



Recommendations to Improve Indian Education in South Dakota

Provided by the South Dakota Indian Education Advisory Council

Prepared by Juliana White Bull-Taken Alive, Director of Indian Education

November 18, 2019

Introduction

The South Dakota Indian Education Advisory Council (IEAC) is hereby sharing the following recommendations to all stakeholders involved in and working with Indian Education in South Dakota. The South Dakota IEAC membership consists of Indian Education experts from across the State and region who work collectively to promote educational equity and achievement for all American Indian students in South Dakota. The Office of Indian Education and the Department of Tribal Relations will continue to work in collaboration with the Department of Education to support the efforts of the SD IEAC.

South Dakota Indian Education Advisory Council Membership

Tribal Designee	Dayna	Brave Eagle	Oglala/Pine Ridge
Tribal Designee	Cherie	Farlee	Cheyenne River
Tribal Designee	Sherry	Johnson	Sisseton-Wahpeton Oyate
Tribal Designee	Thomas	Williams	Flandreau
Tribal Designee	Jolene	Arrow	Yankton
Tribal Designee	Emma Jean	Blue Earth	Standing Rock
Tribal Designee	Cindy	Young	Rosebud
Tribal Designee	TBD		Lower Brule
Tribal Designee	TBD		Crow Creek
Tribal Grant School Representative	Charles	Cuny	Little Wound School District
Tribal College and Universities Representative	Cheryl	Medearis	Sinte Gleska University
Public School District Representative	Megan	Deal	Pierre School District
Public School District Representative	Whitnee	Pearce	Rapid City Area Schools

Public School District Representative	Ann	Robertson	Sioux Falls School District
Public School District Representative	Lisa	Bordeaux-Taken Alive	McLaughlin School District
Public School District Representative	Gail	Swenson	Dupree School District
At Large	Jim	Curran	Teach For America SD
At Large	Sarah	Pierce	NDN Collective/Bush Fellow
At Large	Karyl	Knudson	Wakpala/Smee School District
Bureau of Indian Education Representative	Everall	Fox	Flandreau Indian School
Board of Education Standards Representative	Jacqueline	Sly	SD Board Ed. Standards
Board of Education Standards Representative	Kay	Schallenkamp	SD Board Ed. Standards
Board of Regents Representative	Jay	Perry	SD Board of Regents
Ex-officio member	David	Flute	Dept. of Tribal Relations
Ex-officio member	Ben	Jones	Dept. of Education
Executive Director	Juliana	WhiteBull-TakenAlive	Dept. of Tribal Relations
Executive Secretary	Keri	Dupris	Dept. of Tribal Relations

The South Dakota IEAC created a subcommittee to update the wording of Article II which is the purpose of the council. After the final reading at the regular meeting scheduled for December 20, 2019, the purpose will state the following:

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

1. Act as an advisory body to the Secretary of the Department of Tribal Relations, and the Secretary of the Department of Education
2. Assist the South Dakota Office of Indian Education and the Department of Tribal Relations in building partnerships that support the needs of American Indian Students in South Dakota
3. Make recommendations that prioritize the cultural proficiency necessary to promote educational equity inclusive to the culture of American Indian students
4. Encourage initiatives that support American Indian students to meet or to exceed the State's achievement standards
5. Promote the inclusion of Oceti Sakowin Essential Understandings (OSEU)
6. Promote communication among South Dakota educators to address the needs of American Indian students
7. Provide a report summarizing the recommendations of the Advisory Council to the Secretary of Tribal Relations, Governor's Office and Tribes by October 31 of each year

As indicated in the bylaws of the South Dakota IEAC, an annual report with recommendations for Indian Education in South Dakota will be prepared by the Executive Director of the South Dakota IEAC. The report will be submitted to the Secretary of the Department of Tribal Relations and The Secretary of the Department of Education before it is submitted to the Governor's office.

