

WSNAEAC Meeting
 Meeting Minutes

1:00–4:30 pm
 October 17, 2022
 Zoom

Attendee List					
1	Anna Armstrong	2	Binah McCloud	3	Cindy Kelly
4	Else Washines	5	Gail Morris	6	Jarrood Da
7	Jennifer LeBret	8	Jerad Koepp	9	Jeremy Rouse
10	Joseph Martin - excused	11	Lolita Ceja	12	Michelle Parkin
13	Patsy Whitefoot	14	Sally Brownfield	15	Sara Ortiz
16	Sonia Barry	17	Tamika LaMere	18	Zenitha Jimicum
19	Zoe Higheagle Strong - excused	20	Bernie Thomas - ONE	21	Joan Banker - ONE
22	Kari Tally - ONE	23	Kayla Guyett - ONE	24	Laura Lynn - ONE
25	Maxine Alex - ONE	26	Mona Halcomb - ONE	27	Rachel Buckle - ONE
28	Rebecca Purser - ONE	29	Veronica Gallardo - OSPI		

Meeting Commences at 1pm

Roll call

- Affirmation of quorum established.

Approval of Agenda

- Motion to approve made by Cindy
- Seconded by Patsy
- Committee unanimously approves agenda

Approval of August 24th Minutes

- Motion to approve made by Patsy
- Seconded by Sally
- Committee unanimously approves minutes

Welcome & Introductions

Welcome, Bernie Thomas—ONE Interim Executive Director

Bernie shares inspiration and elaborates on his mission as the Interim Executive Director of the Office of Native Education (ONE) to help students and families through our combined work and the understanding that we are all different with unique needs and backgrounds.

Message from Laura Lynn

Laura expresses the efforts of the advisory group and sharing of the work. Recognizes Jenny Serpa and her work with the American Indian/ Alaska Native Learner Identification Project, and Arlie Neskahi's work leading the mitigating impacts of intergenerational trauma and strengthening social emotional development within our schools.

ONE will also acquire an AA3 for administrative support for Maxine Alex in Tribal Consultation. Maxine is charged with Tribal consultations and writing curriculum mandated by SB 5252 and HB 1426.

Unfinished Business

Executive Committee Election

The poll closed Thursday and the results returned a 3-way tie for 1st vice chair (Anna, Cindy, Jerad) and a 2-way tie for 2nd chair (Jerad, Elese). The link to the runoff is sent out in the chat and will remain open for 15–20 more minutes.

ONE Updates

Tribal Consultation

The Tribal Consultation program is monitoring districts for ESSA affirmation of tribal consultation to make the deadline of September 18 and we are ready to wrap up this year's required schools; however, Aberdeen did not schedule consultation with the Tribe, and Grand Coulee and Puyallup are still outlying. Most want to get all paperwork done by end of October.

- Senate Bill 5252 and House Bill 1426 curriculums roll out in January.
- OSPI bulletin is coming out about timelines and work around HB 1426.
 - Legislative timelines don't match up well with districts as we have lots of grants to close out, MOUs, programs to budget, etc.
 - Asking districts to do consultations during this busy time is difficult but we must abide by Federal programs' timelines.
 - Communicate to tribes and districts in March and don't wait until the end of the school year.
 - We receive information from the Department of Education of districts required for consultation at the end of February.
 - It was suggested to do some phrasing changes, such as accepting the Spring consultation as meeting the requirements for October.

Native Student Success

The program primarily works with the attendance and reengagement folks at OSPI and

is currently involved in the following:

- Evaluating and scheduling one-on-one meetings with State-Tribal Education Compact schools (STECs).
- Holding retreats on how to analyze data and make more equitable.
- Doing community of practice work with 27 states that offer Native Education.
- Helping with a student panel at the Tribal Leaders White House Summit.

ESSER Tribal Language Liaison Program

This program has been collaborating with a lot of districts and is finishing out a two-year ESSER cycle with 28 districts being awarded two-year grants and ten districts awarded one-year grants for the 2022–23 school year. The work generally supports capacity building in districts and Tribes and their partnerships. New *First Peoples* courses, which are being monitored and posted on the website, are in place to uplift Tribes and their sovereignty and their right to certify educators.

