

Memorandum of Agreement
Between
The Minneapolis Public Schools
And
The Metropolitan Urban Indian Directors

This historic MEMORANDUM OF AGREEMENT between the Minneapolis Public School District, and the Indian community of Minneapolis, represented by the Metropolitan Urban Indian Directors, MUID, and its member organizations, recognizes that educational failure has condemned generations of Indian people to poverty and diminished life opportunities and that this failure must finally be put to an end.

This agreement also recognizes that Indian education is a responsibility shared by the federal government, state government, the Minneapolis School District, the broader Indian community, and Indian families and that only through a joint commitment to work together with a focus on Indian student success will we succeed in overcoming this legacy of educational failure.

This agreement further recognizes that the education of Indian children continues to present significant challenges to the school district due to the disconnect between Indian cultural values and lifeways and western paradigms of education and that the wisdom and insights of Indian educators and other Indian community members are required to assist the district in meeting its educational responsibilities to Indian students.

THIS AGREEMENT is hereby made and entered into by the Minneapolis Public Schools, hereinafter referred to as “MPS” and the Metropolitan Urban Indian Directors, hereinafter referred to as “MUID, and its member organizations who will partner to implement a new model of education based on indigenous “best practices” that will result in significant improvements in educational outcomes for Indian children.

I. SCOPE OF AGREEMENT

THIS AGREEMENT is intended to improve Indian education district wide and therefore will apply to the education of Indian children in all schools under the oversight of the Minneapolis Public School Board including regular public schools, and schools chartered or contracted by the Minneapolis Public Schools.

II. DATE AND TERM

THIS AGREEMENT will become effective upon signing and the start of the 2006-2007 school year. It will continue for a period of five years, at which time the agreement will be reviewed by the partners to determine its long-term need and feasibility.

III. ADMINISTRATION OF AGREEMENT

- a. MPS and MUID will establish a compliance and implementation task force with the responsibility of implementing and monitoring the MOA.
 - i. The Committee shall be comprised of appropriate representatives from MPS staff (teachers, REA, MFT, Indian Education), Johnson

- O' Malley Parent Committee, Title VII Indian Education Committee, American Indian parents, secondary students, and community members representing site continuous improvement teams.
- ii. The compliance and implementation Task Force shall meet quarterly with representatives of the Minneapolis School Board or its designees and representatives of MUID.
- b. MPS will create (3) American research-based Indigenous Best Practice schools with an emphasis on culture and language that are academically rigorous and culturally responsive. There will be one elementary (Anishinabe Academy), one middle (Sullivan), and one secondary (All Nations at South High). MPS will work in partnership with MUID to secure appropriate funding, and plan and establish these schools. MPS and MUID shall establish a plan for such involvement, subject to approval of both parties.
 - c. Best Practice Sites will be defined by the following outcomes
 - i. **American Indian Continuous Improvement Tool:** Based on the American Indian School Success Guide in original MOA, a rubric will be developed which shall be incorporated with School Improvement Plans at each Best Practice site and shall include comprehensive data on the academic achievement and progress of American Indian and Alaskan Native students attending MPS; school curriculum and pedagogies; parental and community involvement; assessment of school learning environments; and educational support services (see attached).
 - ii. **Continuous Improvement Site Teams:** Each Best Practice site will establish a continuous improvement site team comprised of parents of Indian students attending the school, Indian students (for middle and secondary sites), teachers, principal or designee, and at least two Indian educators/community members. The teams will utilize the Continuous Improvement Tool/Rubric to regularly assess and make recommendations to improve Indian education practice and climate of the school. Each site team will have one representative serve on the district wide MOA Implementation and Monitoring Task Force.
 - iii. **Professional Development Program:** Collaborate in creating a standard professional development program for the purpose of providing quality culturally responsive education services via the MPS Staff Development Committee and Phillips Indian Educators (PIE). PIE and the committee will implement a staff development calendar for the best practice schools that is part of the District staff development schedule for Minneapolis staff and administration.
 - iv. **Documenting What Works:** Develop a means for educators to document and share successful strategies and the change process as it relates to American Indian students.

- v. **American Indian Family Involvement Center:** Establish an American Indian Family Involvement Center in collaboration with MUID. The Center shall utilize Best Practices in American Indian family and community involvement, and will develop and implement training, workshops, and other appropriate activities for parents of Minneapolis American Indian students.
- vi. **Stable Teaching Force:** Work with the MFT to develop stable teaching teams at each best practice site. Teachers and other staff, tenured or non-tenured, will be selected using an interview and selection process recommended by the MOA Implementation and Monitoring Task Force. Staff accepted would agree to participate in best practice training and would thereby be protected from layoff.
- d. MUID will develop an education subgroup to keep the membership at large informed as to the progress of the MOA implementation through monthly agenda updates
- e. MUID will enter into partnerships with Native community based organizations to provide supplementary educational programming and advocacy to support the work at Best Practice sites and the larger goal of improved educational outcomes for Indian students.

V. MAINTENANCE OF RECORDS

- a. MPS will establish a centralized American Indian student database with information on, but not limited to, American Indian student records, academic achievement and student progress and employ an ethnographic study to document overall change process to replicate at other sites
- b. MPS, in consultation with MUID, will establish district protocols on data accessibility and modifications. The database will comply with all Minnesota statutes regarding data privacy.

Signed by: _____ Date _____
Joseph Erickson, Chairperson
Board of Education

Attested by: _____ Date _____
Audrey Johnson, Clerk
Board of Education

Signed by: _____ Date _____
LaMoine LaPointe, Co-Chair
Metropolitan Urban Indian Directors

Signed by: _____ Date _____
Norma Renville, Co-Chair
Metropolitan Urban Indian Directors

American Indian Student Success Guide

The American Indian Student Success Guide

Seven Guiding Themes

Cultural Identity:

Strengthening and sustaining American Indian cultural identity by incorporating practices that support the learning, understanding and use of Native languages, cultures, histories, heritage, traditions and values.

Wisdom:

Instilling and fostering a lifelong desire to seek knowledge and wisdom and strengthens the thirst for inquiry and knowing.

Sense of Place:

Developing a strong sense of place and appreciation of the environment and the world at large and the delicate balance to maintain it for generations to come.

Sense of Discovery:

Measuring success and outcomes of our learning through multiple pathways and formats.

Sense of Self:

Promoting personal growth and development and a love of self, that is internalized and develops into a sense of purpose/role.

Perspective /Cultural Lens:

Increasing global understanding by broadening the views and vantage points from which to see and operate in the world. (Develop the cultural lens from which to view and operate in the world)

Sense of Connection:

Enriching our bonds with the people, places and things that influence our lives through experiences that ground us to our spirituality and connect us to our genealogy, culture and history through time and place.

As multiple tributaries come together to build a river of strength, depth and way of life; the beliefs, teachings and values of our people must come together to build the resiliency, sense of belonging and success of our children. The following guiding outcomes create the pathways for policy, actions and vision.

