

SD ESSA Tribal Consultation Meeting Notes

Monday, February 13, 2017, 11 a.m.-3 p.m. (CST)

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

In attendance: Lana Christensen; Emma Jean Blue Earth, Standing Rock Sioux Tribe*; Dayna Brave Eagle; Cherie Farlee; Shilo (last name not legible); Lydia Bear Killer, Oglala Sioux Tribe* (left under protest); Sherry Johnson, Sisseton-Wahpeton Sioux Tribe*; Deborah Bordeaux, Rosebud Sioux Tribe*; Chris Bordeaux; Gina Curran, Yankton Sioux Tribe*; Jolene Hernandez; Mitchell Stone; RoseMary Big; Cindy Young, Rosebud Sioux Tribe*; Taylor (last name not legible); Dan Shroyer, Lower Brule Sioux Tribe*; Daria Bossman; Jordan Dueis; Marta Neuman; Laura Scheibe; Abby Javurek-Humig; Melody Schopp; Mary Stadick Smith; Mato Standing High; Bonnie Haines (via phone)

*Official tribal designee or 2nd official designee; tribal education director; or otherwise identified by tribe to represent temporarily or for informational purposes

Prayer

Chris Bordeaux leads

Welcome

Mato Standing High, Office of Indian Education, welcomes group and outlines plan for day

Lydia Bear Killer, Oglala Sioux Tribe representative:

- Our schools met this past weekend; majority of them do not consider this meeting meaningful consultation
- Shares Oglala Sioux Tribe's plan/definition for meaningful consultation
- Presents letter indicating that tribe will not participate and left the meeting

Cindy Young, Rosebud Sioux Tribe representative:

- Does not see this as meaningful consultation but will participate in the development of protocols, and want to be sure to share our input on ESSA

Consultation Discussion – Facilitated by Mato Standing High

- Here for two reasons: 1) to set up long-term protocol for consultation and 2) to give Department of Education input for development of ESSA state plan
- Review document about consultation created by the National Indian Education Association
- May be opportunity to do ongoing consultation through the Indian Education Summit
- Should we re-name this “a process to consultation”?
- Concern about room set-up – with only official tribal representatives seated at the main table
- Tribal grant schools: Have to use the state's accountability plan if BIE doesn't have a plan (ESSA requirement). Need BIE schools' input at this meeting as well. Important to include the tribal grant schools, recognizing that the state does not have authority over BIE schools.

- If BIE school is choosing to do state accreditation, is there some authority there?

Presentation by Laura Scheibe, Department of Education

- High-level overview of the Every Student Succeeds Act

ESSA Questions & Discussions

1st topic: Indicator of student success/school quality at elementary and middle school levels

- Related to non-academic indicators: Concerns about use of attendance as an indicator. Understand its importance but think we should find something else.
- We have no ability to follow up on truancy. There are no resources.
- Can we re-factor attendance to 10% as opposed to the current 20% of School Performance Index score?
- We do not want to see attendance as the other indicator. We have talked about student wellness and student engagement. We want to stay in the realm of safe and healthy schools, recognizing it's tough to measure. (Standing Rock)
- Reasons for challenges with attendance: Sometimes kids not able to be there, due to variety of family issues.
- One of the things we look at is discipline issues (Rosebud) – suspensions, for example.
- We talk about family engagement. Behavior incidences go down when we have better family engagement.
- Surveys might be an option. But if we do that, would everyone have to administer the same survey?
- We would be interested in drop-out statistics.
- We have three people who are on top of behavior incidences and immediately involve key family members.
- Oceti Sakowin Essential Understandings are something we appreciate (Standing Rock). What if we assessed on the content of the OSEUs? This could lead to better understanding.
- Head Start might have some examples that we could look at for family engagement. Check out their benchmarks/measurements. It's a good model.

2nd topic: College & Career Readiness indicator

- We like to be able to use both Smarter Balanced and National Career Readiness Certificate – like having that other strand there (CTE/NCRC).
- We talked about dual credit opportunities.
- For us, readiness means meeting state graduation requirements, as well as specific requirements related to tribal law, history, etc. (Yankton?)
- Percentage of students that have to take remedial courses.
- What students are doing after their first year out of high school (i.e., did they go on to college or technical institutes?) Challenge: We don't have the resources to track.

- We have to change our mindset. Instead of operating on a deficit model, let's look at the success our children are having. Let's teach our kids to be successful. Make things relevant to the real world.
- Could we include internships, etc.?
- How could we incorporate mass customized learning?
- We've got to enhance all avenues for every child and help them find what they can become passionate about. Not every student is going to be in medical field; need custodians too. Students need relevant life skills (checkbook, taxes, etc.)
- There aren't lots of opportunities for students when they leave high school in terms of job availability.
- Again, recognition of life skills – work them into the college/career readiness indicator.

3rd topic: English Learners

- There are issues related to definition of what is a non-English proficient student. On one hand, tribes are trying to put forward Native language and culture, and then we've got a push to get students to become proficient in English.
- Require that a district teach heritage of community; maybe a cultural competency? Tie to the Oceti Sakowin Standards. How would we measure?

4th topic: Criterion vs. norm referenced system

- Recommendation to call priority and focus schools "potential schools" or "schools of potential" or "schools of opportunity." Montana calls them "schools of promise."
- Reconsider the labels; they are negative. Use something more encouraging.

5th topic: Testing at the high school level

- We like assessing in grade 10 as opposed to grade 11. Many of our students don't go to college, so ACT/SAT probably not appropriate. (Standing Rock)
- Potential of testing the OSEUs, or something so that we don't lose that momentum around the OSEUs.
- Some of our students have not been able to hit the score on ACT, but they have hit a level 3 on Smarter Balanced, and that has allowed them placement into credit-bearing courses at universities.

Next Steps

Mato will prepare draft of document that might serve as a starting point for future conversation about consultation protocols. If tribal policies already exist, please share with Mato.

Next meeting date: March 6, 11 a.m. to 3 p.m. AND March 27, 11 a.m. to 3 p.m.

Send out notes from 1st and 2nd meeting prior to next meeting

Continued conversation about ESSA and consultation protocols