

TENTEWATKIENAWA:SE



TO HELP OUT ONE

ANOTHER

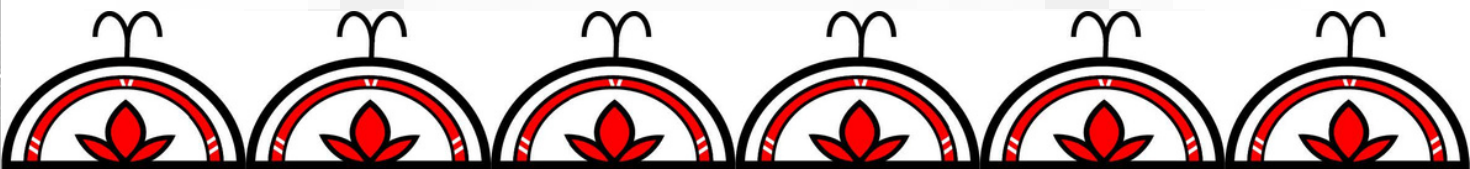


NATIVE AMERICAN INDIAN EDUCATION ASSOCIATION OF NEW YORK STATE

NAIEA/NY Spring Gathering:

Education Sovereignty in New York State

FRIDAY, JUNE 7, 2024





About NAIEA/NY

OUR MISSION

The mission of the NAIEA/NY is to develop the knowledge, skills, and abilities of educational personnel and the leaders and members of the Native American Indian community to affect a holistic quality education and academic excellence for Native people.

GOALS

- Promote academic achievement and excellence;
 - Facilitate the preparation and/or certification of Indigenous language program instructors;
- Ensure adequate and equitable resource distribution;
 - Provide a communications network to facilitate exchange of information and resources;
- Ensure sufficient use of resources by education agencies, programs, and personnel within their prescribed programs;
 - Provide a forum to identify and debate educational issues relevant to Native American Indian students, parents, and communities;
 - Articulate recommendations for solutions and courses of action.

HISTORY

In 1990, thirty members of the eight Native Nations in New York State formed a Steering Committee to formulate a statewide response to a Presidential request for a 1992 White House Conference on Indian Education. After presentations at the National Indian Education Association (NIEA) Convention and the White House Conference on Indian Education, the Native American Steering Committee realized the need for a continuing forum to address Native American Education in New York State.

In 1992, NAIEA/NY was formed and since that time has grown into a major statewide organization. It connects Native American educators, community members, students and those concerned about Native American education through an e-mail list serve, a bi-annual newsletter, and an annual conference. The NAIEA/NY Fall Conferences address issues, problems, and solutions in Native American Education; bring prominent speakers to share their expertise; and, recognize Native people who have made indelible contributions to their respective communities.

Working together under a common theme-to help one another-sharing successful education programming among the tribal communities in NYS has served to strengthen the membership's desire to encourage and support the educational aspirations of Native people. We welcome you to join us.

Welcome

June 7, 2024

I am delighted to welcome you to the 2024 Native American Indian Education Association (NAIEA/NY) Spring Gathering at Ganondagan— located on the traditional lands of the Onöndowa'ga:' (the Seneca Nation) in Victor, NY to recognize and strive for Education Sovereignty in New York State.

Just over 100 years ago, Deskaheh (Levi General) and allied attorney George P. Decker traveled to Geneva, Switzerland to advocate for the sovereignty of the Haudenosaunee and Indigenous Peoples globally. The following year in 1924, the last year of Deskaheh's life, he inspired the Haudenosaunee to refuse the "gift" of US citizenship. Indigenous communities asserted their rights when crossing the US/ Canadian border and exercised their sovereignty by refusing US citizenship. This all took place during the height of residential boarding schools, schools which were designed to strip Indigenous students of their languages, cultures, and identities. Much of the instruction in US education was based in becoming a "good US citizen" which also permeates into K-12 and higher education today.

According to the National Indian Education Association (NIEA) it is up to each state to provide unique opportunities to "promote tribal sovereignty in education and create schools with positive and inclusive learning environments for Native students" (niea.org/state). Deskaheh's life work coincides with education sovereignty, simply by suggestion that, as Indigenous Peoples, we have autonomy over our own education.

NAIEA/NY brings together Native educators, parents, students, and community members by providing workshops, and opportunities to engage in best practices as well as be updated on issues relevant to Native education throughout the state. This conference will host keynote presenter Dr. Adrienne Keene and featured presenter Tom Deer, along with many more exciting and engaging speakers. I'm confident their presentations will be empowering and remind us to carry on the important work to support education sovereignty throughout the state.

In the program pages that follow, you'll see that this conference will be enriched with many presenters. Please join me in extending words of appreciation to all our speakers for their willingness to share their best practices, knowledge, and expertise—all in a concerted effort to empower our NAIEA/NY membership. I appreciate their gracious acceptance of the invitation to travel to Ganondagan to share their good work.

I am grateful for the support of our many sponsors and the planning committee, whose names are all listed at the end of the program, as well as the vendors who donated items for our raffle. I give my sincere thanks for funding and support from Erie 1 BOCES, RBERN West, and the Office of NYS Bilingual Education and World Languages. I also give my special thanks to Michael Galban, Jeanette Jemison, Pete Jemison, Ansley Jemison and all Ganondagan staff for hosting us for this year's conference— I am extremely appreciative for their support of NAIEA/NY. Niá:wen!

I am grateful for the conference planning committee and NAIEA/NY officers including Christina Mulé, Tammy Bluewolf-Kennedy, Monica Antone-Watson, Tianna Porter, Brandon Van Every, and Denise Goñez-Santos. Overall, I am grateful to be a part of the long legacy and tradition of supporting Native education throughout the state. It is my hope that we can carry on the words that are shared at this conference, into our work as educators and within our Indigenous communities.

I hope that you enjoy this very special day as we recognize Indigenous Education Sovereignty in New York State. Niá:wen!



Hugh Burnam, Ph.D.
Mohawk Nation, Wolf Clan
NAIEA/NY Chair

Program at a Glance

7:00AM | REGISTRATION AND BREAKFAST

Lobby

8:00AM | OPENING

Auditorium

**Traditional Haudenosaunee
Opening, Welcome, and
Introductions**

9:00AM | KEYNOTE PRESENTATION

Auditorium

**Moving Beyond Land
Acknowledgements and
Token Representation**

Adrienne Keene, PhD

10:00 AM | BREAK

10:15 AM | BREAKOUT SESSION I

**The Lunar Calendar Project
(Panel Discussion)**

Auditorium

**History and Sovereignty of
Native Education**

Breakout Room #1

**Indigenous Visibility in Higher
Education**

Breakout Room #2

Medicine Walk

Meet in the Lobby

11:15AM | BREAK

11:30AM | NAIEA/NY AWARDS & RECOGNITION

Auditorium

Scholarships and Awards

Lafayette Big Picture Recognition

12:00PM | LUNCH

Auditorium and Ganondagan Grounds

1:00PM | FEATURED SPEAKER

Auditorium

**Curriculum Connections
to the Haudenosaunee
Sovereignty**

Thomas Deer

2:00PM | BREAK

2:15PM | BREAKOUT SESSION II

**3 Chefs, 3 Fires: Cooking in
Our Traditional Ways (Panel
Discussion)**

Auditorium

**Not in the Books:
Indigenous Education
Initiatives at Syracuse
University (Panel
Discussion)**

Breakout Room #1

**Indigenous Student Rights
and Educational
Opportunities**

Breakout Room #2

Historical Walk

Meet in the Lobby

3:30PM | CLOSING SESSION

Auditorium

**NAIEA/NY Members
Business Meeting**

Traditional Closing

Schedule

7:00AM | REGISTRATION AND BREAKFAST

Lobby

8:00AM | OPENING

Traditional Haudenosaunee Opening

Pete Jemison, (Seneca)



