

NORTH THURSTON PUBLIC SCHOOLS
Board of Directors and Nisqually Tribal Council
Special Meeting/Joint Work Session
Tuesday, June 2, 2026 at 6:00 PM
John W. Gott Administrative Center
305 College St NE
Lacey, WA 98516

No public comment is taken during special meetings.

		Estimated Time for Each Area
I.	ROUTINE ITEMS	6:00 p.m.
	A. Call to Order	
	B. Introductions for Nisqually Tribal Council	
	C. Introductions and Roll Call for NTPS Board Directors and Student Representatives	I/D/A
	D. Pledge of Allegiance	
	E. Reading of Land Acknowledgement	
II.	PURPOSE	6:05 p.m.
	A. 7 th Grade Field Study – What can you learn about the values of a nation by their care for community?	-Josh Parker I/D
	B. Curriculum – Canoe Journey Lesson	-Jennifer Todd I/D
	C. Consultation Grant	-Antonio Sandifer I/D
	D. 4 th Grade Field Trip – Salmon, Cedar, Canoe	-Jody Halterman I/D
	E. Nisqually Tribal Council Sharing	-Tribal Council I
III.	CLOSING REMARKS	
IV.	ADJOURNMENT	

Next Meeting: TBD
 Hosted by Nisqually Tribe

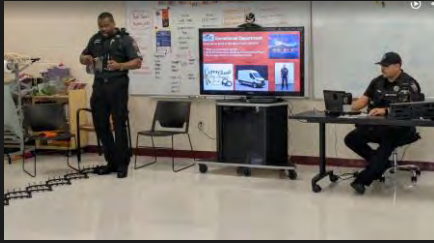
Live, Learn, Play: Tribal Government and Community

7th Grade SS Field Experience



Describe the Nisqually reservation: What does the Nisqually tribal government look like? And What can you learn about the values of a nation by their care for the community?

Tribal Policing



Medicine River Ranch



The Nisqually Language



Patrolling Fishing and Hunting



Health and Wellness



Funding a Nation



Youth Activities - Beading



Leschi and the Treaty



Nisqually Lands and Planning



This was very interesting coming from someone that has been working there 50+ years. - Marlene

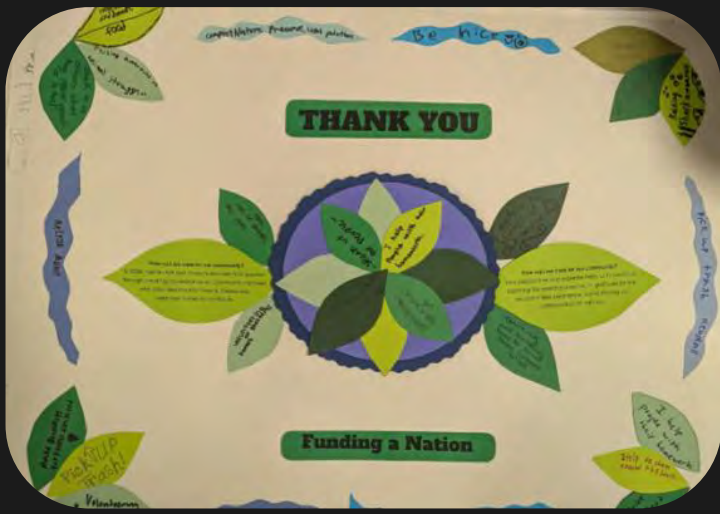
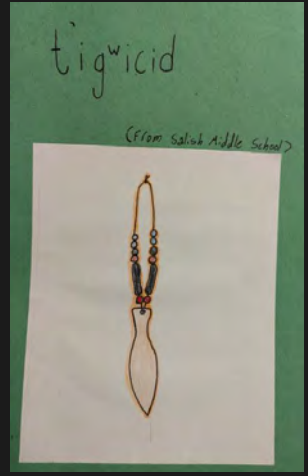
Thank you so much for making time for the Nisqually people to learn about the history and culture of the Nisqually people. I love it!

Thank you for the history lesson. You provided us with so much information. It was very interesting to learn about the Nisqually people and their history. I love it!

Thank you for the history lesson. You provided us with so much information. It was very interesting to learn about the Nisqually people and their history. I love it!