ESSER Native Education Cultivation Data Program

This program helps other ONE programs do their work by providing data in various ways. Here are some key takeaways:

- The program is generating new tables and a map to show where tribes are in relation to districts for ease of finding and connecting.
- CEDARS (Comprehensive Education Data and Research System) will identify new data, but there's still work to do locally.
- Recent data pull found over 3,000 students who identify as Yakama Tribe in 179 districts throughout the state.
- Student Information can pull relevant data as of 2020, which is two years behind, but the Native Education Cultivation Data program doesn't have much control over it.
 - Rachel will check with Student Information to see how data is collected and see if there are alternative ways of gathering data.
 - Priority of ONE to ensure Native Educator Tableau dashboard is updated.
 - To protect identities, districts with fewer than 10 students won't show data.
- Title VI application alignment and reporting:
 - Attendance and graduation rates are internal facing with ONE.
 - We don't yet have the pathway to be external or public facing (Report Card).
- Data-share agreement, on WSSDA (Washington State School Directors' Association) website, allows for Tribal leadership access but not fully understood by some districts.
 - Tribal Consultation will be training school Directors, Superintendents, and other designated administrators who are required to engage in Tribal consultation with ESA certification.

- Districts to adopt new system called [WSIPC](#).
 - WSIPC is a state program, supported through the ESD (Educational Service District), which will be replacing [Skyward](#), and is considered easier to implement and generate reports.
 - Districts will need to clean up their data now to adopt the new system.
 - Districts should migrate to WSIPC because the technical support for Skyward will theoretically lapse.
 - Cost is unknown at this point.
 - Skyward is still utilized as adoption of WSIPC rolls out.
 - Adoption started with smaller districts, to work out bugs, but we don't have list of who has it.
 - Other districts will eventually move toward this platform.
 - Reach out to parents and grandparents to offer training and tutorials.
 - Suggested to use mass media and host community outreach days.
 - Look at RCWs and WACs to see what can be done.
 - Some districts manually scanning data as access to current data is unavailable.
 - Legislative committee can work with data committee on migration issues.

ESSER Native Educator Cultivation

This program recognizes that building and maintaining relationships with districts and Tribes is crucial, as we have a responsibility as Native Americans to engage in uplifting work that has been done and will be done in all education fields. That there is a lot of healing work that needs to happen within districts and Tribes, and the work being done in our STEC schools, and our First People's language and culture certification and language programs is important. Here are some of the program's highlights:

- Held two community listening and solution-seeking sessions while working with the White House Planning Committee.
 - Vital for our team to listen and learn and engage in conversations about increasing the number of Native educators in our communities.
- Facilitating at the NIEA (National Indian Education Association) workshop was great opportunity to personally and professionally connect work to our native cultures.
- Certification process and language programs:
 - Children deserve more time in front of these educators.
 - It is crucial to increase residency programs honoring work done throughout the state—a collective effort.
 - Meeting with STECs leadership to pilot some teacher academy/residency programs.
 - K–12 Compensation Committee reported that native education teachers' compensation was the same as any certified teacher or paraeducator.

- Washington State Native Educator Cultivation Research Advisory has five members under contract, with an additional two members in draft status.
 - Tamika LaMere is our Urban and Rural Indian Education Representative, along with a few others.
- Is there a list of public schools teaching indigenous languages, and if so, which districts and languages and at what levels?
 - Yes, we can see the schools and classes. We don't have them by grade level, but the course titles often suggest grades.
- Are teachers certified by Tribes and State as language teachers? How many are also certified teachers?
 - First Peoples' instructors are certified by tribes, and some of them are also fully fledged certified teachers. We're at around 20–22 FPLC teachers for the past three or so years.
- Else expresses to include Yakima schools in Tribal languages planning, as they have only one full-time native coordinator for the entire district.
 - Superintendent is supportive but needs models.
 - Seattle schools specifically hired a Native American teacher, so this could be a good model.
 - Again, would need to look at ESA monies.
 - Pandemic shut down reservation system's foster homes, driving students into cities, which caused influx of student population in urban schools.
 - Just for a concrete example to add to request earlier for tribal student numbers statewide be provided to each district—Yakama Nation has about 2,480 Yakama students in our 65 school districts around Yakama homelands. There are 3,876 students who identify as Yakama across the state. From a data perspective, I would recommend aggregating data for school districts less than 10 and listing the school districts with total number of students in those school districts.
 - Yakama Nation is moving forward with second cohort of teacher residency certification for first people's language certification. They also have a language grant, but Yakama Nation and Yakima School district need support from ESD 105 and OSPI to reconceptualize the Urban Indian Education model with a greater portion of students in the foster system enrolled in Yakima school district.
- ESSER dollars go away after this year, so we need to prepare now and have conversations about additional supports and capacity building, in preparation of Spring 2023.