Welcome and Introductions



Hugh Burnam, Ph.D.
(Mohawk)
Chair NAIEA/NY



Michael Galban
(Wašiw & Kutzadika'a)
Manager of Ganondagan
State Historic Site and the
Director of the Seneca Art
& Culture Center



Clarissa Jacobs
(Mohawk)
Indigenous Education
Coordinator, NYSED



David Frank
Assistant Commissioner
for the Office of Education
Policy, NYSED



Elisa Alvarez
Associate Commissioner
for the Office of Bilingual
Education and World
Languages, NYSED



Michelle Price
Science, Health Science
and Special Collections
Librarian at Lavery Library,
St. John Fisher University



9:00AM | KEYNOTE PRESENTATION

Auditorium

Moving Beyond Land Acknowledgements and Token Representation

Adrienne Keene, PhD, (Cherokee) scholar, writer, blogger, podcast host, and activist

More and more, universities, organizations, and companies are drafting and implementing Indigenous land acknowledgment statements and media makers are hoping to incorporate Native representations into their work. But how do we make sure that these attempts at recognition and representation don't stop at check-boxes or symbolic work, or become token inclusion without meaningful change? In this presentation, Dr. Keene discusses the history and context of these current movements and examines case studies of how to move beyond the token or symbolic and into deeper, sustainable change.



10:00 AM | BREAK

Support Our Vendors!

- **RED BEAR STICKERS** - HEATHER HILL
- **MELANIE BENEDICT**
- **BEAVER CREATIONS** - JEROME WATERMAN, AWENDEA KABANCE, & ALANA J. JIMERSON
- **BRANDON LAZORE**
- **GRANDMA'S ATTIC** - JOYCE MARTIN-WILSON
- **SNAPPER'S SAGE** - KATHRYN DICKERMAN
- **BEADING WOLVES** - MARY HOMER
- **QUENNA'S CREATIONS** - QUENNA MCCORMICK
- **GREENE BEAD LADIES** - GAHADINEH GREENE
- **BEAVER & WOLF CRAFTS** - EDYE WATERMAN
- **ALICIA COOK**
- **INDIGENOUS COMMUNITY AT SYRACUSE UNIVERSITY** - TAMMY BLUEWOLF-KENNEDY
- **ASSOCIATED COLLEGES OF THE ST. LAWRENCE VALLEY** - KAREN KUS
- **NATIVE AMERICAN COMMUNITY SERVICES** - TIANNA PORTER
- **UNIVERSITY OF ROCHESTER, DEVELOPMENTAL & BEHAVIORAL PEDIATRICS** - SIMONE GONYEA, CHRISTINA MULÉ, & VALERIE SMITH
- **UB INDIGENOUS STUDIES** - AARON VANEVRY



9:00AM | KEYNOTE PRESENTATION

Auditorium

Education Sovereignty in New York State, Then and Now

Lori V. Quigley, Ph.D., (Seneca)

In a Keynote session, Dr. Lori Quigley will moderate a discussion about education sovereignty in New York State with Native American Instructional Coach Andrea Cooke, and Clinical Assistant Professor, Dr. Jason Corwin. Through a dialogic approach, they'll discuss the Eurocentric curriculum taught in P-12 schools, histories of settler colonialism, and survival of Indigenous languages in those spaces. In postsecondary education, they'll discuss the hegemonic Western research traditions of "whitestream" academia and reclaiming Indigenous knowledge, perspectives, and practices. Celebrating over 100 years of advocacy of Indigenous sovereignty, this keynote session brings together experts in the field of Indigenous education to examine ways that education sovereignty coincides with Indigenous survival.



10:00 AM | BREAK

Support Our Vendors!



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- **UB INDIGENOUS STUDIES** - AARON VANEVRY

The Lunar Calendar Project (Panel Discussion)

Auditorium

Denise Waterman (Onondaga)
facilitator

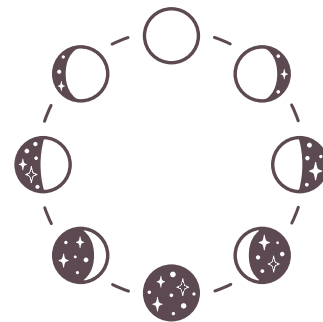
Rylie Conover, facilitator

Megan Seitz, panelist

Dave Amidon, panelist

Evan Seitz, panelist

Onondaga Nation Students



The Junior High Math, Science, and Language Arts Departments at the Onondaga Nation School collaborated on an interdisciplinary academic year project with seventh and eighth grade students on the Lunar Moons from September 2023 to June 2024, demonstrating a comprehensive approach to education.

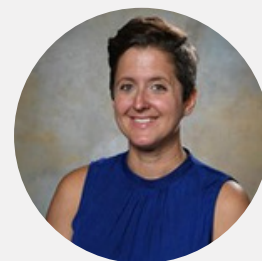
History and Sovereignty of Native Education

Breakout Room #1

Tammy Bluewolf-Kennedy (Oneida), moderator

Michelle Price, *The George P. Decker Papers: Indigenous Sovereignty and Deskaheh Levi General*

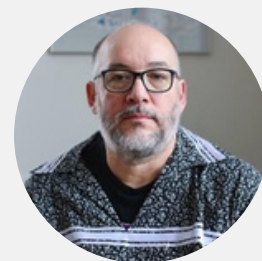
The papers of George P. Decker, a prominent Rochester Lawyer, can be found in the Special Collections, Lavery Library at St. John Fisher University. Although this collection contains the history of the Decker family and other records of his work, it is best known for its documentation of the journey of Deskaheh Levi General and George P Decker as they traveled to the League of Nations in 1923. This allyship, recorded in Decker's handwritten notes and photographs, is a piece of the legacy of Indigenous sovereignty that Levi General fought so publicly for over 100 years ago. The role of a Special Collections librarian is to preserve and provide access, but not in a vacuum. Acknowledging the role of colonialism in archives and collections is key, moving towards a reciprocal model of stewardship where community perspectives and inclusion are celebrated not ignored. Fisher has begun a journey. A total library renovation will be completed soon with beautiful, accessible, visible spaces. This new space will encourage deepened partnerships and allow for enhanced access to the George P. Decker Collection.



Kevin White, PhD, (Mohawk), *Autoethnographic Journey and NYS Indian Education*

Using NYSED Indian department's 1975 Paper as a backdrop of analysis, Dr. White will share about his experiences as a benefactor of this program and funding. He will also examine and discuss his and other Indigenous student experiences at all levels.

Education was seen as a solution to the question of the Indian problem. Yet, that position paper has not changed since 1975 where some of the aspirations were trade schools, GEDs, and no real advanced degrees. Need to do research on how many NYS Indians have earned HS Diplomas, how many have associate degrees, bachelor's degrees, MAs, and Ph.Ds. Important take away is that the funding for the undergraduate level has remained stable, though sometimes a political football, but there has been little to no funding for the advanced degrees. Is that in part due the lack of updating or changing of the 1975 position paper?



