

# WSNAEAC Meeting

## Meeting Minutes

10:00 am–12:00 pm  
 April 20, 2022  
 Zoom

<b>Attendee List [Optional]</b>			
	Jen Lebret		Tamika LaMere
	Anna Armstrong		Sonia Barry
	Jeremy Rouse		Gail Morris
	Sally Brownfield		Binah McCloud
	Joseph Martin		Else Washines
	Patricia Whitefoot		Jarrad Da
	Lolita Ceja		Sara Marie Ortiz
	Cindy Kelly		Zenitha Jimicum
	Superintendent Chris Reykdal		Leiani Sherwin
			Laura Lynn
			Megan Moore
			Jon Claymore
			Mona Halcomb
			Rebecca Purser
			Jenny Serpa
			Arlie Neskahi
			Shandy Abrahamson
			Rachel Buckle
			Erica Hernandez-Scott
			Joan Banker

## Member Introductions

**Approval of agenda** – Motion to approve by Cindy Kelly, seconded by Joseph Martin. The committee unanimously approved.

WSNAEAC added 6 new members upon the recommendation from the Office of Native Education

- Tamika LaMere - Elementary Education EAST
- Sonia Barry - Elementary Education WEST
- Gail Morris - Urban Representative
- Binah McCloud - STEC Representative
- Zenitha Jimicum - Tribal Representative WEST
- Jerad Koepp - WEA Representative

There is a total of 19 out of 22 members. The three vacancies are Statewide Representative, Parent/Grandparent/Guardian/Elder (WEST), and Tribal Representative WEST.

**Approval of previous March 16, 2022, meeting minutes:** Motion to approve by Cindy Kelly, seconded by Joseph Martin. The committee unanimously approved.

**Approval of revised Bylaws:** Motion to approve by Patricia Whitefoot, seconded by Cindy Kelly. The committee approved, with one nay.

There was a change to the name of the parent position. Its revision was changed from "Parent/Guardian" to "Parent/Grandparent/Guardian/Elder." Also, for clarification, there are two positions - one for east, one for west.

The Bylaws committee will be reviewing the bylaws again to make certain all nominations align with the current positions being held by members. The committee will also be aligning the nomination form with the Bylaw's definitions.

## **Professional Educator Standards Board (PESB)**

Leiani Sherwin and Dr. Erica Hernandez Scott (Interim Director) joined from PESB to start building relationships and understanding more about Native Education and Native Educators. They posed questions to the committee and took a listening role.

### **What would you like to tell us about your experiences with PESB?**

- Teacher assessments/teacher candidate assessments had a significant impact (statistically speaking) on preparation of educators in rural areas being able to pass certification assessments vs those in urban settings.
- Rural teacher preparation programs – Districts tend to hold a lot more power/influence that don't always align to the state standards.
- AI/AN educators struggle to pass certification requirements because of the restrictive environment they are teaching in – request to look deeper into this.
- PESB needs to do a better job at ensuring teacher preparation programs are preparing educators to teach STI curriculum in a more uniform way that respects what the legislation actually states.
- SB 5252 – Need to follow tribal consultation requirements while recognizing each tribe has individual needs to be respected/met.
- For the one credit mandate regarding STI curriculum within prep programs, there is an issue for how the assessments were created. Those who created the assessments aren't always qualified regarding an indigenous lens to show proficiency in the STI curriculum.

### **Does the committee have any ideas about what that may look like?**

- Expanding funds to help demonstrate the importance of STI work.
- There is a disconnect of understanding if any of those trainings fall under the equity component or under the required clock hours of government-to-government training.
- Request to have STI trainings be mandatory for all staff in schools vs individual departments (i.e., social studies)
- Create a Tribal Consultation position within PESB to help with the implementation of SB 5252 requirements
  - Trying to fill “Director of Community Engagement and Partnerships”
- Compensation is not being given to tribal members for the work they are being asked to do, such as school districts, natural resources, government-to-government agreements, etc.
- Educators need to be mindful that taking sacred information from tribal communities and outing into general education classrooms needs to be done appropriately.
  - Access points, building background knowledge, reading levels, etc.
  - Currently, there are specialists such as in Suquamish, who are working to digitalize this information and make it more accessible.
  - Tribes need support around curriculum designers and writers. They can gather the resources in the historical documents but translating that into standards and learning targets and appropriate assessments.