**Thank you,
Nisqually Lands
Planning!
- Aspire, 2026**

**WE ARE
GRATEFUL.
THANK YOU.**



Thank you for inviting us into your reservation and teaching us about your culture and how your community functions. My favorite stations were with the horses and making medicinal pouch. I learned how the Indian rode horses back then, learn the heritage and use of the medicinal pouch. Anyway thank you again for taking the time out of your day to teach us and help us learn about the Nisqually people!

I really enjoyed riding the horse! I wanted to do ride one as a kid, but I thought I never could. Though because of this I was able to accomplish a small dream of mine so thank you again!

Doodle of a horse

- Respectfully, 7th grader Salish Middle School.



Canoe Journey- An Introduction

Thank you to Jennifer Todd for creating this lesson for staff and students in NTPS and STI Committee for their thoughtful input.

Table of Contents

Canoe Journey- An Introduction

1. Title Page
2. Video
3. History
4. 1993 +
5. Route Map
6. Rules of the Canoe
7. Traditions
8. 2026
9. Vocabulary
10. Resources/Links

CANOE JOURNEY

Video Link



4:40





What is Canoe Journey? How it Began

In 1989, to celebrate the Washington State Centennial, Seattle planned a huge event. But, one thing was missing! Representation.

For thousands of years, tribes traveled on these waters by canoe. We needed to show and celebrate our culture! Local tribal elders planned **Paddle to Seattle**, where dozens of traditional canoes from different tribes traveled on the Salish Sea during the Centennial celebration.



What is Canoe Journey? What it Means Today

Canoe Journey has been an annual tradition since 1993. What began as a few tribes around the Salish Sea, has expanded to include Indigenous peoples from all around the world!

Every summer, over a hundred canoes paddle along the ocean and Puget Sound to reach the final destination, hosted by a different tribe each year.

Paddle to Nisqually 2016 Washington State Landings

Date: Floating Map March 23, 2016
Subject to Change



• Landings
~ Routes



This is an example of what the Canoe Journey routes look like. You can see different tribes travel different paths from their homes. They stop at other tribal sites along the way. They camp, gift, sing, and eat. They continue to paddle each day, until however many stops it takes to get to the final landing.

This map is from Paddle to Nisqually 2016 with the last stop being on Nisqually Land.



Canoes have a skipper, who sits in the back of the canoe. The skipper is responsible for guiding the canoe and ensuring safety. Canoes can also have many “pullers” — these are the “paddlers.” The first bench on the canoe is for the “pacers,” who set the pace for the rest of the pullers.

10 Rules of the Canoe

1. Every stroke we take is one less we have to make
2. There is to be no abuse of self or others
3. Be flexible
4. The gift of each enriches all
5. We all pull and support each other
6. A hungry person has no charity
7. Our experiences are not enhanced through criticism
8. The journey is what we enjoy
9. A good teacher always allows the student to learn
10. When given the choice at all - be a worker bee! Make honey!



Traditions in Canoe Journey

Landing- When traveling all the way to the final destination of the host tribe, each tribal canoe stops to camp at other tribes along the way. When they do this, it is called a “Landing.” Before they come to shore, they must ask for and receive permission.

This is a very formal process/protocol and must be done according to tradition.



Traditions in Canoe Journey

Landing- “Welcome to our shores. Please come and rest. Share our food, we will share our songs and dances. You have permission to come ashore.”



Traditions in Canoe Journey

Protocol- Once on land, the canoe families will camp for 1-2 days. During this time, they have what we call “Protocol.”

There is dancing and singing, sharing of traditional songs. Each tribe has their own songs. The visiting canoe families give thank you gifts to the hosting tribe.



Traditions in Canoe Journey

Feast- Serving food to our guests is a very important tradition. Many tribes will prepare a traditional feast for dinner. Guests will enjoy salmon and other special foods together. Many people have family and friends in different tribes that they enjoy visiting.



Traditions in Canoe Journey

Departure- After protocol and camping, it is time for the canoes to leave and head out to the next stop. This is called departure and happens in a similar way to the landing. Each canoe gives respect and thanks. The host tribe gives permission for them to leave their land. This is also a very formal process.

“We are honored that you have come to rest on our lands. Thank you for letting us feed you. Thank you for sharing your songs and dances. We wish you safe travels. You have permission to leave our shores.”



