

South Dakota Indian Education Advisory Council Meeting

December 11, 2018, 1:00-4:00 pm MST in Multipurpose Room-Rapid City High School

Participants: Dave Archambault Sr, Jolene Arrow, Cherie Farlee, Sherry Johnson, Cheryl Medearis, Marta Neuman, Ann Robertson, Mato Standing High, Gail Swenson, Paul Turman. Visitor: Jay Perry/Board of Regents.

Prayer and welcome: Mato thanked everyone for attending, and gave a prayer. Each participant introduced themselves.

Approval of last meeting minutes: Gail made motion to approve the minutes from the September 23, 2018 Indian Education Advisory Council meeting; Paul seconded; all in favor. Motion carried.

Updates on major projects from Mato Standing High:

- Native American Achievement Schools are both moving forward. Budget modifications are currently being worked on. He Dog School has a new fellow, and Todd County Middle School continues to improve. Both schools were granted a time extension; the grant will run through December 31, 2019, which will complete this three-year grant cycle.
- Paraprofessional Scholarship Program: One participant has graduated; two more will graduate this month, one more in the spring of 2019. Eight more will graduate soon; program completes in fall and spring of next year. We are pleased with 12 graduates in this program, as homegrown educators who will likely gain employment as full-time teachers (depending upon local/area openings.) Participants all work full-time as paraprofessionals in their respective schools, while working towards their teaching degrees (most of them began the program with some college credits completed--but needed to finish, graduate, and become certified teachers.)
- Mato announced that next Wednesday, December 19, will be his final day as the South Dakota Indian Education Director. He feels honored to have served the last three and half years. He noted the passing of the two legislative bills for the Achievement Schools and the Paraprofessional Scholarships (see above). The Indian Education Advisory Council By-laws were also updated. As the incoming South Dakota Governor appoints a new Secretary of Education, and a new Indian Education Director is hired, we need to ensure that we keep an emphasis on Indian Education as a whole. Note that the Office of Indian Education was created by statute. In the future Mato will continue to promote South Dakota Indian Education.

Membership changes: (See handout By-laws Art. III Part 2) Suggestions were discussed; Marta will draft invitation letters to potential new members.

Annual schedule of meetings: (See By-laws Art. V Part 2) The group discussed these dates/locations as tentative:

Fri. Feb. 22, 2019 in Pierre

Fri. April 12, 2019 in Pierre

Fri. July 12, 2019 in Sioux Falls

Sun. Sept. 22, 2019 in Pierre (just before Indian Education Summit begins)

Tues. or Wed. Dec. 10-11, 2019 in Rapid City (just before Lakota Nations Invitational)

Annual report: (See By-laws Art. II Part 7) (see handout of Draft: 'Recommendations to Improve Indian Education in South Dakota'). When finalized, this report will be shared with the Secretary of Education, the Governor's Office, and the Tribes. Mato highlighted main points; group discussed various details that will be added. He will also add lists of participants (Indian Education Advisory Council, Tribal Consultation Group, etc.) He will provide the final version of this report.

Report on 2018 SD Indian Education Summit by Marta Neuman: (See handout) Marta shared the final report and thanked the Council for their assistance with planning and conducting another successful Summit. Please note the video about the 2018 Summit at <http://indianeducation.sd.gov/>.

Planning for 2019 SD Indian Education Summit by Marta Neuman: This will be September 22-24, 2019 at the Ramkota Conference Center in Pierre. The first planning meeting will be in January 2019; Marta asked for volunteers from the Council to serve on the planning committee. Cherie Farlee, Cheryl Medearis said they would serve. Some other individuals outside the Council have also volunteered to serve. Ideas and suggestions for topics, speakers, panels, student activities, etc. are always welcome from anyone on the Council.

Other: The Office of Tribal Relations is again hosting their annual Tribal Relations Days at the State Capitol in Pierre; this year their focus is on Education. February 26, 2018 will feature many presentations concerning Indian education.

Next meeting: February 22, 2019 in Pierre.

Prayer and closing: Sherry made motion to adjourn the meeting; Paul seconded; all in favor. Motion carried.

Dave led a closing prayer.

