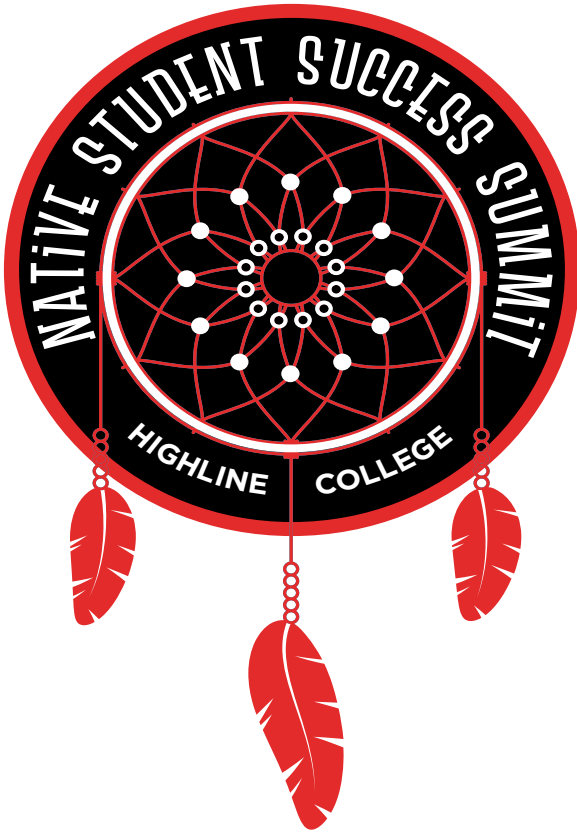


# INDIGENIZED MINDS AND PATHWAYS



May 18th, 2016  
9:00am-1:00pm

#IndigenizedMinds

**HIGHLINE**  
COLLEGE

# CAMPUS MAP



## HIGHLINE COLLEGE

**IMPORTANT:** Highline College is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodations please let us know in advance. It would be best if requests are made 10 days prior to the event.

### Student Statement of Expectations:

- Participation is mandatory in all activities while you are attending N.S.S.S.
- You must remain on campus during your entire visit to Highline College.
- Upon arrival, you will receive a folder with necessary information and materials. Please make sure your folder is with you at all times for reference and note-taking.
- Come prepared to engage with guest speakers, ask questions, get to know your peers, and interact with students, faculty, and staff.
- Participants are expected to be respectful of college staff, property and other attendees.
- There will be zero tolerance for alcohol or drug use on campus. This excludes medicine prescribed by your doctor.
- Signed and dated absence/excuse slips from your respective counselor, teachers or high school must accompany a completed N.S.S.S. registration form at the time of submission.

This statement was agreed to in the registration process. Students are expected to abide by the expectations. Students that do not abide, are disruptive, or disregard the instructions of Highline College staff, may be asked to leave and their parent/guardian will be contacted.

# AGENDA AT-A-GLANCE

8:30am-8:50am	<b>Registration</b>	Building 7
8:50am-9:05am	<b>Welcome</b> <i>Jeff Wagnitz, VP of Instruction</i> <i>Valerie Castillo-Warner (club)</i> <i>Tommy Segundo-welcome song</i>	Building 7
9:05am-9:45am	<b>Morning Keynote:</b> <i>Gyasi Ross</i>	Building 7
9:45am-9:55am	<b>Break</b>	
9:55am-10:55am	<b>Breakout Sessions</b>	
<b>Session A: Native Identity</b>	<i>Tommy Segundo &amp; Crystal Florez</i>	Bldg 8-Mt. Skokomish
<b>Session B: Community Building, Social Justice and Leadership</b>	<i>Sara Marie Ortiz Matt Remle Nahaan Fastsfromen- glisch</i>	Bldg 7
<b>Session C: Career &amp; College: What Should I Do?</b>	<i>Tanya Powers Jim LaRoche Trevor Greene</i>	Bldg. 8-Constance/ Olympus
<b>Session D: Decolonizing Gender</b>	<i>Raven Heavyrunner Josh Magallenes</i>	Bldg 14-102
10:55am-11:25am	<b>Lunch</b>	Bldg. 8-Constance/ Olympus
11:25am-11:35am	<b>Physical Movement</b> <i>Maxine Alex</i>	Bldg. 8-Mt. Constance/ Olympus
11:35am-12:05pm	<b>College Student Panel with Q&amp;A</b>	Bldg. 7
12:05pm-12:45pm	<b>Dreamcatcher Goals &amp; Pledge Activity</b> <i>Robin Pratt</i>	Bldg. 8-Mt. Constance/ Olympus
12:45pm-1:00pm	<b>Validation &amp; Closing</b> <i>Tommy Segundo</i>	Bldg. 8-Mt. Constance/ Olympus