Traditions in Canoe Journey

Final Landing- The final landing is with the main host tribe. Each year it is a different tribe. 2026 is Paddle to Nisqually.

Many tribes have traveled for weeks to arrive at the last place. For closer tribes, the trip may have been a day or two.



Traditions in Canoe Journey

Final Landing- The final landing is done in the same way as each stop. Canoes ask permission to come ashore and have to wait for permission to be granted from the host tribe. Because there are upwards of 100 canoes, this process takes hours. It is such an important event, there are usually risers (stadium seats) for the public to watch.



Picture is link to article with video

Traditions in Canoe Journey

Final Protocol of Potlatch- Final protocol lasts for a week on the host's land. Every day, a visiting tribes' Canoe Families will sing and dance and give gifts. Tribes will perform in order- the furthest away tribe goes on the first day, all the way to the closest tribe and host tribe on the last day. Some tribes who have traveled for weeks may ask permission to depart after their performance.



Traditions in Canoe Journey

Final Departure- It is time for each tribe to go home. As before, they give thanks and ask permission to depart. The big difference is- most haul the canoes back on the highway!



The Canoe Journey is a modern celebration, based on generations and generations of Native traditions. From carving and blessing the canoe in the way of our ancestors, to preparing our bodies for the long journey...each of these traditions are sacred and meaningful to our lives and people today.



Canoe Journey Information

Dates:
July 31st to August 6th, 2026

The 2026 Paddle to Nisqually Medicine Creek Potlatch is hosted by the Nisqually Tribe.

[Link to Nisqually Canoe Journey Information Page](#)



Canoe Journey Vocabulary

Centennial- a 100 year anniversary; Washington State's Centennial was in 1989

Representation- Seeing people like ourselves, whoever we are, (with our background, family structure, culture, ethnicities etc.) in celebrations, books, movies and more

Tribe (Native American Tribe)- a nation of Indigenous people who has lived on and cared for their land since time immemorial. They share common family, ancestors, land and culture.

Salish Sea- Another name for the Puget Sound, a fjord in Washington State

Canoe Family- A group of people who travel with their tribe from stop to stop, singing and dancing. Often, they ride in cars and camp alongside the pullers of the canoe. They are the keepers of the tribal songs and perform them for other special occasions, also.

Potlatch- A Salish traditional ceremony of feast, gift giving, dancing and singing

Canoe Journey Links/Resources

https://www.nisqually-nsn.gov/heritage/Medicine_Creek_Potlatch_Journey

[The Seattle Times Pacific NW Magazine article “Quilault Elder Launched Paddle to Seattle” 2024](#)

<https://www.thurstontalk.com/2016/07/26/port-olympia-city-olympia-team-nisqually-tribe-canoe-journey-landing/>

<https://artsci.washington.edu/news/2023-09/building-family-through-tribal-canoe-journey>

<https://chinooknation.org/canoe-family/>

<https://www.heraldnet.com/news/canoe-journey-symbol-of-carrying-our-traditions-on-departs-tulalip/>

<https://www.arts.gov/stories/magazine/2012/3/arts-and-culture-core/journey-culture-tribal-canoe-journey-olympia-washington>

<https://www.theolympian.com/news/local/article94040862.html>

<https://eighthgeneration.com/blogs/blog/what-is-canoe-journey>

<https://parks.wa.gov/sites/default/files/2024-07/Canoe%20Journey%202024%20FAQ%20Draft%207.19.24.pdf>

Native Programs

TRIBAL CONSULTATION



PROGRAM OPTIONS



NTPS participates
in the following
programs:

- Title I, Part A
.....
- Title I, Part C
.....
- Title II, Part A
.....
- Title III
.....
- Title IV, Part A
.....
- Title VI, PA Subpart 1
.....

TITLE I, PART A

Purpose: To deliver supplemental educational services that provide all children significant opportunity to receive a fair, equitable and high-quality education, and to close educational achievement gaps in reading and math. To participate, private schools must have eligible students. An eligible student lives within the boundaries of a Title I school and are eligible for USDA Free and Reduced Meals. We will send the updated USDA guidelines when we get them.