Respectfully submitted by
Marta Neuman



Mato Standing High, SD Indian Education Director

12/18/18

Date



Indian Education Advisory Council



Tuesday, December 11, 2018 – 1:00-4:00 MST

Rapid City High School Multipurpose Room, 601 Columbus Street, Rapid City SD

AGENDA

1:00 p.m. – 1:15 p.m.

- Prayer and Welcome
- Approval of last meeting minutes

1:15 p.m. – 1:45 p.m.

- Updates on major projects from Mato Standing High

1:45 p.m. – 2:45 p.m.

- Membership changes
- Annual schedule of meetings
- Annual report

2:45 p.m. – 3:15 p.m.

- Report on 2018 SD Indian Education Summit from Marta Neuman
- Planning for 2019 SD Indian Education Summit from Marta Neuman

3:15 p.m. – 4:00 p.m.

- Other

- Next Meeting
- Prayer and Closing

This meeting is being held in a physically accessible place. Individuals needing assistance, pursuant to the Americans with Disabilities Act, should contact Marta Neuman at 605-773-8194 in advance of the meeting to make any necessary arrangements.

Indian Education Advisory Council
Council Listing

Ms. Sarah	Pierce	RC Area Schls Title IV IE Mgr.	300 6th St	Rapid City	SD	57701 394-4071	Sarah.Pierce@k12.sd.us	Indian Ed. Dir. RCAS
Dr. Roger	Bordeaux	Supt. Tiospa Zina	PO Box 719	Agency Vlg	SD	57262 6989-3953 X 5	drogerbordeaux@cosa-tribal.com	Tiospa Zina School
Ms. Arny	Boutchee	TF Riggs HS Pierre	1010 E Broadway Av.	Pierre	SD	57501 773-7350	Arny.Boutchee@k12.sd.us	Assistant Prin. Riggs HS
Ms. Dayna	Brave Eagle	Education Director OST	PO Box 2070	Pine Ridge	SD	57770 867-5821; 455-2666	dayna@oglala.org	Oglala Sioux Tribe
Mr. Steve	Emery	Secretary SD Tribal Relations	302 E Dakota Ave	Pierre	SD	57501 773-3415	Steve.Emery@state.sd.us	Office Tribal Relations
Dr. Cherie	Farlee	Education Director CRST	PO Box 590	Eagle Butte	SD	57625 365-6629	Cheriefarlee01@hotmail.com	Cheyenne River Sioux Tribe
Dr. Sherry	Johnson	Tribal Education Director SWO	Box 509	Sisseton	SD	57262 698-4400 X 321	Sherry.J@swc.nsn.gov	SissetonWahpeton Oyate
Ms. Mary	McCorkle	SDEA	411 E Capitol	Pierre	SD	57501 800-529-0090 X 116	mary.mccorkle@sdea.org	SD Education Association
Ms. Cheryl	Medearis	Acad. Affairs Sinte Gleska Univ.	PO Box 105	Mission	SD	57555 856-8117 or 8562In	cheryl.medearis@sintegleska.edu	Tribal Colleges/Univ.
Dr. Ann	Robertson			Sioux Falls	SD		ann.robertson@k12.sd.us	
Ms. Gail	Swenson	Supt. Dupree	127 B Street	Dupree	SD	57623 365-5140	Gail.Swenson@k12.sd.us	Supt. Dupree
Dr. Paul	Turman	SD Board of Regents	306 E Capitol	Pierre	SD	57501 773-3455	paul.turman@sdbor.edu	SD Board of Regents
Ms. Cindy	Young	Tribal Education Director RST	PO Box 40	Rosebud	SD	57570 747-2833	rstedcy@qwtc.net	Rosebud Sioux Tribe
Mr. Dave	Archaubault Sr	Schooling Consultant	89549 Bucking Horse Loop	Ft Yates	ND	58538 701-455-7246	ioebuckinghorse@gmail.com	Standing Rock Sioux Tribe
Mr. Robert	Taken Alive		PO Box 397	McLaughlin	SD	57642 848-1927	rtakenalive@standingrock.org	Standing Rock Sioux Tribe
Ms. Marta	Neuman	SD Indian Ed. Admin. Assistant	800 Governors Dr	Pierre	SD	57501 773-8194	marta.neuman@state.sd.us	SD Dept. Education
Mr. Mato	Standing High	SD Indian Ed. Director	800 Governors Dr	Pierre	SD	57501 280-7964	Mato.StandingHigh@state.sd.us	SD Dept. Education

By-Laws of the South Dakota Indian Education Advisory Council

ARTICLE I.