Updates

Centennial Accord

This conference is a government-to-government opportunity for Tribes to sit at a roundtable and ask questions of the state departments to strengthen relations with tribal governments and enhance Tribal communities.

Monday, October 24—Pre-meeting:

- Higher Education Roundtable
- Pre-K (DCYF and Early Learning) and K–12 Pre meeting

Tuesday, October 25—Reporting of Monday’s session:

- Virtual option on offered Tuesday
- GOIA (Governor’s Office of Indian Affairs) has not yet posted Tuesday’s agenda.
- After welcome and introductions, Human Health & Social Services will be in the morning, followed by Natural Resources and Department of Commerce.
- Have not seen if Education is on the agenda yet.
- Bernie will be serving as interim Executive Director for ONE.
- Confirmed meeting with Mystique to put on agenda.

Tribal Leaders & White House Summit

The Conference intends to unify Northwest Tribes and urban Native centers to engage with White House Cabinet, federal, and state officials to seek solutions.

Wednesday, October 26:

- Opening and welcomes to our Dignitaries (Tribal leaders) Federal, and State leaders, Title 6 leaders.
- Bernie opens with keynote, followed by Tribal leaders panel; then Native Youth Panel, which includes about a dozen high school and post-secondary youth sharing their experiences and making recommendations to Tribal, State, and Federal leaders.

Thursday, October 27:

- Breakout sessions with assigned recorders

Friday, October 28:

- Facilitators report in from Day Two recordings
- Tribal, State, and Federal leaders will report commitments and next steps. Focus is on recommendations that can influence policy across our region, state, and federal government.

Tribal Compact Schools

Laura and Joan hosted representatives from Colville Tribes and Paschal Sherman Indian School. Here are some takeaways:

- They want to become a compact school in the 2023–24 school year.
- They met with our legal officer and other finance people and will be arranging

meetings with our assessment people prior to applying, which is due Feb 1.

- We can get them into the system for funding before the school year starts.

Since Time Immemorial Curriculum

- STI (Since Time Immemorial) and Tribal Curriculum Webinars run August through December.
 - Principal-focused webinar was well received.
 - Offering two in-person trainings in November.

Executive Committee Election results

Fifteen members voted and the results of the runoff poll, which closed at 3 pm today, is as follows:

- 1st vice chair: Anna Armstrong
- 2nd vice chair: Else Washines

Subcommittee Share Outs

Bylaws

There is no new action on the Bylaws because they will not change. But instead of adding or changing our bylaws and adding a position, we are going to make sure we get nominations in for new roles that people have moved from or were added to so that their jobs best fit their positions.

- If we move people around, make sure they are placed appropriately to truly be supported by the organization they are representing.
- Including members that the previous ONE director had when they moved them around, we wanted to make sure those individuals get the proper nomination from either their Tribe, school district, or higher order.
- The current urban representative 'at large' (Cindy) would move to statewide education organization.
- Gail would move into urban representation at large.
- Want to ensure all individuals receive proper nomination.
- Currently have two positions open: 1) Tribal Wealth, and 2) Early Learning.
- Laura will work with Kari to communicate with members on renominations and take care of membership updates.

Social Emotional Learning (SEL)

The subcommittee hasn't met but will be part of the Summit next week, so there should be updates to give at the next meeting. One item discussed was advocacy for additional counselors in schools, as there are higher levels of discipline with students and staff.