District POC: Tammy Huddleston
thuddleston@ntps.org and
Shawna Kiliz
skiliz@ntps.org

Title I Schools are:

- 01 Chambers Prairie Elementary
- 02 Seven Oaks Elementary
- 03 Lacey Elementary
- 04 Lydia Hawk Elementary
- 05 Mountain View Elementary



TITLE II, PART A

Purpose: Provide professional development opportunities for private school teachers and other educational personnel. Services must be based on the need of private school staff.

- Increase Student Achievement
- Strengthen Educator Effectiveness
- Expand Equitable Access

District POC: Sarah Rich

srich@ntps.org and
Shawna Kiliz
skiliz@ntps.org



Purpose: To ensure that multilingual learners (MLs) attending private schools are accurately identified and provided with appropriate language support services. The process includes:

Student Identified through the Home Language Survey or a Native student's registration and need for academic support.

Screening Timeline: Student is screened for ML services within 10 school days of identification.

Contact District: A private school contacts NTPS District Office and notifies the ML/ELL Enrollment Specialist.

Staff Assignment: Based on location, an ML staff member is assigned and contacts the student's family.

WIDA Screener Scheduled: Assessment date is set at the school site with the assigned ML teacher.

Eligibility Determined: Screening results guide decisions on ML service eligibility.

Service Coordination: If eligible, services can be received at the school site; schedules are developed in partnership with the school and family.

Ongoing Assessment: The student participates in the annual WIDA assessment each February to determine continued service needs.

TITLE III, PART A ML/ELL SERVICES

District POC: Antonio Sandifer

asandifer@ntps.org and

Shawna Kiliz, skiliz@ntps.org





TITLE IV, PART

A Purpose: Improve students' academic achievement by increasing the capacity of states, school districts, schools, and local communities to:

- Provide all students with access to a well-rounded education.
- Improve school conditions for student learning.
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

District POC: Sarah Rich

srich@ntps.org and

Shawna Kiliz

skiliz@ntps.org

The authorizing legislation calls for culturally responsive teaching and learning services that supplement and enrich the regular school program. The program requires that grantees identify goals or “objectives” for their local project that are:

- (1) based on a needs assessment; and
- (2) developed in open consultation with parents, teachers, representatives of Indian tribes, and secondary students (if appropriate).





TITLE VI, PART A SUBPART 1

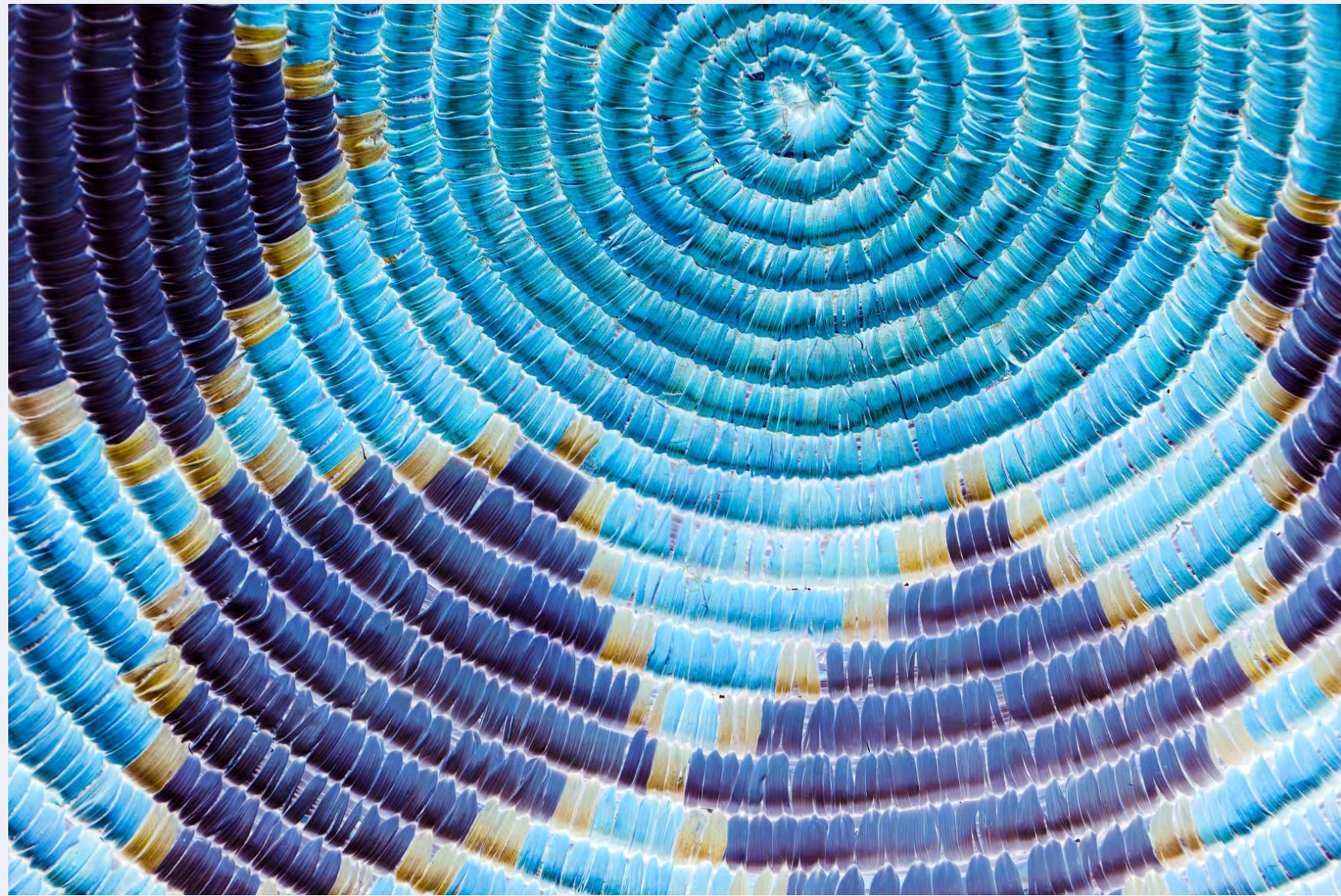
District POC: Antonio Sandifer
asandifer@ntps.org and
Shawna Kiliz, skiliz@ntps.org





