

**Minutes**  
**Washington State Native American Education Advisory Committee**  
**June 9, 2021**

**Approval of minutes on September 17, 2021**

Motion to approve the minutes made by Cindy Kelly. Sally Brownsfield seconded the motion. Lola Ceja abstained as she was not previously a member of WSNAEAC. The motion carried unanimously.

In attendance

Dorothy Apple  
Anna Armstrong  
Buddy Bear  
Sally Brownfield  
Jarrod Da  
Cindy Kelly  
Jennifer LeBret  
Joseph Martin  
Sara Marie Ortiz  
Michelle Parkin  
Jeremy Rouse  
Elese Washines  
Patricia Whitefoot

Unable to attend

Zoe Higheagle Strong (sent notice)

Others in attendance

State Superintendent Chris Reykdal  
Lynn Palmanteer Holder  
Cree Whelshula  
Veronica Gallargo  
Laura Lynn  
Shandy Abrahamson  
Megan Moore  
Jon Claymore

A quorum was declared, and Jennifer LeBret, WSNAEAC Chair, called the meeting to order.

The first part of this WSNAEAC meeting was spent in a dialogue with Chris Reykdal, State Superintendent of Public Instruction, along with several WSNAEAC Sub-Committee reports.

Superintendent Reykdal:

*We will be moving from the prior year of primarily remote work to something that looks a little more balanced next year. Our guidance and directive to districts is to have an in-person option for any and all*

families who choose to that route. They may have remote or hybrid options. What will not be an option next year, assuming we continue to have success with the COVID vaccine and getting our numbers down, is for districts to only give families a remote or hybrid option. This may create some disparity between larger and smaller school districts with the percentage of families choosing to learn remotely. We will be able to support families a lot better this next cycle.

There has been a huge deployment of federal funds for (\$3 billion) districts, but 95% of that is prescribed by Congress or the legislature. We are getting that out as quickly as we can to our tribal compact schools or charters and our traditional public schools, and then we still have about \$200 million for discretionary uses that we will get to later in the summer (mostly competitive). Our plan is to utilize these discretionary funds to focus on mental and behavioral health as that is one of the areas we did not see the federal or the state governments address very well.

We will also have some opportunity for districts, charters and tribal compact schools to compete for money to:

- explore balanced calendars
- work on transition kindergarten programs bringing in four-year olds
- dual language and tribal languages

The OSPI data team has now nearly completed a significantly better way to identify Native American youth beyond the current narrow category of Native-non Hispanic. This will impact how students are identified in the other "two or more" category and also where a student identifies as Native and Hispanic that is currently defaulting to Hispanic based on the federal laws. We now have a way to further disaggregate the data for a more comprehensive picture of our Native student population. We will also be looking closely at how this new system will affect Native student graduation and retention rates.

The mascot bill is taking a lot of energy and implementation with multiple teams involved. We put a survey out to the field to better understand how many districts think they are subject to that statute and where we see decent and high-quality consultation not only with their immediate community but more importantly with neighboring tribes. The state legislature has provided \$1.6 million to assist districts when they change mascots which, when realizing the scope of changing signage, we know will not be sufficient; and we will be pursuing a supplemental budget request. We are gathering additional information on districts' average cost for this conversion to support our funding request. Regardless of our budget request, it doesn't change the timeline that districts need to complete this process by the end of this year, then they can take more time to find a new mascot or whatever.

#### WSNAEAC Social-Emotional Learning (SEL) Sub-Committee

This is relating to the guidance that districts received in terms of the development and implementation of their academic and well-being recovery plans and out of this rose the opportunity for further and deeper guidance around serving American Indian and Alaska Native (AI/AN) learners and families. This began with an initial meeting with Michelle Parkin and her team at the Cape Flattery School District as they were sharing their district's processes to respond to that plan and that this provides us with an opportunity to be more focused on how we serve AI/AN youth as a specific group identified within the plan itself. This consideration was shared with the Circles of

Reflections (COR) team where SEL is a continued focus area within the National Comprehensive Center's pilot work to respond to and raise awareness/understanding of the continued impact of boarding schools and intergenerational historic trauma resulting from that experience. The WSNAEAC SEL sub-committee was invited to be leaders within the COR SEL focus group and together we created a draft document responding to the two items outlined within the Affiliated Tribes of Northwest Indian's resolution. This resolution focuses specifically on urging a transfer a more transformative plan of action to address the pre-K to 20 education crisis confronting AI/AN students which existed prior to the pandemic and we need to continue addressing this crisis through recommendations to districts on how to effectively serve AI/AN learners with the academic and well-being recovery plan as well as responding to the Governor's emergency proclamation issues on March 15, 2021, which names the crisis of children's mental and behavioral health and specifically sites AI/AN children and families as well as Latino peoples. This will support our efforts to ensure that districts are receiving specific guidance around how to support AI/AN learners.

