (2015) observe that AIAN communities have always considered learning about their own cultures, their land, and local environments as essential components of education. Teresa McCarty & Tiffany Lee (2014) observe that “education for American Indian/Alaska

Native students is unique in that it implicates not only issues of language, ‘race’/ethnicity, and social class, and other forms of social difference, but also issues of tribal sovereignty; including the right to linguistic and cultural self-expression according to local languages and norms” (p. 101). AIAN teachers are more likely to possess an understanding of these topics and values.

The magnitude of the need for increased numbers of teachers who understand and perhaps share the cultural values of Indigenous students is particularly large in Oregon. There are approximately 8,500 American Indian K-12 students in Oregon public schools, representing 1.5 percent of the total student population (Oregon Department of Education Student Enrollment Report 2014-15, 2015-16). Only about 124 AIAN teachers or 0.4 percent of the total teacher population of 31,000 serve students statewide. To reach parity (1.5 percent or 465 teachers), another 340 AIAN teachers are still needed. This figure does not account for AIAN teachers’ inevitable retirement, relocation out-of-state, or leaving the profession in Oregon.¹

Since the inception of this grant funded program, from 2002 to 2016, we will have successfully added 75 highly qualified AIAN Oregon-licensed teachers to the teaching ranks. This has made a significant impact on the number of AIAN teachers in Oregon. We request the proposed funding to continue this work in addressing the gap in the number of AIAN teachers serving in schools with a significant number of Indigenous students.

Need for Teacher Retention Support. An additional factor suppressing the number of AIAN teachers in the profession is the lack of support for new teachers in their first job. Once in the field, new teachers often feel overwhelmed and isolated in their struggles (Kearney & Lee, 2014; Labaree 2000; Slater & Trowbridge 2001). Once hired, teachers often work independently from other

¹ Please note that the UO College of Education considers parity to be a meager goal. Our actual ambition is to see over representation of AI/AIN teachers in Oregon public schools. Over-representation is essential if we are to ensure that all AIAN students encounter an AIAN teacher at some point in their K-12 education. Additionally, both Indigenous and non-Indigenous students benefit from encountering AIAN teachers in a diverse teaching staff.

teachers. Committees, department meetings, and school site councils bring teachers together, but these organizational structures are small-scale and focus on school tasks rather than on collegiality, support, and professional development. Teachers' frustration with professional isolation is well-documented (Akin 2001; DuFour 1999; Rogers & Babinski 2002; Shoho, Katims, & Meza 1998; Richter, et al., 2013) and can be particularly severe for teachers working in AIAN communities (Achinstein, et al., 2010; Erickson, Terhune, & Ruff, 2008). As a consequence of these stressors, half of all teachers leave the profession in the first five years. On the other hand, research shows that teachers who last five years are likely to continue long term in the profession (Borman & Dowling, 2008).

Research has shown that two factors have a significant impact on teacher retention. First, at a general level, quality mentoring and induction services can reduce teacher burnout and increase teacher retention in the profession (Bullough, 2012; Oakes, Lane, & Booker, 2013; Kearney & Lee, 2014). This factor appears to be even more important for teachers of color working in high-poverty schools. The retention of new teachers of color is significantly enhanced by "induction programs [specifically designed for] new teachers of color that offer comprehensive forms of support." (Achitein, Ogawa, Sexton, & Freitas, 2010, p. 98). Second, placement as a student teacher in schools that serve a high numbers of AIAN high-poverty students increases the retention of teachers employed at such schools (Whipp & Geronime, 2015). Recent scholarship suggests that both of these factors are salient to efforts to retain AIAN teachers in schools that serve significant numbers of Indigenous students (Erickson, Tehune, & Ruff, 2008; Huffman, 2013).

The Sapsik^walá Project has robust support built into its design from the moment of enrollment through participants' first year of teaching. The program offers three types of Indigenous community to combat professional and cultural isolation: Consortium, Cohort, and Communities

of Practice. This model of practice has contributed to our overall success of a 97 percent completion rate since 2002.

The Sapsik^ʷalá Project is supported by a *consortium* consisting of the University of Oregon and the nine federally-recognized tribes of Oregon, (See Part 6: Consortium Agreements). Through this consortium the Sapsik^ʷalá Project maintains an Indigenous cultural partnership that collaborates to recruit AIAN individuals into the College of Education (COE) teacher education degree programs. The Consortium supports these individuals throughout their pre-service preparation into professional teaching and continued professional development.

Representatives of Oregon's Nine Tribes representing consortium participants comprise the majority of the Sapsik^ʷalá Tribal Advisory Council, which meets quarterly to identify new recruits for the program, to discuss the progress of currently enrolled students, and to identify collaborative activities that can support students and recent graduates. Where possible we work with our consortium members to place students in schools that serve large numbers of tribal members.

The UOTeach program educates pre-service teachers in *cohorts* so that they can learn and solve those problems that arise in the classroom together in a supportive, collegial environment. Sapsik^ʷalá employs an *Indigenous cohort-within-a-cohort* model in which AIAN pre-service teachers meet regularly to develop collegial relationships not only based on the teaching profession, but also on shared cultural values and interests.

The heart of this proposal is the development and maintenance of an *Indigenous Community of Practice*. There is a growing body of research demonstrating that professionals perform best when they are inducted into, and participate in, communities of practice (Wenger, McDermott & Snyder 2002; Lave & Wenger 1991). These communities enable professionals to share problems of practice that arise in the workplace, learn from each other, build a professional identity, and find moral

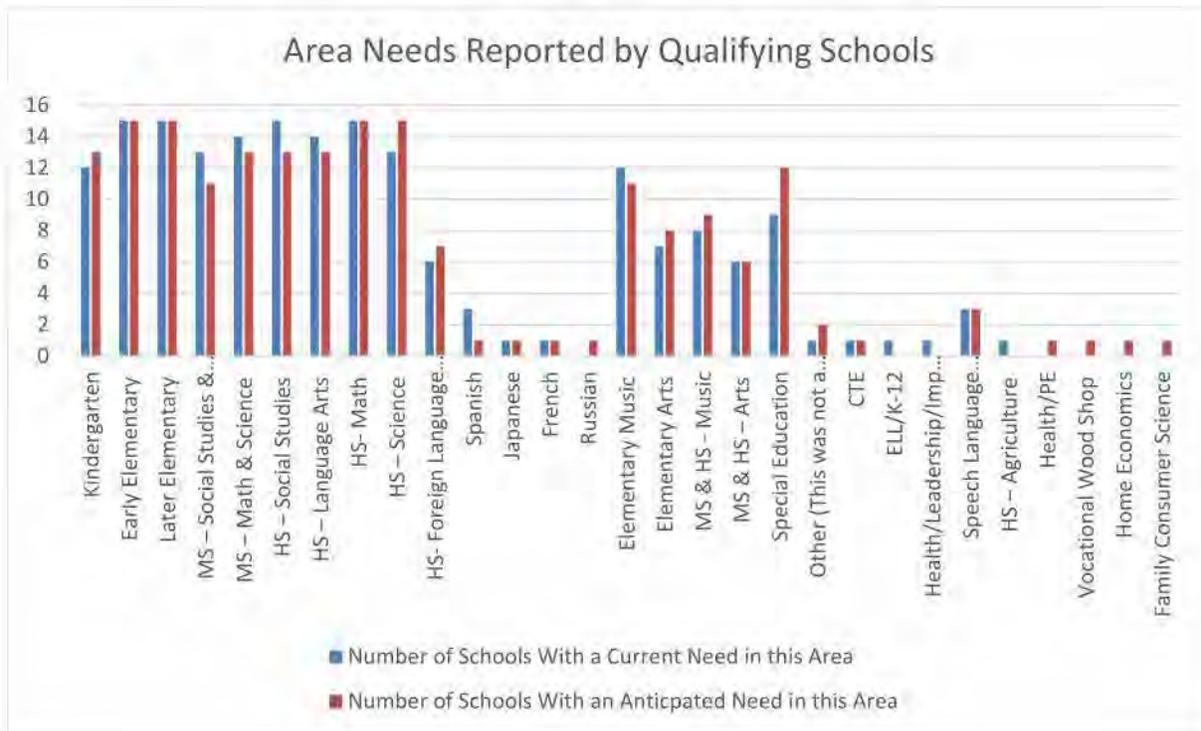
support, inspiration, and opportunities for career growth. Community is also central to AIAN cultures. Forming AIAN individuals into an Indigenous Community of Practice is a culturally responsive mechanism for recruiting, preparing, and retaining a critical mass of AIAN teachers, and has proven to be highly effective for Sapsik'wala and the COE. We accomplish this by having a senior Indigenous studies in education faculty member, Dr. Michelle Jacob, assume responsibility for developing curriculum and activities for Sapsik'wala cohort meetings. She will be joined in this work by Indigenous studies in education post-doctoral faculty Dr. Leilani Sabzalian. This Indigenous Community of Practice is further enhanced through professional development workshops provided by Indigenous studies in education scholars from across the continent. These workshops will bring together previous Sapsik'wala graduates (including those in their induction year), thereby strengthening the network of Indigenous education professionals on which students can rely for support and advisement.

Employment Opportunities in the Project's Service Area. The [U.S. Department of Education lists the following as teacher shortage areas](#) for Oregon for 2015: Bilingual/English Language Learner, Mathematics, School Nurse, Science, Spanish, Special Education, & Speech Pathologist. The [Oregon Department of Education reports](#) that there are current teacher shortages for 2015-16 in the same areas. The UOTeach program is the only Teacher Licensure program in the State of Oregon that requires all of its students to earn an English for Speakers of Other Languages Endorsement as a condition for graduation. Therefore all Sapsik'wala graduates will have qualifications that satisfy a high need area in the State of Oregon. Additionally, the Sapsik'wala program will prioritize admission of applicants in the high-need subject areas of Mathematics, Science, and Spanish.

This general analysis of teacher shortages provided by State and Federal education

agencies, however, is inadequate to reflect the specific job market demand for which Sapsik'wala students are prepared and in which they will seek to fulfill their payback obligations. Therefore, we undertook a state-wide job market analysis of schools that qualify for the payback provisions of the Indian Education Professional Development Program. We conducted a survey of 34 school districts in Oregon with Title VII Indian Education programs. Fourteen completed the survey (41% return rate), these were: the Bend-LaPine, Bethel, Centennial, Corvallis, 4J Eugene, Harney County, Jefferson, Klamath County, Lincoln County, N. Clackamas, NW Reg. ESD, Parkrose, Pendleton, and South Lane school districts. We also contacted four BIA funded schools in the region. Two of those schools completed the survey (50% return rate), these were: the Chemawa Indian Residential School and the Quileute Tribal School. We requested estimates of both current and anticipated needs for AIAN teachers across fifteen different licensure specializations (see Figure1).

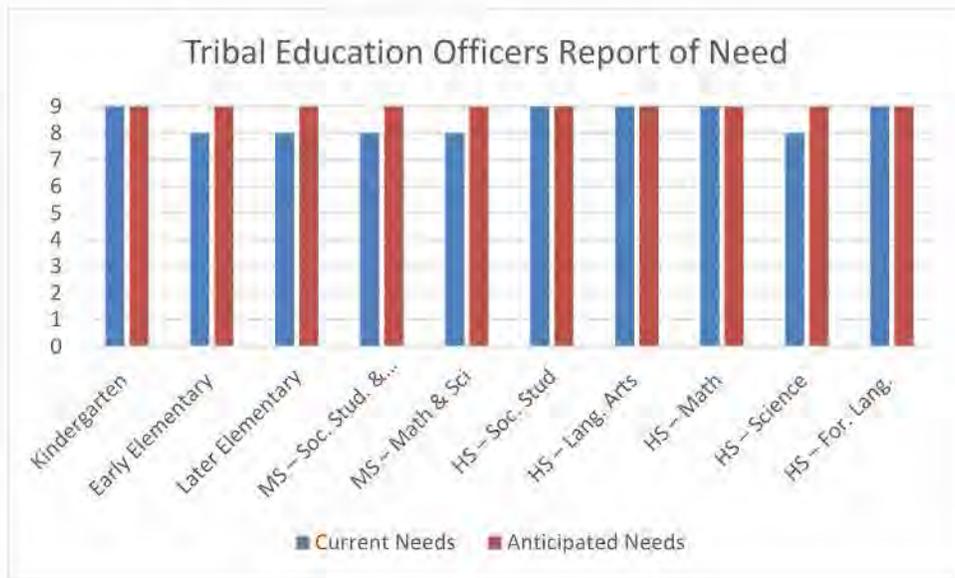
FIGURE 1



This analysis has revealed broad need for Indigenous educators across many areas of expertise, with especially acute need in some specific areas. Across the state and BIA schools, districts reported a need for AIAN teachers in all 15 licensure areas, with especially high need reported in the following areas: Kindergarten, Early Elementary, Later Elementary, Middle School Social Studies & Language Arts Middle School Math & Science, High school Social Studies, High School Language Arts, High School Mathematics, High School Science, Elementary Music, and Special Education.

We similarly surveyed the education officers for Oregon’s Nine Federally recognized tribes (See Figure 2). In this case we surveyed the Tribal Education Offices only about the teaching areas in which UOTeach offers licensure. The nine tribes reported broad needs across all ten of these licensure areas, with marginally higher need in the following areas: Kindergarten, High school Social Studies, High School Language Arts, High School Mathematics, and High School Foreign Languages.

FIGURE 2



Additionally we have secured letters of commitment to consider our Sapsik'wala program graduates for employment from the 14 qualifying school districts in Oregon and one BIA school surveyed. They have all expressed enthusiastic interest in hiring Sapsik'wala teachers (See Part 6: Letters of Support). In summary, it is clear that there is extensive need for AIAN teachers in the State of Oregon and regional BIA funded schools across all of the areas in which we offer licensure and clear evidence that these schools have an interest in hiring our graduates.

Quality of Project Design

The goals, objectives, and targeted outcomes of the Sapsik'wala program are both ambitious and attainable. As part of COE and the nine Oregon Tribes consortium agreement, the Sapsik'wala program is committed to the following four goals and supportive objectives:

Goal 1. Recruiting high quality applicants with a high likelihood of completing the program; This goal will be achieved through the pursuit of the following objectives: (1.1). Engage in vigorous local and national outreach in collaboration with our Tribal Advisory board, including recruitment trips to select universities and conferences; (1.2) develop high quality advertising materials for distribution in local and national undergraduate programs serving large numbers of AIAN students; and (1.3) maintain high admissions standards for program admission.

Goal 2. Providing students with knowledge and skills that will enable them to better serve AIAN students. This goal will be achieved through the pursuit of the following objectives: (2.1) embedding curriculum on Indigenous education in the general UOTeach program; (2.2) providing students with a specialized 15 month seminar on Indigenous education; (2.3) placing students in schools with significant Indigenous population for their student teaching placement, and (2.4) fostering an Indigenous Community of Practice that supports Sapsik'wala student professional development as Indigenous teachers of Indigenous students.

Goal 3. Assisting students in securing employment that meets their payback requirements.

This goal will be achieved through the pursuit of the following objectives: (3.1) conducting a job market analysis of areas of need in schools with significant AIAN enrollment; (3.2) prioritizing those content areas and grade-levels in our admissions process; (3.3) informing qualifying schools of our program and securing letters of assurance that they will consider Sapsik’walaá program graduates for available positions; (3.4) establishing partnerships and relationships with Bureau-funded schools and schools with significant AIAN enrollment and arranging for student teacher placement in those schools when possible; (3.5) graduating exceptionally talented and well-prepared teachers that are in high demand at all schools.

Goal 4. Supporting students during their induction year in order to increase the efficacy and retention of our graduates. This goal will be achieved through the pursuit of the following objectives: (4.1) providing stipends for on-site mentors of graduates; (4.2) providing travel support for graduates’ participation in ongoing Indigenous Community of Practice activities with UO faculty and Sapsik’walaá students; (4.3) providing technological or curricular materials that support their efforts to educate AIAN students.

Figure 3 summarizes the measurable outcomes the program will deliver.

FIGURE 3

Year of Grant Activity	Students Recruited as Measured by Completed Applications	Students Admitted and Enrolled in the Licensure Programs	Students to Graduate by August of That Year²	Students to Find Qualifying Jobs Within 12 Months of Completion
2016-17	8	4	4	4
2017-18	10	5	5	5
2018-19	12	5	5	5
2019-20	Induction year only			

² The UO Masters Degree in Curriculum and Teacher Education is a 15 month program that begins in June and ends in August of the subsequent year.

It provides an estimate of the number of participants expected to be recruited, to continue in the project each year, the number of participants expected to graduate each year, and the number of participants expected to find qualifying jobs within twelve months of completion.

Institutional Resources. The University of Oregon College of Education has the curriculum, faculty, and infrastructure to accomplish these goals, objectives, and outcomes. Our programs and curriculum are among the best in the nation. The U.S. News and World Report released its 2016 rankings and the University of Oregon's COE continues to excel: ranking #12 among all colleges of education and #7 among public institutions overall, and #3 for its Special Education program. The website [College Choice 2016 rankings](#) placed the UO Teacher Education Masters Degree Program 15th in the nation among comparable programs. Our graduates are highly sought after, have high placement rates, and are prepared to work in increasingly diverse school contexts.

Our teacher education faculty are among the best in the nation and share a commitment to educating all of its students to better serve AIAN students and communities. Not only is our College host to the Sapsik'wála program, over 20% of the students in our Critical and Socio-Cultural Studies Ph.d. Program identify as AIAN and plan to become specialists in Indigenous education, putting the UO COE on track to be a source of the highest number of Indigenous Ph.D. students in the region.³ These AIAN Ph.D. students serve as GTFs and student teaching supervisors in our program, providing more culturally informed and competent support for our Sapsik'wála students.

In addition to these general supports, the UO COE has recruited and hired a senior Indigenous studies in Education scholar, Dr. Michelle Jacob (Yakama tribal member, arriving July

³ Three of these Ph.D. students are former Sapsik'wála graduates.

2016), to provide leadership on the program. The current principal investigator for the project, Dr. Jerry Rosiek, a specialist in the cultural foundations of teacher education, will also continue serving the Sapsik'walaá program. And the university will be providing institutional support in the form .25 FTE from Dr. Leilani Sabzalian (Aleut tribal member), who holds a postdoctoral position in the College and will be providing instructional support to Sapsik'walaá students. A faculty search for a second tenure-track Indigenous studies in education faculty member will be conducted in 2016-17. Once hired, this scholar would provide additional support to the Sapsik'walaá program. This is an increase in the already high amount of faculty and instructional support we have had available for Sapsik'walaá students in the past. In short the UO COE faculty and staff possesses an exceptional amount of relevant expertise that will ensure program students are prepared to serve AIAN students and communities.

Our program infrastructure is exceptionally robust and more than adequate to achieve the ambitious goals and objectives of the program. The UO has increased its commitment to the Sapsik'walaá program for this proposal by providing a variety of institutional support that enables the program to do more with the funds provided by this grant. First, the UO Graduate School has committed three tuition waivers for Sapsik'walaá masters students (one each year the program is admitting students over the term of this grant—see Part 6: Letters of Support). Second, the UO COE will provide institutional support in the form of a full time (1.0 FTE) student support professional for the Sapsik'walaá program (see Part 6: Letters of Support). Third, the UO COE will be providing .25 FTE support from a postdoctoral faculty member with expertise in Indigenous education for instructional support (see Part 6: Letters of Support). This, in addition to the already robust programmatic infrastructure in our College, positions the COE to successfully provide consistent high quality support to Sapsik'walaá students and to serve more

students with the allotted funds.

Finally, the Sapsik'walaá Project benefits from more than a decade of University-wide investment in its AIAN Initiatives, whose central goal is to make the university a regional and national center for AIAN education and scholarship. These initiatives include the conferral of in-state residency and tuition rates by aboriginal rights, investment in AIAN student recruitment and retention, academic support tailored to the needs of AIAN students through the Center for Multicultural Academic Excellence, a diversity scholarship program, and graduate fellowships designated for AIAN students. AIAN student organizations on campus include the Native American Student Union, the American Indians in Science and Engineering Society, the Native American Law Student Association, and the current Sapsik'walaá Project. Academic departments across the university are actively engaged in research programs of interest to native peoples. For example, the Northwest Indian Language Institute supports preservation and revitalization efforts in languages such as Klamath, Northern Paiute, Tolowa, Chinuk WaWa, and Sahaptin. (Several graduates of this program have applied to the Sapsik'walaá program in past years.) The UO Many Nations Longhouse provides a physical home for the native community and campus activities, such as our seminars and Tribal Advisory Council meetings. The university has solidified its commitment to supporting AIAN students by appointing Dr. Jason Younker, Coquille Nation Tribal member, in the position of Assistant Vice President and Advisor to the President on Sovereignty and Government-to-Government relations at the UO. He has been instrumental in developing and coordinating a Native Strategic Plan campus-wide where there are over 30 faculty and staff who are teaching, conducting research, or providing academic support for AIANs. The Native Strategic Plan will help coordinate and build infrastructure for AIAN students and faculty in areas of academic, research and service. Dr. Younker has also been a consistent supporter of

the Sapsik'walaá program and has helped secure institutional support for this grant proposal.

Recruitment Plan. The Sapsik'walaá program has been very successful in recruiting AIAN students into elementary and secondary teaching programs who go on to complete the program. Our recruitment plan has three key features which ensure this continuing success: 1) vigorous local and national outreach, 2) high quality advertising materials, and 3) high admissions standards.

Our outreach prioritizes candidates from the Pacific Northwest. Program staff and faculty work with Consortium partners to identify potential applicants from around the region. The Sapsik'walaá program's strong reputation for excellent curriculum and sustained support leading to students' successful completion of the degree is now widely known in the region. We take advantage of this reputation to recruit new highly qualified applicants from across the Pacific Northwest. Once a prospective candidate with a high likelihood for success is identified in the region, we invite them to campus, introduce them to current students and personally explain the program's features. If the student is unable to come to campus, we will send a program representative to meet them. Recruitment based on personal trust relationships, personal recommendations, and personal connection remains one of our most effective recruitment tools.

The program also recruits nationally. We focus on outreach at universities with strong reputations for recruiting and supporting AIAN students, such as (but not limited to) Haskell University, the University of Arizona, Arizona State University, the University of New Mexico, the University of Washington, Washington State University, Penn State University, the University of Wisconsin, University of Oklahoma, University of California at Davis, and others. We budget for targeted recruitment visits to 2-3 out of state universities per year (one of these always being Haskell University.) A similar approach is taken to universities in Oregon, specifically Southern Oregon University, Oregon State University, Portland State University, Western Oregon University,

and Eastern Oregon University.

Our primary form of advertising is through the dissemination of high quality posters and brochures at the aforementioned universities. We mail these to career centers, Indigenous Studies departments, and departments in subject areas for which there is an identified need for students. (For example, if there is an identified need for AIAN science teachers we will mail the recruitment material to the science departments on those campuses.) We also disseminate these advertising materials at the conferences and campuses we visit and at regional and national conferences such as the annual meetings of the Oregon Indian Education Association and the National Indian Education Association.

These advertising materials direct potential students to program phone numbers as well as a website (education.uoregon.edu/program/sapsikwala-project) that provides additional information and recruitment content. We are in the process of developing several short recruitment videos featuring Sapsik'wala alum describing the value of the program and why they think being a teacher is important and satisfying work. These will be linked to the program website and used in recruitment presentations.

Finally, the Sapsik'wala program admits only students who are highly likely to complete the program successfully. This is accomplished in three primary ways. First, the program is a Masters degree licensure program, which means enrolled students have already demonstrated their ability to be successful college students by completing an undergraduate degree. Second the UOTeach degree program maintains high admission standards. Not only must students meet all coursework standards in order to be admitted, they also are required to pass all state-mandated content knowledge tests that are required for licensure *prior* to admission to the program. In this way we ensure that those standardized tests will not prevent students from being licensed at the end of their

degree program. Third, the UOTeach program provides tutoring and other forms of academic support for students who are identified as needing such support.

These multi-leveled recruitment strategies, combined with the generous tuition and stipend support provided by the grant, has enabled us to consistently attract a robust pool of applicants to the Sapsik'walaá program. Through these multiple means we have had no difficulty consistently recruiting cohorts of 4-5 outstanding AIAN teacher education students who go on to successfully complete the licensure, degree, and grant payback requirements.

Plan to Develop and Share Effective Strategies for Teaching Indian Students and Improving Indian Student Achievement. The Sapsik'walaá program has fourteen years of success in recruiting and teaching AIAN teacher education students. The program graduates AIAN teaching professionals with a wide range of essential general skills and competencies. Graduates are certified as core academic area instructors who have demonstrated competency in content knowledge, teaching methods, differentiated and direct instruction, inquiry based lessons that teach higher level thinking skills, and accommodating the influence of culture, linguistic difference, and social inequality on learning processes. Students demonstrate effective teaching and student achievement through teacher performance assessments, student teaching/practicum experience, and passing standardized tests in basic skills and in multiple subjects. All UO student teachers earn an ESOL endorsement and are prepared to teach students whose first language is something other than English. UOTeach students who are in the Middle/Secondary Education Program also demonstrate expertise in their subject area by passing standardized tests in their area of content specialization. In all of these ways, the Sapsik'walaá program prepares AIAN teachers to provide excellent service to AIAN K-12 students by preparing them to be outstanding teachers with an understanding of the practices that best enable all students to learn basic skills

and subject matter content.

The Sapsik'walaá program also prepares students to serve AIAN students specifically. It accomplishes this in four ways: 1) embedded curriculum on Indigenous education, 2) seminars on Indigenous education, 3) strategic student teaching placement, and 4) fostering an Indigenous Community of Practice.

The UOTeach Masters Degree in Curriculum and Teacher Education features curriculum in which attention to the needs of Indigenous students and communities is embedded throughout. In 2010-2011 the faculty spent a year identifying and discussing ways to appropriately include curriculum that explicitly addresses the needs of Indigenous students in every course. Such content was already present in the required Cultural Foundations of Education course and in the Social Studies Methods course that cover history curriculum. After the curricular redesign process, courses on ESOL and bilingual education now include significant treatment of Native language revitalization programs. Courses on curriculum theory feature critical discussions of the way Indigenous communities and Indigenous ways of knowing are represented in K-12 curriculum. Case studies set in classrooms serving large numbers of Indigenous students are used in pedagogical methods courses to illustrate basic principles of learning and teaching. The UOTeach Masters program also resolved that all graduating students in the UOTeach degree program need to know some basic information about Indigenous communities and politics, like the names of Oregon's nine tribes, the recent history of federal termination policies, and the relevance of concepts like *sovereignty* for education policy.

This embedded curriculum on Indigenous education is supplemented for Sapsik'walaá program students through monthly seminars on Indigenous education. These seminars address pressing issues of practice and policy as they affect Indigenous students and communities. They

feature reviews of exemplary programs and examine debates about appropriate priorities for Indigenous educators. Seminars will be led by Indigenous studies in education professor Dr. Michelle Jacob. They will feature guest presentations by Indigenous education practitioners and experts from around the region and nation.

Where possible Sapsik'wala students are placed for their full-time student teaching practica in schools that serve a high number of Indigenous students. The program makes an effort to make these placements either in schools near the students' Tribal community or in schools with highly developed Indigenous education curriculum. In past years Sapsik'wala teachers have been placed in schools in the following districts: Holdenville HS, Oklahoma (Holdenville SD); Chiloquin HS, Oregon (Klamath County SD); Chiloquin Elementary, Oregon (Klamath County SD); Klamath Union HS, Oregon (Klamath Fall City SD); Pendleton HS, Oregon (Pendleton SD); Nixyaawii Community School, Oregon (Umatilla Charter School SD); Clear Creek MS, Oregon (Gresham Barlow SD); Siletz Valley Charter School, Oregon (Lincoln Co. SD); and Chemawa Indian School, Oregon. We also placed students in an elementary school in an Anchorage School District in Alaska and in elementary schools in South Dakota and Nevada.

The content provided in the general curriculum and in the Sapsik'wala seminars will be further discussed in the aforementioned *Indigenous communities of practice* fostered by the program. Students will work together and with program faculty to put the ideas they are learning into practice. They will be supported in developing professional opinions about key debates within the field of Indigenous education as well as a repertoire of lessons, curricula, and teaching practices tailored to the needs of Indigenous K-12 students.

Finally, this three-level approach to preparing AIAN teacher education students to better serve AIAN K-12 students will be documented in the form of a formal case study. Dr. Leilani

Sabzalian, scholar of Indigenous studies and postdoctoral fellow at the University of Oregon, will interview current and former Sapsik'wala students to review their program experiences and identify ways in which the program contributed to their classroom practice, as well as ways it might have been improved. She will interview faculty and examine program archives. Using this information, Dr. Sabzalian, in collaboration with Drs. Michelle Jacob and Jerry Rosiek, will develop a case study narrative of the evolution and salient features of the Sapsik'wala program. This account this will be shared at national education association meetings including, but not limited to, the American Educational Research Association, the National Indian Education Association, and the National American Indigenous Studies Association. This narrative analysis will also be published in a major journal such as the *Journal of Teacher Education, Equity and Excellence in Education*, or the *Journal of American Indian Education*.

Plan to Incorporate the Needs of Potential Employers. The Sapsik'wala program is designed to respond to the needs of schools in the region that serve significant numbers of AIAN students and thus can serve as employers which satisfy the grant program's payback requirements. We have done this in four primary ways: 1) by conducting a job market analysis of areas of need in these schools and prioritizing those areas in our admissions process; 2) by informing qualifying schools of our program and securing letters of assurance that they will consider Sapsik'wala program graduates for available positions, 3) by establishing partnerships and relationships with Bureau-funded schools and schools with significant AIAN enrollment and arranging for student teacher placement in those schools when possible, and 4) by graduating exceptionally talented and well-prepared teachers that are in high demand at all schools.

Our job market analysis surveyed 34 Oregon school districts with Title VII Indian Education programs. We received responses for 14 of those schools (41% response rate). We

also surveyed four BIA schools in the region and received two responses (50% response rate). We asked these schools and school districts what their current and anticipated employment needs were in fifteen teacher licensure areas. Survey results are captured in Figure 1 (see page 9).

We also conducted a survey of educational needs as identified by the educational officers of Oregon's Nine Tribes. These education officers in turn surveyed the counties that are a part of their service area, providing an additional angle of analysis on the employment needs in schools that are serving significant numbers of AIAN students, capturing some of the needs of school districts that may not have responded to our direct requests for information. The results of that survey are captured in Figure 2 (see page 10).

Across the state and BIA schools, districts reported a need for AIAN teachers in all 15 licensure areas, with especially high need reported in the following areas: Kindergarten, Early Elementary, Later Elementary, Middle School Social Studies & Language Arts Middle School Math & Science, High school Social Studies, High School Language Arts, High School Mathematics, High School Science, Elementary Music, and Special Education. The Sapsik'walaá program, if funded, will prioritize recruiting, graduating, and placing teachers in the following areas: Kindergarten, Elementary, and core subjects in Middle and High School. These are the highest of these high need areas as identified by our job market analysis and among the areas of licensure offered by the University of Oregon Masters Degree in Curriculum and Teaching.

The Sapsik'walaá program has established partnerships with the education officers in Oregon's Nine Federally recognized tribes through its Consortium agreement and Tribal Advisory Council. The Consortium and Council, through their relationships with schools and districts, have been instrumental in placing Sapsik'walaá graduates in regional schools that serve a high number of AIAN students. Additionally, we have secured letters of commitment to consider our

Sapsik'wala program graduates for employment from the 14 qualifying school districts in Oregon and two BIA schools who responded to our survey. They have all expressed enthusiastic interest in hiring Sapsik'wala teachers (See Part 6: Letters of Support).

We will establish partnership relationships with the four BIA funded schools in the region by recruiting an administrator from each school to be members on the Sapsik'wala Tribal Advisory Council.⁴ In this way, these educational leaders will become more familiar with the program and will be introduced to our graduates. They can also keep the project informed of the evolving needs at their schools. Where possible, we seek to place Sapsik'wala students in the BIA schools or in school districts with Title VII programs. Our experience has shown that student teaching placement at a site increases the likelihood that students will be hired at those schools or similar schools. Finally, we will conduct the survey of district needs every year prior to recruitment activities to ensure the program has up to date information about the employment needs of relevant districts.

Quality of project services.

Preparation that provides skills needed for successful teaching in schools with significant Indian populations. Sapsik'wala students are enrolled in and take all course work required by the UOTeach Masters Degree program leading to Teacher Licensure. The University of Oregon is the most highly ranked College of Education in the Pacific Northwest. Our Masters Degree program is the most highly ranked teacher education program in the Pacific Northwest. The UOTeach program is known for its emphasis on strong subject matter teaching, pedagogical problem solving, and understanding the social and cultural context of schooling. Through their coursework and supervised practica, UOTeach students acquire a variety of general teaching skills and knowledge necessary for

⁴ The Tribal Advisory Council will always include a majority of AIAN members.

teaching all students, including, but not limited to: subject-matter specific teaching strategies, differentiated and direct instruction techniques, facility with inquiry based lessons that teach higher level thinking skills, competency with a variety of assessment methods, strategies for accommodating the influence of culture, linguistic difference, and social inequality on learning processes, an understanding of themselves as professionals responsible to think critically about curricular decisions and adapt their teaching to the needs of all their students.

This is accomplished through a carefully designed teacher education curriculum that begins with a critical study of the historical, cultural, and philosophical foundations of contemporary schooling. Following this students take courses on pedagogical content knowledge in core subject areas alongside instructional design and management courses to prepare them for student teaching (Kleickmann, et al, 2013). The program embeds the study of cultural and social influences on learning throughout the curriculum. It also embeds instruction on the use of contemporary instructional technology throughout. The UOTeach program requires a full complement of courses on teaching English language learners throughout the program leading to ESOL certification for all of its graduates. Students are subsequently placed in classrooms with highly qualified cooperating teachers for their student teaching practica. The program culminates with a capstone course on teacher research, leadership, and building professional communities of practice.

In addition to a robust program that provides the general skills and competencies needed to teach all students well, the UOTeach Masters Degree coursework includes attention to ways to serve Indigenous students and families. These include, but are not limited to: 1) the study of the history of boarding schools and the problem with assimilationist curricular ideals; 2) instruction on how to teach about the history of colonialism at all grade levels in Social Studies

Methods courses; 3) significant treatment of Native language revitalization programs in the ESOL and bilingual education courses; 4) critical discussions of the way Indigenous communities and Indigenous ways of knowing are represented in K-12 curriculum; 5) illustrating basic principles of learning and teaching in pedagogical methods courses using examples set in classrooms serving large numbers of Indigenous students.

This ambitious program of study consistently produces graduates that are highly sought after by schools across the state, region, and nation, including schools serving significant numbers of AIAN students.

The Sapsik^walá Program supplements this already advanced teacher education curricula with further education about how to serve AIAN students and communities. It does this in three primary ways. First, Sapsik^walá students are required to attend a regular seminar on education of AIAN students. In this seminar students read and discuss contemporary Indigenous education literature (e.g. [Yakima Rising](#), by Michelle Jacob, [Red Pedagogy](#), by Sandy Grande; [Power & Place](#), by Vine Deloria; [Survivance Stories](#) (forthcoming), by Leilani Sabzalian; [Free to be Mohawk](#), by Louellyn White; [Voices of Resistance and Renewal: Indigenous Leadership in Education](#), by Dorothy Aguilar-Black Bear and John Tippeconic) and local Indigenous education programs (e.g. [the Northwest Indian Language Institute](#), the [Chifin Native Youth Center](#); the [NAYA Family Canoe Journey](#), the [Siletz Tribe culture camps](#); the [Bridge of the Gods Summer Academy](#), the [Yakama Nation Tribal School](#), and many others). The focus here will be on recognizing, respecting, and centering Indigenous ways of knowing in conversations about education (Anuik & Gilles, 2012; Brayboy & Maughan, 2009, 2015; Phillips & Whatman, 2007; Tanaka, et al, 2007).

Second, Sapsik^walá establishes an *Indigenous cohort-within-a-cohort* in which AIAN pre-service teachers meet regularly to collaboratively problem solve pedagogical challenges they face

in classes, including how to better serve the Indigenous students in their schools. In these conversations, Sapsik^walá students have the opportunity to put their cultural knowledge to work in their pedagogical planning in a supportive environment.

Guest speakers will be brought to this seminar, and former Sapsik^walá students (both in the induction phase and beyond it) will be invited to attend. In this way the Sapsik^walá program seeks to create an extended *Indigenous Community of Practice*. Research has demonstrated that professionals perform best when they are able to discuss problems of practice that arise in the workplace, learn from each other, find intellectual and emotional support, and direct one another to resources (Wenger, McDermott & Snyder 2002; Lave & Wenger 1991). It also helps students begin building their professional networks that will help them secure jobs and organically develop mentor relationships to support their career growth and retain a critical mass of AIAN teachers in the region.

Preparation that meets the breadth of Indian student needs. In all the ways just inventoried, the Sapsik^walá program prepares teachers who are prepared to meet the needs of Indian students. The program's conception of these needs is robust and expansive. In other words, the education of Sapsik^walá students is not limited to preparation to teach core subject area content. Sapsik^walá students are prepared to understand and use best practices for serving Indigenous students (Cajete, 1994; Cleary & Peacock, 1998; Madden 2015; McCarty, 2012; National Congress of American Indians, 2015). This happens through the curriculum of the Sapsik^walá seminar that examines education programs focused on the continuation and revitalization of local cultural traditions, Indigenous ways of knowing, tribal traditions of governance, and sustainable relationships to the local environment. It also happens through students' introduction to language revitalization curriculum and programs with the help of the Northwest Indigenous Languages Institute.

Job placement activities. The Sapsik^walá program provides job placement activities for students that reflect the findings of a job market analysis and needs of potential employers. As documented above, we have conducted a state-wide survey of the specific areas of need. Students will be directed to districts that are in need of their particular grade level and content area certification. Additionally, the program will bring in administrators from these schools for guest lectures, service on the Sapsik^walá Advisory Council, or Indigenous Community of Practice professional development activities. Finally, where possible, Sapsik^walá students will be placed in identified schools for their student teaching placement.

Induction services that reflect the latest research on effective delivery of such services. Recent research has indicated that placement as a student teacher in schools that serve a large number of AIAN high-poverty students increases the retention of teachers later employed at such schools (Whipp & Geronime, 2015). Once employed, research has demonstrated that induction services can increase teacher retention and long term job satisfaction (Achitein, Ogawa, Sexton, & Freitas, 2010; Erickson, Tehune, & Ruff, 2008; Bullough, 2012; Oakes, Lane, & Booker, 2013; Kearney & Lee, 2014).

In light of this research, the Sapsik^walá program prioritizes placing student teachers in schools that a) have significant Indigenous student population, and b) have been identified through our job market analysis to have a need for AIAN teachers in a candidate's area. While in these student teacher placements, Sapsik^walá students are supported by both the UOTeach program and the Sapsik^walá program Indigenous Community of Practice so they have a positive and successful teaching experience, thus increasing the likelihood they will work long term in that school or a school with similar demographics.

Once in their first job placement, the Sapsik^walá program provides a variety of induction services tailored to the needs of students in their particular placement. The primary means of induction is supporting graduates' continued participation in the Sapsik^walá program Indigenous Community of Practice. This includes support for travel that enables participation in at least two Sapsik^walá seminars featuring guest scholars. These meetings include time for consultation with Sapsik^walá program faculty as well as sustained conversations about how to better serve Indigenous K-12 students. These meetings help strengthen and extend graduates professional networks. Once a year these seminars are held in conjunction with the annual meeting of the Oregon Indian Education Association meeting, thus providing additional opportunities for professional networking. The second primary mode of induction support is providing a stipend to a senior faculty member at the graduate's site of employment who will provide regular mentoring to the new teacher. In some instances, where travel to UO is not possible or if there are available funds, induction support will include funds for attending professional development workshops or local professional conferences focused on Indigenous education. Finally, when grant funds are available, induction support will take the form of providing teachers with funds to purchase curriculum and instructional materials.

Sustained and Intense Professional Development Services. The Sapsik^walá Project combines the highest quality general teacher education programs with sustained professional development focused on meeting the unique needs of Indigenous students and families. The UO COE faculty are among the most highly respected education faculty in the world. Our College as a whole and our Teacher Education Program specifically are ranked consistently in the top 20 in the nation, often in the top 10. Our graduates receive the ambitious and excellent general teacher education preparation that includes attention to the needs of AIAN students. The Sapsik^walá program extends this preparation to prepare students to serve AIAN communities with its

Consortium, Cohort, and Communities of Practice approach described previously. Students are taught about the application of Indigenous ways of knowing to pedagogical and curricular decision making and are supported in exploring ways to support the traditions and priorities of specific Indigenous communities.

This educational process is intensive. Students are enrolled full time for 15 months during which their course load includes: a) the study of the historical, philosophical, and cultural foundations of education processes; b) in depth preparation in the pedagogical content knowledge required to teach various subjects, c) an ESOL endorsement which provides preparation in how to serve students whose first language is something other than English; d) thoroughly supported student teaching practica in schools with a significant number of Indigenous students; e) preparation to be teacher researchers and life-long learners in their profession; e) education about the application of Indigenous ways of knowing to curriculum and pedagogical planning; and f) initiation into an intentionally developed Indigenous Community of Practice that can support candidate efforts to put their knowledge to work on behalf of AIAN students. Support for Sapsik^walá students extends beyond the 15 months of the formal program in the form of an additional year of grant provided induction services, as previously described. The combination of these elements—high quality faculty, intensive coursework, and extended induction services--all combine to ensure that the AIAN students Sapsik^walá graduates serve receive the highest possible quality preparation as teachers.

Quality of Project Personnel

Project Leadership. Dr. Jerry Rosiek will serve as Principal Investigator. He will have primary responsibility for fiscal management of the grant as well as reporting to funders. Dr. Michelle Jacob will be the Co-Principal Investigator and Director of the Sapsik^walá project. Dr.

Jacob will have responsibility for the management of project curriculum and relations with the community partners. Both will be involved in providing support and instruction to students.

Dr. Jerry Rosiek received his Ph.D. from Stanford University and is currently a professor of Education Studies at the University of Oregon where he teaches courses on the cultural foundations of education and qualitative research methodology. His scholarship examines how knowledge of a history of colonization and institutional racism influences the way teachers represent their subject matter to students and how they promote justice, equity, and care in educational institutions. His writing has appeared in many of the top journals in the field, including the *Harvard Educational Review*, *Education Theory*, and *Educational Researcher*. His recent book was published with Routledge Press and is entitled *Resegregation as Curriculum: the Meaning of the New Segregation in US Schools*. His scholarship has examined the need to prepare teachers to serve in Indigenous communities including the hosting of a conference at UO in 2009 entitled “Decolonizing Education: How Everyone Benefits From Addressing the Educational Needs of Indigenous Communities.”

Dr. Rosiek identifies as a de-tribalized European of Polish and Irish heritage. He is the former head of the Education Studies Department, the present director of the Sapsik^{‘w}alá program and Principle Investigator of the current grant. He has been a regular participant in Sapsik^{‘w}alá Tribal Advisory Council meetings since his arrival at the University of Oregon 10 years ago. He stepped into the role of Sapsik^{‘w}alá project director in 2014 after the departure of the previous Principal Investigator. In this proposal his FTE will be dedicated to managing the project as follows: YR1:21% (to cover more intense recruitment). YR2: 15%; YR3:15%, YR4:10% (induction only year). This is in addition to courses he will teach to Sapsik^{‘w}alá students.

Dr. Michelle Jacob will join the faculty as a senior professor of Indigenous Studies in

Education in the University of Oregon Education Studies Department starting July 7th, 2016. She received her Ph.D. from the University of California Santa Barbara. Dr. Jacob is a member of the Yakama Nation. Her community-based research focuses on her home reservation community (in Washington State). Her research areas of interest include: health, education, and decolonization. In all efforts, she seeks to understand how Indigenous peoples can be empowered to heal from wounds inflicted by colonialism. She has published in many academic journals including *American Behavioral Scientist*, *Social Justice*; and *The Journal of San Diego History*. Her research has been funded by numerous sources, including the American Philosophical Association; National Cancer Institute; Ford Foundation; Women's Sports Foundation. Dr. Jacob's book, *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing*, was published in 2013 by the University of Arizona Press as part of the Mellon Foundation-funded First Peoples: New Directions in Indigenous Studies Series. In this proposal his FTE will be dedicated to managing the project as follows: YR1:30% (to cover more intense recruitment). YR2: 20%; YR3:20%, YR4:10% (induction only year). This is in addition to courses she will teach to Sapsik^walá students.

Upon arrival Dr. Jacob will be the primary curricular leader of the program. Dr. Rosiek will provide support for managing the grant and assistance in her transition to the primary leadership position in the project if the grant is funded. Dr. Rosiek will remain centrally involved and invested in the program's success throughout the term of the grant.

Key Project Personnel. Dr. Leilani Sabzalian will provide instructional support for the Sapsik^walá seminar and support for the ongoing evaluation of grant activities. She received her Ph.D in Critical and Sociocultural Studies in Education from the University of Oregon where she studied the knowledge educators need to better serve Indigenous students and communities. Dr.

Sabzalian is an enrolled member of the Aleut Nation. She is a Spencer Dissertation Grant recipient and her dissertation has won two national awards including the AERA Division B (Curriculum Studies) Dissertation of the year award. She currently holds a Postdoctoral position at the University of Oregon. She has a book forthcoming with Routledge press entitled *Survivance Stories: Using Counterstorytelling to Engage the Complexity of Urban Indigenous Education*. The College is providing institutional support to the Sapsik^{‘w}alá program in the form of 25% of her FTE for the first three years of the grant. This is in addition to the service she will provide as a practica supervisor for Sapsik^{‘w}alá student teachers.

Ms. Kelly LaChance will provide student support, ensuring students get registered for the correct classes, receive their stipends and book allowances, reserve rooms for meetings, graduation ceremonies, organize guest speaker travel and contracts, support data collection for annual reporting on the grant, and generally manage communication between faculty and Sapsik^{‘w}alá project participants. Ms. LaChance is an enrolled member of the Confederated Tribes of Siletz Indians. In this proposal between 100% of her FTE for the full term of the grant will provided as institutional support from the College of Education. Her position is exclusively dedicated to serving Sapsik^{‘w}alá students.

Project Consultants or Subcontractors. Dr. Megan Bang, Professor of Education and Indigenous Studies at the University of Washington will be contracted to provide formative and summative evaluation reports for this project in the Spring of 2018 and 2019. This feedback will inform the project’s continuous improvement efforts.

Quality of Management Plan

Reasonable Costs. The design of the proposed project is highly cost efficient. The UO will supplement the funds provided by this grant with institutional support in the form of 1.0

FTE for a program assistant, .25 FTE from a postdoctoral faculty member with expertise in Indigenous studies, and three tuition waivers for participants (one each of the first three years—see Part 6: Letters of Support). This institutional support enables us to admit, educate, graduate, and provide job placement and induction services to more Sapsik‘walaá students (fourteen total) over the term of this grant. These students will receive dedicated support from four highly qualified educational professionals throughout their time in the program, including the dedication of significant FTE from two senior professors of education. This is in addition to the excellent service they will already be receiving from the program faculty generally.

Cost for other elements of the project such as induction support, travel and advertising for recruitment purposes, Tribal Advisory Council meetings, and program evaluation have been set at the minimum level necessary for high quality execution of program operations.

Feedback Procedures. The Sapsik‘walaá Project will use a collaborative (Oja & Smulyan, 1989; Fetterman. et al, 2014) and "decision-oriented" (Stufflebeam 2001) evaluation approach to provide a thorough, feasible, and appropriate evaluation of the project. This approach emphasizes the importance of shared knowledge and encourages the involvement, input, and participation of project stakeholders in the evaluation decision-making process. The project leaders, Advisory Council, and project participants will play a central role in evaluation planning, collection of data, interpretation of results, and making determination of the relative achievement of its goals.

The evaluation methodology combines formative and summative data collection and analytic techniques. This allows the Principal Investigator, Project Director, and Tribal Advisory Council to: (a) receive timely feedback to support on-going, data-based decision making; (b) engage in continual progress monitoring of the attainment of proposed project goals; and (c) draw summative conclusions about the project’s overall effectiveness.

The evaluation will use a variety of objective output measures (summarized in Figure 3) that are aligned with the intended outcomes of the project. The evaluation methods—which combine qualitative and quantitative performance indicators and formative and summative evaluation data collection and analysis techniques—will enable the Principal Investigator, Project Director, and Tribal Advisory Council to make data-based decisions necessary for monitoring outcomes, making on-going project improvement, and increasing program effectiveness.

The Sapsik^{ʼw}alá Project employs three primary means of monitoring the operation of the program. First, the project directors and key personnel will use regularly collected quantitative data to track progress in meeting program goals. This includes tracking: (i) the number of participants recruited in the project each year; (ii) the number of participants continuing in the project each year; (iii) the number of participants graduating each year; and (iv) the number of participants expected to find qualifying jobs within twelve months of completion. The program assistant will compile relevant recruitment, program of study progress, graduation rates, and job placement data annually that will be shared with the Tribal Advisory Council and will inform continual improvement efforts.

Second, the project will make use of a qualitative internal evaluation procedure. Dr. Leilani Sabzalian will conduct interviews with program participants quarterly to track anticipated and unanticipated challenges students may be facing. She will share analysis of this interview data on an ongoing basis with the Principal Investigator, Project Director, and the Tribal Advisory Council.

Third, the project will employ an external consultant to provide formative and summative evaluation of the Sapsik^{ʼw}alá Project's attainment of its goals and the quality of program service. This consultant will have access to all quantitative and qualitative data collected by the program's key personnel and will have the opportunity to survey and interview student participants. Analysis based on this data will be presented at the end of 2017-18 and 2018-19 program cycle to the Tribal

Advisory Council in the form of a written report.

These three programmatic feedback procedures will provide the data, analysis, and evaluative feedback necessary to ensure the program makes continuous improvements and meets its goals and objectives. All data and analysis will be made available to the Tribal Advisory Council, which functions as both a central support to the program and community evaluation system that is external to the University. The Tribal Advisory Council will provide feedback on the adequacy of program progress based on these inputs and will advise project directors on how to best to improve recruitment, educational service to students, graduation rates, and job placement services.

Closing Statement

In summary, the Sapsik^walá Project has a fourteen year history of providing continuous support for AIAN teachers seeking to teaching in communities that serve a large number of AIAN students. Our program has operated efficiently, graduating and placing 97% of the 75 students that have come through our program or an average over five students per year. This constitutes 5-6% of UOTeach enrollment, which is in over three times the percentage of AIAN students in Oregon schools, and over ten times the current percentage of AIAN professionals in the Oregon Teacher workforce. The University of Oregon College of Education has steadily increased its investment in the Sapsik^walá Project, through providing institutional support for grant activities and through the hiring of AIAN faculty and staff with expertise in Indigenous studies in education. With a forthcoming hire, our doctoral level instructional faculty and our tenure track faculty will be over 20% Indigenous. For these reasons, in addition to the high need for Indigenous teachers in our region, our successful Consortium, Cohort, and Indigenous Community of Practice project design, and the collaborative support of Oregon's Nine Tribal communities, we are well positioned to meet the goals of the Indian Education Professional Development Program.

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Part 6: Other Attachment Form

- 1. Proof of Indian Organization**
- 2. Signed Consortium Agreements**
- 3. Individual Resumes for Project Directors and Key Personnel**
- 4. Indirect Cost Rate Agreement**
- 5. Bibliography**
- 6. Letters of Support**

Proof of Indian Organization

- 1. Burns Paiute Tribal Constitution**
- 2. Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians of Oregon**
- 3. Coquille Tribal Constitution**
- 4. Cow Creek Band Tribal Constitution**
- 5. Grand Ronde Tribal Constitution**
- 6. Klamath Tribal Constitution**
- 7. Siletz Tribal Constitution**
- 8. Umatilla Tribal Constitution**
- 9. Warm Springs Tribal Constitution**

BURNS PAIUTE TRIBAL CODE

Adopted by the Burns Paiute Tribal Council
on August 25, 2009 through Resolution No. 2009-24

Burns Paiute Tribe

100 Pasigo St.

Burns, OR 97720

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PREAMBLE

PREAMBLE

The purpose of these Tribal Laws of the Burns Paiute Indian Reservation is to provide a system of criminal justice, law enforcement, and resolution of civil matters for the people of the Reservation and members of the Burns Paiute Indian Tribe.

If any part of this Code or its application to any particular person is held invalid by a court of competent jurisdiction, the remainder of this Code or the application of the pertinent part to other persons shall remain valid.

TRIBAL CONSTITUTION

**CONSTITUTION
OF THE
BURNS PAIUTE TRIBE**

PREAMBLE

We, the adult members of the Burns Paiute Tribe, Burns, Oregon, a federally recognized Indian tribal entity, acting pursuant to the Indian Reorganization Act of June 18, 1934 (48 Stat. 984), as amended, do hereby adopt this constitution in order to:

1. Protect our inherent rights as Indians and to secure the rights and powers inherent in our sovereign status;
2. Promote the social well-being of our people and protect the individual rights of our members;
3. Preserve our culture and tribal identity;
4. Protect and develop our common resources; and
5. Maintain peace and order.

This constitution shall revoke and replace the Constitution and Bylaws of the Burns Paiute Tribe, approved by the Secretary of the Interior on June 13, 1968, as amended, and shall govern the Burns Paiute Tribe from its effective date on.

ARTICLE I – TERRITORY JURISDICTION

Section 1. Name The legal name of the tribal organization shall be the Burns Paiute Tribe.

Section 2. Reservation Except as prohibited by Federal law, the Burns Paiute Tribe shall have jurisdiction over all persons, property, lands, water, and resources and all activities occurring within the exterior boundaries of the Burns Paiute Reservation established pursuant to the Act of October 13, 1972 (86 Stat. 806, P.L. No. 92-448).

Section 3. Other Areas To the fullest extent possible under Federal law, the Burns Paiute Tribe shall have jurisdiction over all tribal members and other persons who are not members of the Burns Paiute Tribe that are exercising or purporting to exercise any right reserved by the community under Federal law.

ARTICLE II – SOVEREIGN IMMUNITY

Section 1. Tribe Immune from Suit The Burns Paiute Tribe hereby states that it, in exercising self-determination and sovereignty to its fullest extent, declares that the Burns Paiute Tribe is immune from suit except to the extent the Tribal Council expressly waives sovereign immunity.

Section 2. Tribal Employees and Council Members Immune from Suit No Tribal Employee or Tribal Council member acting within the scope of his or her duties or authority is subject to suit.

ARTICLE III – MEMBERSHIP

Section 1. Members The membership of the Burns Paiute Tribe shall consist of:

- (a) All persons of Paiute blood whose names appear on the official census roll of the community as of January 1, 1940. This roll may be corrected by the Burns Paiute General Council subject to approval by the Secretary of the Interior.
- (b) All lineal descendants of persons who qualify for membership under subsection 1(a) above; provided, that such descendants possess the blood quantum of one-eighth (1/8) Indian blood and be a descendent of the Burns Paiute 1940 roll. (amended June 18, 1997)

Section 2. Dual Enrollment No person shall qualify for membership in the Burns Paiute Tribe who is a member of any other organized tribe, band or Indian community officially recognized by the Secretary of the Interior unless he or she has relinquished in writing his or her membership in such tribe, band or community.

Section 3. Adoption The tribal council shall have the power to enact ordinances governing the adoption of persons as members; however, each individual adoption must be voted upon by the general council. Adoption ordinances shall be subject to approval of the Secretary of the Interior.

Section 4. Regulation of Membership The tribal council shall have the power to enact ordinances regulating admission to and loss of membership, provided, however, that any person who may lose his or her tribal membership is entitled to a hearing before the Tribal Council and to thirty (30) days notice of such hearing.

ARTICLE IV – GENERAL COUNCIL

Section 1. Electorate Duly-enrolled tribal members eighteen (18) years old or older, and who are registered voters, shall be members of the General Council of the Burns Paiute Tribe and shall be qualified to vote in all tribal elections, referenda and meetings of the general council.

Section 2. Regular Meetings of the General Council The general council shall meet at least two (2) times each year beginning on the first Wednesday of January and June. If unavoidable circumstances, as determined by the tribal council, prevent the general council from meeting on one of the days listed in this section, the meeting shall be held on the next possible day. The chairperson of the tribal council shall preside at general council meetings and, in the absence of the tribal chairperson, the tribal council vice-chairperson shall preside. If both the chairperson and vice-chairperson are absent, the general council may elect from the members present a person to preside over that specific meeting.

Section 3. Special Meetings of the General Council Special meetings of the general council may be called by the tribal council or by at least twenty-five (25) members of the general council who sign a petition which states the subjects to be addressed at the meeting. Within five (5) days after receipt of the petition, the tribal council shall set a day for the meeting as provided in Section 4 of this article. The meeting shall be held within twenty (20) days after receipt of the petition.

Section 4. Notice of General Council Meetings At least five (5) days before each general council meeting, the tribal council shall notify the general council membership of the date, time, place and agenda for the meeting.

Section 5. Quorum A quorum of the general council shall be twenty-five (25) registered voters.

Section 6. Powers of the General Council The exercise of the powers listed in this section by the general council is subject to the express limitations contained in this constitution or in Federal law.

- (a) No branch, agency or officer of the Burns Paiute Tribe except the general council shall exercise the following powers:
 - (1) To sell or relinquish land owned by the Burns Paiute Tribe or land held by the United States in trust for the Tribe;
 - (2) To consent to the termination of the Burns Paiute Tribe and Reservation;
 - (3) To relinquish any tribal jurisdiction to another government, agency, person or organization, provided that cooperative law enforcement agreements shall not be considered relinquishment of tribal jurisdiction;
 - (4) To elect tribal council members in accordance with Article V and Article IX;

- (5) To decide on initiative, referendum, and recall issues in accordance with Article IX; and,
- (6) To adopt or reject constitutional amendments in accordance with Article XII.

The general council shall not be deemed to have given its consent to any action described in subsection (1) through (3) of this section unless at least seventy-five percent (75%) of all members of the general council have voted in favor of such action.

The foregoing enumeration of powers shall not be construed to limit the powers of the general council but all powers of local government not expressly entrusted to the tribal council by this constitution shall be reserved to the general council of the Burns Paiute Tribe. Such powers may be exercised by the Tribe's registered voters at a validly called meeting of the General Council.

ARTICLE V – TRIBAL COUNCIL

Section 1. Governing Body Except as it is expressly limited by this constitution and by Federal law, the governing power of the Burns Paiute Tribe shall be exercised by the tribal council.

Section 2. Composition of the Tribal Council The tribal council shall be composed of seven (7) persons duly elected by the general council.

Section 3. Qualification of Tribal Council Members All members of the Burns Paiute Tribe who physically reside in Harney County, Oregon, who are twenty-one (21) years old or older and are qualified voters shall be eligible to become candidates for and serve on the tribal council. No more than one (1) immediate family member or any person already on the tribal council shall become a candidate for or serve on the council. "Immediate family member" shall mean mother, father, brother, sister, spouse, son or daughter.

Section 4. Quorum A quorum of the tribal council shall be five (5) members.

Section 5. Terms of Office Each tribal council member shall be elected for a term of three (3) years, except as provided in Section 6 of this Article and shall hold office until a successor has been certified and seated. Terms of office for the seven (7) council members shall be staggered with two (2) members being elected each year for two (2) consecutive years and three (3) members being elected in the third year.

Section 6. First Elections Within three (3) months following the effective date of this constitution, all seven (7) members of the tribal council shall be elected. Those tribal officials incumbent under the previous constitution shall serve until those elected pursuant to this section are duly elected and installed. In the first election, three (3) council

members shall be elected to serve for three (3) years, two (2) members shall be elected to serve for three (3) years, two (2) members shall be elected to serve for (2) years, and two (2) members shall be elected to serve for one (1) year. Those three (3) candidates receiving the highest number of votes shall be considered elected to the three year terms. Those two (2) candidates who receive the fourth and fifth highest number of votes shall be elected for the two (2) year terms. The two (2) candidates receiving the sixth and seventh highest vote shall serve the one (1) year terms. Thereafter, there shall be annual elections and all terms shall be three (3) years in length.

Section 7. Officers of the Tribal Council Each time an election of a tribal council member has been held, the tribal council shall elect from within its own membership an chairperson, vice-chairperson, secretary-treasurer, and sergeant-at-arms. The tribal council may appoint such other officials and committees as are considered necessary; however, those appointees shall have no vote in the deliberations of the tribal council.

Section 8. Regular Meetings of the Tribal Council The Tribal Council shall meet at least once each month at a designated regular time. The tribal council shall cause to be published locally the schedule of all regular meetings.

Section 9. Special Meetings of the Tribal Council Special meetings of the tribal council may be called by the council chairperson, or by three (3) council members. The person(s) calling the special meetings shall make reasonable efforts to provide written notice of the meetings to every council member and to the general council.

Section 10. Procedures of the Tribal Council

- (a) Except as provided in this constitution, the tribal council shall establish its own rules of procedure, and official tribal council actions shall be taken by a majority vote of the quorum of the members present.
- (b) All meetings of the tribal council shall be open to the general membership, except that the council may recess at its discretion to go into executive session to discuss any matter in closed session as long as the subject matter to be discussed is expressed in the motion calling for a closed session and no official action is taken in the closed session. Copies of all ordinances and resolution adopted by the tribal council and minutes of all open meetings of the tribal council, its committees and subcommittees, shall be maintained at a tribal office and shall be available for inspection by all interested members.