1. Incorporate cultural traditions, language, history, and values in meaningful holistic processes to nourish the emotional, physical, mental/intellectual, social and spiritual well-being of the learning community.
2. Maintain practices that perpetuate Native heritage, traditions, and language to nurture one's spirit and perpetuate the success of the whole learning community.
3. Sustain respect for the integrity of one's own cultural knowledge and provide meaningful opportunities to make new connections among other knowledge systems.
4. Instill a desire for lifelong exploration of learning, teaching, leading, and reflecting to pursue standards of quality and excellence.
5. Provide safe and supportive places to nurture the physical, mental/intellectual, social, emotional, and spiritual health of the total community.
6. Foster understanding that culture and tradition, as constantly evolving systems, are grounded in the knowledge of the past to address the present and future.
7. Engage in Native language opportunities to increase language proficiency and effective communication skills in a variety of contexts and learning situations.
8. Engage in activities independently or collaboratively with community members to perpetuate traditional ways of knowing, learning, teaching, and leading to sustain cultural knowledge and resources within the learning community.
9. Utilize multiple pathways and multiple formats to assess what has been learned and honor this process to nurture the quality of learning within the community.
10. Support lifelong commitment for Native language, history, culture, and values to perpetuate the unique cultural heritage of American Indians.
11. Promote personal growth and development to strengthen cultural identity, academic knowledge and skills, decision making, and the ability to contribute to one's self and family, and local and global communities.
12. Develop an understanding of Native language, history, culture, and values through an indigenous perspective to foster a sense of self, place, community, and global connection.

13. Promote respect for how the Native cultural worldview contributes to diversity and global understanding to enhance one's sense of self, family, and local and global communities.

14. Plan for meaningful learner outcomes that foster the relationship and interaction among people, time, space, places, and natural elements around them to enhance one's ability to maintain a "local" disposition with global understandings.

15. Engage in experiences which take care of and protects the entire learning community and the environment to support learning and good practices of stewardship, resource sustainability, and spirituality.

16. Cultivate a strong sense of ownership to one's past, present, and future to enhance meaningful purpose and to bring about joy and fulfillment for one's self and family and local and global community.

American Indian Education Success Outcomes

1. Incorporate cultural traditions, language, history, and values in meaningful holistic processes to nourish the emotional, physical, mental/intellectual, social, and spiritual well-being of the learning community.

Learners are able to:

- Utilize a variety of learning materials and strategies that promote cultural traditions, language, history, and values. (i.e., Native language and studies curriculum materials)
- Recount their genealogy, geographic connections, and family history.
- Demonstrate culturally appropriate behavior and traditional knowledge skills. (i.e., oratory in ceremony and other protocol)
- Develop mentoring.
- Nurture their spiritual essence. (i.e., reflection)
- Maintain a healthy lifestyle that includes proper nutrition, eating habits, exercise, and rest.
- Understand and demonstrate cultural practices.
- Understand and appreciate the importance of Native cultural traditions, language, history, and values.
- Understand the philosophies on which specific rules of behavior are based.

Educators are able to:

- Model culturally appropriate behavior in their teaching.
- Provide opportunities for learners to demonstrate culturally appropriate behavior. (i.e., storytelling, show and tell)
- Develop and/or adapt curriculum that acknowledges culturally appropriate behavior in the community.
- Participate in local cultural practices.
- Respect religious beliefs among learners.
- Provide cultural activities that are developmentally appropriate.
- Utilize authentic learning materials and experiences.
- Create and use learning materials that support cultural activities.(i.e., Native dictionaries, interactive software)
- Delivers culturally appropriate curriculum within the contexts of the community. (i.e., local geography curriculum)

Schools and Institutions are able to:

- Recognize that knowledge is embedded in many systems of beliefs, values, and practices, each with its own integrity and relationships.
- Include explicit statements regarding the cultural values that are fostered in the community and integrate those values in all aspects of the school. (i.e., vision and mission statements)
- Provide resources to support learning environments that promote the integration of cultural traditions. (i.e., posters, videos, curriculum materials)
- Include cultural teaching strategies as part of the effective practices in the teacher evaluation profile. (i.e., apprenticeships, project-based learning)

- Evaluate teachers on their ability to teach Native language and culture.
- Encourage new teachers to learn from those who are well grounded in the local community and culture.

Families are able to:

- Practice cultural traditions, language, and restore Native values in the home.
- Actively contribute to the development and well-being of the learning community.
- Foster a sense of contribution in each of its members. (i.e., family chores)
- Nurture healthy relationships among family members.
- Participate in the selection of educational, athletic, and social activities that affect the well-being of the child. (i.e., athletic and school activities)
- Recognize and celebrate traditional family practices. (i.e., maintaining culturally appropriate child rearing practices)
- Renew relationships within the family. (i.e., family rituals, working together, family discussions)

Communities are able to:

- Recognize that children are the future and to ensure that every child grows up secure and confident in whom they are.
- Articulate the cultural knowledge, values, and beliefs that it wishes educators to incorporate into the school curriculum.
- Develop partnerships among educators, families, and other community representatives as co-educators in all aspects of curriculum development.
- Supports culturally appropriate behavior in everyday activities.
- Foster traditional knowledge, values, and beliefs in all aspects of community life. (i.e., formal and informal functions)
- Provide services that promote wellness.
- Provide, support, sustain, and appreciate cultural events.
- Use Native and non-Native languages and values in their respective appropriate contexts.
- Utilize Native language and values in advertisements and announcements.
- Promote the proper usage of the Native language.
- Encourage their members to record personal family histories and display appropriate aspects of these stories in public areas for all members to view and appreciate. (i.e., through writing, art, photography or music)

2. Maintain practices that perpetuate Native heritage, traditions, and language to nurture one's spirit and perpetuate the success of the whole learning community.

Learners are able to:

- Engage in cultural activities.
- Associate with friends who can provide healthy role models that will make a positive contribution to their cultural growth and development toward adulthood.
- Plan learning activities that perpetuate cultural traditions. (i.e., planting and fishing by the phases of the moon)
- Interact with elders in a loving and respectful way that demonstrates an appreciation of their role as culture bearers and educators in the community. (i.e., serving elders first at all gatherings)
- Gather oral and written historical information from the local community and provide appropriate interpretation of its cultural meaning and significance.
- Engage themselves regularly in appropriate cultural projects and experiential learning activities. (i.e., creating replicas of native artifacts)

Educators are able to:

- Provide opportunities to learn in settings where cultural knowledge and skills are naturally relevant. (i.e., field trips)
- Provide opportunities to learn through observation and hands-on demonstration of cultural knowledge and skills.
- Commit to continuous professional development in Native culture and traditions.
- Base their teaching on cultural foundations.
- Become active members of the community in which they teach and make positive and culturally appropriate contributions to the wellbeing of that community.
- Exercise professional responsibilities in the context of local cultural traditions and expectations.
- Learn the Native language.
- Maintain traditional practices as an integral part of the learning process. (i.e., opening and closing of class day, ceremonies, protocol, rituals)
- Honor the cultural knowledge that students bring with them.
- Provide learning opportunities that help students recognize the integrity of their knowledge and use that knowledge as a springboard to new understandings.

