

State/Tribal Relations Committee
Sitting Bull College

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Report by:

Robert Parisien

Indian Education Program Administrator

North Dakota Indian Affairs Commission

North Dakota Indian Education Advisory Council

North Dakota Department of Public Instruction and the North Dakota Indian Affairs Commission hosted the first ever Indian Education Advisory Committee Meeting in the Brynhild-Haugland Room of the State Capitol on December 10, 2009.

The purpose of the North Dakota Indian Education Advisory Council is to:

- 1) Advise the North Dakota Department of Public Instruction in educational matters affecting the education of Indian Students.
- 2) Promote equal educational opportunity and improve the quality of education provided to American Indian Students throughout the state of North Dakota.

Dr. Wayne Sanstead, ND Department of Public Instruction and Scott Davis Executive Director of the ND Indian Affairs Commission both gave a welcome and expressed their thanks to all the members for agreeing to serve. They also charged the group to work to overcome challenges and barriers. They offered goals to achieve involvement of tribal leaders and communities in: 1) target schools; 2) professional development; 3) creating inclusive funding; and 4) inclusive career path and vocational funding. Both leaders spoke of children as the future of our state and urged the group to view opportunities and challenges through that perspective.

The composition of the North Dakota Indian education Advisory Council consists of members who are representatives of Indian Education in the state of North Dakota. The membership was selected by the state Superintendent in consultation with Indian Tribes, Indian Organizations and major educational organizations including metropolitan districts that serve Indian students.

Meeting Participants/Members: Dr. Russell McDonald (Candeska Cikana Community College), Mrs. Kellie Hall (Turtle Mountain BIA-Education Line Office, for Mrs. Rose Marie Davis), Roman Marcellias (Superintendent, Turtle Mountain Community School District), Karen Sitting Crow (Tourism Director, Three Affiliated Tribes), Karen Boyd Hartman (White Shield Teacher, representative of the ND Indian Education Association), Pat Walking Eagle (Elementary Principal, Ft. Totten), Dr. John Salwei (Assistant Superintendent of Secondary Education Bismarck Public Schools), Marc Bluestone (Superintendent, New Town School District), Dr. Karen Gayton Comeau (Standing Rock Sioux Tribe, retired Educator), Martha Hunter (Three Affiliated Tribes Higher Education Administrator), Bob Marthaller (Department of Public Instruction Assistant Superintendent), Bob Parisien (ND Indian Affairs Commission).

Facilitated by: The Consensus Council, Inc.

Rose Stoller

Core Issue Areas for Discussion: The NDIEAC grouped identified issues according to the following core areas:

I. TEACHER ISSUES:

- A. Certification
- B. Recruitment/retention/mentoring
- C. Housing/on-site/off-site
- D. Specialized subject areas: math, science
- E. Professional development

II. TRIBAL COLLEGE ISSUES

- A. Core component of their communities – Education PLUS
 - 1. Economic Development
 - 2. Suicide prevention
 - 3. Diabetes prevention
- B. Greater representation of Tribal community colleges on this Council may be desirable in the future.
- C. Role of Tribal College is “Education PLUS”
 - 1. Economic Development centers of community
 - 2. Income provision for employees
 - 3. Community Efforts
- D. Funding Needs
- E. Articulation agreements
- F. Elevate involvement of Tribal colleges
- G. Partnerships with NDUS in place – could grow over time
- H. Better interface between tribal community colleges & NDUS for transfers, credits, etc.

III. PUBLIC POLICY/LEGISLATIVE CHANGE ISSUES

- A. Curriculum development will take time.
- B. Mandates such as Power School.
- C. ESPB designation outside DPI was legislative change.
- D. Tribal History/Resource Guides
- E. Power School & Information Systems – Waivers
- F. ESPB Admin @ DPI? Where is the best fit for American Indian schools?
- G. Interim Committee Meetings

IV. CULTURAL ISSUES.

- A. Resources such as the Culture and History publications, above.
 - 1. 1970's Inside the Hoop documentation
- B. Sovereignty & Jurisdictional Issues
- C. Accuracy of Cultural Information & Curriculum Development
 - 1. Tribal Approval?
 - 2. Clearing House model – share with all interested – well maintained.
- D. Study the Successes – Why does it work? (E.g., HMS Middle School)
 - 1. What is reasonable & portable/transferable?
- E. Holistic approaches among American Indian cultures sometimes lead communities to think of schools as “one stop shops” for all services related to children.