Indigenous Visibility in Higher Education

Breakout Room #2

Christina Mulé, Ph.D., NCSP moderator

Clarissa Jacobs, (Mohawk)

Indigenous Higher Education: A design of historical paths leading to present and future education for all Indigenous students

Indigenous Higher Education: A design of historical paths leading to present and future education for all Indigenous students. Using historical to present data as a guide to increasing Indigenous student enrollment here in New York State. The future Indigenous Higher Education pathways for student enrollment increase verse decrease of Indigenous student enrollment within our educational institutions here in New York State. In my presentation, I will lead the discussion on how Indigenous Higher Education student enrollment data is declining here in NY.



Leslie Logan, (Seneca),

Peter Thais, (Mohawk), &

Marina Johnson-Zafir (Mohawk)

Cornell University Land Grab Impacts on Indigenous Nations

The presentation will provide the historic background and contemporary impacts of Cornell University as a Land Grab/Land Grant University. The presentation will focus on the federal Land Grant College Act of 1862, also known as the Morrill Act, which paved the way for Cornell University to secure rights to nearly one million acres of land. Information and facts to be shared include: Cornell's gain accompanied widespread losses to more than 250 tribes in terms of land and resources as Indigenous peoples were dispossessed and removed from their homelands through federal and state actions backed by force and fraud. A total of 251 Native nations are tied to Cornell University's land grab.



Phillip White Cree, (Mohawk)

DEI Toolkit - Building from the Haudenosaunee Consensus Model

Develop a toolkit of best approaches and exercises to help an educator be more prepared to tackle relevant and important discussions of Diversity, Equity, and Inclusion through an Indigenous Lens with the Haudenosaunee Consensus Model. Learn the best practices for evaluating your educational pedagogy and becoming aware and appreciative of the Indigenous perspective of education and decision-making.



Medicine Walk

Meet in the Lobby

Tonia Iakonikohnrio Galban, (Mohawk, Bear Clan)

Among the Haudenosaunee, male and female healers used many methods to cure the sick, care for the injured, and maintain overall health. Skilled in the use of plants and herbs, healers knew which herbs would alleviate which illness. Walk along this wooded trail with Tonia Iakonikohnrio Galban and learn from an ethnobotanical perspective the importance and uses of the trees and plants.



11:30AM | NAIEA/NY AWARDS AND RECOGNITION

Auditorium

Scholarships and Awards

Presented By: Dr. Hugh Burnam and Tammy Bluewolf-Kennedy

Awards designed by Tuscarora Woodworks

William "Buster" Mitchell Educator of the Year Award

This award was established to honor William Mitchell's deep, abiding commitment to the field of Indigenous education and the advancement of Native youth and adults. Buster Mitchell, a Mohawk from Akwesasne, was instrumental in the founding of NAIEA/NY. His rich legacy laid the groundwork for this association's mission, vision, and goals. An elementary teacher for 12 years, Buster Mitchell furthered his education eventually becoming one of the first Native American school principals in New York State. He served as principal at the St. Regis Mohawk School for 18 years, leaving a lasting, positive impact and legacy. The William Buster Mitchell Educator of the Year award is presented in recognition of the outstanding contributions of individuals who have made an enduring impact on the success and well-being of Indigenous peoples pursuing educational advancement in New York State.



**Awarded to:
Sharlee Thomas
(Mohawk)**



NAIEA Teacher of the Year Award

NAIEA established this award to recognize a classroom teacher who has demonstrated excellence in teaching in a P-12 environment, has shown incredible dedication to the teaching profession while creating strong connections to Indigenous communities. Award recipients serve as exemplars among their peers and an inspiration to their students. This award recognizes teachers who have consistently distinguished themselves for understanding the needs of P-12 students, for instilling in students the desire to learn and achieve, for fostering relationships with their colleagues and the Native community, and for demonstrating outstanding leadership. The NAIEA Teacher of the Year award is presented in recognition of these outstanding contributions of individuals who continually strive for the improvement of Indigenous students in a P-12 setting in New York State.



**Awarded to:
Shelby Bero
(Mohawk)**

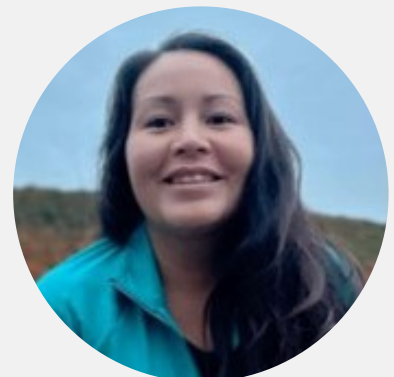


The Noreen "Kim" Hill Memorial Staff Award

Established in honor of Noreen "Kim" Hill, a member of the Turtle clan of the Mohawk Nation from Six Nations for her lifetime career and dedication to Native American children, families, and communities. Kim Hill was employed with Native American Community Services (NACS) and served as the Project Director for Indian Education for the Niagara Falls Board of Education for 2 decades. Noreen's volunteer service included the National and New York State Indian education associations, the Niagara Falls Boys and Girls Club, the Niagara Falls Human Rights Council, and the Indian Defense League of America. She earned multiple awards and honors, including the 2020 Community Leader Award from the National Federation for Just Communities, a 2020 Congressional Award from U.S. Congressman Brian Higgins. The Noreen "Kim" Hill Memorial Staff award is presented in recognition of outstanding contributions of individuals who continually strive to support the needs of Indigenous children, families, and communities in New York State.



**Awarded to:
Danielle Smith
(Onondaga)**



NAIEA/NY Scholarship Award Winners Continued



Madison Tighe (Seneca)

Undergraduate Scholarship Awardee

Madison Tighe is an enrolled member of the Seneca Nation, turtle clan, and from the Cattaraugus territory. Madison has received her associate degree from Erie Community College in Human Services and her bachelor's degree from University at Buffalo in Health and Human Services with a concentration in community mental health and a minor in Indigenous studies. Madison has recently completed her term as President of UB's Indigenous Student Collective, AISES Secretary, NACS internship, New Zealand Study Abroad program and Indigenous Studies Work Study position. Madison hopes to provide youth outreach for Higher Education and Mental Health in her community.



Rosemarie Jones (Salish and Kootenai)

Undergraduate Scholarship Awardee

Rosemarie Jones is a member of The Confederated Salish and Kootenai tribes out of Montana. She currently attends nursing school through Trocaire College. Rosemarie is a single mother of five young boys. She dedicates her nursing degree to both her children and community. After completing her degree and training, Rosemarie hopes to help increase the accessibility of proper health care within Indigenous communities and aims to pursue further extend her studies with the goal of becoming a nurse practitioner.



Haley Kennedy (Seneca)

Graduate Scholarship Awardee

Haley Kennedy is a proud member of the Seneca Nation of Indians, Beaver Clan, residing on the Cattaraugus Territory. She recently completed her Master of Science in Business Analytics at the University at Buffalo, where she also earned an undergraduate degree in Psychology, with a minor in Criminology and a concentration in Indigenous Studies. During her time at the university, she served as the Secretary of the American Indian Science and Engineering Society (AISES) for the 2022-2023 academic year. Haley is dedicated to leveraging her education to benefit her community and advance the understanding and respect for Indigenous Sovereignty.



Cheyenne Thomas (Oneida)

Graduate Scholarship Awardee

Cheyenne Reuben-Thomas is Onlyote'a·ká· (Oneida Nation of Wisconsin, enrolled member) and Onöndowa'ga:' (Tonawanda Seneca). Currently, Cheyenne is a PhD Student at Cornell University in Ecology & Evolutionary Biology and Entomology. Her research centers the benefits of Traditional Ecological Knowledge (TEK); through her work, she intends to emphasize the need for Indigenous-led conservation and land management strategies by comparing impacts of TEK and settler strategies on insect biodiversity. Outside of her research, Cheyenne is passionate about increasing accessibility to science for marginalized communities and is involved with several Indigenous-led initiatives that focus on teaching STEM topics to K-12 and college students nationwide.