ARTICLE VI – POWERS OF THE TRIBAL COUNCIL

Section 1. Enumerated Powers The tribal council of the Burns Paiute Tribe shall be authorized to exercise the following powers, subject to the express limitations and restrictions upon such powers imposed by this constitution and applicable Federal law:

- (a) To negotiate with the Federal, State and local governments on behalf of the Tribe and to advise and consult with representatives of the Department of the Interior on all activities of the Department that may affect the Burns Paiute Tribe.
- (b) To employ legal counsel, the choice of counsel and fixing of fees to be subject to the approval of the Secretary of the Interior so long as such approval is required by Federal law.
- (c) To approve or veto any disposition, lease or encumbrance of tribal lands, interest in lands, or other tribal assets; provided that tribal lands shall not be encumbered unless such encumbrance is authorized by Federal law, nor any tribal lands be leased for a period exceeding the time authorized by Federal law.
- (d) To advise the Secretary of the Interior with regard to all appropriation estimates of federal projects for the benefit of the Burns Paiute Tribe prior to the submission of such estimates to the Office of Management and Budget and to Congress.
- (e) To manage all economic affairs and enterprises of the community.
- (f) To appropriate any available funds for tribal purposes.
- (g) To levy assessments and taxes on all person, property and activities within the tribe's jurisdiction.
- (h) To prescribe conditions upon which nonmembers may remain within the territory of the community. Such conditions shall be enforced by order of the tribal court.
- (i) To enact ordinances and laws to govern the conduct of all persons and to maintain order and protect the safety, health and welfare of all persons within the Burns Paiute Tribe's jurisdiction; and to enforce said ordinances and laws.
- (j) To charter and regulate corporations, cooperatives, associations, special districts, educational and charitable institutions, political subdivisions and any other organization.
- (k) To provide for the tribal court to appoint guardians for minors and incompetents.
- (l) To regulate and define the duties and procedures of the tribal council, of all tribal council members and/or subordinate tribal committees and

organizations and otherwise establish policies and procedures for tribal government personnel.

- (m) To purchase or accept any land or property for the Burns Paiute Tribe.
- (n) To request the Secretary of the Interior to confer trust or reservation status on lands granted to or purchased by the community.
- (o) To accept gifts on behalf of the Burns Paiute Tribe.
- (p) To develop, manage, protect and regulate the use of water, minerals and all other natural resources within the community's jurisdiction.
- (q) To deal with questions concerning the encumbrance, lease, use, management, assignment, zoning, exchange, mortgage, purchase, acquisition, sale, placement in trust and disposal of land and other assets owned by the community or held in trust for the community; and regulate land use and development in areas within the community's jurisdiction.
- (r) To exercise any power or duty which may now or in the future be delegated to the tribal council by the Federal or state government or by the general council.
- (s) To take any and all actions necessary and proper for the exercise of the foregoing powers and duties and all other powers and duties now or hereafter delegated to or vested in the tribal council.

ARTICLE VII – TRIBAL COURT

Section 1. Judges and Authority The tribal court shall consist of one (1) chief judge and such associate judge(s) and staff as are deemed necessary by the tribal court. The tribal court is empowered to exercise all judicial authority of the community. Said authority includes but is not limited to the power to review and nullify tribal legislative and executive actions which violate this constitution or the Federal Indian Civil Rights Act of 1968 as well as to perform all other judicial and court functions. The tribal council shall set forth qualifications for the tribal court chief judge, associate judge(s) and staff positions by ordinance and shall appoint persons to fill said positions for a term of not less than two (2) years for chief judge and not less than two (2) years for associate judges. During the tenure of his or her appointment, the chief judge or associate judge(s) may be suspended or dismissed by the general council only for criminal conviction, misconduct, negligence or absence from duty upon due notice and an opportunity for an open hearing.

Section 2. Civil Jurisdiction of the Tribal Court The Tribal Court of the Burns Paiute Tribe shall have exclusive civil jurisdiction except that prevented by Federal Law.

Section 3. Criminal Jurisdiction of the Tribal Court The Tribal Court of the Burns Paiute Tribe shall have concurrent criminal jurisdiction with the Federal Courts and may prosecute those criminal offenses which are violation of the Law and Order Code of the Burns Paiute Tribe.

Section 4. Civil Rights Violation Jurisdiction The Tribal Court of the Burns Paiute Tribe shall have exclusive jurisdiction with regard to violations and alleged violations of the Indian Civil Rights Act of 1968, codified at, Title 25, United States Code, section 1302 et seq. and violations and alleged violations of the Bill of Rights contained in this Constitution.

ARTICLE VIII – BILL OF RIGHTS

The Burns Paiute Tribe, in exercising its powers of self-government shall not:

- (a) Make or enforce any law prohibiting the free exercise of religion, or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble and to petition for a redress of grievances;
- (b) Violate the right of the people to be secure in their persons, houses, papers and effects against unreasonable searches and seizures, nor issue warrants but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the person or thing to be seized;
- (c) Subject any person for the same offense to be twice put in jeopardy;
- (d) Compel any person in any criminal case to be witness against himself;
- (e) Take any private property for public use without just compensation;
- (f) Deny to any person in a criminal proceeding the right to a speedy and public trial, to be informed of the nature and cause of the accusation, to be confronted with the witnesses against him, to have compulsory process for obtaining witnesses in his favor, and at his own expense to have the assistance of counsel for his defense;
- (g) Require excessive bail, impose excessive fines, inflict cruel and unusual punishment, or impose for conviction of any one offense any penalty or punishment greater than imprisonment for a term of one (1) year or a fine of \$5,000, or both;
- (h) Deny to any person within its jurisdiction the equal protection of its laws or deprive any person of liberty or property without due process of law;
- (i) Pass any bill of attainder or ex post facto laws; and,

- (j) Deny to any person accused of an offense punishable by imprisonment the right, upon request, to a trial by jury or not less than six (6) persons.

ARTICLE IX – TRIBAL ELECTIONS

Section 1. Election Dates The tribal council shall appoint an election board whose three (3) members shall serve three (3) year staggered terms of office. Election board members shall be subject to removal from office by the general council for criminal activity, misconduct, negligence or absence from duty upon due notice and an opportunity for an open hearing. The election board shall be responsible for impartially carrying out the provisions of the election ordinance as described in Section 2 of this article. No person who holds any elective or appointive tribal office or is a candidate for such office shall serve on the election board.

Section 2. Election Procedure The tribal council shall enact an election ordinance, consistent with this constitution, setting forth the procedures to be followed in conducting each of the various types of tribal elections called for in this constitution. The ordinance shall include mandatory provisions for secret balloting, voter registration, maintaining a current list of qualified voters, absentee voting, screening of prospective candidates and settling election disputes. Further, the ordinance shall spell out the procedure and format to be used whenever it is necessary to submit petitions and describe how such petitions are to be determined valid.

Section 3. Initiative The qualified voters may propose legislation by submitting to the tribal council a petition signed by at least one-third (1/3) of the registered voters. Each page of the petition shall contain a description of the proposed enactment. Within thirty (30) days from the tribal council's receipt of a valid petition, the chairperson shall call an election to be held in conjunction with a special meeting of the general council making provisions for absentee balloting, provided, that if an initiative petition is received within thirty (30) days before a meeting of the general council is scheduled, the initiative election shall be delayed until that meeting. An affirmative vote by at least a majority of those who vote shall be necessary to decide the issue or question; provided, that no less than one-third (1/3) of the registered voters cast ballots in the election. The decision of the voters shall be binding on the tribal council until it expires by its own terms or is otherwise changed by action of the voters. Once an initiative issue has been submitted to the voters and decided, that same issue cannot again be considered for at least six (6) months.

Section 4. Referendum The tribal council, by an affirmative vote of at least four (4) of its members, shall call an election to be conducted within forty-five (45) days of such tribal council decision for the purpose of deciding issues or questions that are either within authority of the general council or those powers vested in the tribal council. A referendum may be demanded on any enacted or proposed ordinance or resolution of the Burns Paiute Tribal Council by a petition of at least one-third (1/3) of the registered voters of the Burns Paiute Indian Reservation. An affirmative vote by at least a majority of those who vote shall be necessary to decide the issue or question; provided, that no less than one-third (1/3) of the registered voters cast ballots in that election. The decision of the voters

shall be binding on the tribal council until it expires by its own terms or is otherwise changed by action of the voters.

Section 5. Recall Upon receipt of a valid petition signed by at least one-third (1/3) of the registered voters requesting the recall of an individual official holding an elective office, it shall be the duty of the tribal council to call a special election to vote on the recall of that official. Such election shall be held within forty-five (45) days of receipt of the valid petition; provided, that if the petition is submitted within two (2) months of the next annual elections, the tribal council may direct that the matter be placed on the ballot for that election. If a majority of those actually voting favor the recall of the official, that office shall be declared vacant and filled in accordance with Section 2 of Article X. No individual shall be subjected to a recall vote more than twice during his/her term of office,.

ARTICLE X – REMOVAL FROM OFFICE AND FILLING VACANCIES

Section 1. Removal

- (a) Should any of the following circumstances occur involving a tribal council member, the remaining members of the tribal council may by resolution remove such person from office:
 - (1) Failure to satisfy the requirements for holding office in Section 3 of Article V.
 - (2) Absence from three (3) successive tribal council meetings without being excused by the tribal council.
 - (3) Gross misconduct in office or neglect of duty as defined by tribal ordinance, or conviction of a felony after his or her election; and,
 - (4) Becoming physically or mentally incapable of performing his or her duties.
- (b) Any tribal council member subject to removal shall, before a vote is taken, be provided with a reasonable and detailed written statement of the charges against him or her and with fair opportunity to reply to such charges and present evidence on his or her behalf at an open hearing for that purpose. Notice of the charge must be presented to the accused at least five (5) days prior to the hearing. At least four (4) of the remaining members of the council must vote in favor of removal to make it valid. The Chairperson shall be permitted to vote if he/she is not the object of removal proceedings.

Section 2. Filling of Vacancies If any vacancies occur due to removal, recall, resignation or death, the tribal council shall appoint a new member, who qualifies pursuant to Section 3 of Article V, to serve until the next regular election when a successor shall be

elected to fill the remainder of the term so as to preserve the system of staggered terms of office.

ARTICLE XI – AMENDMENTS

This constitution may be amended by a majority vote of the qualified voters of the community voting at an election called for that purpose by the Secretary of the Interior and conducted pursuant to federal regulations; provided, that at least thirty percent (30%) of those entitled to vote shall vote in such election. Amendments shall become effective when approved by the Secretary of the Interior.

ARTICLE XII – SAVINGS CLAUSE

All enactments of the tribe adopted before the effective date of this constitution shall continue in effect to the extent that they are consistent with this constitution.

ARTICLE XIII – SEVERABILITY

If any provision of this constitution shall in the future be declared invalid by a court of competent jurisdiction, the invalid provision or provisions shall be severed and the remaining provisions shall continue in full force and effect.

ARTICLE XIV – ADOPTION

This constitution, when adopted by a majority vote of the qualified voters of the Burns Paiute Tribe, voting in an election called for that purpose by the Secretary of the Interior and conducted pursuant to Federal Regulations, provided, that at least thirty percent (30%) of those entitled to vote cast ballots in that election, shall become effective when approved by the Secretary of the Interior or his authorized representative.

RESERVATION DESCRIPTION

RESERVATION DESCRIPTION

Legal Description of Main Reservation:

Parcels 1 and 2 of sections 1, 12 and 13, Township 23 South, Range 30 East, Willamette Meridian, Harney County, Oregon, as shown on the approved Bureau of Land Management Plat dated May 8, 1978 and described as: Parcel 1; commencing at the northwest corner of section 1, Township 23 South, Range 30 East, thence south 7 degrees, 57' east 279.84 feet to the true point of beginning, thence south 0 degrees 27' west 5030.62 feet to the southwest corner of said section 1, thence along the south line of said section north 89 degrees 33' 1337.16 feet, thence south 1 degree 02' west 2556.84 feet, thence north 88 degrees 55' east 1332.54 feet, thence north 1 degree 09' east 1272.48 feet, thence north 89 degrees 14' east 2665.74 feet, thence north 2 degrees 13' west 701.58 feet, thence north 4 degrees 46' east 389.4 feet, thence north 0 degrees 09' east 165.66 feet to the southeast corner of said section 1, thence north 0 degrees 09' east 2597.1 feet to the east quarter corner of section 1, thence north 0 degrees 47' west 1750.32 feet, thence north 89 degrees 16' east 9.9 feet, thence north 0 degrees 49' west 678.48 feet, thence north 19 degrees 26' west 132 feet, thence south 69 degrees 01' west 76.56 feet, thence south 7 degrees 37' east 167.64 feet, thence south 33 degrees 54' west 81.84 feet, thence south 79 degrees 41' west 186.12 feet, thence north 72 degrees 45' west 242.22 feet, thence north 88 degrees 54' west 4713.72 feet to the true point of beginning, containing 761.70 acres more or less and being within sections 1 and 12.

Parcel 2; commencing at the northwest corner of section 13, Township 23 south, Range 30 East, the true point of beginning, thence along the west line of said section 13, south 0 degrees 36' west 646.8 feet, thence south 89 degrees 20' east 660.0 feet, thence north 0 degrees 05' west 667.26 feet to the north line of said section 13, thence south 88 degrees 50' west 658.68 feet to the true point of beginning, containing 9.90 acres more or less, EXCEPT a 10.88 acre parcel of land in Part of the NW1/4 of section 1, Township 23 South, Range 30 East, W.M., Harney County, Oregon, included within the unrecorded plat of Tu-Kwa-Hone' dated July 2, 1976 containing 760.72 acres, more or less, after the above exception.

Legal Description of Indian Joe Allotment Land:

Land in Harney County, Oregon, Township 23 South, Range 32 ½ East, Willamette Meridian as follows:

Section 32: NW ¼.

Containing 160.0 acres, more or less.

Legal Description of Old Camp:

Land in Harney County, Oregon, Township 23 South, Range 30 East, Willamette Meridian, included within the plat of Tu-Kwa-Hone, unrecorded in the County, dated July 2, 1976, prepared by James E. Bussard, registered land surveyor, containing 10.88 acres, more or less.

PUBLIC LAW 280; RETROCESSION BY STATE OF OREGON

PUBLIC LAW 280; RETROCESSION BY STATE OF OREGON

18 USC § 1162. State jurisdiction over offenses committed by or against Indians in the Indian country

PART I - CRIMES

(a) Each of the States or Territories listed in the following table shall have jurisdiction over offenses committed by or against Indians in the areas of Indian country listed opposite the name of the State or Territory to the same extent that such State or Territory has jurisdiction over offenses committed elsewhere within the State or Territory, and the criminal laws of such State or Territory shall have the same force and effect within such Indian country as they have elsewhere within the State or Territory:

State or Territory of Indian country affected

Alaska All Indian country within the State, except that on Annette Islands, the Metlakatla Indian community may exercise jurisdiction over offenses committed by Indians in the same manner in which such jurisdiction may be exercised by Indian tribes in Indian country over which State jurisdiction has not been extended.
California All Indian country within the State.
Minnesota All Indian country within the State, except the Red Lake Reservation.
Nebraska All Indian country within the State.
Oregon All Indian country within the State, except the Warm Springs Reservation.
Wisconsin All Indian country within the State.

(b) Nothing in this section shall authorize the alienation, encumbrance, or taxation of any real or personal property, including water rights, belonging to any Indian or any Indian tribe, band, or community that is held in trust by the United States or is subject to a restriction against alienation imposed by the United States; or shall authorize regulation of the use of such property in a manner inconsistent with any Federal treaty, agreement, or statute or with any regulation made pursuant thereto; or shall deprive any Indian or any Indian tribe, band, or community of any right, privilege, or immunity afforded under Federal treaty, agreement, or statute with respect to hunting, trapping, or fishing or the control, licensing, or regulation thereof.

(c) The provisions of sections 1152 and 1153 of this chapter shall not be applicable within the areas of Indian country listed in subsection (a) of this section as areas over which the several States have exclusive jurisdiction.

(Added Aug. 15, 1953, ch. 505, Sec. 2, 67 Stat. 588; amended Aug. 24, 1954, ch. 910, Sec. 1, 68 Stat. 795; Pub. L. 85-615, Sec. 1, Aug. 8, 1958, 72 Stat. 545; Pub. L. 91-523, Secs. 1, 2, Nov. 25, 1970, 84 Stat. 1358.)

28 USC § 1360. State civil jurisdiction in actions to which Indians are parties

PART IV - JURISDICTION AND VENUE

(a) Each of the States listed in the following table shall have jurisdiction over civil causes of action between Indians or to which Indians are parties which arise in the areas of Indian country listed opposite the name of the State to the same extent that such State has jurisdiction over other civil causes of action, and those civil laws of such State that are of general application to private persons or private property shall have the same force and effect within such Indian country as they have elsewhere within the State:

State of - Indian country affected

Alaska - All Indian country within the State.
California - All Indian country within the State.
Minnesota - All Indian country within the State, except the Red Lake Reservation.
Nebraska - All Indian country within the State.
Oregon - All Indian country within the State, except the Warm Springs Reservation.
Wisconsin - All Indian country within the State.

(b) Nothing in this section shall authorize the alienation, encumbrance, or taxation of any real or personal property, including water rights, belonging to any Indian or any Indian tribe, band, or community that is held in trust by the United States or is subject to a restriction against alienation imposed by the United States; or shall authorize regulation of the use of such property in a manner inconsistent with any Federal treaty, agreement, or statute or with any regulation made pursuant thereto; or shall confer jurisdiction upon the State to adjudicate, in probate proceedings or otherwise, the ownership or right to possession of such property or any interest therein.

(c) Any tribal ordinance or custom heretofore or hereafter adopted by an Indian tribe, band, or community in the exercise of any authority which it may possess shall, if not inconsistent with any applicable civil law of the State, be given full force and effect in the determination of civil causes of action pursuant to this section.

(Added Aug. 15, 1953, ch. 505, Sec. 4, 67 Stat. 589; amended Aug. 24, 1954, ch. 910, Sec. 2, 68 Stat. 795; Pub. L. 85-615, Sec. 2, Aug. 8, 1958, 72 Stat. 545; Pub. L. 95-598, title II, Sec. 239, Nov. 6, 1978, 92 Stat. 2668; Pub. L. 98-353, title I, Sec. 110, July 10, 1984, 98 Stat. 342.)

HISTORICAL DOCUMENTS

**CONSTITUTION OF THE CONFEDERATED TRIBES
OF THE COOS, LOWER UMPQUA AND SIUSLAW INDIANS
OF OREGON**

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**CONSTITUTION OF THE CONFEDERATED TRIBES
OF THE COOS, LOWER UMPQUA, AND SIUSLAW INDIANS**

PREAMBLE

We, the members of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians, being a duly constituted Indian tribe, and being federally recognized pursuant to the Act of October 17, 1984, Public Law No. 98-481, 98 Stat. 2250, hereby adopt this constitution in accordance with the Indian Reorganization Act of June 18, 1934, 48 Stat. 984, as amended, and establish our tribal government in order to:

1. Perpetuate our unique identity as Indians and as members of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians, and to promote and protect that identity;
2. Secure the rights and powers inherent to us as Indian people and as an Indian tribe;
3. Preserve and promote our cultural, religious and historical beliefs;
4. Promote the social and economic welfare of our members;
5. Acquire, develop and conserve resources to achieve economic and social self-sufficiency for our tribe;
6. Maintain peace and order and ensure the protection of individual rights.

ARTICLE I - AUTHORITY OF GOVERNMENT

Section 1. Jurisdiction. The authority of the government established by this constitution shall extend over all persons, property and activities under the jurisdiction of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians to the fullest extent permitted by law.

Section 2. Territory. The jurisdiction of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians shall extend to the fullest extent permitted by law over all lands, waters, property, airspace, minerals, wildlife and other resources, and any interest therein, located within the exterior boundaries of the tribal reservation, over any tribal land or land held by individual members in trust status, and over any "Indian Country" of the Confederated Tribes as defined by Federal law.

ARTICLE II - HUNTING, FISHING, AND GATHERING RIGHTS

Nothing in this constitution shall be construed as restricting the exercise of hunting, fishing, or gathering rights of members, to the fullest extent permitted by law. No tribal decision affecting such hunting, fishing, or gathering rights shall be made except by a full vote of the tribal membership.

ARTICLE III - MEMBERSHIP

Section 1. Membership Requirements. The membership of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians shall consist of all persons who are living and who apply and

- a. Whose names are listed on the Public Domain Census Roll of January 1, 1940, prepared by the Grande Ronde - Siletz Agency, Bureau of Indian Affairs; or
- b. Who are a lineal descendant of a public domain allottee of Western Oregon who was a member of the Coos, Lower Umpqua, or Siuslaw Indians; or
- c. Who are a lineal descendant of a person listed as a Coos, Lower Umpqua or Siuslaw Indian, on the Census Roll of 1940 or any other roll prepared by the Department of the Interior prior to the effective date of this constitution.

Section 2. Dual Membership Prohibited. No person who is a member of any other Indian tribe, whether federally recognized or not, shall be eligible for membership in the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians until he or she has relinquished his or her membership in such other Indian tribes. The tribal council, by majority vote, may decide questions of membership in other Indian tribes after evidence has been presented. Any person who is a member or becomes a member of another Indian tribe shall be subject to loss of membership in the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians under the provisions of Section 7 of this article.

Section 3. Prohibition on Membership. No person shall be eligible for membership in the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians who has qualified or whose lineal ancestor through whom such person is claiming eligibility for membership in the Confederated Tribes has qualified for any payment in compensation for land claims through any other Indian tribe whether federally recognized or not.

Section 4. Enrollment Ordinance and Procedure. Procedures for processing membership applications, including appeals from denial of membership, shall be established by ordinance.

Section 5. Membership Roll. The tribal council shall prepare and keep a current and correct roll of all persons who are tribal members

Section 6. Adoption. The tribal council may enact an ordinance governing the adoption of persons into the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians. Only persons qualifying for membership under Section 1 of this article who are adopted shall have the rights and privileges of tribal members, and shall be eligible for tribal services. All other persons adopted into the Confederated Tribes shall be honorary members.

Section 7. Loss of Membership. Involuntary loss of membership shall be confined exclusively to a failure to meet the requirements set forth for membership in this constitution. The tribal council may enact an ordinance governing the procedures for loss of membership. Nothing in this section prohibits a member

from voluntarily relinquishing membership in the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians.

Section 8. Membership under the Restoration Act. The membership requirements of Sections 1 and 3 of this article shall not affect the membership of persons who qualified for membership under the Act of October 17, 1984, Pub. L. 98-481, Section 4, 98 Stat. 2251, and were enrolled in the Confederated Tribes before this constitution was adopted. Such members shall not be subject to loss of membership under Section 7 of this article for failure to meet the membership requirements of Sections 1 and 3.

ARTICLE IV - RIGHTS OF MEMBERS

Section 1. Individual Rights. Each duly enrolled member of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians shall have the following rights:

The right to equal opportunity to participate in the economic resources and activities of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians in accordance with the law; and the right to exercise traditional rights and privileges of members of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians unless prohibited by law. The listing of the foregoing rights shall not be construed as denying or abridging other fundamental rights of the people guaranteed by Title II of the Indian Civil Rights Act of April 1, 1968 (87 Stat. 77).

ARTICLE V - GENERAL COUNCIL

Section 1. General Council. All duly enrolled members of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians who are eighteen (18) years of age or older shall constitute the general council. In accordance with other provisions of this constitution, the members of the general council shall have the power to:

- (a) Vote in all tribal elections;
- (b) Elect tribal council members and approve or disapprove any salary wages paid for performance of tribal council duties;
- (c) Exercise the powers of initiative and referendum;
- (d) Recall elected tribal officials;
- (e) Amend this constitution;
- (f) Make advisory recommendations to the tribal council; and
- (g) Exercise those powers over fundamental changes in the tribe's jurisdiction, reservation lands, or rights specified in Article VI, Section 3(a).

Section 2. Procedures. The general council shall hold meetings in accordance with the following procedures:

- (a) An annual meeting of the general council shall be held on the second Sunday of April of each year at 1:00 p.m. at a place which shall be designated by the tribal council. The general council shall also meet on the second Sunday of October of each year at a time and place which shall be designated by the tribal council. The April meeting shall include the election of tribal council members whose positions are up for election in accordance with Article VIII, Section 3, of this constitution.
- (b) Special meetings of the general council may be called by the tribal council upon fifteen (15) days notice to each member of the general council. The tribal council may call such meeting upon its own motion, but it must call such meetings upon presentation of a properly verified petition signed by one-third (1/3) or more of the general council members of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians. Notice shall be satisfied by publication in the tribal newsletter, which newsletter shall be sent to the last known address of all members of the general council or by publication of a notice in the local newspaper(s).

Only those matters specified in the published notice or verified petition can be voted on in the special meetings. Twenty-five (25) percent of the general council shall constitute a quorum at special meetings. Votes shall be decided by majority vote. Special meetings shall not supercede any procedures provided for within this constitution such as recall of tribal council members.

- (c) The tribal council shall set the agenda for regular meetings of the general council: Provided, That any item shall be added to the agenda upon written notice by ten members of the general council submitted ten days or more before the scheduled date of the meeting. The meeting shall include time for discussion of items listed from the floor, but only items listed in the agenda shall be voted on.

Where this constitution specifies a procedure for certain matters, including but not limited to the election or recall of members of the tribal council, the constitutional procedure shall be the sole method permitted. Such matters shall not be placed on the agenda of regular or special meetings of the general council for a vote but may be discussed at such meetings.

- (d) The tribal council chairperson or in his or her absence the vice chairperson shall chair all meetings. If neither the chairperson or vice chairperson is present, the meeting shall be chaired by the tribal chief or other tribal council member as designated by the tribal council.
- (e) Twenty-five (25) percent of the general council shall constitute a quorum for the purposes of conducting business at regular meetings: Provided, That a quorum is not necessary for the election of tribal officials under Article VIII.

ARTICLE VI - TRIBAL COUNCIL

Section 1. Membership. The tribal council shall consist of a tribal chief elected by the general council for a term of 10 years and six (6) members elected by the general council to terms of office of four (4) years each. The tribal council shall elect a

chairperson and vice-chairperson from within its membership. The tribal chief shall be a voting member of the tribal council. Other officers may be elected by a vote of the tribal council from within its membership. The duties of such officers shall be set forth by ordinance: Provided, That such duties shall not be in conflict with any provision of this constitution.

Section 2. Tribal Council Authority. The tribal council shall have the authority to exercise all legislative and executive authority of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians except that specifically vested in the general council by this constitution. Authority to exercise executive powers shall include the right to delegate such authority as is appropriate.

Pursuant to Section 16 of the Act of June 18, 1934 (48 Stat. 984), the tribal council shall also have the right and power to employ legal counsel, the choice of such counsel and the fixing of fees subject to the approval of the Secretary of the Interior so long as required by federal law; to prevent the sale, disposition, lease, or encumbrance of tribal lands, interests in lands, or other tribal assets without the consent of the tribe; and to negotiate with federal, state, and local governments.

Section 3. General Council Authority.

- (a) Before taking any action with regard to the following matters, the tribal council shall obtain the approval of three-fourths (3/4) of the membership in a vote in which at least thirty-five (35) percent of the membership of the general council participates. Such vote may be taken by mail.
- (1) The termination or diminishment of the tribal reservation which is established pursuant to the Restoration Act, or the alienation of any trust land held on behalf of the Confederated Tribes;
 - (2) The diminishment, negotiation, or settlement of any hunting, fishing, or gathering rights possessed or claimed by the Confederated Tribes, including the settlement of any land claims involving the tribe's aboriginal lands;
 - (3) The relinquishment of any tribal criminal or civil jurisdiction: Provided, That cooperative law enforcement agreements shall not be considered relinquishment.
- (b) The general council shall exercise those other powers described in Article IV, Section 2.

Section 4. Procedures.

- (a) Regular meetings of the tribal council shall be held on the second Sunday of each month at 10:00 a.m., at a place set by the tribal council. When the weekend of the scheduled tribal council meeting includes a national, state, or tribal holiday, the meeting shall take place on the third Sunday of the month. Tribal council meetings are open only to tribal members and tribal staff unless otherwise opened to the public by council action. An agenda and notice of meeting place shall be published in the tribal newsletter or local newspaper(s) at least five (5) days prior to the scheduled meeting date.
- (b) Four (4) members of the tribal council shall constitute a quorum. Matters of business shall be decided by majority vote, except where otherwise required by the constitution or the tribal council's own rules as set forth by ordinance. Voting shall be by roll call and recorded in the minutes.

- (c) The agenda of regular meetings of the tribal council shall be set by the chairperson Provided, That such agenda shall include any item submitted upon the written request of two (2) or more members of the tribal council made at least ten (10) days before the scheduled meeting date. Items may be added to the agenda at a tribal council meeting upon the approval of three (3) members, but must receive at least five (5) votes in favor to decide any business related to such item.
- (d) The tribal council may recess at its discretion to discuss any matter in closed or executive session: Provided, That the general subject matter to be discussed in such closed or executive session is expressed in the motion calling for such session. All personnel matters and all matters relating to the internal activity of tribal council members shall be discussed or decided only in closed session. A report of any decisions made related to such matters shall be included in the minutes.
- (e) Special meetings may be called by the chairperson: Provided, That the chairperson shall call a special meeting upon the written request of three (3) or more members of the tribal council. No special meeting shall be held without twenty-four (24) hours notice to each member of the tribal council unless waived in writing. No decisions shall be made except on items specified in the notice of the special meeting: Provided That items not on the agenda may be discussed at such meeting. Notice of special meetings of the tribal council need not be given to members of the general council Provided, That a report of such meetings and decisions made shall be given at the next regularly scheduled tribal council meeting.
- (f) All final decisions of the tribal council on matters of general and permanent interest to the members of the Confederated Tribes shall be embodied in ordinances. The ordinances shall be collected and made available to the tribal members and others affected upon reasonable request.
- (g) All final decisions of the tribal council on matters of temporary interest shall be embodied in resolutions. The resolutions shall be collected and made available to tribal members and others affected upon reasonable request.
- (h) All questions of procedure shall be decided by motion duly passed, or by the ruling of the chairperson if no objection is heard.
- (i) No tribal council member shall vote on any matter wherein he/she or a member of his/her immediate family - parents, children, spouses, brothers and sisters - has a direct personal interest, including but not limited to employment contracts, project funding, appointments to tribal committees, or removal from the tribal council.
- (j) A written record shall be kept of tribal council proceedings. Such record shall be open for inspection by all members of the Confederated Tribes at any reasonable time in accordance with procedures established by the tribal council.

ARTICLE VII - TRIBAL COURT

Section 1. Establishment. A tribal court may be established by ordinance, which shall set forth the number of judges and staff, terms of office, qualifications, and procedures of the court. The tribal court shall exercise the judicial authority of the Confederated

Tribes of the Coos, Lower Umpqua, and Siuslaw Indians. The tribal court shall have the power to exercise the full scope of judicial authority permitted by law.

ARTICLE VIII - ELECTIONS

Section 1. Members' Voting Rights. All duly enrolled members of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians who are eighteen (18) years or older on the date of an election shall have the right to vote in all tribal elections.

Section 2. Voting Procedures.

- (a) All elections shall be by secret ballot. Mail voting may be established by ordinance. Members shall also have the right to vote in tribal elections by absentee ballot. Procedures for absentee balloting shall be provided for in the election ordinance. Absentee ballots shall be made available to members sufficiently in advance of a scheduled election so that such ballots can be returned to the tribal office by the scheduled election date. Absentee ballots received by the date the scheduled election is held shall be counted in the vote tabulation.
- (b) Each voter shall be allowed to cast one (1) vote for each vacancy on the tribal council. No more than one (1) vote per candidate shall be cast. Winners shall be chosen by a plurality of the votes cast for each position. Ties shall be decided by a coin flip conducted by the tribal chief.
- (c) New tribal council members shall assume office upon certification of the vote by the election board (or tribal council until an election board is established). Certification shall occur within twenty-four (24) hours from the time of the election.

Section 3. Election of the Tribal Council and Tribal Chief, Term of Office. Tribal council positions shall be designated with the numbers one (1) through six (6). Each council member shall be elected for a four (4) year term at the appropriate annual general council meeting in April, and shall hold office until a successor is elected in the April general council meeting in the year in which his or her term expires. Following the initial election under the constitution at which time a system of staggered terms shall be created, tribal council positions 1, 3, and 5 shall be elected in odd-numbered years. Tribal council positions 2, 4, and 6 shall be elected in even-numbered years.

The tribal chief shall be elected for a ten (10) year term at the annual general council meeting in April beginning in 1990 and shall hold office until a successor is elected in the April general council meeting in the year in which his or her term expires.

Section 4. Qualifications of Candidates; Nomination Procedure.

- (a) In order to be eligible for election to a tribal council position, candidates shall meet the following qualifications:
 1. Be a duly enrolled member of the Confederated Tribes;
 2. Be at least twenty-one (21) years of age;
 3. Never have been previously removed from office for good cause.
- (b) An election board shall be established by ordinance within 120 days following the election of the initial tribal council to regulate campaign activities, election

procedures, voting tabulations, and candidate certification. The board shall adopt regulations which shall be effective upon ratification by the tribal council. Such regulations shall not be amended within sixty (60) days of any tribal council election.

- (c) Candidates shall file statements of candidacy no later than thirty (30) days before the scheduled date of the election. A public list of candidates shall be published by the election board no later than twenty (20) days before the scheduled election date.

Section 5. First Election. The first election to take place under this constitution shall take place in accordance with Section 6(d) of the Coos, Lower Umpqua, and Siuslaw Restoration Act, 98 Stat. 2252. If the first election takes place in 1987, tribal council positions 2, 4, and 6 shall hold office until the annual meeting of the general council in 1990, and tribal council positions 1, 3, and 5 shall hold office until the annual meeting of the general council in 1991.

The first election for the position of tribal chief under this constitution shall take place at the annual meeting of the general council beginning in 1990 after this constitution is adopted. The tribal chief in office at the time of adoption of this constitution shall hold office until that time unless he earlier resigns, is removed, or dies.

ARTICLE IX - VACANCIES

Section 1. Vacancies.

- (a) In the event a tribal council position becomes vacant, such position shall be filled by a majority vote of the tribal council from names nominated by tribal council members. Such person, if qualified under Section 4(a) of Article VIII, shall assume office to fill the unexpired term of his or her predecessor in office.
- (b) If a tribal council member fails to attend three (3) consecutive regular meetings of the tribal council, unless his or her written excuse is accepted by a majority vote of the other members of the tribal council, that member's seat shall be declared vacant and shall be filled in accordance with subsection (a) of this section.
- (c) If the entire tribal council shall become vacant through death, removal, recall or resignation, or is unable to function due to loss of a quorum, tribal council members shall be elected to fill the unexpired term of each tribal council position. Such election shall occur at a special meeting of the general council, the vote to be taken in the manner provided for in elections at the April general council meeting.
- (d) If the tribal chief is the sole remaining council member, the tribal chief shall have authority to call a special council election within sixty (60) days. Until such election is held the chief shall exercise the authority of the tribal council.

ARTICLE X - REMOVAL AND RECALL

Section 1. Removal. A member of the tribal council may be removed from office by a vote of at least five (5) members of the tribal council for neglect of duty, gross misconduct in office or conviction while in office of a felony or crime involving dishonesty. Notice of such removal shall be published in the next published tribal

newsletter after removal occurs. A tribal council member who is subject to removal shall be given at least seven (7) days notice of the charges against him or her, and the opportunity for a hearing before the tribal council on those charges. Appeal of removal may take place through the referendum procedure.

Section 2. Recall. Upon written petition of at least one-third (1/3) of the voting membership of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians, presented to and verified by the election board (or tribal council until an election board is established), a special election shall be called to consider the recall of the tribal council member(s) named in the petition. The election shall be held within thirty (30) days from the date the petition is verified: Provided, That any petition submitted within three (3) months of the next annual meeting of the general council shall be placed on the agenda of that meeting. At least twenty-five (25) percent of the voting membership must vote at a recall election for a recall to occur. The position(s) shall be declared vacant if at least two-thirds (2/3) of those members voting support the recall. Vacant positions shall be filled in accordance with Article IX.

ARTICLE XI - TRIBAL CHIEF

Section 1. Description. The position of tribal chief of the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians is formalized in this constitution. The tribal chief shall be a voting member of the tribal council as provided in Article VI. The tribal chief shall be elected from candidates for the office of tribal chief chosen by tribal tradition. The tribal chief shall be subject to recall or removal only for abuse of the office of the chief.

Section 2. Duties. The tribal chief shall open and close general council meetings and tribal council meetings. The tribal chief shall present a budget annually to the tribal council for the performance of tribal ceremonies, including but not limited to the Sacred Salmon Ceremony, restoration ceremony, weddings and funerals. The tribal chief shall conduct all tribal ceremonies.

The annual Sacred Salmon Ceremony shall be held on the first Sunday of August of each year at a place designated by the tribal council. The time of this ceremony shall be set by the tribal chief. No official business of the Confederated Tribes shall take place at this ceremony.

Section 3. Vacancy. In the event of the death of the tribal chief, or any other action resulting in the office of tribal chief becoming vacant, the tribal council shall schedule a special election within sixty (60) days, such election to be held in conjunction with a regular monthly meeting of the tribal council, to elect a new chief. All eligible members of the general council may vote at such election and absentee ballots shall be permitted.

ARTICLE XII - INITIATIVE AND REFERENDUM

Section 1. Initiative. The general council shall exercise the power of initiative. Upon receipt and verification by the election board (or tribal council until an election board is established) of a petition signed by at least one-third (1/3) of those general council members who are eligible to vote setting forth any proposed ordinance or resolution of the tribal council, such ordinance or resolution shall be submitted to a vote of the general council at a regular or special election to be held within sixty days of verification

of the petition. The vote of two-thirds (2/3) of those actually voting, in an election where at least thirty (30) percent of the eligible membership of the general council votes, shall decide the issue and the decision shall be conclusive and binding on the tribal council. Absentee ballots shall be included in such vote.

Section 2. Referendum. The general council shall exercise the power of referendum on those issues or questions that are within the authority of the general council on those powers vested in the tribal council. Upon receipt and verification by the election board (or tribal council until an election board is established) of a petition signed by at least one-third (1/3) of those general council members who are eligible to vote, setting forth any proposed or previously enacted ordinance or resolution of the tribal council, such ordinance or resolution shall be submitted for reconsideration by the general council in a regular or special election. Such election shall be scheduled within sixty (60) days of verification of the petition. The vote of two-thirds (2/3) of those voting, in an election where at least thirty (30) percent of the eligible membership of the general council votes, shall be conclusive and binding on the tribal council. Absentee ballots shall be included in such vote.

ARTICLE XIII - AMENDMENTS

Section 1. Amendment. Amendment of this constitution shall take place according to the procedures set forth in the Code of Federal Regulations (25 CFR Parts 81 and 82) and pursuant to 48 Stat. 984. Upon receipt by the Secretary of the Interior of a petition, conforming to federal regulations, containing the signatures of at least one-third (1/3) of the eligible voting members of the general council, setting forth the section(s) of the constitution to be amended and the proposed text of the amendment(s), the Secretary shall call an election in accordance with federal regulations to consider such amendments. The tribal council, by vote of at least four (4) members, setting forth the section(s) of the constitution to be amended and the proposed text of the amendments(s) may also request the Secretary to call such election. The affirmative vote of two-thirds (2/3) of those actually voting shall be conclusive: Provided, That at least thirty (30) percent of those members qualified to vote have voted at such election. Amendments to this constitution shall not become effective until approved by the Secretary of the Interior.

Section 2. Constitution Convention. A constitutional convention shall be held at the next annual April meeting of the general council two years after this constitution is adopted to consider proposed changes to this constitution. Proposed amendments adopted by a vote of two-thirds (2/3) of those voting at such convention, including absentee ballots, shall be forwarded to the Secretary of the Interior requesting he call an election to consider such amendments: Provided, That at least thirty (30) percent of those members eligible to vote cast their votes at such convention.

ARTICLE XIV - ADOPTION

This constitution, when adopted, according to the provisions of the Coos, Lower Umpqua and Siuslaw Restoration Act, of October 17, 1984, 98 Stat. 2252, and the Indian Reorganization Act of June 18, 1934 (48 Stat. 984), and by a majority vote of those qualified to vote for the adoption of this constitution, voting at an election called for that purpose by the Secretary of the Interior, and conducted pursuant to federal regulations, shall result in the adoption of this constitution upon certification by the Secretary of the Interior: Provided, That the total vote cast be at least thirty (30)

percent of those entitled to vote as determined from the certified copy of the Confederated Tribes' membership roll published by the Secretary in the proceedings leading to the election to adopt this constitution, and shall become effective when approved by the Secretary of the Interior or his authorized representative.

ARTICLE XV - SEVERABILITY

If any provision of this constitution shall in the future be declared invalid by a court of competent jurisdiction, the invalid portion shall be severed and the remaining provisions shall continue in full force and effect.

ARTICLE XVI - CERTIFICATE OF RESULTS OF ELECTION

Pursuant to an order issued MAR 16 1987, 1986, by ISI Ross O. Swimmer, Assistant Secretary - Indian Affairs the foregoing Constitution of the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians was submitted for adoption to the qualified voters of the tribe and was on May 23, 1987, duly adopted/~~rejected~~ by a vote of 58 for, and 35 against, in an election in which at least thirty percent (30%) of the 121 entitled (number) to vote, cast their ballots in accordance with Section 16 of the Indian Reorganization Act of June 18, 1934 (48 Stat. 984), as amended by the Act of June 15, 1935 (49 Stat. 378), and May 1, 1936 (49 Stat. 1250).

David L. Baetels
Chairman, Election Board

Carolyn R. Sleeter
Election Board Member

Robert L. Lawrence
Election Board Member

ARTICLE XVII - APPROVAL

I, IS/ Ross O. Swimmer Assistant Secretary - Indian Affairs, by virtue of the authority granted to the Secretary of the Interior by the Act of June 18, 1934 (48 Stat. 984), as amended, and delegated to me by 209 D.M. 8.3, do hereby approve the Constitution of the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians. It is effective as of this date: Provided, That nothing in this document shall be construed as authorizing any action under this document that would be contrary to Federal law.

IS/ Ross O. Swimmer
Assistant Secretary - Indian Affairs

Washington, DC

Date: JUN 23 1987

CONSTITUTION
OF THE
COQUILLE INDIAN TRIBE

PREAMBLE

Our ancestors since the beginning of time have lived and died on the Coquille aboriginal lands and waters.

The Coquille Indian Tribe is and has always been a sovereign self-governing power dedicated to:

1. Preservation of Coquille Indian Culture and Tribal Identity.
2. Promotion of social and economic welfare of Coquille Indians.
3. Enhancement of our common resources.
4. Maintenance of peace and order.
5. Safeguard individual rights of tribal members.

Our ancestors have passed on to us a sacred trust and obligation to maintain and safeguard these goals.

In recognition of this sacred responsibility, we, the members of the Coquille Indian Tribe, being a federally recognized Indian tribe pursuant to the Coquille Indian Restoration Act of June 28, 1989, 103 Stat. 91, hereby adopt this constitution in order to re-affirm our tribal government and to secure the rights and powers inherent in our sovereign status as guaranteed to us by federal and tribal laws.

ARTICLE I

AUTHORITY OF GOVERNMENT

SECTION 1. JURISDICTION AND TERRITORY

The authority of the government established by this Constitution shall extend over all persons, property, and activities within the jurisdiction of the Coquille Indian Tribe, except as limited by this constitution and federal law.

The jurisdiction of the Coquille Indian Tribe shall extend, to the fullest extent possible under federal laws, over all lands, waters, property, airspace, minerals and other natural resources, and any interest therein, either now or in the future, owned by the Tribe or held in trust by the United States for the Tribe.

SECTION 2. HUNTING, FISHING AND GATHERING RIGHTS

Coquille tribal members may exercise tribal hunting, fishing and gathering rights to the fullest extent possible under federal and tribal laws.

ARTICLE II

MEMBERSHIP

SECTION 1. REQUIREMENTS.

The membership of the Coquille Indian Tribe shall consist of all persons:

a. whose names validly appear on the official tribal membership roll prepared pursuant to the requirements of Section 7 (b) of the Coquille Indian Restoration Act, 103 Stat. 91; provided, that such roll may be corrected by the Tribal Council with the approval of the Secretary of the Interior; or,

b. who are descended from a member of the Coquille Indian Tribe and have filed an application for enrollment according to procedures established pursuant to Section 3 of this Article, and

have been accepted as members in accordance with the tribal enrollment ordinance.

For purposes of this section, descent from a member of the Coquille Indian Tribe shall include lineal descent from any person who was named on any roll or records of Coquille Indian Tribe prepared by the Department of the Interior prior to the effective date of this Constitution.

SECTION 2. DUAL MEMBERSHIP PROHIBITED

No person who is an enrolled member of any other tribe, band, or Indian community officially recognized by the Secretary of the Interior shall be qualified for membership in the Coquille Indian Tribe, unless s/he has relinquished in writing his/her membership in such tribe, band or community.

SECTION 3. ORDINANCE

The Tribal Council shall enact an enrollment ordinance establishing procedures for processing membership matters, including application procedures, procedures for correction of the tribal roll, the right to appeal a denied application for membership, procedures for voluntary relinquishment of membership, and procedures governing reinstatement of former members who have relinquished membership.

SECTION 4. LOSS OF MEMBERSHIP

The Tribal Council shall by ordinance prescribe rules and regulations governing involuntary loss of membership. The reasons for such loss shall be limited exclusively to failure to meet the requirements set forth for membership in this Constitution; provided

that nothing in this section shall prohibit a member from voluntarily relinquishing membership in the Coquille Indian Tribe.

SECTION 5. ENROLLMENT PROHIBITION

No person who is not of Coquille Indian descent shall be entitled to membership in the Coquille Indian Tribe pursuant to Section 1 of this Article or by adoption.

ARTICLE III GENERAL COUNCIL

SECTION 1. POWERS

There shall be a General Council, comprised of all duly enrolled members of the Coquille Indian Tribe who are eighteen years of age or older, which shall have the power to:

- a. Elect Tribal Council members.
- b. Amend this Constitution as provided by Article VII of this Constitution.
- c. Make advisory recommendations to the Tribal Council upon a majority vote of those actually voting at a General Council meeting.

SECTION 2. PROCEDURES

The General Council shall hold meetings in accordance with the following procedures:

- a. The General Council shall meet at least twice a year at a time and place to be set by the Tribal Council.
- b. Special meetings of the General Council may be called by the Tribal Council upon two (2) weeks

notice to the membership of the General Council. Such notice shall include an agenda which specifies the items to be discussed at the meeting. The Tribal Council may call such meetings upon its own motion. The Tribal Council must call a General Council meeting upon presentation of a properly verified petition signed by one-third (1/3) or more of the General Council of the Coquille Indian Tribe.

- c. The agenda for the General Council meetings shall be set by the Tribal Council; provided that any member of the General Council may submit in writing items to the Tribal Council for consideration for the agenda. Additionally, the Tribal Council in each agenda must include time for more discussion of items from the floor regardless of whether said items appear on the agenda.
- d. The Tribal Council Chairperson shall chair General Council meetings. In his/her absence, the Tribal Vice Chairperson shall chair the meeting. If both the Tribal Chairperson and Vice Chairperson are absent, the Chief shall chair the meeting.

ARTICLE IV

REFERENDUM, INITIATIVE AND RECALL

SECTION 1. INITIATIVE

The General Council shall exercise the power of initiative by submitting to the Election Board a petition signed by at least one-third (1/3) of the members of the General Council, setting forth a

proposed ordinance or resolution. Upon verification of the petition by the Election Board, the proposed ordinance or resolution shall be submitted by the Election Board to a vote of the General Council at a regular or special election which must be held within sixty (60) days of the verification by the Election Board. The vote of a majority of those actually voting in the election shall be conclusive and binding on the Tribal Council provided that at least thirty percent (30%) of the qualified tribal members have voted in the election.

SECTION 2. REFERENDUM

The General Council shall exercise the power of referendum by submitting to the Election Board a petition, signed by at least one-third (1/3) of the members of the General Council, setting forth any proposed or previously enacted ordinance or resolution of the Tribal Council for reconsideration by the General Council. Upon verification by the Election Board, the proposed or previously enacted ordinance or resolution shall be submitted by the Election Board to a vote of the General Council at a regular or special election which must be held within sixty (60) days of said verification. The vote of a majority of those actually voting shall be conclusive and binding on the Tribal Council, provided that at least thirty percent (30%) of the qualified tribal members have voted in the election.

SECTION 3. RECALL

The General Council shall exercise the power of recall of elected tribal officials who are guilty of improper conduct or gross neglect of duties as provided by the election ordinance. The procedure for recall of elected tribal officials shall be set forth in the election

ordinance. In such an election, the vote of a two-thirds (2/3) majority of those actually voting in that election shall be conclusive and binding on the Tribal Council provided that at least thirty percent (30%) of qualified tribal members have voted in the election.

ARTICLE V

ELECTIONS & NOMINATIONS

SECTION 1. ELIGIBLE VOTERS

All enrolled members of the Coquille Indian Tribe who are eighteen years of age or over on the date of the election shall have the right to vote by secret ballot in that election.

SECTION 2. TIME OF ELECTION

Elections for the Tribal Council shall be held the third week of October each year.

SECTION 3. QUALIFICATIONS OF CANDIDATES

Any enrolled member of the Coquille Indian Tribe who will be 18 years of age or older on the date of the election.

SECTION 4. NOMINATIONS

The General Council shall hold a meeting at least five weeks before election day for the purposes of nominations of candidates for the Tribal Council. The only agenda item to be considered at this meeting is the nomination of candidates. Nominations shall be made from the floor at the General Council meeting.

Write-in candidates shall be allowed for all tribal offices and the Election Board will provide space for write-in candidates on each ballot.

SECTION 5. ELECTION BOARD

The Tribal Council shall appoint an Election Board which shall be composed of three (3) members and two (2) alternates. All Election Board members must be enrolled members of the Coquille Indian Tribe. The duties of the Election Board shall be to supervise the elections, determine the validity of tribal petitions, and perform other such duties as are provided for in the election ordinance.

SECTION 6. ELECTION ORDINANCE

The first Tribal Council elected pursuant to this Constitution shall enact an election ordinance within six (6) months of their initial election. The ordinance shall include but not limited to provisions for secret balloting, absentee voting, validation of tribal petitions and the settlement of any and all election disputes including the right to appeal to the Tribal Court.

ARTICLE VI

TRIBAL COUNCIL

SECTION 1. POWER

There shall be a Tribal Council which shall have the power to exercise all legislative authority except that vested in the General Council, and all executive authority of the Tribe, including the right to delegate authorities as the Tribal Council deems appropriate. The Tribal Council's authority shall include but shall not be limited to the authority to employ legal counsel, the choice of said counsel and fixing of fees to be subject to the approval of the Secretary of Interior as long as required by federal law, the power to prevent the

sale, disposition, lease or encumbrance of tribal lands, interests in lands, or other tribal assets without the consent of the Tribe and the power to negotiate with the federal, state and local governments. The Tribal Council shall have the power to submit proposed amendments to this Constitution to the Secretary of Interior as provided in Article VIII of this Constitution.

SECTION 2. FUTURE POWERS

The Tribal Council of the Coquille Indian Tribe may exercise such powers as may be returned to it in the future by the Secretary of the Interior, or by any other duly-authorized official or agency of government.

SECTION 3. TRIBAL COUNCIL PROCEDURES

a. Members of the Tribal Council shall conduct themselves in a professional manner and shall avoid engaging in any behavior which would compromise the integrity of the Coquille Indian Tribe.

b. The Tribal Council shall hold meetings and take actions in accordance with the following procedures which it may augment or diminish by its own rules so long as such rules do not conflict with any provisions of this Constitution:

- 1) Regular meetings of the Tribal Council shall be held pursuant to the Tribal Council ordinance; provided that notice of regular meetings shall be published in the tribal newsletter and posted in a conspicuous place at the tribal administrative office.

- 2) Special meetings of the Tribal Council may be called by the Tribal Chairperson at his/her discretion, but the Chairperson

must call a special meeting upon receipt of written request of two (2) or more Tribal Council members. If after such written request the Chairperson fails to call a special meeting within one (1) week of said request, the Tribal Court shall have jurisdiction to direct that a meeting be called and conducted. No special meeting shall be called without at least forty eight (48) hours notice to each member of the Tribal Council, unless each member agrees to waive the notice requirement.

- 3) The Tribal Council shall consist of seven (7) duly elected members. Four (4) members of the Tribal Council shall constitute a quorum. There must be a quorum present for the Tribal Council to conduct business. Matters of business shall be decided by majority vote, except where otherwise required by this Constitution or by the Tribal Council's own rules as set forth by ordinance. The Chairperson shall vote only in case of a tie.
- 4) The Officers of the Tribal Council shall consist of a Chairperson, a Vice Chairperson, a Chief and a Secretary/Treasurer. All members of the Tribal Council, including Tribal Officers, shall be elected by vote of the General Council.
- 5) The members first elected to the Tribal Council under this Constitution pursuant to Section 9 (b) of the Coquille Restoration Act, 103 Stat. 91, shall hold office until their successors are duly elected and installed following the Tribal Council election in October 199-.

At the Tribal Council election in October 199-, the Chairperson, the Secretary/Treasurer and one Representative shall be elected to three year (3) terms; the Vice Chairperson and one Representative shall be elected to two year (2) terms; and the Chief and one Representative shall be elected to one year (1) terms. Thereafter, in order to maintain the concept of staggered terms of office, Tribal Council members shall be elected to three (3) year terms. The annual election shall be held the third week of October of each year.

- 6) The duties of the Chairperson shall include presiding over all Tribal Council and General Council meetings. The Chairperson shall also perform all duties of the chair and exercise any authority delegated to him/her by the Tribal Council. The Vice Chairperson shall assist the Chairperson when called upon to do so by the Chairperson. In the absence of the Chairperson, s/he will preside at Tribal Council and General Council meetings and when so presiding, s/he will have all the rights, duties, privileges and responsibilities of the Chairperson including the duty to vote only in the event of a tie. The Chief shall be the primary cultural and spiritual representative of the Tribe. Additionally in the absence of both the Chairperson and Vice Chairperson, the Chief shall preside at all meetings of the Tribal Council and General Council.
- 7) All meetings of the Tribal Council shall be open to all tribal members; however, the Tribal Council may recess at its discretion to discuss any matter in an executive session.

The executive session shall consist of tribal council members and other invited persons necessary to the discussion. The Tribal Council must express in a motion calling for an executive session the general subject matter to be discussed in the executive session. The Tribal Council shall not take any final or official action on the matter in the executive session.

- 8) All final decisions of the Tribal Council on matters of general and permanent interest to the members of the Coquille Indian Tribe shall be embodied in ordinances. The ordinances shall be collected and made available to tribal members and others affected upon reasonable request.
- 9) All final decisions of the Tribal Council on matters of temporary interest or relating to specific individuals shall be embodied in resolutions. The resolutions shall be collected and made available to tribal members and others affected upon reasonable request.
- 10) A written record shall be kept of Tribal Council proceedings. The record shall be open for inspection by all members of the Coquille Indian Tribe during regular business hours in accordance with established tribal council procedures.
- 11) The Tribal Council and other officials of the Tribe shall not deny to any person within its jurisdiction freedom of speech, press or religion or the right of peaceful assembly. The Tribal Council and other officials of the Tribe shall not deny to any person the equal protection of tribal laws or deprive any person of liberty or property without due process of law. The Tribe shall provide to all persons within its

jurisdiction the rights guaranteed by the Indian Civil Rights Act of 1968.

SECTION 4. CONFLICT OF INTEREST

a. No member of the Tribal Council may be employed by the tribal administrative office while serving as a member of the Tribal Council.

b. No Tribal Council member will vote on any matter in which s/he or a member of her or his immediate family has a direct personal interest, including but not limited to, employment contracts, project funding and appointment to tribal committees. A Tribal Council member who is attending the meeting but unable to vote because of a conflict of interest will nevertheless count toward the quorum necessary to conduct business.

For purposes of this provision, "immediate family member" is defined as father, mother, son, daughter, husband, wife, brother, sister or any other relative living in the same household.

SECTION 5. VACANCY ON TRIBAL COUNCIL

If a member of the Tribal Council including Tribal Council Officers shall die, resign, or be found guilty of a felony or a misdemeanor involving dishonesty in any tribal, state or federal court, or be removed from office for any other reason, the Tribal Council shall declare that member's position on the Tribal Council vacant.

If the Tribal Council declares a member's position vacant within the first two years of the member's term of office, the Election Board shall initiate proceedings to hold an election to fill that vacancy pursuant to the provisions of the Election Ordinance.

If the Tribal Council declares a member's position vacant within the last year of his/her term, there shall be a special General Council meeting called within two weeks of the declaration of the vacancy for the purpose of nominations of tribal members to fill that vacancy. The nominees from the General Council shall be presented to the Tribal Council at the next regular meeting following the General Council meeting. The Tribal Council shall appoint a person to fill the vacancy from the list of nominees from the General Council.

SECTION 6. REMOVAL

a. Any member of the Tribal Council who, during the term for which she/he is elected or appointed, is convicted of a felony or crime involving dishonesty, in any court of competent jurisdiction, shall automatically forfeit her/his office effective the date of his/her conviction in court.

b. Any member of the Tribal Council found guilty of a misdemeanor involving moral turpitude, gross neglect of duty, malfeasance in office or misconduct reflecting on the dignity and integrity of the tribal government shall be removed from office by majority vote of the Tribal Council. Before any vote for removal is taken, the Tribal Council member subject to removal shall be given a written statement of the charges against him or her at least seven (7) days before the meeting of the Tribal Council called to consider the removal action. The accused member shall be given an opportunity to answer any and all charges at the designated Tribal Council meeting. No Tribal Council member shall preside over the meeting at which his or her removal is being considered. The final decision of the Tribal Council may be appealed to the Tribal Court.

ARTICLE VII

TRIBAL COURT

SECTION 1. ESTABLISHMENT

There shall be a Tribal Court. The development of the Tribal Court will begin within two years of adoption of this constitution by the General Council. The Tribal Court shall consist of one (1) Chief Judge and such Associate Judges and staff as are established by the Tribal Council and designated by tribal ordinance. The ordinance shall set forth the qualifications for the Chief Judge, and the terms of offices and qualifications for the Associate Judges and staff.

SECTION 2. APPOINTMENT OF JUDGES

The Tribal Council shall appoint the first Chief Judge within thirty days (30) after the establishment of the tribal court. The term of office for Chief Judge shall be three years. The Tribal Council shall have the authority to appoint the Chief Judge.

The Chief Judge may only be removed for conviction of a felony or misdemeanor involving moral turpitude in court of competent jurisdiction. The process for removal of the Chief Judge is the same for the removal of a member of the Tribal Council as set forth in Article VI, Section 6 of this constitution provided that a two thirds majority of the Tribal Council must vote for removal.

SECTION 3. RULES OF PLEADING, PRACTICE AND PROCEDURE

The Chief Judge, in consultation with the Tribal Council, shall promulgate rules of pleading, practice and procedure applicable to Tribal Court proceedings.

SECTION 4. POWERS

The Tribal Court and such inferior courts as the Tribal Council may from time to time ordain and establish shall be empowered to exercise all judicial authority of the Tribe.

The judicial power of the Tribal Court shall extend to all cases and matters in law and equity arising under this constitution, the laws and ordinances of or applicable to the Coquille Indian Tribe and the customs of the Coquille Indian Tribe. Provided that until such time as the Tribal Court is established, the judicial authority of the Coquille Indian Tribe shall vest in the Tribal Council.

SECTION 5. COURT OF RECORDS

The Coquille Tribal Court shall be a court of record. The Court shall be open for the transaction of business during regular judicial days.

ARTICLE VIII

TRIBAL MEMBERS' BILL OF RIGHTS

SECTION 1. ECONOMIC RESOURCES

All members of the Coquille Indian Tribe shall be accorded the opportunity to participate in the economic resources and activities of the Tribe. No per capita payments shall be made to any tribal members.

SECTION 2. CIVIL LIBERTIES

All members of the Tribe shall enjoy the freedom of worship, conscience, speech, press, assembly, and association.

ARTICLE IX

PROCEDURE FOR AMENDMENT OF CONSTITUTION

This constitution may be amended by a 2/3 majority vote of the qualified voters of the Coquille Indian Tribe voting in an election called for that purpose by the Secretary of Interior. The election shall be conducted in accordance with rules and regulations as set forth by the Secretary of the Interior. It shall be the duty of the Secretary of the Interior to authorize an election on any proposed amendment at the request of a majority of the Tribal Council or upon the presentation of a petition signed by at least one third of the General Council. No amendment shall be effective until it is approved by the Secretary of Interior.

ARTICLE X

ADOPTION OF THE CONSTITUTION

This Constitution, when adopted by a majority of the qualified voters of the Coquille Indian Tribe who actually vote at an election called for that purpose by the Secretary of Interior, and conducted pursuant to the Department of Interior's regulations, shall be submitted for approval to the Secretary of Interior, and shall become effective the date of such approval.

ARTICLE XI

SEVERABILITY

If any provision of this constitution is held invalid by a court of competent jurisdiction, the invalid portion shall be severed and the remaining provisions shall continue in full force and effect.

CONSTITUTION
OF THE
COW CREEK BAND OF UMPQUA TRIBE OF INDIANS
OREGON

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CONSTITUTION

COW CREEK BAND OF UMPQUA TRIBE OF INDIANS

PREAMBLE

We, the members of the Cow Creek Band of Umpqua Tribe of Indians, create and adopt this Constitution for the Cow Creek Band of Umpqua Tribe of Indians in order to form effective tribal government, to secure and protect the powers inherent in our sovereign status and guaranteed to us by treaty and Federal law, to preserve our culture and tribal identity, to promote the social and economic welfare of our people, to secure, protect, and develop our common resources, to maintain peace and order and safeguard individual rights, and to advance our mutual welfare. We adopt this Constitution consistent with the Cow Creek Band of Umpqua Tribe of Indians Recognition Act of December 29, 1982 (P.L. 97-391), 25 U.S.C. § 712, et seq., as amended by the Cow Creek Band of Umpqua Tribe of Indians Distribution of Judgement Funds Act of October 26, 1987 (P.L. 100-139), and the Indian Reorganization Act of June 18, 1934 (48 Stat. 984), as amended. This Constitution shall revoke and replace all previous governing documents of the Tribe.

