



6TH ANNUAL

NATIVE AMERICAN EDUCATION CONFERENCE

AGENDA
AUGUST 11 - 12, 2015

DOOR PRIZES

Don't forget to turn in your completed evaluation forms at the end of the conference on Wednesday evening in the Peck Center Gallery. All those who complete the evaluation form will receive a ticket to win one of the many fantastic conference door prizes.
(Must be present to win.)

QUALIFY FOR PTSB CREDIT

Earn PTSB credit Tuesday and Wednesday. Sign up will be located near the registration table.

JILLIAN BALOW

Superintendent of Public Instruction

2300 Capitol Avenue, 2nd Floor Hathaway Building
Cheyenne, WY 82002
307.777.7675



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WELCOME LETTERS

MESSAGE FROM THE SUPERINTENDENT

Thank you for attending the sixth annual Wyoming Native American Education Conference! This year, my friend and colleague, Denise Juneau, Montana's State Superintendent, will share her experiences and wisdom as the first American Indian woman to be elected to a statewide executive office in Montana. Also, Wyoming students will participate alongside educators at the conference. I am invigorated to see this conference grow and improve in response to the great feedback from you.

The strength of Wyoming's education system lies in our communities and in the very schools and classrooms where you make a positive difference every day. I know my most important job as Wyoming's State Superintendent is to champion all that we are doing and to set goals for improvement around our greatest challenges. Together, we will continue to grow stronger and every student in our state will benefit.

Part of my commitment to creating opportunities for students to keep Wyoming strong is to engage in meaningful dialogue on the Wind River Reservation. All learners deserve the best educational opportunities. For Native learners, this includes access to a quality education system that respects and addresses unique cultural and learning needs. We can accomplish our goals together with a strong Tribal/State partnership. Our cooperation and mutual respect will lead to positive outcomes for all students and our state.

It is with Wyoming pride that I welcome you to the conference and praise you for your commitment to our children. Thank you for all you do.

Sincerely yours,



Jillian Balow
Superintendent of Public Instruction
Wyoming Department of Education



NORTHERN ARAPAHO BUSINESS COUNCIL

Welcome,

On behalf of the Northern Arapaho Tribe, we are pleased to welcome you to the 6th Annual Wyoming Native American Education Conference. We hope that the conference provides you with valuable information and strategies that assist you in working with our children.

Education is a priority of Northern Arapaho Business Council and our communities. We want our children to be successful in their education by graduating from high school, succeeding in college and coming back to serve and better our Tribe.

These students that you are currently teaching are the future of our Tribe. Our economic and social outcomes depend on their success. We ask that you help them excel and reach their highest potential. We would encourage you to engage with them and their families, incorporate our culture into your classrooms and projects.

We applaud your efforts and willingness to learn about our Northern Arapaho language and culture at the conference. Thank you for valuing our differences.

Sincerely,



DEAN GOGGLES

Chairman

Northern Arapaho Business Council



EASTERN SHOSHONE BUSINESS COUNCIL

To the attendees: Students, Parents, Educators & Community,

We, the Shoshone Business Council would like to personally welcome each of you to the 6th Annual Wyoming Native American Education Conference. Education for our tribal members and community is very important to us. We hope you enjoy the excellent speakers that will be speaking to you all throughout the conference on different topics of Education.

We would like to thank each of you for attending the 6th Annual Wyoming Native American Education Conference and bringing your presence and knowledge to the gathering. We have a vision that you all will help pave the way into the future with the experience and knowledge gained from this valuable learning experience. We greatly appreciate your support and attendance throughout the conference.



DARWIN ST. CLAIR, JR.

Chairman

Shoshone Business Council



THANK YOU NOTE & CONFERENCE PLANNING COMMITTEE RECOGNITION

THANK YOU

The 6th Annual Wyoming Native American Education Conference has been made possible by the Wyoming Department of Education and partnerships with the following entities:

Northern Arapaho Tribe
Eastern Shoshone Tribe
Wind River Hotel & Casino
Wyoming Indian Schools
Fort Washakie Schools
Arapahoe Schools
Riverton Schools

Lander Schools
Wind River Schools
St. Stephens Indian Schools
Central Wyoming College
Wind River Unity and Fremont County
Prevention Management Organization
Local Planning Committee

CONFERENCE LOCAL PLANNING COMMITTEE

Alfred Redman
Elma Brown
Harmony Spoonhunter
Shad Hamilton
Terry Ebert
Tauna GroomSmith
Lisa McCart

Chuck Kratz
Celeste Spoonhunter
Sunny Goggles
Karen Bierhaus
Michelle Hoffman
Johnna Nunez



GOALS

6TH ANNUAL NATIVE AMERICAN EDUCATION CONFERENCE

The conference is a development of the Triad Initiative, a school/community/government partnership designed to improve educational outcomes for Native American students on and near the Wind River Indian Reservation. Many innovative projects have been facilitated through this unique partnership. Specific information on the Triad Initiative is available on the Wyoming Department of Education website.