# SESSION DETAILS

## Breakout Sessions

9:55am-10:55am

### Session A: Native Identity

Bldg 8-Mt. Skokomish

Ever been the only Native student in your class, or even at your school? Have you ever been stereotyped for being Native? Do you feel like you can't embrace all of your identities? Join us for discussion on how we can overcome stereotypes and embrace who we are in a positive way.

Guiding Questions for session:

- What is identity and what factors contribute to your personal identity?
- Has your environment/community had a factor in how you identify?
- How has media played a role in Native identity and how can we take back the camera to reshape our own identity from OUR own perspective?
- What historical events have contributed and/or shaped native identity?
- What are negative stereotypes associated with Native identity?
- What are some positive ways we can embrace our multiple identities?

### Session B: Community Building, Social Justice and Leadership

Bldg 7

In this candid and interactive conversation young leaders/artists/activists, educators and advocates Matt Remle, Nahaan FastFromEnglish, and Sara Marie Ortiz will discuss their combined 40+ years of experience working in the realm of education, community building, Indigenous rights, social justice, arts, culture and leadership and discuss the ways in which they've developed as leaders and strong advocates for the Native community, fighting for social justice, revitalizing culture/language, & working on some of the most pressing issues of our time.

They'll also share their vision for the future of community building, social justice, arts, education, culture and leadership + share insights with students who'd like to pursue careers in this realm.

Youth audience members will be encouraged to ask questions and engage in dialogue with the panelists throughout this interactive session.

Guiding Questions for session:

- What do you see as the most pressing or urgent issues facing the Native community, nationally, and even globally?
- What set you on your path in fighting for social justice, working on Native issues, and working on behalf of Native students/families/communities? When did you know this is the kind of work you'd like to do for the rest of your life, what kind of goals did you set and what steps did you take to make it a reality?
- Who are some of your greatest role models, mentors, inspirations, teachers, or heroes?
- What keeps you doing this work and keeps you motivated to keep going especially when it gets hard?
- What's your "medicine" – i.e. what keeps you nourished/whole/centered strong enough to keep doing the work of activism, advocacy, leadership, art and community/nation building
- How has the development of your Native identity or your connection to your culture influenced or informed your work?
- What's your vision for the future?

### Session C: Career & College: What Should I Do?

Bldg 8-Constance/Olympus

Are you unsure of what college or career is right for you? If so, be sure to attend this session and find out what important factors you should consider when selecting a college and/or career. Find out how to get started on your journey and what to consider when you're picking colleges and careers including information about college programs and careers, college life and expectations, culture shock and changing communities/coasts.

### Session D: Decolonizing Indigenous Gender

Bldg 14-102

Traditional American values surrounding gender and sexuality are rooted in centuries old Puritan ideologies, such as the notion that people must be straight, have one romantic partner, and act & look like a typical male or female. However prior the landing of Columbus Native Americans had diverse and expansive perspectives on gender roles, sexuality, and power systems. This particular workshop intends to expand your understanding of colonization within the realm of gender and sexuality so you may be better prepared and empowered to express who you are on a multitude of levels, as a modern Native American.

Probing Questions for Panelists

- What is the relationship between colonialism and gender?
- What is the role of gender in postcolonial ideals and practice?
- What does it mean to decolonize gender and sexuality?
- How do we as a community create safe spaces for LGBTQIA and Two Spirit Native youth?
- How do you protect yourself from discrimination and violence while being free to express your identity/gender/orientation and self-identity in the way you choose?

# SESSION DETAILS

## College/Graduate Student Panel

11:35am-12:05pm

Building 7

In this interactive discussion panelists will discuss their path to college as Native students, ways they navigated their college experience, with insights on applying to college, things to know, consider, questions to ask when preparing for college, how to make the successful transition to college, how to ask for/access support, and be successful in your first years of college.