ARTICLE I - TERRITORY AND JURISDICTION

Section 1. Name.

The legal name of the tribal organization shall be the Cow Creek Band of Umpqua Tribe of Indians (herein referred to as "Tribe").

Section 2. Reservation Lands and Trust Property.

The territory and jurisdiction of the Cow Creek Band of Umpqua Tribe of Indians shall extend over the following to the fullest extent possible under Federal law:

- (a) All lands, waters, property, air space, other natural resources and any interest therein either now, or in the future, owned by the Tribe or individual tribal members, and/or held in trust status or located within the boundaries of a reservation which has been or may be proclaimed for the Tribe, notwithstanding the issuance of any patent or right-of-way.
- (b) All persons, property and activities located or found within the Tribe's jurisdiction as authorized by Federal law or this Constitution.
- (c) All members exercising or purporting to exercise any rights reserved by the Tribe under the Treaty of September 19, 1853 (10 Stat. 1027), and all property or activity to the extent necessary to implement and protect all rights and powers reserved or granted to the Tribe by the Treaty of September 19, 1853, the United States Constitution, or Federal law.

- (d) The governmental powers of the Tribe shall, consistent with applicable Federal law, also extend outside the exterior boundaries of the Tribe's Reservation to any persons, subject, or real and personal properties of the Tribe which are, or may hereafter be, included within the jurisdiction of the Tribe under any law of the United States or of the Tribe.

Section 3. Hunting, Fishing, and Gathering Rights.

Nothing in this Constitution shall restrict the exercise of tribal hunting, fishing, and gathering rights, if any, not specifically abrogated by the Treaty of September 19, 1853 and existing as of the date on which this Constitution is adopted, including the tribal rights to hunt and gather within the Tribe's aboriginal lands and to fish at the Tribe's usual and accustomed grounds and stations to the extent permitted by Federal law.

Section 4. State Jurisdiction.

Nothing in this Constitution shall be interpreted to grant jurisdiction over any lands held in trust for the Tribe or any activities conducted on such tribal lands to the State of Oregon or any other State of the United States of America.

ARTICLE II - MEMBERSHIP

Section 1. Requirements.

The membership of the Cow Creek Band of Umpqua Tribe of Indians shall consist of the following:

- (a) all persons whose names appear on the official tribal membership roll prepared under the Act of October 26, 1987 (Public Law 100-139), as amended by the Act of September 27, 1988 (Public Law 100-446), which on January 10, 1991, was published in the Federal Register, Vol. 56, No. 7, pages 1062 through 1071;
- (b) all persons (including those applicants for enrollment born on or after October 26, 1987) who are lineal descendants of any individual whose name appears on the official tribal membership roll, excepting, from the time of the adoption of this Constitution, those who are members of any other recognized tribe, band, or community, unless he or she has relinquished in writing his or her membership in such other tribe, band or community; and,
- (c) all other persons whose eligibility for enrollment as established under the Cow Creek Band of Umpqua Tribe of Indians Distribution of Judgment Funds Act of October 26, 1987 (P.L. 100-139), as now codified or as it may be amended by Congress in the future, and whose application for enrollment is favorably acted upon by the Board of Directors under relevant governing documents and tribal ordinances.

Section 2. Dual Membership Prohibited.

After the adoption of this Constitution, no person who is an enrolled member of any other organized tribe, band, or Indian community officially recognized by the Secretary of the Interior shall be eligible for membership in the Tribe, unless he or she has relinquished in writing his or her membership in such other tribe, band, or community.

Section 3. Adoption.

An individual who has been legally adopted by a tribal member but is otherwise not qualified for membership in the Tribe shall not be admitted to membership.

Section 4. Regulation of Membership.

The Board of Directors shall have the authority to enact ordinances establishing procedures for processing membership matters including, but not limited to, application procedures. Ordinances enacted by the Board of Directors governing the correction of the tribal roll, the right to appeal from a rejected application for membership, and loss of membership shall be subject to approval by the Secretary of the Interior. The Board of Directors shall enact the appropriate enrollment ordinances within six (6) months of the adoption of this Constitution.

ARTICLE III - BOARD OF DIRECTORS

Section 1. Definition of the Governing Body.

The governing body of the Tribe shall be known as the Board of Directors.

Section 2. Membership.

The Board of Directors shall consist of 11 members duly elected to terms as provided in Section 5 of this Article. All members of the Board of Directors at the time this Constitution becomes effective shall continue to serve until the end of their terms.

Section 3. Tribal Officers.

The Board of Directors shall consist of (1) a Chairperson, (2) a Vice Chairperson, (3) a Secretary, (4) a Treasurer, and seven (7) members of the Board of Directors. Officers shall be elected by the newly formed Board of Directors immediately following each annual election.

Section 4. Quorum.

A quorum of the Board of Directors shall consist of six (6) members of the Board of Directors.

Section 5. Terms of Office.

Each individual elected to the Board of Directors shall serve for a period of four years in accordance with election procedures adopted herein, unless removed from office according to the provisions of Article V. At the 1991 election, those three (3) individuals receiving the largest number of votes shall be elected for a period of four years. Those three (3) individuals receiving the next highest number of votes shall be elected for a period of three years. Those three (3) individuals receiving the next highest number of votes shall be elected for a period of two years. Those two (2) individuals receiving the next highest number of votes shall be elected for a period of one year. Beginning with the 1992 election, each position for which the elected term expires shall be filed by election for a four year term.

Section 6. Automatic Succession.

If the Chairperson is unwilling or unable to serve, the Vice Chairperson shall become Acting Chairperson. If both the Chairperson and Vice Chairperson are unwilling or unable to serve, the Board of Directors shall elect their successors at a Special Meeting of the Board of Directors convened for that purpose by the Secretary and/or the Treasurer.

ARTICLE IV - TRIBAL ELECTIONS

Section 1. Voter Qualifications.

Duly enrolled tribal members shall be qualified to vote if they are at least eighteen (18) years of age on the date of the election.

Section 2. Elections.

All elections for members of the Board of Directors shall be by secret ballot. Absentee voting shall be permitted.

Section 3. Election Dates.

Regular elections for the Board of Directors shall be held in August of each year at the time of the annual meeting. Notice of election shall be mailed to all members of the Tribe at least three weeks in advance of the date of the election and posted in the tribal office.

Section 4. Nominations for the Board of Directors.

The Board of Directors shall establish procedures for nominations and shall publish those procedures at least 30 days in advance of the time of nominations.

Section 5. Election Committee.

The Tribe's Board of Directors shall establish an Election Committee comprised of at least three (3) members of the Tribe, at least one of whom shall be a current member of the Board of Directors, whose term is not expiring at the forthcoming election, who shall be responsible for overseeing all tribal elections, registering voters, collecting ballots, tabulating votes, reporting the results, and bringing all disputes concerning elections before the Board of Directors. These individuals shall serve for a period of one year.

Section 6. Qualifications for Candidates for Tribal Board of Directors.

Any tribal member who is at least 21 years of age on the date of the election and has never been convicted of a felony shall be eligible to serve as a member of the Board of Directors and may be nominated as a candidate for that office. A tribal member who has been pardoned for all felony convictions shall be eligible to serve as a member of the Board of Directors.

Section 7. Election Ordinance.

Within six (6) months of the adoption of this Constitution, consistent with the provisions of this Constitution, the Board of Directors shall develop an ordinance governing the conduct of tribal elections and the procedures for nominations. These procedures shall be posted in the tribal office and published in a newsletter and mailed to tribal members at least 30 days prior to the time for nominations.

ARTICLE V - VACANCIES AND REMOVAL
FROM OFFICE OR FROM THE BOARD OF DIRECTORS

Section 1. Removal

- (a) Should any of the following circumstances occur involving a member of the Board of Directors, the remaining members of the Board of Directors may by resolution remove such person from office.
1. Failure to satisfy the requirements for holding office in Article IV, Section 6.
 2. Absence from three (3) successive tribal Board of Directors meetings without being excused by the Board of Directors.
 3. Gross misconduct in office, neglect of duty or conviction of a felony after his or her election.
 4. Becoming physically or mentally incapable of performing his or her duties.

(b) Any member of the Board of Directors subject to removal from the office or from ~~the~~ Board of Directors shall, before a vote is taken, be provided at least 10 days in advance with a detailed written notice of the charges against him or her and with a fair opportunity to reply to such charges and present evidence on his or her behalf at an open hearing called for that purpose. At least eight (8) of the remaining members of the Board of Directors must vote in favor of removal to make it valid. The Chairperson shall be permitted to vote if he/she is not the object of removal proceedings.

Section 2. Fillings Vacancies.

If any vacancies occur due to removal, resignation or death, the Board of Directors shall appoint a new member who qualifies pursuant to Section 6 of Article IV, to serve until the next regular election when a successor shall be elected to fill the remainder of the term so as to preserve the system of staggered terms of office. No vacancies that occur within three (3) months of the next regular election shall be filled except that the Board of Directors shall fill any vacancies required to maintain a quorum.

ARTICLE VI - GENERAL COUNCIL AND RESERVED RIGHTS

Section 1. General Council Membership.

The General Council of the Tribe shall consist of all enrolled members of the Tribe who are 18 years of age or older.

Section 2. Meetings of the General Council.

The General Council shall hold quarterly meetings during the months of February, May, August, and November. Special meetings of the General Council may be called by the Chairperson of the Board of Directors or by a majority of the members of the Board of Directors. Written notice of such meetings shall be posted in the tribal office and shall be mailed to tribal members at least 10 days prior to such meeting. The Board of Directors shall call such a meeting upon presentation of a properly verified petition signed by at least one-third (1/3) or more of the eligible voters of the Tribe. The tribal Chairperson or successor or replacement under this Constitution shall chair General Council meetings.

Section 3. Quorum of the General Council.

A quorum of the General Council shall consist of 25 voting members of the General Council. On issues presented to the General Council by the Board of Directors for a vote, a majority vote shall rule, unless otherwise required by this Constitution. For the purposes of this Section 3, all members of the Board of Directors present shall be counted as members.

Section 4. Powers of the General Council.

The Board of Directors and other agencies, committees or bodies of the Tribe are required to obtain the advice and consent of the General Council prior to taking any action with regard to the following powers:

- (a) the relinquishment of any tribal criminal or civil jurisdiction to any agency, public or private; provided, however, that this provision shall not prevent the Board of Directors from commissioning non-tribal peace officers to enforce tribal law and other regulations and ordinances;
- (b) the termination or partial termination or sale of any portion of the Tribe's reservation or trust property; and,
- (c) the sale or relinquishment of tribal hunting, fishing or water rights.

Section 5. Reserved Rights.

The General Council retains the following powers:

- (a) electing the members of the Board of Directors in accordance with Article IV;
- (b) deciding on initiative and referendum issues in accordance with Article VIII;
- (c) adopting or rejecting Constitutional amendments in accordance with Article XII; and
- (d) all powers not expressly delegated to the Board of Directors.

ARTICLE VII - POWERS OF THE BOARD OF DIRECTORS

Section 1. General and Enumerated Powers.

The Board of Directors of the Tribe shall exercise all powers and duties delegated to it to the full extent permitted by Federal law. The Board of Directors shall be authorized to exercise the following powers, subject to any limitations imposed by Federal law or the Constitution of the United States, and subject further to all express restrictions upon such powers contained in this Constitution:

- (a) To negotiate with the Federal, state, and local governments on behalf of the Tribe and to advise and consult with representatives of the Department of the Interior or any other federal, state, or local department, agency, or office on all activities of those agencies or offices that may affect the Tribe.

- (b) To represent the Tribe before Federal, state, and local governments and their departments and agencies.
- (c) To employ legal counsel, to determine the choice of counsel and fixing of fees to be subject to the approval of the Secretary of the Interior only so long as and only under such conditions as such approval is required by Federal law.
- (d) To administer the affairs and assets of the Tribe, including tribal lands, minerals, timber, water rights, funds, and other resources under appropriate contract, leases, permits, loans, or sale agreement. In the sale or other transfer of tribal lands, the Tribe and the Board of Directors shall take every precaution so that the land does not go out of trust.
- (e) To administer all federal funds, state funds, county funds, or funds from any other agency, organization, or foundation, and all funds from tribal business enterprises or to assign such responsibility to such persons, committees or companies as it designates.
- (f) To provide for taxes, assessments, permits, and license fees upon members and non-members within the trust lands under the jurisdiction of the Tribe.
- (g) To manage all economic affairs and enterprises of the Tribe or to assign such responsibility to such persons, committees or companies (including tribally chartered corporations) as it designates.
- (h) To appoint committees and officers as necessary to define their duties and powers.
- (i) To enact ordinances and laws governing the conduct of all persons or tribally-owned land; to maintain order and protect the safety, health, and welfare of all persons within the jurisdiction of the Tribe; and to enact any ordinances or laws necessary to govern the administration of justice, and the enforcement of all laws, ordinances or regulations, including the Indian Child Welfare Act.
- (j) To prescribe conditions upon which non-members may remain within the territory of the Tribe.
- (k) To charter corporations (including corporations with self perpetuating boards), and to charter and regulate cooperatives, associations, special districts, education, and charitable institutions, political subdivisions, and any organizations.

- (l) To enter into loan agreements, joint venture business partnerships, to assign **business** or other income as collateral for loans, and to enter into other financial arrangements as required for the development and management of business enterprises or land acquisition, including the enactment of such ordinances as are necessary or appropriate.
- (m) To purchase or accept any land or other property for the Tribe.
- (n) To request the Secretary of the Interior to confer trust or reservation status on lands granted to or purchased by the Tribe.
- (o) To accept gifts on behalf of the Tribe.
- (p) To deal with questions concerning the encumbrance, lease, use, management, assignment, zoning, exchange, mortgage, purchase, acquisition, sale, placement in trust and disposal of land and other assets owned by, or held in trust for, the Tribe; and regulate land use and development in areas within the Tribe's jurisdiction.
- (q) To assert as a defense to lawsuits against the Tribe, and to waive only by express written agreement, the sovereign immunity of the Tribe.
- (r) To enter into grant and contract agreements with any Federal, state, county, local or other agency, or private or charitable foundation or organization and to submit grant and contract applications to such agencies, organizations, etc.
- (s) To develop and implement comprehensive short-term and long-range plans for the Tribe.
- (t) To have such other powers and authority necessary to meet its obligations, responsibilities, objectives, and purposes as the governing body of the Tribe.
- (u) To exercise any power or duty which may now or in the future be delegated to the Board of Directors or to the Tribe by the Federal, state, or county governments.
- (v) To employ a Tribal Administrator to assist the Board of Directors in the performance of administrative and other duties, and the duties of the Tribal Administrator shall be defined by the Board of Directors.

Section 2. Reserved Powers.

- (a) The General Council shall have all other powers not expressly delegated to the Board of Directors.

- (b) Notwithstanding the above enumerated powers, the Tribe may exercise all other inherent tribal powers not expressly listed without amendment to this Constitution. Such powers include those now delegated to the Board of Directors and any which the Federal, state, county, or local governments may grant to Indian tribes in the future.

ARTICLE VIII - INITIATIVE AND REFERENDUM

Section 1. Initiative.

The qualified voters may propose legislation by submitting to the Board of Directors a petition signed by at least one-third (1/3) of the enrolled tribal members 18 years of age or older. Each page of the petition shall contain a description of the proposed enactment. Within 30 days from the Board of Directors' receipt of a valid petition, the Chairperson shall call an election to be held in conjunction with the next regularly scheduled meeting of the General Council. A majority of those who vote shall decide the issue, provided that at least one-fourth (1/4) of the enrolled tribal members 18 years of age or older cast ballots on the proposed legislation. The decision of the voters shall be binding on the Board of Directors and shall remain in force until amended or rescinded by subsequent action by the voters, or until it expires by its own terms.

Section 2. Referendum.

The Board of Directors, either upon an Initiative under Section 1 of this Article or by an affirmative vote of at least six (6) of its members, shall call an election to be conducted within 45 days of such Board of Directors decision for the purpose of deciding issues or questions that are either within the authority of the General Council as defined in Article VI, or those powers vested in the Board of Directors. An affirmative vote of at least a majority of those who vote shall be necessary to decide the issue or question, provided, that no less than one-fourth (1/4) of the enrolled tribal members 18 years of age or older cast ballots in that election. No absentee balloting shall be permitted. The decision of the voters shall be binding in the same manner as provided in Section 1 of this Article VIII.

Section 3. Non-Binding Referendum.

The Board of Directors, by an affirmative vote of at least six (6) of its members, shall call for an election or vote to be conducted within 45 days of such Board of Directors decision, for the purpose of soliciting advice from the General Council on an issue within the authority of the Board of Directors. The results of such votes or elections shall not be binding upon the Board of Directors but shall serve to advise the Board of Directors of the interests and concerns of the General Council on matters which are reserved for decision to the Board of Directors.

ARTICLE IX - RIGHTS OF TRIBAL MEMBERS
AND OTHERS UNDER JURISDICTION OF THE TRIBE

Section 1. Rights and Privileges of Members.

Every Tribal Member shall have an equal opportunity to participate in the economic resources, programs, and activities of the Tribe and the right to exercise traditional rights and privileges of members of the Tribe where not in conflict with other provisions of this Constitution, tribal laws and ordinances, or the laws of the United States. Where funding is limited, the Board of Directors shall have the right to impose restrictions on access to services or to program benefits, but such restrictions shall not be based on sex, political affiliation, religious beliefs, or membership in any specific family of the Tribe.

Section 2. Individual Rights.

This Constitution and the Tribal Government it establishes shall not encroach upon or limit any person's right to enjoy freedom of worship, conscience, speech, press, assembly and association, and such other rights as are guaranteed by Federal law including the Indian Civil Rights Act of 1968 (87 Stat. 77).

ARTICLE X - TRIBAL JUDICIARY

Section 1. Right of Board of Directors to Establish a Tribal Judiciary.

If the Board of Directors should determine that there is a substantial need for a tribal judiciary system and that the adequate funding is available to establish and maintain such a system, the Board of Directors may establish a tribal judiciary system and provide or authorize support for that system.

Section 2. Establishment of Tribal Judiciary.

The Board of Directors shall determine, by ordinance, the judicial powers and authorities of the judiciary, the number of judges and staff to be appointed, the manner of appointment and removal from office, the rate of compensation, the qualifications for office, and shall appropriate such funds as needed to enable the tribal judiciary to carry out its responsibilities.

ARTICLE XI - DUTIES OF OFFICERS

Section 1. Chairperson.

The Chairperson of the Board of Directors shall preside over all meetings of the Board of Directors and of the General Council. He/she shall perform all duties of the Chairperson and exercise any authority delegated to him/her by the Board of Directors.

Section 2. Vice Chairperson.

The Vice Chairperson shall act as Chairperson and perform the duties of the Chairperson in the Chairperson's absence.

Section 3. Secretary.

The Secretary shall keep a complete record of minutes of all business conducted by the Board of Directors at its meetings and of the business conducted by the General Council at its meetings. The Secretary shall be responsible for tribal correspondence and reports, unless such responsibilities are delegated to an employee of the Tribe or other Board of Directors members. The Secretary shall chair meetings in the absence of the Chairperson or Vice Chairperson. The Board of Directors may delegate an assistant or recording secretary to assist the Secretary in the performance of his/her duties.

Section 4. Treasurer.

The Treasurer of the Tribe shall be required to furnish a bond satisfactory to the Board of Directors. The Treasurer shall keep complete and accurate records of all funds in the custody of the Board of Directors. The Treasurer shall provide a written report on all receipts and expenditures and accounts and the nature of all funds in his/her possession or custody to the membership at their quarterly General Council meetings and shall provide a written monthly report to the Board of Directors. The books and records of the Treasurer shall be audited at least once a year by a competent auditor.

ARTICLE XII - AMENDMENTS

This Constitution may be amended by a majority vote of the enrolled members of the Tribe 18 years of age and older voting at an election called for that purpose by the Secretary of the Interior PROVIDED, that at least 30 percent of those eligible to vote shall vote in such an election, but no amendment shall become effective until it has been approved by the Secretary of the Interior. The Board of Directors may establish a system for registration of voters prior to any vote, but all enrolled tribal members 18 years of age or older will be entitled to vote provided they are registered.

Amendments to the Constitution may be proposed either by the Board of Directors or the General Council. It shall be the duty of the Secretary of the Interior to call an election on any proposed Amendment upon receipt of a valid petition signed by at least one-third (1/3) of the enrolled members of the Tribe 18 years of age or older, or by a resolution passed by an affirmative vote of at least six (6) member of the Board of Directors. In the case of Amendments to the Constitution, absentee voting will be permitted.

ARTICLE XIII - ADOPTION

This Constitution, when adopted by a majority vote of the qualified voters of the Cow Creek Band of Umpqua Tribe of Indians, voting at an election called for that purpose by the Secretary of the Interior and conducted in accordance with Federal law in which at least 30 percent of those entitled to vote shall vote, shall be submitted to the Secretary of the Interior for his approval, and, if approved, shall be effective from the date of such approval.

ARTICLE XIV - SEVERABILITY

Should any provision of this Constitution in the future be held invalid by a court of competent jurisdiction, the invalid portion shall be severed and the remaining provisions shall continue in force and effect.

CERTIFICATE OF RESULTS OF ELECTION

Pursuant to an order issued on May 17, 1991, by Ronal Eden, Director, Office of Tribal Services, the foregoing Constitution of the Cow Creek Band of Umpqua Tribe of Indians, Oregon, was submitted to the qualified registered voters of the tribe and was on July 8, 1991, duly adopted/~~rejected~~ by a vote of 178 for, and 35 against, in an election in which at least thirty percent (30%) of the 252 (number) entitled to vote, cast their ballots in accordance with Section 16 of the Indian Reorganization Act of June 18, 1934 (48 Stat. 984), as amended.

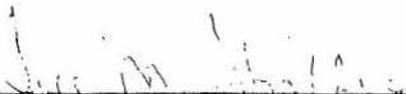
David F. Burtch
Chairman, Election Board

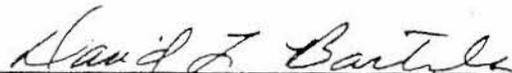
Jane A. Henson
Election Board Member

David J. Huether
Election Board Member

[Signature]
Election Board Member

ATTESTED TO:


Sue M. Shaffer, Chairperson


David Bartels, Acting Superintendent
Siletz Agency


Carla Swanson, Secretary

CERTIFICATE OF APPROVAL

I, /s/ Ronal Eden, Director, Office of Tribal Services, by virtue of the authority granted to the Secretary of the Interior by the Act of June 18, 1934 (48 Stat. 984), as amended, and delegated to me by 230 D.M. 2.4, do hereby approve the Constitution of the Cow Creek Band of Umpqua Tribe of Indians of Oregon, PROVIDED, That nothing contained in this approval shall be construed as authorizing any action under this constitution that would be contrary to Federal law.



Director, Office of Tribal Services

Washington, D.C.

Date: JUL 17 1991

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF INDIAN AFFAIRS



CONSTITUTION AND BYLAWS
FOR THE CONFEDERATED TRIBES
" OF THE GRAND RONDE COMMUNITY
OREGON



APPROVED MAY 13, 1936

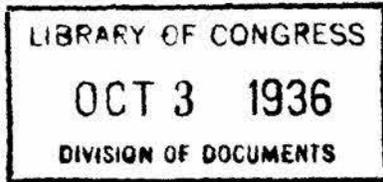


Law

Indian

Confederacy

Indian Tribes
Confederacy Tribes
of the Grand Prairie
Community - 1



CONSTITUTION AND BYLAWS FOR THE CONFEDERATED TRIBES OF THE GRAND RONDE COMMUNITY, OF OREGON

PREAMBLE

We, the Indians of the Confederated Tribes of the Grand Ronde Reservation in the State of Oregon, in order to establish a more responsible organization and secure certain privileges and powers vested in us by existing law pursuant to the Indian Reorganization Act of June 18, 1934, as amended June 15, 1935, do hereby ordain and establish this constitution and bylaws of the Confederated Tribes of the Grande Ronde Community.

ARTICLE I.—OBJECT AND PURPOSE

The object and purpose of the Confederated Tribes of the Grand Ronde Community shall be to establish justice, insure individual domestic and tribal tranquillity, and to promote the general welfare of the individual members of the Confederated Tribes and of the tribe as a whole; to represent the Confederated Tribes in all affairs and to do all other things which will gain, or serve to gain, for the people of the Confederated Tribes a larger culture and an assured economic independence.

ARTICLE II.—TERRITORY

The jurisdiction of the Confederated Tribes of the Grand Ronde Community shall extend to the territory within the original confines of the Grand Ronde Reservation as defined in the treaties of January 22, 1855 (10 Stat. 1143), and December 21, 1855 (12 Stat. 982), and by Executive order of June 30, 1857, and to such other lands as may be hereafter added thereto under any law of the United States, except as otherwise provided by law.

ARTICLE III.—MEMBERSHIP

SECTION 1. The membership of the Confederated Tribes of the Grand Ronde Community shall consist as follows:

(a) All persons of Indian blood whose names appear on the official census rolls of the Confederated Tribes of the Grand Ronde Community as of April 1, 1935, provided that within 6 months after approval of this constitution and bylaws, such roll may be corrected by the Grand Ronde business committee of the Confederated Tribes, subject to the approval of the Secretary of the Interior.

(b) All children born to any member of the Confederated Tribes who is a resident of the community at the time of the birth of said children.

SEC. 2. The business committee, with the approval of the Confederated Tribes, shall have the power to promulgate ordinances, subject to review by the Secretary of the Interior, governing future membership and the adoption of new members.

(a) In the adoption of new members, the applicant must be at least 16 years of age and a resident of the community for a period of 1 year prior to the date of application, and he shall file application with the secretary of the business committee at least 60 days before action is taken by the business committee and by the Confederated Tribes at any annual or special meeting.

(b) No property rights shall be acquired or lost through membership in this organization except as provided herein.

ARTICLE IV.—THE BUSINESS COMMITTEE

SECTION 1. The governing body of the Confederated Tribes of Indians of the Grand Ronde Community shall consist of a committee of five members to be known as the Grand Ronde business committee. The term of office of each committeeman shall be 3 years, except as provided in section 1 (a) of article V.

SEC. 2. The business committee so organized shall elect from within its own number (1) a chairman, (2) a vice chairman; and from within or without, (3) a secretary, and (4) a treasurer; and may appoint or employ such other officers or committees as may be deemed necessary.

ARTICLE V.—NOMINATIONS AND ELECTIONS

SECTION 1. The first election of the business committee hereunder shall be called, held, and supervised by the present business committee within 30 days after ratification and approval of this constitution.

(a) The two candidates receiving the highest number of votes shall hold office for 3 years. The two candidates receiving the next highest number of votes shall hold office for 2 years. The candidate receiving the next highest number of votes shall hold office for 1 year; and they shall hold office until their successors are duly elected and qualified. After the first election, elections for the business committee shall be called at least 30 days prior to the expiration of the terms of office of the business committee members.

SEC. 2. All recognized members of the Confederated Tribes of the Grand Ronde Community who are 21 years of age or over and who have maintained legal residence within the community for a period of 1 year immediately prior to any election shall have the right to vote.

SEC. 3. The time and place of voting shall be designated by the business committee.

SEC. 4. All elections shall be by secret ballot and they shall be held in accordance with rules and regulations laid down by the business committee or by the election board appointed by the business committee.

SEC. 5. Any qualified voter may become a candidate for the business committee. He shall file notice of his candidacy with the secretary of the business committee at least 15 days prior to the elec-

tion. The list of candidates shall be posted by the secretary of the business committee in at least three conspicuous places within the community not less than 10 days prior to the election.

SEC. 6. The business committee, or a board appointed by the committee, shall certify to the election of the members of the committee within 5 days after election returns.

ARTICLE VI.—VACANCIES AND REMOVAL FROM OFFICE

SECTION 1. If a committeeman or officer shall die, resign, be removed or recalled from office, permanently leave the reservation, or shall be found guilty of a felony or misdemeanor involving dishonesty in any Indian, State, or Federal court, the committee shall declare the position vacant and elect to fill the unexpired term.

SEC. 2. The business committee may, by four affirmative votes, expel any member for neglect of duty or gross misconduct. Before any vote for expulsion is taken on the matter, such member or official shall be given a written statement of the charges against him at least 5 days before the meeting before which he is to appear and an opportunity to answer any and all charges at such designated committee meeting. The decision of the business committee shall be final.

SEC. 3. *Recall from office.*—Upon a petition of at least one-third of the eligible voters of the Confederated Tribes of the Grand Ronde Community, it shall be the duty of the business committee to call a special election to consider the recall of the member or members of the committee named in such petition. In the event that a majority of those voting in such election favor such recall from office, the office shall be declared vacant and the business committee shall proceed in the usual manner to hold an election to fill the said office.

ARTICLE VII.—POWERS OF THE BUSINESS COMMITTEE

SECTION 1. *Enumerated powers.*—The business committee of the Confederated Tribes of the Grand Ronde Community shall exercise the following powers subject to any limitations imposed by the Statutes or the Constitution of the United States, and subject further to all express restrictions as contained in this constitution and bylaws:

(a) To negotiate with the Federal, State, and local Governments on behalf of the tribes and to advise and consult with the representatives of the Department of the Interior on all activities of the Department that may affect the Grand Ronde Community.

(b) To regulate the uses and disposition of tribal property, to protect and preserve the tribal property, wildlife and natural resources of the Confederated Tribes, to cultivate Indian arts, crafts, and culture, to administer charity, to protect the health, security, and general welfare of the Confederated Tribes.

(c) To employ legal counsel for the protection and advancement of the rights of the Confederated Tribes, the choice of counsel and fixing of fees to be subject to the approval of the Confederated Tribes and of the Secretary of the Interior.

(d) To approve or veto any sale, disposition, lease, or encumbrance of tribal lands, interests in lands or other tribal assets which may

be authorized or executed by the Secretary of the Interior, the Commissioner of Indian Affairs or any other official or agency of Government, provided that no tribal lands shall ever be encumbered or sold, except for governmental purposes, or leased for a period exceeding 5 years, except that leases for mining purposes may be made for such longer periods as may be authorized by law.

(e) To advise the Secretary of the Interior with regard to all appropriation estimates or Federal projects for the benefit of the Confederated Tribes prior to the submission of such estimates to the Bureau of the Budget and to Congress.

(f) To make assignments of tribal land to members of the Grand Ronde Community in conformity with article IX of this constitution.

(g) To manage all economic affairs and enterprises of the Grand Ronde Community in accordance with the terms of a charter that may be issued to the Confederated Tribes by the Secretary of the Interior.

(h) To levy taxes upon members of the Confederated Tribes of the Grand Ronde Community and to require the performance of community labor in lieu thereof, and to levy taxes or license fees, subject to review by the Secretary of the Interior, upon nonmembers doing business within the community.

(i) To appropriate for tribal use of the community any available applicable tribal funds, provided that any such appropriation may be subject to review by the Secretary of the Interior, and provided further that any appropriation shall also have the approval of the members of the community and shall be approved by them in a popular referendum.

(j) To exclude from the lands owned by the Confederated Tribes of the Grand Ronde Community or their members, persons not legally entitled to reside therein, under ordinances which shall be subject to review by the Secretary of the Interior.

(k) To enact resolutions or ordinances not inconsistent with article II of this constitution governing adoption and abandonment of membership, and to keep at all times a correct roll of the members of the Confederated Tribes of the Grand Ronde Community.

(l) To promulgate and enforce ordinances, which shall be subject to review by the Secretary of the Interior, governing the conduct of members of the Confederated Tribes of the Grand Ronde Community, and providing for the maintenance of law and order and the administration of justice by establishing a reservation court and defining its duties and powers.

(m) To safeguard and promote the peace, safety, morals, and general welfare of the Confederated Tribes of the Grand Ronde Community by regulating the conduct of trade and the use and disposition of property upon the reservation, provided that any ordinance directly affecting nonmembers of the Confederated Tribes shall be subject to review by the Secretary of the Interior.

(n) To charter subordinate organizations for economic purposes, and to regulate the activities of cooperative associations of members of the Confederated Tribes of the Grand Ronde Community by ordinance, provided that any such ordinance shall be subject to review by the Secretary of the Interior.

(o) To regulate the inheritance of real and personal property, other than allotted lands, within the territory of the Confederated Tribes of the Grand Ronde Community, subject to review by the Secretary of the Interior.

(p) To recommend and provide for the appointment of guardians for orphans, minors, and incompetents, members of the Confederated Tribes, subject to the approval of the Secretary of the Interior, and to administer tribal and other funds or property which may be transferred or entrusted to the Confederated Tribes or the business committee for this purpose.

(q) To adopt resolutions regulating the procedure of the committee itself and of other tribal agencies and tribal officials of the community.

(r) To delegate to subordinate committees or officers, or to cooperative associations which are open to all members of the tribes, any of the foregoing powers reserving the right to review any action taken by virtue of such delegated power.

SEC. 2. Any resolution or ordinance which by the terms of this constitution is subject to review by the Secretary of the Interior shall be presented immediately to the superintendent of the reservation, who shall, within 10 days thereafter, approve or disapprove the same, and if such ordinance or resolution is approved, it shall thereupon become effective, but the superintendent shall transmit a copy of the same, bearing his endorsement, to the Secretary of the Interior, who may within 90 days from the date of enactment, rescind said ordinance or resolution for any cause, by notifying the committee of such action; provided, that if the superintendent shall refuse to approve any resolution or ordinance submitted to him within 10 days after its enactment, he shall advise the business committee of his reasons therefor, and the committee, if such reasons appear to be insufficient, immediately may refer it to the Secretary of the Interior along with the superintendent's objections, who may pass upon same and either approve or disapprove it within 90 days from its enactment.

SEC. 3. The Confederated Tribes of the Grand Ronde Community may exercise such further powers as may in the future be delegated to the Confederated Tribes by the Secretary of the Interior, or by any other duly authorized official or agency of Government.

SEC. 4. Any rights and powers heretofore vested in the Confederated Tribes of the Grand Ronde Community but not expressly referred to in this constitution, shall not be abridged by this article, but may be exercised by the people of the Confederated Tribes of the Grand Ronde Community through the adoption of appropriate bylaws and constitutional amendments.

ARTICLE VIII.—BILL OF RIGHTS

SECTION 1. All members of the Confederated Tribes over the age of 21 years shall have the right to vote in all tribal elections. The residence qualifications established by article V of this constitution shall apply to all elections except elections for the amendment of this constitution and the attached bylaws.

SEC. 2. All members of the Confederated Tribes shall be accorded equal opportunities to participate in the economic resources and activities of the community.

SEC. 3. All members of the Confederated Tribes may enjoy without hindrance freedom of worship, conscience, speech, press, assembly, and association.

SEC. 4. Any member of the Confederated Tribes accused of any offense shall have the right to a prompt, open, and public hearing, with due notice of the offense charged, and shall be permitted to summon witnesses on his own behalf. Trial by jury may be demanded by any prisoner accused of any offense punishable by more than 30 days' imprisonment. Excessive bail shall not be required and cruel punishment shall not be imposed.

ARTICLE IX—LAND

SECTION 1. *Allotted lands.*—Allotted lands, including heirship lands, within the Grand Ronde Community shall continue to be held as heretofore by their present owners. It is recognized that under existing law such lands may be condemned for public purposes, such as roads, public buildings, or other public improvements, upon payment of adequate compensation, by any agency of the State of Oregon or of the Federal Government, or by the tribes themselves. It is further recognized that under existing law, such lands may be inherited by the heirs of the present owner, whether or not they are members of the Confederated Tribes. Likewise, it is recognized that under existing law the Secretary of the Interior may in his discretion, remove restrictions upon such land upon application by the Indian owner, whereupon the land will become subject to State taxes and may then be mortgaged or sold. The right of the individual Indian to hold or to part with his land as under existing law, shall not be abrogated by anything contained in this constitution, but the owner of restricted land may, with the approval of the Secretary of the Interior, voluntarily convey his land to the Confederated Tribes of the Grand Ronde Community either in exchange for a money payment or in exchange for an assignment covering the same land or other land, as hereinafter provided.

SEC. 2. *Tribal lands.*—The unallotted lands of the Grand Ronde Reservation, and all lands which may hereafter be acquired by the Confederated Tribes of the Grand Ronde Community, or by the United States in trust for the Confederated Tribes of the Grand Ronde Community, shall be held as tribal lands, and no part of such land shall be mortgaged or sold. Tribal lands shall not be allotted to individual Indians, but may be assigned to members of the Confederated Tribes, or leased, or otherwise used by the tribes, as hereinafter provided.

SEC. 3. *LEASING OF TRIBAL LANDS.*—Tribal lands may be leased by the business committee, with the approval of the Secretary of the Interior, for such periods of time as are permitted by law. In the leasing of tribal lands preference shall be given, first, to cooperative associations of members, and secondly, to individual Indians who are members of the Confederated Tribes.

SEC. 4. *Grant of "standard" assignments.*—In any assignment of tribal lands, which are now owned by the tribes or which hereafter

may be acquired for the tribes by the United States or purchased by the tribes out of tribal funds, preference shall be given to heads of families which have no allotted land or interests in allotted lands.

No allotted member of the Confederated Tribes who may hereafter have the restrictions upon his land removed and whose land may thereafter be alienated to anyone except to the tribes shall be entitled to receive an assignment of land as a landless Indian. The business committee may, if it sees fit, charge a fee of not to exceed \$5 on approval of an assignment made under this section.

Assignments made under this section shall be for the primary purpose of establishing homes for landless members, and shall be known as "standard assignments."

SEC. 5. *Tenure of standard assignments.*—If any member of the tribes holding a standard assignment of land shall, for a period of 2 years, fail to use the land so assigned or shall use such land for any unlawful purposes, his assignment may be canceled by the business committee after due notice and an opportunity to be heard, and the said land may be reassigned in accordance with the provisions of section 4 of this article.

Upon the death of any Indian holding a "standard" assignment, his heirs or other individuals designated by him by will or by written request, shall have a preference in the reassignment of the land, provided such persons are members of the Confederated Tribes who would be eligible to receive a standard assignment.

SEC. 6. *Grant of exchange assignments.*—Any member of the tribes who owns an allotment or any share of heirship land may voluntarily transfer his interest in such land to the tribes in exchange for an assignment to the same land or other land of equal value. If the assignee prefers, he may receive in lieu of a specific tract of land a proportionate share in a larger grazing unit.

Assignments made under this section shall be known as "exchange assignments."

SEC. 7. *Leasing of exchange assignments.*—Exchange assignments may be used by the assignee or leased by him to cooperative associations of members, to individual members of the tribes, or, if no individual member or Indian cooperative association is able and willing to rent the land at a reasonable fee, such assignments may be leased to nonmembers, in the same manner as allotted lands.

SEC. 8. *Inheritance of exchange assignments.*—Upon the death of the holder of any exchange assignment, such interests shall be reassigned by the business committee to his heirs or devisees, subject to the following conditions:

(a) Such lands may not be reassigned to any heir or devisee who is not a member of the Confederated Tribes, except that a life assignment may be made to the surviving widower or widow of the holder of an assignment.

(b) Such lands may not be reassigned to any heir or devisee who already holds more than an economic unit of grazing land or other land or interest in lands of equal value, to be determined from time to time by the business committee.

(c) Such lands may not be subdivided among the heirs or devisees into units too small for convenient management. No area of grazing land shall be subdivided into units smaller than 160 acres, and no area of agricultural land shall be subdivided into units

smaller than 2½ acres, except that land used for buildings or other improvements may be divided to suit the convenience of the parties. Where it is impossible to divide the land properly among the eligible heirs or devisees, the business committee may issue to the eligible heirs or devisees grazing permits or other interest in tribal lands of the same value as the assignment of the decedent.

(d) If there are no eligible heirs or devisees of the decedent, the land shall be eligible for reassignment in accordance with the provisions of section 4 of this article.

SEC. 9. Inheritance of improvements.—Improvements of any character made upon assigned land may be bequeathed to and inherited by members of the Confederated Tribes or otherwise disposed of under such regulations as the business committee shall provide. No permanent improvements shall be removed from the land without the consent of the business committee.

SEC. 10. Exchange of assignments.—Assignments may be exchanged between members of the Confederated Tribes by common consent in such manner as the business committee shall designate.

SEC. 11. Use of unassigned tribal lands.—Tribal land which is not assigned, including tribal timber reserves, shall be managed by the business committee for the benefit of the members of the entire Confederated Tribes, and any cash income derived from such land shall accrue to the benefit of the tribes as a whole. All action of the business committee with respect to such lands shall be in conformity with departmental regulations for the protection of Indian range and timber resources authorized by section 6 of the act of June 18, 1934.

SEC. 12. Purchase of land by the tribes.—Tribal funds may be used, with the consent of the Secretary of the Interior, to acquire land, under the following conditions:

(a) Land within the jurisdiction of the tribes, or adjacent to the boundaries thereof, which is not now in Indian ownership, may be purchased by or for the Confederated Tribes.

(b) Restricted land, which is in heirship status at the time of the adoption, ratification, and approval of this constitution, may be purchased by or for the Confederated Tribes, with the consent of all the adult heirs, and the legal guardians of minor heirs, payment therefor to be made as may be agreed upon.

(c) Land owned by any member of the Confederated Tribes who is over the age of 60 years, or who is physically incapacitated, may be transferred by its owner to the tribes in exchange for a pension of not more than twice the annual rental value of the land for the life of the pensioner, to be paid out of available tribal funds.

(d) Excess land owned by any member of the Confederated Tribes may be purchased by the tribes, with the consent of the owner, payments to be made under such terms as may be agreed upon.

(e) Any property rights owned by any member of the Confederated Tribes who desires to leave the community permanently, may be purchased by the tribes, under such terms as may be agreed upon.

SEC. 13. Method of making assignments.—Applications for assignments shall be filed with the secretary of the business committee and shall be in writing, setting forth the name of the person or persons applying for the land and as accurate a description of the land desired

as the circumstances will permit. Notice of all applications received by the secretary shall be posted by him in the agency office and in at least three conspicuous places in the community for not less than 20 days before action is taken by the business committee. Any member of the tribes wishing to oppose the granting of an assignment shall do so in writing, setting forth his objections, to be filed with the secretary of the business committee, and may, if he so desires, appear before the committee to present evidence. The secretary of the business committee shall furnish the superintendent or other officer in charge of the agency a complete record of all action taken by the committee on applications for assignment of land, and a complete record of assignments shall be kept in the agency office and shall be open for inspection by members of the tribes.

The business committee shall draw up one or more forms for standard and exchange assignments, which shall be subject to the approval of the Secretary of the Interior.

ARTICLE X.—REFERENDUM

Upon a petition of at least one-third of the eligible voters of the Confederated Tribes, or upon the request of a majority of the members of the business committee, any enacted or proposed ordinance or resolution of the committee shall be submitted to a popular referendum and the vote of the majority of the qualified voters voting in such referendum shall be conclusive and binding on the business committee, provided that at least 30 percent of the eligible voters shall vote in such election.

ARTICLE XI.—AMENDMENTS

Amendments to the constitution and bylaws may be ratified and approved in the same manner as this constitution and bylaws. Whenever the business committee shall by a vote of four or more members, call for the submission of an amendment, the Secretary of the Interior shall call an election upon the proposed amendment. If at such election the amendment is adopted by a majority of the qualified voters of the tribes voting thereon; and if at least 30 percent of those entitled to vote shall vote in such election, such amendment shall be submitted to the Secretary of the Interior and if approved by him, shall thereupon take effect.

BYLAWS

ARTICLE I.—DUTIES OF OFFICERS

SECTION 1. *Chairman of the business committee.*—The chairman of the business committee shall preside over all meetings of the committee and the general council, shall perform all duties of a chairman, and exercise any authority delegated to him by the general council and the committee. He shall vote only in the case of a tie.

SEC. 2. *Vice chairman of the business committee.*—The vice chairman shall assist the chairman when called upon so to do, and in the absence of the chairman he shall preside. When so presiding he shall

have all the rights, privileges, and duties, as well as the responsibilities, of the chairman.

SEC. 3. *Secretary of the business committee.*—The secretary of the business committee shall conduct all tribal correspondence, and shall keep an accurate record of all matters transacted at tribal and business committee meetings. It shall be his duty to submit promptly to the superintendent of the jurisdiction, and to the Commissioner of Indian Affairs, copies of all minutes of regular and special meetings of the general council and business committee.

SEC. 4. *Treasurer of the business committee.*—The treasurer of the business committee shall accept, receive, receipt for, preserve, and safeguard all funds in the custody of the business committee, whether same be tribal funds or special funds for which the business committee is acting as trustee or custodian. He shall deposit all funds in such bank or elsewhere as directed by the business committee, and shall make and preserve a faithful record of such funds, and shall report on all receipts and expenditures and the amount and nature of all funds in his possession or custody, such report being made in writing to the business committee at regular meetings and at such other times as requested by the business committee and the general council.

He shall not pay out or otherwise disburse any funds in his possession or custody, or in the possession or custody of the business committee, except when properly authorized so to do by resolution duly passed by the business committee.

The books and records of the treasurer shall be audited at least once each year by a competent auditor employed by the business committee and at such other times as the general council, business committee, or the Commissioner of Indian Affairs may direct.

The treasurer shall be required to give a bond satisfactory to the general council, the business committee, and to the Commissioner of Indian Affairs.

The treasurer shall be present at all special and regular meetings of the general council and the business committee.

SEC. 5. *Appointive officers.*—The duties of all appointive committees or officers of the Confederated Tribes shall be clearly defined by resolution of the business committee at the time of their creation or appointment. Such committees and officers shall report, from time to time as required, to the general council and the business committee, and their activities and decisions shall be subject to review by the business committee, and the general council upon the petition of any person aggrieved.

ARTICLE II.—QUALIFICATIONS OF COMMITTEEMEN

No person shall be a candidate for membership in the business committee unless he shall be a member of the Confederated Tribes and shall have resided within the community for a period of 1 year next preceding the election and be at least 24 years of age.

ARTICLE III.—CERTIFICATION OF ELECTION

It shall be the duty of the members of the business committee to certify to the election of the duly elected committee members. This

shall be done within 5 days after the election, and the certificate filed with the secretary of the business committee.

ARTICLE IV.—INSTALLATION OF COMMITTEEMEN

Each member of the business committee and each officer or subordinate officer elected or appointed hereunder, shall take an oath of office prior to assuming the duties thereof by which oath he shall pledge himself to support and defend the Constitution of the United States and this constitution and bylaws. The following form of oath of office shall be given: "I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies; that I will carry out faithfully and impartially the duties of my office to the best of my ability, and will cooperate, promote, and protect the best interests of my people in accordance with this constitution and bylaws."

ARTICLE V.—SALARIES

The business committee may prescribe such salaries of officers and members of the committee as it deems advisable from such funds as may be available, provided that no compensation shall be paid to any officers and members of the business committee except upon a resolution passed by the committee stating the amount of compensation and the nature of services rendered, and said resolution shall be of no effect until approved by a majority of the members of the Confederated Tribes of the Grand Ronde Community.

ARTICLE VI.—TIME AND PLACE OF REGULAR MEETINGS AND PROCEDURE

SECTION 1. *Meetings.*—Regular meetings of the business committee shall be held, on the first Tuesday of each quarter, and at such other times as the business committee may by resolution provide, at Grand Ronde, Oreg., at a designated building or hall where official records may be kept. Special meetings may be called by a written notice signed by the chairman or by a majority of the business committee, and when so called, the business committee shall have power to transact business as in regular meetings.

SEC. 2. *General council.*—The chairman of the business committee shall call a meeting of the general council of the tribes annually, this meeting to be held on the second Tuesday of December, at which time he shall report in detail to the tribes what has been done during the past year and set forth the plans of the business committee for the coming year. This shall be freely discussed by the Indians at this general meeting and the wishes of the people may be expressed by resolution which shall govern the future action of the business committee, to be carried into effect by appropriate ordinances. The chairman may call special meetings of the general council of the tribes when necessary and shall do so upon a petition of at least 25 legal voters.

SEC. 3. *Quorum.*—No business shall be transacted unless a quorum is present. A quorum shall consist of four committeemen. A

quorum of the general council shall consist of 25 percent of the eligible voters.

SEC. 4. *Order of business.*—The following order of business is established for all meetings:

Call to order by the chairman.

Roll call.

Ascertainment of a quorum.

Reading the minutes of the last meeting.

Adoption of the minutes by vote or common consent.

Unfinished business.

New business.

Adjournment.

SEC. 5. *Ordinances and resolutions.*—All final decisions of the business committee on matters of general and permanent interest to the members of the tribes shall be embodied in ordinances. Such ordinances shall be collected and published from time to time for the information and education of the members of the tribes. All final decisions of the business committee on matters of temporary interest (such as action on the reservation budget for a single year, or petitions to Congress or to the Secretary of the Interior) or relating especially to particular individuals or officials (such as adoptions of members, instructions for tribal employees, or rules of order for the tribal council) shall be embodied in resolutions. Such resolutions shall be recorded in a special book which shall be open to inspection by the members of the tribes.

All questions of procedure (such as acceptance of committee reports or invitations to outsiders to speak) shall be decided by motion duly passed, or by the ruling of the chairman if no objection is heard. In all ordinances, resolutions, or motions, the business committee may act by majority vote, but all matters of importance shall be fully discussed and a reasonable attempt shall be made to secure unanimous agreement, and parliamentary procedure shall otherwise be governed by Robert's Rules of Order.

SEC. 6. *Legislative forms.*—Every ordinance shall begin with the words: "*Be it enacted by the Grand Ronde Business Committee * * **"

Every resolution shall begin with the words: "*Be it resolved by the Grand Ronde Business Committee * * **"

Every ordinance or resolution shall contain a citation of the laws of the United States and the provisions of the Grand Ronde constitution under which authority for the said ordinance or resolution is found.

ARTICLE VII.—CENTRAL GENERAL COUNCIL

The general council of the Confederated Tribes shall have the power to select delegates to sit in a central general council of Northwest Indians, and such delegates shall be authorized to represent and act in behalf of the Confederated Tribes of the Grand Ronde Community.

ARTICLE VIII.—RATIFICATION OF CONSTITUTION AND BYLAWS

This constitution and bylaws shall be in full force and effect whenever a majority of the adult voters of the Confederated Tribes of the Grand Ronde Reservation voting at an election called by the Secretary of the Interior in which at least 30 percent of the eligible voters shall vote, shall have ratified such constitution and bylaws, and the Secretary of the Interior shall have approved same, as provided in the act of June 18, 1934, as amended by the act of June 15, 1935.

CERTIFICATION OF ADOPTION

Pursuant to an order, approved March 13, 1936, by the Secretary of the Interior, the attached constitution and bylaws were submitted for ratification to the members of the Confederated Tribes of the Grand Ronde Reservation and were on April 4, 1936, duly accepted by a vote of 83 for, and 13 against, in an election in which over 30 percent of those entitled to vote cast their ballots, in accordance with section 16 of the Indian Reorganization Act of June 18, 1934 (48 Stat. 984), as amended by the act of June 15, 1935 (49 Stat. 378).

SAM RIGGS,

Chairman of Election Board.

ABE HUDSON,

Chairman of the Grand Ronde Business Committee.

EULA HUDSON,

Secretary.

PAUL T. JACKSON,

Superintendent.

By CHARLES E. LARSEN,

Senior Clerk.

I, Harold L. Ickes, the Secretary of the Interior of the United States of America, by virtue of the authority granted me by the act of June 18, 1934 (48 Stat. 984), as amended, do hereby approve the attached constitution and bylaws of the Confederated Tribes of Grand Ronde Reservation.

All rules and regulations heretofore promulgated by the Interior Department or by the Office of Indian Affairs, so far as they may be incompatible with any of the provisions of the said constitution and bylaws are hereby declared inapplicable to the members of the Grand Ronde Confederated Tribes.

All officers and employees of the Interior Department are ordered to abide by the provisions of the said constitution and bylaws.

Approval recommended May 1, 1936.

JOHN COLLIER,

Commissioner of Indian Affairs.

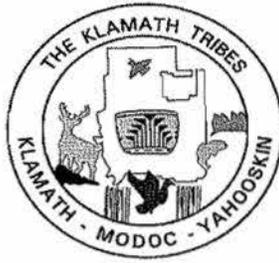
HAROLD L. ICKES,

Secretary of the Interior.

[SEAL]

WASHINGTON, D. C., May 13, 1936.





THE CONSTITUTION OF THE KLAMATH TRIBES

PREAMBLE

We, the People of the Klamath and Modoc Tribes and the Yahooskin Band of Snake Indians, [hereafter referred to as the Klamath Tribe(s)] do hereby establish and adopt this Constitution for the government of our General Council in order to recognize our Tribes for the continued preservation of its culture, identity, and to provide a responsible organization to carry out the official business of the Tribe including our Treaty rights.

By adoption of this Constitution we act to clarify the misconceptions that exist regarding the effect of the Klamath Termination Act (25 USC S 564 et. seq.) by stating to all people that the Klamath Tribes never ceased to exist and that the effect to termination was the eligibility of our members to receive services from the federal government, through the Bureau of Indian Affairs. Therefore, Public Law 99-398, was approved on August 26, 1986 allowing for the Restoration of Federal recognition for the Klamath Tribes.

By adoption of this Constitution we hereby establish ourselves as a body which, along with its appropriate committees, commissions, corporations and boards shall act to represent the Klamath Tribes in its full relationships with the United States government, the State of Oregon, other Indian tribes and associations, and all other persons or bodies.

In adopting this Constitution we recognize the authority of the Tribal Committees formed by the General Council in April of 1975 to deal with the administration of our treaty and other

Approved by General Council – 11/19/2011

rights and we recognize the authority of our elected Officials hereafter referred to as “Tribal Council.”

In adopting this Constitution it is our goal and intent to provide a Constitution with amendments to the Constitutions of February 3, 1950. Amendment dates are April 13, 1996, August 17, 1996, November 21, 1998, November 25, 2000 and November 19, 2011 to adapt it to the Klamath Tribes.

ARTICLE I - NAME

Section I: The name of the organization, comprising all eligible voters of the enrolled Klamath and Modoc Tribes and Yahooskin Band of Snake Indians shall continue to be the Klamath General Council.

Section II: The name and logo of the Klamath Tribes (s) cannot be used by any organization, group, or individual to do business or represent the Klamath Tribe (s) in any official capacity without the approval of the “Tribal Council” and consent of the Klamath Tribes General Council. Such use of the Tribal name shall be specified in writing with purpose, conditions, and timelines.

ARTICLE II - PURPOSE

Section I: The purpose of this Constitution and its’ attachments is to define the powers of government inherent to the Klamath General Council, without limiting others and to provide standards for the conduct of business by the General Council.

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ARTICLE III - MEMBERSHIP, ENROLLMENT, AND VOTING

Section I: All persons whose names appear on the final roll of August 13, 1954 shall automatically be enrolled members of the Klamath Tribe (s).

Section II: All persons born after, August 13, 1954, shall be eligible for enrollment upon submitting the documents required by the Tribal Enrollment Committee.

- A. Eligibility shall be open to all persons of at least 1/4 Klamath, Modoc, or Yahooskin blood or who otherwise qualify for enrollment under whatever ordinances the General Council shall adopt.
- B. Eligibility for enrollment shall be determined by an Enrollment Committee.
- C. Enrollment of persons born after August 13, 1954 shall be for Tribal purposes only and shall not be itself, affect their eligibility for funds from any types of disbursements related to the Klamath Termination Act or claims litigation.
- D. Appeals from denial of enrollment may be taken by personal petition to the General Council through the "Tribal Council".

Section III: Any enrolled members of the Klamath Tribe(s) who have attained the age of 18 years shall comprise the membership of the General Council and shall be entitled to vote at all General Council meetings.

Section IV: Voting by absentee ballots shall be allowed for the election of "Tribal Council" members and Tribal Judges only. Absentee ballot rules will be included in any election ordinance approved or accepted by the General Council.

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ARTICLE IV – JURISDICTION

Section I: The sovereign powers, authority and jurisdiction of the Klamath Tribes extends to all the territory which formerly constituted the Klamath Reservation, and to all property, airspace, natural resources, cultural resources and such other lands or interests that have been or may thereafter be added thereto by purchase, gift, act of Congress or otherwise.

- A. All lands of the Klamath Tribes and all lands thereafter acquired by the Klamath Tribes and held for the use of the Tribes or its members shall be considered a valuable Tribal resource. Control and management thereof are vested in the General Council, which may enact laws governing the use, assignment, permit, lease, or other disposition of lands, interests in land, and resources of the Tribes.
- B. It shall be the policy of the Klamath Tribes to seek the return, to the Klamath Tribes, of all lands, natural and cultural resources, including minerals and water rights that become available and which were historically a part of the Klamath Tribes heritage
- C. All waters which originate in or flow through the Klamath Tribes jurisdiction, or which are stored within the Klamath Tribes jurisdiction, whether found on the surface or underground, are a valuable Tribal resource of the Klamath Tribes, and are to be protected for the present and future use of the Klamath Tribes.

Section II: The sovereign powers, authority and jurisdiction of the Klamath Tribes and its government shall extend to all persons and activities within the territory which formerly constituted the Klamath Reservation and is consistent with Federal law.

Section III: The sovereign powers, authority and jurisdiction of the Klamath Tribes and its government may extend beyond the geographical boundaries of the Klamath Tribes territorial jurisdiction.

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Section IV: This Article was implemented and approved by the General Council on April 13, 1996.

ARTICLE V - JUDICIAL BRANCH

Section I: The Judicial power of the Klamath Tribes shall be vested in the independent Klamath Tribes Judiciary, which shall consist of the Klamath Tribes Supreme Court, Klamath Tribal Court, Klamath Juvenile Court, Klamath Peacemaker Court and such lower courts that the Klamath Tribes may from time to time establish.

Section II: The judicial power of the Klamath Judiciary shall extend to all cases in law and equity arising under this Constitution, and the laws, ordinances and customs of the Klamath Tribes. The Tribal Courts shall be empowered to exercise all judicial authority of the Klamath Tribes. Said authority shall include but not be limited to enforcement of Tribal law and the power to review and rule on the constitutionality of Tribal legislative and executive actions under this Constitution.

Section III: The Klamath Tribal Courts shall be courts of record and shall consist of Native American Judges only, and shall be elected by the General Council. No person will serve in the capacity of Tribal Judge under the age of 30 years. General Council shall then designate one (1) Native American Judge as Chief Judge who shall serve in that capacity for the duration of his/her term. Native American Judges shall be elected at the general election following the first election of judges.

Section IV: The Supreme Court shall consist of three (3) Visiting Justices appointed by the Chief Judge to hear the case, with one (1) Justice appointed by the Chief Judge as Chief Justice.

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Section V: The appellate power of the Klamath Tribes shall be vested in the Klamath Tribes Supreme Court, which shall have jurisdiction to hear all appeals from the Klamath Courts. The Klamath Tribes Supreme Court decision shall be final.

Section VI: The Tribal Court shall consist of one (1) Native American Chief Judge, and such Native American Associate Judges and staff as are designated by Tribal Ordinance. The Ordinance shall set forth the terms of office and qualifications for Tribal Court Chief Judge, Associate Judges and Staff.

Section VII: The Chief Judge shall, each year, designate an Associate Judge as Judge of the Klamath Tribes Juvenile Court and shall oversee the Klamath Tribes Peacemaker Court.

Section VIII: Judges and Justices of the Klamath Judiciary shall receive compensation for their services as established by Tribal Ordinance. This compensation shall not be diminished by any amount or increased by any amount or increased beyond reasonable cost of living allowance during their term of office.

Section IX: This Article will be effective upon the approval of the General Council and the presentation of and the General Council approval of the required ordinances.

ARTICLE VI - POWERS

Section I: The General Council has and may, use the following powers, as limited by the Constitution, By-Laws, Ordinances and Charters of the Klamath Tribes;

- A. To participate in the management of all Tribal property, Treaty Rights, and all other Rights the Tribes may possess.
- B. To purchase land, when authorized by law, and to acquire other property with funds controlled by the Tribes or made available by Congress for said purpose.

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- C. To levy dues or fees upon members or non-members exercising special privileges controlled by the Tribes.
- D. To borrow money.
- E. To expend Tribal funds within the exclusive control of the Tribes.
- F. To recommend expenditure of other Tribal funds.
- G. To adopt and enforce ordinances providing for the maintenance of law and order, conservation regulations, and Tribal business.
- H. To protect and preserve the wildlife and natural resources of the ancestral lands of the Klamath Tribes.
- I. To exercise all other reserved powers, or powers delegated to or conferred upon the Tribes, by Congress or by any other governmental agencies.
- J. To delegate to the “Tribal Council”, and/or any other tribal committee answerable to the “Tribal Council”, any of the above powers.
- K. To exercise all powers necessary to carry any of the aforesaid powers into effect.

ARTICLE VII – ELECTED OFFICIALS OF THE GENERAL COUNCIL

Section I: The officials, who shall comprise the “Tribal Council” of the General Council, shall consist of a Chairman, Vice-Chairman, Secretary, Treasurer and six Council Members. The Chairman, Vice-Chairman, Secretary, and Treasurer shall be the Officers of the Klamath Tribes General Council and of the “Tribal Council”. The General Council shall elect the Tribal Council to act on behalf of the General Council regarding day to day business of the Tribes. The Tribal Council shall adopt such rules as they deem necessary for the conduct of Tribal business. Such rules will be established in written form and made available to all Tribal Members upon request.