Schools and Institutions are able to:

- Support the documentation of cultural knowledge and produce appropriate print and media materials to share with others. (i.e., biographies, oral histories)
- Provide culture and language programs, learning opportunities and academic courses to enable learners to acquire an in-depth understanding of Native culture, language and traditions. (i.e., immersion classes, summer classes, workshops)
- Make available a variety of Native resource materials. (i.e., musical instruments, tools and implements)
- Provide opportunities for educators to become proficient in Native culture, language, and traditions. (i.e., experiential activities such as culture camps and workshops)

- Provide cultural mentors and support professional development for educators. (i.e., community practitioners)

Families are able to:

- Utilize traditional native child rearing and parenting practices that reinforce a sense of identity and belonging.
- Use traditional naming practices and help each child understand the significance of the names they carry.
- Provide opportunities for their members to engage in cultural activities that develop the whole person. (i.e., food preparation)
- Foster intergenerational learning experiences that demonstrate skills.
- Take a proactive role in promoting the learning and use of traditional knowledge and resources in the home, school, and community, especially in knowledge restricted to the family.
- Assist members of the community in acquiring the knowledge and skills needed to assume the role of an elder or leader for future generations.
- Practice cultural values and rules of behavior in all family activities and encourages other members of the community to do the same.

Communities are able to:

- Seat elders in positions of honor at community functions.
- Model cultural behaviors in daily living.
- Organize and encourage participation in regular community-wide events.
- Provide opportunities for their members to acquire and practice Native cultural traditions.
- Sponsor regular gatherings to celebrate and promote interaction and communication among all members of the community.
- Establish programs to insure the availability of elder expertise in all aspects of the educational programs in the school community.

3. Sustain respect for the integrity of one's own cultural knowledge and provide meaningful opportunities to make new connections among other knowledge systems.

Learners are able to:

- Develop an understanding of own cultural knowledge.
- Practice own cultural heritage.
- Expand and extend an understanding of their own cultural perspective through experiencing other cultures.
- Demonstrate the use of acquired knowledge through application.
- Share and demonstrate an understanding of commonalities across cultures.

Educators are able to:

- Provide experiences that encourage learners to appreciate the uniqueness of other cultures. (i.e., share cultural holidays, practices, foods)
- Provide activities and learning experiences that illustrate how each unique culture has an essential place in our global society.
- Assist learners in making comparative relationships between cultures through their learners' own cultural perspectives.
- Instill respect and understanding for others and their diversity

Schools and Institutions are able to:

- Provide safe environments for learners to practice their own cultural traditions. (i.e., within classes and other school settings)
- Provide venues for learners, educators, and families to share their cultural heritages with one another. (i.e., workshops, family programs)
- Encourage participants to create opportunities to make meaningful connections with other cultures.
- Foster and support opportunities for educators to participate in professional development activities that will expand their repertoire of cultural knowledge. (i.e., seminars, enrichment courses)
- Honor all languages and cultures of the world.

Families are able to:

- Promote their cultural practices in the home.
- Assist children in learning and using their heritage language(s) in addition to their Native language.
- Assist children to understand their family history and the heritage(s) that shape who they are within the context of living with the host Native culture.
- Promote respect for Native culture and other cultures.
- Participate in multi-ethnic activities in the community to strengthen their own cultural identity and knowledge.

Communities are able to:

- Organize programs that promote the uniqueness of each culture.
- Provide and promote events that celebrate cultural diversity while being culturally sensitive to the norms and mores of all groups.

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- Create venues that increase the community's awareness of the cultural diversity of its members.
- Support and advocate for maximum participation of all members in different cultural activities.
- Document cultural events, especially where elders are sharing their knowledge and/or expertise.

4. Instill a desire for lifelong exploration of learning, teaching, leading, and reflecting to pursue standards of quality and excellence.

Learners are able to:

- Engage in learning opportunities about the cultures of others (i.e., cultural fairs)
- Acquire in-depth cultural knowledge through interaction with elders.
- Make constructive contributions to improve the standards of quality and excellence of their school and community.
- Participate in planning, implementing, and evaluating cultural activities. (i.e., leadership and cultural workshops)
- Assess their own learning to identify strengths and needs.
- Set personal goals and make appropriate decisions to enhance life skills.
- Utilize their knowledge, skills, and ways of knowing from their own culture to learn about the larger world community. (i.e., storytelling)

Educators are able to:

- Have access to appropriate materials and resources. (i.e., books, videos, charts, replicas of artifacts)
- Share their expertise in cultural areas.
- Form study groups to enrich their learning and facilitate the same for their students.
- Engage learners in lifelong exploration opportunities. (i.e., skilled craftsmanship)
- Involve self continually in learning about the local culture.
- Honor the knowledge, skills, and ways of knowing of their learners' cultures.
- Provide many opportunities for learners to engage in the learning, teaching, leading, and reflecting cycle. (i.e., project-based learning)
- Demonstrate quality and excellence through product and performance.

Schools and Institutions are able to:

- Document the life stories of community elders to model intergenerational learning.
- Invite parents into the school for continuing educational opportunities. (i.e., computer training or reading workshops)
- Establish mentoring with cultural practitioners and experts based on the needs and desires of the school and institution. (i.e., tanning, farming, navigation)
- Offer professional development opportunities to pursue standards of quality and excellence. (i.e., travel to attend seminars and site visits)
- Honor and incorporate indigenous "story telling" sessions.
- Begin lifelong explorations in learning for children at a young age. (i.e., language learning, planting a garden)

Families are able to:

- Encourage lifelong learning by role modeling.
- Participate in family learning activities.
- Organize and participate in community family oriented events. (i.e., a health and wellness fair)
- Plan and discuss individual and family learning goals and challenges as a regular family practice.

- Recognize, encourage, and support the development of talent of each family member.
- Identify and perpetuate family traditions and practices.
- Strengthen family ties by making sure each generation knows their genealogies.

Communities are able to:

- Recognize and honor lifelong learners, and other cultural practitioners.
- Sponsor cultural learning activities. (i.e., genealogy workshops)
- Recognize and support youth accomplishments.
- Encourage and support mentor and master apprenticeship opportunities.
- Provide places to gather and resources to practice cultural learning activities. (i.e., opening up access to existing resources such as schools, pre-schools and libraries)

5. Provide safe and supportive places to nurture the physical, mental, intellectual, social, emotional, and spiritual health of the total community.

Learners are able to:

- Express their spiritual connections.
- Introduce ideas, opinions, and suggestions in a safe, caring environment.
- Appreciate and respect the diverse views of others.
- Take an active interest in learning about traditional Native cultural values, beliefs, and practices and assume responsibility for their role in the family and community.
- Experience and enjoy learning in culturally appropriate environments.
- Speak comfortably in different situations.
- Involve themselves, their families, and their elders in ongoing learning.
- Become actively involved in local activities and organizations that contribute to the quality of life in their community. (i.e., after school activities, youth athletics)
- Make healthy lifestyle choices that contribute to the wholeness and well-being of self and others.

Educators are able to:

- Provide opportunities and time for students to learn in safe and comfortable settings where local cultural knowledge and skills are naturally relevant.
- Enable learners to ask questions, state opinions, and offer suggestions about their learning in a safe, caring environment.
- Utilize multiple instructional strategies and apply those strategies appropriately and flexibly in response to the cultural and instructional environment in which they are situated.
- Provide engaging and stimulating learning environments outside of the classroom.
- Create and maintain a safe haven for learning in which all students are actively engaged and contributing members.
- Participate in local and regional professional development activities to enhance the learning environment.
- Encourage the ongoing participation of elders.