The Lafayette Big Picture School Recognition

Hugh Burnam, Ph.D., NAIEA/NY Chair

12:00PM | LUNCH

Auditorium, Picnic Tables, & Ganondagan Grounds

1:00PM | FEATURED SPEAKER

Auditorium

Curriculum Connection and the Haudenosaunee Sovereignty

Thomas Deer (Mohawk)

This talk will examine several Haudenosaunee cultural practices, and explore ways they can be integrated into various curriculum areas, such as social studies earth science and astronomy as an assertion of sovereignty.



2:00PM | BREAK



2:15PM | BREAKOUT SESSION II

3 Chefs, 3 Fires: Cooking in Our Traditional Ways (Panel Discussion)

Auditorium

Ansley Jemison, (Seneca) facilitator

Edward Shenandoah, (Mohawk) panelist

Simone Gonyea, (Onondaga) panelist

Angela Ferguson, (Onondaga) panelist

Peter Jones, (Onondaga) panelist

Learning and growing within the Haudenosaunee communities is vibrant and powerful when connected to our traditional ways of knowing. Connecting ourselves with what is embedded in our DNA fosters a greater connection with essential learnings for cultural competency, traditional values and work that supports Haudenosaunee communities.

With the world shut down due to the COVID-19 pandemic, students, throughout turtle island, had heightened anxiety, loss of routine, change in rhythm of their academic trajectory, to name a few challenges. Returning to an in person traditional instructional model at the Onondaga Nation School provided fertile ground for educational sovereignty. With the support of the Onondaga Nation Council Leaders, Lafayette Central School District leadership and Onondaga Nation School building leadership an initiative was created aligned with STEM (Science Technology Engineering and Mathematics) focusing on all elements connected to cooking in a traditional Haudenosaunee way.

Audience members will view a short film, produced by Ansley Jemison, that captures the “Three Chefs, Three Fires” experience. Panel members will share details surrounding the planning of this educational opportunity for Onondaga students to enhance the replicability of this teaching in other school systems across New York State. Facilitators and barriers related to the inclusion of this teaching within the existing curriculum will be discussed. Finally, panel members will accept questions from the audience to close the panel session.

Not in the Books: Indigenous Education Initiatives at Syracuse University (Panel Discussion)

Breakout Room #1

Tammy Bluewolf-Kennedy, (Oneida) facilitator,

Heather Law Pezzarossi, PhD, panelist

Aaron Luedtke, PhD, panelist

Patricia Roylance, PhD, panelist

Jim O’Connor, panelist

The Not in the Books Working Group came together to address an absence in the educational structures of Syracuse University, by working to foreground the kinds of traditional Indigenous knowledge not generally found in textbooks. The group aims to boost campus awareness of the deep Indigenous history of the Syracuse area as well as the fact that Indigenous people are still here, maintaining sovereign cultural and educational traditions of vital importance for our modern world. This moderated panel discussion would cover the goals and history of the working group and its various projects, with the hope that the Not in the Books model might be usefully applied in other settings where educators were working to strengthen Indigenous educational sovereignty. The working group’s projects include the “Listen to the Elders” speaker series, which provides a platform for Haudenosaunee knowledge keepers to share their cultural teachings on their own terms; “Dropping Seeds,” an archival project working to record traditional Indigenous knowledge for ethical educational use as dictated by the knowledge keepers themselves; monthly Full Moon ceremonies; the “Orange Dialogue for Peace,” an outdoor experiential retreat for students focusing on creating space for Skä-noñh (peace and wellness) within participants’ lives; and the dissemination of a video entitled “Where Are Your Feet?” that introduces members of the Syracuse University community to the Indigenous presence and history on the land where the university currently stands.

Indigenous Student Rights and Educational Opportunities

Breakout Room #2

Hugh Burnam, Ph.D., moderator



Ann Ditto (Tuscarora), National External Diploma Program - An Adult Education Option

The National External Diploma Program (NEDP) is a flexible and accessible pathway for adult learners to attain their high school equivalency diploma. One of the unique features of the NEDP is its suitability for remote learning, allowing learners to complete the program from the comfort of their homes, provided they have online access and possess an intermediate reading and math level.



Cassandra "Bean" Miner (Onondaga) & **Camara Hudson**, Dignity for All Students Act, Know Your Rights

The American Civil Liberties Union (ACLU) is committed to defending tribal sovereignty and the rights of Indigenous peoples to be free from discrimination and governmental abuse of power. Founded in 1951 as the New York affiliate of the ACLU, the New York Civil Liberties Union (the NYCLU) is a not-for-profit, nonpartisan organization with eight chapters and regional offices, and more than 160,000 members across the state. Our mission is to defend the freedom of speech and religion, and the right to privacy, equality, and due process of law, with particular attention to the pervasive and persistent harms of racism. We work to ensure public schools and institutions that serve young people in New York empower students, treat them fairly and equally, and create safe environments for them to learn and grow. That is why we fight for every child's right to an education. Our proposal for NAIEANY is to disseminate information to schools, parents, and organizations that serve Indigenous students to protect their rights to be sovereign and remedies to the intentional or unintentional discrimination or threat to a student's rights.

Historical Walk

Meet in the Lobby

Michael Galban, Wašiw (Washoe) & Kutzadika'a (Mono Lake Paiute)



Join Michael Galban for a walk in the grassland trails and learn the history of the 17th century Seneca village site.

3:15PM | BREAK

3:30PM | CLOSING SESSION

Auditorium

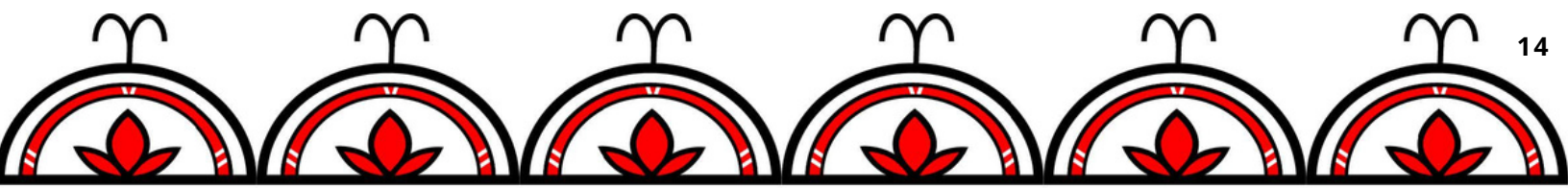
NAIEA/NY Members Business Meeting

please make every effort to attend this important meeting for all conference participants



Raffle prize winning ticket holders please check in at our winner's table to claim your prize.

Traditional Closing



Thank You Attendees

- Thank you for attending the NAIEA/NY Spring Conference. We hope you found the sessions useful and left feeling inspired as you continue to educate and support Indigenous students. Your presence and active participation added immense value to our gathering, and it would not have been the same without you.