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Section II: Tribal Council Members must be members of the Klamath Tribes' General Council.

Section III: Terms of office. All Officers and Tribal Council Members shall hold office for a "three" year period and may be re-elected. (effective after February 2001 elections)

Section IV: Duties of Officers

- A. The Chairman shall be the presiding officer of the General Council and the "Tribal Council". The Chairman will be responsible for informing the General Council of all "Tribal Council" decisions, assuring that Tribal business is brought before the General Council, conducting meetings in accordance with parliamentary rules to be adopted by the General Council, until such rules are adopted, or where they are not determinative the Chairman's rulings shall be based on Roberts Rules of Order
- B. The Vice-Chairman shall be available at the call of the Chairman for consultation on Tribal business. During the absence of the Chairman the Vice-Chairman shall assume the duties of the Chairman (If both the Chairman and Vice-Chairman are absent at any meeting, the next ranking officer shall call the meeting to order. The officers shall rank in the order that appears in Section I of Article VII.)
- C. The Secretary shall be responsible for giving proper notice of General Council, Tribal Council, and other special meetings. The Secretary shall maintain accurate records of all proceedings of the General Council and official correspondence relating to Tribal affairs. The Secretary shall attend to the posting/ forwarding of all official correspondence and/or notices to members of the Tribes as required, have custody of the official Tribal Seal, and insure that minutes of General Council meetings are available at the Tribal office within seven days after the meeting. (The Secretary shall have, at General Council;

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Minutes of the previous General Council, the Constitution of the Klamath Tribes, Minutes of the Tribal Council meetings, Committee appointments, and all standing rules of all Committees, Corporations, Commissions and boards.)

- D. The Treasurer shall be responsible for handling and documenting all funds received on behalf of the General Council, for depositing those funds immediately in a safe depository, and for maintaining accurate records of all funds received and disbursed on behalf of the General Council. The Treasurer shall disburse funds in accordance with budgets or resolution approved by the General Council. The Treasurer shall give such bond, conditioned on faithful and honest performance of duties, as is determined by the General Council, said bond will be recorded with proper authorities, including the Tribal Office.
- E. The Tribal Council of the Klamath Tribes shall perform their duties within the boundaries of this Constitution plus the attached By-Laws, Ordinances and Charters of the Committees, Commissions, Corporations and boards that are responsible to the Tribal Council of the Klamath Tribes.
- F. All materials pertaining to Tribal business that is in the possession of elected officers shall be considered the property of the Klamath Tribes.

ARTICLE VIII - NOMINATIONS AND ELECTIONS OF TRIBAL COUNCIL

Section I: Officers and Tribal Council Members shall be nominated at the February General Council meeting of the election year. All enrolled members of the Klamath Tribes of voting age (18years) shall have the right to vote on elections. Voting shall be by secret ballot. Elections shall be held sixty days following the nominations made in accordance with this Constitution and each three years thereafter. Should the Election Day fall on a holiday recognized by the Klamath Tribes, the election shall be held on the following weekday.

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Section II: Nominations can only be made by persons eligible to vote under this Constitution. All persons nominated must be present at the February General Council Meeting. Nominations must be accepted or declined, in writing, by nominees prior to adjournment of that February General Council; however, if nominee is unable to attend that meeting then exception can be made if explanation of the absence was delivered, in writing, and in person to the Election Clerk or designee within seven (7) days following the February General Council. Said, Election Board will determine if absence is excusable. Nominee will then be notified by certified mail. Election Board decision is final.

Section III: Oath of Tribal Council.

A. Before entering into performance of their duties, the Tribal Council of the General Council shall subscribe to a written oath as follows:

“I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the Klamath General Council and faithfully and impartially carry out the duties of my office to the best of my ability. I affirm that I will assist in all proper and legal efforts which, in my judgment, will promote and protect the best interests and general welfare of members of the Klamath and Modoc Tribes and the Yahooskin Band of Snake Indians.” and do solemnly swear to abide by the Governmental Code of Ethics attached to the Constitution. (Code of Ethics must be signed and filed).

B. All oaths shall be recorded and preserved by the Secretary of the Tribal Council, and shall be administered by the retiring Chairman, unless the Chairman is reelected, in which event it shall be administered to him by the retiring Vice-Chairman, or in the event of his absence or incapacity, or by a duly elected or appointed judge of any court of the United States of the State of Oregon.

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ARTICLE IX - REMOVAL OF TRIBAL COUNCIL MEMBERS AND FILLING VACANCIES

Section I: Any Tribal Council Member of the General Council shall forfeit his/her position if at any time during his/her term if any disability arises which would make him/her unable to hold elected position. (This includes Governmental Leave.) Any Tribal Council Member of the General Council may be removed for the remainder of a term for “just cause” by a majority vote of the qualified voters at any regular or special General Council meeting. No such vote shall take place unless it is requested by a petition setting forth the cause and signed by a minimum of 100 qualified voters of the General Council, and the Tribal Council Member advised of such allegations 15 days or more in advance of the meeting. Upon receipt of such a petition by the Chairman of the General Council, it shall be his/her duty to forward, to the Tribal Council Member proceeded against, a copy of the petition. If the petition is directed against the Chairman, the Vice-Chairman shall perform this duty. If the petition is deemed as having “Just Cause” the Tribal Council Member being proceeded against may, as a matter of right, (1) submit a written resignation to the Tribal Council or (2) be granted a hearing by the Tribal Council to be held immediately preceding the vote being taken on the petition.

Section II: In event of a vacancy occurring through death, resignation or other cause, said vacancy shall be filled by an appointment, of the next highest vote recipient of said vacated office, by the Tribal Council, said appointment will be held for the remainder of the unexpired term.

Section III: Should any Tribal Council Member be removed through petition process, said Council Member cannot hold any other Tribal position for the remainder of that term of office.

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Section IV: Should any Tribal Council Member be removed, all records pertaining to Tribal business in their possession shall be surrendered to the Tribal Government office within 15 days of removal.

Section V: The Tribal Council may remove a Council Member for “just cause” with a majority vote of at least seven members.

ARTICLE X - COMMITTEES

Section I: The following are all permanent committees, commissions, corporations, and boards of the Klamath Tribes.

1. Klamath Indian Game Commission (Natural Resources)
2. Enrollment Committee
3. Constitution Committee
4. Budget Committee
5. Economic Development Corporation
6. Culture and Heritage Committee
7. Elders Committee
8. Kla-Mo-Ya Casino Board of Directors
9. Gaming Regulatory Commission (Casino)
10. Education Committee
11. Housing Advisory Committee
12. Health Advisory Committee
13. NAGPRA Committee (Native American Graves Protection and Repatriation)
14. ICWA Placement board (Indian Child Welfare Act)

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15. Veterans Committee

Section II: Each committee, commission, corporation and board will establish their By-Laws, Ordinances and/or Charters and attach a copy to this Constitution of the Klamath Tribes.

Section III: All committees, commissions, corporations and boards shall elect a Chairman and Secretary. Their duties are to conduct and record the proceedings of their respective committees, commissions, corporations and boards and make reports as mandated to the Tribal Council and the General Council.

Section IV: The Chairman shall appoint other committees as the need arises. Such committees shall terminate upon completion of assignment and give a final written report to the Tribal Council and the General Council.

ARTICLE XI - SUPERVISOR OVER ELECTIONS

Section I: The elections for Tribal Council shall be conducted under the direction of a Board of Elections, consisting of fifteen (15) Tribal Members plus five (5) alternates. The Board shall be elected at the February General Council meeting when nominations for Tribal Council are made. It shall be the duty of the Election Board to oversee the election process per the election ordinance.

Ballots will be mailed out to eligible Members of the Klamath Tribes, twenty (20) working days after nominations using current enrollment address listing and will include if available at mailout time a 1 page candidate information sheet at the candidates expense. Ballots will need to be returned and received, at a location to be determined by the Elections Board, by 5p.m. within sixty (60) days after General Council Nominations. All ballots received by the

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deadline will be stored in a locked secure location until they are tabulated on the sixty-first (61st) day after nominations.

Section II: It shall be the duty of the Election Board to preserve carefully all ballots until the respective terms of office have expired.

Section III: Each candidate receiving the largest number of votes cast for each respective position shall be deemed to be elected, provided that when any claims of irregularity is made to the Elections Board. The Board shall report its findings to the General Council for appropriate action or decision.

Section IV: No claim of irregularity shall be considered unless made within ten days following the election.

Section V: Standing rules for elections, shall be attached to this Constitution.

ARTICLE XII - MEETINGS OF THE GENERAL COUNCIL

Section I: Regular meetings of the General Council shall be held quarterly, one in February, May, August, and November. The exact time, place, and dates to be determined by the Chairman.

Section II: Special meetings of the General Council shall be held (1) at such time and place as the Chairman may designate, (2) at such time and place as may be designated in a petition delivered to the Secretary of the General Council and signed by at least 100 qualified voters of the tribe, or (3) at such time and place as may be designated by the Tribal Council.

Section III: Notices designating the time, place, and purpose of regular and special General Council meetings shall be posted at customary and conspicuous places at least 15 days prior to the date of the meeting.

Section IV: Notices of Special meetings shall specify all matters of business which the

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Chairman or petitioners have listed for consideration, and no other matters shall be considered.

Section V: Notices of regular meetings shall specify matters of business to be considered. After all items listed on notices of regular meetings have been dispensed with, other matters may be presented for consideration.

Section VI: Fifty (50) eligible voters of the Klamath Tribes shall constitute a General Council quorum for the transaction of any business, and the determination of any matter, except as otherwise provided herein, shall be by a majority vote. Voting at meetings shall be by the show of hands unless otherwise directed by the Chairman.

ARTICLE XIII - REVIEW BY THE GENERAL COUNCIL

Section I: Any action taken by the Tribal Council or any other committee of the Klamath Tribes may be reviewed by the General Council upon motion duly made by any member of the General Council. Any action of the Tribal Council or any other committee of the Klamath Tribes may be reversed by the General Council provided, a majority of the members, at General Council, voting on such a motion vote for reversal; provided further, any action taken by the Tribal Council or any other committee of the Klamath Tribes shall be final unless reversed by the General Council at the next regular meeting after said action was approved by the Tribal Council.

ARTICLE XIV - REFERENDUM

Section I: Upon petition of two hundred fifty or more of the eligible voters of the Klamath Tribes, any action of the General Council shall be submitted to a popular referendum, and the vote of the majority of the qualified voters voting in such referendum shall be conclusive and binding, provided that at least four hundred fifty of the eligible voters

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shall vote in such election. Referendum vote shall be final.

ARTICLE XV - EXPENSES FOR ADMINISTRATION

Section I: The expenses of administration under this Constitution shall be paid out of funds made available by (1) the Klamath Tribes, (2) the Congress of the United States, (3) the Secretary of the Interior, or (4) from any other source.

ARTICLE XVI - ADOPTION OF CONSTITUTION

Section I: This Constitution shall be in effect when adopted by a majority vote of the Klamath Tribes General Council, and shall repeal the existing Constitution of the Klamath Tribes General Council.

ARTICLE XVII - AMENDMENT OF CONSTITUTION

Section I: Notwithstanding Article XIV, amendments to this Constitution may be made in accordance with the following:

A. Proposed in writing and accepted at any regular meeting of the Klamath Tribes General Council, and voted upon at the next special meeting of the Klamath Tribes General Council called for the purpose of voting on the proposed amendment, or at the next regular meeting of the Klamath Tribes General Council; or

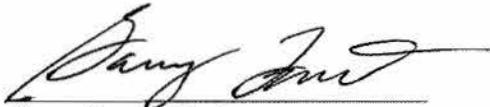
B. By the majority vote of the Tribal Council or General Council to submit the proposed amendment to a referendum vote of the membership of the General Council. Proposed amendments submitted by referendum shall be effective if approved by a majority of those

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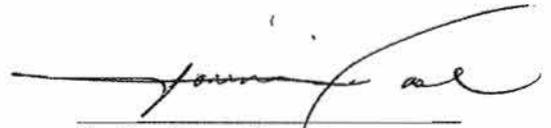
voting in the referendum, provided that at least four hundred fifty of the eligible voters shall vote in such referendum. Amendments to the Constitution made by referendum vote shall be final and subject to change only by further referendum vote.

CERTIFICATION OF ADOPTION

We, the undersigned, Tribal Council Chairman and Secretary of the Klamath Tribes, do hereby certify that at a Regular General Council meeting held on the 19th day of November, 2011 with a quorum present, the General Council took action and duly adopted and approved this Constitution as amended, by a vote of 52 for, 5 opposed, and 1 abstentions.



Gary Frost, Chairman
The Klamath Tribes



Torina Case, Secretary
The Klamath Tribes

AMENDMENTS

Amendments made to the Constitution are:

- *Amendment to Article IV - Jurisdiction - approved by General Council on April 13, 1996.
- *Addition of Article V - Judicial Branch - approved by General Council on August 17, 1996.
- *Amendment to Article X - Committees - approved by General Council on April 13, 1996
- *Amendment to Article III - Membership, Enrollment, and Voting - approved by General Council on November 21, 1998
- *Amendment to Article VII - Officers of the General Council - approved by General Council on November 21, 1998
- *Amendments to the Constitution and By-Laws of The Klamath Tribes – Presented to the Klamath Tribes General Council on February 19, 2000, September 9, 2000 – Approved by The Klamath Tribes General Council November 25, 2000
- *Amendment to Article XVII – Amendment of Constitution and Bylaws – approved by General Council on November 19, 2011, General Council Resolution 2011-003.

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The Klamath Tribes

Code of Ethics For Government service and Tribal Employment

As a Representative of the Klamath Tribes

I Agree to:

- Put Loyalty to the highest moral principle to the Klamath Tribes above Loyalty to persons, party or Government Department.
- Uphold the Constitution and Bylaws, and Policy and Procedures of the Klamath Tribes.
- Give a full days labor for a full days pay, giving earnest effort and best thought to the performance of duties.
- Seek to find and employ more efficient and economical ways of getting tasks accomplished.
- Never discriminate unfairly by dispensing of social favors or privileges to anyone, and never accept for myself or family members favors or benefits under circumstances which might be construed by reasonable persons as influencing the performance of Government Duties.
- Make no private promises of any kind binding upon the duties of office.
- Never use any information gained confidentially in the performance of Government duties as a means of making private profits.
- Expose corruption wherever discovered.
- Uphold these principles, ever conscious that public office is a public trust.
- Abide by the Drug and Alcohol Free Policies of the Klamath Tribes Personnel Policies and Procedures.

Signature

Printed Name

Date

Chairman Signature

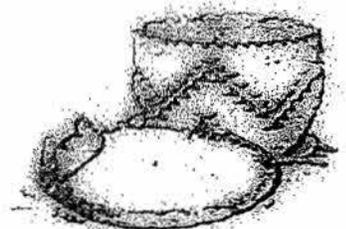
Printed Name

Date

Witnessed by:

Date

501 Chiloquin Blvd. - P.O. Box 436 - Chiloquin, Oregon 97624
(541) 783-2219 - Fax (541) 783-2039



CONSTITUTION
OF THE
CONFEDERATED TRIBES OF SILETZ INDIANS OF OREGON

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**CONSTITUTION
OF THE CONFEDERATED TRIBES OF SILETZ INDIANS OF OREGON**

PURPOSES

We, the members of the Confederated Tribes of Siletz Indians of Oregon, being a federally recognized Indian tribe and the political successor in interest to certain bands and tribes of Indians who were signatories to treaties and other agreements with the United States of America, organized pursuant to the Act of November 18, 1977, 91 Stat. 1415, and the Act of June 18, 1934, 48 Stat. 984, hereby adopt this Constitution and establish our tribal government in order to:

(1) Continue forever, with the help of God, our unique identity as Indians and as the Confederated Tribes of Siletz Indians of Oregon, and to protect that identity from forces that threaten to diminish it;

(2) Protect our inherent rights as Indians and as a sovereign Indian tribe, including protecting our rights under the following treaties and Executive Order belonging to the tribes and bands of Indians that comprise the Confederated Tribes of Siletz Indians of Oregon:

- (a) Treaty with the Rogue River, Sept. 10, 1853, 10 Stat. 1018, ratified April 12, 1854, proclaimed Feb. 5, 1855;
- (b) Treaty with the Umpqua-Cow Creek Band, Sept. 19, 1853, 10 Stat. 1027, ratified April 12, 1854, proclaimed Feb. 5, 1855;
- (c) Treaty with the Rogue River, Nov. 15, 1854, 10 Stat. 1119, ratified March 3, 1855, proclaimed April 7, 1855;
- (d) Treaty with the Chasta, etc., Nov. 18, 1854, 10 Stat. 1122, ratified March 3, 1855, proclaimed April 10, 1855;
- (e) Treaty with the Umpqua and Kalapuya, Nov. 29, 1854, 10 Stat. 1125, ratified March 3, 1855, proclaimed March 30, 1855;
- (f) Treaty with the Kalapuya, etc., Jan. 22, 1855, 10 Stat. 1143, ratified March 3, 1855, proclaimed April 10, 1855;
- (g) Treaty with the Molala, Dec. 21, 1855, 12 Stat. 981, ratified March 8, 1859, proclaimed April 27, 1859;
- (h) Treaty with the Indians Along the Oregon Coast confederating tribes and bands of Indians residing along the coast west of the summit of the Coast Range of mountains and between the Columbia River on the north and the southern boundary of Oregon on the south, Aug. 11, 17, 23, 30, and Sept.

8, 1855 (unratified by the United States of America);

- (i) Executive Order dated November 9, 1855, by President Franklin Pierce, establishing the Coast or Siletz Reservation.

[Amended by Constitutional Amendments Election May 16, 2008]

- (3) Promote our cultural and religious beliefs and to pass them on in our own way to our children, grandchildren and grandchildren's children forever;
- (4) Help our members achieve their highest potentials in education, physical and mental health and economic development;
- (5) Maintain good relationships with other Indian tribes, the United States, the State of Oregon and local governments;
- (6) Support the Government of the United States and encourage our members to be loyal citizens;
- (7) Acquire, develop and conserve resources to achieve economic and social self-sufficiency for our tribe;
- (8) Insure that our people shall live in peace and harmony among themselves and with all other peoples.

ARTICLE I - MEMBERSHIP

SECTION 1. REQUIREMENTS.

The membership of the Confederated Tribes of Siletz Indians of Oregon shall consist of all persons who are not enrolled as members of another federally recognized tribe and

- (A) Whose names validly appear on the official tribal roll dated May 16, 1978, provided that, if necessary and subject to the approval of the Secretary of the Interior, the blood quantum levels listed thereon shall be corrected by the governing body of the Confederated Tribes of Siletz Indians of Oregon; or
- (B) Who possess one-sixteenth (1/16) or more degree Siletz blood quantum, have filed an application for enrollment with the appropriate tribal body and have been accepted as members in accordance with the tribal ordinance adopted under Article I, Section 2 of this Constitution. [Amended by Constitutional Election 1994]

For purposes of this section "Siletz blood" is defined as all Indian blood derived from a direct ancestor who was named on any roll or records of Siletz tribal members prepared by the Department of the Interior prior to the effective date of this Constitution.

Sec. 2. Ordinance

The Tribal Council shall enact an ordinance establishing procedures for processing membership patterns including application procedures and blood degree corrections of the May 16, 1978, roll as provided in Article I, Section 1, of this Constitution within six months of the Tribal Council's election to office under this Constitution. The ordinance shall contain procedures, including the right to appeal.

Sec. 3. Adoption.

The Tribal Council shall have the power to prescribe rules and regulations governing the adoption of members, providing that no person shall be enrolled as a member of the tribe who does not meet the membership requirements set forth in Article I, Section 1 of this Constitution. The Tribal Council shall establish an honorary membership roster for persons adopted by the Tribe who do not meet said requirements.

Sec. 4. Loss of Membership.

The Tribal Council shall prescribe by ordinance rules and regulations governing loss of membership. The reasons for such loss shall be limited exclusively to failure to meet the requirements set forth for membership in this Constitution.

ARTICLE II - RIGHTS OF MEMBERS

Section 1. Individual Rights.

Each duly enrolled member of the Confederated Tribes of Siletz Indians of Oregon shall have the following rights:

The right to equal opportunity to participate in the economic resources and activities of the Confederated Tribes of Siletz Indians of Oregon in accordance with eligibility requirements set by the tribal and Federal governments; and the right to exercise traditional rights and privileges of members of the Confederated Tribes of Siletz Indians of Oregon where not in conflict with other provisions of this Constitution, tribal laws and ordinances, or the laws of the United States.

Sec. 2. General Council.

All duly enrolled members of the Confederated Tribes of Siletz Indians of Oregon who are eighteen (18) years of age or older shall constitute the General Council. In accordance with Articles V, VI, VII and VIII of this Constitution, the General Council shall have the power to:

- (A) Elect Tribal Council members and approve or disapprove any salary or wages paid for performance of Tribal Council duties;

- (B) Exercise the powers of initiative and referendum;
- (C) Recall elected tribal officials;
- (D) Amend this Constitution; and
- (E) Make advisory recommendations to the Tribal Council.

ARTICLE III - AUTHORITY OF GOVERNMENT

The authority of the government established by this Constitution shall extend over all persons, subjects, and property now or hereafter included within the jurisdiction of the Confederated Tribes of Siletz Indians of Oregon, except and only as limited by this Constitution and the Laws of the United States. The government shall not inhibit any person's right to enjoy freedom of worship, conscience, speech, press, assembly and association, and other rights enumerated by Federal Law.

ARTICLE IV - BRANCHES OF GOVERNMENT

Section 1. Councils.

There shall be a General Council which shall exercise the powers set forth in Article II section 2, of this constitution.

The Tribal Council shall consist of nine members elected by the General Council to terms of three years each provided that each member's term shall continue until certification of his or her successor's election. The Tribal Council shall elect from its membership a Tribal Chairman, Vice Chairman, Secretary and Treasurer. The Tribal Council is empowered to exercise all legislative authority, except that vested in the General Council, and executive authority of the government, including the right to delegate authorities as it deem appropriate. Said authority shall include but is not limited to the power to employ legal counsel, to prevent the sale, disposition, lease or encumbrance of tribal lands, interests in land, or other tribal assets without the consent of the tribe; and to negotiate with the Federal, State and local governments.

[Amended by Constitutional Amendments Election May 16, 2008]

Sec. 2. Tribal Court.

The Tribal Court shall consist of one Chief Judge and such Associate Judges and staff as are deemed necessary by the Tribal Council. The Tribal Court is empowered to exercise all judicial authority of the government. Said authority shall include but is not limited to the power to review and overturn tribal legislative and executive actions for violations of this Constitution or of the Federal Indian Civil Rights Act of 1968 as well as to perform all other judicial and court functions. The Tribal Council shall set forth qualifications for Tribal Court Chief Judge, Associate Judges, and staff positions by ordinance, and shall appoint persons to fill said positions for a term of not less than four years for Chief Judge, not less than two years for Associate Judges. During the tenure of his or her appointment, the Chief Judge, or an Associate Judge may

be suspended or dismissed only for cause by the Tribal Council upon due notice and an opportunity for a hearing open to tribal members.

ARTICLE V - PROCEDURES

Section 1. General Council.

The General Council shall hold meetings in accordance with the following procedures, and shall exercise its electoral powers in accordance with the provisions of Article VI of this Constitution:

(A) Regular meetings of the General Council shall be held beginning on the first Saturday of February, May, August, and November, at a time and place to be set by the Tribal Council. The February meeting shall include the annual election of the Tribal Council except as provided in Article VI, Section 5.

(B) Special meetings of the General Council may be called by the Tribal Council upon one month's notice to the membership of the General Council. The Tribal Council may call such meetings upon its own motion, but it must call such a meeting upon presentation of a properly verified petition signed by one-third or more of the General Council of the Confederated Tribes of Siletz Indians of Oregon.

(C) The agenda for General Council meetings shall be set by the Tribal Council, provided that any member may submit in writing items to the Tribal Council for consideration for the agenda, and provided further that each agenda shall include time for discussion of items from the floor regardless of whether said items appear on the agenda. Agendas shall be sent to tribal members two weeks in advance of General Council meetings.

(D) The Tribal Council Chairman shall chair General Council meetings.

Sec. 2. Tribal Council.

The Tribal Council shall hold meetings and take actions in accordance with the following procedures, which it may augment by its own rules of procedure so long as they do not conflict with any provisions of this Constitution:

(A) Regular meetings of the Tribal Council shall be held each month at a time and place to be set by the Tribal Council. In case the time of the regular meeting conflicts with a National, State or tribal holiday, election, or emergency, the meeting shall be held at the same hour and place one week later than scheduled.

(B) Special meetings of the Tribal Council may be called by the Chairman at his or her discretion, but the Chairman must call a special meeting upon writing request of three or more members of the Tribal Council. No special meeting shall be called without twelve hours' notice to each member, unless each member shall waive the notice requirement in writing.

(C) The agenda shall be set by the chairman, provided that it shall include any item submitted upon the written request of three or more members of the Tribal Council. The agenda shall be provided to Tribal Council members not less than five days prior to any regularly scheduled meeting, and at the time notice is given of any special meeting. Items may be added to the agenda at a Tribal Council meeting upon the concurrence of three or more members.

(D) Five members of the Tribal Council shall constitute a quorum. Matters of business shall be decided by majority vote, except where otherwise required by this Constitution and the Tribal Council's own rules as set forth by ordinance. Voting shall be by roll call vote and the ayes and nays shall be recorded in the minutes.

(E) All meetings of the Tribal Council shall be open to membership of the Confederated Tribes of Siletz Indians of Oregon; However, the Tribal Council may recess at its discretion to discuss any matter in a closed or executive session, provided that the general subject matter discussed is expressed in the motion calling for such session and no final or official action is taken thereon in the closed or executive session.

(F) All final decisions of the Tribal Council on matters of general and permanent interest to the members of the Tribe shall be embodied in ordinances. The ordinances shall be collected and made available to tribal members and others affected upon reasonable request.

(G) All final decisions of the Tribal Council on matters of temporary interest shall be embodied in resolutions. The resolutions shall be collected and made available to tribal members and others affected upon reasonable request.

(H) All questions of procedure shall be decided by motion duly passed, or by the ruling of the Chairman if objection is heard.

(I) No Tribal Council member shall vote on any matter wherein he or she or a member of his or her immediate family has a direct personal interest, including but not limited to employment contracts, project funding, and appointments to tribal committees.

(J) A written record shall be kept of Tribal Council proceedings. The record shall be open for inspection by all members of the Confederated Tribes of Siletz Indians of Oregon.

Sec 3. Tribal Court.

The Chief Judge shall promulgate rules of pleading, practice, and procedure applicable to any and all proceedings of the Tribal Court, consistent with the provisions of this Constitution and requirements of Federal Law. In case of failure of the Chief Judge to establish such rules, the Tribal Council shall have the authority to establish them.

ARTICLE VI - ELECTIONS

Section 1. Voters

All duly enrolled members of the Confederated Tribes of Siletz Indians of Oregon who are eighteen (18) years of age or older shall have the right to vote in all tribal elections.

Sect 2. Manner of Voting.

All elections shall be by secret ballot, except that the General Council may make advisory recommendations to the Tribal Council by voice vote or show of hands at General Council meetings. Voting by mail and absentee ballot shall be provided for by ordinance. The ordinance shall require that such ballots be made available to members sufficiently in advance of any election to permit the ballots to be submitted by voters to the tribal office prior to the scheduled date of the elections. Ballots so submitted shall be counted along with ballots cast in person at the polls.

Sect 3. Tribal Council Election.

Elections for Tribal Council shall be held annually on the first Saturday of February, except as provided in Article VI, Section 5. The times and places of voting shall be designated by the Tribal Council. New members shall take office upon certification of election results by the Election Board.

Candidates for Tribal Council must be duly enrolled members of the Confederated Tribes of Siletz Indians of Oregon who will be at least eighteen (18) years of age on the date of election and who have never been expelled in accordance with Article VII, Section 4. Candidates must file statements of their candidacy with the Election Board not less than forty- five days before the annual election. The Election Board shall make public the list of candidates not less than thirty days before the election.

Each voter shall be allowed to cast one vote for each vacancy on the Tribal Council. No more than one vote per candidate shall be cast. The winners shall be chosen by plurality according to the rank order of votes received. In the event of a tie, the winner shall be chosen by flipping a coin under the supervision of the Election Board.

[Amended by Constitutional Amendments Election May 16, 2008]

Sec. 4. Election Ordinance.

The Tribal Council shall enact an election ordinance consistent with the provisions of this Constitution. The ordinance shall include provision for appointment by the Tribal Council of a three-member Election Board. The members of the Election Board shall serve for set terms of office and shall be removable prior to the expiration of their terms only for cause. No person who holds any elective tribal office or is a candidate for such office shall be eligible to serve on the Election Board. The Election Board shall supervise all tribal elections, verify petitions by tribal

members, and perform such other duties as are set by the election ordinance. The ordinance shall include provision for settlement of election disputes, including the right to appeal to the Tribal Court whose decision shall be final.

Sec. 5. First Election.

Notwithstanding the above provisions, the election of the first Tribal Council under this constitution shall be in accordance with an election ordinance enacted by the Interim Tribal Council which accords as much as is feasible with the above provisions and which is made available to the tribal membership no more than thirty days after certification of the adoption of this Constitution. The ordinance shall provide that the election will be held no later than one hundred-twenty days after adoption of the Constitution, and may provide that there will be no regular, annual election of Tribal Council members thereafter until February of 1981. The first Tribal Council elected under this Constitution shall be elected with three members at three-year terms, three members at two-year terms, and three members at one-year terms, or until certification of his or her successor's election: Provided, any person who meets the requirements in Section 4(b) of the Act of November 18, 1977, 91 Stat. 1415, shall be entitled to vote, whether they meet the membership requirements under Article 1, Section 1 of this Constitution.

Sec. 6. Vacancies.

In the event that any elective tribal office becomes vacant between elections, the Chairman shall recommend a person who meets the requirements of a candidate for that position to fill the vacancy. Such person shall assume office to serve the remainder of the term upon approval of the appointment by the Tribal Council.

ARTICLE VII - INITIATIVE, REFERENDUM, RECALL, AND EXPULSION

Section 1. Initiative.

Upon receipt and verification by the Election Board of a petition of at least one-third of the General Council of the Confederated Tribes of Siletz Indians of Oregon, a proposed ordinance or resolution made by the people shall be submitted to a vote of the General Council at a regular or special election to be held within sixty days of verification of the petition by the Election Board. The vote of a majority of those actually voting shall be conclusive and binding upon the Tribal Council.

Sec. 2. Referendum.

Upon receipt and verification by the Election Board of a petition of at least one-third of the General Council of the Confederated Tribes of Siletz Indians of Oregon or upon the request of two-thirds of the total membership of the Tribal Council, any proposed or previously enacted ordinance or resolution of the Tribal Council shall be submitted to a vote of the General Council at a regular or special election to be held within sixty days of verification of the petition by the Election Board or vote of the Tribal Council. The vote of a majority of those actually voting shall be conclusive and binding upon the Tribal Council.

Sec. 3. Recall.

Upon receipt and verification by the Election Board of a petition of at least one-third of the General Council of the Confederated Tribes of Siletz Indians of Oregon, it shall be the duty of the Tribal Council to call a special election to consider the recall of the elected tribal official named in the petition. The election shall be held within thirty days of verification of the petition by the Election Board, provided that if the petition is submitted within six months of the next annual election the Tribal Council may direct that the matter be placed on the ballot for that election. If a majority of those actually voting favor the recall of the official, the office shall be declared vacant and filled in accordance with Article VI, Section 6 of this Constitution.

Sec 4. Expulsion.

The Tribal Council may by a two-thirds vote of the total members of the Tribal Council, after due notice and an opportunity to be heard, expell any Tribal Council member for neglect of duty or gross misconduct. Any member so expelled shall have the right to appeal the expulsion to the Tribal Court with complete review of all matters at issue.

Sec. 5. Ordinance.

Initiative, referendum, recall, and expulsion procedures shall be set by ordinance by the Tribal Council, provided that the procedures shall accord with the elections article of this Constitution where appropriate.

ARTICLE VIII - AMENDMENT

This Constitution may be amended by a majority vote of the qualified voters of the Confederated Tribes of Siletz Indians of Oregon voting at an election called for that purpose by the Secretary of the Interior. The election shall be conducted in accordance with rules and regulations as set forth by the Secretary of the Interior. It shall be the duty of the Secretary of the Interior to authorize an election on any proposed amendment at the request of a majority of the Tribal Council, or upon the presentation of a petition signed by at least one-third of the General Council. The Secretary of the Interior may not authorize elections to amend this Constitution without consent of the Tribal Council.

ARTICLE IX - ADOPTION

This Constitution, when adopted by a majority of the qualified voters of the Confederated Tribes of Siletz Indians of Oregon who actually vote at an election called for that purpose by the Secretary of the Interior, shall be submitted to the Secretary of the Interior for his approval, and shall be effective from the date of approval.

Amendments to Siletz Constitution

Amendment No. 1 - 1994, Art I, Section 1(B) - changed blood quantum requirement from 1/8 to 1/16.

Amendment No. 2 - 2008, Purposes (2) - expresses the Siletz Tribe's status as a treaty tribe pursuant to federal law and states the treaties and Executive Order under which the Siletz Tribe is the successor in interest to the various bands and tribes of Indians that comprise the Confederated Tribes of Siletz Indians of Oregon.

Amendment No. 3 - 2008, Art. IV, Section 1 - removed the language requiring approval of Siletz attorney contracts, to conform with federal law.

Amendment No. 4 - 2008, Art. VI, Section 3 - fixed typographical errors, the number 19 to 18 in paragraph 2 and adding the word "by" in paragraph 3.

Historical Notes

1. The Siletz Constitution was approved by vote of the tribal membership, pursuant to Article IX, on June 2, 1979. The Constitution was then approved by the Acting Deputy Commissioner of Indian Affairs on June 13, 1979, and, pursuant to Article IX, was effective from that date.
2. Under the Siletz Restoration Act, 25 U.S.C. § 711 et seq., Pub. L. No. 95-195, 91 Stat. 1416, November 18, 1977, § 4 (25 U.S.C. 711b(b)), until the initial election of tribal officers under the tribal constitution and bylaws, the Siletz blood quantum necessary to qualify for inclusion on the Siletz membership roll was "one-fourth" degree of blood of members of the tribe or their Siletz Indian ancestors."

CONSTITUTION AND BYLAWS

*Current Text, Incorporating All Amendments
(Amendments I Through XV)*

CONFEDERATED TRIBES
OF THE
UMATILLA RESERVATION

*Constitution and Bylaws of the Confederated Tribes of the Umatilla Indian Reservation
1949 Text Updated to Include All Amendments through Amendment No. XV, 2015*

**CONSTITUTION AND BYLAWS
OF THE
CONFEDERATED TRIBES OF THE UMATILLA INDIAN RESERVATION**

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**CONSTITUTION AND BYLAWS
OF THE
CONFEDERATED TRIBES OF THE UMATILLA INDIAN RESERVATION**

We, the people of the Umatilla Indian Reservation do hereby ordain and establish this Constitution and Bylaws.

ARTICLE I - NAME

The tribal government shall be called the "Confederated Tribes of the Umatilla Indian Reservation" ("Confederated Tribes" or "CTUIR"), and shall include Indians of the Cayuse, Umatilla, and Walla Walla Tribes.

ARTICLE II - PURPOSE

The purpose and powers of the Confederated Tribes shall be, within law, to exercise and protect all existing and future tribal rights arising from any source whether treaty, federal statute, state statute, common law, or otherwise; to achieve a maximum degree of self-government in all tribal affairs; and to protect and promote the interests of the Indians of the Umatilla Indian Reservation.

ARTICLE III - TREATY RIGHTS AND THE FEDERAL TRUST RESPONSIBILITY

This Constitution and Bylaws is not adopted under the Indian Reorganization Act, also known as the "Wheeler-Howard Act." No tribal right of any kind shall be weakened, impaired, or surrendered by the adoption of this Constitution and Bylaws. The adoption of this Constitution and Bylaws does not in any way reduce the trust obligation of the United States to the Confederated Tribes.

ARTICLE IV - MEMBERS

The membership of the Confederated Tribes shall consist, as follows, of:

- (a) All persons of Indian blood whose names appear on the official census roll of the Confederated Tribes as of July 1, 1949; provided, that corrections may be made in said roll by the General Council within five (5) years from the adoption and approval of this Constitution and Bylaws, subject to the approval of the Secretary of the Interior or his authorized representative.
- (b) Persons who:
 - (1) Have at least one parent or grandparent who is an enrolled member of the Confederated Tribes, and
 - (2) Have at least one-fourth (1/4) degree of Indian blood from any federally recognized Indian tribe within the United States.
- (c) No new applicants for membership in the Confederated Tribes under Article IV(c) shall be enrolled. Persons already enrolled under the former Article IV(c) are full members of the Confederated Tribes.

ARTICLE V - GENERAL COUNCIL

SECTION 1.

The General Council shall consist of all members of the Confederated Tribes of the age of eighteen (18) years or over.

SECTION 2.

The General Council shall elect its own officers, and shall also elect the members and officers of the Board of Trustees, as hereinafter provided; and the General Council shall have the power to demand reports from its officers and from the said Board, and to recall its officers or the members of the Board, as hereinafter provided.

SECTION 3.

The officers of the General Council shall be a Chair, a Vice-Chair, a Secretary, and Interpreter, and such other officers as the General Council may from time to time create and fill. Their duties shall be as follows:

- (a) The Chair shall preside at the meetings of the General Council, shall attest the minutes thereof, shall appoint temporary officers in the absence of the duly elected officers, and shall perform such other duties as are placed upon him by this Constitution and Bylaws. He or she shall vote only in case of a tie.
- (b) The Vice-Chair shall act in place of the Chair in the event of his or her absence or disability, or at his or her request.
- (c) The Secretary shall keep, prepare, and sign the official minutes of the meetings of the General Council and, subject to the direction of the Chair, prepare an order of business in advance of each meeting of the General Council.
- (d) The Interpreter shall interpret what is said at meetings of the General Council from the English language to the commonly understood Indian language, and vice versa, whenever necessary to full understanding by all members.

SECTION 4.

Meetings of the General Council may be called by the Chair of the General Council, by the Board of Trustees, or by petition signed by at least twenty (20) members of the General Council. Notice of each meeting, stating time, place, and purpose thereof, and signed by the Chair of the General Council, shall be posted in public places at least twenty (20) days before the meeting. If the Chair of the General Council, or the Board of Trustees, shall certify that an emergency exists, the meeting may be called upon five (5) days notice.

SECTION 5.

- (a) All tribal elections occurring for Board of Trustees and General Council officials shall be held in November in odd numbered years.
- (b) Officers of the General Council shall hold office for a period of two (2) years, or until their successors are elected and take office.
- (c) Members of the Board of Trustees shall each hold office for a period of two (2) years, or until their successors are elected and take office, except that in the first election of said members, the four nominations receiving the highest number of votes shall hold office until December 1, 1950, and the four nominees receiving the next highest number of votes shall hold office until December 1, 1949.

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- (d) The Chair and the Secretary of the General Council shall certify as to the results of all elections of officers of the General Council, or members of the Board of Trustees, held thereafter.

SECTION 6.

Any officer of the General Council, or any member of the Board of Trustees, may be removed from office by majority vote of the General Council upon the filing with the Board of Trustees of a recall petition signed by at least ten percent (10%) of the members of the General Council. Such petition shall state clearly the charges against the individual whose recall is sought. It shall be the duty of the Board of Trustees, when a recall petition is filed in proper form with sufficient signatures, forthwith to call an election of the General Council to vote upon the petition. The individual sought to be recalled shall have the right to see the said petition at least twenty (20) days before the said election, and to appear at the election and answer the charges made against him.

SECTION 7.

A quorum of the General Council shall consist of thirty (30) members. Voting on motions before the General Council may be by voice vote, show of hands, or by secret ballot, as the Chair shall direct. Voting in tribal elections shall be by secret ballot, with mail-in absentee ballots provided for those who cannot vote in person. Notice of the time, place and procedures for tribal elections shall be posted 90 days prior to the election. "Elections" include general and special elections called for the following purposes:

- (a) To fill positions on the Board of Trustees and General Council officer positions pursuant to Article V, Section 5 (including elections to fill vacancies and run-off elections to resolve ties),
- (b) To vote on the recall of a Board member or General Council officer pursuant to Article V, Section 6,
- (c) To vote on whether to ratify the Board's removal of a Board member pursuant to Article VI, Section 5, and
- (d) To vote on proposed constitutional amendments pursuant to Article VII.

ARTICLE VI - BOARD OF TRUSTEES

SECTION 1.

The governing body of the Confederated Tribes shall be a Board of Trustees. Subject to limitations imposed by the Statutes or Constitution of the United States, the Board of Trustees shall have the following powers:

- (a) To represent the Tribes and to negotiate with Federal, State and local governments and to advise with representatives of the Interior Department on appropriations, projects, and legislation that affect the Tribes.
- (b) To manage all affairs of the Confederated Tribes, including the administration of tribal lands, fund, timber and other resources, under appropriate contracts, leases, permits, and loan or sale agreements.
- (c) To appoint committees, including members of the General Council who are not members of the Board of Trustees, and to delegate authority to said committees, and to provide per diem compensation and reimbursement of expenses incurred by officers of the General Council, members of the Board of Trustees and committee members while acting on official tribal business.

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- (d) To promulgate and enforce statutes governing the conduct of all persons and activities within the boundaries of the Umatilla Indian Reservation, providing for the procedure of the Board of Trustees, and carrying out any powers herein conferred upon the Board of Trustees.
- (e) To exercise any rights and powers heretofore vested in the Confederated Tribes, but not expressly referred to in this Constitution, or any powers that may in the future be delegated by an agency of local, state or Federal government.

SECTION 2.

The members of the Board of Trustees shall consist of the Chair of the General Council as ex officio member with the right to vote, and eight (8) members of the General Council elected by the General Council. No member shall be qualified to act as a member of the Board of Trustees who is a non-resident of the Umatilla Indian Reservation.

SECTION 3.

The officers of the Board of Trustees shall be a Chair, a Vice-Chair, a Treasurer and a Secretary. Their duties shall be as follows;

- (a) The Chair of the Board of Trustees shall preside over all meetings of the Board of Trustees, affix his or her signature to official documents, countersign warrants duly drawn by the Treasurer against the tribal funds, and shall vote only in case of a tie.
- (b) The Vice-Chair shall preside at meetings and otherwise act in full capacity of the Chair in the absence or disability of the Chair, or at his or her request.
- (c) The Treasurer shall accept, receipt for, and safeguard all funds of the Tribes under his or her custody as directed by the Board of Trustees, and keep a complete record of receipts and expenditures. He or she shall be a bonded officer and shall not disburse any funds of the Tribes except as duly authorized by the Board of Trustees, and he or she shall report his or her accounts and all financial transactions at a meeting upon request of the General Council or the Board of Trustees.
- (d) The Secretary shall conduct all correspondence, issue public notices, take minutes, record official actions, have custody of all files and records, etc., of the Board of Trustees and affix his or her signature to official documents.

The Chair of the General Council may, but need not necessarily, be elected as Chair of the Board of Trustees.

SECTION 4.

The Board of Trustees shall hold regular monthly meetings at such time and place as it shall fix. Special meetings of the Board may be called by the Chair of the Board, or by written request of any three (3) members thereof, upon at least two (2) days' notice of each member of the time, place and purpose. At all meetings of the Board, whether regular or special, five (5) members shall constitute a quorum. All meetings shall be open to any member of the General Council.

SECTION 5.

Whenever, in the opinion of a majority of the entire Board of Trustees, any member of the Board of Trustees has been guilty of gross neglect of duty, it shall certify its opinion, together with the reasons therefore, to the General Council, which shall have the power to remove said member from office and to elect a successor. The member who is so accused shall have the right to receive a copy of the charges against him at least twenty (20) days in advance of the meeting of

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the General Council at which the question of removal and of selection of a successor are to be voted on, and shall be entitled to appear at said meeting and answer said charges.

SECTION 6.

Vacancies in the Board of Trustees shall be filled by the General Council at an election called for that purpose.

SECTION 7.

The Board of Trustees shall have custody of its letters, documents, records, and minutes, as well as those of the General Council.

ARTICLE VII – TRIBAL COURT

SECTION 1.

The judicial power of the Confederated Tribes is vested in the Tribal Court, which shall have general authority to adjudicate disputes and enunciate principles of law.

SECTION 2.

When a dispute before the Tribal Court requires the Court to interpret this Constitution and Bylaws, the rule of law determined by the Court in interpreting this Constitution and Bylaws shall not be subject to alteration by later statutory amendment or enactment of the Board of Trustees. Court rules interpreting this Constitution and Bylaws may only be altered by subsequent decisions of the Tribal Court or by amendment of the Constitution and Bylaws pursuant to Article VIII.

SECTION 3.

To the extent that a statute enacted by the Board of Trustees is directly applicable to a dispute before the Tribal Court, the Court shall adhere to and enforce the provisions of that tribal statute. The only exceptions to this rule shall be where the Court concludes that the statute violates this Constitution and Bylaws, or where the Court concludes that the statute violates provisions of federal law that supersede tribal authority. In such circumstances the Tribal Court may rule the statute invalid and prohibit further enforcement of it. When making such a ruling, the Court shall limit the scope of its ruling to the narrowest degree necessary to remove the offensive provision.

SECTION 4.

Where no tribal statute directly addresses a question of substance or procedure inherent in a dispute before the Tribal Court, the Court shall exercise its general judicial authority to establish the tribal common law of the matter. In doing so, the Tribal Court may draw upon such sources as it sees fit, including the following:

- (a) Tribal statutes that address related matters or analogous situations,
- (b) Traditional law of the Confederated Tribes,
- (c) Foreign law, including the law of other tribes, international law, federal law, the law of the various states, local government law and model or uniform laws,
- (d) The best judgment of the Court.

Any tribal common law enunciated by the Tribal Court may be altered or repealed by subsequent

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decisions of the Court or by subsequent statutes enacted by the Board of Trustees.

SECTION 5.

The Board of Trustees shall retain the authority to conduct those quasi-adjudicative proceedings that fall under the category of administrative law, and shall retain the authority to delegate to staff and policy bodies of the Confederated Tribes the power to conduct such proceedings.

SECTION 6.

The Board of Trustees shall by statute set forth qualifications for the Chief Judge of the Tribal Court and for any Associate Judges. The Board shall also set forth procedures for evaluating, appointing and removing judges. The Board shall appoint a Chief Judge for a term of not less than ten years, and may appoint one or more Associate Judges for terms of not less than four years. The initial year of appointment of any Chief Judge or Associate Judges shall be a probationary year, during which time the Board may remove the judge summarily without stating a cause. Following the probationary year, the Board of Trustees may only suspend or dismiss a judge of the Tribal Court for good cause upon due notice and an opportunity for a hearing open to tribal members. The Board may reappoint a judge following the successful completion of his or her full term as Chief or Associate Judge. Reappointed judges shall not serve a probationary period. The Board shall not reduce the pay of a judge during his or her term of appointment.

ARTICLE VIII - AMENDMENTS

This Constitution and Bylaws may be amended by a majority vote of the members of the General Council at an election called for that purpose by resolution of the Board of Trustees or majority vote of the General Council, provided that such amendment receives at least fifty (50) affirmative votes. The notice of said election shall set forth the proposed amendment in full. Unless specified otherwise in the ballot text for the amendment, all amendments approved by the voters shall take effect 30 days after the certification of the election.

ARTICLE IX - RATIFICATION

This Constitution and Bylaws shall become effective upon ratification by a majority vote of those adult voters of the Confederated Tribes who shall vote as authorized by the Commissioner of Indian Affairs, and subsequent approval by the Secretary of Interior or the Secretary's authorized representative.

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF INDIAN AFFAIRS



CONSTITUTION AND BY-LAWS
OF THE
CONFEDERATED TRIBES OF THE
WARM SPRINGS RESERVATION
OF OREGON



APPROVED FEBRUARY 14, 1938



UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON: 1938

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member of the Confederated Tribes who maintains a residence upon the Warm Springs Reservation at the time of such birth shall automatically be entitled to membership.

(b) Children born heretofore or hereafter to a member or former member of any of the Confederated Tribes of the Warm Springs Reservation may be adopted as provided in Section 3 of this Article, upon application by self, parent or guardian.

SEC. 3. *Adoption*.—The members of the Confederated Tribes of the Warm Springs Reservation, may by a majority vote, adopt as a member of the Tribe any person of $\frac{1}{8}$ or more Indian blood who is a descendant of a member or former member of the Confederated Tribes: *Provided*, That any person adopted into membership must have resided at least three years upon the Warm Springs Reservation, and shall not be a member of any other tribe of Indians.

SEC. 4. *Loss of Membership*.—In no case shall a member lose his membership other than by personal request in writing to the Tribal Council.

ARTICLE IV—ORGANIZATION OF TRIBAL COUNCIL

SECTION 1. *Composition*.—The Tribal Council shall be composed of members chosen as hereinafter provided. The Council shall consist of eleven members, to be selected from the districts as set forth hereafter.

SEC. 2. *Apportionment*.—Representation from the districts shall be as follows: Simnasho District, 3 elected members and the recognized chief of the district, or his successors; Agency District, 3 elected members, one of whom shall represent the Sidwaller Flat area, together with the recognized chief of the district, or his successors; Seekseequa District, 2 elected members and the recognized chief of the district, or his successors.

SEC. 3. *Term of Office*.—Members of the Council shall be elected for terms of three years except that the chiefs shall serve for life, and their successors shall be selected in accordance with tribal custom.

SEC. 4. *First Election*.—The first election of the Tribal Council shall be called by the present Business Committee as soon as possible after the adoption and approval of this Constitution.

SEC. 5. *Right to Vote*.—All members of the Community of either sex, who are married, or who are over 21 years of age, are entitled to vote in the district in which they reside.

SEC. 6. *Time of Elections*.—Elections for membership on the Council shall be set by the Tribal Council at least 30 days in advance of the expiration of the term of office of the members. Duly elected councilmen shall take office on the first regular meeting date of the Council following their election.

SEC. 7. *Manner of Elections*.—Elections shall be by secret ballot or by prevailing customs, as may be desired by the people of the district.

SEC. 8. *Vacancies and Removal from Office*.—If a councilman or official shall die, resign, permanently leave the reservation, or be removed from office, the Council shall declare the position vacant and appoint a successor to fill the unexpired term; *Provided*, That the person chosen to fill such vacancy shall be from the district in which the vacancy occurs.

SEC. 9. Impeachment.—The Council may expel a member for cause by a $\frac{2}{3}$ vote, after due notice of charges and allowing an opportunity to be heard.

SEC. 10. Recall.—A member of the Council may be recalled by the electors of his district in an election which shall be called by the Tribal Council upon presentation of a petition for the recall of such member signed by at least 30 per cent of the eligible voters of the district. Successors to recalled councilmen shall be elected.

SEC. 11. Officers.—The tribal Council shall select from its membership, a Chairman and Vice-Chairman, and from within or outside of its membership, a Secretary-Treasurer. It may also select such other officers and committees as it may deem necessary for properly conducting the business of the Council.

ARTICLE V—POWERS OF THE TRIBAL COUNCIL

SECTION 1. Enumerated Powers.—The Tribal Council of the Warm Springs Reservation shall have the following powers the exercise of which shall be subject to popular referendum as provided hereafter:

(a) To negotiate with the Federal, State, and local governments on behalf of the Confederated Tribes, and to advise and consult with the representatives of the Interior Department on all activities of the Department of the Interior that may affect the Confederated Tribes of the Warm Springs Reservation.

(b) To employ legal counsel for the protection and advancement of the rights of the Confederated Tribes and its members, the choice of counsel and fixing of fees to be subject to the approval of the Secretary of the Interior.

(c) To approve or veto any sale, disposition, lease, or encumbrance of tribal lands, interests in lands, or other tribal assets which may be authorized or executed by the Secretary of the Interior, the Commissioner of Indian Affairs or any other duly qualified official or agency of Government; *Provided*, That no tribal lands shall ever be sold, encumbered or leased for a period exceeding ten years, except for governmental purposes.

(d) To submit through proper Government channels recommendations for the expenditure of Federal funds for tribal support, reimbursable assistance, reservational improvements, health, education, and other necessary activities looking toward the advancement of the members of the Confederated Tribes.

(e) To borrow money from the Federal Government in accordance with the terms of a corporate charter to be issued to the Confederated Tribes of the Warm Springs Reservation of Oregon.

(f) To manage the economic affairs of the Confederated Tribes and to appropriate available funds for public purposes.

(g) To promulgate and enforce ordinances, subject to review by the Secretary of the Interior, which would provide for assessments or license fees upon nonmembers doing business within the Reservation, either on tribal or allotted lands. This power may also extend to members of the Confederated Tribes, provided such ordinances have been approved by a referendum of the Confederated Tribes.

(h) To exclude from the territory of the Confederated Tribes persons not legally entitled to reside therein under ordinances which shall be subject to review by the Secretary of the Interior.

(i) To establish ordinances, subject to review by the Secretary of the Interior, governing law enforcement on the reservation, and to set up courts for the trial and punishment of offenders against such ordinances, in cases that do not fall within the jurisdiction of the Federal Court.

(j) To purchase land of members of the Confederated Tribes for public purposes under condemnation proceedings in courts of competent jurisdiction.

(k) To prohibit the overgrazing of lands or other depletion of the capital or natural resources of the Tribe by ordinances which shall be subject to approval by the Secretary of the Interior.

(l) To regulate the uses and disposition of tribal property; to protect and preserve the tribal property, wild life and natural resources; to cultivate Indian arts, crafts and culture; to administer charity; to protect the health, security and general welfare of the members of the Confederated Tribes.

(m) To regulate the inheritance of real and personal property, other than allotted lands, within the territory of the Confederated Tribes.

(n) To establish ordinances relating to the assignment, use, or transfer of tribal lands within the jurisdiction in conformity with Article VIII of this Constitution.

(o) To charter subordinate organizations for economic purposes and to regulate the activities of all cooperative associations of members of the Confederated Tribes.

(p) To regulate the domestic relations of members of the Confederated Tribes.

(q) To provide for the appointment of guardians for minors and mental incompetents by ordinance or resolution subject to review by the Secretary of the Interior.

(r) To make recommendations to the Superintendent or the Commissioner of Indian Affairs or the Secretary of the Interior concerning the appointment and removal of employees assigned to duties on the Warm Springs Reservation.

(s) To appoint subordinate boards and tribal officials, and to provide for the popular election of subordinate district councils, and to delegate to such boards, councils, or officials or to cooperative associations which are open to all members of the Confederated Tribes, any of the foregoing powers, reserving the right to review any action taken by virtue of such delegated power.

(t) To appropriate for tribal use of the reservation any available applicable tribal funds: *Provided*, That any such appropriation exceeding \$2,500 shall be subject to review by the Secretary of the Interior: *And provided, further*, That any appropriation in excess of \$5,000 in any one fiscal year shall be of no effect until approved in a popular referendum.

(u) To adopt resolutions or ordinances to effectuate any of the foregoing powers.

SEC. 2. *Manner of Review.*—Any resolution or ordinance which, by the terms of this Constitution, is subject to review by the Secre-

tary of the Interior, shall be presented to the Superintendent of the Reservation, who shall within ten days thereafter approve or disapprove the same. If the Superintendent shall approve any ordinance or resolution, it shall thereupon become effective, but the Superintendent shall transmit a copy of the same, bearing his endorsement, to the Secretary of the Interior, who may within 90 days from the date of enactment, rescind the said ordinance or resolution for any cause, by notifying the Confederated Tribes of such rescission.

If the Superintendent shall refuse to approve any resolution or ordinance submitted to him, within ten days after its enactment, he shall advise the Tribal Council of his reasons therefor. If these reasons appear to the Council insufficient, it may, by a majority vote, refer the ordinance or resolution to the Secretary of the Interior, who may, within 90 days from the date of its enactment, approve the same in writing, whereupon the said ordinance or resolution shall become effective.

SEC. 3. *Future Powers.*—The Tribal Council of the Warm Springs Reservation may exercise, subject to popular referendum, such further powers as may in the future be delegated to the Confederated Tribes by the Secretary of the Interior, or by any other duly authorized official or agency of government.

SEC. 4. *Reserved Powers.*—Any rights and powers heretofore vested in the Confederated Tribes of the Warm Springs Reservation but not expressly referred to in this Constitution, shall not be abridged by this article, but may be exercised by the members of the Confederated Tribes through the adoption of appropriate by-laws and constitutional amendments.

ARTICLE VI—INITIATIVE AND REFERENDUM

Whenever a matter of great importance comes before the Tribal Council, the councilmen shall, by resolution duly passed, submit the matter to the vote of the people. If they do not so agree to submit the question, any two members of the council, or one-fifth of the members of the Confederated Tribes, may within 30 days after the vote of the Council, call such a popular referendum, but no councilman shall call more than two referendum elections during any calendar year. When a referendum election has been called, the question to be voted on shall be posted at the voting places for at least ten days prior to the election. The notice shall contain the ordinance or resolution to be voted on with the accompanying words: "Shall the ordinance (or resolution) be approved. Yes. (□). No. (□)." The will of the majority of those voting shall be the law, provided at least one-third of the eligible voters actually vote.

ARTICLE VII—BILL OF RIGHTS

SECTION 1. All members of the Confederated Tribes shall be accorded equal opportunities to participate in the economic resources and activities of the Reservation.

SEC. 2. All members of the Confederated Tribes may enjoy without hindrance, freedom of worship, speech, press and assembly.

SEC. 3. Any member of the Confederated Tribes accused of any offense, shall have the right to a prompt, open and public hearing,

with due notice of the offense charged, and shall be permitted to summon witnesses in his own behalf and trial by jury shall be accorded, when duly requested by any member accused of any offense punishable by more than 30 days' imprisonment. Excessive bail or cruel or unusual punishment shall not be imposed.

ARTICLE VIII—LAND

SECTION 1. *Allotted Lands.*—Allotted lands, including heirship lands, within the Warm Springs Reservation, shall continue to be held as heretofore by their present owners. The right of the individual Indian to hold or to part with his land, as under existing law, shall not be abrogated by anything contained in this Constitution, but the owner of restricted land may, with the approval of the Secretary of the Interior, voluntarily convey his land to the Confederated Tribes either in exchange for a money payment or in exchange for an assignment covering the same land or other land, as hereinafter provided.

The Tribal Council shall have the right to exchange tribal lands for individual allotments when necessary for consolidation of tribal holdings and subject to approval of the Secretary of the Interior. Such exchanges shall be based on the appraised value of the lands so exchanged, and the individual Indian shall hold the land so exchanged in the same manner as the original allotment, or as an exchange assignment at the option of the owner.

SEC. 2. *Tribal Lands.*—The unallotted lands of the Warm Springs Reservation, and all lands which may hereafter be acquired by the Confederated Tribes of the Warm Springs Reservation, or by the United States in trust for the Confederated Tribes of the Warm Springs Reservation, shall be held as tribal land, and no part of such land shall be mortgaged or sold. Tribal lands shall not be allotted to individuals, but may be assigned to members of the Confederated Tribes, or leased, or otherwise used by the Confederated Tribes as hereinafter provided.

SEC. 3. *Leasing of Tribal Lands.*—Tribal lands may be leased by the Tribal Council, with the approval of the Secretary of the Interior, for such periods of time as are permitted by law.

In the leasing of tribal lands preference shall be given first, to Indian cooperative associations, and secondly, to individual Indians who are members of the Confederated Tribes. No lease of tribal land to a nonmember shall be made by the Tribal Council unless it shall appear that no Indian cooperative association or individual member of the Confederated Tribes is able and willing to use the land and to pay a reasonable fee for such use.

Grazing permits covering tribal land may be issued by the Tribal Council, with the approval of the Secretary of the Interior, in the same manner and upon the same terms as leases.

SEC. 4. *Grants of Standard Assignments.*—In any assignment of tribal lands which now are owned by the Confederated Tribes or which may hereafter be acquired for the Confederated Tribes by the United States, or purchased by the Confederated Tribes out of tribal funds, preference shall be given, first, to heads of families which are entirely landless, and second, to members of the Confed-

erated Tribes having allotted lands, or interests in inherited lands, which are for one reason or another unsuitable for economical use, who may be benefited by exchanging such interests for tribal lands suitable for cultivation.

Assignments made under this section shall be for the primary purpose of establishing homes for landless Indians, and for Indians whose present land holdings are not suitable for economical use.

Tribal lands under this section may be assigned by the Tribal Council in economic units, but not in excess of 40 acres of irrigated farm land, or 80 acres of dry-farm land to any head of a family.

No allotted member of the Confederated Tribes who may hereafter have the restrictions upon his land removed and whose land may thereafter be alienated shall be entitled to receive an assignment of land as a landless Indian.

The Tribal Council may, if it seems advisable, charge a fee of not to exceed \$5.00 on approval of an assignment of land made under this section.

SEC. 5. *Tenure of Standard Assignments.*—If any member of the Confederated Tribes holding a standard assignment of land shall, for a period of two years, abandon, or fail to put forth reasonable efforts to improve and use beneficially the land so assigned, or shall use such land for any unlawful purpose, his assignment may be cancelled by the Tribal Council after he has had due notice and an opportunity to be heard, and the said land may be re-assigned in accordance with the provisions of Section 4 of this article.

Upon the death of any Indian holding a standard assignment, his heirs, or other individuals designated by him by will or by written request, shall have a preference in the reassignment of the land, provided such persons are members of the Confederated Tribes who would be eligible to receive a standard assignment.

SEC. 6. *Grant of Exchange Assignments.*—Any member of the Confederated Tribes who owns an allotment or any share of heirship land, or any unencumbered deeded land within the reservation, may voluntarily transfer his interest in such land to the Confederated Tribes in exchange for an assignment to the same land, or to other lands of equal value, as an exchange assignment. If the assignee prefers, he may receive, in lieu of a specific tract of land, a proportionate share in a larger grazing unit.