Goals for this year's conference:

- Disseminate information related to Native American families and the community to promote understanding, build relationships and generate ideas on actively engaging families and the community in the education of the whole child.
- Learn strategies on how best to meet the instructional and learning support needs of Wyoming Native American students.
- Increase awareness of the benefits of the partnerships between tribal and state governments, tribal communities, and schools and focus on educational issues.
- Gain knowledge about and exposure to effective ways to help students, including students with disabilities, to be successful during the key times of educational transition from Pre-K to K, elementary school to middle school, middle school to high school and high school to post secondary education.



AUGUST 11TH 2015

TUESDAY

TUESDAY	Location: Central Wyoming College - Peck Center Gallery						
7:30 - 8:30	Registration and Continental Breakfast						
8:30 - 11:45	General Session I: Opening Ceremony, Superintendent Juneau, Mandy Smoker Broadus & Native American Student Pacesetter Awards - Peck Auditorium						
11:45 - 1:00	LUNCH WILL BE PROVIDED						
1:00 - 2:15	safeTALK <i>Groomsmith Mitchell Sage</i>	Justice for American Indians- <i>Garcia</i>	Wind River Job Corp- <i>Gassner</i>	Silence in Our Classrooms: Golden or Not? <i>Whittaker, Stafford & Brown</i>	Supporting the Learning of Native American Students: What Research Says <i>Jesse</i>	Effective Strategies for Student Engagement in the K-12 Classroom <i>Miller</i>	Niineeniinoo Hinono'ei -I am Arapaho <i>Spoonhunter</i>
Locations	ITEC 106 (32)	ITEC 116 (65)	ITEC 125 (65)	MH 171 (50)	H & S 100 (96)	H & S 206 (48)	SC 103 (65)
	WoLakota Project: Teacher Retention and Culturally Responsive Classrooms <i>Simpson & Steever</i>	Path4Teen - Today's Tools for Tomorrow's Leaders <i>Williams & McGee</i>					
Locations	Little Theater (84)	MH 169 (28)					
2:30 - 3:45	safeTALK <i>Groomsmith Mitchell Sage</i>	Individual Disabilities Education Act (IDEA)- <i>Tome</i>	Understanding & Responding to Gang Behavior in our Schools and Communities <i>Grant</i>	Silence in Our Classrooms: Golden or Not? <i>Whittaker, Stafford & Brown</i>	Implications and Understanding the Impact of Intergenerational Trauma in Education <i>Nunez, Spoonhunter & Friday</i>	Supporting the Learning of Native American Students: What Research Says <i>Jesse</i>	Niineeniinoo Hinono'ei -I am Arapaho <i>Spoonhunter</i>
Locations	ITEC 106 (32)	ITEC 116 (65)	ITEC 125 (65)	MH 171 (50)	H & S 100 (96)	H & S 206 (48)	SC 103 (65)
	Igniting Achievement and Change in Schools through a Culturally Responsive Roadmap to Student Success <i>Lewis & Peltier Lewis</i>	Path4Teen - Today's Tools for Tomorrow's Leaders <i>Williams & McGee</i>					
Locations	Little Theater (84)	MH 169 (28)					
3:45 - 4:00	Sponsored Break: Wind River Utility						
4:15 - 5:30	safeTALK <i>Groomsmith Mitchell Sage</i>	Individual Disabilities Education Act (IDEA) <i>Tome</i>	Understanding & Responding to Gang Behavior in our Schools and Communities <i>Grant</i>	Justice for American Indians <i>Garcia</i>	Implications and Understanding the Impact of Intergenerational Trauma in Education <i>Nunez, Spoonhunter & Friday</i>	Effective Strategies for Student Engagement in the K-12 Classroom <i>Miller</i>	WoLakota Project: Teacher Retention and Culturally Responsive Classrooms <i>Simpson & Steever</i>
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	Igniting Achievement and Change in Schools through a Culturally Responsive Roadmap to Student Success <i>Lewis & Peltier Lewis</i>	Path4Teen - Today's Tools for Tomorrow's Leaders <i>Williams & McGee</i>					
Locations	Little Theater (84)	MH 169 (28)					
6:00 - 7:00	Northern Arapaho Experience Location: Wind River Casino & Hotel- Entertainment Room						