Special Recognitions

- Many thanks to **Dr. Lori Quigley** for her ongoing guidance and support to the NAIEA/NY.
- Gratitude to the **Native American SUNY Western Consortium** and **Cheryl John** for financial support.
- Appreciation to **Clarissa Jacobs** for her advocacy and persistence at the state level.
- Thank you to **Candace Black** of the Office of Bilingual Education and World Languages at the New York State Education Department for her unwavering support for Indigenous languages and the NAIEA/NY.
- Thanks to **Regional Bilingual Education Resource Network (RBERN)-West**, an ally supporter of Indigenous language certification and programs, for their financial support.
- Deep appreciation to the **RBERN West and Erie 1 BOCES**: Denise Góñez-Santos, Michael Duffy, Dawn Novak, Ruth Casillas, Dr. Tamara Alsace, Amanda Cammarano.
- Gratitude to the staff of **Ganondagan**, including: Kristin Asche, Evon Cesar, Carter Chapman, Michael Galban, and Ansley Jemison, and **The Friends of Ganondagan**, Jeanette Jemison, Pete Jemison, and Tonia Galban, for their gracious offer to host the NAIEA/NY Spring Conference and their tireless efforts to meet our many needs.
- Many thanks to the **Big Picture Culinary Arts Program** within LaFayette Central School District for the delicious meals they provided for our gathering. Special thanks to Walt Noway (Lead Teacher/Chef) and his wife, Autumn Noway, for their teaching and guidance to our Native youth. Special thanks to our youth, who make us proud and have bright culinary futures ahead: Kat Arnold, Jade Printup, Cody Johnson, Braxtin Jones, Olivia Elm, Kingston Edwards, Brook Rugari, and Wes Stevens.
- Nya-wéñha to the **Onondaga Medicine Shop** and specifically to Rhea Cook and Deloris Thompson, for extending their care to us through their medicine teas.
- We thank Sedelta Oosahwee for representing the **National Indian Education Association (NIEA)** and for supporting this regional meeting.
- Thank you to **Niagara University** volunteers: Dr. Elizabeth Falzone, Nick Endres, Amanda Ackley.
- Thank you to **Tuscarora Woodworks**, Robert D'Alimonte and Murisa Printup, for their beautiful craftsmanship with our teacher awards.
- Nia:wen to **Aaron VanEvery** for his technical support and flyer design.
- Finally, many thanks to the **NAIEA/NY Conference Planning Committee** members, Monica Antone-Watson, Tammy Bluewolf-Kennedy, Hugh Burnam, Denise Góñez-Santos, Simone Gonyea, Christina Mulé, Tianna Porter, and Brandon VanEvery, without which this conference could not have been made possible.

Thank You to Our Sponsors



Conference Planning Committee



Monica Antone-Watson,
Treasurer, (Mohawk)

Monica, a Mohawk member of the Wolf Clan, earned her G.E.D. in 1983 and Associates degrees in Restaurant Management (1996) and Elementary Education (2000) from Mohawk Valley Community College. From 1997 to 2010, she was a Native American Mentor at Stockbridge Valley Central School's Title VII program, supporting Native American students and teaching cultural traditions to boost their self-esteem and awareness.

Active in Indian education statewide, Monica has served as Treasurer of the Native American Indian Education Association of New York since 2001 and participated in numerous conferences and cultural festivals. She graduated from Syracuse University in 2014 with a bachelor's degree in Fiber Arts/Material Studies and a minor in Native American Studies.

Monica is deeply involved in her Oneida Indian Community, organizing events for children and families, and teaching traditional arts and dances. Her leadership includes planning community activities such as egg hunts, Mother's Day picnics, Thanksgiving dinners, and Christmas parties.

Currently, Monica works as an Assistant Manager at a restaurant, Head of Wardrobe at the Stanley Theater, and continues creating Traditional Clothing.



Tammy Bluewolf-Kennedy,
Vice Chair, (Oneida)

Tammy Bluewolf-Kennedy, a member of the Oneida Nation, Wolf Clan, Haudenosaunee Confederacy, serves as Assistant Director of Partnership Programs and Indigenous Recruitment, Native American Liaison, Indigenous Graduate Student Advisor, and Chair of the Native Faculty and Staff Association at Syracuse University. She develops and improves programs for Indigenous students and provides guidance for first-year and transfer students. A Syracuse University alumna with both undergraduate and graduate degrees, Tammy has worked in the Admissions Office for nearly 14 years.

One of her most rewarding roles is working with Haudenosaunee communities, connecting with Indigenous youth, and guiding them through the college application process. Her vision is to recruit and graduate Indigenous scholars who will return to their communities to foster the next generation of leadership. Tammy was one of the first recipients of the NAIEA scholarship and currently serves as NAIEA Vice-Chair.



Hugh Burnam, Ph.D., Chair,
(Mohawk)

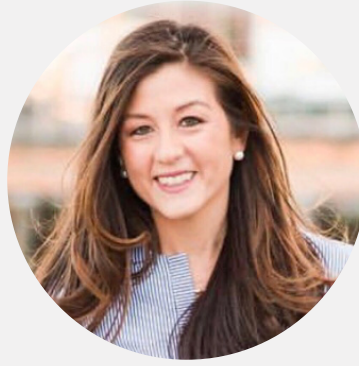
Dr. Hugh Burnam (Mohawk, Wolf Clan) conducts research related to social justice issues in education and has experience with grant funded student support. Dr. Burnam is currently a Postdoc Research Affiliate in the Department for Indigenous Cancer Health at Roswell Park, where he researches health disparities and supports educational programming related to cancer in Indigenous communities. In his capacity with the Native American Indian Education Association of New York State (NAIEA/NY), Dr. Burnam volunteers alongside Native communities to support and advocate for Indigenous education broadly. He received his doctorate from the Cultural Foundations of Education program at Syracuse University, his master's degree in Adult Education from Buffalo State University, and his bachelor's degree in Individualized Studies (Ethnic and Minority Studies) from Buffalo State University. Dr. Burnam loves spending time with his family, especially his two sons, the inspiration for his work.





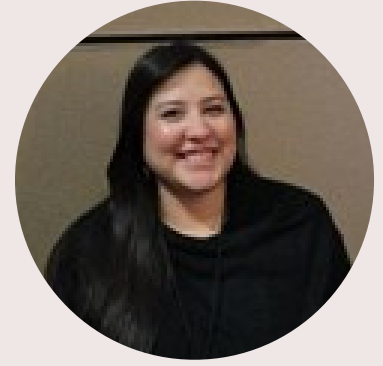
Denise Góñez-Santos,
Committee Member

Denise Gonez-Santos is a school improvement specialist for the Regional Bilingual Education Resource Network (RBERN) West team at Erie 1 BOCES located in Western New York. She is currently a member of the NYSED OBEWL Indigenous Language Steering Committee and has served on the Spring Gathering conference planning committee as an active NAIEA/NY member for the last 3 years. She graduated from the University of Buffalo with a master’s degree in educational administration and a bachelor of science degree in elementary/bilingual education from D’Youville University. Denise was born and raised in Buffalo, New York. She actively supports Indigenous culture and language education programs in her role as a bilingual educator with the goal of increasing student access, ensuring equitable resources, and providing strong support for the preservation of Indigenous languages. In addition, she coordinates the Title III Consortium Grant for 26 local school districts serving ELLs.