Schools and Institutions are able to:

- Include explicit statements regarding the cultural values that are fostered in the community and integrate those values in all aspects of the school program and operation. (i.e., character education using Native values)
- Foster the ongoing participation of elders in all aspects of the education process to support a healthy learning environment.
- Provide multiple learning opportunities and a variety of assessment strategies for learners. (i.e., problem-based inquiry)
- Encourage and support experiential approaches to education, using community-based resources and expertise. (i.e., community restoration projects)
- Provide cultural and language immersion programs in which learners acquire in-depth understanding of their own cultures.
- Increase the number of professional staff who is of the same cultural background as the students with whom they are working.

- Provide cultural orientation camps and mentoring programs for new educators to learn about and adjust to the cultural expectations and practices of the community and school.
- Provide facilities that are compatible with the community environment and are inviting and readily accessible to the community.
- Utilize local expertise to provide culturally appropriate artwork, architecture, and landscaping in creating safe and nurturing environments. (i.e., community volunteers)
- Sponsor ongoing activities and events in the school and community for learners to put into practice their knowledge of local cultural traditions. (i.e., art exhibits, science fairs)
- Promote and utilize culturally appropriate methods of problem resolution.
- Provide a stimulating environment that is accessible and open to the whole community.
- Invite the community to participate in the educational process.

Families are able to:

- Provide opportunities to participate in purposeful conversation in supportive, non-threatening circumstances. (i.e., family projects, discuss current issues)
- Serve as positive role models and mentors. (i.e., youth athletics)
- Provide a loving, healthy and supportive environment for growth and achievement. (i.e., graduation programs)
- Connect with community members who can serve as role models. (i.e., coaches)
- Establish parenting circles in the community that provide opportunities to learn from each other's experiences.
- Help their members understand their history and the heritage that shapes their identity.

Communities are able to:

- Participate in activities to help formulate, document, and transmit traditional ways of communicating, participating, and collaborating.
- Incorporate the practice of local cultural traditions in everyday affairs.
- Take an active role in the education of all members.
- Nurture their sense of community responsibility, belonging, and identity. (i.e., community safety)
- Assist families, schools, educators, and learners in learning and utilizing local cultural traditions and practices.
- Contribute to curriculum design and implementation in the school systems.
- Sponsor cultural orientation workshops and community mentoring programs for newcomers.
- Provide an environment that reinforces healthy values and behaviors.
- Provide workshops to help families recognize and identify negative behaviors that affect the total health of communities and families. (i.e., mental health, nutrition and drugs, family and group workshops)

6. Foster understanding that culture and tradition, as constantly evolving systems, are grounded in the knowledge of the past to address the present and future.

Learners are able to:

- Demonstrate an understanding of culture and tradition in a variety of expressions and media. (i.e., television, radio, and fine arts)
- Integrate traditional knowledge into modern situations. (i.e., graduation ceremonies)
- Use cultural and traditional knowledge for personal use and the betterment of others.
- Incorporate cultural and traditional knowledge appropriately to changing situations and needs with guidance from elders and educators.
- Practice and promote cultural and traditional knowledge.

Educators are able to:

- Incorporate traditional knowledge in present contexts.
- Provide experiences and materials that encourage learners to adapt and use cultural and traditional knowledge with guidance from elders, educators, and/or craftspeople.
- Make personal connections to cultural and traditional knowledge and to the application of that knowledge to validate teaching and learning styles.
- Help other learners make their own personal connections to cultural and traditional knowledge, including knowledge distinctive to learner's families that may or may not be available to share directly with the teacher or fellow students.

Schools and Institutions are able to:

- Provide opportunities for elders to share their knowledge with learners. (i.e., story telling, demonstrations)
- Incorporate traditional knowledge across the school curriculum to encourage application to real life situations.
- Respect cultural similarities and differences. (i.e., Black history month, international festivals, and food sharing)
- Develop traditions that honor the past.

Families are able to:

- Participate in conversations about intergenerational issues.
- Commit resources and time to practicing cultural and family traditions. (i.e., intergenerational gatherings)
- Demonstrate skill in adapting traditions to modern settings with guidance from their elders.

Communities are able to:

- Coordinate solutions grounded in traditional knowledge and practices to address current problems and situations. (i.e., community cleanup)
- Analyze current problems and situations using traditional concepts.
- Provide opportunities for elders to share their knowledge.
- Promote the use of cultural and traditional knowledge to preserve and protect the environment, history, resources, and places. (i.e., community events)

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- Encourage leadership in the perpetuation of traditional knowledge by organizing projects and efforts.
- Provide venues to practice traditions. (i.e., public access media, businesses)
- Promote initiatives to increase the cultural knowledge and skills of the general public.

7. Engage in Native language opportunities to increase language proficiency and effective communication skills in a variety of contexts and learning situations.

Learners are able to:

- Acquire and demonstrate the language skills and knowledge necessary for proficient and fluent use of Ojibwe, Dakota.
- Demonstrate an understanding of Ojibwe, Dakota language contexts to improve proficiency and communication skills.
- Take the initiative to learn and converse with native speakers and second language learners.
- Communicate and participate in activities and special functions where Ojibwe and Dakota is used. (i.e., ceremonies, feasts, pow-wows)
- Comprehend the unique nuances and multilevel meanings of native languages.
- Be persistent in using Ojibwe and Dakota at all times and all places to the best of their ability.
- Aspire to raise their level of language proficiency.
- Reflect on the critical role that learning native languages plays in fostering cultural knowledge and language proficiency.
- Take personal responsibility for revitalizing and perpetuating native languages.
- Strengthen reading, writing, listening, and speaking skills using classical, traditional, contemporary, and emerging styles.
- Utilize Native reference materials. (i.e., Native dictionaries, place names and maps)

Educators are able to:

- Provide learners with good language modeling and instruction.
- Foster good language learning attitudes and habits.
- Provide safe learning opportunities where learners can acquire, practice, and experiment with language without fear of ridicule or censure.
- Teach reading, writing, listening, and speaking skills using classical, traditional, contemporary, and emerging styles.
- Develop purposeful use of contemporary and emerging language genre.
- Use traditional stories and literature to improve Native language proficiency and effective communication skills through reading and discussion.
- Use traditional Native contexts to create contemporary music, literature and art.
- Expose learners to a variety of Native language periods, styles, and dialects.
- Develop an understanding of the nuances, other poetic uses and devices in the Native languages.
- Utilize Native activities to promote learning. (i.e., arts and crafts, songs, games, etc.)
- Maintain Ojibwe and Dakota as living languages by incorporating new terminology where none exists.
- Learn about the benefits of learning Ojibwe and Dakota through bilingual and immersion methods.
- Secure support and participation of local expertise to enhance the curriculum.
- Participate in professional development activities to expand Native language and cultural knowledge.

- Collect and utilize Native language resources. (i.e., videos, interactive software, audio tapes)
- Incorporate traditional cultural values, beliefs, and practices to promote the use of Native language and thinking.
- Engage learners in activities that increase language proficiency and confidence. (i.e., singing at the drum, learning place names, flora and fauna)
- Teach reading, writing, listening and speaking skills using classical, traditional, contemporary, and emerging styles.