AUGUST 12TH 2015

WEDNESDAY

Wednesday	Location: Central Wyoming College - Peck Center Gallery			
7:30 – 8:30	Registration and Continental Breakfast			
8:30 – 10:15	General Session II : Up Your Attitude-Change Your Attitude/Change Your Outcome Steve Saffron - Peck Auditorium			
10:30 – 11:45	Low and High Tech Transition Tools for Families and Educators <i>Locke & Arce</i>	Procedural Safeguards (Parent & Student's Rights) <i>Torme</i>	Restorative Justice in the School Setting <i>Miller & Smith</i>	Northern Arapaho Horse Culture <i>Sage</i>
Locations	ITEC 106 (32)	ITEC 116 (65)	ITEC 125 (65)	MH 171 (50)
	Understanding Fetal Alcohol Spectrum Disorder <i>Nunez & Johnson</i>	Improving American Indian Student Outcomes: Addressing the Academic Language Gap <i>Hoak & Johnson</i>	Laughter is the Best Medicine <i>Saffron</i>	Early School Leavers in Indian Country <i>White & Garcia</i>
Locations	H & S 100 (96)	H & S 206 (48)	SC 103 (65)	Little Theater (84)
11:45 – 1:00	LUNCH WILL BE PROVIDED			
1:00 - 2:15	Low and High Tech Transition Tools for Families and Educators <i>Locke & Arce</i>	Procedural Safeguards (Parent & Student's Rights) <i>Torme</i>	Valuing Cultural Differences <i>McGee</i>	What about Those Tantrums? Turning "Bad Behavior" into a Pathway to Learning <i>Macy</i>
Locations	ITEC 106 (32)	ITEC 116 (65)	ITEC 125 (65)	MH 171 (50)
	We've Walked the Walk – Now, Let's Talk the Talk! <i>St. Clair</i>	Improving American Indian Student Outcomes: Addressing the Academic Language Gap <i>Hoak & Johnson</i>	Where we Live, Work and Play and the life Course Perspective <i>Zuniga</i>	Wind River Job Corp <i>Gassner</i>
Locations	H & S 100 (96)	H & S 206 (48)	SC 103 (65)	Little Theater (84)
2:15 - 2:30	Sponsored Break: PMO, the Prevention Coalition, and SPx Taskforce			
2:30 - 3:45	Restorative Justice in the School Setting <i>Miller & Smith</i>	We've Walked the Walk – Now, Let's Talk the Talk! <i>St. Clair</i>	Valuing Cultural Differences <i>McGee</i>	What about Those Tantrums? Turning "Bad Behavior" into a Pathway to Learning <i>Macy</i>
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Locations	H & S 100 (96)	H & S 206 (48)	SC 103 (65)	Little Theater (84)
4:00 - 4:30	Wrap up & Evaluation- Peck Center Gallery			

GENERAL SESSIONS

DENISE JUNEAU

Indian Education: Montana's Story

Superintendent Juneau will discuss Montana's innovation in addressing educational and life outcomes for American Indian children. She will provide an overview of the state's primary efforts surrounding culturally responsive curriculum, addressing the achievement gap in the state's lowest performing schools and meeting the needs of the whole child in school systems.

MANDY SMOKER BROADUS

Innovation in Indian Country – New Partnerships and Promising Practices from Montana

This presentation will focus on whole-child strategies that have been employed in Montana's school improvement work in American Indian communities. As schools have engaged youth and families around social, emotional and physical needs, greater student engagement and success have resulted. These are important building blocks to ensure strong student academic success.

STEVE SAFFRON

Up Your Attitude: Change Your Attitude/Change Your Outcome

Strengthen and clarify the education vision for Native American students in Wyoming. Develop upbeat attitudes and work habits that accentuate the positive and eliminate negative criticism. End up with a mindset and skillset that boost the morale and productivity of Native Children including those with special needs.

NORTHERN ARAPAHO EXPERIENCE

Wind River Casino Entertainment Room

Drums, singing and dancing! This is a no host event and all conference attendees are encouraged to attend and bring their families. Jingle, grass and traditional, the Northern Arapaho Experience Song and Dance highlights dancers of all ages and styles. Featuring local drum groups, a portion of the show allows visitors to join in the fun and learn a few steps from the dancers. This cultural event will help visitors learn more about the Arapaho people while celebrating our culture.



BREAKOUT SESSIONS

LYNETTE ST. CLAIR

We've Walked the Walk – Now, Let's Talk the Talk!

Our language is living because those who have walked before us never gave up their identity and retained their natural-born gifts of language. Efforts to retain that knowledge have been ongoing, but much work remains. This presentation will showcase practices that best meet the instructional and learning support needs of Wyoming Native American students. Language learning is about more than animals, colors and numbers. Up until now, we have walked the walk, now it's time to "Talk the Talk!"

MAURINE MILLER

Effective Strategies for Student Engagement in the K-12 Classroom

Practical, positive, productive strategies that engage all students in the learning process will be explored by participants in this fast-paced fun-filled presentation. Wake up and cheer up your students. Learning should be fun!

NATALIE MCGEE

Valuing Cultural Differences

As educators, we want the best for students and to seek ways to meet the needs of all learners. This requires skills and knowledge far above and beyond the content area we are teaching. Cultural competence provides a set of skills that educators need to improve practice to serve all students and communicate effectively with their families. These skills enable the educator and school leader to build on the cultural and language qualities that students bring to the classroom rather than viewing those qualities as deficits.

SHELLEY MACY

What About Those Tantrums? Turning "Bad Behavior" into a Pathway to Learning

Long seen as something to avoid or squelch, tantrums are a natural recovery process children use to clear out the frustrations that trip up learners of all abilities. Instead of exhibiting "bad behavior," the child whose tantrum is listened to by a caring adult can release the deep feelings which have shut down their thinking, clearing the path to learning. This session will focus on an innovative approach to tantrums and how a caring parent or caregiver can help a child recover their desire to learn.

STEVE SAFFRON

Laughter is the Best Medicine

Become a liberated laugher. Discover your humor profile. Learn how to be laughter independent. Find out how to use Laughter, Humor and Play to promote creativity and learning. Experience how having fun helps us eliminate boredom and eliminate stress. Learn specific skills and tools to invite more fun and laughter into your personal and professional life.