Christina Mulé, Ph.D., NCSP
Committee Member

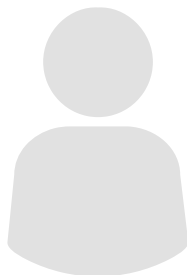
Dr. Christina Mulé is an Associate Professor of Pediatrics at the University of Rochester School of Medicine and Dentistry. Clinically, she practices as a pediatric psychologist within the Division of Developmental and Behavioral Pediatrics. Dr. Mulé is a licensed psychologist and holds a national certification in school psychology. She was raised in LaFayette, NY and is a longstanding friend to Onondaga Nation, where she now provides developmental and behavioral pediatrics care for children and families. Her work in Onondaga Nation is supported by the Council on Developmental Disabilities (CDD) of New York State. Before returning home to NY, Dr. Mulé was a resident of Boston, MA where she completed her doctorate and postdoctoral training at Northeastern University and Tufts University School of Medicine, respectively. Eager to support Indigenous education and improve the accessibility of developmental and behavioral pediatrics care for Indigenous children, Dr. Mulé joined the NAIEA as a member in 2023.



Tianna Porter, Secretary,
(Mohawk)

Tianna is a member of the Wolf Clan. She serves as the current Secretary of the Native American Indian Education Association of New York (NAIEA/NY). In addition to her role as secretary, Tianna serves as the Economic Empowerment Director at Native American Community Services. With over 10 years of workforce development experience, she has worked at various Buffalo and New York City nonprofits.

Tianna has developed and overseen programs, classes, and career counseling techniques providing clients with essential resources to secure jobs and build careers. Her firsthand experience with helping participants deal with barriers to self-sufficiency has underscored the importance of mentorship and skill development for empowerment. Tianna feels honored to do the impactful work that she does within the community.



Brandon VanEvery,
Committee Member, (Cayuga)

Brandon VanEvery (Cayuga) is a deeply committed member of NAIEA/NY whose behind the scenes leadership work has ensured the success of the NAIEA/NY Spring Gathering over many years. Thank you, Brandon, our friend and colleague, for all you have done to promote the preservation of Indigenous language and culture among all our children.

Speaker and Panelist Bios



Elisa Álvarez

Elisa Álvarez, Associate Commissioner for the Office of Bilingual Education and World Languages, guided schools through COVID-19 challenges, ensuring equitable instruction for English Language Learners and multilingual students. She led a 55% increase in New York State Seal of Biliteracy recipients and developed resources for ELL programs, advocating for Indigenous language instruction.

With a 30-year education career, she has served as District 7 Community Superintendent and Middle School Principal. She is pursuing a doctorate at Russell Sage College and holds Master's degrees from Touro College and Hunter College, and a bachelor's from Lehman College. Her work significantly enhances education for diverse students in New York State.

Her dedication and commitment to enhancing the educational experience for diverse student populations exemplify her invaluable contributions to the field of education in New York State.



Candace Black

Candace Black is the World Languages Associate in the Office of Bilingual Education and World Languages at the New York State Education Department. She has a B.A. in French from SUNY Potsdam and both an M.B.A./M.A.T. from the University of Rochester. A National Board-Certified Teacher since 2005, Candace taught French for 21 years. She served as an officer of NYSAFLT (President-2016) and was the recipient of the President's Award from both NYSAFLT and NYSAWLA in 2021 and was elected as a Chevalier dans l'Ordre des Palmes académiques by the French government. In all her roles, most especially her current one, Candace is deeply committed to the professional learning and support of WL teachers.



Ann Dubuc-Ditto

Ann Dubuc-Ditto has over twenty years of experience in education, having served as a STEM classroom teacher, Special Education Transition Coordinator, program

coordinator, alternative program teacher, daycare provider, and adult education instructor for English Language Learners and incarcerated individuals. Currently an NEDP Program Specialist and doctoral student at the University at Buffalo, Ann specializes in Engineering Education, student retention, and diversity, equity, and inclusion (DEI). She focuses on improving the academic success of underrepresented students in STEM through sustainable teaching methods and fostering community connections, particularly for adult learners. Ann advocates for increasing the representation of minority teachers and believes educational reform should include changes in curriculum, classroom dynamics, and the inclusion of diverse educators to create a more equitable environment.



Thomas Deer

Tom Deer, from the Kahnawake First Nation, is fluent in Mohawk, Cayuga, and Onondaga. He holds a BA in Anthropology and a Bachelor of Education, specializing in Iroquoian languages. For over thirty years, he has worked on revitalizing these languages in Six Nations of the Grand River First Nation's elementary schools, currently teaching in the Cayuga immersion program.

Tom has taught Mohawk at McMaster University and worked at Six Nations Polytechnic, advocating for language apps. He contributed

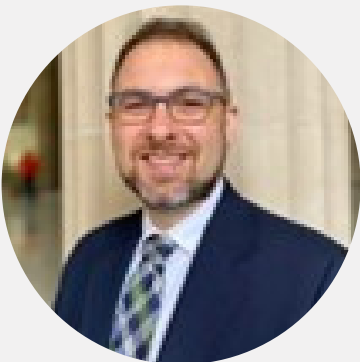
the W. J. McCallion Planetarium, writing and narrating a popular show on the Ursa Major constellation. He served as a volunteer firefighter, achieving the rank of captain, and is a board member of the Six Nations Language Commission.

In his spare time, Tom enjoys golf, horseback riding, hiking, and spending time with his wife Tracy, their three children, and six grandchildren.



Angela Ferguson

Angela Ferguson is Onondaga, Eel Clan, and the supervisor of the Onondaga Nation Farm which practices traditional food sovereignty for the people of Onondaga Nation. She is a founding member of "Braiding the Sacred," an all indigenous group of corn growers on turtle island.



David Frank

David Frank is the Assistant Commissioner for Office of Education Policy at the New York State Education Department and Chief of Staff to the Commissioner of Education. In this role, he oversees the implementation of

the strategic priorities of the Department across the P-20 continuum (early childhood to higher education) as well as non-district school programs including Indigenous education and the Office of Independent and Religious Schools. This includes facilitating organizational change to support the Department's guiding principles of diversity, equity, and inclusion as well as a shift to better supporting students, educators, and communities through a service-oriented approach. Mr. Frank was previously the Department's Executive Director of Educational Innovation and Strategic Initiatives where, among other responsibilities, he led the Department's Charter School Office, teaching in remote/hybrid learning environment initiative, and was the team leader in drafting New York State's \$9 billion American Rescue Plan application. He previously worked for the New York City Department of Education and holds a Master's Degree in Applied Developmental Psychology from the University of Pittsburgh.



Michael Galban

Michael Galban is the Historic Site Manager of Ganondagan State Historic Site and the Director of the Seneca Art & Culture Center. Ganondagan is a 17th century Seneca town site and nationally regarded as a center for Iroquoian history, cultural and environmental preservation. His academic research focus is on Woodland Indian art/aesthetics, Indigenous semiotics and situated regard.

Michael is currently enrolled in the Visual and Cultural Studies PhD program at the University of Rochester. He sits on the board of directors of the Museum Association of New York (MANY), and on the editorial boards of the New York History and Rochester History Journals. Michael is currently working in the Indigenous Working Group component of the REV WAR 250th NY commission.

Michael recently collaborated with the Musée du Quai Branly - Jacques Chirac on the exhibit "Wampum - Les Perles de la Diplomatie" which opened Spring of 2022 in Paris, of which the corpus of the exhibition traveled to Ganondagan in 2023 as "WAMPUM/OTGO:Ä" and is currently on exhibition at the Musée McCord Stewart.



Tonia Iakonikohnrio Galban

Tonia Iakonikohnrio Galban is a traditional basket maker who has worked at Ganondagan State Historic Site (site of a 17th century Seneca Town) in Victor, NY as a Senior Interpretive Guide from 1991-2022; it was here that Tonia shared her skills as a 17th century Haudenosaunee material culture creator and was responsible for care of the 17th century recreated bark Longhouse and its collection. She is a storyteller, bead worker, and an herbalist. She also managed Ganondagan's three gardens and trail side plantings.