Schools and Institutions are able to:

- Provide a safe learning environment where learners can learn, practice, and experiment without fear of ridicule or censure.
- Assist community members in expanding their Ojibwe and Dakota fluency to deeper levels and enlist others in promoting the use of Ojibwe and Dakota. (i.e., proper language usage and spelling of language)
- Train educators to implement programs supporting the reading, writing, listening, and speaking skills of classical, traditional, contemporary, and emerging styles.
- Set aside special times and places where participants can be immersed in Ojibwe and Dakota. (i.e., Native language day, forums, talk shows, chat rooms, radio programs)
- Increase their repository of Native language materials and resources.
- Provide administrative funding to promote Native language and immersion instruction.
- Fund projects and/or seeks funding to develop language curriculum materials.
- Support opportunities for elders to engage with learners on a regular basis. (i.e., weekly storytelling, arts and crafts)
- Offer Native language coursework for immersion teachers. (i.e., advanced Native literature)

Families are able to:

- Model healthy attitudes toward language learning.
- Believe in the ability of the family to use and continually learn.
- Foster intergenerational language interaction.
- Perpetuate the transmission of Native language and culture from those knowledgeable to those who wish to learn.
- Provide opportunities for children to grow up hearing and using Native language in the home, school, and community.
- Maintain traditional naming practices and help children and parents understand their meaning and significance.
- Be proactive participants in learning and utilizing Native language.
- Value the importance of Ojibwe and Dakota in their home, school, and community.
- Recognize that language reflects and shapes one's cultural perspective.
- Incorporate new Ojibwe, Dakota into language practices. (i.e., skateboarding)
- Embrace the development of literacy skills in reading, writing, listening to, and speaking about different types of literature. (i.e., reading of classical, traditional, contemporary, and emerging styles)

Communities are able to:

- Support environments for learners to interact with Native speakers and other language practitioners.
- Use Native speakers in activities and ceremonial events.
- Take an active role in formulating and promoting ways to perpetuate Ojibwe and Dakota language usage.
- Enable Native speakers to actively model and reinforce proficient use of Ojibwe and Dakota as a full modern language of the community.
- Restore, maintain, and use traditional names for places and geographical features.
- Support, assist, and encourage the development of Native language programs and Native speaking environments.
- Reinforce the importance and use of Native languages in community and organizational practices for contemporary ties.
- Conduct literacy activities that promote the exploration of classical, traditional, contemporary, and emerging styles of literature.
- Take proactive steps to perpetuate attributes of Native languages unique to their communities. (i.e., vocabulary, idioms language style and intonation)
- Promote traditional story telling in Ojibwe and Dakota.
- Restore and maintain traditional places and contexts where language learning can be integrated through application. (i.e., fish ponds, wild rice bed, forests, water restoration projects)
- Infuse new Native terminology into daily language exchange.
- Encourage the use of Native languages in cultural events, meetings, media, and printed materials. (i.e., flyers and posters)
- Support the preparation of family biographies as part of the Native community history. (i.e., family history day)
- Provide simultaneous translation services where Ojibwe and Dakota can be used freely and without interruption.
- Support funding efforts to develop Native language and immersion programs.
- Contribute expertise in teaching and learning, public policy, and planning to raise standards for language and immersion instruction.
- Encourage the local media and public and private businesses to pronounce and write Ojibwe and Dakota correctly.
- Understand how language conveys cultural knowledge and traditions. (i.e., background, history, and meaning songs)

8. Engage in activities independently or collaboratively with community members to perpetuate traditional ways of knowing, learning, teaching, and leading to sustain cultural knowledge and resources within the learning community.

Learners are able to:

- Participate in subsistence activities with family and other community members and learn stories and lessons associated with those activities. (i.e., farming, gathering, fishing, hunting)
- Participate in apprenticeships with cultural experts in the community.
- Honor and respect traditional conflict resolution skills.
- Apply the cultural and traditional knowledge of the past to the present.
- Assume responsibility for their role in relation to the well being of the cultural community and their lifelong obligations as community members.
- Pursue excellence in their traditional practices, management, and responsibilities to the surrounding environment.
- Make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live.
- Identify and utilize appropriate forms of technology for improving the quality of life in the community.
- Share cultural and traditional knowledge effectively in a variety of cultural settings.
- Acquire in-depth cultural knowledge through active participation and meaningful interaction with elders, teachers and craftsperson.
- Participate in and make constructive contributions to learning activities associated with traditional practices. (i.e., gathering, fishing, food preparation, historical commemorations)
- Pursue opportunities to observe and listen to expert resources within the community. (i.e., elders, teachers, craftsperson)
- Continue to develop personal communication, participation, and collaboration skills.

Educators are able to:

- Recognize the validity and integrity of the traditional knowledge system.
- Utilize cultural practitioners in multiple ways in their teaching to engage learners' interest.
- Provide opportunities for students to learn through observation and hands-on demonstrations of cultural knowledge and skills.
- Utilize traditional settings as learning environments for transmitting cultural and academic knowledge and skills.
- Become active members of the community in which they teach and make positive and culturally appropriate contributions to the wellbeing of that community.
- Learn about and build upon the cultural knowledge that students bring with them from their homes and communities.
- Learn Native language and promote its use in their teaching.
- Reinforce students' sense of cultural identity and place in the community.
- Learn how to use local ways of knowing and teaching to link the knowledge base of the school to that of the community.

- Provide opportunities for learners to engage in journal writing on specific cultural concepts and content.

Schools and Institutions are able to:

- Encourage a variety of ways for learners and educators to communicate. (i.e., art, audio and video presentations, written work)
- Provide training in current and new media and technology. (i.e., PowerPoint, e-school, teleconferencing)
- Incorporate and build upon locally identified cultural values and beliefs in all aspects of teaching and assessment practices.
- Offer courses in communication using Native cultural content. (i.e., speech, media and video production, theater arts, broadcasting)
- Provide opportunities for project-based learning experiences that are Ojibwe and Dakota in content, and that focus on shared knowledge and skills. (i.e., plays, creative writing)
- Provide opportunities for learners to choose and plan appropriate learning activities.
- Provide opportunities for families and the community to learn and share traditional ways of communication, participation, and cooperation.

Families are able to:

- Develop new generations of elders and Native speakers to keep the Ojibwe and Dakota language alive.
- Use traditional greeting terms and practices in the home and at community events.
- Encourage, support, and volunteer to assist in all aspects of educational programs in the community.
- Practice rituals and ceremonies that reinforce family traditions.
- Promote family literacy. (i.e., using traditional stories, songs, dances, family histories, and children's literature)
- Provide guidance and assistance to pass on cultural knowledge.
- Participate in storytelling opportunities to pass on cultural values and traditions.
- Apply traditional disciplinary practices.
- Assist willing members of the community in offering their expertise to enhance learning opportunities.
- Develop partnerships with educators, schools, and the community in all aspects of learning.

Communities are able to:

- Assist in understanding traditions relating to knowledge ownership and the process of copyright. (i.e., informed consent, filing for protections)
- Foster the incorporation of traditional knowledge, language, and protocols in all aspects of community life and organizational practices.
- Incorporate the daily practice of local cultural traditions.
- Provide respected esteemed elders with a place of honor at community functions.
- Organize and encourage participation in community-wide, family oriented events.
- Incorporate and reinforce traditional cultural values and beliefs in all formal and informal community functions.