DAN JESSE

Supporting the Learning of Native American Students: What Research Says

Supporting the learning of Native American students is complex and often goes beyond traditional models of schooling. This interactive session will engage participants in identifying strategies that are supported by research and grounded in community needs. The integration of culturally-based practices with traditional research-based schooling practices will be explored with participants.

NICOLE PELTIER-LEWIS & KITO LEWIS

Igniting Achievement and Change in Schools Through a Culturally Responsive Roadmap to Student Success.

Ignite student achievement and school-wide change through a culturally responsive plan that you will tailor to your school's population. Presenters will share research-supported strategies effective in schools with indigenous students and other groups which promote positive behavior interventions, leadership and character education. You will also learn culturally responsive approaches to increase student achievement and tools to observe the cultural responsiveness of a class.

BARBARA LOCKE & FELICIA ARCE

Low- and High-Tech Transition Tools for Families and Educators

The integration of culturally-based practices with traditional research-based schooling practices will be explored with participants.

DONALD WHITTAKER, BERNICE STAFFORD & ELMA BROWN

Silence in Our Classrooms: Golden or Not?

Explore the history and importance of focused academic conversation among students and how this strategy can positively impact students' mental, emotional, spiritual and physical well-being. Learn how expansion of higher-level questioning can provide a springboard for ensuring that academic conversation is ignited, and how it can help ensure that students become regular active and enthusiastic participants rather than silent ones. The session includes an in-depth view of Norman Webb's Depth of Knowledge (DOK), including its history and past/present applications in ELA, mathematics and integrated content instruction.

JOHNNA NUNEZ & KELLY JOHNSON

Understanding Fetal Alcohol Spectrum Disorder

Psychoeducation about Fetal Alcohol Spectrum Disorders will be presented along with the realities of those living with FASDs or who have experienced in-utero alcohol exposure. FASDs are prevalent in all cultures across America and the world, but Dr. Johnna Nunez's experience indicates Indian Country is more open to learning about FASDs, teaching those around us how to prevent them, and taking a stand for those struggling with the impact of being exposed to alcohol during gestation. Some best-practice resources will be provided to support those with FASDs along with sharing real-life experiences and screening tools available to mental health and allied health professionals.

HEATHER HOAK & CATHERINE JOHNSON

Improving American Indian Student Outcomes: Addressing the Academic Language Gap

Improving Native American Student Outcomes: Addressing the Academic Language Gap (Academic Language) is a pilot project conducted by the North Central Comprehensive Center at McREL International. The project aims to build capacity at the teacher and leader level to recognize, implement and sustain instructional strategies that reduce the academic language gap and increase academic English learning. The project will focus on middle school teachers and professional development to enable students to engage in academic conversations.

CELESTE SPOONHUNTER, JOHNNA NUNEZ & MELISSA FRIDAY

Implications and Understanding the Impact of Intergenerational Trauma in Education

This session will provide an emotional as well as experiential opportunity to share information and discuss a topic often controversial because of a lack of understanding and acknowledgement of trauma and how trauma can impact many generations. Participants will be informed about historical or intergenerational trauma as well as the impacts on educational standards, systems and those who provide educational services. Presenters will share ideas to support holistic learning that provides reintegration opportunities of culture, safety and understanding in educational systems for providers, community members and students.





LILLIAN ZUNIGA

Where We Live, Work and Play and the Life Course Perspective

Play a game highlighting the Life Course Theory (LCT) which helps explain health and disease patterns across populations and over time. LCT examines social, economic and environmental factors as underlying causes of persistent inequalities in health across population groups. Participants in the game receive “birth certificates” identifying socially- and biologically-based historical factors that help determine their course in life. During the game, each person’s roll of the dice identifies risk factors and protective factors that either push down or lift up their overall health trajectory and life course.

REGGIE MILLER & CHRISTINA SMITH
Restorative Justice in the School Setting

Restorative Justice includes Connection Circles, whole-school conflict resolution, peer mediation for students/faculty, restorative mediations and conferences.

MARLIN SPOONHUNTER

Niineeniinoo Hinono’ei –I Am Arapaho

Learn how tribal students can be more successful in their schools and community environments. This session will present why it is very important to know who we are as tribal members and create an understanding that our tribal cultures are just as important in education for all people.

SCOTT SIMPSON & SHARLA STEEVER
WoLakota Project: Teacher Retention and Culturally Responsive Classrooms

This session will focus on how the WoLakota Project has helped South Dakota educators to implement the Oceti Sakowin Essential Understandings (OSEU) to impact student learning. This interactive session will explore classroom methodologies for culturally responsive teaching and the WoLakota model for mentoring, supporting and retaining new teachers. A model experience will be offered for participants to share with teachers and students in their districts.

TAUNA GROOMSMITH, GLENDA MITCHELL & ELK SAGE
safeTALK

safeTALK is a half-day alertness workshop that prepares anyone over age 15, regardless of prior experience or training, to become a suicide-alert helper. To receive certification, you must attend the entire session. Most people with thoughts of suicide don't truly want to die but are struggling with the pain in their lives. Through their words and actions, they invite help to stay alive. safeTALK-trained helpers can recognize these invitations and take action by connecting them with life-saving intervention resources.

