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PRESENTATION FOR TRIBAL CONSULTATIONS
AMERICAN INDIAN EDUCATION STUDY GROUP

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Taken at
Loneman Day School
Oglala, South Dakota
April 28, 2014

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P R O C E E D I N G S

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MR. CHARLES CUNY: Good morning. We're going to get started here. (Native language). My name is Charles Cuny. I'm the principal here at Loneman School. And right now we have the Pine Ridge JROTC Color Guard introduction.

And now let's stand as the Pine Ridge JROTC Color Guard posts the national colors and the playing of the Lakota Flag Song and the National Anthem.

It is required that the men wearing civilian clothing hold their hats in their left hand and place their right hand over their heart during the playing of the Flag Song and the National Anthem. It is requested that you remain standing until the colors have been lifted -- have left the field.

From left to right the Color Guard is comprised of the following cadets: Laura Waters, Honor Guard; Peyton One Feather carrying the national colors; Megan Martin, Color Guard commander; Jeri Ann Little, carrier of the South Dakota colors; Periney Red Hawk, carrier of the Pine Ridge tribal colors; and Dante Martin, Honor Guard.

(Presentation of colors and tribal song)

1 (Playing of the National Anthem in Lakota)

2 (Colors presentation continued)

3 MR. CHARLES CUNY: If you could remain
4 standing, Charles Black Thunder will open us up with
5 a prayer.

6 MR. CHARLES BLACK THUNDER: I'd like to thank
7 everybody for giving me the honor to say the opening
8 prayer. (Prayer in Native language)

9 MR. CHARLES CUNY: All right, thank you.

10 I want to welcome you here to Isna Wica
11 Owayawa. We got a call probably six weeks ago from
12 Rosemary Davis, and she asked if we would be willing
13 to host this meeting. And so me and my Assistant
14 Principal Alicia Stolley said, "Yeah, we'll do it."

15 And so today we're here. And our students are
16 not here today. Half of them got the day off, and
17 then 6th, 7th and 8th grade have a field trip.

18 But I definitely want to welcome you to our
19 school. We've got our school board president here,
20 Mr. Ernie Little. I'll invite him up to say a few
21 words, and then I'll continue with the program.

22 So Mr. Ernie Little, please.

23 MR. ERNIE LITTLE: Good morning. I'd also like
24 to welcome you to this new building here, you know,
25 and then to the Pine Ridge Indian Reservation and

1 the Oglala district.

2 This is kind of an honor for us to host this
3 meeting considering the processes to get this new
4 school and the education of our children. I want to
5 express my appreciation for -- for this new facility
6 and for you all to come here today to discuss a very
7 important chapter in the history of our tribal
8 nations.

9 So with that, I hope we have a good productive
10 meeting and that you enjoy yourself and have a tour,
11 if you wish.

12 Thank you.

13 MR. CHARLES CUNY: At this time I'd like to
14 invite Rosemary Davis and Robert White Eyes to come
15 up, if you would, and we can move on with the
16 presentation.

17 Is Rosemary in here?

18 MS. ROSEMARY DAVIS: Good morning. I want to
19 say that I flew into Pine Ridge on Friday, and the
20 first place I came was Loneman School. And we had
21 the workers, the students -- everyone in the
22 community kind of has taken a hand in setting
23 everything up and getting ready for all of you to be
24 here. And we're pleased to have you here at the new
25 school. I think it's the first time that we've had

1 an opening for everyone.

2 The kids were pretty excited this morning, but
3 they had planned a field trip to Harney Peak, and so
4 there was debate this morning on whether or not they
5 would actually go. But they're troopers and they
6 wanted to go, and the chaperones wanted to go, so we
7 have a group that left. And we do have the students
8 in-house until 11:30. And there will be an early
9 out for them.

10 So I'd like to welcome you here. We are very
11 pleased to have you, and we're looking forward to a
12 very productive meeting.

13 And I will introduce my counterpart. My name
14 is Rosemary Davis, and I'm at ADD East, acting ADD
15 East right now, and I really enjoy doing what I do.
16 I had the opportunity to work with the school
17 systems and get to know what our system actually
18 looks like on a larger scale, and I get to -- I was
19 teasing because I was working -- and I'm working
20 with everyone to make sure that everything runs
21 smoothly.