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- Promote activities that encourage all members to communicate, participate, and collaborate in traditional ways.
- Sponsor events in which families and schools may participate.
- Recognize and support accomplishments of all community members.
- Provide local and regional immersion camps to learn Native language and cultural ways.

9. Utilize multiple pathways and multiple formats to assess what has been learned and honor this process to nurture the quality of learning within the community.

Learners are able to:

- Make effective use of knowledge, skills, and ways of knowing from their own cultural traditions to assess their own learning.
- Participate in cultural events that showcase their talents and skills. (i.e., competitions, performances, science fairs)
- Make use of multiple pathways and formats to assess their own learning and competence.
- Acquire technological skills and dispositions for improving the quality of life.

Educators are able to:

- Utilize forms of assessment and evaluation other than written and standardized tests. (i.e., performance-based, service learning)
- Demonstrate the ability to utilize assessment data to improve their own teaching as well as to maximize the opportunities for learners to demonstrate their competence. (i.e., product and performance projects)
- Utilize culturally traditional forms of assessment.
- Utilize multiple instructional strategies appropriately and flexibly. (i.e., project-based learning, cooperative learning, inquiry, learning styles)
- Incorporate cultural values and beliefs in all teaching and assessment practices.
- Consider multiple forms of intelligence and problem solving skills in the assessment of the learning potential of learners.
- Gain experience and knowledge from those grounded in ways of knowing that are different from the usual ways of knowing utilized in schools.

Schools and Institutions are able to:

- Utilize culturally traditional forms of assessment.
- Provide and encourage multiple assessments in schools. (i.e., projects, portfolios, original compositions)
- Support programs and curricula that use multiple pathways and formats to assess what has been learned.
- Incorporate cultural values and beliefs in the development of multiple assessments.
- Coordinate with other educational institutions for the preparation and transition of learners.

Families are able to:

- Understand and appreciate several forms of assessment and evaluation.
- Support and attend cultural events that showcase the talents and skills of family members.
- Recognize the special strengths and talents of their children.
- Guide and support their members in educational opportunities appropriate to their skills and talents.

Communities are able to:

- Assist and support alternative assessments. (i.e., performances, technology projects)
- Utilize traditional forms of assessment.
- Sponsor and support cultural events that showcase the talents and skills of community members.
- Sponsor events that encourage excellence in oratory and other forms of expression.

10. Support lifelong respect and love for Native languages, history, culture, and values to perpetuate our unique cultural heritage.

Learners are able to:

- Take an active role in learning Native language, history, culture, and values.
- Assume responsibility for the use of Native languages and cultural practices in their family and community.
- Express their respect and love through oratory, writing, art, media.
- Share with others as an ongoing process of learning and teaching.
- Encourage others to learn Native languages, history, culture, and values.
- Incorporate cultural practices into their daily lives.
- Recognize and identify the healthy cultural behaviors that are practiced and promoted within the environment.
- Assume responsibility for their role in relation to the well-being of the cultural community.

Educators are able to:

- Make effective use of local expertise, especially elders, as co-educators whenever local language and cultural knowledge is being addressed in the curriculum.
- Create an immersion environment to provide a natural context for language and culture teaching and learning.
- Design curriculum and programs that promote and perpetuate Native language, history, culture, and values.
- Instill a desire in learners to be carriers of cultural responsibilities and traditions.
- Advocate for participation in cultural events perpetuating the unique heritage of tribal cultures.
- Provide a supportive learning environment that reinforces the cultural well-being of the learners.
- Utilize locally relevant curriculum materials with which learners can readily identify, including materials prepared by Native authors.
- Recognize the importance of cultural and intellectual property rights in teaching practice, and honor such rights in all aspects of the selection and utilization of curriculum resources.

Schools and Institutions are able to:

- Provide easily accessible repositories of Native language resource materials. (i.e., dictionaries, magazines, newspapers, books, videos)
- Partner with knowledgeable experts/practitioners within the community.
- Incorporate appropriate traditional cultural values and beliefs in all teaching.
- Utilize the Native language as a means to understand the local cultural knowledge, values, beliefs, and practices.
- Allow for traditional cultural protocol that includes spirituality.
- Provide Ojibwe and Dakota language immersion opportunities for students who wish to learn the language, or to continue using it as their primary language.
- Identify and use available resources for Native language support in the community. (i.e., agencies, foundations, and institutions)

Families are able to:

- Assist new parents in acquiring the skills necessary as the primary caregivers and first teachers of their children.
- Help young people understand the world around them. (i.e., the connections of the human, natural, and spiritual realms)
- Set aside time each day and/or week for family oriented cultural activities, including extended family members whenever possible.
- Communicate with each other in Ojibwe or Dakota language.

Communities are able to:

- Encourage all community members to use Native language daily and to assist anyone interested in learning the language, especially young children.
- Reinforce the importance of the Native languages and culture by incorporating traditional terminology, language, and protocol in all aspects of community life and organizational practices.
- Begin and end all community events and gatherings with presentations in Ojibwe or Dakota language.
- Promote the active participation of their members in all discussions related to the perpetuation of their language and culture.
- Publish posters on culturally relevant themes in Native, English, and other languages, which include statements of Native philosophy and values.
- Support the documentation of family histories and biographies.
- Promote artistic expressions that reflect Native aesthetics. (i.e., artwork, landscapes, sculptures)

11. Promote personal growth and development to strengthen cultural identity, academic knowledge and skills, decision making, and the ability to contribute to one's self and family, and local and global communities.

Learners are able to:

- Recount family genealogy, including geographic locations.
- Assume responsibility for the well-being of the cultural community and their own lifelong obligations as community members.
- Behave in a culturally appropriate manner and recognize the need to change inappropriate behavior. (i.e., local greeting etiquette and respect)
- Reflect on the critical role that their language plays in fostering a sense of identity.
- Acquire and pass on oral and written traditions of their community.
- Live in accordance with the cultural values and traditions of the local community and assist other members of the community to do the same.
- Understand that some traditions are considered private and family or group specific, and may not be appropriate for teaching to others, especially without permission.

Educators are able to:

- Recognize the validity and integrity of the traditional knowledge system.
- Develop curriculum reinforcing the integrity of the learner's cultural knowledge.
- Maximize use of the Native language and cultural knowledge in the curriculum.
- Use the local environment and community resources on a regular basis to link teaching to the everyday lives of the learners.
- Participate in community events and activities in an appropriate and supportive way.
- Recognize the educational potential of each learner and provide the challenges necessary to achieve full potential.
- Engage in critical self-assessment and participatory research to determine the extent to which teaching practices are effectively grounded in traditional ways.
- Participate in, contribute to, and learn from local community events and activities in culturally appropriate ways.
- Teach the importance of family genealogy, and unique family connections to oneself.

Schools and Institutions are able to:

- Support learning opportunities that help learners maintain the integrity of traditional knowledge in understanding the world. (i.e., astronomy and navigation)
- Recognize that all forms of success depend on developing a strong sense of personal and cultural identity.
- Encourage and support the professional development of local personnel, who share learner's cultural backgrounds to become educators and administrators in the school. (i.e., scholarships, Native leadership development)
- Invite the community to participate in the educational process.