CHRIS GRANT
Understanding and Responding to Gang Behavior in Our Schools and Communities

Gang activity across Indian Country, including on the Wind River Reservation, negatively impacts families, schools and communities. Understanding the gangster mentality and what can be done to impact this behavior is critical to creating an educational environment in which students can thrive without fear of victimization at school or within the community. The discussion will explore the power of the gangster mentality, how to recognize gang activity when it is occurring and what parents, schools and communities can do to effectively impact gang behavior.

AVIS GARCIA
Justice for American Indians

The injustices that Native peoples face today are varied. Some, including poverty, lack of access to quality health care and education, and violence against women are common to many U.S. citizens but are exacerbated in Native communities because of jurisdictional issues and historic marginalization. Other justice issues are unique to the experience of Native peoples such as school policies that sought to assimilate or isolate Native youth. This session will offer an overview and understanding of American Indian people in the context of social justice, including an examination of the Indian mascot controversy in schools, sports culture and media, and the role of Hollywood's imagination of Native Americans.

RONALDA TOME WARITO
Individual Disabilities Education Act (IDEA) Overview

Join this visual presentation assessing the various laws which strongly impact our schools, parents and communities with children with disabilities. This workshop will take you on a journey through federal legislation such as ESEA (Elementary and Secondary Education Act), the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (protecting rights of people with disabilities), as well as state and local laws that impact our children with disabilities.





RONALDA TOME WARITO
Procedural Safeguards - Parent's and Student's Rights

Under the Individuals with Disabilities Education Act (IDEA), provisions specifically address parents' and students' rights. Sometimes a school may negate these rights. This workshop will help parents understand and process their Wyoming Public Education Procedural Safeguards. Parents have a voice in the process and there are laws that need to be followed.

DR. YAMILETTE WILLIAMS
Path4Teen - Today's Tools For Tomorrow's Leaders

This session is designated for students. Students have been pre-selected to attend. Students: Do you know why you bond with one friend differently from another? In this session, you will begin to explore through an interactive process your own individual leadership capacity, career inclinations, character values and interpersonal skills by examining the four elements of water, fire, wind and earth. Such knowledge can help transform your culture and community. And with further development you can cultivate an academic focus and the personal confidence to exhibit these traits and to become who you are meant to be.

ALDORA WHITE & AVIS GARCIA
Early School Leavers in Indian Country

Studies have shown that American Indians have a higher rate of leaving school early than their non-native counterparts across the United States. Learn about the different causes that prompt American Indian students to drop out.

JULIE GASSNER
Wind River Job Corps

On May 1, 2015, the U.S. Department of Labor awarded operation of Wyoming's first Job Corps Center, the Wind River Job Corps Center, to Management & Training Corp. (MTC). Since 1981, MTC has helped disadvantaged populations rise above their challenges to earn academic and technical training credentials and live meaningful, productive lives. MTC looks forward to operating the Wind River Job Corps Center in Riverton. Learn more about the staff, students, training and opportunities to get involved.

ELK SAGE & ALLISON SAGE
Northern Arapaho Horse Culture

Horses are very healing beings because they absorb much negative energy from us and leave us feeling calmer. The Northern Arapaho Horse Culture Class uses a cultural approach to methamphetamine and suicide prevention. The program empowers participants to take control of their lives through prayer, spirituality, use of traditional medicines, talking circles, horsemanship and teamwork. The class begins with a prayer followed by smudging/cedaring. A talking circle encourages attendees to find their voice through self-expression. After a round of sharing feelings, the riding and learning of horsemanship begins. The class is appropriate for beginners to experienced riders.