### Panelists:

#### *Justin Black-Crow (Highline College)*

Justin Black-Crow is from the Oglala Sioux Tribe in South Dakota and is currently finishing up his BAS in Cyber Security at Highline College. Justin says "the main reason I went to school is because I love to work with computers. I used to get old computers, and try to figure out what was wrong with them and fix them. I applied to Highline in the Data Recovery and Forensic Science AAS, and when the BAS in Cyber Security started, I thought I would gain more knowledge about computers. Even though I started off not knowing much about computers and how they work, I now feel I am adept at working with them. It is all about finding something you like to do and expanding on it. Due to the expansion of the IT field there is a large need for people who specialize in different areas of the IT field. I started off wanting to work with computers and learn how they run, but now I feel that I could start my own business of setting up and securing networks."

#### *Anna Cook (Highline College)*

My name is Anna Cook and I am 19 years old. I am a proud Native American enrolled to the Swinomish Tribe. I am a freshman at Highline College and play on the women's basketball team. I am a Student Ambassador for the Sports Outreach Program, as well as being the co-founder and vice president of the First Nations Club at Highline College. I love to stay involved -- especially with things in regard to learning more about my own culture, or engaging with others. I am also an aspiring law student in civil rights law, alongside Native American Indian law.

#### *Peggen Frank (The Evergreen State College)*

Peggen is an enrolled member of the Northern Arapaho Tribe she is also Oglala Lakota. She was born and raised on the Wind River Indian Reservation in Wyoming. She always counted on sports and pow-wow as a positive focus from the negativity that surrounded her as a Native student in a nonnative public school. This allowed her to evolve and shine as an individual and as a team player. Peggen has lived in the Pacific Northwest for almost 12 years. She graduated from SPSCC in 2008 with an AA and graduated from The Evergreen State College in 2011 with a bachelor's of arts, emphasizing in Sustainable Business, Marketing, and Human Resource Management. Currently, she is enrolled in the Masters in Public Administration program, Tribal Governance concentration and awaits graduation this June. Peggen works for a small non-profit in Olympia called Salmon Defense and has helped nurture and grow the organization into the capable functioning tool that it was envisioned by its founders to be. Peggen's creativity, passion for protecting tribal treaty rights, and experience in sustainable business practices has added great value to the team. She has helped create winning proposals that were submitted to our local Tribal funders such as the Nisqually Tribe, The Muckleshoot Tribe and the Tulalip Tribes. She also has a skill for developing and expanding relationships needed to bridge gaps between tribal and non-tribal communities.

#### *Claudia Griffin (Northwest Indian College)*

Claudia Griffin (Tonawanda Band of Seneca) is a graduate from Northwest Indian College with a Bachelor's degree in Tribal Governance and Business Management. She graduated from Northwest Indian College in June of 2015 after returning to school at the age of 39 with the intention of obtaining her Associate's Degree. After graduating with a 4.0 she went into the Bachelor's Program and finished her degree with a 4.0 again, and the highest of honors. She's been involved with the Muckleshoot Tribal School, Northwest Indian College Student Executive Board, served as a Student Ambassador and was nominated to attend several conferences such as AIHEC and SAIGE.

#### *Kelsey Lawson (Georgetown University)*

Kelsey Lawson (St. Lawrence Island/Siberian Yupik) graduated from Chief Sealth in 2015 and currently attends Georgetown University and is majoring in Culture and Politics and is in the School of Foreign Service. She is planning on attending law school and focusing on Indigenous Law.

## KEYNOTE BIOGRAPHY



**Gyasi Ross (Blackfeet)** is an essayist and writer, poet and speaker, lawyer and activist. Through a life of service, listening and living within Native communities, Ross profoundly understands the needs of his people and has dedicated his life to forging change within his communities.

Part of Ross' mission is raising the profile of the reservation populace, often viewed with ignorance as a shadowy world, as well as instilling a sense of pride among the people.

He has taken his message to hundreds of colleges and universities, high schools and community venues nationwide. He has become a voice on racism and social justice and has been a keynote speaker at national conferences on racial equity, social justice and white privilege.

Ross is the author of two books, "Don't Know

Much About Indians (But I Wrote This Book About Us Anyway)" (2011) and "How to Say I Love You in Indian" (2013).