Families are able to:

- Encourage children to become actively involved in cultural activities and learn the traditional values of the community.
- Practice cultural values and rules of behavior in all family activities.

- Participate in school activities.
- Communicate with teachers and counselors.
- Prepare their children for the school environment.

Communities are able to:

- Organize and encourage participation by all members in community-wide, family oriented events that foster cultural identity.
- Participate in reviewing initiatives that influence the education of the community.
- Engage in activities that illustrate appropriate cultural values and behavior. (i.e., cultural camps and special events)

12. Develop an understanding of Native language, history, culture, and values through an indigenous perspective to foster a sense of self, place, community, and global connection.

Learners are able to:

- Initiate and create opportunities to learn and listen to the language, history, culture, and values of the Native community they live in.
- Take advantage of special events and places to learn and practice Native language skills with Native language speakers. (i.e., Native language day, immersion camps, conferences)
- Seek and work regularly with mentors, who are knowledgeable in Native language, history, culture, and values.
- Recognize the complexities of learning Native languages, culture, history, and values, and use this recognition to commit to gaining language fluency and cultural knowledge.
- Use media to record and disseminate traditional stories for the enlightenment of all members of the community.
- Gather and use primary and secondary Native resource materials from all available sources. (i.e., speakers, books, newspapers, media, manuscripts)
- Be persistent in the use of Native language and the discussion of native language issues whenever possible.
- Spend as much time as possible with elders and/or Native language speakers and practitioners to practice proper language and protocol.
- Learn the origins and meanings of words and cultural practices, traditions, and values.

Educators are able to:

- Use Elders and Native speakers effectively in teaching language, history, culture, and values, especially those specific to the geographic area where they live and teach.
- Provide opportunities for learners to gather information from families and the community.
- Use local expertise, especially knowledgeable elders, as teachers/resources in classrooms and on excursions.
- Use Native and locally relevant curriculum materials prepared by local authors or others. (i.e., contemporary Native literature and art)
- Participate in immersion/learning opportunities to learn the traditional language, history, culture, and values of the community in which they teach.
- Enroll in Native language, culture, and history courses at universities, colleges, or other places to improve content knowledge and skills, and implement a culturally appropriate approach to teaching.
- Respect and validate all aspects of the learner's knowledge encouraging an ongoing quest for personal and cultural affirmation.
- Create safe environments for learners to share prior knowledge of their language, history, culture, and values to expand the knowledge of all learners.
- Provide flexible scheduling and preparation times for elders to share their knowledge in the classroom setting.
- Provide assistance in instructional methodologies for native speakers — language teaching does not always come naturally.

Schools and Institutions are able to:

- Ensure that their policies and practices governing language, history, culture, and values are consistent with the aspirations of families and the community. (i.e., family-based programs)
- Engage the community in opportunities to learn about Native language history, culture, and values unique to their geographical community.
- Provide Native language, history, and culture classes for every high school in Minneapolis, especially those with high numbers of Native children.
- Support Native language immersion sites throughout the state.
- Use culturally based materials to enrich the curriculum. (i.e., using Native stories to teach math, language arts, history)
- Implement annual awards in each school and district to recognize exemplary Native education efforts.
- Develop illustrated readers that utilize Native language, history, culture, and values. (i.e., literature K-adult)
- Form strategic alliances with indigenous organizations committed to the protection, revitalization, and continuation of indigenous languages, and disseminate appropriate information to the community.

Families are able to:

- Transmit family language, history, traditions, and practices to enhance a sense of place for self.
- Teach those special skills and areas of knowledge that are traditional to their family, including that which is traditionally kept only in the family.
- Mentor those family members who show interest and talent in the special skills of the family.
- Speak/use Ojibwe and Dakota to assist learners in expanding their language skills and their knowledge of history, culture, and values.
- Participate in school and community groups and activities to assist in documenting and passing on language, traditions, history, culture, and values.
- Be role models for all generations to maintain spiritual traditions and community history.
- Assist all family and community members (especially new parents) to provide opportunities for young children and other learners to hear Ojibwe and Dakota and to learn history, culture, and values.
- Research, maintain, and share genealogy with all family members so they understand who they are, and their place in the family and community.
- Use traditional terms and practices of greeting, respect, and kinship when greeting and addressing others in the family and community and teach children to use these terms.
- Perpetuate Native language and traditions by teaching concepts and terms specific to particular families and communities.
- Provide a loving, healthy, supportive environment for family members to learn their language, history, culture, and values, as a natural part of family life and learning.
- Work with educators, schools, and the community to perpetuate traditions. (i.e., giving, celebrations)

- Recognize that Native language, history, culture, and values are a reflection of and directly impact one's worldview.

Communities are able to:

- Provide free or low-cost access to courses in Native language, history, and culture for all interested learners.
- Promote the use of Native terms and customs at every available and appropriate opportunity, and include translators and translations at public events.
- Begin and end community events, and gatherings, with presentations by elders and practitioners.
- Promote active participation by their members in discussions related to the maintenance and development of language, history, culture, and values.
- Support the establishment of mentor/apprentice programs.
- Disseminate information on funding programs that support these guidelines and offer grant writing training and assistance to access available resources.
- Promote traditional gatherings that help people to experience Native language, history, culture, and values. (i.e., dances, games, events, historical commemorations, and so on)
- Promote regular Native programming on radio and television outlets in the community. (i.e., local news, storytelling)
- Publish posters on culturally relevant themes presented in Native language which include statements of Native philosophy and values.
- Encourage the pursuit of careers in journalism and other related fields.
- Promote publication of Native materials and awareness of Native issues.
- Encourage all community organizations to implement these guidelines.
- Seek expert support from elders, practitioners, and/or institutions of higher education.

13. Promote respect for how the Native cultural worldview contributes to diversity and global understanding to enhance one's sense of self, family, and local and global communities.

Learners are able to:

- Understand the Native worldview through the use of primary sources collected from the past and present.
- Recognize the importance of the Native worldview and its role in understanding diversity.
- Demonstrate understanding of the Native worldview and its place in the global society.
- Appreciate the diversity of global community members and their contributions to the world.

Educators are able to:

- Maximize the use of primary sources in curriculum. (i.e., traditional literature)
- Utilize traditional practitioners and elder in the community.
- Integrate traditional songs, dances, games, stories and arts into learning.
- Recognize the importance of the Native worldview and its role in diversity.
- Develop and incorporate activities that promote the Native worldview and its place in global society.
- Respect individual and cultural characteristics of the learner's understanding and worldview.
- Acquire and apply the skills needed to learn about the local language(s) and culture(s) of the community.
- Use traditional teaching roles and practices in the community to enhance the educational experiences of learners.
- Help learners understand cultural diversity from within and beyond their own community and cultural region. (i.e., culturally mixed and blended families)
- Serve as adult role models by actively contributing to the local ways of living and to the traditions practiced in the community in which they teach. (i.e., attending community functions, joining community organizations)

Schools and Institutions are able to:

- Foster an appreciation of the contributions Native cultures offers to the world. (i.e., cultural exchanges)
- Respect the Native worldview and perspectives.
- Promote an understanding of the Native worldview in maintaining global balance and harmony. (i.e., Native character education program)
- Provide safe learning environments that encourage diversity and multiculturalism.