22 And I have -- I'd like to introduce Robert
23 White Eyes. Robert has been with Pine Ridge
24 (unintelligible) office for many years, and he is
25 excellent in what he does and is very involved also

1 with the community and outreach to all of the
2 schools in the area.

3 So with that, I'll ask Robert to say a few
4 words.

5 Thank you very much.

6 MR. ROBERT WHITE EYES: I would just like to
7 welcome you all to Isna Wica Owayawa. Thank you all
8 for coming.

9 And I'd like to thank Isna Wica for being a
10 host at this beautiful school. It took us seven
11 years to get this school built and, you know, it
12 came out pretty good. A lot of hands were in the
13 building of this school, whether it be through the
14 admin, the actual construction. So I'd just like to
15 thank everyone for their help in getting this school
16 built and welcome you all to Pine Ridge and Oglala
17 country. So hopefully we have a good and productive
18 meeting here.

19 Thank you.

20 MR. CHARLES CUNY: I think we're going to have
21 a little bit of a modified agenda. And what we'll
22 do is we'll have Monty Roessel come forward and say
23 a few words, and then we'll go through the Power
24 Point slide.

25 One thing I definitely want to invite you guys

1 for is to stay through the lunch hour. We'll
2 provide lunch for you in the cafeteria. So we can
3 definitely take that break. But I invite you all to
4 please come and eat. There's some coffee out there;
5 there's some donuts. Please help yourself.

6 At this time I'll invite Mr. Monty Roessel.

7 MR. MONTY ROESSEL: Good morning, everybody.
8 It's a real honor and privilege to be here today. I
9 appreciate all of you coming to the school for this
10 very important discussion.

11 My name is Monty Roessel. I'm the director of
12 BIE. I'm Navajo from Round Rock, Arizona.
13 Presently I communicate from Round Rock to
14 Washington, D.C. because I will not say I live in
15 Washington, D.C.

16 But before we get started, a couple of things:
17 Since we're a small enough group, we'd like to at
18 least go through introductions for everybody here so
19 we get a sense of who's here.

20 I'd like to go over some of the processes for
21 consultation, if you will. In the past what we have
22 done is we've actually started and allowed elected
23 tribal leaders to speak first, and then after that
24 others can speak.

25 When you do speak, if you could, we're having a

1 court reporter transcribe everything that is spoken
2 here, so please, your name, the tribe, the school
3 you represent, you know, whatever other information
4 you think would be useful for us. Because,
5 remember, sometimes some of these transcripts are
6 not for the immediate, but it might be for down the
7 road. And people have maybe gone to a different
8 school, so at least we know that you're speaking
9 from a certain school with a certain perspective, if
10 you will.

11 But I think that's important that we get
12 everybody's input. And Don and I will stay here as
13 long as the principal allows us to stay here and as
14 long as you have comments to make. So that's
15 something that the two of us, I think we're very --
16 in agreement on.

17 This is a very important issue and we know
18 that. This is about the future of our children.
19 This is about the future of our schools and about
20 how we can be more successful, and I think that's
21 the point that we want to get across is that we're
22 trying to find solutions to move forward, and I know
23 you're doing that also, from whatever perspective.
24 And we acknowledge that perspective, and we
25 acknowledge that we hope that we're on the same

1 page.

2 You know, just to give you a ten second
3 background: I spent 13 years working at a grant
4 school, and the enemy was the BIE, so you don't shed
5 that overnight. And so this is a partnership that
6 we have, and I think that's something that we're
7 both very cognizant of and want to make sure that
8 we're trying to do something that is more than just
9 become a school like any other school in the
10 country.

11 We have to create a unique system for our
12 unique students. And a lot of that starts and ends,
13 at least in my perspective and I know Don's and also
14 the policy of this administration, on the exercise
15 of sovereignty and the exercise of
16 self-determination. That being the starting point,
17 how do we move forward in what we're doing?

18 I'm trying to think if I have anything else
19 that needs to be said. I think that's all the
20 ground rules, so to speak.

21 If Rosie could -- I'd like to, since, again,
22 we're a small group, get an idea of who is all here.

23 Rosie, if you could pass the microphone around.

24 Just tell us your name, where you're from, who
25 you're representing and give us an opportunity to

1 see the diversity we have.

2 Thank you.

3 MR. TUFFY LUNDERMAN: Good morning. I'm Tuffy
4 Lunderman from the Rosebud Sioux Tribe and the
5 (native language) Education Commission.