The South Dakota IEAC met on the following dates:

September 22, 2019-Facilitated by Director-Office of Indian Education, Department of Tribal Relations

July 12, 2019-Facilitated by Director-Office of Indian Education, Department of Tribal Relations

May 10, 2019 -Facilitated by Secretary Flute, Department of Tribal Relations

March 22, 2019-Facilitated by Secretary Flute-Department of Tribal Relations & Secretary Jones-Department of Education

December 11, 2018-Facilitated by Mato Standing High, Former Director-Office of Indian Education, Department of Education

SOUTH DAKOTA INDIAN EDUCATION ADVISORY COUNCIL RECOMMENDATIONS

Recommendation One:

Continuation of the Paraprofessional Tuition Assistance Scholarship (Senate Bill 81)

The Paraprofessional Tuition Assistance Scholarship was instituted in 2016 as an effort to increase the number of certified teachers in South Dakota schools. It allowed paraprofessionals at qualifying schools to be eligible for scholarships that would assist them in paying for the required courses to become a certified classroom teacher. The advisory council recommends that this scholarship be reauthorized with adjustments made to the cohort requirements that address the drop out issue with the first cohort. It is recommended that new applicants be added, from a waiting list, if a participant drops out.

Recommendation Two:

Oceti Sakowin Essential Understandings included in the South Dakota Accreditation Review

Since the initial creation of the Oceti Sakowin Essential Understandings and (OSEU), the standards were developed, and efforts have been made to create authentic lessons. However,

there has not been enough progress with the implementation in schools across the state. The advisory council recommends that the Director of the Office of Indian Education and the Department of Education devise a way to include an OSEU implementation plan into the accreditation review tool for schools in South Dakota.

The OSEU includes historical and cultural information that is vital to the development of informed citizens of South Dakota.

OSEU 1: LANDS & ENVIRONMENT

The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. Oceti Sakowin have a distinct and unique interrelationship with the environment that is essential to South Dakota.

OSEU 2: IDENTITY & RESILIENCY

There is variety and resiliency among individuals within the Oceti Sakowin Oyate (people) as identity is developed, defined and redefined by entities, by organization, and by people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian.”

OSEU 3: CULTURE & LANGUAGE

The origin thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and observed by many Tribal members both on and off the reservations.

OSEU 4: KINSHIP & HARMONY

Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.

OSEU 5: ORAL TRADITION & STORY

History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories told by mainstream historians. An analysis of multiple perspectives reveals history in a more inclusive and accurate way.

OSEU 6: SOVEREIGNTY & TREATIES

Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationship between each tribe, their state(s), and the federal government is not the same for each tribe.

OSEU 7: WAY OF LIFE & DEVELOPMENT

The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which have created resiliency of the Oyate (people). Tribal communities have put considerable effort into education and economic development, Tribal universities and colleges, wellness centers, cultural traditions, and language revitalization.

Recommendation Three:

Professional Development for Schools with an emphasis on Trauma Informed Best Practices and Culturally Responsive Teaching

The SD IEAC recommends professional development that includes training or coaching that will assist schools in dealing with issues that schools identify including but not limited to student achievement, bullying, attendance, restorative justice, and trauma. This advisory council recommends that the efforts be similar to the opportunity during the 2015-2016 academic year with professional development options for schools that were facilitated by TIE. The numbers of days were determined by the size of the school.

Recommendation Four:

Recruitment and retention of teachers and support staff which proportionately resembles the student population

In addition to the Paraprofessional Tuition Assistance Scholarship, the advisory council recommends that the Office of Indian Education and the Department of Tribal Relations partner with the Department of Education to recruit and retain Native American teachers for all schools, especially in schools with a large Native American student population.

South Dakota IEAC involved in the discussion for recommendations:

Cherie Farlee

Karyl Knudson

Jacqueline Sly

Jay Perry

Jolene Arrow

Gail Swenson

Dan Shroyer

EJ Blue Earth

Everall Fox

Lisa Bordeaux-Taken Alive

Kay Schallenkamp

Sherry Johnson

Megan Deal

Keri Dupris

Alli Moran

Juliana White Bull-Taken Alive

Conclusion

These recommendations should be considered by any and all entities who are involved with the academic achievement of Native American students in the state of South Dakota, including the State of South Dakota and the agencies it governs including the South Dakota Department of Education and South Dakota Department of Tribal Relations which includes the Office of Indian Education in collaboration with Tribal Education Departments, school districts, school boards, learning institutions and all organizations and agencies involved in the education of Native American students.