"I come from a family of storytellers. My family tells long stories, drinking coffee and blowing smoke in your face. It just fit for me to tell stories, and then I started writing them. My standard for writing stories is, if I can't explain it to my niece or nephew, or my grandpa who dropped out of school then I need to understand this topic better. People have a love affair with over-academicizing things."

Ross has taken his poetry into the hip-hop realm by releasing a spoken word/hip-hop album in 2015 titled "Isskootsik" (Before Here was Here). Ross has written for the Huffington Post, Indian Country Today, Deadspin and Gawker and is often tapped to appear on various talk shows and news programs (including MSNBC and ESPN) on topics about Indian Country and beyond (immigration, climate change, sports). Despite early educational struggles (attending six colleges, including two tribal colleges, before graduating from Columbia Law School), Ross continues in the family business of working within the community and telling his people's stories.

Always believing in his mission, Ross first and foremost just wants things to be right with the complex world of the Indian nations.

"Gratification is internal and I'm comfortable with that," Ross says, "I'm just trying to figure out how to help my folks."

*"My point in everything is helping my community and the various populations therein to influence the systems that affect them. My goal in life is about mentorship, about figuring out how to instruct others to fulfill their purpose and understand the sense of self-awareness and application of spirituality to everyday life. To understand that we are worthwhile: economically, politically, educationally, and spiritually. We have a lot to offer."*

# SPEAKER BIOGRAPHIES

## Nahaan áyá xát

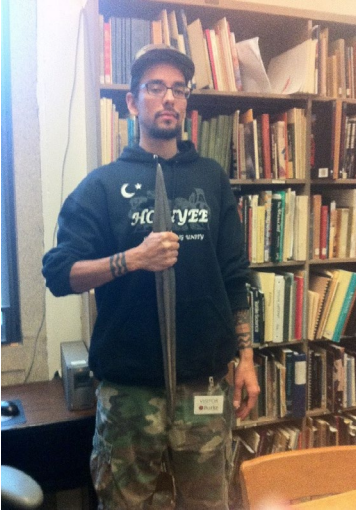
Dakt'aweidí naax xat sítee  
Kéet Gooshí hít áyá haa naakahídi  
Thákw.aan Kwaan dax áyá xat  
Paiute ká Deikeenaa yádix xat sítee  
X'atas'aak dachxán áyá xat

I am Nahaan

I am People of the Upper Sand Bar  
Our clan house is Killerwhale Dorsal Fin  
house

I am from the Eternal village  
My fathers people are the Paiute and the  
Kaigani Haida  
My grandfather is Inupiaq

Our moiety is the Wolf/Eagle, Killerwhale,  
Octopus, Seal, Glacier, Iceberg, Flicker,  
Shark, Moth



## Crystal Florez (White Earth Ojibwe & Chicana)

Born and raised in Tacoma, surrounding Puyallup reservation, and south King county, Crystal is a strong advocate for urban Native students and families. She has faced many obstacles but acknowledges the mentors who consistently encouraged her and helped her grow from a high school drop out to a first generation undergraduate at the University of Washington, where she majored in American Indian Studies. Currently, she is awaits graduation in the Master of Public Administration graduate program (Tribal Governance concentration) at The Evergreen State College. She

hopes to serve as a change agent for her community, and those alike, by committing to the efforts of local and national urban Indian support organizations, in promoting the vitality of urban Native students, families and communities. Crystal is a talented artist and hopes to inspire youth and raise awareness of critical issues Native communities face through her art.



## SPEAKER BIOGRAPHIES



**Mr. Trevor Greene** taught Spanish and English for dozen years at the middle school, junior high, and high school levels, followed by three years in administration, before becoming the principal at Toppenish High School on the Yakama Indian Reservation in Toppenish, WA. During his tenure at THS, the school (94 percent minority, 100 percent poverty) achieved a 94 percent graduation rate, and became the most decorated high school in Washington State – named a STEM Lighthouse School by the Office of Superintendent of Public Instruction, twice honored as a state Golden Apple recipient, and presented with five Washington Achievement Awards. Mr. Greene was selected as the 2012 Washington State High School Principal of the Year and, in 2013, received National Principal of the Year honors from the National Association of Secondary School Principals (NASPP).