6 MR. GERALD BIG CROW: Good morning. My name is
7 Gerald Big Crow. I've got 45 years on the school
8 board. I got 34 with the Pine Ridge School, and
9 I've been the chairman, vice chairman and other
10 officers for the last 35 years.

11 Thank you.

12 MR. RYAN WILSON: (Native language) Ryan
13 Wilson, president of National Alliance to Save
14 Native Languages.

15 And I want to welcome you, Monty (native
16 language).

17 MS. NADINE EASTMAN: Good morning. I'm
18 Dr. Nadine Eastman. I'm the superintendent at
19 Tiospa Zina Tribal School on the Sisseton Wahpeton
20 Oyate Lake Traverse Reservation.

21 MS. SHERRY JOHNSON: Sherry Johnson, Dr. Sherry
22 Johnson from the Sisseton Wahpeton Oyate Tribal
23 Education Department.

24 MR. BOB HACKER: Bob Hacker. I'm the education
25 coordinator for the Oglala Sioux Tribe.

1 MS. ELMA BROWN: Elma Brown, Northern Arapaho,
2 St. Stephens Indian School, St. Stephens, Wyoming.

3 MS. CHARITINA FRITZLER: Charitina Fritzler,
4 First People's Center for Education, a nonprofit
5 organization located in Sheridan, Wyoming. And I'm
6 Crow.

7 MR. RODNEY TRAHAN: Rod Trahan. I'm a member
8 of the Northern Cheyenne Tribe. I'm also a
9 member -- or, I work with the First People's Center
10 for Education, and we work with a number of schools,
11 elementary schools in native communities all across
12 the northwest.

13 MR. DAVID GERMANY: David Germany. I'm the
14 director of the tribal school system for the
15 Mississippi Band of Choctaw Indians. I've got
16 family and friends up here, so I sort of combined
17 the trip here.

18 MS. LYNN HALBERT: Good morning. My name is
19 Lynn Halbert. I'm with the Sisseton Wahpeton Oyate.
20 I'm on tribal council, and I'm representing the
21 school board's (unintelligible) Day School and
22 Tiospa Zina Tribal School.

23 Thank you.

24 MS. EMMA JEAN BLUE EARTH: Good morning. Emma
25 Jean Blue Earth, Standing Rock Sioux Tribe, tribal

1 ed.

2 MS. CHERIE FARLEO: Good morning. Dr. Cherie
3 Farleo, Cheyenne River Sioux tribal education
4 director.

5 MS. GLORIA COATS-KITSOPOULOS: Dr. Gloria
6 Coats-Kitsopoulos, member of the Oglala Sioux Tribe,
7 superintendent of American Horse School in Allen,
8 South Dakota.

9 MS. SHIRLEY GROSS: Good morning. My name is
10 Shirley Gross. I am the program coordinator at the
11 Pierre Indian Learning Center.

12 MS. CONNIE BOWKER: Good morning. My name is
13 Connie Bowker. I work for the Tribal Education
14 Agency on the Cheyenne River, Sioux Tribe.

15 MS. ALICIA STOLLEY: Good morning. I'm Alicia
16 Stolley, and I'm the Assistant Principal/
17 Instructional Supervisor here at Isna Wica.

18 MR. ERNIE LITTLE: Good morning. Ernie Little,
19 Loneman School, chairperson of the board.

20 MS. JUDY MARTIN HILLMAN: Good morning. My
21 name is Judy Martin Hillman, and I'm a special
22 education coordinator/teacher here at Isna Wica
23 Owayawa.

24 MR. JEFFREY HAMLEY: Good morning. I'm Jeff
25 Hamley, Associate Deputy Director, Division of

1 Performance and Accountability, BIE.

2 MS. JODY BREWER: Good morning, Jody Brewer
3 from the Pine Ridge Line Office.

4 MR. ROBERT WHITE EYES: Robert White Eyes,
5 acting ELO, Pine Ridge.

6 MR. LEON OOSAHUNE: I'm Leon Oosahune, Pine
7 Ridge High School system, new principal there. Good
8 morning.

9 MS. MONA MIYASATO: (Native language) I am a
10 Dakota. I am from Flandreau, Santee Sioux Tribe. I
11 represent the leadership team from Pine Ridge
12 School.

13 MR. DANIEL NELSON: Good morning. Daniel
14 Nelson, Pine Ridge Education Line Office facilities.

15 MR. ROBERT COOK: Good morning, everyone. My
16 name is Robert Cook, enrolled member of the Oglala
17 Sioux Tribe, and I'm the national managing director
18 for the Native Alliance Initiative "Teach for
19 America".

