



Incorporating Indigenous Perspective at the Cottonwood School Timeline Year One

2018-2019

- First staff member went on a Confluence road trip overnight
- Toma Villa was artist-in-residence with 4th/5th grade

Summer 2019

- Lead Teacher Team (three teachers, one admin) assembled
- Conducted a pre-project reflection with Lead Teacher Team
- Teachers attended Confluence Road Trips
- Lead Teacher Team read book group books
- Project Manager coordinated consultants and purchased the beginnings of our [Indigenous studies library](#) books (this list does not yet include the titles we purchased for staff)

Fall 2019

- Lead Teacher Team met 2 times
 - Shared from books read
 - Began initial work on curriculum map
- Full day staff professional development at Tryon Creek led by Gabe Sheoships (and others) on the topic of TEK and the relational worldview
- Fieldwork Coordinator planned trips and coordinated classroom programming with partners (Confluence, Greg Archuleta, Carma Corcoran, Tryon Creek)

Winter-Spring 2020

- PBE coordinator attended *Tribal History, Shared History* trainings (2 full days)
- Lead Teacher Team meets 1-2 times
 - *Braiding Sweetgrass* book club
 - “Train the trainer” session on *Tribal History, Shared History* Essential Understandings, lessons and the critical orientations for Indigenous studies
 - Shared from other professional development opportunities (NW Trees workshop and others)
- Fieldwork Coordinator coordinated classroom programming with partners

- Purchased more books for our Indigenous studies library, both for staff and students

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Summer 2020

- Three staff members attended intensive course on building anti-racist curriculum
- Staff read *Braiding Sweetgrass*. Full school community was invited to participate. We purchased 30 extra copies for parents to check out.
- Began work on unit-specific [teaching kits](#)

Fall 2020

- Staff *Braiding Sweetgrass* book club
- Staff professional development on *Tribal History, Shared History*
- Full-day full staff training grounded in the critical orientations of Indigenous studies led by Confluence
- Hosted virtual book club for parents, families and community members
- Teachers led activities and discussions in all classrooms based on *Braiding Sweetgrass*
- Hosted Robin Wall Kimmerer as a guest speaker for students, parents and wider community (partnered with Confluence and Tryon Creek)
- Project Manager coordinated professional development and planning sessions for teacher team
- Lead Teacher Team: mentored the rest of the staff and helped to lead staff meetings and discussions

Winter-Spring 2021

- Additional work on curriculum kits, including purchasing of books and materials
- Guest speakers in the classroom, virtual and at in-person park days: Leialoha Kaula, Christine and Clifton Bruno, Karen Kitchen, Ryan Branstetter
- Third grade mapping project on Native plants, partnered with Super Nature Adventures and Christine and Clifton Bruno
- School and community viewing of the documentary *Gather*, including a virtual panel discussion with cast members (partnered with Confluence)
- Staff revises Cottonwood community themes, inspired by *Braiding Sweetgrass*

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Timeline Year Three

- Staff read *Indian No More*. Community invited to participate (purchased several extra copies)
- Staff book club on *Indian No More*
- Traci Soresl, co-author of *Indian No More* to give virtual author talks 11/4/21 (partnering with Confluence)
- Cottonwood hosts two lampey on loan from the Umatilla Tribe
- Project Manager coordinates guest speakers for staff professional development and classroom visits
- Finalize Cottonwood community themes. Consider how to connect to Native plants.
- Continue to add to and refine [teaching kits](#)
- Continue to building partner relationships
- Advisory group meets five times. Provided feedback on:
 - [Cottonwood land acknowledgement](#) statement
 - curriculum kits and book lists
 - Documentation of Cottonwood's program
 - Dissemination plans
 - School culture/climate
 - Family involvement

- Document our three-year process in a 10-minute video
- Worked with instructors from GRuB to integrate plant teachings into our social-emotional curriculum
- Plan and launch school-wide event
- Create three-year plan moving forward