NOMINATIONS

2014-2015 WYOMING NATIVE AMERICAN STUDENT PACESETTER NOMINEES

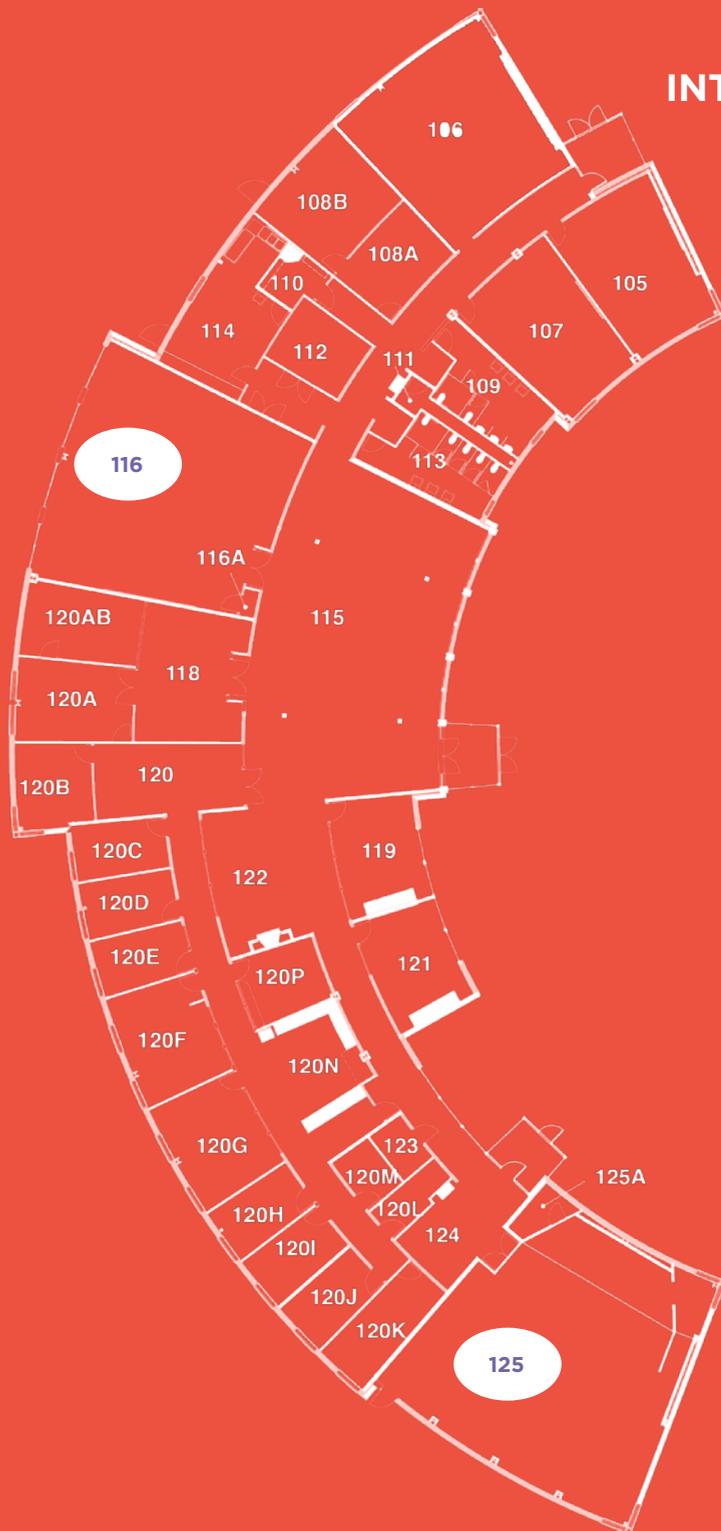
Darwin St Clair III	FCSD # 1 - Lander
White St Clair	FCSD # 6 - Wind River
Blaze Condon	FCSD # 21 - Fort Washakie
Che' Stiffarm	FCSD # 21 - Fort Washakie
Mia Moss	FCSD # 21 - Fort Washakie
Jackson Clair	FCSD # 21 - Fort Washakie
Aruther Griego	FCSD # 21 - Fort Washakie
Taylor Dresser	FCSD # 21 - Fort Washakie
Jazmine Wildcat	FCSD # 25 - Riverton
Darious Tillman	FCSD # 25 - Riverton
Wolf Star Duran	FCSD # 1 - Lander
Nettie McLeod	FCSD # 14 - Wyoming Indian
Inila'le Ware	FCSD # 21 - Fort Washakie
WhiteCloud SunRhodes	FCSD # 38 - Arapahoe
Trinity Wagon	FCSD # 38 - Arapahoe

Nomination Criteria:

- Students may be nominated by teachers, school employees or by family/community members
- Students must attend grades 3 – 12 during the 14/15 school year
- Students are selected based on attendance, grades, leadership skills, knowledge and use of culture, and good citizenship in school or community
- Submit a video introducing themselves and their experience (these videos will be available to view after the conference via the WDE website)