20 MR. JIM BRADFORD: I'm Jim Bradford. I'm the
21 state senator from District 27, Pine Ridge. I'm
22 also on the -- chairman of the State Tribal
23 Relations Committee. I'm also vice-chairman of the
24 senate education. And I'm attending strictly for
25 listen and learn because, as most of you know, we

1 educate on the state level. We educate probably an
2 enormous amount of Indian children, and we're
3 interested in getting better quality of education
4 for those children. So that's my purpose.

5 MR. MONTY ROESSEL: Thank you, everybody.

6 And with that, what I'd like to do is turn it
7 over to Don, let him introduce himself, and then
8 we'll go into today's -- the Power Point and go
9 through that process and begin the consultation.

10 MR. DON YU: Good morning, everyone. Thanks so
11 much for having us here today.

12 So, you know, the first thing I do want to say:
13 Obviously I'm not an American Indian at all, so I'm
14 just a great American guy. I grew up in
15 Philadelphia.

16 I worked directly for the Secretary of
17 Education, Arne Duncan. I've known him for a long
18 time. I've known him for almost ten years now. I
19 worked for him as a lawyer in Chicago, but now I'm
20 just kind of handling some assignments that he gives
21 to me that are very important to him.

22 I was lucky enough that he asked me to come
23 on -- go on detail to Interior, bring some of his
24 ideas about education expertise and then kind of
25 meld them with all the expertise regarding the

1 American Indian affairs at Interior.

2 So we have put together a team here. I'm not
3 sure if all of you have had a chance to review the
4 draft report and this Power Point presentation. But
5 Secretary Jewell and Secretary Duncan we met back in
6 July, and we decided to put together this team that
7 would kind of have education policy expertise,
8 American Indian Affairs expertise, school board,
9 legal expertise, kind of bring together a group that
10 we called the study group to kind of diagnose issues
11 at BIE funded schools and then also come up with
12 recommendations.

13 It's good to see some familiar faces here.
14 We -- you know, as the backbone for kind of
15 diagnosing the problems for the school system, the
16 study group traveled all over the country. We
17 spent -- we made two trips to New Mexico area
18 schools. Secretary Jewell came with us to one of
19 those schools.

20 We spent a week here in South Dakota where I
21 met a few of you folks here.

22 We also went to Washington State. We went to
23 Gila River. We went to -- this is the Mississippi
24 band, the Choctaw. So we probably spent a good
25 three, four weeks talking with tribal leaders,

1 principals, teachers, parents, et cetera about
2 issues they're facing at schools.

3 You know, just hearing all of you folks here
4 speak this morning, all of you have so much more
5 experience working directly with schools than I do.
6 You know, I was a teacher for a while. But, you
7 know, at the end of the day education is -- once you
8 close the classroom door, superintendents and --
9 people in D.C. and all that stuff, that stuff is of
10 secondary importance. I mean, when you close the
11 classroom door the only thing that matters is
12 teacher engaging the students there.

13 You know, my job is not to decide what the
14 teacher teaches or what the principal thinks is most
15 important for instruction. They're the experts in
16 that area. You know, my job back in D.C. is to make
17 sure those principals and teachers have the
18 resources that they need.

19 So as we went around here, I met a number of
20 people. You know, for example, Gloria had some
21 great ideas about resources that her school needed.
22 All of the feedback that we received during those
23 listening sessions came together in the presentation
24 that you're about to see and also this draft report.
25 Almost all of these ideas are your ideas.

1 And then we took them through -- we've been
2 meeting with the Assistant Secretary a number of
3 times. We've gone and had many, many meetings with
4 the White House.

5 The White House is very invested in the success
6 of this project here. In fact, during these
7 consultations later, very soon we'll be meeting
8 with -- in one meeting we'll be meeting with
9 Sally -- Secretary Jewell, Secretary Duncan, the
10 director of OMB and the director of White House
11 Domestic Policy Council to pull all the players at
12 the table together at once, all the people who have
13 some kind of skin in the game for this school system
14 and make sure we get this thing done the right way
15 this time.

16 At any rate, so -- I'm happy to -- I'm not sure
17 if this Power Point has been up on the BIE website
18 for a bit. I'm happy to walk through the slides
19 with you. Or many of you may have had a chance to
20 review them. I'm not sure if all of you folks have
21 a preference.