Mr. Greene then fulfilled a one-year fellowship as a Principal Professional Development Specialist by the Association of Washington School Principals (in conjunction with the Bill & Melinda Gates Foundation), where he worked to support K-12 principals statewide. Currently, he is the Executive Director of Human Resources (Workforce Planning) in a district supporting five municipalities where over 100 languages are spoken. In addition to his school district work, he provides one-one-one executive coaching in The Breakthrough Coach Management Methodology™ for administrators nationwide. Trevor Greene earned his B.A. from Brigham Young University, his M.A. and principal certification from Central Washington University, and his superintendent's credential from Washington State University.

**Raven Heavy Runner** is an enrolled member of the **Blackfeet** Tribe of Montana. He was raised both on the Blackfeet Reservation and Seattle Washington. He came from a large family of 9 children and at age 6 attended a Bureau of Indian Affairs boarding school in Montana. At age 14, he ran away to Seattle and became a street kid. After getting help from a couple Native American agencies serving the Seattle area he was able to obtain a GED.

As a young adult he entered the U.S. Army and after 3 years he returned to civilian life and started college. Over the next two decades his path brought him to LGBT activism, theater, Two-Spirit leadership, while attaining his bachelors and eventually his Masters in Social Work. Although his main vocation was Indian Child Welfare, he also continued serving the community in volunteer positions advocating for Two-Spirit issues. Raven has chaired of the Northwest Two-Spirit Society for the last 15 years.

He is a board member of the Montana Two-Spirit Society and the Northwest Two-Spirit Society's delegate to the International Council of Two-Spirit Societies. He sits on several other Native boards and currently works as a social worker with Native Elders in Western Washington.





## SPEAKER BIOGRAPHIES



**Joshua Magallanes** has a critical analysis about adolescent development for queer individuals happening later in life. He believes that the same process that one experiences when coming of age as an adolescent, applies when they identify as LGBTQIA\*, regardless of age. During this time, individuals tend to struggle and experience their first internal conflicts a second time. Magallanes refers to this time in life as "gay adolescence," as when one is experimenting while trying to find community. We are creative and tactical: we are forced to lead double lives while at the same time feeding just enough of ourselves in order to survive. He also believes that it's these exact social constructions that shape our everyday

views and influence how we view what it means to be a man, or masculine. After earning his bachelor's degree from Northern Arizona University, Magallanes moved to Seattle in February 2004 and began working at Highline that fall where he is currently a faculty member teaching in both the Human Services and Diversity and Globalism Studies departments. His classes include "The LGBTQI Experience."

Magallanes earned his master's degree in community counseling from Seattle University. He has worked in higher education for the past 13 years for both universities and colleges. Through his work, Magallanes explores the societal expectations placed on communities of color and queer communities across the region, state and nation as a way to continue to raise awareness and create change through facilitated workshops and presentations.

Magallanes has spoken and led workshops at the Students of Color conference, annual American Counseling Association conference and Black and Brown Male Summit, and has also sat on boards for scholarship selections. Joshua is the committee chair for the LGBTQIA Task Force at Highline College and served on the board of directors for Gay City Men's Health Project.

Additionally, he provides therapy in his private practice for individuals, couples and families and facilitates process groups. His special interest areas for therapy are working with students who have depression or anxiety, sexual identity/orientation, oppression awareness and career/life exploration. He has also worked as a consultant for Edmonds School District, where he provided professional development for K-12 staff and administrators.

Magallanes believes the developmental process is never a road that is paved or less traveled; the way we travel it and experience it are what makes us marvel at the amazing products along the way.

In his free time, Magallanes enjoys playing and coaching softball, traveling to new places, enjoys white water rafting, camping and fishing under the liquid sunshine, and spending time with family and friends.

\*LGBTQIA = lesbian, gay, bisexual, transgender, questioning or queer, intersex, ally (a friend of the cause) or asexual

# SPEAKER BIOGRAPHIES



**Sara Marie Ortiz (Pueblo of Acoma)** is a graduate of the Institute of American Indian Arts and Antioch University Los Angeles' MFA program with a focus in creative nonfiction. She's formally studied law, Indigenous education, global self-determination in Indigenous communities, radio, theater, critical theory, and film. Ms. Ortiz has worked in the realm of Native arts, education, and culture advocacy from her first days as a student at the Institute of American Indian Arts to present day, presenting widely at tribal schools, tribal colleges, conferences, universities, cultural centers, and community hubs from New Mexico to Johannesburg South Africa. She currently manages the Highline Public Schools Native Education Program.