Families are able to:

- Recognize the importance of the Native worldview to the family, community, state, and world.
- Teach their members the Native worldview through family practices.
- Encourage members to practice their worldview outside of the home.
- Encourage respect for diversity in the home and child rearing.

- Understand the significance of the role of cultural identity in providing a strong foundation for all social, emotional, intellectual, and spiritual development.

Communities are able to:

- Promote an understanding of the Native worldview.
- Perpetuate the study of Native America through primary sources.
- Recognize the importance of the Native worldview and its role in diversity.
- Provide and promote events that celebrate the Native worldview and its integral place in the global society.
- Assist and sustain elders, teachers and craftsperson in maintaining their enthusiasm for learning.

14. Plan for meaningful learner outcomes that foster the relationship and interaction among people, time, space, places, and natural elements around them to enhance one’s ability to maintain a “local” disposition with global understandings.

Learners are able to:

- Be keen observers of their natural environment.
- Maintain a clean and healthy environment. (i.e., waste management)
- Understand the natural rhythm of the environment, such as the winds, rains, tides, currents, and seasonal changes, and learn how to live in alignment with the environment.
- Participate comfortably in the local traditions and celebrations that reflect the diversity of the local culture and the distinctive responsibility of certain individual families in certain areas of knowledge.
- Recognize and respond to the people, places, and natural elements in their community.
- Honor and respect personal and community resources.
- Be familiar with and respectful of places within their community.
- Reflect on the relationship between the natural environment and people.
- Understand the symbiotic relationship between man and his environment.
- Preserve, protect, and sustain a healthy environment. (i.e., environmentally sound legislation)

Educators are able to:

- Help learners see the interrelationship between local circumstances and the global effects of local conditions.
- Prepare learners to “think locally and act globally.”
- Bring literature into the classroom that reflects global issues with a local perspective. (i.e., native rights, land and environmental issues)
- Give learners opportunities to celebrate and participate in local traditions and cultural activities.
- Develop the learner’s sense of responsibility to and appreciation for maintaining a healthy relationship between the community and its natural resources. (i.e., community service)
- Serve as a role model for healthy practices that sustain good relationships in the community.
- Be comfortable and flexible in utilizing the natural environment for learning. (i.e., forest, lakes)
- Adopt and promote traditional practices in caring for the environment. (i.e., recycling, conservation, use of Native calendar)

Schools and Institutions are able to:

- Provide opportunities for learners and educators to enrich their communities through proactive projects. (i.e., community restoration, mentoring)
- Provide a safe nurturing environment for learners and educators to explore the relationship between the community and the natural environment. (i.e., agriculture, aquaculture and reforestation programs)

- Encourage all members of the community to use the resources of the school to make positive contributions to the environment. (i.e., libraries, resource centers, computer labs)
- Provide opportunities for elders to interact with learners. (i.e., apprenticeship)
- Provide opportunities and resources for the documentation of “best practices” in maintaining community and environmental health.
- Utilize educational models grounded in the Native worldview as reflected in the community.
- Provide opportunities to apply Native values in non-native settings.

Families are able to:

- Incorporate environmentally conscious practices into the daily family routines.
- Teach conservation and revitalization practices to all family members, especially the youth.
- Incorporate global trends into local practices. (i.e., sustainable futures)
- Enhance their living and learning environment by interaction with other peoples and communities.

Communities are able to:

- Conduct activities that practice conservation and revitalization of the environment.
- Reinforce a sense of identity and belonging for community members.
- Provide opportunities to learn and actively participate in cultural activities that respect the natural resources.

15. Engage in experiences, which cares for the entire learning community and the environment to support learning and good practices of stewardship, resource sustainability, and spirituality.

Learners are able to:

- Develop a sustainable food production system.
- Plan and participate in community service projects.
- Teach others about the concept of preservation through example.
- Participate in conservation and recycling practices and activities.
- Mentor younger learners.
- Demonstrate caring for elders.
- Utilize Native values in everyday situations.
- Demonstrate respect for family.

Educators are able to:

- Provide opportunities for conservation and preservation activities.
- Adhere to good stewardship practices. (i.e., recycling, service learning projects)
- Develop curriculum that acknowledges traditional practices and spirituality.
- Continue one's own lifelong learning.

Schools and Institutions are able to:

- Provide opportunities for learners and educators to connect with elders to learn about traditional stewardship.
- Provide opportunities for students and teachers to participate in community service
- Allocate resources for activities that support stewardship.
- Utilize local experts to demonstrate the concept of preservation.
- Promote stewardship of natural environments.
- Utilize curriculum that teaches Native traditional practices to promote stewardship.

Families are able to:

- Participate in community-wide events and activities that are culturally based.
- Support intergenerational learning.
- Preservation of their members and immediate environment.
- Participate together in sustainable practices of stewardship. (i.e., recycling, family gardening, fishing, and conservation of resources)

Communities are able to:

- Integrate and honor the roles of elders, teachers, and craftsperson's.
- Sponsor and organize community events and activities that are culturally based.
- Assist and support in curriculum development of preservation, care for and love of concepts.
- Encourage the use of traditional values in planning and implementing cultural events, curriculum, and other heritage activities.
- Promote an understanding of the Native worldview as it relates to the environment and science.
- Link with appropriate elders and practitioners.

- Involve community sponsors, foundations, and corporate funding to contribute to programs and projects.

16. Cultivate a strong sense of responsibility to one's past, present and future to enhance meaningful purpose and to bring about joy and fulfillment for one's self and family, and local and global communities.

Learners are able to:

- Know what their responsibility is in various situations. (family, classroom, local and global communities)
- Understand the family history and heritage that shape who they are and form their identity and when they are and are not to be shared.
- Actively participate in communicating their concerns and ideas about their responsibility to the past, present, and future.
- Design and implement projects demonstrating responsibility
- Nurture positive connections with their family.

Educators are able to:

- Assist learners in learning and using Native languages.
- Assist learners in learning their heritage culture.
- Utilize responsibility-based learning in the classroom. (i.e., room clean up)
- Design and implement curriculum that requires the use of responsibility in collaborative projects.
- Identify those cultural values and beliefs that are unique to the person. (i.e., teacher, learner, family)
- Build positive relationships and work together with families.

Schools and Institutions are able to:

- Assist learners in learning and using their heritage language(s) in addition to Ojibwe and Dakota.
- Assist learners in learning their heritage culture(s) in addition to the host Native culture.
- Provide cultural orientation programs for educators and administrators about traditional responsibility.
- Use the natural environment of the community to foster a strong sense of responsibility and preservation. (i.e., conservation of resources)

Families are able to:

- Educate family members on family history and heritage.
- Cultivate and nurture family and cultural values.
- Ensure that each member of the family has a responsibility. (i.e., chores)

Communities are able to:

- Organize and sustain activities and events that support community based responsibility.
- Encourage relationships that emphasize responsibility.
- Assist schools in responsibility based projects.
- Celebrate the completion of responsibility activities.
- Identify and gather mentors who can serve as role models and participate in promoting healthy responsibility practices through community cultural activities.
- Enjoy each other and their environment as they pursue their responsibility.