MISSION

The mission of the South Dakota Indian Education Advisory Council is to promote the highest quality of education for all American Indian children in South Dakota that is based in cultural relevancy to produces positive educational outcomes.

ARTICLE II.

PURPOSE

The purpose of the South Dakota Indian Education Council shall be to:

1. Act as an advisory body to the Secretary of the State Department of Education, State Board of Education.
2. Advise education policy makers for what is needed to improve Indian children's achievement.
3. Ensure the cultural awareness that is necessary to equal educational learning opportunities favorable to American Indian students learning style and experiences.
4. Encourage and support initiatives that ensure American Indian students meet or exceed the State's achievement standards.
5. Provide American Indian perspective in creation and maintenance of State's achievement standards.
6. Promote communication and cooperation among all educators of American Indian students in South Dakota in addressing the educational needs of the students.
7. Provide a report summarizing the recommendations of the Advisory Council to the Secretary of Education, Governor's Office and Tribes by October 31 of each year.

ARTICLE III.

MEMBERSHIP

1. Members of the Council shall be recommended by South Dakota Tribes, school districts, agencies and communities (as outlined by Article III, Section 2 of these bylaws). Tribal Committee membership vacancies shall be recommended by Tribes as they see fit. Recommendations will be forwarded to the Secretary of Education who has ultimate power of appointment as required by SDCL 13-1-47.
 - a. Each member serves a term of three years. A member may be re-appointed for additional terms.
 - b. The following guidelines/qualifications for Council members shall be:
 - Background/experience in American Indian education
 - Emphasis on student needs; interest in what is best for all students
 - Regular Council meeting attendance (at least three meetings per year). If member does not attend at least 3 meetings annually a replacement member will be appointed.
2. Advisory Council members may consist of:
 - a. One tribal designee for each of the nine tribes in South Dakota

- b. Five representatives from public school districts with significant American Indian populations
 - c. Three representatives from at large in South Dakota
 - d. One representative from the Bureau of Indian Education
 - e. One representative from the Board of Education
 - f. One representative from the Board of Regents
3. Ex-officio members will consist of
- a. The Secretary of the State Department of Education
 - b. The Director of Indian Education from the State Department of Education
 - c. The administrative assistant for the South Dakota Office of Indian Education
4. QUORUM:
- a. ~~Five~~ of the Advisory Council members entitled to vote shall constitute a quorum at a meeting of the Advisory Council membership.
 - b. Members may be represented in person or by proxy or by designee.
 - c. Represented members may attend and vote in person or by any available electronic means.

ARTICLE IV.

OFFICERS

Executive Director: The Director of Indian Education from the State Department of Education serves as the Executive Director of the Council

Executive Secretary: The Office of Indian Education administrative assistant serves as the Executive Secretary

DUTIES:

Executive Director:

- 1. Prepares the agenda with input from the Advisory Council membership, and conducts the Council meetings
- 2. Advises the Council and conducts Advisory Council business
- 3. Liaison among the Advisory Council and State Department of Education, State Board of Education, education policy makers, and other stakeholders
- 4. Communicates with Council and other advocates for Indian education

Executive Secretary:

- 1. Notifies Council membership of upcoming meetings and other communications
- 2. Records, publishes and disseminates minutes of Council meetings
- 3. Makes necessary meeting accommodations for Council members

ARTICLE V.

MEETINGS and TRAVEL

- 1. Decisions requiring a vote will be decided by a majority vote of those present constituting a quorum.