### **PESB is committed to becoming an anti-racist agency. What should they see us do to show that we are living up to that aspiration?**

We ran out of time to address this question, but Erica and Leiani left their information for anyone in the committee to follow-up on questions or suggestions.

- Dr. Erica Hernandez Scott – [erica.hernandez-scott@k12.wa.us](mailto:erica.hernandez-scott@k12.wa.us)
- Leiani Sherwin – [leiani.sherwin@k12.wa.us](mailto:leiani.sherwin@k12.wa.us)

### **Subcommittee Reports - Each subcommittee will provide a brief report out.**

- Legislative Committee
  - The next meeting is April 18 to discuss legislative priorities for the next session

- Social Emotional Learning (Michelle Parkin/Zoe HighEagle Strong/Laura Lynn)
  - Working with Arlie and his work regarding SEL and native students
  - Arlie and fellow OSPI staff are setting up meetings on the East and West side of the mountains to discuss behavioral health needs and resources
  - Using traditional/cultural life ways to support social, emotional development and turn that into credit opportunities for students
  - Requesting for the Superintendent to send a letter to all superintendents addressing the behavioral health needs of our children
  - Some communities are dealing with suicides, and this is a major concern for Washington State
- STI/K-12/Higher Education/CTE/Curriculum and Assessment (Cindy Kelly)
  - The next meeting is scheduled for May 12, please sign up!
  - Each area has an ambassador to help disperse the work
- Data Policy and Practices (Patricia Whitefoot)
  - We have had several OSPI partners participating with native education which we haven't had before
  - Some offices include System and school improvement, Cedars/Student information, and Title IIA
  - Rachel Buckle is the Native Education Cultivator Data Specialist and Jenny Serpa is the Learning Identification Project Coordinator
  - Jenny has been hosting meetings to reach out to Native families including "Community Conversations" and "Breaking Down the Data Door"
  - There is continued discussion around the budget for Jenny, including exploring funding from R16CC, but this will be ongoing for the next meeting
- Bylaws (Patricia Whitefoot/Jeremy Rouse)
  - Addressed earlier in the meeting.

## Introduction of Superintendent Reykdal

### **OSPI supports for school plans regarding mental health and Social Emotional Learning**

- There are several committees within OSPI working on SEL supports, including the Office of Native Education.
- The goal is to empower committees as the experts with lived experience to formulate some vision for where they want to focus, such as our native youth.

From there, OSPI carries that voice through to the legislature for supports and funding, etc.

- Superintendent acknowledged the differences in youth today compared to previously, acknowledging the influence things such as social media play into the emotional wellbeing of our youth, but the standards have been developed and tailored to meet the needs of our students.
  - There was a comment to also acknowledge and focus on the cultural aspect of SEL as well.
  - Bringing indigenous core elements in terms of what has always been the core of our development of our children and our community in these relationships.
  - Are culturally responsive practices and trauma informed practices being included in social emotional learning?
    - Previous experience is focusing on each of these areas individually instead of inclusively in mastery-based learning to be more effective