Legislative Tribal Consultation

The subcommittee worked on ATNI (Affiliated Tribes of Northwest Indians) resolution and met with Representative Lekanoff to see what resources are needed to help the program. Here some highlights:

- Higher education folks have been working on some issues, including preparing resolution to address a tuition waiver for native students in Washington state.
 - This has moved forward but has not yet come online.
 - The subcommittee will work with new staff to get this online.
- Bernie has had conversations with Legislators about disciplinary issues, which doesn't show up in statistics the way he wants it to.
 - We need culturally responsive counseling and activities, drawing families, students, and elders into the building, and eliminating barriers by having a conversation with parents about what they think the obstacles are to kids.
 - This requires organization and development, which requires more funding.
 - Lummi Nation School was regionalized at 106% rate and the Ferndale school district was regionalized at 112%.
 - Both are rural schools, but the Lummi Nation School is super tiny.
 - Tribal regionalization, to include all the counselors, comes at a cost and districts won't do it unless they're reimbursed.
 - Still have ARPA (American Rescue Plan Act) funds, which helped during the pandemic. (ARPA and ESSER dollars will expire on June 30, 2023.)
 - Educators are emotionally hanging on by a thread and we need to stick together and remember that none of us is to blame. We need to make the state and federal government ante up.
 - Example is McCleary and how the impact of it has never been made up and how many professionals are leaving education.
 - Hopefully, the respondents will be present at the Centennial Accord and the Summit to help us get the government to make some commitments, to recognize the intergenerational trauma and the reason our families are suspicious of the public education system.
- Anna voiced concern about post-pandemic mental health for students. Asks what the relationship is between school districts and ESDs and why is it that the ESDs seem uninterested in getting involved with Native American organization?
 - Lolita suggests drafting a Memorandum of Understanding (MOU) with Yakama Nation behavioral health services to meet with all nine buildings.
 - The referral process provides therapists to go in and assess for specialty and resources outside the scope of the district counselor's awareness.

- Caveat is that data is inconsistent and sporadic.
- Yakama Nation, Wapato, and White Swan are doing this.
- TLCE (Tribal Leaders Congress on Education) has been working for many years trying to get their own ESD.
- Bernie poses question: What does this group think about having its own ESD?
 - Conversation was had with the legislature, but it would take a lot of money and it would be difficult due to the uniqueness of the Tribes.
 - Solution could be to fold the ESDs into our consultation processes and encourage leadership to be a consenting witness to learn and understand what is driving the intention and desires of the leaderships.
 - Every Student Succeeds Act contains a section that requires consultation between the Tribes and local public schools.
 - Even if there is just one family member in a school, it is still important to know what factors will lead to their success.
 - Offered in a culturally unique way, the relationship between the Tribe and the public schools will be in MOU.
 - The ESDs for the Indian nations would again not interpret or approve of Tribal language revitalization programs, but act as a facilitator and a repository for Tribal nations' languages.
 - We know bilingual kids are smarter and we want them to be able to express themselves fully in either language and do the things their ancestors were able to do that validate Tribal ways of knowing. A regular ESD can't do this.
 - This conversation needs to continue and will be put on the next agenda.
- Need to get more money in the classroom.
 - Isn't much left after paying dues to Superintendents and Principals Associations.
 - How much money is going to the ESD?
 - Each ESD is different, but estimate superintendents make \$158,000.
 - Small schools rely more on the ESDs because they don't have the infrastructure of the larger schools.
 - ESDs get money directly from the legislature for operations, but any services that local school districts use, they must pay for.
 - Many ESDs are engaged in grant writing, but those incur indirect costs.
 - ESDs 105, 171, and 189 (into the 4th year) and now 112 (1st year) are now participating in the Office of School and System Improvement's Tribal Program Coordinated Service Agreement.
 - ESD leaders' participation in the UW Native American Education

Certificate program is shifting relationships and practices in these ESDs.

- Legislative updates:
 - ONE is working with OSPI Government Relations to draft language to amend RCW 28A.320.170—Tribal History.
 - Language for the Transitional Bilingual Instructional Program definition amendment and Tribal language grants are a priority for OSPI.

STI/K–12/Higher Education

The subcommittee has not met since September 1 and some members are moving around to other committees.

- Everyone should have at least one, if not two subcommittees to serve on.
- K–12 has a lot of CTE.
 - Districts are not willing to have more CTE.
 - Promote more CTE in middle school.
 - Have components in higher ed and K–12.
- Committee members could make suggestions to the Executive committee and then share the updated list of members and when they are meeting.