Simone Gonyea

Simone Gonyea is a member of the Onondaga Nation, Snipe Clan. She served the Onondaga Nation School in capacities ranging from classroom teacher to building administrator. She is currently working as a Senior Health Project Coordinator at the University of Rochester, Developmental and Behavioral Pediatrics.



Clarissa Jacobs

Clarissa Jacobs is a Mohawk from Akwesasne Territory and lives a life dedicated to all Indigenous children of New York State, Canada and United States. She received her Bachelor of Arts /Bachelor of Education (Primary/Junior) Native Teacher Education Program from Lakehead University, Thunder Bay, Ontario, with additional qualifications Cooperative Education 1 & 11 and Guidance 1, from the Ontario Teachers College, then received her Master of Education and Certified Advanced Studies of School Counselling from St. Lawrence University, Canton, NY. She was a teacher, counselor and career development officer with the Akwesasne Mohawk Board of Education and Akwesasne Area Management Board. In 2016 she transitioned to the role of Indigenous Education Coordinator for the State of New York. Clarissa is the proud mother of her lovely son, Drew, she lives in Ballston Spa, NY.



Camara Hudson

Camara Hudson is Racial Justice Counsel at the New York Civil Liberties Union working on issues of education, free speech/expression, environmental justice, and racial justice. She has a JD from New York University School of Law where she served as the Co-Director of the Suspension Representation Project.



Ansley Jemison

Ansley Jemison is a Wolf Clan member of the Seneca Nation.

He serves as the Cultural Liaison at Ganondagan State Historic Site. He is an accomplished media producer and public educator, with extensive knowledge of the Ganondagan collection and Seneca history. He is the host and producer of the "Original Peoples Podcast: Ongwehonwe."



Peter Jemison

G. Peter Jemison, a Heron Clan member of the Seneca Nation, is an internationally celebrated artist and the Founding Historic Site Manager of Ganondagan State Historic Site in Victor, NY. His art, including paintings, videos, and mixed media works, explores political and natural themes and has been exhibited in the U.S., the U.K., and Germany. Jemison has held notable roles such as Board Member at Large of the American Alliance of Museums, founding director of the American Indian Community House Gallery, and member of the Board of Directors for the National Museum of the American Indian. He won the 2012 Jennifer Easton Community Spirit Award and the 2023 Johnson Fellowship for transforming communities. A leading authority on Haudenosaunee history, Jemison co-edited Treaty of Canandaigua 1794 and produced several films, including "Iroquois Creation Story." He studied at the University of Siena and earned a B.S. in Arts Education from Buffalo State College, along with honorary doctorates from Buffalo State and Hobart and William Smith Colleges.



Marina Johnson-Zafiris

Marina Johnson-Zafiris is Mohawk and a Wolf Clan member. She is a Ph.D. student in Information Science with a minor in American Indian and Indigenous Studies at Cornell University. She is a part of the Redistributive Computing Systems group. Her research interests focus on technological interventions for socio-environmental justice and critical data/information studies across Haudenosaunee Territory. Interests: Computer Science, Sustainability, Indigenous Studies, Data Science, Social Justice. Marina served as a graduate research associate conducting data visualization work with the Cornell University Dispossession Project.



Adrienne Keene, Ph.D.

Dr. Adrienne Keene (Cherokee Nation) is a scholar, writer, blogger, podcast host, and activist dedicated to reframing perceptions of contemporary Native cultures. She created the blog Native Appropriations, discussing cultural appropriation and stereotypes of Native peoples, and authored Notable Native People: 50 Indigenous Leaders, Dreamers, and Changemakers from Past and Present (2021). She co-hosts the podcast All My Relations, exploring Native identity in contemporary America. Keene challenges misrepresentations of Indigenous peoples in media and advocates for authentic representation. Her research focuses on college access for Native students and the impact of precollege programs on their success. A former professor at Brown University, she holds a BA from Stanford University and a doctorate from the Harvard Graduate School of Education. Keene is a sought-after speaker, presenting at numerous campuses, non-profits, and conferences, including as a keynote speaker at NCORE.



Heather Law Pezzarossi, Ph.D.

Dr. Heather Law Pezzarossi is an Assistant Professor of Anthropology and Affiliate Faculty in the Native American and Indigenous Studies Program at Syracuse University.



Aaron Luedtke, Ph.D.

Dr. Aaron Luedtke is an Assistant Professor of History and Affiliate Faculty in the Native American and Indigenous Studies Program at Syracuse University.



Peter B. Jones

Peter B. Jones is a member of the Beaver Clan of Onondaga Nation. He resides on the Cattaraugus Seneca Nation territory where he works with stoneware and white earthenware clay to create culturally relevant pottery reflecting the issues that have impacted Haudenosaunee people. He attended the Institute of American Indian Art in New Mexico.



Leslie Logan

Leslie Logan, Seneca, Deer clan, from the Cattaraugus territory, has spent her professional career in journalism, public affairs, public

relations, and higher education. She currently serves as the associate director of the American Indian and Indigenous Studies Program at Cornell.



Cassandra "Bean" Minerd

Cassandra "Bean" Minerd is a Strategist for the Racial Justice Center at the New York Civil Liberties Union leading the Indigenous justice work. As a strategist focusing on Indigenous justice rights, collaborates with public schools in New York State who predominantly serve Indigenous students. She works to ensure Indigenous students learn in a safe and environmentally justice-built environment while having adequate access to resources that support their educational demands.



Jim O'Connor

Jim O'Connor is the producer of Sound Beat and Access Audio at the Syracuse University Libraries Special Collections Research Center.



Michelle Price

Michelle Price, M.L.S., M.A., is the Science, Health Science and Special Collections Librarian at Lavery Library, St. John Fisher University in Rochester, New York. She completed a Master's in Library and Information Science from SUNY Buffalo and a Master's in Secondary Education from Southeast Missouri State University. In her role as Special Collections Librarian she has worked with several entities for exhibits, physical loans, or commercial reproductions. They include the Strong National Museum of Play, WXXI, the Museum of African American History, the Museum of Modern Art (MoMA), Carnegie Hall, Docip, Woodland Cultural Centre, HBO, and PBS.



Patricia Roylance, Ph.D.

Patricia Roylance is an Associate Professor of English at Syracuse University.



Edward Shenandoah

Ed Shenandoah is a Wolf clan member of the Onondaga Nation. He resides on the Onondaga Nation territory with his family. He is the Onondaga Nation School Liaison as well as the supervisor of Tsha' Thon'nhes - the Onondaga Nation Field House Arena.



Peter Thais

Peter Thais is a member of the Mohawk Nation and a senior studying Biological Engineering with a minor in American Indian & Indigenous Studies at Cornell. He is the Co-President for the American Indian Science and Engineering Society chapter. Peter is an Ambassador for the American Indian and Indigenous Studies Program at Cornell, is a lead coordinator of the Native American and Indigenous Mentorship Program, and a McNair Scholar. He will discuss his research in the Department of Biological and Environmental Engineering in the Charles Lab studying the effects of dispossession on Indigenous food systems that benefitted Land Grant Universities.



Kevin White, Ph.D.