CAMPUS MAPS

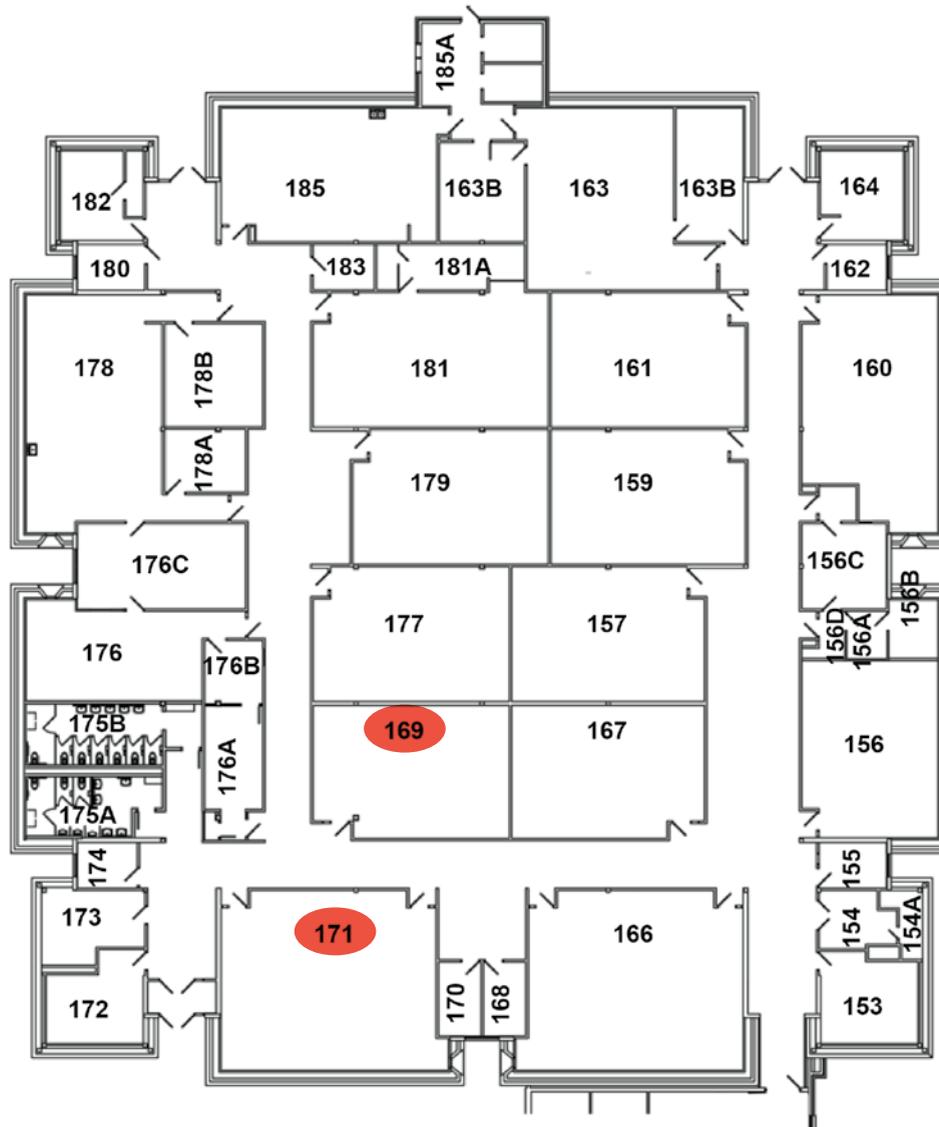
INTERTRIBAL EDUCATION & COMMUNITY CENTER



LEGEND

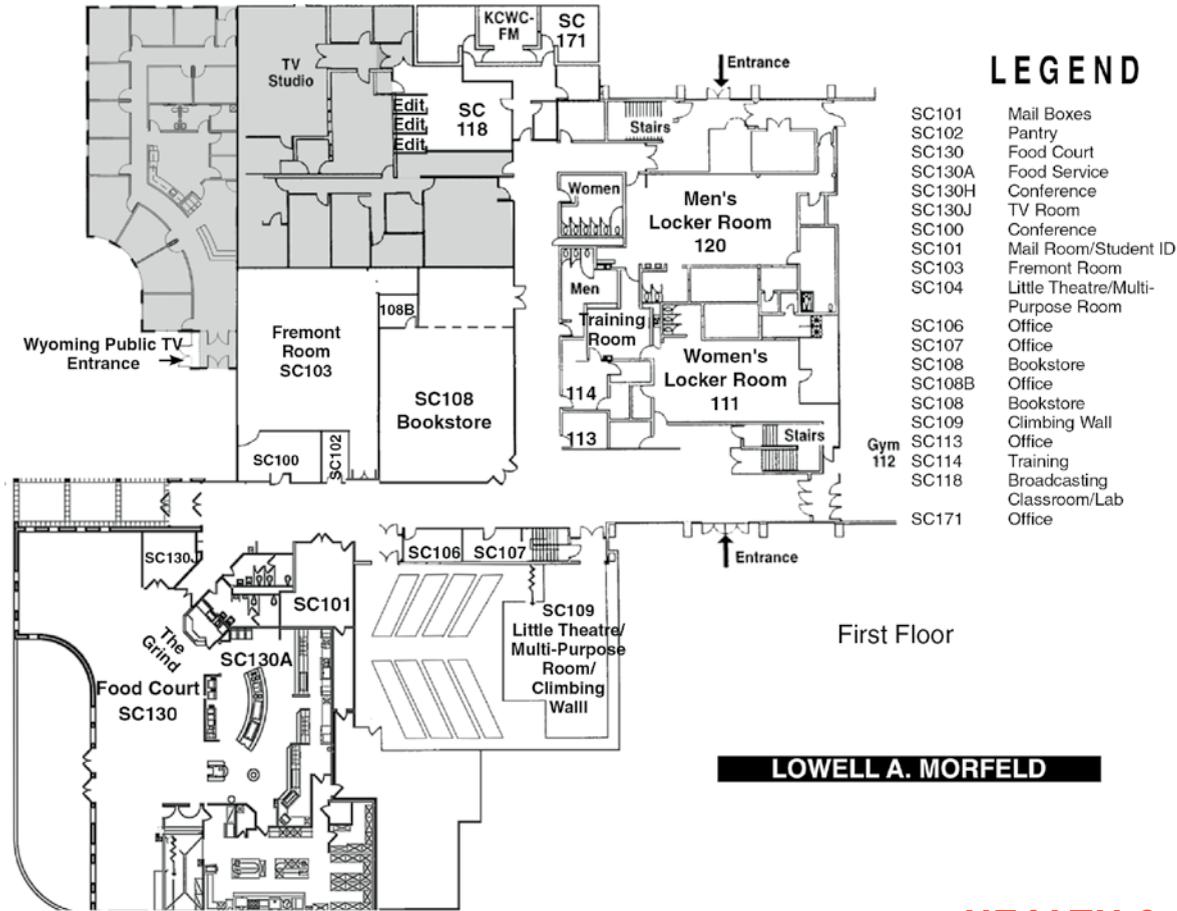
- ITECC 105 UW Classroom
- 106 CWC Small Classroom
- 107 UW Classroom
- 108A Electrical
- 108B Mechanical
- 109 Restroom
- 110 Custodial Closet
- 111 Closet
- 112 Storage Room
- 113 Restroom
- 114 Servery
- 115 Miller Community Hall
- 116 Wind River Room
- 116A Closet
- 118 Stewart Gallery Exhibit
- 119 Elders Office
- 120 Admin. Asst.
- 120A Workroom
- 120AB Exhibit Storage
- 120B BOCHES Office
- 120C CWC Office
- 120D CWC Office
- 120E UW Office
- 120F UW Office
- 120G UW Office
- 120H UW Office
- 120I CWC Office
- 120J CWC Office
- 120K CWC Office
- 120L Custodial Closet
- 120M IT Closet
- 120N Workroom
- 120P UW Admin. Asst.
- 121 WEN Conference Room
- 122 Student Lounge
- 123 Electrical
- 124 Lounge
- 125 ICN Classroom
- 125A Closet