2. The Advisory Council will meet at least four times during the academic school year and once during the summer; other additional meetings will be scheduled as deemed necessary by the Council. The Council's annual meeting calendar shall be established at the September meeting of each year.
3. Advisory Council member travel expenses for attending committee meetings will be reimbursed at the State of South Dakota rates.
4. A meeting agenda will be prepared by the Executive Director for each meeting.
5. Members may request in writing to the Executive Director items to include on the agenda. The only opportunity to add or delete agenda items will be at the start of each meeting.
6. Meetings will be conducted under Roberts Rules of Order.
7. Minutes of each meeting will be recorded by the Executive Secretary. A draft of the meeting minutes will be disseminated for review of content accuracy to Council members after each meeting and the Executive Director signs and dates it. Meeting minutes in final form will then be presented for Council approval at the next regularly scheduled Council meeting.

ARTICLE VI.

AMENDMENTS

Before the By-Laws can be amended, repealed, or replaced, there must be at least a thirty (30) day written notice to Council members and a first reading at a regularly scheduled meeting of all changes to the By-Laws. The By-Laws may be amended by a majority vote of the Council members present at a regularly scheduled meeting and recorded in the meeting minutes.

 Secretary, South Dakota Department of Education

 Date

 Executive Director, Indian Education Advisory Council

 Date

Recommendations to Improve Indian Education in South Dakota

As Provided by the South Dakota Indian Education Advisory Council and the South Dakota Tribal Education Consultation Group. Prepared by Mato Standing High, South Dakota Director of Indian Education.

INTRODUCTION

The South Dakota Indian Education Advisory Council (IEAC) and the South Dakota Tribal Education Consultation Group (TECG) are hereby sharing crucial recommendations to all stakeholders in South Dakota Indian Education. Both groups are made up of Indian Education experts from across the State and region who put a lot of time and thought into making viable, feasible changes and enhancements to education in South Dakota for the benefit of all.

The following recommendations are meant to communicate ideas for improving Indian Education as well as education universally in the State of South Dakota for the benefit of all young South Dakota scholars. Whether it is the South Dakota Department of Education or a single school, these recommendations should be considered as benefits to all who see the value.

Change happens when people come together for the benefit of all, and the education of our children is the most direct and precious route to create change and a better future.

BACKGROUND

As part of recommendations by Native American Student Achievement Advisory Council the IEAC has been tasked with providing annual reports to provide recommendations for Indian Education in SD. For the purpose of this report and other regular business, the IEAC met six times on the following dates:

September 23, 2018

July 27, 2018

April 20, 2018

February 28, 2018

December 13, 2017
September 24, 2017

This report will also include recommendations from the Tribal Consultation group which was created as an effort by the DOE and Tribal Relations. Tribes were asked to appoint a consultation participant to come together to openly hear what recommendations they have to improve Indian Education in South Dakota. For the purpose of this report the TEGC met seven times on the following dates:

September 23, 2018
January 5, 2018
October 18, 2017
December 14, 2017
March 6, 2017
February 13, 2017
January 27, 2017

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INDIAN EDUCATION ADVISORY COUNCIL RECOMMENDATIONS

- Addressing Bullying
 - Bullying isn't something that happens once in a while. It happens in some locations every day, all day. It is nice to recognize it with antibullying "months" or campaigns, but that is not enough. Considering the frequency of bullying and the effects it has on students' abilities to learn and succeed, there needs to be a constant focus. There should be training for administrations, teachers and students on what it is and how it should be addressed. Strength is in numbers and the more people (kids and adults) who show they won't tolerate it will help get rid of the problem.

- Attendance
 - It is well known in South Dakota we have major issues with attendance. A student can't learn, in any system, if they are not present. There are many reasons for attendance issues in Indian Country including impoverished conditions as well as school climate issues. Many students don't want to attend school because of climate issues like bullying as mentioned above. Also, due to the rural nature of our state when poverty is combined with distance, weather and other factors, the propensity for absence exponentiates. Surveys should be conducted within schools with the most severe attendance issues to pinpoint reasons for absence and those specific issues need to be directly addressed.

- Charter school legislation
 - Many states have successful charter school systems. Despite past numerous efforts in South Dakota, our great state has still not passed legislation allowing for charter schools or for current districts to be able to change status as charter schools. Charter schools would provide alternatives to the traditional education system that dominates South Dakota and examining successful models worldwide would allow for South Dakota to ensure the most appropriate options for our state could be implemented.

