



Seattle Public Schools



Photos by Susie Fitzhugh

Native American Education Board Update

Gail Morris, Native American Education Program Manager

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Successes

- Curriculum adoption, Washington State Tribal History, Since Time Immemorial
- Language adoption: Haida, Dine', Southern Lushootseed, Lakota, and Nez Perce
- Welcome signs in Southern Lushootseed language were created for the John Stanford Center for Educational Excellence; signs are in the lobby and in the auditorium
- Southern Lushootseed is being taught in our Huchoosedah After School Program
- Official opening of our Native Education Library, located at Meany Middle School, 2019/2020
- Two week Summer School K-5 Literacy and Culture class
- Native American Youth Leadership Academy (NAYLA)
Native students meet with other school districts and Tribal Schools quarterly, for leadership breakout sessions

Challenges

- Collecting 506 forms
- Identifying Native students
 - “Decolonizing the Data”
 - Making the “Invisible, Visible”
- Not enough Title VI staff to meet the academic needs of all of our Native American/Alaskan Native students who need academic assistance and advocacy
- Transportation for after-school programs and cultural events

Washington State Tribal History: Since Time Immemorial

- To date, 94 middle school teachers have been trained in the Since Time Immemorial curriculum
- Shana Brown and Gail Morris have facilitated the trainings
- Professional development for 4th and 5th grade teachers will begin in February 2020

Native American Student Support

- After School Programs
 - Sandpoint Elementary
- Native American Library at Meany Middle School, and it's online for Seattle Public School teachers
- šəqačib classrooms
 - Chief Sealth High International High School/Denny International Middle School
 - Nathan Hale High School/Jane Adams Middle School

Student Groups

Each measure is reported for two Native American student groups:

Native American (Federal) = Students identified as Native American according to Federal reporting rules. This excludes Native Americans classified as *Hispanic/Latinx* or *Multiracial*

Native American (Any) = Any student who identify as belonging to one or more Native American tribes, including students classified through federal reporting rules as *Native American* (277), *Hispanic/Latinx* (1,633) or *Multiracial* (687).

Number of K-12 Students in Group
(October 1 Enrollment, 2018-19
School Year)

277 students

2,597 students

Note: The Native American (Any) group is a custom calculation created for this report. The most recent Race/Ethnicity data is used for each student; historical data may change slightly in future years if families update their race/ethnicity information.

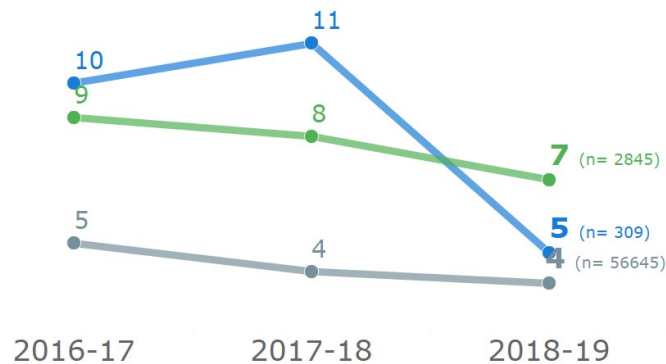
Discipline

Incidents per 100 Students includes the **total** number of state-reportable exclusionary discipline incidents per 100 students in the group.

Discipline rate is the percentage of students with one or more disciplinary exclusions.

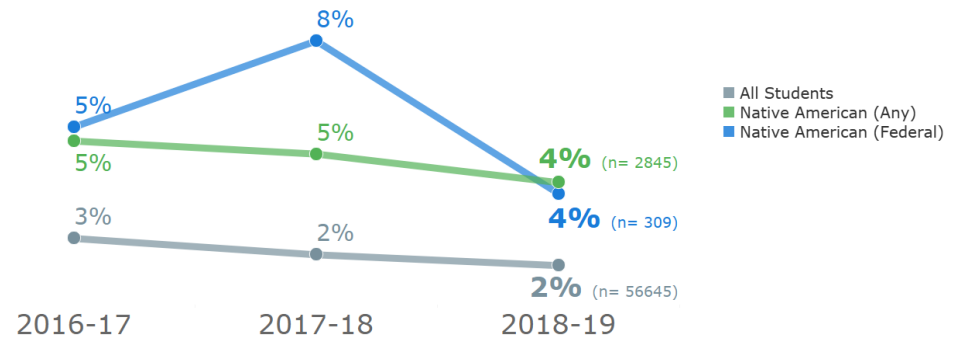
Incidents per 100 Students

(Number of exclusionary discipline incidents per 100 students)



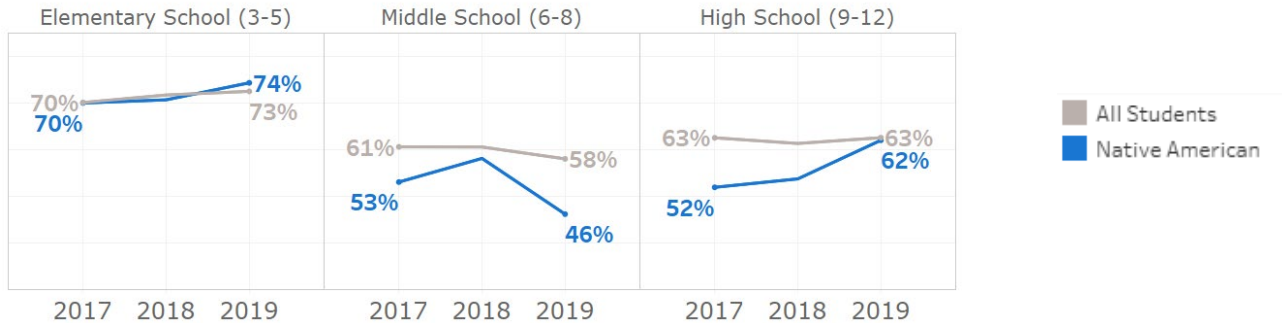
Discipline Rate

(Percent of students with one or more disciplinary exclusions)



Student Climate Survey Data

Positive Responses to Items in Belonging Topic (Percent "Agree" or "Strongly Agree")



Items Included in Belonging Topic

(2019 Percent "Agree" or "Strongly Agree" for Native American Students*)

	Elementary School (3-5)	Middle School (6-8)	High School (9-12)
Adults at my school care if I am not there	63%	34%	57%
Adults at school care about me	81%	46%	67%
I am treated with as much respect as other students	67%	38%	67%
I belong to a group of friends at school	78%	73%	60%
If I have a problem there is at least one adult at school I can talk to	83%	46%	64%
My teachers take the time to get to know me	75%	41%	57%

***Native American category** includes students who self-identify as Native American on Spring climate survey:

Elementary (3-5):	246 Students
Middle School (6-8):	82 Students
High School (9-12):	59 Students