Minutes

Washington State Native American Education Advisory Committee
March 18-19, 2019
SeaTac DoubleTree Hotel

WSNAEAC Members in Attendance:

Patricia Whitefoot
Jennifer LeBret
Dorothy Apple
Sally Brownfield
Buddy Bear
Joe Davalos
Joseph Martin
Elese Washines
Pam Austin
Anna Armstrong
Jarrod Da
Cindy Kelly
Dave Littleton
Tom Strong
Zoe Higheagle Strong
Jeremy Rouse
Sara Marie Ortiz

Absent:

Joel Boyd
Michelle Parkin

Others:

Michelle Marcoe, Native Education Director, Puyallup SD
Theresa Lockrem
Mystique Hurtado, Governor's Office of Indian Affairs
Laura Wong-Whitebear, Native Education Director, Edmonds SD
Mandy Smoker Broaddus, Education Northwest
Sheryl Fryberg, Native Education Director, Marysville SD/Tulalip Tribes
Nemasia Moala, Native Education Director, Renton SD
Nina "Will" Williams, Kent SD
Ric Escobedo, NCESD
Ron Hertel, SEL/OSPI
Sylvia Reyna, Migrant/Bilingual Office/OSPI
Patty Finnegan, Migrant/Bilingual Office/OSPI
Angela Davila, World Languages/OSPI
Heather Hebard, Title I/LAP/OSPI
Joan Banker, ONE/OSPI
Laura Lynn, ONE/OSPI
Latifah Phillips, ONE/OSPI
Gayle Pauley, OSPI
Chris Reykdal, OSPI

March 18, 2019

I. Welcome and blessing shared by Donna Starr, Muckleshoot Tribal Elder

II. Introductions shared by WSNAEAC members.

III. WSNAEAC meeting norms to support the work of March 18 and 19, 2019 developed and adopted by members.

Day 1 – Original norms	**Day 2 – Posted norms**
Extend and challenge ideas in constructive, respective ways	Be open to new ideas
Encourage participation and input from all committee members	Encourage participation and input
Allow room for question	Allow room for question
Monitor our airtime	Monitor our airtime
Allow for moments of silence in conversation	Allow for silence
Work through discomfort	Work through discomfort
Be aware that we come to understanding in many different ways	Be aware that we come to understanding in different ways.
Be mindful of our role and responsibility representing many communities, organizations, and people	Remember we are representing many communities, organizations, and people
Keep our humor	Humor!

IV. WSNAEAC Bylaws: Presentation by Latifah Phillips

The WSNAEAC agree to establish a Bylaws subcommittee to update the bylaws for the committee's approval. Approved by majority.

Note: Subcommittee will identify key discussion points and seek input with WSNAEAC members. ONE will establish a SharePoint site for sub-committee bylaws work.

Section One: Title and Definition
Section Two: Mission
"The" mission of the organization is:

Goals: B. Clarify "need validation"
Opening statement acknowledge tribal sovereignty.

To exercise tribal sovereignty inherent to each of the 29 federally recognized tribes for the benefit of all tribal communities with usual and accustomed lands and urban tribal communities within Washington State for promoting leadership and the unique principles and effective practices of Native American sovereign nations to assure academic success and cultural integrity at the community, school, state, and tribal level.

Connect goals to tribal sovereignty.
Leverage tribal sovereignty to meet/exceed goals.

Assert education sovereignty within mission.

Shift focus of mission to assert educational sovereignty of each Native student

Highlights
Section III – Membership of Office: Remove parenthetical markings for all East/West language.
Section XI - Conflict of Interest: Update eligibility of appointment to consider unique and essential opportunities for members to serve with the committee and attend to OSPI work (i.e. STI curriculum).

V. Data Review and Overview: Presentation by Latifah Phillips

The WSNAEAC agree to establish a sustained, regional Data Policy and Practices subcommittee to make recommendations for policy, data collection, professional development, and school registration for the committee's approval. Approved unanimously.

Discussed:

- Native student identification for various Federal programs, i.e., Impact Aid, Johnson-O'Malley and Title VI
- How Native students are currently identified through OSPI CEDARS
- Issue of identifying Native ancestry

VI. OSPI Government to Government Policy Development: Presentation by Latifah Phillips

The WSNAEAC agree to establish a Government to Government OSPI-Tribal Consultation Policy subcommittee to develop policy for the committee's approval to present to tribal leadership. Approved by majority.

Discussed:

- ESSA mandated tribal consultation policy by school districts receiving $40,000 or more of Title VI Indian Education Program funds through US/DOE and/or a Native student enrollment of 50% or more. More than Title VI funds are affected.

Assessment/testing data collection and practices – Revisit next WSNAEAC meeting

The WSNAEAC recommends OSPI, WEA, and WSSDA present at the **next committee meeting** on state and school board policies and procedures pertaining to recruiting, hiring, retention, and equity in Indian Education at the regional, state, and local levels. Approved by majority.