- Oceti Sakowin Essential Understandings implementation
 - Since the creation of the Oceti Sakowin Essential Understandings in 2010, there has been a lot of progress with the development and refinement of them. However, they are not being used anywhere near the level where they have the desired impact they were created with. It is important to make sure all schools are aware of the Oceti Sakowin Essential Understandings and are aware they are part of the state standards just like in any other subject area. Along with the actual Understandings, there needs to be statewide training and application of them across all subject areas. Because of the sensitive nature of the cultural aspects of the Understandings, a lot of hesitation exists to use them. However, with training and exposure districts and schools can gain a comfort as they learn the universal ideology and educational value to the students of South Dakota.

- SD history and geography
 - South Dakota history goes back further than the formation of our state. However, that is not what our children are taught to understand. South Dakota geography goes back further than the formation of our state. However, that is not what our children are taught to understand. When we examine South Dakota history and geography exclusively through the Eurocentric lens it has always been presented, we are cheating our students and ourselves. History cannot continue to be presented as a competition of winners and losers. It must be presented as facts. Conquest is a reality in world history but that doesn't make it, or the way it has been historically achieved, correct and celebratory. Being honest about the formation of the United States is a truth that is owed to our young scholars. When a person grows up in South Dakota and has no idea what a treaty is or how they have been broken and affected our very own state, a major disservice is done that continues to create a divide between people who may otherwise

be able to learn from each other and live in harmony. In geographical terms, every single one of the streams, peaks, valleys, buttes and rivers in our state already had names. While learning geographical layout is relatively simple, learning geographical history is not when put into the backdrop of the idea of conquest. As we have seen from the renaming of Black Elk Peak, we can go back to and create new ideas for how we see our state in geographical terms which respects our citizenry and shared heritage. By schools widely using the Oceti Sakowin Essential Understandings along with local resources and tools like listservs, this can be accomplished.

- Trauma informed instruction/professional development for staff
 - Children who face trauma in many forms are negatively impacted. Once those children try to engage in normal, everyday activities it can be stifling. School administrations and teachers need to be prepared to meet the needs of those particular children. Unfortunately, Indian students in South Dakota are disproportionately impacted by trauma. Trauma informed instruction and professional development should be a focus of schools statewide.
- Recruitment and retention of teachers and support staff which proportionately resembles the student population
 - The teacher shortage in South Dakota affects our whole State but disproportionately affects our Indian Country schools. School Boards, Districts and schools should try to have staffs that proportionally represent the students they serve. One way to accomplish this is to continue the Paraprofessional Scholarship Program, which will be discussed next. This is one way to provide students with teachers who understand who they are culturally, as well as better understand daily conditions students may face. Another recommendation is to create other programs designed to help schools to “grow their own” teachers.
- Continuation of the Paraprofessional Scholarship Program

- The Paraprofessional Scholarship Program was instituted in 2016 as an effort for schools to “grow their own” teachers. It allowed paras at qualifying schools to be eligible for scholarships to work toward becoming teachers. It was a one-time effort that was funded by a special appropriation. The Program was a joint effort by Black Hills State University and Sinte Gleska University. Any future effort should consider using all of the higher education institutions in the State to provide greater opportunity for scholarship recipients. The effort should be continued so that the teacher shortage can be addressed as well as providing schools with future teachers who understand the needs of school districts who are need of local, home grown teachers.

IEAC participants:

Dave Archambault Sr.
Amy Boutchee
Cherie Farlee
Molly Hall-Martin
Sherry Johnson
Mary McCorkle
Cheryl Medearis
Marta Neuman
Sarah Pierce
Mato Standing High,
Cindy Young
Steve Emery
Gail Swenson
Bonnie Haines
Richard Kern
Don Kirkegaard
Jolene Arrow
Ann Robertson
Paul Turman