PARENT ADVISORY COMMITTEE (PAC)

-  Meets Monthly
-  Executive Board Leads & Plans
-  Public Hearing was held on May 6, 2026
-  506 Form - Indian Student Eligibility Cert.



Cultural Activity, Celebrations & Native ED Program.

TITLE VI FUNDS USAGES

District POC: Antonio Sandifer

asandifer@ntps.org and

Shawna Kiliz

skiliz@ntps.org

01

Native Education Certificated Staff

02

Cultural Activities During the School Day

03

Native Garden at River Ridge High School

04

Native Education Field Trips



THANK YOU FOR PARTICIPATING

Let us know what you need, we are happy to help!

sqʷaliʔabš
NISQUALLY TRIBE



MEDICINE CREEK NATION



“It was an honor to be able to go into probably one of your many longhouses. It was an amazing thing to do and it was so fun because it made me feel like I was part of your culture” Evergreen Forest Student



Virtual tour and overview of our STEM Field study:

Upon arriving on site, students gather for an opening with Hanford

Salmon, Cedar, Canoe; Stewards of the Ecosystem STEM Alignment

The NTPS Salmon, Cedar, Canoe; Stewards of the Ecosystem STEM field study is an equitable, integrated, career-connected, locally relevant, field based learning opportunity for all NTPS 4th grade students.

Subject	Connection	Subject	Connection
Science	<p><u>Standards:</u> 4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p>	Social Studies Civics	<p><u>Standards:</u> Social Studies: G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest. G2.4.1 Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people. C2.4.2 Describe how and why local, state, and tribal governments make, interpret, and carry out policies, rules, and laws.</p>
Math	<p><u>Standards:</u> 4.NBT.B.5: Multiply a whole number of up to four-digits by a one-digit whole number.</p>	SEL	<p><u>Standards:</u> Social Awareness: Individual can take the perspective of and empathize with others from diverse backgrounds and cultures. Social Management: Individual can make safe and constructive choices about personal behavior and social interactions.</p>
ELA	<p><u>Standards:</u> ELA.RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic. ELA.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	Career Connections	<ul style="list-style-type: none"> → Marine Biologist → Forestry → Historian → Ecologist → Hatchery → Agriculture → Fish and Wildlife → Tourism → Environmental Educator → Fisheries → Teacher