V. CHALLENGES PARTICULAR TO INDIAN EDUCATION

- A. Socioeconomic
- B. Administrative –
 - 1. Power School vs. (STARS) State Automated Reporting System vs. (NASIS) Native American Student Information System
 - a. There may have been a waiver in HB 1400 (2009); (funding was scattered)
- C. Poverty

1. Workforce changes
2. Paradigm shifts
3. Intergenerational Issues; Gaps in Transmission of wisdom and knowledge; flow of information from the younger to the older as well vice versa
4. Barriers to repatriation of enrolled members to home communities

5. **Data including 2010 census**

- a. Available data P-16, Growth Model
- b. Desired data

- D. Transitory living
- E. Housing
- F. Safety

VI. **FULL PARTNERSHIP**

A. Tribal & State

1. What does the State want from the Tribes?
2. Social Services
 - a. By the School
 - b. Traditional Providers
 - 1) Indian Health Service (IHS)
 - 2) County
 - 3) Public Health

B. Tribal & Federal

1. Funding adequacy

C. Multi-College

1. Tribal, NDUS etc.

D. Colleges & K-12

VII. TECHNOLOGY & DEVELOPMENT

A. Remote Learning

1. Online/hybrid model

Desired Outcome: The group reviewed pending issues for the NDIEAC to consider. These included building relationships and capacity among all of the partners. The group recognized the importance of advisory bodies in educating Legislators and other policy makers.

It was suggested that the NDIEAC should improve academic performance on the whole continuum, from pre-school to graduate schooling. Also, members suggested the NDIEAC develop a focus and emphasis among all of these issues that can be reported to policy makers in a useful and influential way.

***** The need for accurate data from many different entities is vital to diagnosing potential and critical problems and addressing the needs. It has been seen over and over again where many of our tribal organizations do not provide accurate and timely data that would greatly assist the state in addressing different concerns. I think people and organizations see potential threats of having other entities use their data, but we need to work cooperatively to make sure that this collaborative effort is looked at thoroughly to make sure all parties involved are not in jeopardy of divulging private information or it's usage.

Other Initiatives:

A Drop-out Prevention Summit will be held in Minot for American Indian Serving schools on February 25, 26 2010. The planning group put together an outstanding event in which you will have the opportunity to:

- Collaborate with fellow educators of Indian students to identify research and actions that support dropout prevention specific to Indian students
- Create action plans to assist your school team in addressing this critical need
- Learn from informed leaders in the area of Indian Dropout Prevention such as:
 - Greg Darnieder, United States Department of Education
 - Dawn Mackety, Mid-continent Research for Education and Learning
 - Don Kaiser, ND Department of Public Instruction
 - Rose Marie Davis, ND Bureau of Indian Education
 - Mark Berntson, ND Education Association
 - Cheryl Kulas, formerly with the ND Indian Affairs

Partners Include:

| | | |
|-------------------------------------|---|----------------------------|
| ND Department of Public Instruction | ND Indian Affairs Commission | ND Education Association |
| North Central Comprehensive Center | BUENO Equity Assistance Center | McREL |
| ND Bureau of Indian Affairs | Independent School District, Red Lake, MN | US Department of Education |

- The Indian Education Administrator sits on State Advisory Committee on Truancy (Senate Bill 2217)
- Collaborated with Belcourt Education Line Office to implement Reading is Fundamental (RIF) Reading program that was implemented in six different schools administered by that Line Office.

North Dakota Indian Serving School List

FORT YATES SCHOOLS:

- STANDING ROCK COMMUNITY ELEMENTARY SCHOOL
- FORT YATES MIDDLE SCHOOL
- STANDING ROCK COMMUNITY HIGH SCHOOL
- SELFRIDGE HIGH SCHOOL
- SELFRIDGE ELEMENTARY SCHOOL
- SOLEN HIGH SCHOOL
- CANNONBALL ELEMENTARY SCHOOL

THREE AFFILIATED TRIBES SCHOOLS:

- TWIN BUTTES ELEMENTARY SCHOOL
- WHITE SHIELD ELEMENTARY SCHOOL
- WHITE SHIELD HIGH SCHOOL
- MANDAREE ELEMENTARY SCHOOL
- MANDAREE HIGH SCHOOL
- EDWIN LOE ELEMENTARY SCHOOL
- PARSHALL ELEMENTARY SCHOOL
- PARSHALL HIGH SCHOOL
- NEW TOWN HIGH SCHOOL

TURTLE MOUNTAIN SCHOOLS:

- TURTLE MOUNTAIN ELEMENTARY SCHOOL
- TURTLE MOUNTAIN MIDDLE SCHOOL
- TURTLE MOUNTAIN HIGH SCHOOL
- DUNSEITH DAY SCHOOL
- OJIBWAY INDIAN SCHOOL

SPIRIT LAKE NATION SCHOOLS:

- WARWICK ELEMENTARY SCHOOL
- WARWICK HIGH SCHOOL
- TATE TOPA TRIBAL SCHOOL
- FOUR WINDS COMMUNITY HIGH SCHOOL

OTHERS:

- THEODORE ELEMENTARY SCHOOL (BISMARCK)
- CIRCLE OF NATIONS SCHOOL (WAHPETON)
- EIGHT MILE SCHOOL (TRENTON)

RESERVATION BORDER SCHOOLS:

- Rolette Public Schools
- Rolla Public Schools
- St. John Public Schools
- Oberon School District
- Minnewaukan Public Schools
- Killdeer Public Schools
- Dunseith Elementary School
- Dunseith High School