CONSULTATION MEETINGS RECOMMENDATIONS

- Universal equity training
 - Do educational staffs and workers even have a concept of what equity training is? In today's classrooms diversity is ever increasing and it is important for schools to ensure they are providing equity to all represented groups. Equity should be considered for students relating to race, gender and culture, to name a few. Traditionally, equity training has not been a part of teacher education or professional development. This must change to ensure all students share the same quality experience and education. Schools should be required to ensure all administration and staff have equity training.
- Universal cultural sensitivity training
 - In the same vein for the need for equity training is the need for cultural sensitivity training. Cultural diversity is also increasing in our state. When different cultures are not recognized and acknowledged it is a detriment to those students of diverse cultures. It is important for administrations and staff to be required to understand what different cultural groups they serve in their student population and to ensure they are trained in how to deal with overall cultural sensitivity as well as specific groups.
- Solicitation of input and approval to state plans on issues affecting Indian education
 - With the implementation of the Every Student Succeeds Act (ESSA), which requires states to engage in tribal consultation at the local education agency level, there is great hope here in this requirement which has never existed before. But, overall at the state level it is important for those affected by legislation and policies to have a voice. Using existing bodies like the IEAC and the TCG, as well as Tribal Education Directors, direct and consistent communication regarding state plan details that affect tribal students will only mean improvement for education as a whole.
- Mandating Indian education for all
 - There have already been legislative attempts to require some form of Indian Education for All in South Dakota schools to expose all South Dakota students to Indian history,

culture and language. None of them have been successful. However, the TECG feels strongly that mandating an educational component across the state to teach more about Indian history, culture and language at all levels and subject matter is crucial to the advancement of Indian Education, student success and race relations.

- Publicizing success in Indian Education
 - Even though there is typically a negative narrative and a deficit approach to Indian Education, there are many good and successful things happening in South Dakota. If the State and Tribes could work together to create a publicity effort to highlight the successes, the narrative and approach may change. There are successes like immersion schools for South Dakota native languages as well as accreditation bodies involving how schools in Indian Country works.
- Accreditation reviews on the Oceti Sakowin Essential Understanding
 - Currently there is no incentive for districts and schools to implement the general application of the Oceti Sakowin Essential Understandings because it is not a requirement. However, if at least there were a review of what districts, schools and teachers are using the Understandings, it would show the success of the use as well as create incentive for other schools to implement them.
- Creating repositories of local resources for language and culture experts
 - There are extensive and rich resources available to support Indian Education across South Dakota. From individuals with knowledge of all aspects of the Lakota/Nakota/Dakota culture to museums and other valuable informational resources, the State and Tribal Education Departments should partner in identifying and tracking local resources to support Indian Education across the State. This effort will add to the breadth and value of Indian Education in South Dakota and could be shared by tools such as listservs.
- Praxis assistance

- In being consistent with the need for high quality, local teachers for schools in Indian Country, we need more. One of the biggest obstacles for prospective teachers from South Dakota Indian Country is passing the Praxis test. It would be great to have a study of why the test is such an obstacle. There is research in other areas of testing that cultural bias and other factors can make testing harder for some groups of people. In any case, despite the reasons, a solution needs to be found to the issue. If there were a mechanism that helped prospective teachers prepare more for the test, it would be highly beneficial to the success of those prospects in passing the test.
- Data sharing and reporting with and to tribes for data not publicly accessible
 - With proper administrative documents in place such as Memorandums of Understanding or Memorandums of agreement, to name a few, data should be shared between the State and Tribes which is not publicly accessible. This would ensure the best possible position for both entities to assess and improve education.

TECG participants:

Emma Jean Blue Earth
 Christopher Bordeaux
 Deborah Bordeaux
 Gina Curran
 Jordan Dueis
 Cherie Farlee
 Troy Heinert
 Crystal Heminger
 Sherry Johnson
 Ann Larsen
 Shannon Malone
 Brian O'Connor
 Dan Shroyer
 Mary Stadick-Smith
 Melody Schopp
 Mato Standing High
 Marta Neuman
 RoseMary Big
 C.J. Clifford
 Eddie Johnson Jr.
 Don Kirkegaard
 Alissa Olson

Jordan Varilek
Cindy Young
Jolene Arrow

DRAFT

CONCLUSION

The proceeding recommendations would be a tremendous start to address Indian Education. As mentioned, these recommendations should be considered by any and all entities who deal with Indian Education, including but not limited to: The State Department of Education, Tribal Education Departments, schools, districts and school boards.

This report has the benefit of literally hundreds of years of experience from the members of both the Indian Education Advisory Council and the Tribal Consultation Group. These recommendations are a result of that vast expertise and experience and should be considered as best practices.