Michelle Parkin, Superintendent, Cape Flattery School District (which encompasses Neah Bay), shared the work being accomplished within her district to respond to the social-emotional and cultural needs of their students. It was important to simultaneously identify objectives for students next year while building capacity for implementation. Incorporation of culture into the school is pertinent to the success of their students; and although they are a small district, they have one of the largest graduating classes that Neah Bay has experienced in a few decades with 34 students graduating this year, many of whom have plans to go onto post-secondary education including Stanford, University of Washington and even Hawaii University as well as vocational fields. The CFSD instructional program and OSPI funding through Core Plus has really supported these efforts. They are preparing for in-person instruction this fall; and so gearing up for social and emotional learning intervention, they are anticipating that many of our students will need to get back into a learning mentality.

#### STI K-12/Higher Education/CTE/ Curriculum/Assessments Sub-Committee

Cindy Kelly discussed:

- the need for a seamless transition system from birth to higher education
- the popularity of career-technical education (CTE) instruction for Native students and need to expand CTE offerings/access
- the effects of learning loss on Native students due to insufficient broadband access for school instruction and how tribes are assisting
- being creative to assist Native students who are credit deficient
- actual and meaningful government to government consultation needs to take place between districts and tribes to support relationship building. If that is not happening, tribes should not sign off on the affirmation form.
- ONE's efforts in providing STI training
- the ability of districts to meet the needs (social and academic) of Native students who have disproportionately affected by the pandemic and distance learning

Joseph Martin shared Muckleshoot Tribes' procedures to conduct tribal consultation with districts within their accustomed area,

*Superintendent Reykdal discussed:*

- *A new element relating to \$3 billion in federal money designated for maintenance of equity. This is different from maintenance of effort funds which the federal government gives us not to supplant state funds but to be in addition to. More information will be sent to districts.*
- *New efforts to fund CTE programs and pathways*
- *New efforts to increase participation in Running Start*
- *Investing in dual credit programs*
- *Issues regarding funding tied to free/reduced lunch program numbers*

Sally Brownfield, Shelton School Board Chair, shared her experiences of increasing community backlash around issues of equity. We need to be strategic and imbed equity in everything we do.

*Superintendent Reykdal: One way to impact our equity work at the district level is the passage of ESSB 5044 which mandates cultural competency training for school board directors and superintendents. We should push this training out to include all school district employees: teachers, counselors, school bus drivers, etc. Everyone needs more professional learning. The Professional Education Standards Board has a role in producing some of that content. We are working to make people aware of how institutional racism continues to exist through persistent, ongoing policies and systems that continue to oppress communities, including Native communities.*

#### Legislative/Government to Government/OSPI Tribal Consultation Policy Sub-Committee:

Cindy Kelly shared:

- Laura Lynn has been instrumental in keeping this committee informed and updated on all appropriate bills through weekly reports.
- WSSDA is continuing their work on developing a government to government tribal consultation video that will be available to school board directors, superintendents, and all others who wish to view. Will also share with WSNAEAC.

#### Data Policy and Practices Sub-Committee

Patricia Whitefoot shared:

- This committee developed a sovereignty education plan which includes a plan to “break down the data door.”
- Through consultation with OSPI data staff and committee members’ personal experiences with school data systems/CEDARS/Skyward we have been busy getting a picture of current data platforms and systems utilized by districts to report data to OSPI and how OSPI disaggregates and uses that data.
- The committee is also exploring the policies and practices that are in place particularly to address bias fairness and overt discrimination and racist analysis of this data.
- By looking at case studies, research being done in tribal communities and other states, higher education, and indigenous research, develop a sovereignty education data framework relevant to Native youth Pre-K through post-secondary.

- Also looking at participation of Native students in extra-curricular activities and those transitioning into post-secondary education.
- Supporting data research outside Washington State to follow our Native youth through their educational journeys whether in our state or in neighboring states.
- Being sure to include the parent and family voice in all our work.
- Increased identification of Native students eligible for additional services such as through the Migrant Education Program.

Sara Marie Ortiz shared:

- Highline School District's board level policy that underscores their commitment to tribal nations and our native families, especially around curriculum.
- Highline's process to identify Native students and create data bases unique to their district
- How they use this data to better inform staff on how to effectively serve the educational needs of Native youth
- Inadequate identification of Native students is a civil rights issue ultimately affecting all students within the district

#### WSNAEAC Bylaws Sub-Committee:

Jennifer LeBret shared that the current WSNAEAC Bylaws are being updated and the committee plans to share the revised draft at the next meeting then take action as appropriate.

#### **WSNAEAC Business Meeting:**

Jennifer LeBret reconvened the WSNAEAC Committee.

#### Agenda

Joseph Martin made a motion to approve the June 9, 2021, WSNAEAC agenda with the following modification: Placing "Tribal Consultation" with Lynn Palmanteer-Holder before "Updates." Sara Marie Ortiz seconded. Motion carried.

#### May 7, 2021 WSNAEAC Minutes

Cindy Kelly made a motion to approve the May 7, 2021, WSNAEAC meeting minutes as written. Anna Armstrong seconded. Motion carried.