Assignments made under this section shall be known as "exchange assignments".

SEC. 7. *Leasing of Exchange Assignments.*—Exchange assignments may be used by the assignee or leased by him to Indian cooperative associations, to individual members of the Confederated Tribes, or, if no individual Indian or Indian cooperative association is able and willing to rent the land at a reasonable fee, such assignments may be leased to non-Indians in the same manner as allotted lands.

SEC. 8. *Inheritance of Exchange Assignments.*—Upon the death of the holder of an exchange assignment, his land shall be reassigned by the Tribal Council to his heirs or devisees, subject to the following conditions:

(a) Such lands may not be reassigned to any heirs or devisees who are not members of the Confederated Tribes, except that a life assign-

ment may be made to the surviving widower or widow of the holder of an assignment.

(b) Such lands may not be subdivided into units smaller than 160 acres of grazing land, and no area of agricultural land shall be subdivided into units smaller than two and one-half acres, except that land used for buildings or other improvements may be divided to suit the convenience of the parties. Where it is impossible to divide the land properly among the eligible heirs or devisees, the Tribal Council shall issue to the eligible heirs or devisees, grazing permits or other interests in tribal lands of the same value as the assignment of the decedent.

(c) Such lands may not be reassigned to any heir or devisee who already holds more than 640 acres of grazing land, or other land or interests in lands of equal value, either under allotment or under assignment.

(d) If there are no eligible heirs or devisees of the decedent, the land shall be eligible for reassignment in accordance with the provisions of Section 4 of this article.

SEC. 9. *Inheritance of Improvements.*—Improvements of any character made upon assigned land may be bequeathed to and inherited by members of the Confederated Tribes, or otherwise disposed of under such regulation as the Tribal Council shall provide. No permanent improvements shall be removed from the land without the consent of the Tribal Council.

SEC. 10. *Exchange of Assignments.*—Assignments may be exchanged between members of the Confederated Tribes by common consent in such manner as the Tribal Council shall designate.

SEC. 11. *Use of Unassigned Tribal Land.*—Tribal land which is not assigned, including tribal timber reserves, shall be managed by the Tribal Council for the benefit of the members of the entire community, and any cash income derived from such land shall accrue to the benefit of the community as a whole.

SEC. 12. *Purchase of Land by the Community.*—Tribal funds may be used, with the consent of the Secretary of the Interior, to acquire land under the following conditions:

(a) Land within the Warm Springs Reservation, or adjacent to the boundaries thereof, which is not now in Indian ownership, may be purchased by or for the Confederated Tribes.

(b) Restricted land which is in heirship status at the time of the adoption and approval of this Constitution, or which may hereafter fall into heirship status, may be purchased by or for the Confederated Tribes, with the consent of all the adult heirs, and the legal guardians of minor heirs, or incompetent heirs, payment therefor to be made as may be agreed upon.

(c) Land owned by any member of the Confederated Tribes who is over the age of 60 years, or who is physically incapacitated, may be transferred by its owner to the Confederated Tribes in exchange for a pension of not less than \$15.00, or more than \$30.00 per month, at the discretion of the Council, for the remainder of his natural life, or he may, at his own option, transfer his land to the Confederated Tribes in exchange for a consideration to be mutually agreed upon between the owner and the Tribal Council, such consideration

to be paid in ten equal annual installments, either to the transferor or in the case of his death, to his heirs. Purchases made under this section shall be made from available tribal funds.

(d) Land in excess of 320 acres owned by any member of the Confederated Tribes may be purchased with the consent of the owner, payments to be made under such terms as may be agreed upon.

(e) Land owned by any member of the Confederated Tribes who desires to leave the Reservation permanently may be purchased by the Confederated Tribes, under such terms as may be agreed upon.

SEC. 13. Method of Making Assignments.—Applications for assignments shall be filed with the Secretary of the Council and shall be in writing, setting forth the name of the person or persons applying for the land and as accurate a description of the land desired as the circumstances will permit. Notices of all applications received by the Secretary shall be posted by him in the agency office and in at least three conspicuous places in the district in which the land is located, for not less than 20 days before action is taken by the Council.

Any member of the Confederated Tribes wishing to oppose the granting of an assignment shall do so in writing, setting forth his objections, to be filed with the Secretary of the Council, and may, if he so desires, appear before the Council to present evidence. The Secretary of the Council shall furnish the Superintendent or other officer in charge of the agency a complete record of all action taken by the Council on applications for assignment of land, and a complete record of assignments shall be kept in the agency office and shall be open for inspection by all members of the Confederated Tribes.

ARTICLE IX—AMENDMENTS

SECTION 1. This Constitution and By-laws may be amended by a majority vote of the qualified voters of the Confederated Tribes voting at an election called for that purpose by the Secretary of the Interior, provided at least 30 per cent of those entitled to vote shall vote in such election, but no amendment shall become effective until it shall have been approved by the Secretary of the Interior. It shall be the duty of the Secretary of the Interior to call an election on any proposed amendment, at the request of two-thirds of the Council, or upon presentation of a petition signed by one-third of the qualified voters, members of the Confederated Tribes.

BY-LAWS OF THE CONFEDERATED TRIBES OF THE WARM SPRINGS RESERVATION OF OREGON

ARTICLE I—DUTIES OF OFFICERS

SECTION 1. President.—It shall be the duty of the President of the Council to preside over all meetings of the Council, perform all duties of chairman, and exercise any authority detailed to him, and he shall vote only in case of a tie.

SEC. 2. Vice President.—The Vice President shall preside at any meeting of the Council from which the President is absent, and in the event of the death of the President or his resignation or removal from office, he shall serve the remainder of the term as President.

SEC. 3. Secretary-Treasurer.—The Secretary-Treasurer shall conduct the correspondence of the Tribal Council, shall keep all records, minutes of meetings, roster of members, records as to expenditures and allotments of tribal, gratuitous, or other funds over which the Council has sole charge. He shall keep an accurate record of all members of the Confederated Tribes, and prepare necessary resolutions for appropriate action by the Council; he shall prepare or cause to be prepared by such assistants as are assigned to him by the President, such reports or registers as the President or Council may direct. He shall be required to give bond acceptable to the Confederated Tribes and the Commissioner of Indian Affairs.

ARTICLE II—QUALIFICATIONS OF OFFICE

No person shall represent the Confederated Tribes on the Council unless he is a duly enrolled member of the community who has attained the age of 21 years, and who has never been convicted of a major crime.

ARTICLE III—SALARIES

The councilmen shall receive as compensation for their services, not to exceed \$3.00 per day while in session, and a mileage fee of five cents per mile for travel from their home to place of meeting and return. Expenses shall be paid from available tribal funds. The Tribal Council may fix salaries of officers or committeemen.

ARTICLE IV—MEETINGS AND PROCEDURE

SECTION 1. The Tribal Council shall assemble on the first Monday of every month.

SEC. 2. A special meeting may be called upon two days' notice by the President or by any four members of the Council.

SEC. 3. A majority of the members shall constitute a quorum to do business.

SEC. 4. The Council may determine the rules of its proceedings and may punish its members for disorderly behavior.

SEC. 5. The official meeting place of the Tribal Council shall be at the agency headquarters unless otherwise agreed.

SEC. 6. No member of the Council shall cast a vote on any question in which he may have a personal pecuniary interest.

SEC. 7. The duties of all appointed boards or officers of the organization shall be clearly defined by resolutions of the Council at the time of their creation or appointment. Such boards and officers shall report from time to time, as required, to the Council, and their activities and decisions shall be subject to review by the Council upon petition of any person aggrieved.

SEC. 8. Each member of the Tribal Council and each officer or subordinate officer, elected or appointed hereunder, shall take an oath of office prior to assuming the duties thereof, by which oath he shall pledge himself to support and defend the Constitution of the United States and this Constitution and By-Laws. The following form of oath of office shall be given: "I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of

the United States against all enemies, carry out faithfully and impartially the duties of my office to the best of my ability, and cooperate, promote, and protect the best interests of my Tribe, in accordance with this Constitution and By-Laws."

SEC. 9. It shall be the duty of each member of the Tribal Council to make reports to the district from which he is elected concerning the proceedings of the Tribal Council.

SEC. 10. All final decisions of the Council on matters of general and permanent interest to the members of the Confederated Tribes shall be embodied in ordinances. Such ordinances shall be published from time to time for the information and education of the members of the Confederated Tribes.

SEC. 11. All final decisions of the Council on matters of temporary interest (such as action on the Reservation budget for a single year, or petitions to Congress or the Secretary of the Interior) or relating especially to particular individuals or officials (such as adoption of members, instructions for tribal employees or rules of order for the Council) shall be embodied in resolutions. Such resolutions shall be recorded in a special book which shall be open to inspection by members of the Confederated Tribes.

SEC. 12. In all ordinances, resolutions or motions the Council may act by majority vote, but all matters of importance shall be fully discussed and a reasonable attempt shall be made to secure unanimous agreement.

SEC. 13. Every ordinance shall begin with the words: "*Be it enacted by the Tribal Council of the Confederated Tribes of the Warm Springs Reservation—*".

SEC. 14. Every resolution shall begin with the words: "*Be it resolved by the Tribal Council of the Confederated Tribes of the Warm Springs Reservation—*".

SEC. 15. Every ordinance or resolution shall contain a recital of the provisions of this Constitution under which authority for the said ordinance or resolution is found.

ARTICLE V—RATIFICATION OF CONSTITUTION AND BY-LAWS

This Constitution and By-laws, when ratified by a majority vote of the voters of the Confederated Tribes of the Warm Springs Reservation of Oregon, voting at a special election called by the Secretary of the Interior in which at least thirty per cent of those entitled to vote shall vote, shall be submitted to the Secretary of the Interior for his approval, and shall be in force from the date of such approval.

CERTIFICATION OF ADOPTION

Pursuant to an order, approved November 15, 1937, by the Assistant Secretary of the Interior, the attached constitution and by-laws was submitted for ratification to the members of the Confederated Tribes of the Warm Springs Reservation of Oregon, and was on December 18, 1937, duly adopted by a vote of 181 for and 77 against, in an election in which over 30 per cent of those entitled to vote cast their ballots, in accordance with section 16 of the Indian Reor-

ganization Act of June 18, 1934 (48 Stat. 984), as amended by the Act of June 15, 1935 (49 Stat. 378).

JERRY BRUNOE,
Chairman of Tribal Council.

LEWIS PITT,
Secretary-Treasurer of Tribal Council.

J. W. ELLIOTT,
Superintendent, Warm Springs Agency.

I, Oscar L. Chapman, Assistant Secretary of the Interior of the United States of America, by virtue of the authority granted me by the Act of June 18, 1934 (48 Stat. 984), as amended, do hereby approve the attached constitution and by-laws of the Confederated Tribes of Oregon.

All rules and regulations heretofore promulgated by the Interior Department or by the Office of Indian Affairs, so far as they may be incompatible with any of the provisions of the said constitution and by-laws are hereby declared inapplicable to the Confederated Tribes of the Warm Springs Reservation of Oregon.

All officers and employees of the Interior Department are ordered to abide by the provisions of the said constitution and by-laws.

Approval recommended January 20, 1938.

WILLIAM ZIMMERMAN, JR.,
Acting Commissioner of Indian Affairs.

OSCAR L. CHAPMAN,
Assistant Secretary of the Interior.

[SEAL]

WASHINGTON, D. C., *February 14, 1938.*

○

**AMENDMENT—CONSTITUTION AND BY-LAWS OF THE
CONFEDERATED TRIBES OF THE WARM SPRINGS
RESERVATION OF OREGON**

AMENDMENT 1. That section 3, Article III of the Constitution be amended to read:

"The members of the Confederated Tribes of the Warm Springs Reservation, may by a majority vote of the qualified voters of the Confederated Tribes voting at an election called for that purpose by the Secretary of the Interior, provided at least 50 per cent of those entitled to vote shall vote in such election, adopt as a member of the Tribe any person of $\frac{1}{8}$ or more Indian blood who is a decendant of a member or former member of the Confederated Tribes: *Provided*, That any person adopted into membership must have resided at least three years upon the Warm Springs Reservation immediately prior to the date of his application for adoption, and shall not be a member of any other tribe of Indians."

AMENDMENT 2. That section 4, Article VIII of the Constitution be amended to read:

"Tribal land under this ~~section may be assigned~~ by the Tribal Council in economic units, but not in excess of 40 acres of irrigated farm land, and 80 acres of pasture land, or 80 acres of dry-farm land and 80 acres of pasture land to any head of a family."

CERTIFICATION OF ADOPTION

Pursuant to an order, approved January 31, 1940, by the Assistant Secretary of the Interior, the attached amendments to the Constitution and By-Laws of the Confederated Tribes of the Warm Springs Reservation of Oregon, were submitted for ratification to the qualified voters of the reservation, and on February 21, 1940, Amendment No. 1 was adopted by a vote of 93 for, and 68 against, and Amendment No. 2 was adopted by a vote of 149 for, and 15 against, in an election in which more than 30 per cent of those entitled to vote cast their ballots in accordance with section 16 of the Indian Reorganization Act of June 18, 1934 (48 Stat. 984), as amended by the Act of June 15, 1935 (49 Stat. 378).

GEORGE MEACHEM,
President, Tribal Council.

J. W. ELLIOTT,
Superintendent, Warm Springs Agency.

I, Oscar L. Chapman, the Assistant Secretary of the Interior of the United States of America, by virtue of the authority granted me by the Act of June 18, 1934 (48 Stat. 984), as amended, do hereby approve the attached Amendment I, amending section 3 of Article III of the Constitution and By-Laws; and Amendment II, amend-

II

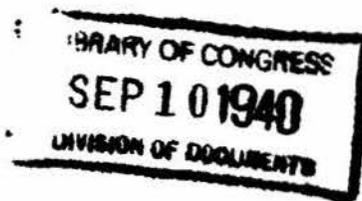
ing section 4, Article VIII of the Constitution and By-Laws of the
Confederated Tribes of the Warm Springs Reservation of Oregon.
Approval recommended May 13, 1940.

WILLIAM ZIMMERMAN, Jr.,
Assistant Commissioner.

OSCAR L. CAPMAN,
Assistant Secretary.

[SEAL]

WASHINGTON, D. C., *May 15, 1940.*



Signed Consortium Agreements

- 1. Introduction**
- 2. 2016 Consortium Agreement**
- 3. Bylaws**

Signed Consortium Agreements

Since 2002 the nine federally-recognized tribes in Oregon and the University of Oregon (UO) have built a consortium to support the Sapsik^{ʼw}alá Project. This consortium consists of: the University of Oregon College of Education, the Burns Paiute Tribe, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Indians, the Confederated Tribes of Grand Ronde, the Klamath Tribes, the Confederated Tribes of Siletz Indians, and the Confederated Tribes of the Warm Springs Reservation. This consortium provides support for recruitment and placement of project participants as well as guidance for continuous project improvement efforts.

In this section, please find digital copies of the signed consortium agreements between the University of Oregon and eight of Oregon's nine tribes. Due to calendar conflicts and other pressing matters that had to be taken up by a new Tribal Council in the Klamath community, we were unable to get their consortium agreement signed before the required submission date. The consortium agreement is slated to be presented to the Klamath Tribal Council for approval and signature at their next meeting in August. We anticipate continued full participation of the Klamath community in the Sapsik^{ʼw}alá Project and the Tribal Advisory Council.

Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the **Burns Paiute Tribe**

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the **Burns Paiute Tribe** has established the education of its youth as a high priority,

WHEREAS, We the **Burns Paiute Tribe** are participating in the development and inception of the UO Sapsik^walá Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik^walá Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY2016-2020 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
 - 3.1 UO will perform recruitment efforts in joint with the **Burns Paiute Tribe**; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
 - 3.2 The **Burns Paiute Tribe**, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

Burns Paiute Tribe

(b)(6)

Randy Kamphaus, Dean

Date:

28 June 2016

Charlotte Roderique

Date:

06-23-2016

Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the Confederated Tribes of Coos, Lower Umpqua and Siuslaw.

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the Coos, Lower Umpqua and Siuslaw has established the education of its youth as a high priority,

WHEREAS, We the Coos, Lower Umpqua and Siuslaw are participating in the development and inception of the UO Sapsik[™]alá Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik[™]alá Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY2016-2020 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
 - 3.1 UO will perform recruitment efforts in joint with the Confederated Tribes of Coos, Lower Umpqua and Siuslaw; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
 - 3.2 The Confederated Tribes of Coos, Lower Umpqua and Siuslaw, through a designated representative; will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

CONFEDERATED TRIBES OF COOS, LOWER UMPQUA
AND SIUSLAW

(b)(6)

By

Randy Kamphaus, Dean

Date: 28 June 2016

Angela Bowen, CTCLUSI Education Director

Date: June 2, 2016

Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the **Confederated Tribes of Grand Ronde**.

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the **Confederated Tribes of Grand Ronde** has established the education of its youth as a high priority,

WHEREAS, We the **Confederated Tribes of Grand Ronde** are participating in the development and inception of the UO Sapsik^walá Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik^walá Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY2016-2020 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
 - 3.1 UO will perform recruitment efforts in joint with the **Confederated Tribes of Grand Ronde**; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
 - 3.2 The **Confederated Tribes of Grand Ronde**, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

Confederated Tribes of Grand Ronde

(b)(6)

By:

Randy Kamphaus, Dean

David Fullerton, General Manager

Date:

28 June 2016

Date:

6-16-16

Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the Confederated Tribes of Siletz Indians

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the Confederated Tribes of Siletz Indians has established the education of its youth as a high priority,

WHEREAS, We the Confederated Tribes of Siletz Indians are participating in the development and inception of the UO Sapsik'w'alá Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik'w'alá Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY2016-2020 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
 - 3.1 UO will perform recruitment efforts in joint with the Confederated Tribes of Siletz Indians, provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
 - 3.2 The Confederated Tribes of Siletz Indians, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

CONFEDERATED TRIBES OF SILETZ INDIANS

(b)(6)

By:

Randy Kamphaus, Dean

Date:

28 June 2016

Delores Pigsley, Tribal Chairman

Date:

6/17/16

Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the Coquille Indian Tribe.

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree; and

WHEREAS, the Coquille Indian Tribe has established the education of its youth as a high priority; and

WHEREAS, We the Coquille Indian Tribe are participating in the development and inception of the UO Sapsik'wála Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik'wála Tribal Advisory Council to ensure the needs of our tribal people are met through the process of tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY2016-2020 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
 - 3.1 UO will perform recruitment efforts in joint with the Coquille Indian Tribe; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
 - 3.2 The Coquille Indian Tribe, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

COQUILLE INDIAN TRIBE

(b)(6)

By:

Randy Kamphaus, Dean

Date:

28 June 2016

Date:

6/21/16

Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the **Confederated Tribes of the Umatilla Indian Reservation**

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the **Confederated Tribes of the Umatilla Indian Reservation** has established the education of its youth as a high priority,

WHEREAS, We the **Confederated Tribes of the Umatilla Indian Reservation** are participating in the development and inception of the UO Sapsik^walá Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik^walá Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY2016-2020 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
 - 3.1 UO will perform recruitment efforts in joint with the **Confederated Tribes of the Umatilla Indian Reservation**; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
 - 3.2 The **Confederated Tribes of the Umatilla Indian Reservation** through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

**CONFEDERATED TRIBES OF THE
UMATILLA INDIAN RESERVATION**

By: (b)(6)
Randy Kamphaus, Dean
Date: 28 June 2016

J. David Toyey, Jr., Executive Director
Date: 6/17/16

Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the Confederated Tribes of Warm Springs Reservation of Oregon.

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the **Confederated Tribes of Warm Springs, Oregon** has established the education of its youth as a high priority,

WHEREAS, We the **Confederated Tribes of Warm Springs, Oregon** are participating in the development and inception of the UO Sapsik'wala Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik'wala Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY2016-2020 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
 - 3.1 UO will perform recruitment efforts in joint with the **Confederated Tribes of Warm Springs, Oregon**; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
 - 3.2 The **Confederated Tribes of Warm Springs, Oregon**, through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

The Confederated Tribes of Warm Springs
Reservation of Oregon

(b)(6)

By:

Randy Kamphaus, Dean

Date:

20 June 2016

Deanie R. Smith, Culture & Heritage Department

Date:

06-27-16

Consortium Agreement

This Consortium Agreement is entered into between the University of Oregon (UO) College of Education and the Cow Creek Band of Umpqua Tribe of Indians

WHEREAS, there are an insufficient number of Native American teachers in the state of Oregon and this disparity has a direct impact on the performance of Native American students with specific cultural and educational needs; and

WHEREAS, UO, through the College of Education, offers a range of teacher education programs leading to recommendation for Oregon Initial Teacher Licensure and a master's degree and;

WHEREAS, the Cow Creek Band of Umpqua Tribe of Indians has established the education of its youth as a high priority,

WHEREAS, We the Cow Creek Band of Umpqua Tribe of Indians are participating in the development and inception of the UO Sapsik^walá Program and are partners with specific responsibilities and tasks that will be honored by each of the partners;

NOW THEREFORE, we the undersigned agree as follows:

1. We have joined forces as a consortium to offer a comprehensive program for the recruitment, advanced graduate training, and placement of Native teachers serving Native Americans.
2. We will appoint a tribal representative to sit on the Sapsik^walá Tribal Advisory Council to ensure the needs of our tribal people are met through the process to tribal consultation.
3. Funding for the training component of this program is being requested through application for a U.S. Department of Education, Indian Professional Development Grant for FY2016-2020 (CFDA No. 84.299B). In the event the application is funded by the U.S Dept of Education, roles for each of the parties with respect to the program are as follows:
 - 3.1 UO will perform recruitment efforts in joint with the Cow Creek Band of Umpqua Tribe of Indians; provide culturally competent teacher preparation training and graduate coursework leading to the award of the master's degree and recommendation for teacher licensure of program participants; provide an intensive advising and support program for program participants to become highly successful graduates; act as the fiscal agent; perform day-to-day administration and oversight; and participate in the governance of the program.
 - 3.2 The Cow Creek Band of Umpqua Tribe of Indians through a designated representative, will identify, recruit and select potential candidates in joint with UO; support the educational mission of the program through site visits, official communication and participation in the Tribal Advisory Council; lend expertise to the development of culturally competent coursework specializing in the education of Native American students; and work with cooperating school districts to appropriately place program graduates.

This Consortium Agreement is agreed to and authorized by the officials named below.

UNIVERSITY OF OREGON

COW CREEK BAND OF UMPQUA TRIBE OF INDIANS

(b)(6)

By:

Randy Kamphaus, Dean

Date:

28 June 2016

Date:

6-28-16

University of Oregon
SAPSIK^wÁLA TRIBAL ADVISORY COUNCIL

BY-LAWS

ARTICLE I

NAME

The name of this group shall be the Sapsik^wÁla Tribal Advisory Council.

ARTICLE II

PURPOSE

The purpose of the Sapsik^wÁla Tribal Advisory Council shall be to oversee the progress and concerns of the project in areas of recruitment, selection, employment, culturally competent teacher training, curriculum development, student support, cultural orientation, student advocacy, evaluation, site visits, and internships.

ARTICLE III

MEMBERSHIP

TRIBAL: These positions shall be appointed by their respective tribes. These members must hold positions of their respective tribes as Education Specialists and other tribal representatives who are in key educational leadership positions. Tribal representatives from the nine federally recognized tribes of Oregon: The Burns-Paiute Tribe, Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians, The Coquille Indian Tribe, The Cow Creek Band of Umpqua Indians, The Confederated Tribes of Grand Ronde Community of Oregon, The Klamath Tribes, The Confederated Tribes of Siletz Indians of Oregon, The Confederated Tribes of the Umatilla Indian Reservation, The Confederated Tribes of Warm Springs Reservation.

UNIVERSITY: These positions shall be invited to the Council by the tribal membership. These faculty and/or staff representatives must hold positions that are designated to work with tribal leaders and students or hold key positions which are central to the success of the program. Key positions are Assistant Vice-Provost of Institutional Equity and Diversity; Director of Student Financial Aid; Ethnic Studies; Executive Assistant President; Native American Recruitment/Counselor (Admissions); Academic Advisor/Program Coordinator (Office of Multicultural Academic Support); and two at-large positions.

STUDENT REPRESENTATIVE(S): These students shall be elected representatives from within their cohort and no more than two students shall be appointed to the council.

EX-OFFICIO: A non voting representative from the College of Education shall be invited to the Council.

There shall always be at least one additional tribal representative than university representative to guarantee tribal leadership and support. Tribal representatives may select alternates to accompany them to the meetings to ensure continuity of tribal input and a quorum is established.

OFFICERS

The officers of the Advisory Council shall consist of a chair and vice-chair. The chair shall be filled by a tribal representative from one of nine federally recognized tribes of Oregon. The vice-chair shall be filled by either a tribal or university representative. The chair and vice-chair shall not be representatives from the same Tribe.

ELECTIONS

The officer(s) shall be elected by June 30th of every year by a majority of those present and eligible to vote. Only Tribal representatives are eligible to run for chair. The officers will be elected in a staggered 2-year term, with chair elected on even years and vice-chair elected on odd years.

TERMS AND DUTIES OF OFFICERS

CHAIRPERSON: Preside at all meetings of the council and be the ex-officio member of all committees. The chairperson or designee will represent the Advisory Council at all other meetings deemed important by the Council.

VICE-CHAIRPERSON: The vice-chair shall assist the chair and assume the duties of the chair in their absence.

TERM OF OFFICE: The chair and vice-chair shall serve for two years or until new officers are elected.

VACANCY: Any member of the Advisory Council may resign at any time by giving notice to the chair either in person or writing. Ideally, an attempt should be made on the part of the resigning member to identify who will replace them on the council. Any such resignation shall take effect at the time of the receipt of the notice or at any later specified date. If the vacating member is an officer then another representative will be selected by the Advisory Council to fill the remainder of the officer's term.

DECISIONS: Decisions will be made by a majority vote of the Advisory Council.

EMERGENCY DECISIONS: If a quorum is not present and pressing matters of the council are deemed immediate, then an official poll shall be taken via phone or email. Emergency decisions shall be made by no less than 5 voting members, with a majority of the votes carried by tribal representatives. Every effort must be made to contact every member of the Advisory council within 72 hours before proceeding with a decision. A "no response" from a representative shall be considered as an abstaining vote. The result of the emergency decision must be distributed to all Advisory Council members within 5 days of the decision.

ARTICLE IV

COMMITTEES

STANDING COMMITTEES: Each member of the Advisory Council shall participate on a Standing Committee. The following is a list of Standing Committees:

1. Student recruitment and selection
2. Student support & Job placements
3. Curriculum development
4. Program evaluation

WORKING COMMITTEES: Special and/or ad hoc committees shall be established as needed.

COMMITTEE DUTIES: Each Committee established by the Advisory Council shall carry out the responsibilities of the Committee assignments and report the activities back to the whole membership during regular scheduled meetings. Verbal reports are deemed acceptable, but in anticipating missing a meeting, written Committee updates are satisfactory.

COMMITTEE PROCEDURES: Committees shall carry out the assignments made by the Advisory Council and what is outlined in the grant. They shall elect their committee chair, who will be responsible reporting to the full Advisory Council. A staff member will be assigned to each committee to provide support and coordination of meetings. Committees can arrange their meetings at conferences where everyone attends or they can conduct conference calls.

ARTICLE V

GENERAL PROCEDURES: Meeting agendas are to be prepared between the chair and the staff. Agendas are to be emailed out 5 days prior to the meeting. When necessary, teleconferencing is acceptable as a formal meeting. Written minutes are required at each quarterly meeting and shall be voted on at the next quarterly meeting. Written records of special meetings where decisions are made are required and will be sent to Advisory Council 5 days after the meeting has taken place.

MEETINGS: Regular Advisory Council meetings shall be quarterly. Special meetings shall be called at the discretion of the Council.

VOTING: Each member of the Advisory Council shall have one vote. Where there is a quorum established, a majority vote shall constitute an official vote of the Council. Where there is no quorum established, an extended poll (telephone or email) within 72 hours of the meeting to include the members not in attendance will be conducted.

QUORUM: A majority of the Advisory Council members must be present to constitute a quorum.

Individual Resumes for Project Directors & Key Personnel

- 1. Jerry L. Rosiek, PI**
- 2. Michelle M. Jacob, Co-PI**
- 3. Leilani Sabzalian**
- 4. Kelly M. LaChance**
- 5. Megan Bang**

JERRY LEE ROSIEK

Associate Professor in the Department of Education Studies, College of Education
Affiliated Faculty in the Department of Philosophy, College of Arts and Sciences

The University of Oregon
Last updated: February 5, 2016

Home Address

Office Address

(b)(6)

CURRENT POSITION

2006-present The University of Oregon, College of Education, Department of Teacher Education Eugene, Oregon,
Associate Professor, Education Studies

EDUCATIONAL HISTORY

- 1997 **Doctor of Philosophy**
Stanford University, Stanford, CA
Major: Curriculum and Teacher Education
Disciplinary Minor: Philosophy
- 1988 **Bachelor of Science**
Texas A&M University, College Station, TX
Major: Physics
- 1987 **Bachelor of Arts**
Texas A&M University, College Station, TX
Major: Philosophy

PROFESSIONAL AND TEACHING EXPERIENCE

- 2006-present The University of Oregon, College of Education, Department of Education Studies, Eugene, Oregon
Associate Professor, Education Studies
- Area of specialization: Qualitative Research Methods and the Cultural Foundations of Education

- 2013-present The University of Oregon,
Affiliated Professor, Food Studies Program
- 2011-present The University of Oregon, College of Arts & Sciences,
Affiliated Professor, Department of Philosophy
- 2007-2012 The University of Oregon, College of Arts & Sciences,
Affiliated Professor, Department of Ethnic Studies
- 2009-2011 The University of Oregon, College of Education,
Director of the Ph.D. Program in Critical and Sociocultural Studies in Education.
- 2010-2011 The University of Oregon, College of Education,
Associate Head of the Department of Education Studies.
- 2007-2010 The University of Oregon, College of Education,
Head of the Department of Education Studies.
- 1998-2005 The University of Alabama, College of Education, Department of Educational Research, Psychology, and Counseling, Program in Educational Research, Tuscaloosa, Alabama
Associate Professor of Education (2004 - 2005)
Assistant Professor of Educational Research (1998 - 2004)
 - Area of specialization: Qualitative Research Methods**Program Coordinator, Program in Education Research (2004-2005)**
 - Responsibilities include faculty scheduling, supervising of teaching assistants and graduate research assistants, managing graduate applications, chairing searches, and advocating for the program.**Founder and Director, Tuscaloosa City Schools/University of Alabama Research Collaborative (2003 – 2005)**
 - Responsibilities include: a) being the Principal Investigator of an ethnographic study of the restructuring of the high schools in the Tuscaloosa City School District High School and, b) fostering research and service collaborations between UA faculty and Tuscaloosa City School District educators.**Designer and Manager, UA Qualitative Research Laboratory (1999 - 2005)**
 - Responsibilities include: a) designing and original construction of the Julie Laible Memorial Qualitative Research Lab, b) keeping lab equipment up to date by ordering new hardware and software and seeing that it is installed, c) keeping faculty and students informed about the services available in the lab, d) oversight of lab staff.
- 1995-1998 Portland State University, Portland, Oregon

Assistant Professor of Education (1997 - 1998)

Instructor of Education (1995 - 1997)

- Taught generally in the Secondary Teacher Education program, specializing in Science Education and Multicultural Education classes.

1991-1994 Stanford School of Education, Stanford University, California

Teaching Assistant (1993)

- "Foundations of Learning Class"

Instructor (1991 - 1994)

- Conducted intern teacher research groups in the Stanford Teacher Education Program

Intern Teacher Supervisor (1991 - 1992)

- Stanford Teacher Education Program, Stanford University, California

1987-1990 Pearsall Independent School District, Pearsall, Texas

High School Math and Physics Teacher

OTHER PROFESSIONAL EXPERIENCE

2004-2014 Conducted a field study of a local school district in which a thirty year old court order to desegregate had recently been lifted. The district restructured, resulting in increased class and racial segregation. This project examined the way community members understood and represented the restructuring process. Based on that, it examines the way children in the schools interpreted these changes and their implications for their personal future and the future of their community.

2009-2013 Collaborated on an ethnography of a public middle school that focused on the discursive production of silence around gender and sexuality based harassment.

2006-2010 Provided leadership for the comprehensive transformation of the University of Oregon Teacher Education Department into the Department of Education Studies. This involved replacing all existing undergraduate and graduate courses with 75 new syllabi, as well as replacing three existing degrees with four new degrees, including a Ph.D. in Critical and Socio-Cultural Studies in Education. This work included taking responsibility for shepherding these changes through College, University, Oregon Teaching Standards and Practices Commission, Oregon University System, and State School Board review processes. This work also involved chairing four tenure-line faculty searches and organizing several more full time non-tenure-track faculty searches.

- 2001-2003 Conducted an extensive literature review on the relationship between pragmatic philosophy (specifically John Dewey's ontology of experience and Charles Sanders Peirce's materialist semiotics) and teacher practical knowledge theory resulting in two articles (see *Educational Psychologist* and *Educational Theory* publications.)
- 1999-2001 Established an AACTE/MetLife Institute on Culturally Responsive Teaching at UA. A group of eight experienced Alabama public school teachers were recruited and sponsored to meet once a month during a school year to discuss the insights and conditions that enable and disable culturally responsive teaching. (Supported by an AACTE-MetLife grant.)
- 1996-98 "Fresno Science Education Equity Task Force." I designed and lead a teacher research group sponsored by the Fresno Unified School District and the University of California Science Subject Matter Project. This project produced several case studies that looked at the kind of insights that enabled teachers to address equity issues in their science classrooms. Additionally it has provided an occasion for my exploration of possible innovations in the modes of representation used to document and share teachers' practical knowledge. (Supported by a California Science Subject Matter Project Grant.)
- 1992-95 Research Assistant with J. Myron Atkin and Mary Budd Rowe - OECD Case Studies of Science Education. Participated in all stages of the development of case study of the California systemic effort at science education reform. Innovation (Supported by a grant from the U.S. Dept. of Ed. and the NSF).
- 1990-95 Research Assistant with Lee Shulman - Directed Intern Teacher research groups (Supported by Spencer Foundation grant):
- 93-95 "Investigations in the use of Pedagogical Representations Tailored to Address Students' Affective Relation to the Subject Matter." Provided first half of dissertation research.
 - 92-93 "Investigations in the use of Culturally Specific Representations as Pedagogical Content Knowledge." Focused on how Latino teachers teaching mostly Latino students drew on their shared cultural understandings to enhance their pedagogy.
 - 91-92 "Investigations in use of Pedagogical Representations in Mathematics Teaching"

90-91 R. A. with Lee Shulman - Research and discussion group focused on the critique and refinement of Pedagogical Content Knowledge Theory (Supported by a Spencer Foundation Grant)

DISSERTATION TITLE AND CHAIR

Dissertation Title:

Affective Scaffolding: An Exploration of the Emotional Dimension of Pedagogical Content Knowledge

Dissertation Committee:

Lee Shuman, Chair; Nel Noddings, J. Myron Atkin, Denis Phillips, John Baugh

SUMMARY OF WRITING

Nineteen journal articles published in the following journals:

- *Curriculum Inquiry*
- *Educational Psychologist*
- *Educational Researcher*
- *Educational Theory*
- *Equity and Excellence in Education*
- *Harvard Educational Review*
- *International Journal of Educational and the Arts*
- *Journal of Excellence in College Education*
- *Journal of Personnel Evaluation in Education*
- *Qualitative Inquiry*
- *International Journal of Qualitative Studies in Education*
- *Review of Education, Pedagogy, and Cultural Studies*
- *Teaching Education*
- *The Journal of Mind and Behavior*
- *The Journal of Teacher Education*

One book published by an academic press:

- Series Editors: Richard Delgado & Jean Stefanic, *Routledge*

Fourteen chapters in books edited by leading scholars and published by reputable presses, including:

- Jean Clandinin, ed. *Sage Publishing*
- Jim Garrison, ed. *Teachers College Press*.

- Carl Grant and Donaldo Macedo, eds. *Paradigm Publishers*.
- William Pinar and James Sears, eds. *Peter Lang*.
- Senta Raizen, ed. *Kluwer Publishing*.
- George Spindler, ed. *Lawrence Erlbaum Associates*.
- Patricia Goldblatt and Diedre Smith, ed. *Sage Publishing*.
- Alecia Jackson & Lisa Mazzei, eds. *Sage Publishing*.
- Paul Schutz and Michael Zymbelas, eds. *Wiley*.
- Nelson Rodriguez ed. *Palgrave*
- Wyse, Hayward, & Pandya, eds. *Sage*
- Jean Clandinin & Jukka Husu, eds. *Sage*
- Nelson Rodriguez, ed. *Palgrave*
- Patricia Leavy, ed. *Routledge* (forthcoming)

Seven other publications, including:

- Three encyclopedia entries.
- A book review in *Journal of Personnel Evaluation in Education*
- A white paper for an AACTE consensus panel.
- Introduction to a book section.

One hundred and nineteen refereed presentations at meetings of the following organizations:

- American Education Studies Association
- American Educational Research Association
- Conference of Interdisciplinary Qualitative Studies (QUIG)
- International Congress of Qualitative Inquiry
- National Science Teachers Association
- National Science Education Leaders Association
- Society for the Advancement of American Philosophy

PUBLICATIONS

Refereed Journal Articles

(*indicates co-authored with a graduate student, **indicates co-authored with a teacher)

Rosiek J. & Heffernan, J. (2014). Can't Code What the Community Can't See: A Case of the Erasure of Gendered Harassment. *Qualitative Inquiry*, 20(7).

Rosiek, J. (2013). Pragmatism and Post-Qualitative Futures. *International Journal of Qualitative Studies in Education*. 26(6), 692-705.

- Rosiek, J. & Pratt, S. (2013). Jane Addams as a resource for developing a reflexively realist social science practice. *Qualitative Inquiry* 19(8), 578-588.
- Rosiek, J. & Atkinson, B. (2007). The inevitability and importance of genre in narrative research. *Qualitative Inquiry*, 13(2).
- Rosiek, J. (2007). "The future of narrative research," an essay introducing a special edition of *Qualitative Inquiry* featuring eight articles, including articles by leaders in the field such as Donald Polkinghorne, Tom Barone, and Petra Munroe. *Qualitative Inquiry*, (13) 2.
- *Mitchell, R. & Rosiek, J. (2006). Professor as embodied racial signifier: a case study of the significance of race in a university classroom. *Review of Education, Pedagogy, and Cultural Studies* 28(3-4). 395-379.
- *Mitchell, R., & Rosiek, J., (2005). Searching for the knowledge that enables culturally responsive academic advising. *Journal of Excellence in College Education*, (16), 2. <http://celt.muohio.edu/ject/issue.php?v=16&n=2>.
- *Rosiek J., & Atkinson, B. (2005). Bridging the divides: The need for a pragmatic semiotics of teacher knowledge research. *Educational Theory*, (55)4, 231-266.
- Rosiek J. (2003). A qualitative research methodology psychology can call its own: Dewey's call for qualitative experimentalism. *Educational Psychologist*, 38 (3), 165-175.
- **Chang, P., & Rosiek J. (2003). Anti-colonial antinomies: A case of cultural conflict in the high school biology curriculum. *Curriculum Inquiry*, 33(3), 251-290.
- Petrovic, J. & Rosiek, J. (2003). Disrupting the heteronormative subjectivities of pre-service teachers: A Deweyan prolegomenon. *Equity and Excellence in Education*, 36(2), 161-169.
- Rosiek, J. (2003). Emotional scaffolding: An exploration of teacher knowledge at the intersection of student emotion and subject matter content. *The Journal of Teacher Education*, 54(5) 399-412.
- **Dibble, N. & Rosiek, J. (2002). White-out: A connection between a teacher's white identity and her science teaching. *International Journal of Educational and the Arts*, 5(3). <http://ijea.asu.edu/index.html>.
- **Sconiers, Z., & Rosiek, J. (2000). Historical perspective as an important element of teacher knowledge: A sonata-form case study of equity issues in a chemistry classroom. *Harvard Educational Review*, (70)3, 370-404.
- Young, M., & Rosiek, J. (2000). Interrogating whiteness. *Educational Researcher*, (29)1, 29-34.

Rosiek, J., & Iran-Nejad, A. (2000). Heeding Prawat and Hruby: Toward an articulation between biofunctional and postmodern theories of human experience. *The Journal of Mind and Behavior*, (21)1-2, 221-234.

Rosiek, J. (1994). Caring, classroom management, and teacher education: The need for case study and narrative methods. *Teaching Education*, Fall/Winter 1994.

Non-refereed Journal Articles

Rosiek J. (2014). Thinking with Theory by Alecia Youngblood Jackson and Lisa Mazzei, a book review. *International Journal of Qualitative Studies in Education*. (27)7, 946-949.

Rosiek, J. (2001). Teacher evaluation: A comprehensive guide to new directions and practices by Kenneth Peterson, a book review. *Journal of Personnel Evaluation in Education*, 15 (1), 85-87.

Books

Rosiek, J. & Kinslow, K. (2016). *“Resegregation as curriculum: the meaning of the new segregation in public schools.* New York: Routledge.

Book Chapters

Rosiek, J. (in preparation). The ethics of aesthetic representation. In *The International Handbook of Arts-Based Research*. New York: Routledge.

Rosiek, J. (in preparation). The future in/of ethnography: aesthetics, ideology, and ontology. In *The International Handbook of Educational Ethnography*. New York: Routledge.

Rosiek, J. (in press). The philosophy of teacher education research. In *The International Handbook of Research on Teacher Education*. J. Clandinin and J. Husu (eds). Thousand Oaks: Sage Publishing.

Rosiek, J. & Jean Clandinin (2016). Teachers as curriculum makers. In Wyse, D., Hayward, L., & Pandya, J. (Eds.), *The Sage Handbook of Curriculum, Pedagogy, and Assessment*. Thousand Oaks: Sage Publishing.

Rosiek J. (2016). Visibility. In *Critical Concepts in Queer Studies and Education: An International Guide for the Twenty-First Century*, Nelson Rodriguez, ed. New York: Palgrave.

Rosiek, J. (2013). Beyond the autoethnography vs. ironist debates: using Charles Sanders Peirce and Cornel West to envision an alternative inquiry practice. In Norman Denzin and Michael Giardino (Eds.), *Global Dimensions of*

- Qualitative Inquiry*. Walnut Coast Press: Left Coast Press. Pp. 157-180.
- Rosiek, J. & Beghetto, R. (2009). Emotional scaffolding: the emotional and imaginative dimensions of teaching and learning. In P. Schutz & M. Zembylas (Eds.), *Advances in teacher emotion research: The impact on teachers' lives*, (pp. 195-213). New York: Wiley Publishing.
- Atkinson, B. & Rosiek, J. (2008). Researching and representing teacher voice: a reader response approach. In Jackson, A. & Mazzei, L. (Eds.), *Voices in qualitative inquiry: Challenging conventional, interpretive, and critical conceptions in qualitative research*, (pp. 175-196). Thousand Oaks: Sage Publishing.
- Petrovic, J. & Rosiek, J. (2007). From teacher knowledge to queered teacher knowledge research: escaping the epistemic straight jacket. In N. Rodriguez & B. Pinar (Eds.), *Queering straight teachers: Discourse and identity in education*. (pp. 201-232). New York: Peter Lang.
- Clandinin, D. J. & Rosiek, J. (2006). Mapping a landscape of narrative inquiry: borderland spaces and tensions. In D.J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology*. (pp. 35-76). Thousand Oaks: Sage Publishing.
- Rosiek, J. (2006). Teacher knowledge about HIV/AIDS in the classroom: Meeting the discursive challenge. In Carl Grant and Donaldo Macedo (Eds.), *Humanizing pedagogy through HIV/AIDS prevention: Transforming teacher education knowledge*. Boulder: Paradigm Publishers.
- Rosiek J., (2005). Toward teacher education that takes the study of culture as foundational: Building bridges between teacher knowledge research and educational ethnography. In G. Spindler (Ed.), *New horizons in the ethnography of education*. (pp. 259-286). Mahwah, NJ: Lawrence Erlbaum Associates.
- *Rosiek J. & Atkinson, B. (2005). Gender identity and elementary teaching: A commentary. In P. Goldblatt & D. Smith (Eds.), *Cases for teacher development: Preparing for the classroom*. Thousand Oaks: Sage Publishing.
- Rosiek, J. (2002). Pragmatism's unfinished project: What William James has to offer teacher knowledge researchers. In J. Garrison (Ed.), *William James and education*. New York: Teachers College Press.
- Atkin, M., Helms, J., Rosiek, J., & Siner, S. (1997). Building on strengths: changing science teaching in California schools. In S. Raizen and E. Britton (Eds.), *Bold Ventures: US Innovations in Science and Mathematics Education*. Kluwer Academic Publishers.

Other Publications

- Rosiek, J. (2006). Humanizing pedagogy: A book section introduction. I was a section editor for a book entitled *Humanizing pedagogy through HIV/AIDS prevention: Transforming teacher education knowledge*, Carl Grant and Donaldo Macedo (Eds.). Boulder: Paradigm Publishers.
- Petrovic, J. E., & Rosiek, J. (2005). Identity politics. In J. T. Sears (Ed.), *[Homo]Sexualities, education and youth: An encyclopedia*. Westport, CT: Greenwood Publishing Group.
- Rosiek, J., & Petrovic, J. E. (2005). Pink triangle. In J. T. Sears (Ed.), *[Homo]Sexualities, education and youth: An encyclopedia*. Westport, CT: Greenwood Publishing Group.
- Rosiek, J. (2005). The rainbow flag. In J. T. Sears (Ed.), *[Homo]Sexualities, education and youth: An encyclopedia*. Westport, CT: Greenwood Publishing Group.
- Rosiek, J. (2001). Educating teachers about A.I.D.S. A white paper produced for a consensus panel on the A.I.D.S. epidemic and teacher education convened by the American Association of Colleges of Teacher Education.

EDITORIALS, INTERVIEWS, OTHER POPULAR MEDIA PRESENCE

National

- Interviewed on MSNBC News by Alexandra Pelosi (May, 16, 2014). In segment entitled "The resegregation of American schools."
- Quoted in New York Times article by Sam Dillon (September 17, 2007). In article entitled "Alabama Plan Brings Out Cry of Resegregation."
- Interviewed on NBC News by Ron Mott (December 25, 2007). In segment entitled "Race and Schools: Tuscaloosa, Alabama."
- Rosiek, J. & Lopez-Freeman, M. (August 8, 1998). Vilifying Teachers Hurts Students; Same Old Arguments. Letter to Editor. New York Times, New York.
- Rosiek, J. (May, 4, 1990). Training subversives as teachers. Editorial Column. New York Times, New York.

Regional

- Eugene City Club public presentation broadcast on KLCC radio (February 20, 2015). Presentation entitled "Why Tests are a Poor Lever for School Improvement."

Quoted in the Eugene Weekly by Amy Schneider (February 26, 2015). In an article entitled “Too much testing: Eugene parents plan to opt kids out of excessive state testing.”

Quoted in Register Guard article by Josephine Woolington (October 26, 2014). In article entitled “Core meltdown: Parents object to Common Core standard testing by opting out.”

Quoted in the Eugene Weekly by Missy Corr (August 13, 2014). In an article entitled “Teachers represent: The importance of diverse role models in a school community.”

Quoted in Tuscaloosa News article by staff reporter (April 12, 2013). In article entitled “Educator to speak on racial segregation at Tuscaloosa schools.”

Quoted in Register Guard article by Anne Williams (August 15, 2010). In article entitled “Tribal teachers: As part of a UO program, new graduates will instruct Indian people.”

Rosiek, J. (October 13, 2010). Teachers face a ‘don’t tell’ rule in class. Editorial Column. *Register Guard*, Eugene, Oregon.

Quoted in Tuscaloosa News article by staff reporter (October 16, 2007). In article entitled “Rezoning debate continues.”

Public Presentation covered in Tuscaloosa News article by Dan Lopez (October 16, 2007). In article entitled “Speaker denounces restructuring trend: Former University of Alabama professor Jerry Rosiek says generations will be damaged.”

Rosiek, J. (May 2, 2007). Take a stand against school segregation. Editorial Column. *Tuscaloosa News*, Tuscaloosa Alabama.

McWhirter, B., McWhirter, E., & Rosiek, J. (May 24, 2006). Critic missed the point on diversity debate. Editorial column in the Register Guard: Eugene, Oregon.

Quoted in Tuscaloosa News article by staff reporter (March 18, 2004). In article entitled “UA professor sets up shop at Central High School.”

Rosiek, J. & Schmitke, A. (February 24, 2002). Roy Moore must be stopped. Editorial Column. *Tuscaloosa News*, Tuscaloosa Alabama.

Rosiek, J. (March 4, 2004). Citizens must insist on more robust conception of fairness. Editorial Column. *Tuscaloosa News*, Tuscaloosa Alabama.

Quoted in Tuscaloosa News article by staff reporter. (May 2, 2001). Inspired by slain professor, many continue her efforts. *Tuscaloosa News*, Tuscaloosa Alabama.

Quoted in the Oregonian, Eugene Weekly, Register Guard, and on KEZI News and KVAL News regarding standardized testing policy multiple times in 2014-2015.

PRESENTATIONS

Invited Addresses

Rosiek, J. (2015). Resegregation as Curriculum. Invited Address at the Louisiana State University College of Education. Baton Rouge, LA.

Rosiek J. (2014). Resegregation as Curriculum: Examining the Relationship between Activism and Scholarship on the New Segregation. Invited Spotlight Speaker at the Race & Pedagogy Conference, University of Puget Sound, Tacoma Washington.

Rosiek, J. (2013). Resegregation as Curriculum. Invited address presented at the Research Issues Speaker Series at the University of Alabama.

Rosiek, J. (2007). *The Knowledge that Enables Science Teaching Across Cultural Differences: Science Teacher Education for Equality*. Address presented at the annual meeting of the National Science Education Leadership Association in Monterey CA.

Rosiek, J., & Lopez-Freeman, M. (1997). *Beyond equity or excellence: New approaches to science education equity*. Keynote address presented at the "Weaving Equity into Science Education" Conference, Denver, CO.

Rosiek, J. (1996). *Science education equity and teacher professional development: Listening to and learning from teachers*. Keynote address presented at the annual meeting of the National Science Education Leadership Association in Santa Barbara, CA.

National Conference Presentations (*indicates co-authored with a graduate student)

Rosiek, J. (2015). Hidden Curriculum of Race as Non-Human Agent: An Illustrative Application of Karen Barad's Agent Ontology. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Rosiek, J. & Mazzei, L. (2015). Beyond Reflexivity and Advocacy: Exploring the Ontological Turn in Social Inquiry. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Rosiek, J. (2015). Narrative Representations in Qualitative Research: Beyond Authenticity to Transformative Cultural Action. Workshop presented at the

- annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
- Rosiek, J. (2015). Resegregation as Curriculum. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rosiek, J. (2015). Art, Imagination, and the Future in the New Empiricism. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rosiek, J. (2014). Participant on panel entitled “Stories We Must Now Pass On: The Undersides of Transformation as the Messiness of Getting Ready.” Race & Pedagogy Conference, University of Puget Sound, Tacoma Washington.
- Rosiek, J. (2014). Participant on panel entitled “Teaching and Social Justice: What (Kind of) Knowledge Enables the Work?” Race & Pedagogy Conference, University of Puget Sound, Tacoma Washington.
- Rosiek, J. (2014). Semiotics Beyond Language: Exploring Alternatives to the Ill-Advised Rejection of Semiotics in the New Materialisms. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
- *Rosiek, J. & Akande, I. O. (2014). Indigenous Methodologies, New Materialisms, Arts Based Research and the Ontological Turn: Exploring the Intersections, Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
- Rosiek, J. (2014). Narrative Representations in Qualitative Research: Beyond Authenticity to Transformative Cultural Action. Workshop presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
- Rosiek, J. (2014). Semiotics and the Future in/of Qualitative Research. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Rosiek, J. (2013). Temporality, Ontology, and Action in Qualitative Research: In Search of a Hermeneutics of Inquiry Effects. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
- Rosiek, J. (2013). An Ontology of Possibility and the Need for a Methodological Practice of Mourning. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
- Rosiek, J. (2013). Narrative Representations in Qualitative Research: Beyond Authenticity to Transformative Cultural Action. Workshop presented at the

- annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
- Rosiek, J. (2013). Theoretical and Methodological "Speed Dating": Social Theory Meets Methodology Meets Analysis in Qualitative Research. Workshop presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- *Heffernan, J., Gutierrez-Schmich, T. & Rosiek, J. (2013). Queering the World: A Feminist Poststructuralist Approach to Public Pedagogy. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosiek, J. (2013). Methodological Emancipation: Fireside Chat for Graduate Students. Session hosted by the Qualitative Methodology SIG at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosiek, J., Schmitke, A., & Heffernan, J. (2013). Queering Teacher Education Programs: A Case Study of One Program's Efforts at Transforming the Curriculum. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- *Pratt, S., Sabzalian, L. & Rosiek, J. (2013). Poverty, Indigeneity, and Education for Agency: Beyond Multiculturalism to a Respect for Ontological Difference. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosiek, J. (2012). Promise, Possibility, & Prophecy: Looking for Methodological Resources in Charles S. Peirce's Pragmatic Semiotics and Cornel West's Prophetic Pragmatism. Paper presented at the annual meeting of the American Educational Studies Association, Seattle, WA.
- Rosiek, J. & Kinslow (2012). "Why Are They Doing This to Us?" The Meaning of the New Racial Segregation in Schools. Paper presented at the annual meeting of the American Educational Studies Association, Seattle, WA.
- Rosiek, J., Schmitke, A., Heffernan, J. & Gutierrez-Schmich, T. (2012). We Recruit: Sexuality and Gender Queer Positive Curriculum and Teacher Knowledge and Identity. Paper presented at the annual meeting of the American Educational Studies Association, Seattle, WA.
- Rosiek, J. (2012). Promise, Possibility, & Prophecy: Looking for Methodological Resources in Charles S. Peirce's Pragmatic Semiotics and Cornel West's Prophetic Pragmatism. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.

- Rosiek, J. & Pratt, S. (2012). Jane Addams as a Resource for Developing a Reflexively Realist Social Science Practice. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Rosiek, J., Pratt, S., & Sabzalian, L.(2012). Neither Knowledge nor Irony Is Enough: Agent Ontology, Indigenous Philosophy, and a New Realism in Qualitative Research. Roundtable presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Rosiek, J. & Kinslow (2012). "Why Are They Doing This to Us?" The Meaning of the New Racial Segregation in Schools. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Schmitke, A & Rosiek, J. (2012). Queering Conceptions of Diversity: Centering LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Issues Within a Social Justice Education Curriculum. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Rosiek, J. (2012). Beyond Irony vs. Authenticity Debates. Paper presented in Presidential Session entitled To Know Is Not Enough: Putting Theory to Work in Qualitative Research at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Rosiek, J. (2011). A Search for an Ontologically Generative Practice of Social Inquiry. Presentation at the Society for the Advancement of American Philosophy Summer Institute in American Philosophy, Eugene, OR.
- Rosiek, J. & Pratt, S. (2011). Jane Addams as a Resource to Developing a Reflexively Realist Social Science Practice. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek (2011). Workshop on Getting Narrative Research Published. Presented at the Narrative, Arts-based, and "Post" Approaches to Social Research, Tempe, AZ.
- Rosiek, J. (2010). Troubling Pedagogical and Curricular Foundations of Teaching and Learning in Our 'Post Racial' Moment. Invited paper presentation at the 2010 Race and Pedagogy conference at the University of Puget Sound, Puget Sound, WA.
- Rosiek, J. (2010). Organized and facilitated a Pre-Institute Seminar entitled "A Social Science Methodology Pragmatism Can Call its Own". Society for the Advancement of American Philosophy Summer Institute in American Philosophy, Eugene, OR.

- Rosiek, J. (2009). Why Applied Social Scientists Need Pragmatist Philosophers and Visa Versa. Presentation at the Society for the Advancement of American Philosophy Summer Institute in American Philosophy, Eugene, OR.
- Rosiek, J. (2009). Invited participant in a session on “Happiness and Growth in Ethics and Education.” Paper entitled “The Standards Movement and the Need for Philosophical Intervention in Public Education Debates.” Paper presented at the annual meeting of the Society for the Advancement of American Philosophy, College Station Texas.
- Atkinson, B. & Rosiek, J. (2009). To Norm or Not to Norm: Examining an Irony at the Heart of the Reflective Practitioner Ideal in Teacher Education Curriculum. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Atkinson, B. & Rosiek, J. (2008). Reading Teacher Knowledge Research: A Reader Response Approach. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Rosiek, J. (2008). Invited participant in a symposium on the Politics and Ethics of Narrative Research. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Rosiek, J. (2007). Varieties of Evidence and Inference: Illustrating the Multiple Uses of Evidence in Educational Research. Paper presented as part of a Division B symposium entitled “Standards of Evidence in Qualitative Inquiry” at the annual meeting of the American Educational Research Association, Chicago, IL.
- Lather, P., Feuer, M. St. Pierre, E., Rosiek, J. (2006 January). Preparing Qualitative Researchers after NCLB and SRE. A workshop presented at the 2nd annual International Congress of Qualitative Researchers, Urbana, IL.
- Clandinin, D. J., Murphy, S., Rosiek, J., Lyons, N., Pinnegar, S. (2006, April.) Looking Back, Imagining Forward: The Future of Narrative Inquiry. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- St. Pierre, E., Rosiek, J., Mazzei, L., Atkinson, B. (2006, April). Analysis and Representation: Poststructural Practices. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Clandinin, D. J., Rosiek, J., Huber, J., Mitchell, R., Young, M. Oyler, C., Benham, M. (2006, April). Narrative Inquiry and Social Justice. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- *Kinslow, K. M., & Rosiek, J. (2006, April). Rhetoric and Reality in a Unitary Status Inspired Restructuring. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Lather, P. Moss, P. Pillow, W., St. Pierre, E., Rosiek, J., Roulston, K., Talburt, S. (2006, April). Preparing Educational Researchers After Scientifically Based Research. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Lather, P., Feuer, M. St. Pierre, E., Rosiek, J., Roulston, K., Talburt, S. (2006 January). Preparing Educational Researchers. A symposium presented at the annual QUIG conference, Athens, Georgia.
- *Kinslow, K. M., & Rosiek, J. (2006, January). *Desegregation, unitary status, and curriculum: A case study of unitary status and the IB curriculum*. A paper presented at the annual QUIG conference, Athens, Georgia.
- *Kinslow, K. M., & Rosiek, J. (2005, April). *(Re)segregation and Curriculum: A Case Study of Unitary Status and the IB Curriculum*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, CA.
- *Kinslow, K. M., & Rosiek, J. (2005, April). Desegregation and the Small School Movement: Rhetoric and Reality. Paper presented at the annual meeting of the American Educational Research Association, Montreal, CA.
- *Rosiek, J. & Kinslow, K. M. (2004, November). *Documenting the meaning of desegregation: A different kind of argument for school desegregation*. Paper presented at the annual meeting of the American Education Studies Association, Kansas City, Missouri.
- Rosiek, J. & Petrovic, J. E. (2004, November). *Can teacher practical knowledge research be queered? Philosophical and practical challenges*. Paper presented at the annual meeting of the American Education Studies Association, Kansas City, Missouri.
- Rosiek, J. (2004, April). *The sonata-form: A case study format for looking at cultural difference in the classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rosiek, J. (2004, April). *A qualitative research methodology psychology can call its own: Dewey's call for qualitative experimentalism*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rosiek, J. (2004, April). *Narratives of teachers' experience as research product and/or as teacher education curriculum: A discussion*. A panel discussion presented at

- the annual meeting of the American Educational Research Association, San Diego, CA.
- Rosiek, J. (2004, April). *Self-study, narratives, biography, and lives of teachers: Research commonalities and differences*. A panel discussion presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rosiek, J., & Husman, J. (2004, April). *Emotional scaffolding: Bringing together teachers' and students' hearts and minds*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- *Lee, T. C., & Rosiek, J. (2004, April). *Religious themes in breast cancer survivor narratives of African American women: Lessons for the public health educators*. A poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- *Givens, I., & Rosiek, J. (2004, April). *'But now I see' women, race, and school counseling in a Southern state*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- *Dillard, K., & Rosiek, J. (2004, April). *Schoolgirls at face value: The not-so-hidden curriculum of school beauty pageants*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- *Mitchell, R., & Rosiek, J. (2004, April). *8-miles of separation: A case of cultural difference in a predominately African-American classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- *Mitchell, R., & Rosiek, J. (2004, April). *Applying James Banks insider/outsider research distinctions to teacher*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- *Givens, I., & Rosiek, J. (2004, January). *Putting parody into practice: Envisioning a critical pedagogy of White identity for educators*. A paper presented at the annual QUIG conference, Athens, Georgia.
- *Mitchell, R., & Rosiek, J. (2004, January). *Past lives in the present: An inquiry into the historical dimensions of teachers' practical knowledge*. A paper presented at the annual QUIG conference, Athens, Georgia.
- *Ballard, R. M., & Rosiek, J. (2004, January). *'Judith Butler is full of crap. I was born a lesbian': Ethical dilemmas in applying queer theory to respondents who essentialize their own identity*. Paper presented at the annual QUIG conference, Athens, Georgia.

