



2010 Annual Conference Spokane, Washington

RESOLUTION #10 - 46

"AFFIRMATION OF TRIBAL SOVEREIGNTY IN THE IMPLEMENTATION OF COMMON CORE STANDARDS"

PREAMBLE

We the members of the Affiliated Tribes of Northwest Indians of the United States, invoking the divine blessing of the Creator upon our efforts and purposes, in order to preserve for ourselves and our descendants rights secured under Indian Treaties, Executive Orders, and benefits to which we are entitled under the laws and constitution of the United States and several states, to enlighten the public toward a better understanding of the Indian people, to preserve Indian cultural values, and otherwise to promote the welfare of the Indian people, do hereby establish and submit the following resolution:

WHEREAS, the Affiliated Tribes of Northwest Indians (ATNI) are representatives of and advocates for national, regional, and specific tribal concerns; and

WHEREAS, ATNI is a regional organization comprised of American Indians/Alaska Natives and tribes in the states of Washington, Idaho, Oregon, Montana, Nevada, Northern California, and Alaska; and

WHEREAS, the health, safety, welfare, education, economic and employment opportunity, and preservation of cultural and natural resources are primary goals and objectives of the ATNI; and

WHEREAS, the Common Core Standards (CCS) are a set of commonly agreed upon rigorous standards for K-12 learning, grounded in mainstream research and practices, internationally benchmarked, reflecting the type of skills and knowledge students need to have to transition from high school into college and world of work while remaining competitive in a global world; and

WHEREAS, the CCS Initiative was launched by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO) to address national concerns regarding the wide variability in state standards which have resulted in inequitable education opportunities across states and compromised expectations for student achievement in meeting the Annual Yearly Progress (AYP) requirements of the No Child Left Behind (NCLB); and

WHEREAS, States had the opportunity to sign a Memorandum of Agreement (MOA), agreeing to engage in the process of formulating and adopting or aligning the CCS once the Standards were developed, vetted, and approved; and

WHEREAS, throughout the CCS development, formulation, vetting, and adoption process, there was no engagement or consultation with Native leaders, communities, parents, and educators as cited in ATNI Resolution #09-58; and

WHEREAS, CCS would require all teachers to master the same curriculum in each content area, instead of different curriculum in different states and geographic boundaries, allowing states and school districts to focus on helping teachers be more proficient and effective in teaching students; and

WHEREAS, CCS would require that all students receive the same curriculum and relevant program of instruction that would benefit all students across geographic boundaries, particularly schools which may be challenged by low socio-economic conditions, high student/staff mobility, incongruent educational practices, etc.; and

WHEREAS, to realize the potential benefits of CCS for Native students, including aligned standards across diverse geographic boundaries; i.e., states, Indian reservations, urban Indian communities, Bureau of Indian Education funded schools and public schools, which could help to address some of the following challenges faced by Native students, families and communities:

- must address the mobility of Native students and families which mitigate interruptions or disconnects in learning for Native students;
- must include student acquisition of the essential skills and knowledge identified by Native Nations, families and communities as being critical to their sustainability and well-being in achieving success in college, work, and life;
- must include the development of diverse methods of learning through the use of culturally responsive instruction and assessment that leads to lifelong learning;
- must ensure that the unique cultural and linguistic needs of Native students, families, and communities are met;
- must ensure culturally responsive professional development that is vital for staff to learn the Native histories, languages, and cultures.

; and

WHEREAS, CCS may be in conflict with the inherent right of Native nations and communities to determine the appropriate and meaningful components of education for their children or where CCSS may conflict with appropriate cultural and traditional world views; and

WHEREAS, the U.S. Supreme Court (United States v. Winans, 1905) found that treaties must be construed as the Indians *would have* understood them *at the time the treaties were first made*, and 'as justice and reason demand' and further found that under the reserved rights doctrine, that treaties were 'not a grant of rights to the Indians, but a grant of rights from them - a reservation of those not granted' and whereas, the provision for education has been incorporated/included in virtually all treaties and attendant Executive Orders, tribes reserve the inherent sovereign right of self-determination to define the goals, standards, practices, content, procedures and assessments included and used in the process of education provision to Indian students, and by extension their tribes and communities; and

WHEREAS tribal governments are the sole experts on histories, cultures, languages, tribal sovereignty and government structures of their respective tribes; now

THEREFORE BE IT RESOLVED, that ATNI urges states who have adopted CCS to engage in meaningful consultation towards developing tribal-state Memorandum of Agreements (MOAs) incorporating the histories, cultures, languages, tribal sovereignty and government structures of the individual Native Nations and communities in each state thereby adapting the CCS to meet the unique cultural and linguistic needs of Native American students; and

BE IT FURTHER RESOLVED, that ATNI urges states to provide support to Tribes and Native communities located in their states to adapt tribal specific standards, through a cooperative partnership and process similar to the MOAs already in existence between states and Indian Nations in place; and

BE IT FURTHER RESOLVED, that ATNI supports efforts that encourage and incentivize cooperation to work with Tribes in the implementation and monitoring of CCS; and

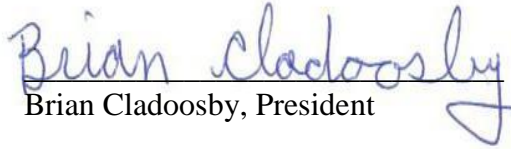
BE IT FURTHER RESOLVED, that ATNI urges that the implementation of the CCS be evaluated to ensure the educational needs of Native American students are met with evidence that would minimally include: decrease in the dropout rate; increase in days of attendance; increase in individual student achievement; tribally defined standards are included in the school curriculum at all levels, and

BE IT FURTHER RESOLVED, that ATNI urges states that have approved implementation of CCS be vetted through a Bias and Fairness Review process for each content area; and

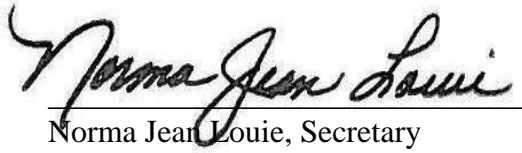
BE IT FINALLY RESOLVED, that ATNI reaffirms Tribes maintain the right to exercise Tribal Sovereignty with respect to the education of their students within all educational settings.

CERTIFICATION

The foregoing resolution was adopted at the 2010 Annual Conference of the Affiliated Tribes of Northwest Indians, held at the Northern Quest Resort and Casino in Spokane, Washington, September 20-23, 2010 with a quorum present.



Brian Cladoosby, President



Norma Jean Louie, Secretary