MAIN HALL / CLASSROOM WING

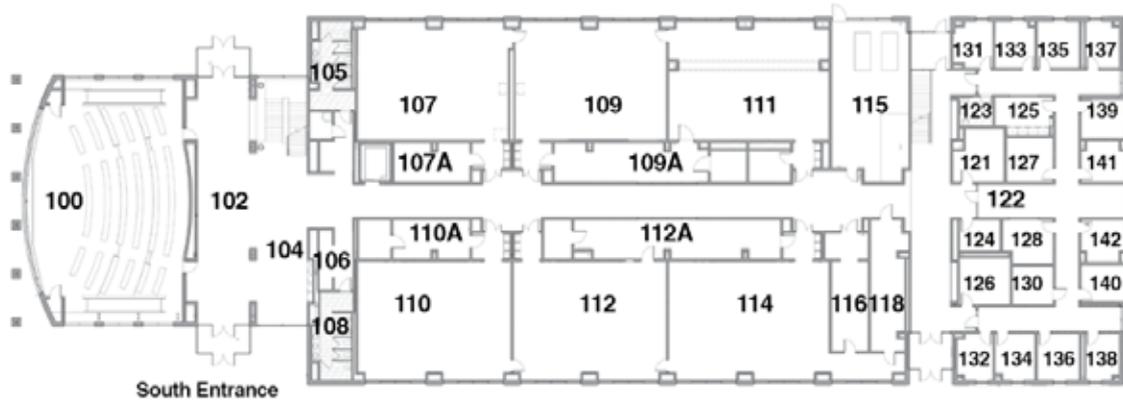


153	Storage	167	Classroom	176C	ABE/GED Office
155	Office	168	Office	177	Classroom
156		169	Classroom	178	ABE/GED Lab
157	Computer Lab	170	Office	178A	ABE/GED Director
159	Computer Lab	171	Lecture	178B	ABE/GED
160	Computer Lab	172		179	Classroom
161	Classroom	173		180	Office
162	Office	174		181	
163	Classroom	175A	Restrooms, Men	181A	Support
163B	Storage	175B	Restrooms, Women	182	Office
164	Storage	176	Classroom	183	Storage
166	Classroom	176A	ABE/GED Testing	185	Ag/Fire Science Lab/Classroom
		176B	ABE/GED Proctor		

STUDENT CENTER



HEALTH & SCIENCE



LEGEND

FIRST FLOOR		SECOND FLOOR	
HS100	Lecture Auditorium	HS200	Study Area
HS102	Lobby	HS201	Vending
HS104	Study Area	HS202	Lobby
HS105	Women's Restroom	HS204	Men's Restrooms
HS106	Vending	HS205	Women's Restroom
HS107	Physics, EHS Lab	HS206	Classroom
HS108	Men's Restroom	HS207A	CNA Skills Lab
HS109	Physiology Lab	HS208	Computer Lab
HS109A	Prep Area	HS209	Nursing - Debrief
HS110	Earth Science/Geology Lab	HS210	Classroom
HS110A	Prep Area	HS 211	Nursing - Debrief
HS111	Anatomy Lab	HS212 A-C	Allied Health
HS112	Biology Lab	HS 213A	Nursing Prep Area
HS112A	Prep Area	HS214	Computer Lab
HS114	Chemistry/ Microbiology Lab	HS215	Nursing - Debrief
HS116	INBRE Lab	HS217 A-K	Simulation Labs
HS118	Stock Room		
HS115	Mechanical		
HS122	Reception		
HS 124	Custodial Storage		
HW126	Recycling		
HS127-142	Offices		



6TH ANNUAL

**NATIVE
AMERICAN
EDUCATION
CONFERENCE**

AUGUST 11 - 12, 2015