- *Atkinson, B. M., & Rosiek, J. (2003, April). *Underlying conceptions of teacher identity in contemporary teacher practical knowledge research*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Strickland, C., & Rosiek, J. (2003, April). *Science as a gendered signifier: the gendered meaning of science education in a high school context*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Givens, I., & Rosiek, J. (2003, April). *Putting parody into practice: envisioning a Butleresque treatment of white identity for educators*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Mitchell, R., & Rosiek, J. (2003, April). *Past lives in the present: An inquiry into the historical dimensions of teachers practical knowledge*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Mitchell, R., & Rosiek, J. (2003, April). *Where do you stand?: A narrative approach for a study of providing developmental advisement to African American students*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Ballard, R. M., & Rosiek, J. (2003, April). *'Judith Butler is full of crap. I was born a lesbian': Ethical dilemmas in applying queer theory to respondents who essentialize their own identity*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Dillard, K., & Rosiek, J. (2003, April). *Missing the girls: An ethnography of a school beauty pageant*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Atkinson, B. M., & Rosiek, J. (2003, April). *Gender and identity in teachers' practical knowledge: Addressing the silence*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Atkinson, B. M., & Rosiek, J. (2003, January). *The promise of C. S. Peirce's semiotics for teacher knowledge research*. Paper presented at the annual meeting of the Conference of Interdisciplinary Qualitative Studies (QUIG), Athens, GA.
- *Mitchell, R., & Rosiek, J. (2003, January). *The struggle to be real: An auto-ethnographic study of providing developmental advisement to African-American students*. Paper presented at the annual meeting of the Conference of Interdisciplinary Qualitative Studies (QUIG), Athens, GA.

- *Atkinson, B. M., & Rosiek, J. (2002, April). *Beyond modernism and post-modernism: Drawing a theoretical framework for the scholarship of teaching from Charles Sanders Peirce's pragmatic semiotics*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- *Mitchell, R., & Rosiek, J. (2002, April). *The struggle to be real: An auto-ethnographic study of providing developmental advisement to African-American students*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- *Atkinson, B. M., & Rosiek, J. (2002, April). *The promise of C.S. Peirce's semiotics for teacher knowledge research*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J. (2001, April). *Narrative and the future: A pragmatic rhetoric of justification in narrative approaches to research*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Rosiek, J. (2001, April). *The sonata form case study: Fiction and fact in representations of teacher knowledge*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Rosiek, J. (2000, April). *Hearts and minds: An exploration of the emotional dimension of teachers' practical knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J. (2000, April). *Equity, emotion, and teacher knowledge: Bringing the margins to the center of teacher education theory*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J. (2000, April). *In search of genre: The sonata form as a format for narrative research representations of teachers' practical knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Paokong, J. C., & Rosiek, J. (1998, April). *Anti-colonial antinomies in science education: The case of a teaching a lesson about oncology to Hmong immigrants*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rosiek, J. (1998, April). *Border conflicts: Teaching of Latino students and different world views*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.

- Rosiek, J. (1998, April). *Science case studies, ways to approach issues of equity in the teaching of science*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.
- Rosiek, J. (1998, April). *Going back home: Issues of hopelessness as confronted in the science inquiry lesson*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.
- Rosiek, J. (1998, April). *Southeast Asian students and cultural beliefs: Unanticipated dilemmas in science for ALL students*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.
- Rosiek, J. (1997, April). *Equity and science teacher professional development: A case study approach*. Paper presented at the annual meeting of the National Science Education Leaders Association, Las Vegas, Nevada.
- Lopez-Freeman, M., & Rosiek, J. (1996, April). *Culture, constructivism, and science teacher professional development: A new conception of teacher knowledge in Compton, California*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Rosiek, J. (1996, April). *Equity, epistemology, and science education: Lessons learned from the California systemic science education reform*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Sachse, T., & Rosiek, J. (1996, April). *The California approach to systemic science education reform: Lessons about the necessity of time, trust, and teacher professional development*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Rosiek, J. (1996, April). *Epistemological alignment in systemic reform: The case of the California approach to systemic science education reform*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Rosiek, J. (1996, April). *Subject matter specificity in systemic reform: The case of the California approach to systemic science education reform*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Rosiek, J. (1995, April). *Staff development: An essential element of the California framework*. Organized and participated as a discussant on panel presentation with Tom Sachse, Kathy DiRanna, Helen Kota, Sharon Janulaw, Suzanne Siner, and Jenifer Helms at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Rosiek, J. (1995, April). *Interlocking perspectives on teacher research in the classroom, school reform, and teacher education: A kiva exploration*. Participated in a panel/Kiva discussion (organized by OERI) at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosiek, J., & Cruz, J. (1995, April). *Cultural advantage theory: Further explorations in the pedagogical content knowledge of multicultural education*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosiek, J. (1995, April). *Affective scaffolding: Studies in the pedagogical content knowledge about student motivation*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosiek, J., Frezzo, D., & Yu-Yang, P. (1995, April). *Affective Scaffolding: A pedagogical approach to the affective aspect of constructivist, conceptual change, and inquiry based methods of teaching science*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosiek, J. (1994, April). *Educational ethnography: From interdisciplinary application to theoretical forefront*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J., & Gutierrez, R. (1994, April). *The need for subject specificity in multicultural education research: The case of mathematics education*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J., & Cruz, J. (1994, April). *Cultural advantage theory: Explorations in multicultural pedagogical content knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J. (1993, April). *Post-modernism, pragmatism, and the art of research: William James' and John Dewey's still timely message to qualitative researchers*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Rosiek, J. (1993, April). *Investigating representations as pedagogical content knowledge: The value of pedagogical research for novice teachers*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Rosiek, J. (1993, April). *Analogical and narrative representations: Explorations in the pedagogical content knowledge of mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Rosiek, J. (1993, March). *Pragmatism, post-modernism, and the promise of the particular: How post-modern thinkers have cleared the way for pragmatism to come into its own*. Paper presented at the annual meeting of the Society for the Advancement of American Philosophy, Nashville, TN.

State and Regional Conference Presentations

Rosiek, (2007). NCLB and Resegregation. Presentation made to the Tuscaloosa Education Network, in Tuscaloosa Alabama.

Rosiek (2007). Race, Resegregation, and Educational Scholarship: While We Fiddle, Rome is Burning, a symposium presentation at the annual Julie Laible Memorial Lecture Series on Anti-Racist Scholarship and Social Action, University of Alabama.

*Atkinson, B. M., & Rosiek, J. (2002, February). *C.S. Peirce's semiotics and teacher education research*. Paper presented at the annual meeting of the South East Philosophy of Education Society, Atlanta, GA.

*Mitchell, R., & Rosiek, J. (2002, February). *Identity and academic advising: A case study of providing developmental advisement to African-American students*. Paper presented at the annual meeting of the South East Philosophy of Education Society, Atlanta, GA.

Rosiek, J. (1997, March). *Case approaches to science education equity*. Paper presented at the Eastern Regional meeting of the National Science Education Leaders Association, Santa Barbara, CA.

Rosiek, J. (1997, March). *Case approaches to science education equity*. Paper presented at the Western Regional meeting of the National Science Education Leaders Association, Santa Barbara, CA.

Rosiek, J. (1997, October). News lens, new conceptualizations of science education equity. Paper presented at the western regional meeting of the National Science Teachers Association, Palm Springs, CA

Rosiek, J., & Cruz, J. (1993). *Cultural advantage theory: Latino teachers drawing on the understandings they share with their Latino students to enhance their pedagogy: the case of high school mathematics education*. Paper presented at the annual meeting of the California Association of Bilingual Educators, San Jose, CA.

Rosiek, J., Cruz, J., & Salas, M. (1993). *Where's the math? Culturally tailoring mathematics pedagogy*. Paper presented at the annual meeting of the Association for Mexican American Educators, Burlingame, CA.

Rosiek, J., Cruz, J., Salas, M., & Zapata, T. (1993). *Recent research on multicultural instructional practices*. Paper presented at the annual meeting of the Association for Mexican American Educators, Burlingame, CA.

Rosiek, J., & Zapata, T. (1993). *Teacher knowledge and transforming the social studies curriculum: a case study*. Paper presented at the annual meeting of the Association for Mexican American Educators, Burlingame, CA.

AWARDS AND HONORS

- 2015-2016 University of Oregon Wayne Morse Center Resident Scholar
- 2015 University of Oregon College of Education Award for promoting Diversity and Justice in the College.
- 2013 Jane Adams UOTeachOut Award for promoting Gender Justice in Education.
- 2009 University of Oregon College of Education Award for promoting Diversity and Justice in the College.
- 2007 Early Career Award from the AERA Narrative and Research Special Interest Group.
- 2006 Outstanding Narrative Article Award (with Paokong John Chang) from the AERA Narrative and Research Special Interest Group
- 2005 UA College of Education Nominee for the UA Alumni Association Outstanding Commitment to Teaching Award
- 2003 UA COE Graduate Student Association Excellence in Teaching Award
- 2002 Spencer Post-Doctoral Fellowship Finalist
- 1994 Spencer Doctoral Dissertation Fellowship Finalist.
- Invited participant in the charter meeting of the "Process Philosophy of Education Association" - 7/93

EXTERNAL FUNDING

2013-2014	Received a grant from the American Educational Research Association to host a conference on research methodology innovations entitled <i>Beyond Reflexivity and Advocacy: Exploring the Ontological Turn in Education Research</i> . Total amount: \$35,000.00
2011-2012	Received an internal grant from the University of Oregon office of Research, Innovation, and Graduate Education to support travel and transcription services on an on-going ethnography project (Resegregation as Curriculum). Total amount: \$5000
2009-2010	Received an internal grant from the University of Oregon Office of Institutional Equity and Diversity to host a conference on

- indigenous education entitled *Decolonizing Our Schools and Universities*. Total amount: \$10,000
- 2001 - 2002 Received a contract from AACTE to evaluate a CD ROM based teacher education curriculum. Total amount: \$3000.00.
- 1999 - 2000 Received a grant from the American Association of Colleges of Teachers Education and MetLife corporation to support the establishment of a University of Alabama Institute for Culturally Responsive Teaching. Eight AACTE-MetLife fellows were invited to be participants. This group was brought together eight times for the purpose of developing commentary and critique on educational policy and practice from a teacher's perspective, with a focus on educational service to cultural minority students. Total amount: \$10,000.00.
- 1997-1999 Received a grant from the California Science Project for \$46,000 and a Contract from the Fresno Unified School District for \$20,000 for a two year teacher education curriculum development project. Eight case studies of multicultural science education practice were developed.

LIST OF COURSES TAUGHT

The University of Oregon

EDST 610: Race, Racism, and Education

This course surveys the history of racial inequality in U.S. public education and various philosophical and social theoretic lenses that have been applied to the study of these inequalaities.

EDUC 632: Qualitative Research Methodology II: Critical and Post-Critical Inquiry

This course examines the ideology and irony of naturalistic approaches to the study of human experience. The first half of the course examines the critical turn in social science methodology, beginning with Marxist ideological critique, and extending through critical theory, critical ethnography, Marxist feminism, and standpoint theory. The second half of the course begins an examination of the post-critical turn in social science methodology including an introduction of two modes of poststructuralist analysis—Foucault's genealogy and Derrida's deconstruction—as well as an introduction to contemporary feminist poststructuralism, postcolonialism, queer theory, and the crisis of representation literature in anthropology.

EDST 673: Advanced Qualitative Methods: Arts-Based Research

This course examines the cutting edge of contemporary reflexive social science research. It focuses specifically on experimentations with the form, focus, and purpose of social science research. The course begins with some readings in contemporary pragmatist social science theory, literature that seeks to unify semiotic reflexivity and a focus on experiential practice. The course reviews examples of critical ethnographies, autoethnography, ethnodrama, arts-based research, polyphonic texts, queer methodologies, object ethnographies, strand ethnographies, multisite ethnographies, narrative inquiry, indigenous methodologies, post-colonial analysis, feminist analysis, and other innovative forms of writing.

PHIL 607: Philosophy of Social Science (Ph.D. seminar in the philosophy of social science taught in the Department of Philosophy)

The course examines the processes of identifying objects worthy of social science inquiry as well as the methods of representing those objects. It locates within these processes high-stakes philosophical questions about the relationship between knowledge, state power, and individual experience. Social science research methodology is presented as resting upon epistemic assumptions, which in turn involve double(d) ontological assumptions. Our conceptions of knowing involve assumptions about the nature of the objects known. They also involve assumptions about the nature of a knowing subject.

EDST 670: Philosophy of Research

The course examines the philosophical assumptions that underlie various research methodologies in educational research. The course begins by introducing the idea that all fields of social science inquiry involve implicit or explicit premises about what is real and what can be known and what should be done. It introduces some basic methodological distinctions, such as naturalistic/experimental research, empiricism/rationalism, & quantitative/qualitative. It examines five philosophical traditions that have historically informed educational research: positivism/post-positivism, interpretivism/hermeneutics, critical theory, post-structuralism, and pragmatism.

EDST 614: Cultural Foundations of Education

Introduces Masters students who are seeking teaching licensure to a critical discussion of and research literature on the cultural context of teaching and learning in public schools. Provides a framework for moving beyond common sense assumptions about the purposes of schools how students experience the process of schooling.

MSEC 619 Adolescent Studies

Introduces students to the critical discussion research literature on the concept of adolescence. Provides a framework for moving beyond common sense assumptions about middle school and high school age children.

TED 610/EDST 614 Scholarship of Teaching

Examines the reflective turn in conceptions of teacher professionalism. It initiates students into the world of teacher inquiry. Students learn about the history of the field of teacher research, the link between respect for teachers as professionals and respect for teachers as producers of significant knowledge, and the limitations of practice-based research.

TED 610/EDST 671/EDUC 630 Qualitative Methods I: Interpretive Inquiry

Examines the early history of qualitative research in the study of human experience. Focuses primarily on the modern era of social science research, up to the 1970's. It emphasizes interpretive approaches to qualitative research, approaches that retain the regulative ideal of objectivity.

TED 610/EDST 672/EDUC 634 Qualitative Methods II: Reflexive Inquiry

Examines the recent history of qualitative research in the study of human experience. Focuses primarily on the crisis of representation and the reflexive turn in social science methodology. It emphasizes structuralist, post-structuralist, and other semiotic conceptions of qualitative research.

EDLD 646 Action Research

Designing and implementing quasi-experimental studies in classrooms; using outcomes to enhance educational programs and provide professional development for teachers.

EDST 111 Educational Issues and Problems

Examines specific issues and problems confronting educators. Compares and contrasts different approaches to the ways in which society defines and deals with educational issues and problems.

EDST 312 Introduction to Educational Research:

Use of research to inform educational practice. Emphasizes the literature review process: identifying relevant literature, evaluating research reports, synthesizing findings.

The University of Alabama

BER 630 Case Study Research Methods

Examines the production of case studies of individual practices, discrete institutions and organizations, and state-level policies. Explores the research methods that can inform the production of case study representations of human experience, as well as the different styles of case study writing

BER 631: Inquiry as Interpretation: Qualitative Methods I.

Examines the history and philosophy of naturalistic studies of human experience. Concentrates on post-positivistic, phenomenological, structuralist, and post-

structuralist theory and modes of analysis. Course assignments provide practice with rudimentary qualitative research skills.

BER 632 Reflexiveness and Resistance in Research Representation: Qualitative Methods II

Examines the irony and ideology of naturalistic studies of human experience. Examines the epistemic limits of any method of research representation, and the political and ethical implications of those limits for researchers. Course assignments provide practice with intermediate qualitative research skills.

BER 633 Ethics and Aesthetics of Meaning Making: Qualitative Methods III

Examines the ethics, aesthetics, and opportunities for advocacy in naturalistic studies of human experience. Explores feminist, afrocentric, critical theoretic, artistic, and journalistic conceptions of data collection and a variety of styles and formulas for research writing.

BER 673 Race, Racism, and Education

Surveys the history of the influence of white supremacist ideologies on conceptions of schooling and on the educational experiences of communities marked as racially different. The course compares and contrasts the experiences of Native-Americans, African-Americans, Mexican-Americans, and Asian-Americans communities (with attention to the differences within those relatively arbitrary category groupings). A common pattern of simultaneously enforced and prohibited assimilation characteristic of colonialism is identified in past and present schooling processes. Alternative political, cultural, and pedagogical practices are discussed.

BEF 534 Multicultural Education.

Examines selected aspects of the anthropological, sociological, critical theory, and cultural studies foundations of education, with a critical evaluation of their relevance for increasing and/or enhancing multicultural understanding.

BEF 639 Educational Theory and Policy: Focus on Teacher Education

A critique of teacher education theory with an emphasis on teacher knowledge research. Four major schools of thought are examined: The scholarship of teaching, action research and teacher inquiry, teacher personal practical knowledge theory, and critical cultural approaches to teacher knowledge research. Implications of this research literature for teacher education practice and policy are explored. Focus includes k-12 and higher education

BEF 641 Studies in the Social Foundations of Education: Focus on John Dewey

A special topics course providing an in-depth analysis of important individuals, theories, and contemporary issues in the social foundations of education. In this case the focus was on the philosophy of John Dewey.

PROFESSIONAL ORGANIZATIONS

American Educational Research Association

- Division B (Section Chair, 1 year, member 12 years)
- Division B (Lifetime Achievement award chair, 1 year, member 12 years)
- Division K (15 years)
- Narrative Research SIG (Founder and first Chair 3 years, Program Chair 6 years, Member 15 years)
- Dewey Studies SIG (10 years)
- Qualitative Research SIG (12 years)
- Art-Based Educational Research SIG (8 years)
- Foucault in Education SIG (8 years)
- Post-colonial SIG (8 years)
- Semiotics in Education SIG (10 years)

International Congress of Qualitative Inquiry (10 years)

American Education Studies Association (4 years--lapsed)

American Association of Colleges of Teacher Education (6 years-lapsed)

National Association of Research on Science Teaching (5 years--lapsed)

Philosophy of Education Society (7 years-lapsed)

John Dewey Society (12 years)

Society for the Advancement of American Philosophy (12 years)

SERVICE

National Service

- Editorial Board for the International Handbook of Teacher Education (forthcoming).
- Member Board of Reviewers for the *Journal of Teacher Education* (12 reviews)
- Member Board of Reviewers for *Curriculum Inquiry* (8 reviews)
- Invited Reviewer for *Qualitative Inquiry* (7 reviews)
- Invited Reviewer for *International Journal of Qualitative Studies in Education* (4 reviews)
- Invited Reviewer for *Anthropology and Education Quarterly* (1 review)
- Invited Reviewer for *International Journal of Education and the Arts* (3 reviews)
- Invited Reviewer for American Educational Research Journal (2 reviews)

- Member of an eight person national consensus panel on ways to include A.I.D.S. education in teacher education curriculum 2001-present. Convened by the American Association of Colleges of Teacher Education (AACTE).
- Member of the editorial committee for the National Research Council publication "Science for All." A document that elaborates on the relation between the NRC's National Science Education Standards and Issues of Educational Equity 1997-1999.
- Chair, American Educational Research Association (AERA) SIG on Narrative Research 2000-2003.
- Program Chair, American Educational Research Association (AERA) SIG on Narrative Research 2003-2008.
- Section Chair AERA Division B 2007

University Service

The University of Oregon

- 2013-present, Faculty Union Steward and General Assembly Representative
- 2014 UO TEDX Master of Ceremonies
- 2014, OEI Faculty Diversity Event Committee
- 2013-2014, Faculty Senator
- 2011 PI and co-host for a regional conference entitled "Decolonizing Our Schools and Universities."
- 2010-2012, Review Panel for Office of Institutional Equity and Diversity Grants.
- 2007-2009, Provost's Advisory Council on Academic Excellence
- 2007, Affirmative Action Office Compliance Officer Search Committee
- 2007, Center for Indigenous and Cultural Survival Director Search Committee

The University of Alabama

- 2004-2005, Graduate Council
- 2000-2003, Faculty Senator
- 2000-2001, Member Faculty Senate Research Committee
- 2001-2003, Member Faculty Senate Faculty Life Committee
- 2002-2003, Chair Faculty Senate Faculty Life Committee
- 2002-2003, Member Faculty Senate Steering Committee
- 2000-2001, Member Vice-President of Student Affairs' Diversity Think-Tank

College of Education Service

The University of Oregon

- 2014-2015, Dean's Budget Advisory Committee
- 2014-2015, member search committee for Education Psychology Faculty Position
- 2013-2014, member search committee for Science Education Faculty Position
- 2011-2102, member of search committee for Curriculum Studies and Qualitative Methodology Faculty Position
- 2010-present, COE Scholarship Committee
- 2010-present, COE Personnel Committee
- 2010-2011, Associate Department Head, Education Studies

- 2009-2011, Director of the Doctoral Program in Critical and Sociocultural Studies in Education
- 2007-2010, Education Studies Department Head
- 2006-2010, provided leadership in developing proposals for four new degree programs and 75 new courses for the teacher Education Department and shepherding those proposals through the appropriate review and approval processes.
- 2009-2011, member search committee for Literacy in Linguistically Diverse Classrooms position (2 years)
- 2007-2009, Chair Search Committee for Indigenous Studies Position
- 2006-2009, Chair of the Qualitative Research methods Course Committee
- 2007, Chair Search Committee for Adolescent Literacy Faculty Position
- 2006-07, Chair Search Committee for Bilingual Education Faculty Position
- 2006, Chair Search Committee for Elementary Education Coordinator
- 2006-07, COE Doctoral Curriculum Committee

The University of Alabama

- 2005-2005, Dean's Core Curriculum Advisory Committee
- 2004-2005, Qualitative Research Coordination Committee
- 2000-2005, Member of 5 search committees
- 2003-2005, Chair of 2 search committees
- 2002-2004, Dean's Committee on Promotion and Tenure Standards
- 2000-2001, Curriculum Committee
- 1998-2000, Research Action Committee

Other Committee Activity

The University of Oregon

- 2014-present. Wayne Morse Center Advisory Board
- 2014-present. Steering Committee for Wayne Morse Center Programming for 2015-2017. Theme: The Future of Public Education
- 2007-2009, Participant in Center for Race, Ethnicity, and Sexuality Studies activities.
- 2006, Convened University-wide meeting of qualitative research methods instructors to discuss the possibility of creating a cross-college graduate level certificate of specialization in qualitative research methodology

The University of Alabama

- 2001-2005, Faculty Advisor and Organizer of the Post-Qualitative Graduate Student Research Group
- 1999-2005, Chair and Organizer of the Interdisciplinary and Interpretive Research Writing Group (I&I Group, serves 30+ faculty)
- 1998-2005, Founder and primary facilitator of the UA Committee for the Retention of Assistant Professors in the System (serves 150+ faculty)

- 2000-2005, Primary organizer and fund-raiser for the Julie Laible Memorial Lecture Series on Anti-Racist Scholarship, Education, and Social Activism (Endowed 2004)
- 2000-2005, Member Coalition for Diversity and Inclusiveness

Dissertation Committee Service (*Indicates chair or co-chair of committee)

The University of Oregon

*Marko Mwipopo
*Tina Gutierrez-Schmich
*Daniel Ramirez
*Casey Tiemann
Spirit Brooks
Chance White-Eyes
Courtney Rath
*Tristan Gleason
*Nadia Raza
Elizabeth Caldwell (Philosophy)
Justin Pack (Philosophy)

Completed:

Johnny Lake. (Educational Leadership.) Dissertation: Constructing Success for Black Students in Suburban High School.

*Julia Heffernan, (Critical and Sociocultural Studies in Education). Dissertation: The sound of silence: Educators managing and reproducing heteronormativity in middle schools. (AERA Queer Studies in Education Dissertation of the Year Award.)

* Leilani Sabzalian (Critical and Sociocultural Studies in Education). Dissertation: Survivance Stories: The Knowledge that Enables Educators to Support Indigenous Students in Title VII Schools. (AERA Qualitative Methodology SIG Runner Up for Dissertation of the Year Award.)

The University of Alabama

*Kathy Kinslow (Foundations). (May 2006). Dissertation: *Documenting the Meaning of Restructuring: A Different Kind of Argument for School Desegregation.*

*Becky M. Atkinson (Educational Research). (November 2005). Dissertation: *Responses to Teacher Knowledge Research: A Semiotic Analysis.*

*Roland Mitchell (Educational Research). (November 2005). Dissertation: *The Scholarship of Culturally Responsive Teaching.*

- Rebecca M. Ballard. (Instructional Leadership). (October 2005). Dissertation: *Life Histories of Queer Women in Higher Education: Student Tales from Out of the Closet.*
- *Daniel Blair (Educational Research). (May 2006). Dissertation: *Seminary Education and Disabilities: A Curricular Analysis.*
- *Cay Strickland (Foundations). (June 2005). Dissertation: *The Practical work of Feminist Teachers: An analysis of Teachers' Practical Knowledge About Promoting Gender Equity.*
- Susan Hargett (Educational Leadership). (May, 2005). Dissertation: *The Impact of High Stakes Mandatory Testing on Rural At-Risk Students: A Critique.*
- Timothy M. Cook (Communication). (May, 2004). Dissertation: *Disciplining television: ideology as read through high school distance learning videos.*
- Seidu Sofo (Physical Education). (May, 2003). Dissertation: *Development of preservice teachers' value orientations and beliefs during a secondary methods course and early field experience*
- Samuel E. Jones (Educational Psychology). (May, 2002). Dissertation: *Evaluation of an electronic mentoring program involving community college students and sixth-grade students in a rural school.*
- Nathan Andrew McCaughtry (Physical Education). (May, 2001). Dissertation: *An inquiry into two secondary physical education teacher's pedagogical content knowledge of students' experiences.*
- Verdell L. Dawson (Educational Leadership). (May 2000). Dissertation: *A contextual examination of quality teachers of African American students: perceptions, beliefs, attitudes, and practice in the Black Belt*
- *Catherine R. Strickland (Educational Research). (May, 2000). Dissertation: *Gendered enactments :Identity in southern college women.*

6/15/2016

CURRICULUM VITAE**Michelle M. Jacob****PERSONAL**

Citizenship: United States
 Tribal enrollment: Yakama Nation
 Work Contact: Department of Ethnic Studies
 University of San Diego
 5998 Alcalá Park
 San Diego, CA 92110
 Phone: 619-260-7742
 Email: mjacob@sandiego.edu

EDUCATION

2004 Ph.D., Department of Sociology, University of California, Santa Barbara, CA. Emphasis in Human Development, Areas of specialization: Race/Ethnicity, Native American Studies; Gender and Feminist Sociology; Health, Medical Sociology. Dissertation entitled *An Embodied Social Problem: Understanding the Diabetes Epidemic on an American Indian Reservation*.

FACULTY POSITION

2016 Associate Professor of Indigenous Education and Sapsikw'álá (Teacher) Education Project Director, Department of Education Studies, University of Oregon, Eugene, OR.

2016 Professor, Department of Ethnic Studies, University of San Diego, San Diego, CA.

2010 – 2016 Associate Professor, Department of Ethnic Studies, University of San Diego, San Diego, CA. Affiliated Faculty, Sociology; Affiliated Faculty, Women's and Gender Studies. Courses Taught: Introduction to Ethnic Studies; Introduction to American Indian Studies; Ethnic Identity in the United States; Gender in Native America; Race and Education; Decolonization; American Indian Health and Spirituality

2012 – 2015 Faculty Fellow and Founding Director, Center for Native Health & Culture, Heritage University, Toppenish, WA, Yakama Reservation

2006 – 2010 Assistant Professor, Full-Time Tenure Track, Department of Ethnic Studies, University of San Diego, San Diego, CA. Administrative Duties: American Indian Education Initiatives. Courses Taught: Introduction to Ethnic Studies; Introduction to American Indian Studies; Ethnic Identity in

the United States; Gender in Native America; Race and Education; Decolonization; Health, Policy, and Justice in American Indian Communities; Survey of American Indian Studies; American Indian Health and Spirituality; Contemporary Issues in American Indian Studies

PUBLICATIONS

Monographs

Jacob, MM. (2013). *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing*. Tucson: University of Arizona Press, First Peoples: New Directions in Indigenous Studies Series. (Second printing, April 2014).

Jacob, MM. (In press, expected September 2016). *Indian Pilgrims: Indigenous Journeys of Activism and Healing with Saint Kateri Tekakwitha*. University of Arizona Press, Critical Issues in Indigenous Studies Series.

Peer-Reviewed Journal Articles and Essays

Rolison, G, K Bates, MJ Poole & **M Jacob** (2002). Prisoners of war: African-American female incarceration at the end of the 80s. *Social Justice*, Spring-Summer, 131-143

Jacob, MM (2006). When a Native 'Goes Researcher' Notes from the North American Indigenous Games. *American Behavioral Scientist*, 50(4), 450-461.

Jacob, MM (2008). This Path Will Heal Our People: Healing the Soul Wound of Diabetes. In: Crawford, S, ed. *Religion and Healing in Native America: Pathways for Renewal*. Westport, CT: Praeger Press, pp. 43-62

Jacob, MM. (2010). Ethnography, Memory, and Culture: Healing the Soul Wound of Technological Disaster. In: Rivera, JD & Miller, DS, eds. *How Ethnically Marginalized Americans Cope with Catastrophic Disasters*. Lewiston, NY: Edwin Mellen Press, pp. 37-49.

Jacob, MM. (2010). Claiming Health and Culture as Human Rights: Yakama Feminism in Daily Practice. *International Feminist Journal of Politics*, 12(3), 361-380.

Falcón, S.M. & **MM Jacob**. (2011). Human Rights Pedagogies in the Classroom: Social Justice, US Indigenous Communities and CSL Projects. *Societies Without Borders: Human Rights and the Social Sciences*, 6(2), 23-50.

Jacob, MM. & WM Peters. (2011). The Proper Way to Advance the Indian: Race and Gender Hierarchies in Early Yakima Newspapers. *Wicazo Sa Review*, 26(2), 39-55. ISSN: 0749-6427.

Jacob, MM. (2012). Making Sense of Genetics, Culture and History: A Case Study of a Native Youth Education Program. In K Wailoo, C Lee, A Nelson, eds. *Genetics and the Unsettled Past: The Collision between DNA, Race, and History*. New Brunswick: Rutgers University Press, pp. 279-94.

- Lum, BC. & **MM Jacob**. (2012). University-Community Engagement, Axes of Difference & Dismantling Race, Gender and Class Oppression. *Race, Gender & Class*, 19(3-4), 309-24.
- Jacob, MM. (2012). Native Women Maintaining Their Culture in the White Academy. In G Gutierrez y Muhs, YF Niemann, CG Gonzalez, AP Harris, eds. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Logan, UT: Utah State University Press, pp. 242-9.
- Jacob, MM. (2012). We Want a Lifelong Commitment, Not Just Sweet Words: Native Visions for Educational Healing. In: Kenny, C, & TN Fraser, eds. *Living Indigenous Leadership: Native Narratives on Building Strong Communities*. Vancouver: University of British Columbia Press, pp. 179-91.
- Jacob, MM. (2012). Violence, the sacred, and the global system: Using an indigenous identity framework to address problems of the world-system. In: TE Reifer, ed. *Global Crises & the Challenges of the 21st Century: Antisystemic Movements and the Transformation of the World-System*. Boulder, CO: Paradigm Publishers, pp. 65-76.
- Jacob, MM. (2012). "We wanted those people to see that Indians aren't stupid": Identity, Representation, and Resistance in the Cultural Tourism of the Wapato Indian Club. *American Indian Quarterly*, 36(4), 465-78.
- Jacob, MM. (2012). "We Really Listened": Partnership Building, Indigenous Language Revitalization and Civic Engagement. *Feminist Teacher*, 22(3). 181-196.
- Jacob, MM., KL Gonzales, D Calhoun, J Beals, CJ Muller, J Goldberg, L Nelson, TK Welty, BV Howard. (2013). Psychological trauma symptoms and Type 2 diabetes prevalence, glucose control, and treatment modality among American Indians in the Strong Heart Family Study. *Journal of Diabetes and Its Complications*, (6), 553-7. doi: 10.1016/j.jdiacomp.2013.07.008. Epub 2013 Sep 16.
- Jacob, MM, S Augustine, C Hodge, M James. (2014). Indigenous Methodology in Practice: Starting a Community-Based Research Center on the Yakama Reservation. *Societies Without Borders: Human Rights and the Social Sciences*, 9(3), 143-160.
- Gonzales, KL, WE Lambert, R Fu, **M Jacob**, AK Harding. (2014). Perceived Racial Discrimination in Health Care, Completion of Standard Diabetes Services, and Diabetes Control Among a Sample of American Indian Women. *The Diabetes Educator*, 0145721714551422, first published on September 23, 2014 as doi:10.1177/0145721714551422.
- Jacob MM, MJ Poole, K Gonzales, H Jim, GE Duncan, SM Manson. (2015). Exploring an American Indian participatory medical model. *Journal of Participatory Medicine*, Vol.7(May 27),e8.

OTHER PUBLICATIONS

Editorships

- Wilkes, R & **MM Jacob**, eds. (2006). Special Issue: Indigenous Peoples: Canadian and U.S. Perspectives, *American Behavioral Scientist*, 50(4).

Reviews

Jacob, MM (2008). California's Lost Tribes. Film Review. *Journal of San Diego History*, 54(2), 131-132.

Jacob, MM (2011). Indigenous children's education as linguistic genocide and a crime against humanity? Book Review. *AlterNative*, 7(1), 70-71.

Jacob, MM. (2011). Forgotten Voices: Death Records of the Yakama, 1888-1964. Book Review. *Wicazo Sa Review*, (26:2).

Jacob, MM. (2013). Reimagining Indian Country: Native American Migration and Identity in Twentieth-Century Los Angeles. Book Review. *Journal of San Diego History*, 59(1-2), 92-94.

Jacob, MM. (2015). Children and the Politics of Cultural Belonging: Book Review. *Contemporary Sociology*, 44(1), 68-70.

Jacob, MM. (2015). Coming Full Circle: Spirituality and Wellness among Native Communities in the Pacific Northwest. *Oregon Historical Quarterly*, 116(1), 141-142.

Reprints

Jacob, MM. (2011). Claiming Health and Culture as Human Rights: Yakama Feminism in Daily Practice. In: Collins, D, S Falcon, S Lodhia & M Talcott, eds. *New Directions in Feminism and Human Rights*. New York: Routledge. (Book Reprint of IFJP article).

Publications: In Preparation

Journal Article Manuscript (with Jessica Black): Indigenous Environmental Science on the Columbia River Plateau. (Target journal: *Wicazo Sa Review*) Status: Data collection complete.

Monograph: *Indigenous Homeland: Social and Cultural Connections to Place*. Status: Data collection in progress.

Edited Volume: *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education in the Northwest* (Series Editors: Joely Proudfoot and Linda Sue Warner; Northwest Volume Editor: Michelle M. Jacob). Status: Proposal accepted by Information Age Publishing, Northwest Volume expected 2018.

FUNDED GRANTS (External, Selected)

- | | |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2013 | Association of Specialty Professors/National Institute of Aging, Travel Grant, Workshop on Diabetes Mellitus and Cardiovascular Disease in Older Adults, Pentagon City. |
| 2011 – 2013 | National Institute of Aging, Native Elder Research Center, University of Colorado Denver School of Public Health and University of Washington School of Medicine, Pilot project funding: Factors related to retention in the Yakama Healthy Heart Program. |

- 2010 – 2012 National Institute of Aging, Native Elder Research Center, University of Colorado Denver School of Public Health and University of Washington School of Medicine, Native Investigators Faculty Fellowship.
- 2010 Society for the Advancement of Chicanos and Native Americans in Science, Summer Leadership Institute, Travel Grant and Scholarship, Washington, DC.
- 2010 Resource Centers for Minority Aging Research, Resource Centers for Minority Aging Research Annual Meeting, Travel Grant, Philadelphia, PA.
- 2008 National Cancer Institute/Mayo Clinic Spirit of EAGLES Conference, Travel Grant.
- 2008 American Indian Recruitment Programs Travel Grant, National Indian Education Association, Seattle, WA.
- 2008 American Indian Recruitment Programs Travel Grant, California Indian Education Conference, Redding, CA.
- 2007 – 2008 National Cancer Institute/Mayo Clinic Spirit of EAGLES Community Partner Grant, Project Director for Young Native Filmmakers Project.
- 2007 – 2008 American Philosophical Society, Phillips Research Award.

SUBMITTED GRANTS (External, Selected)

- 2014 National Institute of Diabetes and Digestive and Kidney Diseases, Diversity Supplement Grant, Native Elder Research Center, Proposal title: Retention of American Indians in the SDPI Healthy Heart Program.
- 2014 National Institute of Diabetes and Digestive and Kidney Diseases, Diversity Supplement Grant, Native Elder Research Center, Proposal title: American Indian Diabetes Translational Research.

FUNDED GRANTS (Internal, Selected)

- 2016 Center for Catholic Thought and Culture, Catholic Diplomacy and Peacemaking Seminar Travel Grant, University of San Diego
- 2015 Center for Inclusion and Diversity “Without Guarantees” Speaker Grant, University of San Diego
- 2015 Center for Catholic Thought and Culture Speaker Grant, University of San Diego
- 2015 Mulvaney Center Speaker Grant, University of San Diego

2013 – 2014	Keck Foundation Undergraduate Course Development Grant to Strengthen Undergraduate Research, University of San Diego
2013	University of San Diego International Opportunity Grant
2010 – 2015	University of San Diego Faculty Research Grant
2011	University of San Diego Center for Educational Excellence Grant
2009	University of San Diego Enhanced Student Faculty Interaction Fund
2008	University of San Diego Faculty Research Grant
2008 – 2009	University of San Diego Teaching and Learning Grant
2007	University of San Diego President's Advisory Board on Inclusion and Diversity Grant
2007	University of San Diego Information Technology Services Student Technology Assistant Program
2007	University of San Diego Committee on Inclusion and Diversity, Special Award for Research and Applied Work: American Indian issues in higher education
2007	University of San Diego International Opportunity Research Award
2007	University of San Diego Faculty Summer Research Grant
2007	University of San Diego Enhanced Student Faculty Interaction Fund
2007 – 2008	University of San Diego Teaching and Learning Grant
2006	University of San Diego Faculty Summer Research Grant
2006	University of San Diego Enhanced Student Faculty Interaction Fund

HONORS AND AWARDS (Selected)

2016 – 2017	Recipient, University of San Diego College of Arts and Sciences Internal Knapp Chair Research Award
2015	Nominee, Woman of Impact Award, University of San Diego
2015	Nominee, Innovation in Experiential Education Award, University of San Diego
2014	Nominee, Association for Humanist Sociology Book Award, Association for Humanist Sociology
2014	Nominee, Gloria E. Anzaldúa Book Prize, National Women's Studies Association
2014	Nominee, Lora Romero Prize, American Studies Association

2012	Recipient, Professor of the Game Award, University of San Diego Associated Students & College of Arts and Sciences Dean's Office
2010	Recipient, Faculty Mentor of the Year, University of San Diego McNair Scholars Program
2009	Recipient, Community Leader Award, American Indian Recruitment Programs
2007	Recipient, University of San Diego Woman of Impact, Campus-Wide Faculty Award
2006 – 2007	Recipient, University of San Diego Community Service Learning Scholar
2004	Fellow, Ford Foundation Dissertation Award
2002 – 2004	Mentee, National Institute of Mental Health Mentorship Education Program
2001 – 2004	Fellow, American Sociological Association Minority Fellowship Program, National Institute of Mental Health
2001 – 2004	Recipient, University of California Tuition Fellowship
2001 – 2004	Doctoral Scholars Fellow, University of California
1998 – 2004	Recipient, American Indian Graduate Center Graduate Fellowship
1998 – 2004	Graduate Fellow, Yakama Nation
1994	Yakama Nation Highest Scholar Award, Yakama Nation Higher Education Program

PRESENTATIONS AND CONFERENCE ACTIVITIES (Selected)

2016	Presenter, Back to the Future: Yakama Environmental Visions from Anakú Iwachá, Native American and Indigenous Studies Association Annual Meeting, Honolulu, HI.
2016	Presenter, Patience and Peacemaking: Can We Begin at Home?, Faculty Research Seminar, University of San Diego, Center for Catholic Thought and Culture, San Diego, CA.
2015	Invited Speaker, Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing, University of California, Riverside, Department of Ethnic Studies, Riverside, CA.
2015	Invited Speaker, Indigenous Thanksgiving, Portland State University, College of the Arts, Masterworks from the Columbia River Plateau, Portland, OR.

- 2015 Chair, Silences, Agency, and Settler Colonialism: Indigenous Feminists Rethink Western History, Western History Association Annual Conference, Portland, OR.
- 2015 Presenter, Saint Kateri Tekakwitha and Reclaiming Indigenous Spirituality from the Margins, Historians and the Margins: from North America to Former Empires/La marge et les historiens : de l'Amérique du Nord aux anciens empires, Paris, France.
- 2015 Presenter, Our Native American Saint: Kateri Tekakwitha and the Gendered Complexities of Indigenous Catholicism, Native American and Indigenous Studies Association Annual Meeting, Washington, DC.
- 2014 Presenter, Ecstasy of Saint Kateri: Native Feminism in the Catholic Church, American Studies Association Annual Meeting, Los Angeles, CA.
- 2014 Presenter, Feminist Transgressions: Critical Community Engagement in Feminist Classrooms, National Women's Studies Association Annual Meeting, San Juan, Puerto Rico.
- 2014 Presenter, Saint Kateri and Mother Earth, Western History Association Annual Conference, Newport Beach, CA.
- 2014 Organizer and Presider, Indigenous Peoples Panels I and II, American Sociological Association Annual Meeting, San Francisco, CA.
- 2014 Presenter, Partnerships to Support Language Revitalization and Healing, Alternative Sovereignties Conference at the University of Oregon, Eugene, OR.
- 2014 Presenter, Plateau Vision of Healing, National Association for Ethnic Studies Annual Meeting, Oakland, CA.
- 2014 Presenter, Reflections on Race, Ethnicity, and Mentorship, Pacific Sociological Association Annual Meeting, Portland, OR.
- 2014 Presenter, Gender, Race, and Leadership in the Field, Pacific Sociological Association Annual Meeting, Portland, OR.
- 2014 Panelist, Author Meets Critics Session for "Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing," Pacific Sociological Association Annual Meeting, Portland, OR.
- 2014 Presenter and Summer Institute Faculty, Northwest Indian Language Institute, University of Oregon, Eugene, OR.

- 2013 Presenter, What Helps American Indians Succeed in Health Interventions? 13th Annual Diversity Challenge: Intersections of Race and Culture and Health and Mental Health at Boston College, Boston, MA.
- 2013 Presenter, Indigenous Women-Centered Religion, National Women's Studies Association Annual Meeting, Cincinnati, OH.
- 2013 Invited Panelist, Planning for Diverse Faculty Success, Ford Foundation Fellows Conference, Washington, DC.
- 2013 Participant, Professional Grant Development Workshop, Grant Training Center, Seattle, WA.
- 2013 Invited Attendee, Vision to Action Summit, Indigenous Wellness Research Institute National Center of Excellence, Suquamish, WA.
- 2013 Invited Panelist, Native Women Maintaining Their Culture in the White Academy, Society of STEM Women of Color Conclave, Chantilly, VA.
- 2013 Presenter, Saint Kateri and Indigenous Catholicism, American Sociological Association Annual Meeting, New York, NY.
- 2013 Presenter, Indians at the Vatican, Native American and Indigenous Studies Association Annual Meeting, Saskatoon, Saskatchewan, Canada.
- 2013 Chair, Decolonization in Education Panel, Native American and Indigenous Studies Association Annual Meeting, Saskatoon, Saskatchewan, Canada.
- 2013 Co-Presenter, Michelle Jacob, Sarah Augustine, and Mary James. Indigenous Methodology in Practice, Pacific Sociological Association Annual Meeting, Reno, NV.
- 2013 Panelist, Mentoring Faculty of Color, Pacific Sociological Association Annual Meeting, Reno, NV.
- 2012 Presenter, "Respect our sister the huckleberry:" Yakama feminist ecology as an epistemology of decolonization, National Women's Studies Association Annual Meeting, Oakland, CA
- 2012 Presenter, Yakama Language Revitalization: Establishing Principles of a Community-University Partnership for Education and Social Change, American Sociological Association Annual Meeting, Denver, CO
- 2012 Presenter, The Fish Are Responsible for Us Being Here Today: Yakama Health Ecology Speaks to Feminism, Pacific Sociological Association Annual Meeting, San Diego, CA

- 2012 Presenter and Summer Institute Faculty, Northwest Indian Language Institute, University of Oregon, Eugene, OR.
- 2011 Presenter, Yakama Women Elders Discuss Indigeneity & the Tensions of Teaching Indigenous Language and Cultural Practices, American Studies Association Annual Meeting, Baltimore, MD.
- 2011 Presenter, Culture, Identity and the Wapato Indian Club: An Emerging Theory of Indigenous Social Change, American Sociological Association Annual Meeting, Las Vegas, NV.
- 2011 Presenter and Summer Institute Faculty, Northwest Indian Language Institute, University of Oregon, Eugene, OR.
- 2011 Participant and Presenter, Native American Service to Science Academy, Substance Abuse and Mental Health Services Administration, Washington, DC.
- 2011 Chair, Session on Indigeneity, Violence, and the State, Native American and Indigenous Studies Association Annual Meeting, Sacramento, CA
- 2011 Invited Speaker, New Directions in Feminism and Human Rights, University of California, Santa Cruz, CA.
- 2011 Presenter, Indigenous Education & Intergenerational Healing, Pacific Sociological Association Annual Meeting, Seattle, WA.
- 2011 Presenter, Author Meets Reviewers Session on "Real Indians," Pacific Sociological Association Annual Meeting, Seattle, WA.
- 2010 Invited Panelist, Junior Faculty Success, Ford Foundation Fellows Conference, Irvine, CA.
- 2010 Participant, "Since Time Immemorial" Tribal Sovereignty Curriculum Training, Washington State Office of the Superintendent of Public Instruction, Toppenish, WA.
- 2010 Selected Participant, SACNAS Summer Leadership Institute, Washington, DC.
- 2010 Presenter, The Relationship Between Post-Traumatic Stress Disorder and Diabetes Among American Indians in the Strong Heart Study, Resource Centers for Minority Aging Research Conference, Philadelphia, PA.
- 2010 Invited Panelist, The Academic Job Market, 2nd Annual Social Science Research Symposium, National Science Foundation, Santa Barbara, CA.

- 2009 Presenter, The Proper Way to Advance the Indian: Race and Gender Hierarchies in Early Yakima Newspapers, American Sociological Association Annual Meeting, San Francisco, CA.
- 2009 Selected Participant, Robert Wood Johnson Foundation New Connections Third Annual Symposium, Princeton, NJ.
- 2009 Presenter, You Are What You Eat: Colonization & Historical Boundaries of Yakama Culture in the Late 1800s. National Association of Ethnic Studies Annual Meeting, San Diego, CA.
- 2009 Presenter, Violence, the sacred, and the global system: Using an indigenous identity framework to address problems of the world system. World-Systems Analysis & the Challenges of the 21st Century, San Diego, CA.
- 2009 Presenter, The social construction of the “lazy Indian” in early Yakima newspapers, Pacific Sociological Association Annual Meeting, San Diego, CA.
- 2009 Presenter, Demystifying Higher Education for Native American Students, Pacific Sociological Association Annual Meeting, San Diego, CA
- 2008 Trainee, Behavioral and Social Science Volunteer Training Program. Centers for Disease Control & American Psychological Association, New Orleans, LA.
- 2008 Presenter, Ethnography as Tool for Change (or Co-optation?): Notes on the Methodology of Institutionalizing “Diversity”. Pacific Sociological Association Annual Meeting, Portland, OR.
- 2008 Presenter, “We Have Dinner Together:” Qualitatively Assessing a Pipeline Program for Native Students. Research Strand, National Indian Education Association Annual Meeting, Seattle, WA.
- 2008 Panelist, American Indian Recruitment Programs: Best Practices. California Indian Education Conference, Redding, CA.
- 2008 Invited Speaker, Rutgers University Center for Race and Ethnicity, Follow-Up Meeting, DNA, Race and History Symposium, New Brunswick, NJ.
- 2008 Invited Speaker, Native Youth Interpret the Meaning of DNA, Race and History. Rutgers University Center for Race and Ethnicity’s DNA, Race and History Symposium, New Brunswick, NJ.

- 2008 Invited speaker, California State University San Marcos Diversity Conference. Importance of Ethnic Studies, San Marcos, CA.
- 2008 Invited Presidential Session Organizer, The Complexities of Tribal Self-Determination: Focusing on Northwest Tribes. Pacific Sociological Association, Annual Meeting, Portland, OR.
- 2008 Co-Presenter, Dwight Lomayesva, Michelle Jacob, and Renee White Eyes. Using a Partnership Approach. Workshop, National Indian Education Association Annual Meeting, Seattle, WA.
- 2007 What Happened to Sisterhood? Feminist Reflections on Collective Struggle. Session Organizer for the Committee on the Status of Women, Pacific Sociological Association Annual Meeting, Hollywood, CA.
- 2007 Session Organizer, Understanding the Sociology Diaspora: The Importance of Ethnic Studies. Pacific Sociological Association Annual Meeting, Oakland, CA.
- 2007 Session Co-Organizer, Native Americans in the Sociological Discourse. Pacific Sociological Association Annual Meeting, Oakland, CA.
- 2007 Presenter, Look at all those Indians! Actively working for diversity and inclusion in the academy. Pacific Sociological Association Annual Meeting, Oakland, CA.
- 2007 Presenter, Embracing Diversity: Does *Your* Institution Know How to Hug American Indians? University of San Diego Power and Privilege Conference, San Diego, CA.
- 2007 Panelist, Making Waves: Using teaching for social change. Western Region Campus Compact Consortium's Tenth Annual Continuums of Service Conference, San Jose, CA.
- 2007 Invited Speaker, Decolonizing Academia Invited Speaker. California State University San Marcos Educational Diversity and Equity Symposium on Academic Activism, Escondido, CA.
- 2007 Invited Keynote Speaker, Our Journey to Wellness, Yakama Nation 6th Annual Diabetes Conference, Toppenish, WA.
- 2006 Presenter, We are All Connected: Learning to Care for the Land and Each Other. Earth Charter Summit, MiraCosta College, Oceanside, CA.
- 2006 Presenter, Soul Wound and Healing in Indian Country. University of San Diego Ethnic Studies Faculty Lecture Series, San Diego, CA.

- 2006 Invited Speaker, Understanding Diabetes as Soul Wound: Healing and the Power of the Heart. Yakama Nation 5th Annual Diabetes Conference, Toppenish, WA.
- 2006 Co-Organizer and Moderator, Short Student Films on Diversity, Genocide, and Decolonization of the Mind. University of San Diego Associated Students Privilege and Identity Conference, San Diego, CA.

PROFESSIONAL SERVICE (Selected)

- 2016 Book Proposal Reviewer, University of Arizona Press
- 2015– 2016 Ph.D. Dissertation Committee Member, Lindsey Schneider, University of California, Riverside, Dissertation Title: Dammed by the State: Indian Fishing and the Geographies of Settler Colonialism.
- 2015 Guest Speaker, Native American Heritage Month Celebration, San Diego City Schools Title VII Indian Education Program
- 2015– 2017 Advisory Board Member, “The Role of Native Language and Culture in Decreasing Discipline Problems and Increasing Academic Achievement for American Indian/Alaska Native Students” Study, University of Oregon
- 2015– 2016 Book Manuscript Reviewer, Polity Press
- 2015 Book Manuscript Reviewer, University of Washington Press
- 2015 Guest Speaker, Critical Perspectives in Human Service Delivery Graduate Seminar, California State University San Marcos
- 2015– 2016 Advisory Board Member, National Science Foundation Proposal on American Indian Educational Success, Portland State University
- 2015 Featured Health Scientist, Role Models and Words of Wisdom Poster Series Featuring Native American Health Scientists, University of Nebraska, Lincoln
- 2013 Proposal Reviewer, Annual Meeting Submissions, National Women’s Studies Association
- 2013 Mentor, National Women’s Studies Association Mentoring Program
- 2012 Member, Program Committee, Pacific Sociological Association
- 2012 Guest Lecturer, Qualitative Research Methods, Nursing Doctoral Program, University of New Mexico
- 2011 Member, Program Committee, Pacific Sociological Association

2011– 2013	Evaluator and Proposal Co-Author, Ichishkiin Culture and Language as Protective Factors, Substance Abuse and Mental Health Services Administration, Native American Service to Science Project
2010	Consultant, Yakama Indian Health Service Clinic Community Needs Assessment Survey
2010 – 2013	Member, Yakama Reservation Community Coalition
2008	Consultant, Yakama Nation Nutrition Program Community Wellness Focus Group Project
2008	Technical Assistance Volunteer, Behavioral and Social Science Volunteer Program. Centers for Disease Control & American Psychological Association
2008 – 2010	Southern Region Representative (Elected), Committee on Committees, Pacific Sociological Association
2008	Member, Program Committee. Pacific Sociological Association
2008 – 2009	Member, Social Conscience Committee. Pacific Sociological Association
2007	Member, Program Committee. Pacific Sociological Association
2006	Conference Evaluator, Yakama Healthy Heart Program Pathways to Health
2006 – 2013	Event Director, Yakama Healthy Heart and Yakama Nation Alcohol Program Family Track Meet Health Promotion Program
2006 – Present	Manuscript Reviewer for the Following Journals: American Indian and Alaska Native Mental Health Research: The Journal of the National Center, Wicazo Sa Review, Ethnic Studies Review, Journal of Health Care for the Poor and Underserved, Societies Without Borders: Human Rights and the Social Sciences, Oregon Historical Quarterly

CAMPUS SERVICE AND LEADERSHIP (Selected)

2016	Participant, College of Arts and Sciences Faculty Workload Survey, University of San Diego
2015 – 2017	Member, Ethnic Studies in Catholic Higher Education Conference Committee, University of San Diego
2015	Faculty Panelist, Higher Education in Crisis, Center for Inclusion and Diversity, University of San Diego

- 2015 – 2016 Faculty Participant, Faculty Seminar on Peacemaking, Center for Catholic Thought and Culture, University of San Diego
- 2015 – 2016 Member, Mulvaney Center Advisory Board, University of San Diego
- 2015 – 2016 Member, Women's and Gender Studies Program Advisory Board, University of San Diego
- 2015 – 2016 Member, Diversity, Inclusion, and Social Justice, Core Curriculum Revision, University-Wide Academic Task Force, University of San Diego
- 2015 Chair, 13th Annual Labovitz-Perez Lecture Series Event Committee, Department of Ethnic Studies, University of San Diego
- 2015 Member and Speaker, Columbus Day/Day of Indigenous Resistance Event Committee, University of San Diego
- 2015 Guest Speaker, Social Institutions Classes, Department of Sociology, University of San Diego
- 2015 Coordinator, Interdisciplinary Class Discussion Activity with Ethnic Studies and Languages and Literatures Students, University of San Diego
- 2015 Speaker, *Yakama Rising* Symposium, University of San Diego
- 2015 Facilitator, Chair Evaluation Process, Department of Ethnic Studies, University of San Diego
- 2015 Faculty Coordinator (with ETHN 332 Students), Ethnic Studies Water Walk, University of San Diego
- 2014 – 2015 Member, Assistant Professor Faculty Search Committee, Department of Ethnic Studies, University of San Diego
- 2014 – 2017 Elected Member, University-Wide Academic Review Committee, University of San Diego
- 2014 – 2016 Member, Assessment Committee, Department of Ethnic Studies, University of San Diego
- 2014 – 2015 Member, All Nations Institute for Community Achievement, Office of the Tribal Liaison, University of San Diego
- 2012 Guest Lecturer, Community-Based Participatory Research, Graduate Seminar in Public Health, Creighton University
- 2013 – 2014 Member, Undergraduate Curriculum Committee, College of Arts & Sciences, University of San Diego
- 2013 – 2014 Member, University-Wide Committee on Innovation in Community Engagement, University of San Diego

- 2013 – 2014 Member, Professor of Practice and Tribal Liaison Search Committee, University of San Diego
- 2012 Faculty Spotlight, University of San Diego Parent Association Board
- 2012 Member, Visiting Assistant Professor Faculty Search Committee, Department of Ethnic Studies, University of San Diego
- 2012 Co-Author, Departmental Program Review Self-Study, Department of Ethnic Studies, University of San Diego
- 2009 – 2015 Lead Faculty Member, Early College Program for Native American Studies, University of San Diego
- 2009 – 2011 Advisor to Wynona Peters, McNair Scholars Program, University of San Diego
- 2009 – 2011 Advisor to Roberta Garcia, McNair Scholars Program, University of San Diego
- 2008 – 2010 Advisor to Mike Joseph Maningas, McNair Scholars Program, University of San Diego
- 2007 – 2008 Advisor to Christian Garcia, McNair Scholars Program, University of San Diego
- 2008 Presenter, Core Curriculum Workshop. Designing a 'D' (Diversity) Course for the Core Curriculum, Faculty Professional Development Workshop, University of San Diego
- 2008 – 2010 Preceptor, First Year Experience Preceptorial Program, University of San Diego
- 2008 Member, Ethnic Studies Program Assessment Team, University of San Diego
- 2007 Workshop Organizer, Faculty and Curriculum Development Program, American Indian Educational Issues, University of San Diego
- 2007 Leader, San Diego Service Learning Roundtable, University of San Diego
- 2007 – 2010 Member, Core Curriculum Committee, University of San Diego
- 2007 – 2010 Faculty Advisor, Native American Student Organization, University of San Diego
- 2007 – 2008 Elected Member, Dean's Search Committee, College of Arts & Sciences, University of San Diego
- 2006 – 2009 Planning Committee Member, Native American Heritage Month, University of San Diego

2006 – 2015

Mentor and Faculty Member, American Indian Recruitment Programs
Community Service Learning, University of San Diego and American
Indian Recruitment Program

Leilani Sabzalian

(b)(6)

- EDUCATION**
- Ph.D., Critical and Sociocultural Studies in Education (Fall 2015)**
University of Oregon
Dissertation: Beyond “Business as Usual”: Using Counterstorytelling to Engage the Complexity of Urban Indigenous Education
- M.Ed., Educational Leadership (2003)**
University of Oregon
- B.A., Educational Studies (2002)**
University of Oregon

- HONORS**
- Outstanding Dissertation Award, Division B, AERA (2016)
 - Outstanding Dissertation Award Recognition, Qual SIG, AERA (2016)
 - National Academy of Education/Spencer Dissertation Fellow (2014-2015)
 - University of Oregon Graduate Research Forum Poster Award (2015)
 - Center on Diversity and Community (CoDaC) Research Award (2013)
 - UO Graduate School Research Award (2013)
 - Silvy Kraus Presidential Fellowship recipient (2010, 2011, 2012)
 - Diversity Building Scholar (2009, 2010)
 - Target of Opportunity Laurel Award (2001, 2002)

- UNIVERSITY TEACHING EXPERIENCE**
- Postdoctoral Instructional Scholar – Indigenous Education*** Eugene, OR
Department of Education Studies, University of Oregon Dec 2015 – Present
- Teach undergraduate and graduate courses
 - Supervise Master’s students in the University of Oregon Sapsik‘wafá Teacher Education program
- Undergraduate and Graduate Instructor*** Eugene, OR
Education Studies Department, University of Oregon 2009 – 2015
- *Colonization and Genocide*, EDST 456/556, Fall 2015
 - *Language, Power, and Education* EDST 616, Fall 2012
 - *Curriculum Studies I*, EDST 342, Winter, 2012
 - *Curriculum Studies II*, EDST 343, Spring 2012
 - *Autobiography of Schools*, EDST 331, Fall 2011
- Undergraduate and Graduate Teaching Assistant***
Education Studies Department, University of Oregon
- *Scholarship of Teaching; Cultural Context of Education; Language, Power, and Education; Motivation and Management; Learning, Teaching, and Assessment*

**K-12
TEACHING
EXPERIENCE**

Bridge of the Gods Summer Academy Instructor
University of Oregon

Eugene, OR
Summer 2013 - 2015

- Taught Indigenous philosophy, college readiness, and critical media literacy courses in a two-week summer bridge program for Native high school students

Special Education Teacher/Project Teacher
Kanu o ka 'Āina New Century Public Charter School

Kamuela, HI
Jul 2006 – Jul 2007

- Taught multiple subjects in an Indigenous language- and culture-based school to students in grades K-12
- Team-taught Native Hawaiian plants project through project-based learning and inquiry to students in grades 6-12

Teacher/Education Consultant
Peace Corps

Paraguay
Jan 2004 – Apr 2006

- P – 3rd grade reading teacher and coach and 6th – 8th grade health teacher
- Developed and led teacher-training and community workshops on bilingual education, reading, writing, math, environmental education, health and wellness, diversity, and HIV awareness
- Organized additional projects including health fairs, dental programs, school gardens, women's groups, summer camps, and grant writing to fund a school computer project

**RELATED
PROFESSIONAL
EXPERIENCE**

***Native American Retention Specialist/
Academic Advisor***
University of Oregon

Eugene, OR
Aug 2013 – Aug
2014

- Support Native students through strategic, intrusive, and culturally-responsive advising
- Develop programming to support the recruitment, retention, and success of Native students
- Engage faculty and staff in professional development and raise awareness of issues facing Native students on campus

Curriculum Editor
Pacific Institute of Research

Eugene, OR
Nov 2008 – Jul 2009

- Reviewed, edited, and translated Spanish and English curriculum for the Early Learning in Mathematics Project

SERVICE

- Indigenous Peoples' Day Planning Committee (2015 – 2016)
 - Northwest Indian Language Institute Board Member (2014 – Present)
 - AI/AN State Planning Committee Member (2014 – 2015)
 - Sapsik'walá Tribal Advisory Board Member (2013 – Present)
 - Title VII Parent Committee Chair (2012 – Present)
 - Native Youth Group Coordinator (2012 – 2014)
 - Native Strategies Planning Committee Member (2012 – Present)
 - Rehearsals for Life Theatre Troupe Member/Performer (2011 – 2012)
 - 5th Grade Cultural Linguistics Classroom Volunteer (2010 – 2012)
-

