

## **SD ESSA Tribal Consultation Meeting Notes**

Friday, January 27, 2017, 12-5 p.m. (CST)

Library Commons Room, MacKay Building, 800 Governors Drive, Pierre, SD

**Attendees:** Rosemary Big; Terri Bissonette; Deborah Bordeaux, Rosebud Sioux Tribe\*; Charles Cuny; Cherie Farlee, Cheyenne River Sioux Tribe\*; Bonnie Haines; Eddie Johnson Jr; Sherry Johnson, Sisseton-Wahpeton Sioux Tribe\*; Barb Paquin; Bob Parisien, BIE; Alice Phelps; Dan Shroyer, Lower Brule Sioux Tribe\*; Tara Smith; Edward Valandra; LuAnn Werdel; Daria Bossman; Jordan Dueis; Ann Larsen; Marta Neuman; Laura Scheibe; Melody Schopp; Mary Stadick Smith; Mato Standing High.  
On phone: RoseMarie Davis, BIE, and Brian O'Connor

\*Indicates official tribal designee or 2<sup>nd</sup> official designee; tribal education director; or otherwise identified to represent temporarily or for informational purposes

### **Prayer**

Led by Dan Shroyer

### **Welcome & Introductions**

Facilitator Terri Bissonette, McREL, welcomed all; introductions.

Dr. Melody Schopp, South Dakota Department of Education, identified reasons for the meeting: 1) consultation required for Every Student Succeeds Act /seeking input for state plan; 2) longer term conversations about consultation on educational issues.

Mato Standing High, SD DOE's Indian Education Director, described the process that led to today's meeting: Letters were sent to all nine tribal chairs, requesting a designated spokesperson from each tribe to participate in government-to-government consultations. Others welcome.

### **Overview of the Every Student Succeeds Act (ESSA)**

Led by Terri Bissonette: Highlights of ESSA, consultation requirements, best practices

### **Q&A with Bureau of Indian Education**

Group had the opportunity to ask questions of RoseMarie Davis, BIE, who was on the phone. RoseMarie shared information from the Federal Registry regarding the BIE's Accountability Negotiated Rulemaking Committee. Nominations from tribes are open until Feb. 17. Since the BIE does not have an accountability plan, BIE schools follow their states' education plans.

RoseMarie suggested that official BIE contact should be Dr. Jeffrey Hamley, for more information on the ESSA plan for BIE schools [Jeffrey.Hamley@bie.edu](mailto:Jeffrey.Hamley@bie.edu). She also noted that BIE Grant schools can now apply for discretionary funding (for early childhood and other programs). RoseMarie can be reached at [RoseMarie.Davis@BIE.EDU](mailto:RoseMarie.Davis@BIE.EDU).

### **Meaningful Tribal Consultation Discussion**

Facilitator broke attendees into three groups to address: current state and desired state of tribal consultations in South Dakota.

#### **Small group feedback**

Current state of tribal consultation:

- All three groups noted that tribal consultation is non-existent in the state. This is the beginning.

Desired state of consultation:

- Purposeful, intentional, government to government, inclusive of all decision-makers, clarity of purpose and roles.
- Open-ended dialogue, define process at tribal, state and LEA levels. Who is involved? (eg., each tribe? TEDs, councils, administrators, board members? BIE schools? Only public schools?)
- Tribal: regular communication, addition to listservs, conversations (2-way). LEA: Improved local level communication, adequate time for all concerns to be shared, stories to be told to allow trust to be built (Native norms for speaking), create environment where meaningful relationships exist. State: Understand how BIE schools work

### **Building Capacity for Meaningful Consultation Discussion**

Groups asked to discuss goals, strategies/steps and challenges related to building capacity for meaningful consultation.

#### **Small group feedback**

- Goals/desired results: Tribes have access to needed data; tribal input prior to decisions; meaningful consideration of recommendations from tribes/TEDS; after consultation, provide tribes written response of outcomes; consent/agreement prior to moving forward with issues that impact Native children
- Strategies: Process, people, timeline, issues, priorities, internal organization, communication
- Issues: Tribal buy-in/cooperation, information sharing, time, identify negotiables and re-visit non-negotiables
- Goals/next steps: collaborate on clear definition of consultation, consensus-based decision making, procedure for sharing data & partnership for data-driven decision making, recognize that Natives are citizens of South Dakota, advocate/be active on a local level – must be mandated to LEAs
- Issues: Building knowledge, capacity building, relationship & trust building, time/consistency, communication requirements, role of SD Indian Education Advisory Council, role of SD Indian Education Summit

- Goals/next steps: Create calendar of meeting dates & framework, determine participants, together: determine purpose/intention/expected outcomes/timeline
- Issues: Build trust, owning historical roadblocks to building trust, establish norms for constructive listening/communications, dissolve ethnic stereotyping, inter-tribal conflicts that could impede the process, clarifying/establish defined points of contact

### **ESSA Work Group Proposals**

Laura Scheibe, Department of Education, shares proposals of ESSA working groups, which included Native American representation. Laura noted that other groups are being consulted as well.

### **Next Steps and Q & A**

- Brief discussion on percentage of Native American students in K-12 public schools, ratios of Native teachers, and tribal enrollment/identification.
- Brief discussion on school attendance and how it does/does not count towards academic accountability.
- Next meeting: mid-February. Someone suggested name tags, recognizing each tribal leader, open forum for changes, and an opportunity for positives.