Pre- lessons:

- Billy Frank Jr./ Land acknowledgement
- Salmon Survival Game
- Macroinvertebrates
- Salmon Anatomy
- Setting up for the day in the field

Student Field Journal

SALMON, CEDAR, CANOE:
Stewards of the Ecosystems
sčədadx^w, ǰpaʔ, ǰilʔbid:
dx^wstiǰiǰdx^w ʔə tə swatix^wtəd



Name : _____

sdaʔ

Teacher: _____

dx^wsg^walčšid

Post-lesson:

- Salmon on the go habitat hunt
- Human impact Presentation

Scavenger Hunt (The Awareness Game)

səshayalbutil suč'a'a



Douglas Fir

Description: Very tall tree with unique cones. Needles are arranged like a bottle brush

Uses: Lumber, Christmas trees: new spring growth can be made into a tea rich in Vitamin C

Adaptations: Douglas fir trees have very thick bark that make them resistant to fires. Waxy needles hold onto water.



Sword Fern



Description: Large, green fern that grows in clumps.

Uses: Leaves used for floors and bedding

Adaptations: Serrated edges move water away from the plant so it doesn't rot. Spores travel through water!

Lichen

Description: A lichen is a fungus that grows algae! There are over 1,000 species in the Pacific Northwest

Uses: Used for medicines and dyes

Adaptations: Lichens can go dormant during periods of drought and start growing only when there is enough water for them to survive!



Big Leaf Maple



Description: Tall, deciduous tree with large leaves shaped like the palm of your hand

Uses: Sap is used to make syrup, flowers are edible

Adaptations: Big leaf maple seeds have "wings" that help them catch the wind

Sit Spot



A "sit spot" is a mindfulness and naturalist practice where you visit the exact same outdoor location regularly to sit quietly, observe nature, and reflect. It acts as a grounding routine to reduce stress, improve mental wellness, and sharpen your observational skills over time.

Salmon: Smell Your Way Home

sčədadx^w: subudəx^w t(i) adlətuk^wəx^w



“Thank you Ms. Julia for leading my favorite station the salmon game. I can’t imagine how the salmon smelled their homestream and had to remember it for their whole lives to guide them back”. - Mt. View student



Cedar: Tree of Life

ᖃᕈᕐᕐ: ᖃᕈᕐᕐ ᕐᕐ ᕐᕐ ᕐᕐ ᕐᕐ?



“I used what I weaved from the cedar class as a gift to my mother for her birthday and she really loved it. Also from the bottom of our hearts, thank you cedar weavers” Mt. View student

Canoe: Nisqually Tribal Stories

qil'bid: sq'ali?abš sč'wi?ab

“My favorite activity was the canoe because I loved learning about Leschi and Billy Frank Jr and the history of the canoe ”



“I love the stories that you told like the canoe ride to Canada, it sounds so fun...and if you call it the “B” word (boat) you get thrown in! The Nisqually language is so beautiful the way you say it and write it is so cool.”

Evergreen Forest Student

Salmon Dissection

sčədadx^w sk^wičtəb



“My favorite station would probably be the salmon station because before we went we had to look at a salmon from a picture but when we went to the field trip we saw one in PERSON! I thought it was really cool!” Evergreen Forest Student

Streambugs

titulək^w dʒidʒg^{wə}?



Thanks Nantz, it was so cool how you showed my group all the different types of water bugs. I learned that the water boatman is one of the biggest insects in the water.” Meadows Student

Blueberry Patch Service Learning

wədaʔxidup sk^wax^wad ʔuhaytx^w



“Ms. Sheila, you taught my group that even when something is hard you should never give up. When we kids were doing the gardening I noticed we were working together and making a plan and it made me feel happy that my class was working together.” Evergreen Forest Student

“I want to thank the helpers for their time. I love all the things we got to experience. I wish I could have a sleepover at the longhouse.”



“Dear Mr. Hanford, I want to thank you for letting us hear the song and the drum, that was really beautiful. I also really liked the longhouse, it was cool and I honestly have never been to a place like this and to me it was really, really special.”



“I love the song you sang at lunch and I will never forget this field trip in my life”



“I would like to thank Hanford McCloud for that beautiful song and letting us learn about your culture. I really liked that the song was all in the language of the Nisqually people.”