VII. Native Voices (Migrant Education Program): Presentation by Sylvia Reyna

- 2,807 migrant students in grades K-12 identified in 133 LEAs
- Moved within previous 36 months for fishing or agricultural activities
- Between ages 3-21 (not yet graduated from high school)
- Moved across school district boundary with family or on their own

    - Moving was an economic necessity
    - Temporary or seasonal work
    - Migratory lifestyle is now an excused absence
- Discussed Native Voices Arts Camp and identifying Native migrant students to participate.

VIII. Social Emotional Learning: Presentation by Ron Hertel

The WSNAEAC agree to establish a Social Emotional Learning subcommittee to make feedback regarding research for SEL standards, such as sense of belonging, cultural identity, and student voice to submit to the OSPI workgroup on or **before April 15th** and report back to the WSNAEAC committee at the next meeting. Approved unanimously.

- Marjorie James, Tulalip Tribes, is a member of the SEL workgroup

IX. Public Comment

Ric Escobedo, MSW – Out of School Youth Health Coordinator, NCESD
Spoke in support of SEL and trauma informed practices. SEL and social justice a positive way to engage students and have teachers acknowledge what is happening in their communities.

Laura Wong Whitebear - Title VI Coordinator, Edmonds School District
Encouraged members to consider the needs of urban Native students and families as we continue our work.

March 19, 2019

I. Opening and blessing shared by Donna Starr, Muckleshoot Tribal Elder

II. Office of Native Education Roles, Responsibilities, and Reorganization: Presented by Gayle Pauley and Latifah Phillips

The WSNAEAC agree to establish a Legislative and Advocacy subcommittee to make recommendations to establish permanency for the Office of Native Education and for Native Education across OSPI. Approved unanimously.

Notes:

- Government to government liaison
- Take on the tasks of WSNAEAC subcommittees
- Budgets across OSPI
- Where ONE resides within OSPI
- Agency-wide needs assessment

The WSNAEAC recommends that OSPI, leveraging the Office of Native Education, develop a cross-agency integrated plan, that:

- Directly addresses strategies, policies and programs across the agency to support the academic achievement, health, and well-being of Native students through government to government tribal consultation
- Integrates Native education for all students in schools across the state
  Approved by majority.

The WSNAEAC recommends OSPI Assessment and Information and other related departments **attend the next** WSNAEAC meeting to discuss graduation pathways, data, and dropout/pushout/stop-out rates.
Approved unanimously.

III. *Since Time Immemorial* Implementation: Presentation by Dr. Laura Lynn

The WSNAEAC agree to establish a *Since Time Immemorial* tribal sovereignty curriculum K-12 and Higher Education subcommittee to review and make recommendations around curriculum development, implementation, outreach, and assessment of implementation.
Approved by majority.

IV. OSPI Update/Legislative Update: Presentation by Superintendent Chris Reykdal

- Graduation Requirements – HB1599: Remove testing requirements and replace certain graduation requirements with district-developed graduation pathway frameworks. Continue to keep OSPI waiver process during transition.
  - Discussed current legislation (1599) to de-link standardized testing as a requirement for student graduation and the need to explore alternate graduation pathways into careers such through CTE and that there should be multiple avenues to graduation and work. The current waiver for graduation stays in place.

- Funding
  Unable to fund comprehensive model, enhancing school counselors.
  - Looking at McCleary funding levels and are they sufficient to address all students' needs, i.e., mental health, substance abuse. Need more nurses and counselors in schools to address student health issues.
  - Students revisiting their Careers and Beyond Plan

  Levy restoration.

WSNAEAC Comments

- Impact aid for local share – braided funding.
- Inconsistencies between reported graduation rates and dropout/pushout/stop out rates.
  - Suggested report – "Beyond Access: Indigenizing Native Access"
- Native student Identification and Data—this data drives funding
- As content standards are developed, bring to WSNAEAC for review and input
- Wearing of traditional regalia at public events
- Strengthening District/Tribal Consultation and implementation of STI

Action Items:

- Wearing of traditional regalia at public events
- WSSDA Policy Examples for Tribal Consultation and STI implementation
- OSPI Memorandum developed and distributed for Tribal Consultation and STI Implementation

V. Dual Language: Presentation by Patty Finnegan

- ONE identify which tribes have language and culture departments
- Reach out to each federally-recognized tribe
- The Dual Language initiative be shared at the ATNI conference with Elders and Culture committee

VI. Seal of Biliteracy: Presentation by Angela Davila

The WSNAEAC recommends the Seal of Biliteracy WAC 392-410-350 align with First Peoples' Language, Culture, and Oral Traditions Certification Program WAC 181-78A-700 and that standards be determined by each sovereign tribal nation. Approved by majority.

Public Comment:

No comment.