PROFESSIONAL AFFILIATIONS

- National Indian Education Association (NIEA)
 - American Education Research Association (AERA)
 - Indigenous Peoples of the Americas Special Interest Group (IPA SIG)
 - Oregon Indian Education Association (OIEA)
-

LICENSURE & CERTIFICATION

- State of Oregon Initial II Teaching License (ECE/ELEM/MIDLVL)
 - Certified in the Sheltered Instruction Observation Protocol Model (SIOP)
-

LANGUAGES

- Conversational in Spanish and Guaraní
-

PUBLICATIONS

- Sabzalian, L. (Expected Sep 2016). *Native feminisms in motion*. English Journal. Special issue: Native feminist texts.
 - Sabzalian, L. (Expected May 2017). *Urban Indigenous Education in Colonial Contexts: Survivance Stories of Teaching and Research*. Under contract with Routledge Education Series. Manuscript in process.
 - *Rethinking Lewis and Clark*. Co-editor with Dr. Alison Schmitke and Dr. Jeff Edmundson. In process.
-

CONFERENCE PAPERS AND PRESENTATIONS

- Invited lecture—*Decolonization is Not a Metaphor: Critical Indigenous Philosophies of Change*, University of Oregon, Eugene, OR, May 26, 2016
- Contracted 4th grade district-wide in-service training—*Native Studies 101: Critical Orientations to Detect Bias in Curriculum*, Bethel School District, Eugene, OR, May 24, 2016
- Invited lecture—*Survivance Storytelling as Educational Research*—University of Oregon EDST Race and Education, April 12, 2016

**CONFERENCE
PAPERS
AND
PRESENTATIONS**

- Invited poster session—*Beyond “Business as Usual”: Using Counterstorytelling to Engage the Complexity of Urban Indigenous Education*—Promising Scholars at AERA, Chicago, IL, April 19, 2015
- Invited panel session—*Beyond “Business as Usual”: Reaching for Educational Practices that Interrupt Colonization and Promote Healthy Indigenous Identities and Communities*, NAEd/Spencer Retreat, Washington, DC, March 20, 2015
- Invited poster session—*Beyond “Business As Usual”: Using Critical Storytelling to Engage the Discourses and Complexity of Urban Indigenous Education*, NAEd/Spencer Retreat, Washington DC, November 13, 2014
- Poster presented—*Native Student Success at the UO: Current Practices and Future Possibilities*—University of Oregon Showcase Oregon sponsored by the Division of Equity and Inclusion, May 22, 2014
- Paper presented—*Reaching for Educational Practices that Interrupt Colonization and Promote Healthy Indigenous Identities and Communities*—University of Oregon Native Studies Research Colloquium, Eugene, OR, April 15, 2014
- Discussant—*Developing Your Scholar Identity: Early Career and Graduate Student Fireside Chat With Indigenous Peoples of the Americas SIG Mentors*—April 28, 2013, AERA, San Francisco, CA
- Papers co-presented—*Poverty, Indigeneity, and Education for Agency: Beyond Liberal Multiculturalism to a Respect for Ontological Difference and Beyond Reflexivity and Advocacy: Toward the Ontological Turn in Social Inquiry*—April 30, 2013, AERA, San Francisco, CA
- Paper co-presented—*Neither Knowledge Nor Irony is Enough: Agent Ontology, Indigenous Philosophy, and a New Realism in Qualitative Research*—April 17, 2012, AERA, Vancouver, B.C.
- Paper co-presented—*Exploring Cultural Identity and Cultural Difference: A Narrative Reflection*—April 8, 2011, AERA, New Orleans

Curriculum Vitae for
Kelly M. LaChance

(b)(6)

Education

- In progress University of Oregon
Doctorate of Education (Ed.D)
Emphasis in Equity Leadership
- 2008 Colorado State University
Master of Education (M. Ed).
Emphasis in Adult Education and Training
Certificate in Post-Secondary Teaching
- 1996 Southern Oregon University
Bachelor of Science (B.S.). Major in Social Science
(Anthropology, Psychology & Sociology)
Minors in Native American studies and Women's studies

Education Honors

- 2015 - 2017 Future Stewards Fellowship, University of Oregon
- 1999 - 2000 Indian Educator of the Year Award
Oregon Indian Education Association (OIEA)
- 1994 – 1996 Diversity Scholar Recipient, Southern Oregon University

Cultural Honors

- 2007 – 2011 Elder's helper, Salmon Ceremony
South Umpqua River, Cow Creek Culture Camp
- 1996 Head Woman Dancer
Spring Pow-wow, Southern Oregon University
- 1994 Head Woman Dancer
Fall Welcome Back Pow-wow, Southern Oregon University
- 1989 - 1990 Miss Siletz, Nesika Illahee Pow-wow
Confederated Tribes of Siletz

Curriculum Vitae for
Kelly M. LaChance

Professional Experience

- 6/13 – present Assistant Project Director, Sapsik’wala Teacher Project
University of Oregon. Eugene, OR
- 8/15 – 6/16 Coordinator, McKinney-Vento
Lane Education Service District (Lane ESD). Eugene, OR
- 7/14 – 7/15 Grant Coordinator, Oregon Department of Education American Indian/
Alaska Native Pedagogy Grant
Lane Education Service District (Lane ESD). Eugene, OR
- 9/13 – 6/15 Coordinator, Title VII Indian Education, Bethel Consortium
Lane Education Service District (Lane ESD). Eugene, OR
- 9/00 – 1/12 Education Director
Cow Creek Band of Umpqua. Roseburg, OR
- 4/98 – 6/00 Education Specialist
Confederated Tribes of Siletz, Siletz, OR
- 10/96 – 4/98 Community Health Representative
Confederated Tribes of Siletz. Springfield, OR
- 3/90 – 3/93 Portland Area Office Supervisor/Social Services
Confederated Tribes of Siletz, Portland, OR
- 5/88 – 6/89 Job Training Partnership Act (JTPA) Counselor
Confederated Tribes of Siletz. Portland, OR

Other Relevant Experience

- 2015 Instructor, Northwest Indian Language Summer Institute
University of Oregon
- 2009 Adjunct Instructor, Anthropology Department
Umpqua Community College
- 2001 - 2012 Library Services Coordinator
Cow Creek Band of Umpqua. Roseburg, OR
- 2002 – 2010 Culture Camp Coordinator
Cow Creek Band of Umpqua
- 1998 Interim Education Programs Manager
Confederated Tribes of Siletz. Salem, OR

Curriculum Vitae for
Kelly M. LaChance

Professional Specializations

Fifteen years' experience in the following areas:

- Advising, counseling and mentoring students
- Assessing programs and services
- Budgeting and grant management
- Coordinating and implementing programs
- Developing and teaching cultural education programs
- Working in Native American communities
- Working in American Indian/Alaska Native Education programs

Ten years' experience in the following areas:

- Basic library and archival services
- Composing and editing articles
- Developing policies and procedures
- Developing special collections
- Educational presentations to students and parents
- State and governmental committees
- University Native American Advisory councils and boards
- Working with the nine Oregon Tribes educational programs
- Working with the nine Oregon Tribes cultural and language programs

Seven years' experience in the following areas:

- Developing cultural education displays
- Developing program websites
- Native American student recruitment

Four years' experience in the following areas:

- Data management and analysis
- Marketing Native American education programs

Three years' experience in the following areas:

- Office supervision and management
- University graduate teacher project

Awards and Grants

- 2015 - 2017 Future Stewards Fellowship, University of Oregon (*\$58,500.00 for 3 years*)
- 2014 Oregon Department of Education, Native American/Alaska Native Pedagogy Grant (*\$98,000.00 one year*)
- 2014 Office of Indian Education, Indian Formula Grant (Title VII Indian Education) (*\$8,500.00*)
- 2005 -2006 Oregon Cultural Trust (*\$3,500 per year*)

Curriculum Vitae for
Kelly M. LaChance

- 2004 Oregon Historical Society
Master Artist and Apprenticeship (*\$1,500.00 one year*)
The Art of Traditional Acorn Processing
- 2001 – 2011 Institute of Museum and Library Services Grant (IMLS) (*\$6,500 each year*)
- 1994 – 1996 Diversity Scholar Award, Southern Oregon University (*\$13,500.00 for 3 years*)
- 1992 Oregon Historical Society
Master Artist and Apprenticeship (*\$1,500.00 one year*)
The Art of Traditional Storytelling

Professional Memberships

Current and Active

- Association of Tribal Archives, Libraries and Museums (ATALM)
- National Academic Advising Association (NACADA)
- National Indian Education Association (NIEA)
- Oregon Indian Education Association (OIEA)

Past Memberships

- 2007 – 2012 Northwest Indian Language Group (NILI)
- 2007- 2009 National Conference of Tribal Archives, Libraries and Museums
Planning Committee Member
- 2007 – 2012 Native American/Alaska Native Graduate Teacher Advisory Board member at
Southern Oregon University
- 2005 – 2012 Native American Advisory Board member at Willamette University
- 2005 – 2007 Southwestern Oregon Research Project (SWORP) planning group
- 2003 – 2012 Sapsik’wala Teacher Project Advisory Council member at University of Oregon
- 2003 – 2007 State of Oregon Native Language planning group
- 2000 - 2012 State of Oregon Government to Government Tribal Education group
- 1997 – 2004 Oregon Association of Student Financial Aid Administrators (OASFAA)

Curriculum Vitae for
Kelly M. LaChance

Volunteer Service

Current and Active

Native American Student Union (NASU) University of Oregon

Past Volunteer Service

2005 – 2008 Native American Student Union (NASU) Colorado State University

2001 – 2011 Cow Creek Culture Committee

1998 – 2000 Title VII Indian Education Parent Committee, Siletz Community School

1997 – 1999 Siletz Culture Committee

1996 – 1998 Siletz Pow-wow Committee

1994 – 1996 Native American Student Union (NASU) Southern Oregon University

1989 – 1990 United Indian Students of Higher Education (UISHE) Portland State University

Graduate courses taught

2015 Native American Pedagogy and Leadership: Decolonizing, Creating Opportunities for All – EMPL 610, spring quarter 2015 (3 credits)
University of Oregon (co-taught)

Undergraduate courses taught

2009 Native North American – Anthropology 233, spring quarter 2009 (3 credits)
Umpqua Community College (instructor)

Education Manuals Developed and Updated

2013 – Developed Sapsik’wala Teacher Project Student Recruitment Manual

2013 – Updated Sapsik’wala Teacher Project operating manual and forms

2005 – Developed Cow Creek Tribal Education Policies, Procedures and Forms Manual

1996 – Developed Southern Oregon University Native American Student Services Manual

Education Websites Developed and Maintained

2013 - 2016 Sapsik’wala Teacher Project - updated information as needed

Curriculum Vitae for
Kelly M. LaChance

- 2008 Cow Creek Cultural Program – developed content
- 2005 - 2012 Cow Creek Tribal Education Program – developed content and provided updates

Oregon American Indian/Alaska Native State Initiatives

- 2015 Oregon American Indian/Alaska Native State Plan for the Oregon Department of Education (updated). Representative from a Title VII Indian Education program.
- 2006 Oregon American Indian/Alaska Native State Plan for the Oregon Department of Education (first plan). Education representative from a sovereign nation.

Native American Curriculum Development

- 2015 Co-developed a Native American/Alaska Native curriculum resource manual for teachers and education practitioners in Lane County.

Education Presentations

- 2016 Doctoral student presentation on an adolescent acculturation study
- 2016 Doctoral student presentation on an intervention proposal for the Siletz Valley School.
- 2016 Doctoral student presentation on an equity scan for the Siletz Valley School
- 2015 Doctoral student presentation on comparison of two culturally responsive teaching scales.
- 2008 Master's presentation on Preserving the Tribal Voice in Cultural Education Colorado State University (presenter)
- 2008 Walking the Road of Indian Education presentation Southern Oregon University (presenter)
- 2007 Government to Government Annual Report presentation Oregon Department of Education (co-presenter)
- 1996 Bachelor's presentation on Creating Pathways of Success for Native American/Alaska Native students (presenter) Southern Oregon University

Education Workshops

- 2016 McKinney-Vento Coordinator's Training workshop

Curriculum Vitae for
Kelly M. LaChance

Lane Education Service District (Lane ESD) (organizer)

- 2015 Seven Guiding Principles
Springfield Native Youth Center (organizer)
- 2015 Siletz and Grand Ronde Tribal Traveling Trunks
Springfield Native Youth Center (organizer)
- 2015 4th Grade Grand Ronde Tribal History Curriculum
Springfield Native Youth Center (organizer)
- 2015 Transformative Pedagogy: An Indigenous Lens
Springfield Native Youth Center (organizer)
- 2015 Howard Rainer Native American Leadership and Mentoring Training
University of Oregon (organizer)
- 2014 American Indian/Alaska Native Pedagogy Grant Project
Lane Education Service District (Lane ESD) (presenter)
- 2008 Tribal Sovereignty in Oregon workshop
Umpqua Community College (co-presenter)
- 2005 Oregon State-wide Training on Revised American Indian Curriculum, Grades 6-8
Oregon Department of Education (organizer and co-presenter)
- 2002 Everything has a Spirit: Traditional Use of Tobacco workshop
Cow Creek Band of Umpqua (presenter)
- 2000 All Good Things of Nature: Native Traditional Tobacco workshop
Cow Creek Band of Umpqua (presenter)

Native American Student College Prep Workshops

- 2014 Sapsik'wala Teacher Project (graduate)
Confederated Tribes of Umatilla (presenter)
- 2014 Sapsik'wala Teacher Project (graduate)
Oregon Indian Education Association Conference (OIEA) (co-presenter)
- 2013 Sapsik'wala Teacher Project (graduate)
University of Oregon (presenter)
- 2011 How to Go to College workshop (undergraduate)
Cow Creek Band of Umpqua (presenter)

Curriculum Vitae for
Kelly M. LaChance

- 2010 High School Seniors and Parents College workshop (undergraduate)
Cow Creek Band of Umpqua (presenter)
- 2009 Starting the College Process workshop (undergraduate)
Cow Creek Band of Umpqua (presenter)
- 2008 Applying for Financial Aid and Scholarships workshop (undergraduate)
Cow Creek Band of Umpqua (presenter)
- 2007 How to Go to College workshop (undergraduate)
Cow Creek Band of Umpqua (presenter)
- 2003 Free Application for Federal Student Aid (FAFSA) Process (undergraduate)
Cow Creek Band of Umpqua (presenter)
- 1999 FAFSA and starting the college process workshop (undergraduate)
Confederated Tribes of Siletz
- 1998 Siletz Education Programs (undergraduate and graduate)
Siletz Tribal Community Center (presenter)

Native American Student Graduation Ceremonies

- 2014 - 2016 Sapsik'wala Teacher Education Project (graduate)
University of Oregon (organizer)
- 2013 - 2014 Title VII Indian Education – Bethel Consortium (high school)
Lane Community College (organizer and presenter)
- 2006 - 2008 Cow Creek Tribal Graduation (high school and undergraduate)
Seven Feathers Casino and Convention Center (organizer and presenter)
- 2001 - 2011 Cow Creek Tribe and Umpqua Community College Scholarship (high school)
Seven Feathers Casino and Convention Center (organizer and presenter)
- 1998 – 1999 Title VII Indian Education Eagle Feather Honoring – Lincoln Co. (high school)
Siletz Tribal Community Center (co-organizer and presenter)
- 1998 – 1999 Siletz Tribal Graduation (undergraduate and graduate)
Siletz Tribal Community Center (co-organizer)

Native American Cultural Workshops/Demonstrations

- 2009 Sharing the Old Ways workshop
Douglas County Library (presenter)

Curriculum Vitae for
Kelly M. LaChance

- 2009 Traditional Olivella Shell Necklace Making demonstration
Oregon Historical Society (instructor)
- 2008 Traditional Olivella Shell Necklace Making demonstration
Hallie Ford Museum (instructor)
- 2008 Traditional Nauset Shell Necklace Making demonstration
Oregon History Society (presenter)
- 2008 Traditional Acorn Processing presentation
Lomakatsi Restoration Project (presenter)
- 2005 Traditional Acorn Processing and Cooking presentation
Oregon Historical Society (presenter)
- 2004 Southern Oregon Cultural presentation
Douglas County Museum (co-presenter)
- 2001 - 2011 Pow-wow Regalia Making Classes for Adults and Youth workshop
Cow Creek Band of Umpqua (instructor)
- 2001 Traditional Dentallium Shell Necklace Making workshop
Cow Creek Band of Umpqua (instructor)
- 1998 - 1999 Traditional Moccasin Making workshop
Siletz Culture Camp (instructor)

Native American Cultural Displays

- 2004 Pestle and Mortar display – Cow Creek private cultural collection
- 2005 Basketry display – Cow Creek private cultural collection
- 2006 Traditional clothing display – Cow Creek private cultural collection
- 2007 Dolls, rattles and basket hat display – Cow Creek private cultural collection

Native American Fashion Shows/Modeling

- 1996 Southern Oregon University (student organizer and model – jingle dress)
- 1990 Pi nee waus Native American Fashion Show (model – fancy dress)
- 1989 Portland State University (student organizer and model – fancy dress)
- 1988 Portland State University (model – fancy dress)

Curriculum Vitae for
Kelly M. LaChance

1988 Model for Drug and Alcohol Free campaign for Native youth (photo shoot)

Native American Month

1995 - 1996 Southern Oregon University (student organizer)

1989 Portland State University (student organizer)

Native American Pow-wows

2008 - 2011 Johnson O'Malley (JOM) Youth Pow-wow
Seven Feathers Casino and Resort (organizer)

1998 Confederated Tribes of Siletz Restoration Pow-wow
Chinook Winds Casino and Resort (volunteer committee member)

1998 Title VII Indian Education Veterans Pow-wow – Siletz School
Siletz School Gymnasium – (co-organizer)

1997 Confederated Tribes of Siletz August Pow-wow
Siletz Pow-wow grounds, Siletz, OR (volunteer committee member)

1996 Native American Student Union (NASU) Spring Pow-wow
Southern Oregon University (student organizer)

1990 United Indian Students of Higher Education (UISHE) Spring Pow-wow
Portland State University (student organizer)

1989 United Indian Students of Higher Education (UISHE) Winter Pow-wow
Portland State University (student organizer)

1988 United Indian Students of Higher Education (UISHE) Spring Pow-wow
Portland State University (community member volunteer)

Native American Storytelling Presentations

1995 Storytelling/Poetry Readings
Southern Oregon University

1993 Traditional Storytelling presentation
State of Oregon Governor's Oregon Tribal Artist gathering

1992 Buckman Elementary School
Portland, OR

Curriculum Vitae for
Kelly M. LaChance

Native American Pow-wow Drum and Dance Presentations

- 1994 - 1996 Jingle Dancer
Southern Oregon University
- 1990 Fancy Shawl Dancer
Mt. Hood Community College
- 1989 Fancy Shawl Dancer
Portland State University
- 1989 Fancy Shawl Dancer
Portland Community College

Siletz Traditional Dances

- 1998 – 1999 Siletz Dance House – Feather Dancer
- 1995 – 1996 Oak Flats on Tribal ancestral land (outside) – Feather Dancer
- 1988 – 1989 Siletz Tribal Community Center – Feather Dancer

Native American Opening Songs

- 2016 Sapsik’wala Student Graduation
Honor Song for Students
University of Oregon
- 2015 Sapsik’wala Tribal Board Advisory Meeting
Opening Song
University of Oregon
- 2007 Sapsik’wala Tribal Board Advisory Meeting
Opening Prayer
University of Oregon
- 2005 Oregon Tribal Leaders Meeting
Opening Song
Seven Feathers Casino and Convention Center

Tribal Library Management/Consultations

- 2015 Siletz Tribal Community Library
Consulted with the Education Manager on purchasing software and providing
training to volunteers on cataloging.

Curriculum Vitae for
Kelly M. LaChance

2001 – 2012 Cow Creek Community Tribal Library
Managed 2,500 holdings of Native American books for adults and youth.
Developed research section, special collections and reading section for youth.
Catalogued books and managed library software system.

Indigenous Language Information

Active learner of Siletz Dee-Ni Language
Beginning learner of Chinuk Wawa Language

Megan Bang

*Associate Professor of Learning Sciences and Human Development
University of Washington*

(b)(6)

EDUCATION

Northwestern University, Ph.D. 2009

Specialization: Learning Sciences, certificate in Cognitive Science

Advisors: Bruce Sherin (Chair), Carol Lee, and Douglas Medin

Community Committee Members: Joseph Podlasek, Karen Washinawatok

Doctoral Dissertation: *“Understanding Students’ Epistemologies: Examining Practice and Meaning in Community Contexts”*

Post-Doctoral Training – TERC, Cheche Konnen Center

Advisors: Beth Warren and Ann Rosebery

Williams College, BA 1997. Major: Political Science with Political Theory concentration Minors: History & African Studies

PROFESSIONAL EXPERIENCE

- 9/15 – present Associate Professor, Educational Psychology, Learning Sciences & Human Development, Education, Equity, Society Studies, University of Washington-Seattle
- 9/11 – present Faculty, University of Washington Institute for Science + Math Education (<http://sciencemathpartnerships.org/>)
- 9/11 – present Secondary Teacher Education Program, University of Washington-Seattle
- 1/15 – present Adjunct Faculty, American Indian Studies, University of Washington-Seattle
- 9/11 – 8/15 Assistant Professor, Educational Psychology, Learning Sciences & Human Development, University of Washington-Seattle
- 6/99 – 8/11 Director of Education, American Indian Center, Chicago, IL.
- 8/08 – 8/11 Research Associate, TERC, Chèche Konnen Center, Cambridge, MA
- 6/06 – 8/08 Post-Doctoral Fellow, TERC, Chèche Konnen Center, Cambridge, MA
- 9/09 – 6/10 Adjunct, Northwestern University
- 9/98 – 6/00 Workshop Leader, Chicago Children's Museum, Chicago, IL.
- 7/00 – 8/02 GED Instructor and Student Services Coordinator, Institute for Native American Development, Truman College (City College of Chicago)

- 9/00 – 6/02 Instructor, Native American Education Services College, Chicago, IL
- 5/98 – 9/98 Science/Environmental Justice Teacher at The City School, Boston, MA
- 6/97 – 6/98 Preschool Teacher, Jamaica Plain Headstart via Jumpstart for Young Children, Inc., Boston, MA
- 1/96 – 6/96 Teacher at People's Primary School during semester abroad with Augsburg College, Windhoek, Namibia

ACADEMIC HONORS

- American Education Research Association, Division K, Teaching and Teacher Education, Early Career Award, 2015
- American Education Research Association, Bobby Wright Award for Early Career Contributions to Research in Indigenous Education, 2015
- Outstanding Advising Award – University of Washington, 2013
- Spencer Foundation Dissertation Fellowship, 2004-05
- Cognitive Science Graduate Fellow for Interdisciplinary Research Projects, 2003-2004
- Spencer Foundation Training Fellowship, 2001-2003

JOURNAL ARTICLES

*Peer reviewed publications

+All or some co-authors were graduate students or practitioners in community organizations or schools.

- *Bang, M., Marin, A., Medin, D. (in press). Towards learning emerging from place and community: Spatial and temporal transformations. *Journal of the Learning Sciences*.
- *Bang, M. & Vossoughi, S. (in press). Participatory Design Research: Axiological Innovations Towards Just Futures. *Cognition and Instruction*.
- * Bang, M., Marin, A. Medin, D. & Washinawatok, K. (in press). Learning by Observing in Everyday Practices in the Natural World. *Advances in Child Development and Behavior*.
- *Bang, M. (2015). Culture, learning, and development about the natural world: Advances facilitated by situative perspectives. *Educational Psychologist, 50(3), 220-233*.
- *Bang, M., Faber, L., Gunneau, J., Marin, A., Soto, C. (in press). Community Based Design Research: Learning Across Generations and Strategic Transformations of Institutional Relations Towards Axiological Innovations. *Mind, Culture, and Activity*.
- *+Bang, M., Alfonso, J., Faber, L., Marin, A., Marin, M., Medin, D., Waxman, S., & Woodring, J. (in press). Perspective Taking in Early Childhood Books: Implications for Early Science Learning. *Culture Studies in Science Education*.
- +McGinty, M., & Bang, M. (2015). Narratives of dynamic lands: science education, indigenous knowledge and possible futures. *Cultural Studies of Science Education, 1-5*.

- *Marin, A. & Bang, M. (2015). Repatriating Science Teaching and Learning: Finding Our Way to Storywork. *Journal of American Indian Education*.
- *Bang, M. & Marin, A. (2015). Nature-Culture Constructs in Science Learning: Human/non-human agency and intentionality. *Journal for Research in Science Teaching*, 52(4), 530-544.
- *Medin, D. & Bang, M. (2014). The Cultural Side of Science Communication. *Proceedings of the National Academy of Sciences*, 111(4), 13621-13626.
- Medin, D., Lee, C. & Bang, M. (2014). Particular Points of View. *Scientific American*.
- *+Bang, M., Curley, L., Kessel, A., Marin, A., & Suzokovich, E. (2014). Muskrat Theories, Tobacco in the Streets, and Living Chicago as Indigenous Lands. *Environmental Education Research*, 20 (1), 37-55.
- Medin, D., & Bang, M. (2013). Culture in the Classroom. *Phi Delta Kappan*, 95(4): 64-67.
- Nasir, N., & Bang, M. (2013). Conceptualizing Cultural and Racialized Process in Learning. *Human Development*, 55(5-6), 247-249.
- *+Bang, M., Marin, A., Faber, L., & Suzukovich, E. S. (2013). Repatriating Indigenous Technologies in an Urban Indian Community. *Urban Education*, 48(5), 705-733.
- *+Dehghani, M., Bang, M., Medin, D., Marin, A., Leddon, E., & Waxman, S. (2013). Epistemologies in the Text of Children's Books: Native-and non-Native-authored books. *International Journal of Science Education*, 35(13), 2133-2151.
- *Bang, M., Warren, B., Rosebery, A. S., & Medin, D. (2012). Desettling expectations in science education. *Human Development*, 55(5-6), 302-318.
- *+Hermes, M., Bang, M., & Marin, A. (2012). Designing Indigenous Language Revitalization. *Harvard Educational Review*, 82(3), 381-402.
- *+Unsworth, S. J., Levin, W., Bang, M., Washinawatok, K., Waxman, S. R., & Medin, D. L. (2012). Cultural Differences in Children's Ecological Reasoning and Psychological Closeness to Nature: Evidence from Menominee and European American Children. *Journal of Cognition and Culture*, 12(1-2), 17-29.
- *Bang, M., & Medin, D. (2010). Cultural processes in science education: Supporting the navigation of multiple epistemologies. *Science Education*, 94(6), 1008-1026.
- Bang, M., Medin, D., and Cajete, G., (2009). Improving Science Education for Native Students: Teaching Place Through Community. *Sacnas News*, 12(1), 8-10.
- Bang, M. (2009). Indigenous knowledge and education: Sites of struggle, strength, and survivance. *Science Education*, 93(5), 958-959.

*Medin, D.L. & Bang, M. (2008). Perspective Taking: Diversity and Partnerships. *American Psychological Association*, 22(2).

*Bang, M., Medin, D. L., & Atran, S. (2007). Cultural mosaics and mental models of nature. *Proceedings of the National Academy of Sciences*, 104(35), 13868-13874.

Bang, M. (2007). Understanding teacher expertise in primary science: A sociocultural approach. *Science Education*, 91(6), 1031-1033.

BOOKS

*Medin, D.L. & Bang, M. (2014). *Who's asking?: Native Science, Western Science and Science Education*. Cambridge, MA: The MIT Press.

BOOK CHAPTERS

Bang, M. (in press). Diverse ways of knowing. To appear in: Peppler, K. (Ed) *Encyclopedia of Out-of-School Learning*. SAGE press.

Bang, M. (in press). Culture and learning. To appear in: Peppler, K. (Ed) *Encyclopedia of Out-of-School Learning*. SAGE press.

Marin, A. & Bang, M. (in press). Indigenous heritage communities of north America. To appear in: Peppler, K. (Ed) *Encyclopedia of Out-of-School Learning*. SAGE press.

Bang, M., Brown, B., Calabrese Barton, A., Rosebery, A., Warren, B. (in press). Reframing Diversity: Expanding Relationships between Students, Teachers, and Science Practices. To appear in: Schwarz, C., Passmore, C., and Reiser, B. (Eds.), *Moving Beyond "Knowing" Science to Making Sense of the World: Bringing Next Generation Science and Engineering Practices into our K-12 Classrooms*. NSTA Press.

Bang, M. (in press). Learning Gardens in an Urban Indigenous Community: Expanding the Scope of Learning. To appear in: Brown, S. & McGregor, K. (eds.), *Seeds in the City*.

Bang, M. (in press). From Backyard Plots to Harvesting Beyond Borders: Native Perspectives on Gardening. To appear in: Brown, S. & McGregor, K. (eds.), *Seeds in the City*.

Hermes, M. & Bang, M. (2014). Theory and Advocacy for Language Revitalization in the United States. In *Handbook of Educational Linguistics*. Routledge Press.

Abrams, E., Yore, L., Bang, M. Brayboy, B., Castagno, A., Kidmann, J., Huei, L., Villanueva, M., Wang, M., Webb, P., & Yen, C. (2014). Culturally Relevant Schooling in Science for Indigenous Learners Worldwide: Stressing the All in Science Literacy. In *Handbook of Research on Science Education*.

+Medin, D., ojalehto, b., Waxman, S., & Bang, M. (2013). Relations: language, epistemologies, categories and concepts. To appear in: E. Margolis & S. Laurence, (Eds.), *Concepts: New Directions*. Cambridge, MA: The MIT Press.

Bang, M. (2013). Indigenous Students. In D. Gunstone (ed.), *Encyclopedia of Science Education*. Springer.

+Medin, D., ojaehto, b., Marin, A., & Bang, M. (2013). Culture and epistemologies: putting culture back into the ecosystem. To appear in: M. Gelfand, CY Chiu, & Y-Y. Hong (Eds.), *Advances in Culture and Psychology Series*, Oxford University Press.

+Leddon, E., Waxman, S.R., Medin, D.L, Bang, M. & Washinawatok, K. (2012). One animal among many? Children's understanding of the relation between humans and nonhuman animals. In G. Hayes & M. Bryant (Eds.), *Psychology of Culture. In Psychology of Emotions, Motivations and Actions: Focus on Civilizations and Cultures Series*. Hauppauge, NY: Nova Science Publishers.

Bang, M. (2012). Indigenous Knowledge and Science Education. In Banks, J. A. (Ed.). (2012). *Encyclopedia of Diversity in Education* Volume 1 (pp. 1165-1170). SAGE Publications, Incorporated.

+Bang, M., Medin, D., Washinawatok, K., and Chapman, S. (2010). Innovations in Culturally-based Science Education through Partnerships and Community. In M. Khine & I. Saleh (Eds.) *New Science of Learning: Cognition, Computers and Collaboration in Education*. New York: Springer.

MANUSCRIPTS UNDER PEER REVIEW

*+Bang, M., Pugh, P., & Medin, D. (2014). Emergent complex systems reasoning?: Cross-cultural differences in reasoning about eating relationships between kinds. Under review.

*Marin, A. & Bang, M. (2014). "Look it, this is how you know?" The Nature of Attentional Practices and Relationships with the Natural World. Under review by Cognition and Instruction.

MANUSCRIPTS IN PREPARATION

Brayboy, B.M. & Bang, M. (2015). Indigenous Knowledge Systems, Teaching, and Learning.

Bang, M. & Brayboy, B.M. (2015). Indigenous Knowledge Systems and Child Development.

Bang, M. (2015). Perspective Native Teachers Motivation for Entering Teaching.

+Bang, M., Gurneau, J., Faber, L., Woodring, J., Medin, M. (2015). Drawing a Forest: Children's implicit epistemologies and mental models of a forest.

Bang, M., Gurneau, J. Faber, L. (2015). Restorying Indigenous Ontologies: Developing Visual and Rhetorical Sovereignty in Digital Storytelling.

Bang, M. Marin, A. Gurneau, J. & Medin, D. (2015). Four Foundational Practices in Pre-school Science: Seeing and Engaging Indigenous Knowledge Systems.

Bang, M. (2016). Towards a pedagogy of walking in science: Affordances of learning in motion.

Marin, A., Bang, M., & Medin, D. (2015). Mental states verbs in cross-cultural early childhood literature: Impacts on making sense of the natural world.

Bang, M. (2015). Learned epistemologies: examining practice, meaning, and knowledge construction in community contexts.

FUNDED RESEARCH AND PROJECTS

Bang, M. (2015). Robotics Backpacks for Family Learning: Transforming science center-library partnerships to support family engineering learning. National Science Foundation. Requested (\$1,993,064 million).

Project Role: Co-Principal Investigator, PI: Carrie Tzou

Preparation Responsibilities: Co-Author

Community Partners: Seattle Public Schools, Seattle Public Libraries, Red Eagle Soaring

Bang, M. (2015). Transforming the Field of Family Engagement: Redesigning Research, Measures and Practice for Equity in Education. Kellogg Foundation. Funded 2015-2018 (1,680,000).

Project Role: Co-Principal Investigator

PI: Ann Ishamaru

Preparation Responsibilities: Co-Author

Bang, M. (2014). Indigenous Teacher Education Program. Bill and Melinda Gates Foundation – Investing in Native Student Success. Funded 2014-2015 (\$50,000).

Project Role: Co-Principal Investigator

PI: Elizabeth West

Preparation Responsibilities: Co- Author

Bang, M. (2014). Building Capacity & Cultivating Innovation: Learning Agendas in Native Education.– Investing in Native Student Success.

Requested (\$100,000 thousand).

Project Role: Principal Investigator

Preparation Responsibilities: Author

Bang, M. (2013) Expansive Meanings and Makings in ArtScience. National Science Foundation-CORE.

Funded 10/1/2013-4/1/2017 (\$1.5 million). NSF REC-1348462

Project Role: Co-Principal Investigator, Other PIS: Beth Warren and Ann Rosebery

Preparation Responsibilities: Co-Author

Community Partners: Red Eagle Soaring Youth Theater Company, Broad Institute, Boston Arts Academy

Bang, M. (2013). Building Capacity & Cultivating Innovation: Learning Agendas in Native Education.– Investing in Native Student Success.

Funded 2013-2014 (\$100,000).

Project Role: Principal Investigator

Preparation Responsibilities: Author

- Bang, M. (2013). Future Native Teachers Initiatives. Washington Education Association.
Funded 2013-2015 (\$14,000).
Project Role: Principal Investigator
Preparation Responsibilities: Author
- Bang, M. (2013). Indigenous Teacher Education Program. Bill and Melinda Gates Foundation
– Investing in Native Student Success. Funded 2013-2014 (\$50,000).
PI: Elizabeth West
Preparation Responsibilities: Co- Author
- Bang, M. (2012). Indigenous Teacher Education Program. Bill and Melinda Gates Foundation
– Investing in Native Student Success. Funded 2013-2014 (\$50,000).
PI: Elizabeth West
Preparation Responsibilities: Co- Author
- Bang, M. (2011). Collaborative Research: Cultural Epistemologies and Science-related Practices:
Living and Learning in Relationships. National Science Foundation – EHR REESE.
Funded 9/1/11-8/31/14 (\$1 million). NSF REC-1205758.
Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin, Sandra Waxman
Preparation Responsibilities: Co- Author
Community Partners: American Indian Center of Chicago, Menominee Nation
- Bang, M. (2011). Collaborative Research: Culturally Based Citizen Science: Rebuilding
Relationships to Place. National Science Foundation – AISL.
Funded 9/1/11-8/31/14 (\$1.5 million). NSF REC-1208209.
Project Role: Principal Investigator, CO-PIS: Douglas Medin, Karen Washinawatok
Preparation Responsibilities: Co-Author
Community Partners: American Indian Center of Chicago, Menominee Nation
- Bang, M. (2009). Native American science education. Johnson Endeavor Foundation.
Funded: 2009-2010 (\$150K). REC- 0750655.
Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin
Preparation Responsibilities: Co-Author
Community Partners: American Indian Center of Chicago
- Bang, M. (2008). Collaborative Research: Renewal: The Cultural Context of Native-American
Science Education. National Science Foundation.
Funded 9/1/08-8/30/11 (\$1.2 million). NSF REC-0815112.
Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin, Karen Washinawatok
Preparation Responsibilities: Co-Author
Community Partners: American Indian Center of Chicago, Menominee Nation, Tribal
School
- Bang, M. (2008). Collaborative Research: The Role of Culture and Experience in Children's
Understanding of the Biological World. National Science Foundation.
Funded 9/1/08-8/30/11 (\$980K). REC-0814850
Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin, Karen Washinawatok,

Sandra Waxman

Preparation Responsibilities: Co-Author

Community Partners: American Indian Center of Chicago, Menominee Nation, Tribal School

Bang, M. (2008). Collaborative Research: A Cross Cultural View of Biological Thought. National Science Foundation.

Funded: 5/15/08-5/14/11 (\$980K). REC- 0750655.

Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin, Karen Washinawatok, Sandra Waxman

Preparation Responsibilities: Co-Author

Community Partners: American Indian Center of Chicago, Menominee Nation

Bang, M. (2007). Students of Color Navigating Learning Environments: Portraits of Racialized Dilemmas. TERC.

Funded: 2007-2009 (\$20K).

Project Role: Co-Principal Investigator, CO-PIS: Carol Wright

Preparation Responsibilities: Co-Author

Bang, M. (2007). Indigenous Ways of Knowing & STEM: A Conference Focused on the Successes, Tensions, & Possibilities for Learning. National Science Foundation.

Funded: 2009 (\$75K). REC 0749576.

Project Role: Principal Investigator

Preparation Responsibilities: Author

Community Partners: American Indian Center of Chicago, Harvard Project on American Indian Economic Development

Bang, M. (2005). Collaborative Research: Cultural Context of Learning: Native American Science Education. National Science Foundation.

Funded: 9/05-8/08 (\$1.4million). REC- 0750655.

Project Role: Co-Principal Investigator, CO-PIS: Douglas Medin, Karen Washinawatok,

Preparation Responsibilities: Co-Author

Bang, M. (2004). Cultural Models of Nature. Spencer Foundation.

Funded: 2004-2005 (\$40K). REC 0749576.

Project Role: CO-Principal Investigator, PI: Douglas Medin

Preparation Responsibilities: Co-Author

PROPOSALS UNDER REVIEW

Bang, M. (2015). Human-Nature relations, cultural epistemologies and complex systems: Cultural processes in learning about ecosystems. National Science Foundation.

Requested (\$1, 498,000 million).

Project Role: Principal Investigator, PI/CO-PI: Douglas Medin

Preparation Responsibilities: Author

Community Partners: United Indians of All Tribes

PEER-REVIEWED CONFERENCE PRESENTATIONS & PAPERS (*last 10 years*)

- Bang, M. (2015). Designing Learning about Climate Change: Beyond Fear and Loathing in Settler-Colonial Societies. Paper presented at the annual American Education Research Association, Chicago, IL
- Warren, B., Rosebery, A., and Bang, M. (2014). Expansive Meanings and Makings in the Human Micro-Biome. Paper presented at the annual American Education Research Association, Chicago, IL.
- Bang, M. (2015). Urban Land-Based Pedagogies: Featured Chicago Symposium. Paper presented at the annual American Education Research Association, Chicago, IL.
- Bang, M. (2015). Restroying Relations to Land in Science Education: Youth Symposium. Paper presented at the annual American Education Research Association, Chicago, IL.
- Ceni, M. & Bang, M. (2015). Teacher Sense-making about epistemic practices in science learning. Poster presented at the annual American Education Research Association, Chicago, IL.
- Warren, B., Rosebery, A., and Bang, M. (2014). Expansive Meanings and Makings in Art Science. Presented at the International Conference of the Learning Sciences, Boulder, Co.
- + Bang, M. Marin, A., Gurneau, J., Faber, L. (2014) Remaking Relations: Ten Years of Community Based Design Research: Shifting Power Relations. Presented at the International Conference of the Learning Sciences, Boulder, Co.
- +Bang, M., Pugh, P., & Medin, D. (2014). Emergent complex systems reasoning?: Cross-cultural differences in reasoning about eating relationships between kinds. Paper presented at the International Conference of the Learning Sciences, Boulder, Co.
- +Bang, M., Faber, L., and Gurneau, J. (2014). Remediating ontologies: Storying relations to land in science education, views through digital arts. Paper presented at the annual American Education Research Association, Philadelphia.
- +Bang, M., Faber, L., and Gurneau, J. (2014). Remediating ontologies: Science Education, Digital Storymaking and Narratives of Land. Paper presented at the annual Ethnography in Education Research Forum, Philadelphia.
- Bang, M. & Marin, A. (2014). Nature-Culture Constructs in Science Learning: Human-non-human agency and intentionality. Paper presented at the annual meeting of the National Research on Science Teaching Conference, Pittsburgh.
- +Bang, M., Gurneau, J. & Medin, D. (2014). Seeing Children's Model Based Understandings of Forest Ecosystems: Drawing and Complex Ecological Thought. Paper presented at the annual meeting of the National Research on Science Teaching Conference, Pittsburgh.
- Bang, M. (2013). On Indigenous futurity: Towards new imaginings of place and learning.

Discussant paper presented at the annual meeting of the American Education Research Association, San Francisco.

Bang, M. (2013). Seeing and Engaging Relational Epistemologies: Changing Nature-Culture Relations in Science Education. Paper presented at the annual meeting of the American Education Research Association, San Francisco.

Hermes, M. & Bang, M. (2013). Language Revitalization Practice Into Theory. Paper presented at the annual meeting of the American Education Research Association, San Francisco.

Marin, A & Bang, M (2013). The Nature of Attentional Directives and Relationships with the Natural World. Paper presented at the annual meeting of the American Education Research Association, San Francisco.

Bang, M. (2013). Differences between Native and Non-Native Authored Children's Books and Their Impacts on Sensemaking in the Natural World. Paper presented at the annual meeting of the National Research on Science Teaching Conference, Puerto Rico.

Bang, M. (2013). Seeing and Engaging Relational Epistemologies: Changing Nature-Culture Relations in Science Education. Symposium conducted at Society for Anthropological Sciences, Mobile, AL.

Bang, M. (2012). "We know from our elders there are spirits in there [River]": Reconstructing Science Education Towards Lived Survivance, Sovereignty, and Sustainability. Symposium conducted at the annual meeting of the American Educational Research Association. Vancouver.

+Bang, M., Curley, L., Kessel, A., Marin, A. & Suzokovich, E. (2012). Muskrat Theories, Tobacco in the Streets, and Living Chicago as Indigenous Lands. Symposium conducted at the annual meeting of the American Educational Research Association. Vancouver.

+Marin, A. & Bang, M. (2012). Mediating Meanings and Pedagogy through Storywork: Teacher's Storytelling of Land-Based Experience. Symposium conducted at the National Research in Science Teaching Conference.

Bang, M. (2011). Seeing swales and rethinking navigation: Problems of reification and cartesian coordinates in socio-cultural research. Symposium conducted at the annual meeting of the American Educational Research Association. New Orleans, LA.

Bang, M. (2011). Repatriating Indigenous Technologies in a Community Based Science Program. Symposium conducted at the annual meeting of the American Educational Research Association. New Orleans, LA.

Bang, M., Marin, A., & Medin, D. (2011). Relational epistemologies in Indigenous communities: Implications for rethinking science learning trajectories. Symposium conducted at the annual meeting of the Jean Piaget Society. Berkeley, CA.

+Bang, M., Alfonso, J., Bellenger, A., Curley, L., Faber, L., Kessel, A., Marin, A., Medin, M., Soto,

- C., Suzukovich, E., & Strack, G. (2011). Community Based Design Research: Transforming Teaching and Learning and Rebuilding Community Capacity. Poster presented at the annual meeting of the American Educational Research Association. New Orleans, LA.
- +Marin, A., Bang, M., & Medin, D. (2011). Ascribing internal states to non-human kinds: A comparison of Native American and European American authored children's books. Poster presented at the annual meeting of the Jean Piaget Society. Berkeley, CA.
- Bang, M. (2010) Tobacco in the Streets: Land Based Pedagogies in Urban Indian Communities. Symposium conducted at the American Educational Studies Association, Denver, CO.
- Bang, M. (2010). Increasing Rigor and Generativity in Learning: Connections Between the Disciplines, Children's Lived Experience and Everyday Knowledge. Symposium conducted at International Conference of the Learning Sciences, Chicago, IL.
- +Marin, A. & Bang, M. (2010). Storied Transformations in Science Teaching: Teacher's Sights of Theory Regeneration. Symposium conducted at American Educational Research Association, Denver, CO.
- Bang, M. & Wright, C. (2009). The Archaeology of Racialized Dilemmas: Excavating Oppositional Binaries. Symposium conducted at University of Iowa Critical Race Theory Conference.
- Bang, M. & Wright, C. (2008). The Archaeology of Racialized Dilemmas: Excavating Oppositional Binaries. Symposium conducted at Critical Race Theory Conference. University of Illinois Chicago.
- Bang, M. & Medin, D. (2008). Community-Based Design of Science Learning Environments: Engaging with and Implementing Relational Epistemologies. Symposium conducted at AAAS, Boston, MA. Invited Session.
- Bang, M. & Medin, D. (2008). Transforming oppositional binaries through professional learning: Working historically raced and cultured meanings, relationships and experiences with science and science education. Symposium conducted at American Educational Research Association: New York, NY.
- +Bang, M., Dodge, C., Medin, D., Podlasek, J., Soto, C. & Unsworth, S. (2007). Relations and Orientations to the Natural World: Implications for the Design of Learning Environments. Symposium conducted at the Society for Research in Child Development, Boston, MA.
- Warren, B., Bang, M., Wright, C., Rosebery, A., Hudicourt-Barnes, J. & Nemirovsky, D. (2008). *Learning-in-Practice: Coordinating Angles of Vision and Voice in Professional Communities*. Symposium conducted at American Educational Research Association: New York, NY.
- Bang, M. & Wright, C. (2008). *Navigating Oppositional Binaries: Raced & Cultured Dimensions of Learning*. Symposium conducted at the American Educational Research Association: New York, NY.

- +Bang, M., Medin, D., Soto, C., & Kessel, A. (2007). *Community Based Design of an After-School Program in an Urban Indian Community*. Symposium conducted at the National Indian Education Association Conference.
- +Bang, M., Dodge, C., Medin, D., Podlasek, J., Soto, C. & Unsworth, S. (2007). *Relations and Orientations to the Natural World: Implications for the Design of Learning Environments*. Symposium conducted at American Educational Research Association, Chicago, IL
- +Bang, M., Dodge, C., Medin, D., Podlasek, J., Soto, C. & Unsworth, S. (2007). *Native Children's Community Based Biological Knowledge: Implications for the Design of Learning Environments*. Symposium conducted at the Society for Research in Child Development.
- Bang, M. Brayboy, B., & Medin, D. AERA Professional Development Workshop: Perspectives on Ecological Frameworks for Examining Learning and Development as Cultural Practices. Led Case Circle: *From Biology Learning in Native Communities to the Design of Science Learning Environments*. Course delivered at American Educational Research Association Annual Conference, Chicago, IL 2007.
- Sherin, B., Krakowski, M., Lee, V., Bang, M., & Dam, G. (April, 2006). *Conceptual Dynamics in Clinical Interviews: An Introduction*. Symposium conducted at the Annual Meeting of the American Education Research Association.
- Lee, V., Krakowski, M., Sherin, B., Bang, M., & Dam, G. (April, 2006). *Methodological challenges for identifying and coding diverse knowledge elements in interview data*. Symposium conducted at the Annual Meeting of the American Education Research Association.
- Krakowski, M., Sherin, B., Lee, V., Bang, M., & Dam, G. (April, 2006). *Modes and nodes: A cognitive framework for capturing conceptual dynamics*. Symposium conducted at the Annual Meeting of the American Education Research Association.
- Bang, M. (February 2005). *Comparing Worldviews Across Location and Age: Urban and Rural Native-Americans and Rural European-Americans*. Symposium conducted at the Society for Cross Cultural Research, Santa Fe, NM.
- Bang, M., Medin, D., Unsworth, S., & Levin, T. (February, 2005). *Cultural Models of Nature*. Symposium conducted at the Society for Cross Cultural Research, Santa Fe, NM.
- Bang, M., Medin, D., Unsworth, S., & Townsend, J. (April 2005). *Cultural Models of Nature and Their Relevance to Science Education*. Symposium conducted at the Annual Meeting of the American Education Research Association.

INVITED KEYNOTES

- Bang, M. (2014, August). Seeing and Engaging Indigenous Knowledge Systems in Early Childhood Science Education. Keynote address for the Washington State Summit on Tribal Early Childhood Education.
- Bang, M. (2014, June). Expanding design research towards just futures: Culture, learning,

community, land. Keynote address for the International Conference of the Learning Sciences.

Bang, M. (2012). Resisting the Nature/Culture Bisection: Science Teaching and Learning in Indigenous Communities. In Medin, D. (Chair) Symposium conducted at the International Congress of Psychology, Capetown, South Africa.

Bang, M. (2012, August). Cultural variations in epistemological orientations: Impacts on knowledge, meanings, and reasoning about the natural world. Invited Plenary. Physics Education Research Conference.

Bang, M. (2012, May). Relational Epistemologies: Impacts on knowledge, meanings and constructions of the natural world. Association of Psychological Sciences. Invited Presidential Session. Chicago, IL.

INVITED TALKS

Bang, M. (2015, April). Research Methods and Partnerships: On Issues of Culture and Broadening Participation. National Science Foundation Methods @ Midday Series.

Bang, M. (2014, December). Learning by Observing in the Natural World. University of California – Santa Barbara.

Bang, M. (2014, October). Culture, Complex Ecological Thought, and Science Education. Stanford University.

Bang, M. (2014, October). Towards Indigenous Pedagogies of Relational Mobility in Science Education: Elsewhere to Spatial and Temporal Enclosures of Settler-Colonialism. Cornell University.

Bang, M. (2014, November). Culture, Complex Ecological Thought, and Science Education. University of Michigan.

Bang, M. (2014, December). Nature-Culture Relations: Parent-Child Dyads Co-constructing Meanings. University of California-Santa Cruz.

Bang, M. (2013, October). Community Based Design Research. Annual Learning Sciences Seminar. University of Colorado, Boulder.

Bang, M. & Warren, B. (2012, October). Desettling Expectations in Science Education. San Diego State University. Distinguished Lecture Series. Center for Research in Mathematics and Science Education.

Bang, M. (2012, October). Science Education and Community Based Design Research. Annual Learning Sciences Seminar. University of Colorado, Boulder.

Bang, M. (2011, October). Repatriating Science Teaching and Learning in Indigenous Communities: Towards Educational Self-Determination, Transformative Praxis, and Land-Based Pedagogies. University of Washington School of Social Work.

Bang, M. (2011). Socio-historic context and culture: Central mediating dimensions for public understanding of science. Invited presentation at Public Understanding and Public Engagement with Science Conference funded by NSF.

Bang, M. (2010, April). Expanding the possibilities of students' navigation and meaning making of bordered territories: STEM education towards sustainability. Invited presidential session American Education Research Association, Denver, CO.

Bang, M. (2010, Fall) Relational Perspectives, Culture, and Meaning Making. Invited Colloquia at Michigan State University.

Bang, M. (2009, October) Psychological Distance, Culture Orientations, and Science Learning. Invited Colloquia at University of Illinois.

Bang, M. (2009, May) Improving Science Education for Native Students: Changes in Teacher Education. Invited Colloquia at University of Michigan as part of the Teacher Education Initiative Seminar Series.

COURSES TAUGHT

University of Washington

- EDPSY 503: Culture, Learning, and Human Development
- EDPSY 582B: Advanced Methods Seminar: Ethnography of Human Development and Learning
- EDPSY 537: Teaching Science with Indigenous Students, Families and Communities (Hybrid on-line course)
- EDPSY 580: Indigenous Pedagogies
- EDPSY 581A: Place Based Education: Meanings of Land, Culture, and Race in the Natural World
- EDPSY 581B: Teaching and Learning in the Nexus of Land, Culture, and Race
- EDPSY 581C; Community Based Methods in Education
- EDTEP 560 Teaching for Learning 1 (Teacher Education Class)
- EDTEP 561 Teaching for Learning 2 (Teacher Education Class)
- EDC&I 581: Design Based Research Methods 1
- EDC&I 582: Design Based Research Methods 2

Other Institutions

- Northwestern University: Educational Research Methods (Teaching Assistant)
- Northwestern University: Learning and Understanding: A Cognitive Science Approach (Teaching Assistant)
- Northwestern University: Social Context of Teaching and Learning
- Native American Education Services College: Introduction to Culture, Cognition, and Human Development
- Northwestern University: Native American Education
Native American Education Services College: Dynamics in Worldview and Philosophy

Guest Lectures @ UW

I have guest lectured in many courses/programs including:

- EDLPS 535 Education Inquiry, 2011, 2012, 2013 (Deborah Kerdeman)
- EDC&I 578 Qualitative Methods in Educational Research, 2012 (Mike Knapp)
- SMEA/FISH 581: Case Study Method: Living Marine Resource Management, 2013 (Kiki Jenkins)
- CHID 260 Rethinking Diversity, 2012 (Jeanette Bushnell)
- Elementary Education Program (ELTEP) Teacher Candidate Interest Conference, 2013
- Indigenous Wellness Research Institute, 2011, 2013, University of Washington
- Native Research Exchange, 2014, University of Washington
- WIRED (Women investigating race, ethnicity, and difference) Research Event 2013

PROFESSIONAL SERVICE

Positions by vote or appointment

2015-present	Intellectual House Academic Programming Committee, UW, provost appointed.
2012 – present	Native Faculty Leadership Council Representative, Native American Faculty and Staff Association of the University of Washington.
2013-2015	Coordinator NARST Strand 2: Science Learning: Contexts, Characteristics, and Interactions.
2012-2014	Secretary/Treasurer, Indigenous Peoples of the Americas SIG, AERA.
2011-present	Editorial Board <i>Journal of American Indian Education</i>
2013-present	Editorial Board <i>Mind, Culture, and Activity</i>
2014-present	Editorial Board <i>Curriculum Inquiry</i>

National & International

2015-2018	Technical Advisor, National Institute of Health, Tribal Advisory Committee
April, 2015	Methods@Midday presenter at the National Science Foundation Program Officer Professional Development Series.
March, 2015	Invited keynote. Transforming Science Education: Leading with Equity, Community, and Partnerships. Council of State Science Supervisors.
March, 2015	Invited keynote. Towards equitable science teaching and learning: Seeing and engaging students' diverse ways of knowing. National Science Education Leadership Association
2014-2015	Editor Special Issue of Cognition & Instruction, Co-Editor Shirin Vossoughi.
2012-present	Project Developer: NATIONAL RESEARCH COUNCIL DIVISION OF BEHAVIORAL AND SOCIAL SCIENCES AND EDUCATION BOARD ON SCIENCE EDUCATION: Broadening Participation in Science through Culturally Expansive Science Education.
2012-present	Advisory Board Member, Science Teacher Education Program, Salish Kootenai College.
2010-present	Learning Scientist, Pacific Climate Education Partnership (NSF Funded project PI: Sharon Nelson Barber).
2012-2015	Advisory Board Member, E2Textiles, NSF funded project. PIs: Yasmin Kafai and Bryan Brayboy.
2011-2015	Advisory Board Member, American Migrations, NSF funded project, PI: Josh

- Radinsky.
- 2012-2015 Advisory Board Member, ArtScience, NSF funded project, PI: Beth Waren and Ann Rosebury.
- 2010-2012 Inquiry Group Member for CAISE (Center for the Advancement of Informal Science Education), PI: Kevin Crowley.
- 2009-2011 Advisory Board Member, American Institute of Research Study of URM serving institutions commissioned by NSF, PI: Carlos Rodriguez.
- 2012 Synthesizer, STEM Smart: Lessons Learned from Successful Schools, National Science Foundation.
- 2012 Panelist, National Academies of Education invited conference.
- 2012-2013 Co-editor Special Issue of Human Development, Editor Nailah Nasir.
- 2010-2012 Mentor scholar, Fisher folk in the Philippines, NSF funded research project.
- 2009-2011 Committee Member, Minority Dissertation Award AERA.
- 2008-2010 Chair, Exemplary Dissertation Award AERA.

State

- 2015-2016 WA Department of Early Childhood Leadership Ad Hoc Committee for State Wide Professional Development.
- 2015 Lead facilitator Thrive by Five Early Childhood Teacher Preparation Council Retreat
- 2015 Keynote and workshop provider at Wenatchee Early Achievers Institute organized by the National Center on Quality Teaching and Learning.
- 2014 Workshop presenter for Schools Out Washington Conference.
- 2013-present Provided professional development presentations at multiple OSPI convenings of district directors of science education and the roll out of the Next Generation Science Standards.
- 2014-present Leadership team: NOAA *Advancing Climate Literacy through Investment in In-service and Pre-service Science Educators (ACLIPSE)*, with Lawrence Hall of Science, Western Washington University, and Rutgers University.
- 2014-present Steering Committee - Next Generation STEM Teacher Preparation in Washington State (NextGen STEM TP-WA) - consortium of Washington State Colleges and Universities in partnership with Washington's Office of the Superintendent of Public Instruction (OSPI).
- 2012-2014 Provided professional development at local community organizations in-kind including: United Tribes of All Indians, Taholah Schools, Quinault Nation, Western Washington Indian Education Association
- 2013-2014 Co-organized workshops with OSPI Director of Science Education and Office of Indian Education for rolling out NGSS in Washington state. Involved in developing the state roll out strategy for schools serving Native students.
- 2013-2014 Presented and facilitated at the Washington Education Association Future Native Teachers initiative.

University/College

- 2015-2016 Program Director, Learning Sciences and Human Development, UW
- 2015-2016 Chair, Diversity Committee, Faculty Governance, College of Education, University of Washington.
- 2013-2014 Member, Search committee for New Technologies for Equitable Teaching and Learning, University of Washington.

- 2013-2014 Diversity Committee, Faculty Governance, College of Education, University of Washington.
- 2012-2013 Member, Search committee for Instructional Excellence faculty position, University of Washington.
- 2013-present Advisory Board Member, Seattle Teacher Residency Program.
- 2013-present Steering Committee, Doris Duke Conservation Scholars Program at the University of Washington (DDCSP@UW), in the College of the Environment.
- 2012–present Advisory Board Member, IWRI Center for Excellence, NIH funded project, PI: Karina Walters.
- 2011–present Advisory Board Member, COAAST, NSF funded project, PI: Julia Parish.

PEER REVIEWER FOR

Journals

- American Educational Research Journal (reviewed multiple manuscripts)
- American Journal of Education
- Child Development
- Cognition
- Cognition and Instruction (reviewed multiple manuscripts)
- Cultural Psychology (reviewed multiple manuscripts)
- Curriculum Inquiry
- Educational Researcher (reviewed multiple manuscripts)
- International Journal of Science Education (reviewed multiple manuscripts)
- Journal of American Indian Education (reviewed multiple manuscripts)
- Journal of Geoscience Education
- Journal of the Learning Sciences (reviewed multiple manuscripts)
- Journal of Research in Science Teaching (reviewed multiple manuscripts)
- Mind, Culture, and Activity (reviewed multiple manuscripts)
- Review of Education Research (reviewed multiple manuscripts)
- Review of Research in Education (reviewed multiple manuscripts)
- Science Education (reviewed multiple manuscripts)

Conferences

- American Educational Research Association (AERA) conference
- International Society of the Learning Sciences conference
- Society for Research in Science Teaching Conference

Funding Agencies

- National Science Foundation (*served on multiple panels*)
- National Endowment for the Arts

PROFESSIONAL MEMBERSHIPS

- American Education Research Association: Various SIG memberships
- National Association of Research in Science Teaching
- National Indian Education Association

- American Association for the Advancement of Science
- International Society of the Learning Sciences
- Cognitive Science Society
- Society for Research in Child Development
 - Native Children's Research Exchange
- American Indian Science and Engineering Society

ADDRESSES Learning Sciences & Human
 Development
 312 Miller Hall, Box 353600
 College of Education
 University of Washington
 Seattle, WA 98195

The LIFE Center
1100 NE 45th Street, Suite 200
Seattle, WA 98105

Indirect Cost Agreement



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

90 7th Street, Suite 4-600
San Francisco, CA 94103-6705
PHONE: (415) 437-7820
FAX: (415) 437-7823
EMAIL: CAS-SF@psc.hhs.gov

May 2, 2016

Brad Shelton, Interim Vice President for Research
Office for Research and Innovation
University of Oregon
1266 University of Oregon, 203 Johnson Hall
Eugene, OR 97403

Dear Mr. Shelton:

A copy the facilities and administrative (F&A) cost rate agreement for the University of Oregon is being sent to you for signature. This agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used in support of your claim for F&A costs on grants and contracts with the Federal Government.

The Office of Management and Budget (OMB) has requested that we reach an agreement with each major institution on the components of published F&A rates. The enclosed forms are provided for that purpose.

Please have the agreement signed by an authorized representative of your organization and return within ten business days of receipt. The signed agreement should be sent to me by email, while retaining the copy for your files. Only when the signed agreement is returned, will we then reproduce and distribute the agreement to the appropriate awarding organizations of the Federal Government for their use.

An F&A cost proposal, together with the supporting information, are required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Therefore, your next proposal based on actual costs for the fiscal year ending 06/30/18, is due in our office by 12/31/18. Please submit your next proposal electronically via email to CAS-SF@psc.hhs.gov.