**Tanya Powers (MPA)** is mixed heritage **St. Lawrence Island/Siberian Yupik** and Irish. She received her Bachelor and Master of Public Administration at Seattle University and her Associate of Arts degree at Seattle Central College as a first generation college student.. Tanya has spent most of her career in higher education with a focus on working with low income students first at Seattle Central College and now at Highline College. She is interested in access and retention for under-represented students in higher education. She is also the mother of two strong daughters. Kelsey is a freshman at Georgetown University and Morgayne is a freshman in high school with a passion for junior roller derby.



Ok!, I am **Riel LaPlant** of the **Blackfeet** nation. I grew up on the Blackfeet Indian Reservation and in 2009 was accepted into Stanford University and graduated in 2014 as a Human Biology major. I then gravitated to Global Connection High School to work as an AmeriCorps success coach for Highline School District's GEAR-UP program. Some of my interests include fantasy and science-fiction literature, fishing, running, anime, and the betterment of Native American youth.

# SPEAKER BIOGRAPHIES



**Matt Remle (Hunkpapa Lakota)** lives in Seattle, WA. He works for the Office of Indian Education in the Marysville/Tulalip school district. He is a writer and editor for Last Real Indians at [www.lastrealindians.com](http://www.lastrealindians.com) and runs an on-line Lakota language program at [www.LRIInspire.com](http://www.LRIInspire.com). He is a father of three and the author of Seattle's Indigenous Peoples' Day resolution and the Seattle city council resolution to call on Congress to enter into reconciliation with Tribe's over the legacy of the Boarding School era. He has been organizing around issues of environmental, social and tribal justice for over 20 years. In 2014, he was awarded Seattle's Individual Human Rights Leader award.

**Tommy Segundo (Haida/Katzie)** was born and raised in South Seattle. He comes from the Haida Nation of Southeast Alaska on his mother's side and Katzie 1st Nation/ Filipino on his father's side. He considers himself very much an "Urban Native." His Haida name is Glaadaay (Big Man Inside). He earned his Bachelor's Degree from the University of Washington Seattle, is a published author, and has dedicated his professional career to working with Native youth for the past 10+ years. He currently works as the Native Education Program Liaison for the Renton School District and works at the high school in which he graduated from.



**Maxine Alex** is from the **Diné Nation** and received her B.A. in Sociology with emphasis on Social Psychology from Stanford Univeristy. I am the current Native Education Coordinator for Federal Way Public Schools. In my spare time, I like building tendrils and dendrites and hope I don't over prune. I believe in the power of our youth and the wisdom of our elders. Native wellness is not an option if we are to lift up our People! I have Indigenous knowledge and am not afraid to use it. I love to laugh, dance, run, workout, sew, bead, attend powwows, etc.

# SPEAKER BIOGRAPHIES



**Jim LaRoche, UW Native Recruiter**

## **Robin Pratt, MA. Ed.**

A member of the **Tlingit** tribe of SE Alaska, Robin Pratt has been working with Native American youth for more than 20 years in Washington State as an educator and advocate.

- B.A., History University of Washington, 1995
- Teacher's Certificate Heritage University, 1997
- MA.Ed., Antioch University, 2004.
- WSIEA Board Member








*“Walking. I am listening to a deeper way.  
Suddenly all my ancestors are behind me.  
Be still, they say. Watch and listen. You  
are the result of the love of thousands.”  
~~Linda Hogan (Chickasaw)*

*Many Thanks to All Speakers, Guests, and Chaperones!*

## **Thank You to Our Sponsors & Partners**

### **A Special Thanks to the Planning Committee:**

**Tanya Powers**, Highline College

**Rickitia Reid**, Highline College

**Ekkarath Sisavatdy**, Highline College

**Sara Marie Ortiz**, Highline Public Schools

**Crystal Florez**, Highline Public Schools

**Riel LaPlant**, Highline Public Schools

**Maxine Alex**, Federal Way School District

**Robin Pratt**, Auburn School District

**Tommy Segundo**, Renton School District

**VISIONING GROUP:** Andrew Guillen, Ninona Bourjrada, Boo Balkan Foster, Roderick Booker, Donovan Sather, Rashad Norris, Rich Summers, Roslyn Kagy, Valerie Castillo, Anna Cook, Leander Yazzie, and Cesar Rangel.