#### Superintendent Debrief:

- Discussion took place around the legislation relating to mascots and the policies, practices and guidance on tribal consultation OSPI is developing to support schools and tribes through the review and consultation process. Also clarified that tribes may choose to support the district's retention of Native-themed mascots
- Discussed ONE's proposals being submitted to utilize some of the ESSER funds allocated to Washington State and how to sustain the work after these funds are no longer available

(capacity building). For example, continue maintaining staff hired with these funds after their end date. Also, we have Superintendent Reykdal's support for ONE and its expansion, but what about after he leaves? Can these positions be sustained through future legislative provisos? We need to establish pathways for the work to continue after the ESSER funds are no longer available, and Laura mentioned that this will be addressed in the proposals.

- Discussed the integration of more specific race and ethnicity data within CEDARS and the need for training at the local district level (including Native program staff) to assure this is done properly as well as districts understanding the needs of tribal communities. There is a need to establish a resource position at the state level to support districts in this effort. Accurate identification of Native youth needs to be a continued topic within Tribal Leaders Congress, Affiliated Tribes of Northwest Indians, and other Native organizations to include all voices and ideas as well as to keep it on the front burner.
- At the next meeting with Superintendent Reykdal, there needs to be some discussion around the next legislative session and what is on the horizon.

### ONE Tribal Consultation Training Project

Lynn Palmanteer-Holder, Project Director, provided background about the project which is to research, develop and provide recommendations for content relating to the mandated tribal consultation training focused on education related issues for school directors. Components of the three-hour school directors tribal consultation training include:

- Introduction to tribal sovereignty and tribal consultation including a historical, political and legal background of why we are working to promote the government to government relationships between school boards and tribal communities (Lynn Holder)
- District requirements of tribal consultation (Lynn Holder)
  - Implementation of the Since Time Immemorial and tribally developed history and sovereignty curriculums
  - Every Student Succeeds Act (ESSA)
  - Title IV/JOM
  - Impact Aid
  - Perkins CTE Grant
- Relationship building with tribal nations (Lynn Holder)
- Overview of history (timeline) and impacts of boarding schools and historic (colonial) trauma impacting AI/AN peoples and communities (Cree and Martina Whelshula)
- Data practices/policies and identification of AI/AN students (Elese Washines)

Additional activities of the project include:

- Review and revision of the ONE tribal consultation tool kit, a review of other tribal consultation tool kits to develop a ONE tool kit draft to address ESSA, the STI implementation and Title IV/JOM (Michael Vendiola)
- Implementation of a survey with tribal, parent and district partners who engage or are required to engage in education related consultation about their needs and suggestions for the components of training (Cindy Kelly)

### ONE Updates:

- Circles of Reflection goals:
  - Increase work around understanding historical/colonial trauma
  - Cultural awareness and understanding
  - Tribal consultation
- STI Webinars:
  - Since May 2020, over 6,000 people have participated in STI “Ready to Go” introductory webinars, grade level focused teacher to teacher webinars, librarian focused webinars, and tribally lead curriculum webinars.
- Career-Technical Education:
  - Shandy Abrahamson has been collection information on the types of CTE offerings currently available, working with OSPI CTE staff, talking with tribes about what types of CTE courses would provide trained Native students to fill jobs in their communities, exploring CTE courses offered in other states that could be implemented within Washington, etc.
  - Development of the Life Cycle of the Salmon project being implemented within some of our tribal compact schools as well as districts with a high Native student population. This is being developed with financial assistance from College Spark.
- ONE Staffing:
  - An additional administrative assistant staff position has been added to the ONE office: Megan Moore, formerly with the Professional Educator Standards Board, where she worked with the First Peoples certification.
- WSNAEAC Membership Recruitment:
  - ONE received a nomination from John Cerna, Superintendent, Toppenish School District, for Lolita Ceja to fill one of the current vacancies on WSNAEAC which will be forwarded to Superintendent Reykdal for approval.
  - Need to focus on filling the vacant parent positions.
  - Need to discuss membership term limits and staggering terms for continuity. Should be spelled out in the Bylaws as they are being revised.
- Review of WSNAEAC Bylaws Revisions:
  - The Bylaws sub-committee has been working on revisions and sent to WSNAEAC members for review and comment. Send any comments to Anna Armstrong, Patricia Whitefoot or Jeremy Rouse.
  - Discussion of these revisions and possible adoption need to be a priority topic on the next WSNAEAC meeting agenda while a quorum is on the zoom.
- WSNAEAC Future Meeting Dates:
  - A doodle poll will be sent out looking at dates in late August or in the month of September for the next meeting. Discussion around a future meeting date with Superintendent Reykdal and topics will be on the agenda.
  - A proposed schedule for future meeting dates will take place at this meeting along with WSNAEAC executive committee elections.
  - Looking into the future, could we possibly get back to in-person, day and a half meetings? Will need to monitor COVID situation and statewide rules regarding in-person meetings and gatherings. Our next meeting will most likely be in zoom format.

- Else suggested that if a new member will be joining us at the next WSNAEAC meeting, we have a more formal introduction of members and give the new member sufficient time to introduce themselves so we can properly know each other. Could the WSNAEAC webpage include pictures and brief bios of WSNAEAC members?

Joseph Martin made a motion to adjourn. Anna Armstrong seconded. Motion carried.