

Greetings Committee Members

We are the Great Plains Tribal Education Department Directors from all 9 tribal reservations in South Dakota.

1. Brian Wagner, Tribal Education Director Lower Brule Sioux Tribe
2. Roquel Gourneau, Education Crow Creek Sioux Tribe
3. Dr. Cherie Farlee, Tribal Education Director Cheyenne River Sioux Tribe
4. Sarah Bad Warrior-Vrooman, Education Coordinator Flandreau Santee Sioux Tribe
5. Dayna Brave Eagle, Tribal Education Director Oglala Sioux Tribe
6. Cindy Young, Tribal Education Director Rosebud Sioux Tribe
7. Emma Jean Blue Earth, Tribal Education Director Standing Rock Sioux Tribe
8. Dr. Sherry Johnson, Tribal Education Director Sisseton Wahpeton Oyate
9. Jolene Arrow, Appointed Education Representative Yankton Sioux Tribe

We have identified areas that NEED to be addressed.

1. **Timely and Meaningful Consultation with South Dakota Tribes regarding Education.**
(*SD DoE meaningful consultation with Tribes*)

S.D. Law 1-54-5. Consultation with tribal government regarding state programs. It is the policy of the state to consult with a tribal government regarding the conduct of state government programs which have the potential of affecting tribal members on the reservation. This section may not be construed to confer any substantive rights on any party in any litigation or otherwise.

S.D. DoE Guidance for ESSA Tribal Consultation 10-20-2020: “Tribal Consultation ESSA provides unique opportunities for states, districts, and tribes to work together to strengthen education for Native students throughout the country. This guide is designed to create a framework for consultancy between tribes and school districts as mandated by law. The South Dakota Department of Education is available to support districts as they navigate the process to increase opportunities for successful consultation and engagement with stakeholders. This resource is meant to provide tribes and districts the high-level strategies necessary to build trusting, reciprocal, and long-lasting relationships with the Native communities in their respective regions. ESSA Tribal Consultation Requirements ESSA requires states and some districts to consult with tribal nations and communities in the development of their education plans. The act requires tribal consultation to be timely, and meaningful, but it does not define those terms. GUIDANCE FOR SOUTH DAKOTA ESSA TRIBAL CONSULTATION 2 Timely The law states consultation “shall not interfere with the timely submission of the plan.” This means the consultation process should begin as early as possible before the submission deadline to ensure consultation is timely and meaningful. LEAs should conduct their consultation in advance of making significant decisions regarding plans or applications for covered programs. To support timely and meaningful consultation now and in the future, regularly scheduled meetings ensure initial feedback is incorporated and tribal leaders continue to have a voice “

Programs that must have consultation with Tribes: JOM, Impact Aid, Title programs

Consultation should be scheduled and held in a timely manner and should be meaningful for tribes to have input to the education of their tribal citizens who are also citizens of South Dakota. A record should be maintained of the consultation and the process should be tracked. A report to all stakeholders of the school improvement process should be provided to track school improvement.

2. The impact of the separation of Indian Education from SD DoE to SD Tribal Relation

- a. What are the duties of the Indian Education Director, Sec. of Education, Sec of Tribal Relations, and that person's relationship with Indian Education.
- b. What does David Flute do for Indian Education?
 - i. Does he take over on what DOE was doing for Indian Education?
- c. We need clarification and an organizational chart of authority.
- d. South Dakota Indian Education Advisory Committee and the Oceti Sakowin Essential Understandings

We have been patient waiting to see if "it is working" We invite both the Director of Indian Education and the Secretary of Tribal Relations to the Great Plains Tribal Education monthly meetings. Mr. Osborn will attend for a short period of time; he reports on what he is doing and that is it. He has no interest in what is going on with each Tribe regarding education. Mr. Flute very rarely attends the meetings. There are no data or school improvement strategies regarding Indian Education. We would like to know from you- the Tribal Relations Committee- "is it working"? We have identified areas that we think should be addressed by you for us to understand the process for Indian Education under Tribal Relations. We only get verbal reports from Mr. Osborn on his activities and nothing from Mr. Flute, wonder what should be done?

The role of the South Dakota Indian Advisory Committee is not clear and the role of the Advisory Committee needs to be clear and expanded. The Oceti Sakowin Essential Understandings need to be part of required curriculum for all school.

3. TEACHERS, TEACHERS, TEACHERS, TEACHERS!!!!

This must be familiar for you- you must be aware of the lack of teachers in South Dakota, but the need is twice as large for our schools on our reservations. We would like to work with the SD DoE or SD Tribal Relations to develop teacher training programs for all of South Dakota that will decrease the lack of teachers in South Dakota. Research has indicated that having familiar teachers will help students be successful.

Other areas that need to be include in this is:

- a. Teacher certification- We are aware of college students who can't pass the Praxis we would like to be part of the review of teacher certification process for teachers in SD and contribute to the development of a teacher certification process to increase the number of teachers in SD.

4. What is happening with Special Education and Indian Education.

We are willing to work closely with the appropriate individuals to address areas of Special Education. We have students who regularly transfer back and forth between Public Schools and Tribal Schools. We want to make sure those students' needs are not lost through the cracks, due to transferring back and forth.

We understand there is a special fund for Special Education and believe those funds should stay with Special Education be use for those special Education needs.

5. House Bill 1070- "An Act to create for American Exceptionalism at Black Hill State University, make an appropriation therefore, and declare an emergency."

We believe that house bill 1070 should be brought to the legislative again, because teachers need a resource center.

Native Educators should be part of the development of the resource center.

These are our identified priorities. We are available to meet and discuss resolutions to these issues.

The Directors of Education for all 9 Tribal Governments.