Sincerely,

Arif M.
Karim -S

Arif Karim, Director
Cost Allocation Services

Digitally signed by Arif M. Karim -S
DN: c=US, o=U.S. Government, ou=HHS,
ou=PSC, ou=People, cn=Arif M. Karim -S,
0.9.2442.19200305.101.1.1=2000212895
Date: 2016.05.06 10:36:42 -0500

Enclosure

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:
 ORGANIZATION:
 University of Oregon-Eugene, OR
 1266 University of Oregon
 203 Johnson Hall
 Eugene, OR 97403-1266

DATE:05/02/2016
 FILING REF.: The preceding
 agreement was dated
 12/08/2011

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2014	06/30/2016	45.00	On-Campus	Organized Res.
PRED.	07/01/2014	06/30/2016	26.00	Off-Campus	Organized Res.
PRED.	07/01/2014	06/30/2016	59.40	On-Campus	Instruction
PRED.	07/01/2014	06/30/2016	26.00	Off-Campus	Instruction
PRED.	07/01/2014	06/30/2016	30.70	On-Campus	Other Spon Act.
PRED.	07/01/2014	06/30/2016	24.30	Off-Campus	Other Spon Act.
PRED.	07/01/2016	06/30/2017	46.50	On-Campus	Organized Res.
PRED.	07/01/2016	06/30/2017	26.00	Off-Campus	Organized Res.
PRED.	07/01/2016	06/30/2017	46.00	On-Campus	Instruction
PRED.	07/01/2016	06/30/2017	26.00	Off-Campus	Instruction
PRED.	07/01/2016	06/30/2017	30.70	On-Campus	Other Spon Act.
PRED.	07/01/2016	06/30/2017	26.00	Off-Campus	Other Spon Act.
PRED.	07/01/2017	06/30/2019	47.50	On-Campus	Organized Res.
PRED.	07/01/2017	06/30/2019	26.00	Off-Campus	Organized Res.
PRED.	07/01/2017	06/30/2019	46.00	On-Campus	Instruction
PRED.	07/01/2017	06/30/2019	26.00	Off-Campus	Instruction
PRED.	07/01/2017	06/30/2019	30.70	On-Campus	Other Spon Act.
PRED.	07/01/2017	06/30/2019	26.00	Off-Campus	Other Spon Act.

ORGANIZATION: University of Oregon-Eugene, OR

AGREEMENT DATE: 5/2/2016

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	Until Amended		(A)	

*BASE

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

(A) Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

ORGANIZATION: University of Oregon-Eugene, OR

AGREEMENT DATE: 5/2/2016

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

DEFINITION OF OFF-CAMPUS

An off-campus rate is applicable to those projects conducted in facilities not owned or operated by the University, which include charges for facility rental as a direct expenditure and for which more than 50% of the project salaries and wages are for effort conducted in the rental facility.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The following fringe benefits are treated as direct costs:

FICA, WORKERS COMPENSATION, MEDICAL/DENTAL/LIFE INSURANCE, LONG-TERM DISABILITY, UNEMPLOYMENT, EMPLOYEE LIABILITY INSURANCE, EXECUTIVE DEPARTMENT DIVISION & EMPLOYEE RELATIONS BOARD ASSESSMENT, AND RETIREMENT.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/18, will be due no later than 12/31/18.

ORGANIZATION: University of Oregon-Eugene, OR

AGREEMENT DATE: 5/2/2016

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Oregon-Eugene, OR

(INSTITUTION)

(b)(6)

(SIGNATURE)

Jamie Mottitt

(NAME)

For Finance Admin
+ CFO

Vice President

(TITLE)

5/18/16

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim - S

Digitally signed by Arif M. Karim - S
DN: c=US, o=U.S. Government, ou=HHS, ou=PS, email=arim@hhs.gov, cn=Arif M. Karim - S, 6.9.2342.19200000.100.1.1-000012001
Date: 2016.05.06 10:35:35 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

5/2/2016

(DATE) 2002

HHS REPRESENTATIVE:

Cora Coleman

Telephone:

(415) 437-7820

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Letters of Support

- 1. Burns Paiute Tribe**
- 2. Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians**
- 3. Coquille Indian Tribe**
- 4. Crow Creek Band of Umpqua Tribe of Indians**
- 5. Confederated Tribes of Grand Ronde**
- 6. The Klamath Tribes**
- 7. Confederated Tribes of Siletz Indians**
- 8. Confederated Tribes of Umatilla Indian Reservation**
- 9. The Confederated Tribes of the Warm Springs Reservation**
- 10. University of Oregon – Education Studies Department**
- 11. University of Oregon – Graduate School**
- 12. University of Oregon – VP for Indigenous Community Relations**
- 13. University of Oregon – College of Education**



Burns Paiute Tribe

100 PASIGO STREET BURNS, OREGON 97720
PHONE (541) 573-8013
FAX (541) 573-5565

Date February 29, 2016

To: The University of Oregon Sapsik'walaá (Teacher) Education Project

Re: Needs for Sapsik'walaá Program Teacher graduates

I write on behalf of the Burns Paiute Tribe in the State of Oregon. Students in our Tribe primarily attend the following schools: Harney County School District # 3 located in the Burns, OR in Harney County Oregon. These schools have needs for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) **Option of Paiute Language**
- Special Education Teachers K-12

In the coming 4-5 years we anticipate that Harney County School District #3 likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) **Paiute Language**
- Special Education Teachers K-12



Burns Paiute Tribe

100 PASIGO STREET BURNS, OREGON 97720
PHONE (541) 573-8013
FAX (541) 573-5565

In general, The Burns Paiute Tribe, places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our Burns High School, Hines Middle School and Slater Elementary. In the past, we have not had diversity at all.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, 2)who identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik'wala Teacher Education Program.

Sincerely,

(b)(6)

Charlotte Roderique
Tribal Chairwoman
Burns Paiute Tribe



**CONFEDERATED TRIBES OF
COOS, LOWER UMPQUA AND SIUSLAW INDIANS
TRIBAL GOVERNMENT OFFICES**

1245 Fulton Avenue • Coos Bay, OR 97420
(541) 888-9577 • 1-888-280-0726 • General Office Fax: (541) 888-2853

Date March 30, 2016

To: The University of Oregon Sapsik^walá (Teacher) Education Project

Re: Needs for Sapsik^walá Program Teacher Graduates

I am the Education Director for the Confederated Tribes of Coos, Lower Umpqua and Siuslaw, on the Oregon Coast. Our Tribal Students attend public schools in the state of Oregon. We have students in the Tribe's 5 county service area. These counties are Coos, Curry, Douglas, Lane and Lincoln. The majority of our students in these counties are in the Coos Bay, North Bend, Eugene, Springfield and Florence areas. Native American Teachers are underrepresented in schools in these areas. There is an immediate need for highly qualified Native American teachers in every grade from Kindergarten through 12th Grade.

The Oregon State Board of Education passed the American Indian Alaska Native State plan in April 2015. In that plan, there are recommendations for districts to hire Highly Qualified Native American Teachers. There is a very real need for Highly Qualified Native American Teachers in Oregon in all areas listed below.

In the coming 4-5 years I anticipate that Coos, Lane, Lincoln, Douglas and Curry Counties are likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Elementary Teachers (grades 1-5)
- Middle School Social Studies, Language Arts, Math and Science Teachers (grades 6-8)
- High School Social Studies, Language Arts Math and Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12)
- Elementary, Middle and High School Music Teachers
- Elementary and High School Arts Teachers
- Special Education Teachers

The Confederated Tribes of Coos, Lower Umpqua and Siuslaw place a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on school district staff in our 5 County Service Area. The University of Oregon College of Education has the distinction of having the Sapsikʷatá Graduate Teacher Education Program, and has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsikʷatá Teacher Education Program.

Sincerely,

(b)(6)

Education Director
Confederated Tribes of Coos, Lower Umpqua and Siuslaw



COQUILLE INDIAN TRIBE

Education Department
495 Miluk Dr. Coos Bay, Oregon 97420
Tel 541-756-0904 Fax 541-888-2418

June 17th, 2016

To: The University of Oregon Sapsik'wala (Teacher) Education Project

Re: Needs for Sapsik'wala Program Teacher graduates

I write on behalf of the Coquille Indian Tribe in the State of Oregon. Students in our Tribe primarily attend the following schools: Madison Elementary School, Sunset Middle School, Marshfield High School located in the Coos Bay, Oregon. These schools have needs for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) - Spanish
- Special Education Teachers (all grades)

In the coming 4-5 years we anticipate that Madison Elementary School, Sunset Middle School, Marshfield High School are likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) - Spanish
- Special Education Teachers (all grades)

In general, Coquille Indian Tribe, places a high value on culturally diverse and culturally competent faculty

whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our Madison Elementary School, Sunset Middle School, Marshfield High School.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik'wala Teacher Education Program.

Sincerely,

(b)(6)

Chelsea Burns
Education and Employment Success Counselor
Coquille Indian Tribe



Cow Creek Band of Umpqua Tribe of Indians

April 1, 2016

To: The University of Oregon Sapsik'w'alá (Teacher) Education Project

Re: Needs for Sapsik'w'alá Program Teacher graduates

I write on behalf of the Cow Creek Band of Umpqua Tribe of Indians in the State of Oregon. Students in our Tribe primarily attend the schools in the Douglas County Tribal service area. Our Tribal service area has needs for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Teachers (grades 6-8)
- High School Teachers (grades 9-12)
- Special Education Teachers

In the coming 4-5 years we anticipate that Douglas County service area is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

(Include as many of the following in your list as are applicable.)

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Teachers (grades 6-8)
- High School Teachers (grades 9-12)
- Special Education Teachers

In general, Cow Creek Band of Umpqua Tribe of Indians, places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our Douglas County service area.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'w'alá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to



Cow Creek Band of Umpqua Tribe of Indians

work with Native American students and communities. We look forward to continue working with the Sapsik'wafá Teacher Education Program.

Sincerely,

(b)(6)

Tammie Hunt, Education Director
Cow Creek Band of Umpqua Tribe of Indians

To: The University of Oregon Sapsik'wala (Teacher) Education Project
Re: Needs for Sapsik'wala Program Teacher graduates

February 3, 2016

To whom it may concern:

As the education department manager for the Confederated Tribes of Grand Ronde, it is with great enthusiasm that I offer this letter of support for the Sapsik'wala Graduate Teacher Education Program.

It is imperative to address the education needs of American Indian and Alaskan Native (AI/AN) students and to support their families and communities to elevate the level and quality of services students receive in the educational system and society as soon as possible.

Current research dictates that more teachers of color are needed in Oregon classrooms and none more so than American Indian teachers. Furthermore, it is mandated in the AI/ AN Education plan that districts within the state shall "recruit, hire, place and retain a minimum of 5% AI/AN educators. These educators would be a welcome addition to any one of the schools located in the service area for the Confederated Tribes of Grand Ronde, which is made up of Marion, Multnomah, Polk, Tillamook, Washington and Yamhill counties.

The UO College of Education's Sapsik'wala (teacher) Training Project is one of the oldest and most successful Native teacher training projects in the Northwest and one of the most successful in the Nation. Moreover, we have had several tribal members graduate from the Sapsik'wala Graduate Teacher Education Program and this is one reason I am so happy to provide this letter.

In general, the Grand Ronde Tribe places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik'wala Teacher Education Program.

Sincerely,

Leslie Riggs
Education Department Manager
Confederated Tribes of Grand Ronde

March 29, 2016



The Klamath Tribes Tribal Council

To: The University of Oregon Sapsik[˙]walá (Teacher) Education Project

Re: Needs for Sapsik[˙]walá Program Teacher graduates

I write on behalf of the Klamath Tribes in the State of Oregon. Students in our Tribe primarily attend schools within the Klamath County School District and Klamath Falls City School District in Klamath County. Our Tribal county service area have needs for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Special Education Teachers, High School (grades 9-12)

In the coming 4-5 years we anticipate that the Klamath County School District and Klamath Falls City Schools within Klamath County are likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)

501 Chiloquin Blvd. – P.O. Box 436 – Chiloquin, Oregon 97624
(541) 783-2219 – Fax: (541) 783-3706



- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Elementary music teachers
- Elementary arts teachers
- Middle-High arts teachers
- Special Education Teachers

In general, the Klamath Tribes place a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our schools within Klamath County and the Klamath Tribes service area.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik'wala Teacher Education Program.

Sincerely,

(b)(6)

Donald C. Gentry, Chairman
The Klamath Tribes of Oregon

Pc: George Lopez, Administration General Manager
Julie Bettles, Education & Employment Director
Klamath Tribal Council



Confederated Tribes of Siletz Indians

P.O. Box 549 Siletz, Oregon 97380
(541) 444-2532 • 1-800-922-1399 • FAX: (541) 444-2307

March 11, 2016

To: The University of Oregon Sapsikʷatá (Teacher) Education Project

Re: Needs for Sapsikʷatá Program Teacher graduates

I write on behalf of the Confederated Tribes of Siletz Indians in the State of Oregon. Students in our Tribe primarily attend schools within our service area in the following counties: Multnomah, Clackamas, Washington, Yamhill, Marion, Polk, Benton, Lane, Linn, Tillamook and Lincoln. Our extensive Tribal service area has needs for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Elementary Teachers (grades 1-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) **[specify the language areas needed]**
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers [Specify Grade Levels]
- Physical Education Teachers

In the coming 4-5 years we anticipate that our Tribal service area is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Elementary Teachers (grades 1-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)

- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) **[specify the language areas needed]**
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers [Specify Grade Levels]
- Physical Education Teachers

The Siletz Tribe, places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our multiple county service area.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik^watá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik^watá Teacher Education Program.

Sincerely,

(b)(6)



Brenda Bremner
General Manager
Confederated Tribes of Siletz Indians

**Confederated Tribes *of the*
Umatilla Indian Reservation**

Board of Trustees



46411 Timine Way
Pendleton, OR 97801

www.ctuir.org email: bot@ctuir.org
Phone 541-429-7030 Fax: 541-276-3095

March 3, 2016

To: The University of Oregon Sapsik^walá (Teacher) Education Project

Re: Needs for Sapsik^walá Program Teacher graduates

This letter is on behalf of the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) in the State of Oregon. The CTUIR is located in northeast Oregon and includes four school districts in its current service area. The students we serve primarily attend the following school districts: Athena-Weston, Pendleton, Helix and Pilot-Rock. The Pendleton School District (PSD) is the largest district served and is composed of 172 certified teachers and 123 classified staff. In this district; there are currently 4 teachers and 2 classified staff that are of Native American / Alaska Native descent. This composes approximately 2% of the staff in the Pendleton School District. The PSD currently has an AI/AN student enrollment of approximately 23% within the district and would benefit from an increase in AI/AN certified and classified staff that are competent in culturally responsive pedagogy.

The needs currently and in the next 4-5 years for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12)
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers

In general, CTUIR, places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our students at the following school districts: Athena-Weston, Pendleton, Helix and Pilot-Rock

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik'wala Teacher Education Program.

Sincerely,

(b)(6)



Gary Burke
CHAIRMAN, BOARD OF TRUSTEES
CONFEDERATED TRIBES OF THE UMATILLA INDIAN RESERVATION

THE CONFEDERATED TRIBES OF THE WARM SPRINGS RESERVATION OF OREGON



March 31, 2016

To: The University of Oregon Sapsik^walá (Teacher) Education Project

Re: Needs for Sapsik^walá Program Teacher graduates

I serve, by appointment, on the Government-to-Government Education Cluster that convey and advocate the educational needs for our Native American children. I write this letter of support as a continuance of that advocacy. Students in our Tribe primarily attend the following schools: Warm Springs K8 Academy, Madras Middle School, Madras High School, Maupin Elementary. These schools have needs for highly qualified teachers in all grades and teaching levels from K-16. In the coming 4-5 years we anticipate that schools mentioned above is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-5)
- Middle School Social Studies, Language Arts , Math, and Science Teachers (grades 6-8)
- High School Social Studies, Language Arts Teachers, Math and Science Teachers (grades 9-12)
- Elementary, middle School and High School Foreign Language Teachers **[Ichishkiin, Kiksht or Numu]**
- Elementary music, art
- Middle-High music teachers
- Special Education Teachers in all grade levels
-

In general, The Confederated Tribes of Warm Springs places a high value on culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff in our service area.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik^walá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We look forward to continue working with the Sapsik^walá Teacher Education Program.

Sincerely,

/s/ Valerie Switzler

Valerie Switzler, Director
Culture and Heritage Department
PO Box C
Warm Springs OR 97761
(541) 553-3290
valerie.switzler@wstribes.org



UNIVERSITY OF OREGON

College of Education

To: Randy Kamphaus, Dean, College of Education, University of Oregon

From: Edward M. Olivos, Department Head, Department of Education Studies

Re: Letter of support for the **Sapsik™alá Project** at the University of Oregon

Date: June 26, 2016

The following communication is a letter of support for the Sapsik™alá Project here at the University of Oregon under the direction of Dr. Jerry Rosiek. The Sapsik™alá Project is of fundamental importance in terms of the intellectual and cultural contributions American Indian and Alaskan Native (AIAN) students make to this department in particular and this college in general. Equally important (if not more) is the vitally essential societal need the Sapsik™alá Project provides in preparing AIAN students to become teachers in Native communities.

The Sapsik™alá Project can count on the support of the Department of Education Studies (EDST). As a department, we are committed to serving AIAN populations as demonstrated by our developing articulation of curriculum which centers the Native experiences. For example, this Department offers courses at the undergraduate level and the PhD level around the AIAN experience in education and society. The program will be under the direction of two senior faculty members: Dr. Michelle Jacob, associate professor whose scholarship focuses on Native American education, and Dr. Jerry Rosiek, associate professor whose scholarship examines the cultural foundations of education. The program is fully supported by the entire EDST faculty.

There is an urgent need both in Oregon and nationally for preparing teachers who are ready and willing to work in schools that serve AIAN students. In particular, there is a need for qualified AIAN identified teachers to work in these schools. Our department has been successful in pursuing these goals over the last ten years and we have recently intensified our commitment to both of these goals. Funding this proposal will enable us to continue this important work.

cc: Jerry Rosiek, Director, Sapsik™alá Project

EDUCATION STUDIES

5277 University of Oregon, Eugene OR 97403-5277 T 541-346-3404 F 541-346-3556 education.uoregon.edu/edst

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UNIVERSITY OF OREGON
Graduate School

June 27, 2016

To: U.S. Department of Education, Office of Elementary and Secondary Education,
Office of Indian Education

From: The Graduate School of the University of Oregon

Subject: The University of Oregon College of Education Application for Funding Under the
Indian Education Professional Development Program

This letter is submitted in support of the College of Education's Application for funding under the Indian Education Professional Development Program sponsored by the U.S. Department of Education. This grant will enable continuance of support for the Sapsik'wafá project, which has been funded by this grant program for well over a decade. Over this period of time, the Sapsik'wafá project has become an integral part of the College of Education's identity and functioning, made a significant contribution to graduate education, and has served as an important part of the University's continuing efforts to develop and sustain strong relations with Oregon's nine federally recognized tribal communities. This proposal has the full support of the Graduate School at the University of Oregon, as evidenced by the School's commitment of cost in the form of three full tuition waivers for Sapsik'wafá students over the next three years.

(b)(6)

Scott L. Pratt
Dean of the Graduate School
Professor of Philosophy
University of Oregon



UNIVERSITY OF OREGON

College of Education
Attn. Randy Kamphaus, Dean
170 COE
University of Oregon
Eugene, OR 97403

June 27, 2016

Dear Dean Kamphaus,

I would like to extend my enthusiastic support for the Sapsik'wala Indian Teacher Preparation Program in the College of Education. Sapsik'wala is a source of pride for our Oregon Tribes and this is evident in their letters of support. In addition, they are active participants in the program where their Higher Education Directors serve as valued members on the Advisory Board.

The Advisory Board annually reviews, scores, and selects each student cohort. Sapsik'wala has been a huge success, graduating 75 American Indian teachers with an astounding graduation rate of over 97 percent! This largely due to their ability to rely upon fellow cohorts for support as they progress through their education. Cohort education for American Indian scholars is a hallmark of many successful programs.

Sapsik'wala graduates are teaching Native children all over the country. In Oregon, our graduates are at the Umatilla Tribes' Nixyaawi Tribal School, the Siletz Tribal School, Chiloquin, Warm Springs Elementary, Native American Youth Authority Charter School, Chemawa Indian Boarding School, and are working within the Grand Ronde Tribal Education program. In Washington, they have taught at the Muckleshoot Tribal School and at the Chief Leschi School. In addition, we have graduates teaching for tribes in Idaho, Nevada, Kansas, Arizona, New Mexico and Oklahoma. Sapsik'wala teachers are making positive impact on Native youth and are a source of pride for American Indian tribes.

OFFICE OF THE PRESIDENT

1226 University of Oregon, Eugene OR 97403-1226 T 541-346-3036 F 541-346-3017 www.uoregon.edu

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PR/Award # S299B160020

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As Assistant Vice President and Advisor to the President for Sovereignty and Government-to-Government Relations I work closely with the President's Native American Advisory Council (NAAC), which includes the Chairs of Oregon's nine federally recognized tribes and President Michael H. Schill. The NAAC receives annual updates about Sapsik'wala and they are pleased to have program graduates working in their communities.

Even with Sapsik'wala's success there is still a great demand for our graduates, especially in Oregon. In 2014, the Warm Springs Tribe opened their new Academy in Jefferson County serving grades K-8 and is planning to build a new high school. In addition, the Umatilla Tribe has expanded their charter school to include grades K-12. New reservation-based, tribally-operated schools are trends we see among many American Indian communities, especially in the Pacific Northwest. The demand for Sapsik'wala graduates will continue to grow as more and more tribal communities take control of curricular needs for their future generations.

I am pleased to witness the annual success of the Sapsik'wala program. For tribal communities, the education of our future generations is top priority. I would be happy to answer any questions you may have and I look forward to Sapsik'wala's continuing success.

Sincerely,

(b)(6)

Jason T. Yourker, PhD
Assistant Vice President and Advisor to the President for Sovereignty and Government-to-Government Relations



June 30, 2016

To: U.S. Department of Education, Office of Elementary and Secondary Education,
Office of Indian Education
From: Office of the Dean, College of Education, University of Oregon
Re: The University of Oregon College of Education Application for Funding Under the Indian
Education Professional Development Program

This letter is submitted in support of the College of Education's Application for funding under the Indian Education Professional Development Program sponsored by the U.S. Department of Education. Over the last fourteen years the Sapsik'walá Project has become a central part of the College of Education's identity. It has also become a central part of the University's service and relationship to Oregon's nine federally recognized Tribal communities. This grant will enable continued support for the Sapsik'walá project, which has been funded by this grant program for fourteen years.

This proposal has the full support of the College of Education at the University of Oregon, as evidenced by the College providing institutional support for the Sapsik'walá Project in the form of a 1.0 FTE Project Assistant and in the form of .25 FTE instructional support from a postdoctoral faculty member with expertise in Indigenous studies in education over the next four years.

(b)(6)

R. W. Kamphaus, Ph.D.
Professor and Dean
College of Education

Lauren Lindsrom,
Associate Dean Research and Faculty Development

Office of the Dean

1215 University of Oregon, Eugene OR 97403-1215
541-346-3405 | FAX 541-346-5818 <http://education.uoregon.edu>

Letters of Support

Employment



February 11, 2016

From: Dr. Gustavo Balderas, Superintendent of Schools, Eugene School District 4J

To: The University of Oregon Sapsik'walá (Teacher) Education Project

Re: Willingness to Consider Sapsik'walá Program Graduates for Employment

To Whom It May Concern,

Eugene School District 4J is a public school district that qualifies for Title VII funding and has a total enrollment of 16,731 students. Of these, one percent identify as Native American or Native Alaskan.

The District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'walá Graduate Teacher Education Program has consistently graduated highly qualified licensed teachers with Masters degrees, who identify as Native-American, and who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'walá Program and look forward to receiving such applications from that program's graduates in the near future.

If you have any questions, please do not hesitate to call me at (541) 790-7707.

Sincerely,

Dr. Gustavo Balderas
Superintendent of Schools

Office of the Superintendent

Education Center

520 NW Wall Street

Bend OR 97703

Ph: (541) 355-1000

FAX: (541) 355-1009



February 12, 2016

To: The University of Oregon Sapsik^walá (Teacher) Education Project

Re: Willingness to Consider Sapsik^walá Program Graduates for Employment

I am happy to submit this letter on behalf of the Bend-La Pine School District which is located in Central Oregon. With over 17,000 students, and 900 certified instructors at 31 schools, we are the 5th largest school district in the state. Although our percentages are not that high, we serve a total of 128 Native American/Native Alaskan students, so we do qualify for Title VII funding.

We are very interested in increasing the diversity of our teachers and have been a recipient of both Teach Oregon (Chalkboard Project) and the Oregon Minority Educator Pipeline Grant (OR Department of Education). Looking across the district now, and over the next 4-5 years, we see a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12)
- Special Education Teachers (all grade levels)

We appreciate the fact that that the University of Oregon's College of Education and its Sapsik^walá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. As such, we would be very eager to consider applications to our teaching positions from graduates of the Sapsik^walá Program.

Please feel free to contact me at 541-355-1108 or jay.mathisen@bend.k12.or.us if you have any questions or need additional information.

Sincerely,

(b)(6)

Jay Mathisen, Deputy Superintendent



February 10, 2016

Kelly LaChance
Department of Education Studies
College of Education
University of Oregon
Eugene, OR 97403

To: The University of Oregon Sapsik'wafá (Teacher) Education Project

Re: Willingness to Consider Sapsik'wafá Program Graduates for Employment

I write on behalf of the Bethel School District located in Eugene, Oregon. Bethel is a public school district that qualifies for Title VII funding. The school currently has a total enrolment of just under 6,000 students. Of these, 2% identify as Native American or Native Alaskan. Currently 4% of our staff identify as Native American or Native Alaskan, this is a trend we'd like to maintain.

Our school currently has a need for licensed and qualified teachers all grade levels and several subject areas:

- Primary Elementary Teachers (grades K-3)
- Intermediate Elementary Teachers (grades 4-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12)
- Elementary Music Teachers
- Middle-High Music Teachers
- Middle-High Arts Teachers
- Special Education Teachers
- High School CTE Teachers

In the coming years we anticipate that we will continue to have a need for licensed and qualified teachers.

Bethel places a high value on hiring culturally diverse and culturally competent staff whose identities reflect that of our communities we. Our students benefit from having qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'watá Graduate Teacher Education Program has consistently graduated 1) qualified and licensed teachers with masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'watá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,



Colt Gill
Superintendent



18135 SE Brooklyn Street
Portland, OR 97236-1049
Telephone 503-760-7990
FAX 503-762-3689

February 12, 2016

To: The University of Oregon Sapsik'walaá (Teacher) Education Project

Re: Willingness to Consider Sapsik'walaá Program Graduates for Employment

I write on behalf of the Centennial School District located in Portland, Oregon. The Centennial School District is a public school district that qualifies for Title VII funding. The school district currently has a total enrolment of 6,314 students. Of these, 55 students (0.88 percent as of 10/1/15) identify as Native American or Native Alaskan.

Our district currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Early elementary teachers (grades 1-2)
- Later elementary teachers (grades 3-5)
- High school math teachers (grades 9-12)
- High school science teachers (grades 9-12)
- Elementary music teachers
- Special Education teachers (elementary and middle school learning specialists)

In the coming four to five years we anticipate that our school district is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Early elementary teachers (grades 1-2)
- Later elementary teachers (grades 3-5)
- High school math teachers (grades 9-12)
- High school science teachers (grades 9-12)
- Elementary music teachers
- Elementary arts teachers
- Special Education teachers (elementary and middle school learning specialists)

In general, Centennial School District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated

- 1) Highly qualified licensed teachers with Masters degrees; who
- 2) Identify as Native-American; and
- 3) Who have been prepared to work with Native American students and communities.

We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'wala Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

A handwritten signature in cursive script that reads "S G Breyer".

Samuel G. Breyer
Superintendent of Schools



United States Department of the Interior
BUREAU OF INDIAN EDUCATION
CHEMAWA INDIAN SCHOOL

3700 Chemawa Road, NE
Salem, Oregon 97305-1199
Phone: 503-399-5721 Fax: 503-399-5870



February 9, 2016

To: The University of Oregon Sapsik'wafá (Teacher) Education Project

Re: Willingness to Consider Sapsik'wafá Program Graduates for Employment

I write on behalf of Chemawa Indian School located in Salem, Oregon. Chemawa Indian School is a Bureau of Indian Education funded school that was established with the express purpose of serving indigenous students from across the country. The school currently has a total enrolment of 310 students. Of these, 100 percent identify as Native American or Native Alaskan.

Our school currently has a need for highly qualified teachers in the following grade levels and subject areas:

- High School Math Teachers (grades 9-12)

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Career Ed Tech (grades 9-12)
- High School Art
- Special Education Teachers (grades 9-12)

In general, Chemawa Indian School, places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.



United States Department of the Interior
BUREAU OF INDIAN EDUCATION
CHEMAWA INDIAN SCHOOL

3700 Chemawa Road, NE
Salem, Oregon 97305-1199
Phone: 503-399-5721 Fax: 503-399-5870



We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik^walá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik^walá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

Lora Braucher

Superintendent

Chemawa Indian School



Corvallis

SCHOOL DISTRICT

February 12, 2016

To: The University of Oregon Sapsikʷaʔá (Teacher) Education Project

Re: Willingness to Consider Sapsikʷaʔá Program Graduates for Employment

I write on behalf of the Corvallis School District located in Corvallis, Oregon. The Corvallis School District is a public school district that qualifies for Title VII funding. The school district currently has a total enrolment of 6743 students. Of these, 48 students (.7%), per federal definition, identify as Native American or Native Alaskan.

Our school district currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Elementary Teachers (grades K-5)
- Bilingual Elementary Teachers (Spanish grades K-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Bilingual Middle School Social Studies and Language Arts Teachers (Spanish grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Elementary music teachers
- Middle-High music teachers
- Special Education Teachers (grades K-12)
- ELL Teachers (grades K-12)

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Elementary Teachers (grades K-5)
- Bilingual Elementary Teachers (Spanish grades K-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (Spanish and TBD, grades 9-12)

- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers (grades K-12)
- ELL Teachers (grades K-12)

In general, Corvallis School District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsikʷalá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsikʷalá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

(b)(6)

Jennifer Duvall
Human Resources Director
Corvallis School District
Corvallis, Oregon

HARNEY COUNTY SCHOOL DISTRICT #3

www.burnsschools.k12.or.us

Dr. Marilyn McBride
Superintendent
Chandra Ferguson
Student Services Director

Brenda Graham
Admin. Assistant / HR



550 North Court Avenue
Burns, Oregon 97720

Muriel Wenick
Executive Assistant
Diane Chapman
Fiscal Specialist/

Fax: 541-573-7557

February 8, 2016

To: The University of Oregon Sapsik'wa'á (Teacher) Education Project
Re: Willingness to Consider Sapsik'wa'á Program Graduates for Employment

This letter is on behalf of Harney County School District #3 located in Burns, Oregon. The Harney County School District #3 is a public school district that qualifies for Title VII funding. The school currently has a total enrolment of 900 students. Of these, nearly 5 percent are identified as Native American or Native Alaskan.

Our school currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Later Elementary Teacher (grades 3-5)
- Middle School Math and Science Teacher (grades 6-8)
- High School Social Studies Teacher (grades 9-12)
- High School Language Arts Teacher (grades 9-12)
- Elementary music teacher
- Middle-High music teacher
- Elementary reading teacher
- Elementary behavior specialist
- Special Education Teachers (all grade levels)
- Health/Leadership/Senior Projects teacher
- Native American Facilitator (licensed teacher to improve attendance)

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Spanish Teacher (grades 9-12)
- Middle-High arts teachers
- Special Education Teachers [Life Skills and middle school]

In general, Harney County School District #3 places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wa'á Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'wa'á Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

Dr. Marilyn L. McBride
Superintendent
Harney County School District #3
Burns, Oregon 97720

HARNEY COUNTY SCHOOL DISTRICT #3

www.burnsschools.k12.or.us

Dr. Marilyn McBride
Superintendent
Chandra Ferguson
Student Services Director

Brenda Graham
Admin. Assistant / HR



550 North Court Avenue
Burns, Oregon 97720

Muriel Wenick
Executive Assistant
Diane Chapman
Fiscal Specialist/

Fax: 541-573-7557

February 8, 2016

To: The University of Oregon Sapsik'waia (Teacher) Education Project
Re: Willingness to Consider Sapsik'waia Program Graduates for Employment

This letter is on behalf of Harney County School District #3 located in Burns, Oregon. The Harney County School District #3 is a public school district that qualifies for Title VII funding. The school currently has a total enrolment of 900 students. Of these, nearly 5 percent are identified as Native American or Native Alaskan.

Our school currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Later Elementary Teacher (grades 3-5)
- Middle School Math and Science Teacher (grades 6-8)
- High School Social Studies Teacher (grades 9-12)
- High School Language Arts Teacher (grades 9-12)
- Elementary music teacher
- Middle-High music teacher
- Elementary reading teacher
- Elementary behavior specialist
- Special Education Teachers (all grade levels)
- Health/Leadership/Senior Projects teacher
- Native American Facilitator (licensed teacher to improve attendance)

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Spanish Teacher (grades 9-12)
- Middle-High arts teachers
- Special Education Teachers [Life Skills and middle school]

In general, Harney County School District #3 places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'waia Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'waia Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,



Dr. Marilyn L. McBride
Superintendent
Harney County School District #3
Burns, Oregon 97720



February 8, 2016

Office of the Superintendent

445 SE Buff Street
Madras, OR 97741

TEL | (541) 475-6192

FAX | (541) 475-6856

www.jcsd.k12.or.us

Rick Molitor
Superintendent

Martha Bewley
Chief Financial Officer

Melinda Boyle
Curriculum & Instruction Director

Barbara Garland
Special Programs Director

Darryl Smith
Human Resources & Operations Director

To: The University of Oregon Sapsik'walaá (Teacher) Education Project

Re: Willingness to Consider Sapsik'walaá Program Graduates for Employment

On behalf of the Jefferson County School District, 509-J in Madras, Oregon, I am writing in support of the University of Oregon Sapsik'walaá (Teacher) Education Project; The Jefferson County School District, 509-J is a public school district that qualifies for Title VII funding. The Jefferson County School District currently has a total enrolment of 2,883 students. Of these, 1,043 students, approximately 34%, are identify as Native American or Native Alaskan.

Our district currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Elementary Teachers (grades 1-5)
- Social Studies Teachers (grades 9-12)
- Language Arts Teachers (grades 6-12)
- Math Teachers (grades 6-12)
- Science Teachers (grades 6-12)
- Music Teachers (grades K-12)
- Special Education Teachers (grades K-12)
- Speech Language Pathologist

Furthermore, The Jefferson County School District is in need of a diverse application pool for open positions in the coming year. Traditionally, the district hires 20-30 teachers per year and we are planning those openings to be in the above listed grade and subject areas. In general, The Jefferson County School District, 509-J places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'walaá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'walaá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

Dr. Rick Molitor, Superintendent
Jefferson County School District, 509-J
Madras, OR 97741
541-475-6092

PR/Award # S299B160020

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February 8, 2016

Office of the Superintendent

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Rick Molitor
Superintendent

Martha Bewley
Chief Financial Officer

Melinda Boyle
Curriculum & Instruction Director

Barbara Garland
Special Programs Director

Darryl Smith
Human Resources & Operations Director

To: The University of Oregon Sapsik'walaá (Teacher) Education Project

Re: Willingness to Consider Sapsik'walaá Program Graduates for Employment

On behalf of the Jefferson County School District, 509-J in Madras, Oregon, I am writing in support of the University of Oregon Sapsik'walaá (Teacher) Education Project; The Jefferson County School District, 509-J is a public school district that qualifies for Title VII funding. The Jefferson County School District currently has a total enrolment of 2,883 students. Of these, 1,043 students, approximately 34%, are identify as Native American or Native Alaskan.

Our district currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Elementary Teachers (grades 1-5)
- Social Studies Teachers (grades 9-12)
- Language Arts Teachers (grades 6-12)
- Math Teachers (grades 6-12)
- Science Teachers (grades 6-12)
- Music Teachers (grades K-12)
- Special Education Teachers (grades K-12)
- Speech Language Pathologist

Furthermore, The Jefferson County School District is in need of a diverse application pool for open positions in the coming year. Traditionally, the district hires 20-30 teachers per year and we are planning those openings to be in the above listed grade and subject areas. In general, The Jefferson County School District, 509-J places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

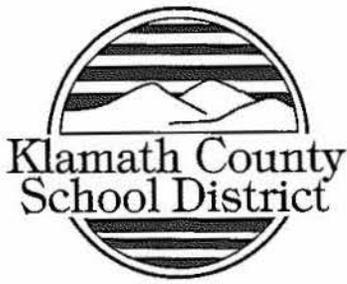
We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'walaá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'walaá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

Dr. Rick Molitor, Superintendent
Jefferson County School District, 509-J
Madras, OR 97741
541-475-6092

PR/Award # S299B160020

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March 30, 2016

Kelly LaChance
Department of Education Studies
College of Education
University of Oregon
Eugene, OR 97403

Dear Kelly,

I write on behalf of the Klamath County School District. Our district is located in Klamath County Oregon. The Klamath County School District's schools are public schools that qualify for Title VII funding. The district currently has a total enrollment of 6414 students. Of these, 584 (multiple races) identify as Native American or Native Alaskan.

Our school district currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Nine Primary Elementary Teachers (grades K-3)
- Seven Intermediate Elementary Teachers (grades 4-6)
- Middle School Counselor (grades 7-8)
- Four Jr./Sr. High School Special Education Teachers (grades 7-12)
- Jr./Sr. High School Language Arts Teacher (grades 7-12)
- Five High School Science Teachers (grades 9-12)
- High School Agriculture Teacher (grades 9-12)
- Two High School Language Arts Teachers (grades 9-12)
- High School Foreign Language Teacher (grades 9-12) (Spanish)
- Two Elementary Special Education Teachers (grades K-6)
- Two Elementary Physical Education Teachers (grades K-6)
- Two Speech Language Pathologists (all grade levels)
- High School Advanced Math Teacher (grades 9-12)

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Primary Elementary Teachers (grades 1-3)
- Intermediate Elementary Teachers (grades 4-6)
- Middle School Social Studies and Language Arts Teachers (grades 7-8)
- Middle School Math and Science Teachers (grades 7-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Special Education Teachers (all grade levels)

In general, Klamath County School District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik^wafá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik^wafá Program and look forward to receiving such applications from that program's graduates in the near future.

(b)(6)

Mark Greif
Human Resources Director



District Office
P.O. Box 1110
Newport, OR 97365
(541) 265-9211
Fax (541) 574-7620
www.lincoln.k12.or.us

Steve Boynton, Superintendent

February 9, 2016

To: The University of Oregon Sapsik'wala (Teacher) Education Project

To Whom It May Concern:

I am writing on behalf of the Lincoln County School District located in Lincoln County, Oregon. Lincoln County School District is a public school district that qualifies for Title VII funding. The district currently has a total enrollment of 5409 students. Of these, approximately eight per cent identify as Native American or Native Alaskan.

Our district currently has a need for highly qualified teachers in the following grade levels and subject areas:

Kindergarten Teachers

Early Elementary Teachers (grades 1-2)

Later Elementary Teachers (grades 3-5)

Middle School Math and Science Teachers (grades 6-8)

High School Math Teachers (grades 9-12)

High School Science Teachers (grades 9-12)

High School Foreign Language Teachers (grades 9-12); Spanish

Special Education Teachers (K-12); dual licensure, with multiple subjects, self-contained endorsement preferred

Speech/Language Pathologists; School Psychologists

In the coming 4-5 years we anticipate that our district is likely to have a need for highly qualified teachers in many areas. For the past five years, we have hired an average of 50 to 60 teachers each year.

In general, Lincoln County School District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated highly qualified licensed teachers with Masters degrees, who identify as Native American, and who have been prepared to work with Native American students and communities. We would be happy to consider applications to our teaching positions from graduates of the Sapsik'wala program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

Steve Boynton
Superintendent

cc: Michael Morgan, Director of Human Resources



HUMAN RESOURCES

12400 SE Freeman Way, Milwaukie, Oregon 97222
Phone: 503-353-6000
Fax: 503-353-6016

Mark Moser, *Executive Director*
Kelli Shurtliff, *Associate Director*
Chelsi Sholty, *Associate Director*

February 11, 2016

To: The University of Oregon Sapsik'wala (Teacher) Education Project

Re: Willingness to Consider Sapsik'wala Program Graduates for Employment

I write on behalf of the North Clackamas School District located in Milwaukie, Oregon. North Clackamas School District is a public school district that qualifies for Title VII funding. The school currently has a total enrolment of 17,075 students. Of these, 111 identify as Native American or Native Alaskan.

North Clackamas School District currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Primary Elementary Teachers (grades 1-2)
- Intermediate Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers - Spanish/Japanese/French (grades 9-12)
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers - All grade levels/SLCA/SLCB

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Primary Elementary Teachers (grades 1-2)
- Intermediate Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)

- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers: Spanish/Japanese/French/Vietnamese/Russian (9-12)
- Elementary music teachers
- Elementary arts teachers
- Middle-High music teachers
- Middle-High arts teachers
- Special Education Teachers All grade levels/SLCA/SLCB

In general, North Clackamas School District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik^walá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Master's degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik^walá Program and look forward to receiving such applications from that program's graduates in the near future.

(b)(6)

Mark Moser
Human Resource Director
North Clackamas School District



NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT

5825 NE Ray Circle
Hillsboro, OR 97124-6436
503-614-1428 Fax: 503-614-1440

February 23, 2016

To: The University of Oregon Sapsik^walá (Teacher) Education Project

Re: Willingness to Consider Sapsik^walá Program Graduates for Employment

I write on behalf of the Northwest Regional Education Service District (NWRES) located in Hillsboro, Oregon. NWRES serves 20 school districts, many of which qualify for Title VII funding. The districts serve 123,298 students in our region, 1.1% who identify as Native American or Native Alaskan.

Our region currently has a need for highly qualified teachers in all grade levels and subject areas, and in the coming 4-5 years we anticipate the need will continue to grow. NWRES places a high value on hiring culturally diverse and culturally competent staff whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand the University of Oregon has a highly ranked College of Education and its Sapsik^walá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik^walá Program and look forward to receiving such applications from the program's graduates in the coming years.

Sincerely,

Rob S. Saxton
Superintendent



10636 NE Prescott Street
Portland, Oregon 97220
t: 503.408.2100
f: 503.408.2140
www.parkrose.k12.or.us

Dr. Karen Fischer Gray,
Superintendent

*Parkrose School District is an equal
opportunity educator and employer.*

February 11, 2016

To: The University of Oregon Sapsikʷatá (Teacher) Education Project

Re: Willingness to Consider Sapsikʷatá Program Graduates for Employment

I write on behalf of the Parkrose School District located in Portland, Oregon. Parkrose School District is a public school district that qualifies for Title VII funding. The school currently has a total enrolment of 3,334 students. Of these, 69% identify as Native American or Native Alaskan.

In the coming 2-3 years we anticipate that our school is likely to have a need for highly qualified teachers at all grade levels and all subject areas.

In general, Parkrose School District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff. It is also a Parkrose School Board and Superintendent Goal.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsikʷatá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsikʷatá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

Dr. Karen Fischer Gray,
Superintendent
Parkrose School District
Portland, Oregon



*Every child reads, thinks critically, and graduates ready for
college and career.*

PR/Award # S299B160020

Page e395



1100 Southgate Suite 8
Pendleton, OR 97801

Ph: 541-276-6711

Fax: 541-278-3208

www.pendleton.k12.or.us

Jon Peterson
Superintendent

Tricia Mooney
Assistant Superintendent

Michelle Jones
Director of Business Services

Julie Smith
Special Programs Director

Matt Yoshioka
Curriculum Instruction
& Assessment Coordinator/
Principal-Lincoln Primary

Dan Greenough
Principal
Pendleton High School

Curt Thompson
CTE Coordinator/
Principal- Hawthorne

Dave Williams
Principal
Sunridge Middle School

Ronda Smith
Principal
McKay Creek Elementary

Theresa Owens
Principal
Sherwood Heights Elementary

Aimee VanNice
Principal
Washington Elementary

Brenda Giesen
Principal
West Hills Intermediate

Lori Hale
Principal
Pendleton Early Learning Center

Board of Education
Michelle Monkman, Chair
Debbie McBee, Vice Chair
Dale Freeman
Dave Krumbain
Lynn Lieuallen
Bob Rosselle
Steve Umbarger

March 29, 2016

To: The University of Oregon Sapsik^watá (Teacher) Education Project

Re: Willingness to Consider Sapsik^watá Program Graduates for Employment

I write on behalf of the Pendleton School District located in Pendleton, Oregon. The Pendleton School District is a public school district that qualifies for Title VI funding. The school district currently has a total enrolment of 3,140 students. Of these, 17% identify as Native American or Native Alaskan.

Our school currently has a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Special Education Teachers (grades K-12)

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- Special Education Teachers (grades K-12)



1100 Southgate Suite 8
Pendleton, OR 97801
Ph: 541-276-6711
Fax: 541-278-3208
www.pendleton.k12.or.us

In general, the Pendleton School District places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'watá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsik'watá Program and look forward to receiving such applications from that program's graduates in the near future.

Sincerely,

(b)(6)

Tricia Mooney,
Assistant Superintendent,
Pendleton School District 16R
Pendleton, Oregon



Quileute Tribal School
P.O. Box 39
La Push, WA 98350
360-374-5648, FAX 360-374-9608



June 16, 2016

To: The University of Oregon Sapsik^walá (Teacher) Education Project
Re: Willingness to Consider Sapsik^walá Program Graduates for Employment

The Quileute Tribal School, located in La Push, Washington, is a tribally controlled school funded by the BIE. The school currently has an enrollment of 60 students, 97% who identify themselves as Native American.

Staff recruitment is critical to the growth and success of our students. I have spent countless hours driving and working at career fairs and calling and emailing potential teaching candidates. In 2014-15, I made over 600 hundred phone calls in an effort to recruit an elementary teacher. I received one application for every 120 phone calls. Our school is located in a rural and isolated area in Washington State. In the past, turnover has taken a toll. Over the past 3 years, it has improved. Quileute Tribal School is currently attempting to recruit additional teachers to our staff as we add programs. We currently need highly qualified teachers in the following areas:

- Grade K – 6 elementary teachers
- 7-12 History
- 7-12 Business Education
- K-12 School Counselor
- K-12 Band/Chorus
- K-12 Administrative Assistant (similar to principal)

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- K-6 Elementary Teachers
- Art
- Health/PE
- Vocational Wood Shop
- Vocational Home Ec (Family Consumer Science)

The Quileute Tribal School places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff. However, we have been unable to recruit any at this time. It is my understand that the University of Oregon has a highly ranked College of Education and that its Sapsik^walá Graduate Teacher Education Program has consistently graduated highly qualified licensed teachers who identify themselves as Native-American who have been prepared to work with Native American students and communities. I am eager to fill the positions listed above as soon as possible. Our school offers a \$1,000 signing bonus and annual incentives for our teachers. If you have interested candidates, please ask them to contact me immediately.

Sincerely,

Mark Jacobson
Principal/Superintendent



Quileute Tribal School
P.O. Box 39
La Push, WA 98350
360-374-5648, FAX 360-374-9608



June 16, 2016

To: The University of Oregon Sapsik'wala (Teacher) Education Project
Re: Willingness to Consider Sapsik'wala Program Graduates for Employment

The Quileute Tribal School, located in La Push, Washington, is a tribally controlled school funded by the BIE. The school currently has an enrollment of 60 students, 97% who identify themselves as Native American.

Staff recruitment is critical to the growth and success of our students. I have spent countless hours driving and working at career fairs and calling and emailing potential teaching candidates. In 2014-15, I made over 600 hundred phone calls in an effort to recruit an elementary teacher. I received one application for every 120 phone calls. Our school is located in a rural and isolated area in Washington State. In the past, turnover has taken a toll. Over the past 3 years, it has improved. Quileute Tribal School is currently attempting to recruit additional teachers to our staff as we add programs. We currently need highly qualified teachers in the following areas:

- Grade K – 6 elementary teachers
- 7-12 History
- 7-12 Business Education
- K-12 School Counselor
- K-12 Band/Chorus
- K-12 Administrative Assistant (similar to principal)

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- K-6 Elementary Teachers
- Art
- Health/PE
- Vocational Wood Shop
- Vocational Home Ec (Family Consumer Science)

The Quileute Tribal School places a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff. However, we have been unable to recruit any at this time. It is my understand that the University of Oregon has a highly ranked College of Education and that its Sapsik'wala Graduate Teacher Education Program has consistently graduated highly qualified licensed teachers who identify themselves as Native-American who have been prepared to work with Native American students and communities. I am eager to fill the positions listed above as soon as possible. Our school offers a \$1,000 signing bonus and annual incentives for our teachers. If you have interested candidates, please ask them to contact me immediately.

Sincerely,

Mark Jacobson
Principal/Superintendent

**South Lane
School District 45J3**

455 Adams
PO Box 218
Cottage Grove, OR 97424

Phone 541-942-3381
Fax 541-942-8098
www.slane.k12.or.us



Superintendent
Krista D. Parent

**Assistant
Superintendent**
Kyle Tucker

Directors
Chad Hamilton
Brian McCasline
Tim Porter

Communications
Garrett Bridgens

**School Board &
Superintendent
Assistant**
Mary Dubbs

February 10, 2016

To: The University of Oregon Sapsik'wataá (Teacher) Education Project

Re: Willingness to Consider Sapsik'wataá Program Graduates for Employment

I write on behalf of South Lane School District. We are a public school district that qualifies for Title VII funding. The school district currently has a total enrollment of 2,550 students. Of these, 2% identify as Native American or Native Alaskan.

Our district will likely have a need for highly qualified teachers in the following grade levels and subject areas:

- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- Elementary PE teachers
- Special Education Teachers [elementary, middle and high school]

In the coming 4-5 years we anticipate that our school is likely to have a need for highly qualified teachers in the following grade levels and subject areas:

- Kindergarten Teachers
- Early Elementary Teachers (grades 1-2)
- Later Elementary Teachers (grades 3-5)
- Middle School Social Studies and Language Arts Teachers (grades 6-8)
- Middle School Math and Science Teachers (grades 6-8)
- High School Social Studies Teachers (grades 9-12)
- High School Language Arts Teachers (grades 9-12)
- High School Math Teachers (grades 9-12)
- High School Science Teachers (grades 9-12)
- High School Foreign Language Teachers (grades 9-12) [**Spanish, German**]
- Elementary music teachers
- Special Education Teachers [all levels]

In general we place a high value on hiring culturally diverse and culturally competent faculty whose identities reflect that of the communities we serve. Our students would benefit from having more highly qualified indigenous teachers on staff.

We understand that the University of Oregon has a highly ranked College of Education and that its Sapsikʷatá Graduate Teacher Education Program has consistently graduated 1) highly qualified licensed teachers with Masters degrees, who 2) identify as Native-American, and 3) who have been prepared to work with Native American students and communities. We would be very eager to consider applications to our teaching positions from graduates of the Sapsikʷatá Program and look forward to receiving such applications from that program's graduates in the near future.

(b)(6)

Brian McCasline

Director of Human Resources

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Narrative

Key Personnel: The personnel needs for this project have been analyzed carefully on the basis of personnel needs in prior and current grants. To ensure adequate faculty and staff support for program participants, the UO is providing significant support with staff and tuition, please see the letters of support from the College of Education Dean and the Dean of the Graduate School in Part 6, Letters of Supports. This is an increase in UO support for the Sapsik'wala program over prior grants. Additionally, significant FTE support for two senior UO faculty, the PI and Co-PI, is provided in this budget. Again this is an increase in senior faculty support for this grant, made possible by the significant increase in institutional support. Through this combination of grant support and institutional support, we believe the staffing described is sufficient to perform the work outlined in the proposal. Care has been taken to allocate the necessary staff to the various positions. All FTEs were calculated by listing the various tasks comprising the positions with the numbers of hours per year to perform each task. These hours were converted to FTEs. Salaries also include an annual cost of living increase (COLA) of 2.7% in years 2, 3 and 4.

Jerry Rosiek, Principal Investigator/Project Director (.21 FTE years 1, .15 FTE in year 2 & 3 and .10 FTE in year 4 of the academic years of the project, during the summer Dr. Rosiek will have .30 year 1, .14 year 2, .30 year 3 and .05 year 4). Dr. Rosiek will be responsible for oversight of the project, communications with UO and external administrative personnel, fiscal management and quarterly reporting. The PI is responsible for assuring that all project activities are in compliance with the UO Office of Research Services and Administration, the Human Subjects Internal Review Board, and the US Office of Indian Education. The PI will teach the project seminar as appropriate and coordinate recruitment and retention services.

Dr. Michelle Jacob, Co-PI, will be .30 FTE in year 1, .20 year 2 and 3 and .10 in year 4 for the academic years of the grant and .30 year 1, .14 year 2, .30 Year 3 and .10 during the summer years of the grant. Upon arrival Dr. Jacob will be the primary curricular leader of the program. Dr. Rosiek will provide support for managing the grant and assistance in Dr. Jacob's transition to the primary leadership position in the project if the grant is funded.

Benefits

Fringe Benefits will be based on actual costs; percentages used in calculations here are approximations. Fringe Benefits include medical, dental and other health insurance, unemployment insurance, social security (FICA), retirement (PERS), and worker's compensation insurance.

Travel

Funds are budgeted for the Project Director and Co-Director to attend the Project Directors' meeting in Washington D.C., both will attend in years 1-4. This travel budget is based on University of Oregon reimbursement rates for a "high" city and include; airfare, lodging, meals, and miscellaneous expenses - taxi, phone, baggage fees, etc. Total cost per person for trip is 1,875

Funds are also budgeted to attend the National Indian Education Association during Years 1-3 to present on the Sapsik'wala Project and/or recruit. Both Dr. Rosiek and Dr. Jacobs will attend or a

key staff member. We will also attend the HASKEL and ASA conferences. This travel budget is based on University of Oregon reimbursement rates for a “high” city: airfare: \$900, lodging: \$207/night for 3 nights, meals: \$68/day for 3 days, miscellaneous expenses - taxi, phone, etc.: \$150. Funds are also budgeted to attend Oregon Indian Education Association during Years 1-3 (low city rates).

Mileage reimbursement will be provided to students who have completed the program during grant Years 1-3 to attend two meetings on campus in the induction year. The state reimbursement rate is currently \$.54 per mile and the distance the students will travel to reach campus is estimated as follows: 4 students from a site within 100 miles round trip, 5 from 150 miles, and 5 from 200 miles. Actual distances will depend on where the students take jobs after program completion.

Supplies

Project supplies are budgeted at \$1,800/Year 1, \$600/Year 2, \$2,000/Year 3, and \$700 Year 4. Project supplies include items such as notebooks and portfolios for recruiting; journals, books and cultural materials for seminars and Research and Curriculum library; and thumb drives, paper, and printer toner cartridges for meeting and classroom presentations. As well as covering the SAP telephone costs. This will cover long-distance telephone calls for recruitment of program participants, communication with project partners, communication with project participants during the induction year, and for the planning and scheduling of advisory council meetings, training and induction year workshops. All above named supplies will be used specifically for this project and only this project.

Other

Advisory Board- we have budgeted \$9,000 dollars to purchase communication technology for rural advisory board members. Each Rural member will be loaned an iPad to better communicate with each member

Hosting Meetings – \$4,983 has been allocated for hosting meetings for regular advisory board meetings, this includes room reservation, equipment and supplies needed for these meetings.

Lodging – Occasionally we will have advisory board members that need lodging accommodations. We have allocated \$600 per year for these needs.

Photocopying (\$.05/copy) is budgeted at \$200 for years 1, 2, 3 & 4 to cover copying of curriculum materials, seminar/meeting handouts.

Costs budgeted for professional development activities in Year 2-4 to include the following:

--support for participating students (14) to attend a professional conference at \$150 each

--honoraria for 14 mentors at \$700 each

--guest speaker/workshop leader honoraria at 2 speakers Year 2 at \$1000 each and \$1,500 for campus workshops (2) in Year 3 & 4

--room rental, equipment and set-up fees at \$300 for campus workshops (1 workshop year 2 and 2 Workshops year 3 &4)

--and induction support is budgeted at \$1,000 in year 1 & \$7,000 in year 2 and \$10,000 year 2&4. This support for students can include items for their classroom once hired outside of school, professional development coursed or conference attendance and other support that assists them during their career

--Evaluator and Evaluator Expenses – \$9,000 dollars have been budgeted for an evaluator. 4,000 in years 2&3, in addition we have budgeted \$500 in year 1 and 2 for any expenses (travel, evaluation supply costs) that they may have. Dr. Megan Bang will serve as the external evaluator for the project. She will be responsible for providing formative and summative evaluations of the project using both quantitative and qualitative data collection and analytic techniques. She will prepare annual reports to be presented in person to the PI and Advisory Council that will support on-going, data-based decision making, continual progress monitoring of the attainment of proposed project goals, and summative conclusions about the project's overall effectiveness.

Student Support

The student support needs of this project have been analyzed carefully on the basis of support needs in prior and current grants. We believe the student support line items are described sufficiently to adequately support the students as outlined in the proposal.

Students will each complete 5 terms, and will enter the program in 3 cohorts on the following schedule: 4 students entering the program Summer or Fall Term, 2016; 5 students entering Summer 2017; and 4 students entering Summer 2018. Of the 14 students to be supported, it is estimated that 3 will be from out of state, and 11 from within Oregon or its aboriginal rights boundaries, with tuition support budgeted accordingly. In addition, the graduate school has agreed to provide with 1 tuition waver per year for 1 student.

Tuition for summer \$4,147 is budgeted and academic year terms is budgeted at \$4,941 per term for residents with 3% increases to each price point in Years 2 and 3. A total of \$272,079 is budgeted for tuition across three years.

Required fees at the University of Oregon include the following: energy surcharge, technology fee, building fee, incidental fee, recreation center fee, health service fee and registration fee. These fees are estimated at \$413 per summer/academic term. A total of \$38,392 is budgeted for these fees.

Stipends are budgeted at \$1,700 per student per month for 14 students for a total of \$316,600 across Years 1, 2 and 3.

A **dependent allowance** of \$275 per child is budgeted to assist students with family expenses and facilitate their participation in the program. It is anticipated that participants in the program will have 1 dependent, per cohort, eligible for this allowance. A total of \$9,900 will be provided across Years 1, 2 and 3.

Instructional supplies will be supported at a level of \$250 for 14 students. Additionally, students will be supplied with a laptop computer and appropriate software (\$1,500) in their first quarter of enrollment for a total of \$33,500 in instructional supplies across Years 1, 2 and 3. The university requires a one-time only matriculation fee of \$389 per student upon arrival. The matriculation fee is budgeted for 5 students in Years 1 and 2, and 3 at a total of \$5,446.

Cultural Incentives: It is often a value and practice to publicly acknowledge a great achievement in Pacific NW tribal cultures. We would like to integrate this cultural practice into the project by awarding each candidate a Pendleton blanket. In our cultures a blanket is seen as

an award that acknowledges great achievement. It is said that this blanket carries the prayers, songs, and encouraging words that were said on this occasion. Every time they see this blanket, it will serve as a reminder of this achievement, of the many encouraging words that were said on their behalf, and of the responsibility they have as teachers and leaders in their communities. It is one of the highest honors a Native person can achieve, to be blanketed by their community. Given the odds of graduating with a M.Ed and earning a teaching license, it is imperative to provide an achievement incentive that is meaningful and culturally appropriate for AIAN participants. Funds are budgeted for a total of \$5,600

Testing Fees: Participants will receive support to cover the required tests for program entry and licensure. Up to \$400 for 14 students will be allocated to take the following required tests: CBEST, ORELA, OREAL civil rights, & ESOL. Funds are budgeted for: Year 1 \$400/4 students, Year 2 \$400/5 students, Year 3 \$400/5 students for a total of \$5,600.

Seminar Hosting: With an intense 5-term, 7-term schedule, students are often required to meet for seminar during the hours between participating in practicum during the day and heavy course loads during the evening. This is a very critical part of building the *cohort with a cohort* model that has proven successful in retaining and supporting our students. Seminars are 1 hour and typically are scheduled during lunch hour or dinner break, and sometimes on Saturday. Funds are budgeted to cover cost of food: Year 1, 2 & 3 \$1,000. This is based on current costs provided by COE. The monies that helped offset this cost are no longer available.

Indirect Costs

A 8% indirect cost rate has been applied per federal guidelines for this training program, based on direct costs minus trainee support.

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Jerry	L.	Rosiek	

Address:

Street1:	5277 University of Oregon
Street2:	
City:	Eugene
County:	Lane
State:	OR: Oregon
Zip Code:	97403
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
541-346-2330	

Email Address:

jrosiek@uoregon.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

University of Oregon

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	91,784.00	58,671.00	74,378.00	34,528.00		259,361.00
2. Fringe Benefits	41,788.00	28,781.00	35,709.00	18,475.00		124,753.00
3. Travel	16,875.00	15,375.00	11,820.00	2,020.00		46,090.00
4. Equipment						
5. Supplies	1,800.00	600.00	2,000.00	700.00		5,100.00
6. Contractual						
7. Construction						
8. Other	12,000.00	17,430.00	32,061.00	27,592.00		89,083.00
9. Total Direct Costs (lines 1-8)	164,247.00	120,857.00	155,968.00	83,315.00		524,387.00
10. Indirect Costs*	13,140.00	9,669.00	12,477.00	6,665.00		41,951.00
11. Training Stipends	219,945.00	269,383.00	221,989.00			711,317.00
12. Total Costs (lines 9-11)	397,332.00	399,909.00	390,434.00	89,980.00		1,277,655.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health & Human Services

The Indirect Cost Rate is 46.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # S299B160020

Name of Institution/Organization University of Oregon	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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