### **Addressing post-pandemic issues regarding students/graduation requirements**

- Superintendent acknowledges the failures around standardized testing to identify problems.
- Students experienced trauma regarding race, poverty, atrocities around the world, etc.
- The state received federal funding that OSPI used to create grants to fund different positions and prioritize projects.
- Graduation requirements are controlled by the State Board of Education, not OSPI.
  - There is flexibility around 2 credits permanently.
    - 17 core credits, 7 electives with 2 that can be waived at any time
    - Students can also temporarily waive core credits if students make a “concerted effort” to meet their requirements but cannot be two in the same subject
  - There is growing momentum to review the “credit” system and looking at ways students can show mastery of subjects in other ways.
  - Superintendent is supportive of mastery-based learning, more flexible graduation pathways, credit for work, and more ability for students to demonstrate their knowledge and their learning in ways other than paper pencil or keyboard-based exams.
- Committee responses
  - Student testimonial data – for all agencies regarding education.
  - For the core credit adjustment, be mindful that some colleges and universities

have admissions that don't align with these flexible options for students, including out of state options.

### **Process for considering MOU agreements with bordering tribes across WA state lines**

- Some examples include UW and WSU who have border agreements.
- Superintendent asked for clarity on this subject.
  - Jon Claymore elaborated that tribes existed before the creation of borders. Zoe brought this up regarding SEL work with tribes that cross state borders.
  - Superintendent suggested we revisit this at the next meeting with a little more context since Zoe was unable to join the meeting.
- Patsy also informed Superintendent that she was drafting a letter, requesting him to send it out to LEAs recognizing the unique needs of native students, particularly when it comes to historical and intergenerational trauma.
  - Jen suggested it could perhaps be included in the new racial equity and inclusion that's required by school board members.
- Shandy Abrahamson asked a question regarding WSSDA and graduation requirements. She is working in CTE and dual credit programs that recognize tribal programs that work with youth and are not currently able to receive credit.
  - There are trainings and qualifications required of these students who work 40-hour weeks, but they aren't able to receive credit. Regarding competency-based credits mastery-based learning, that has to be approved by the school board.
  - Shandy requested for us to collectively think how we, at OSPI, can support these tribal programs, especially when we're still working with WSSDA and the school board.
  - When it comes to graduation requirements, how many credits, or what credits, could students receive by participating in these tribal programs?
  - Superintendent Reykdal shared one of the exciting things that OSPI will be launching here soon is elective credit for any work. OSPI is also trying to create a uniform code for districts to use so that all 295 can use the same code.

### **Questions regarding Title VI schools and ESSA schools**

- Due to the pandemic, schools are severely understaffed. Particularly in small districts, people funded through Title VI are being asked to participate in areas that don't align to their descriptions.
  - Superintendent Reykdal responded that program reviewers and auditors

- make sure the funding is spent appropriately, however there's nothing that says that a staff member can't be used in multiple ways. There isn't currently legislature addressing this issue on the horizon.
- Cindy raised the issue too that many districts are getting rid of Title VI supports because the CEDARS data isn't accurately reflecting the number of native students within districts. Districts also aren't reaching out to Tribes about these resources.
    - Superintendent will reach back to Maria Flores to help disaggregate the data to accurately reflect native students.
    - Tamika shared that there is also an issue regarding lack of funding for the number of students identified. She asked if there is conversation within the legislature for Washington State to match Title VI dollars.
      - She also noted that 25% of the students identified have an IEP
      - Superintendent responded that with further research, OSPI could potentially request more from the legislature regarding this issue
    - Lola echoed Tamika's comment that we need to look at the dollar ratio of Title VI per student.
    - Jon informed WSNAEAC that he has reached back out to Julian Guerro regarding these conversations around Title VI so the conversations can continue.
  - Cindy informed the Superintendent that we have reached out to our Native communities to identify legislative priorities for the upcoming session to share. Superintendent said he will lift those concerns.
  - Arlie shared concerns around Title VI as well. School districts try to hold Title IV feet to the fire for student achievement, and right now the allocation per student amount in the state of Washington averages about \$11,500 per student that the State receives, and here we are with \$246 per student. The superintendent needs to monitor and make sure schools aren't just pressuring staff.

Motion to adjourn by Elise Washines, seconded by Lola Ceja.

**Adjourned at 12:07 pm.**