Data, Policy, & Practices

The subcommittee hasn't been able to meet yet, but overview of work being done was provided at National Education Association (NEA) Conference.

- Video of work will also be shared.
- Jenny Serpa's proposal titled 'Knock Down the Data Door' was effective.
- Ensure parents understand the transition from Skyward to WSIPC.
- Focus now through June will be to develop and implement trainings.

Advisement to Superintendent Reykdal

Superintendent Chris Reykdal will be giving advisement to the WSNAEAC Committee on Tuesday, November 1, 2:30–3:30pm, on Zoom. Chris will attend the Accord on the 25th and the Summit on the 26th.

- WSNAEAC Committee will begin at 2pm to prepare for the meeting.
 - Provide agenda of questions we will be presenting to him next week. Topics include:
 - Debriefing on White House Summit.
 - Subcommittee work status.
 - Budget priorities and policy commitment.
 - Focus on serving American Union Alaska Native learners.
 - Compensation workgroup.
 - How is this impacting our native learners, schools and

- supporting the cultivation of educators, counselors, administrators, etc.?
- Specific policy recommendations will have actionable impact due to the timing of the legislative session.
- Our students need to see people who look like them, especially dealing with SEL.
- Suggested a common theme for White House Summit be on race issues.
 - Keep on government-to-government level.
 - ONE must pass laws to get anything done; then it takes extra effort for the districts to implement those laws. This can be frustrating.

WSNAEAC Member Share In

Discussion on Decolonizing & Other Terminology

Discussed how terminology of 'decolonizing' may not be used correctly and questioned who owns it, since it involves several different histories and races.

- The terminology 'decolonizing' is frequently used in the work of the indigenous people with the United Nations because many of the indigenous peoples around the world were colonized as well, not just Native people in North America.
- We often work through and struggle with such terms as CRT, decolonization, oppression.
 - CRT is a theory and not a curriculum.
 - Tribal critical race theory is much more specific to tribes than critical race theory.
 - Decolonizing is also a research concept used in multicultural ed research.
- Think about it on an international level as it relates to Tribal sovereignty.
- We need to have clear intention around engagement with Tribal leaders and ground districts in concepts when offering PD, and try to stay away from term 'decolonization' as it is often lost in translation.
- A key component that seems to be missing and that needs to be included in equity training is 'fiduciary responsibility'.
 - This doesn't just apply to Native peoples.
 - National Congress of American Indians (NCAI) gives scope of the definition.
 - Providing quality education is in much of the Federal Tribes' treaties but not so much among other peoples.
- How we identify ourselves—not as a race, but a people—takes constant repetition and time to make this understood by others.
- Anna voices concern about how her perception and use of the word 'decolonization' on the Eastside is different than that of the Westside.

- The Decolonizing Education Conference, put on by Equity and Education Coalition, does not seem to have one Native speaker in attendance, yet they have Native leadership on their board.
 - WSSDA govt-to-govt taskforce made no comment and is not attending the conference.
 - New steering committee formed called the WSSDA Council of School Directors of Color.

Next meeting

- Wednesday, December 7th | 8:30–11am

Public Comment

- Lolita hopes in next chapter we can promote and make public comment space more available and accessible to give folks (students, families, etc.) chance to connect, to hop on and let their voices be heard. We should reach out to our own communities as we are a direct channel to Superintendent Reykdal.
 - Send out via Listservs and website.
- Plan for NIEA Conference next year in Albuquerque, Palm Springs, then Spokane.
- Plan for WSIEA Conference, which is two years out.
- Look for annual report completed by the Department of Education.
 - Patricia Whitefoot and ONE have been involved in writing.
 - Takes time to go through department and congressional process.
 - Handy tool to take when you talk with Congress.
 - Patsy has shared with WSIEA in the past, so will be able to do again.
- ONE Legislative report draft is due mid-November; final is due to in December.
 - Can be a resource for White House Summit.
- To run for the NIEA board, need to serve on an NIEA subcommittee.

Meeting Adjourned

- Motion made by Cindy
- Seconded by Elese and Patsy
- Committee unanimously agree to adjourn.
- Meeting Adjourned at 4:32pm