Kevin J. White is an Indigenous scholar (Mohawk from Akwesasne, with family from Tonawanda Band of Seneca) whose work focuses primarily on Haudenosaunee Creation and culture. The process and act of storytelling rouses his curiosity in not only decolonizing stories collected and archived but understanding the inherent generational knowledge and wisdom in those collections of stories. His work has championed Tuscarora ethnographer J.N.B. Hewitt's work on Iroquois Cosmologies in published works such as "Rousing a Curiosity in Hewitt's Iroquois Cosmologies." As a Kanienkehaka (Mohawk) scholar, his work, research, and curiosity are guided by community, cultural values, and a Haudenosaunee lens of analysis—often arguing that much of the epistemological frameworks were dismissed, particularly in the salvage ethnography period—when a majority of culture work was done historically.

White is currently working on his first book, *Revisiting Hewitt's Iroquois Cosmology Part I*, in which he is working to adjust and lightly edit the original texts published in 1903 — but largely unavailable outside of academic institutions. White is working with the Six Nations Grand River community in the Deskaheh Project and Waugh Story Collection—two community-based projects.

White and Dr. Susan Hill, Director of the Centre for Indigenous Studies, were awarded a Jackman Humanities Institute Scholars-in-Residence award to work with five undergraduate students and the Six Nations Grand River community Deskaheh project transcribing letters involving Deskaheh's attempts to address and seek membership for the Six Nations of the Haudenosaunee in the League of Nations; and its direct path to the passage of United Nations Declaration on the Rights of Indigenous Peoples 2007.

Speaker and Panelist Bios - Addendum



Lori V. Quigley, Ph.D.
(Seneca)

Dr. Lori V. Quigley, who is a member of the Seneca Nation, wolf clan, has enjoyed a career in education that ranges from achieving the rank of tenured full professor to university president. Currently, Lori is a full professor of leadership and policy at Niagara University and is also an educational consultant and advisor to many school districts and colleges/universities in areas ranging from curriculum development to the strengthening of diversity, equity, and inclusionary policies and practices. She earned her bachelor of arts in Journalism and Mass Communication from St. Bonaventure University, and a master of arts in Public Communication and Ph.D. in Language, Learning, and Literacy from Fordham University.

In her work, Lori has focused a great deal of energy on the development and sustainability of programs that are socially just, culturally responsive, and aggressively seek to serve all students. Lori's research interests include multigenerational trauma, indigenous language revitalization, and culturally relevant pedagogy.

Committed to diversity, equity, and inclusion initiatives and giving back to community, Lori received a U.S. Presidential appointment to the National Advisory Council on Indian Education, and she completed a two-term gubernatorial appointment on the NYS Minority Health Council and served three years as Chairwoman of the Board for the Seneca Gaming Corporation. Currently, Lori is the Ombudsperson for the National Indian Education Association (NIEA) and a member of the WNY Alzheimer's Association Board of Directors.

Lori was awarded the prestigious State University of New York Chancellor's Award for Research and Scholarship; she received the Hackman Residency Award from the NYS Archives, enabling her to research the history and sociological impact of Native American residential boarding schools. She served as an advisor for the documentary *Unseen Tears: The Impact of Native American Residential Boarding Schools*, and has published journal articles on the history of the Thomas Indian School and stabilizing indigenous languages.

Other accolades include being named "Woman in Leadership" by NYS Women, Inc., the Buffalo State President's Award for Excellence in Equity and Campus Diversity, and the Community Leader Award by the National Federation of Just Communities. In 2022, Buffalo's Business First listed her as #95 out of the 200 most powerful women professionals in WNY, and presented her with one of the 25 prestigious Women of Influence awards. Most recently, Lori was listed as #86 on the 2023 City & State's Higher Education Power 100 list of most influential people in education.



Phillip White-Cree
(Mohawk)

Phillip White-Cree was born and raised in the traditional Kanien'kehá:ka (Mohawk) territory of Akwesasne and is a member of the Turtle Clan. Growing up in Akwesasne, he received his education in both New York and Ontario. He attended Carleton University and then transferred to the Syracuse University School of Architecture, where he was awarded his Bachelor of Architecture degree cum laude in 2012 with an architectural thesis focused on Haudenosaunee sovereignty and architecture.

Since then, White-Cree has served his home community at the Mohawk Council of Akwesasne in numerous departments, such as health, education, and technical services. For eight years, he has worked as a Senior Researcher and Acting Manager in the Aboriginal Rights and Research Office, focusing on land claims, historical research, cultural training, and archeology.

Recently, White-Cree graduated from Queen's University, School of Public Policy with a Master of Public Administration in 2024.

Currently, White-Cree is Clarkson University's Coordinator of Indigenous Community Outreach and Support within the Diversity, Equity, and Inclusion Office. He has conducted several DEI-based trainings and group dialogue discussions. He is also an Instructor of Indigenous History in the Department of Humanities and Social Sciences, teaching classes in Indigenous People's History of North America and New York State as well as courses on Historical Narratives and Public History. He collaborated on a public history augmented reality application called "Stories from the Circle," based on public views on the public monument in Columbus Circle in Syracuse, NY. He is also a Co-Principal Investigator in the NSF-funded Aquatic Science, Engineering, and Technology (ASET) Research Experiences for Undergraduates (REU) program at Clarkson University. He is also the Advisor for the American Indian Science and Engineering Society (AISES) at Clarkson University.



Speaker and Panelist Bios - Addendum



Jason Corwin, Ph.D.
(Seneca)

Jason Corwin, PhD is a Clinical Assistant Professor and Director of Undergraduate Studies at University at Buffalo's Department of Indigenous Studies. He is a citizen of the Seneca Nation, Deer Clan, and earned his MS and PhD in Natural Resources from Cornell University. Jason was the founding director of the Seneca Media & Communications Center and has produced several short and feature length documentaries. His scholarly and community work has focused on land-based learning and its intersection with digital storytelling to engage with Indigenous knowledge, sustainability, and social/environmental justice.



Andrea Jimerson Cooke
(Onondaga)

Andrea Cooke is presently an Instructional Coach for the Native American Curriculum Team (NACT) at the Salamanca City Central School District located on the Seneca Nation Territory. She has been a Seneca/Onondaga language & culture teacher/educator for many years in schools serving Indigenous youth. She has worked on the Seneca Nation Territories of Ohi:yo' and Cattaraugus as well as beginning her Language and culture teaching journey at the Onondaga Nation School in 1982. In addition, she has been active in the Seneca and Onondaga Nation communities her entire adult life. One of her biggest challenges in district teaching: teaching in a "distance learning lab" environment to 3 district schools. She presently holds 2 NYS certifications in TESOL (P-12), Elementary (K-6) along with a Montessori Certification, (3-6 years). She encourages all youth to balance between the various roads/worlds to find enjoyment, satisfaction, and purpose.



NIEA Vision Statement

Our traditional Native cultures and values are the foundations of our learning therefore, NIEA will:

- Promote educational sovereignty;
- Support continuing use of traditional knowledge and language;
- Improve educational opportunities and results in our communities.

The National Indian Education Association (NIEA) was formed in 1969, in Minneapolis, Minnesota, by Native educators who were anxious to find solutions to improve the education system for Native children. The NIEA Convention was established to mark the beginning of a national forum for sharing and developing ideas, and influencing federal policy.

NIEA adheres to the organization's founding principles: 1) to bring Native educators together to explore ways to improve schools and the schooling of Native children; 2) to promote the maintenance and continued development of Native languages and cultures; and 3) to develop and implement strategies for influencing local, state, and federal policy and policymakers.

Based in Washington, D.C., NIEA is governed by a 12-member Board of Directors elected annually by membership. Executive Director Diana Cournoyer, who reports to the board, leads NIEA's dedicated staff of advocates. NIEA@niea.org