22 You know, Monty and I are here to receive your
23 feedback. If you folks have already reviewed this
24 and already have comments on it, like I'm fine with
25 going past it. But if you'd like me to walk through

1 the Power Point I'm happy to do that as well, but
2 I'm not sure if folks have a preference.

3 UNIDENTIFIED SPEAKER: I don't think we need to
4 give the BIE or BIA's standpoint from education
5 because I think we need to have an emphasis of our
6 own, you know. Because the bureau here has kind of
7 dictated us for the last hundred and some years, and
8 they don't really have a clear picture of what
9 they're supposed to be dictating to the tribes in
10 the first place.

11 MR. DON YU: Right.

12 UNIDENTIFIED SPEAKER: And so, you know, they
13 go under state here, as they call it, you know,
14 whatever state they fit under the best here, and I
15 kind of think that's a bunch of BS. They should be
16 dealing directly with us on our points of view of
17 our system and how we should change this education
18 system so we're right on key with everybody, you
19 know.

20 But that's just my point of view of this whole
21 system. I think it's a bunch of BS because they
22 allocate the money and all of that to us, so they
23 kind of got us by a loose rope here, you know.

24 Those are my opinions and just my opinions.

25 Thank you.

1 MR. DON YU: Then I'm happy to go through it.
2 I'll keep it brief, okay? And if you folks have
3 questions, stop me at any point. I really feel like
4 this is your opportunity to tell us and not for us
5 to be talking at you. So I'm happy to go through
6 it.

7 So the report details -- the draft report has a
8 much more detailed documentation about what we heard
9 while we were out on the consultations. You know,
10 just for purposes of a very quick presentation, you
11 know, our team did our best to just kind of put the
12 issues that we heard from stakeholders into like
13 three big categories basically. This doesn't have
14 everything, but if you look at the report, it has
15 more details. We also have put in actual quotations
16 from principals, tribal leaders, et cetera, in one
17 of the appendices.

18 But the big three problems were three big areas
19 which our team noticed were: One thing was remote
20 locations. That led to a lot of issues about -- you
21 know, for example at the education department we
22 have a lot of programs or like the School
23 Turn-Around Programs which require kind of
24 replacement of principals and teachers but, you
25 know, as we heard -- when we went around for

1 listening sessions obviously one of the biggest
2 problems was recruitment, difficult to get people
3 that were seen as highly qualified teachers and
4 leaders out to schools.

5 Also geographic distance between schools and
6 also distance from administrative services, that was
7 also a problem that we heard from so many of you
8 that BIA, BIE didn't deliver good service to you
9 folks. A lot of that was just because of geographic
10 distance and they were not being responsive to major
11 concerns you had about your facilities and major
12 repairs, et cetera.

13 The other thing was poverty, lack of funding.

14 The other big thing was IT infrastructure. A
15 lot of you folks had said it lacked the kind of
16 broadband needed for distance learning or providing
17 other services. So that was one big area we
18 noticed.

19 Another one was the bureaucracy, you folks,
20 stakeholders having to deal with the Federal
21 Government, BIE, BIA, the Deputy Assistant Secretary
22 for Management, the Department of Education, all of
23 these very, very large federal bureaucracies which I
24 will admit to you are not very responsive to
25 providing customized service to schools. Maybe

1 there's some things that the Federal Government does
2 well. You know, so far kind of delivering
3 on-the-ground services to schools is something that
4 almost everybody where we went said that was not
5 working out very well. So just lack of coordination
6 between all of these agencies, people asking you for
7 duplicative requests, many principals telling us
8 that they got the same request from different
9 offices, from different people, and they had to keep
10 reporting the same thing, keep reporting the same
11 information back up the line. But also you folks
12 are not getting any kind of detailed information
13 back to you that was helpful.

14 MR. RON LESSARD: Hi. Good morning. Sorry I
15 am late. My name is Ron Lessard. I'm the Chief of
16 Staff for the White House initiative on American
17 Indian and Alaskan Native Education.

18 MR. DON YU: So that was another major area, so
19 just kind of lack of responsiveness from the federal
20 agencies.

21 Another one was lack of support in general,
22 kind of lack of services that were tailored to the
23 unique needs of your students and your schools.
24 Also this issue which we just heard right now which
25 you just mentioned about issuing dictates, the BIA

1 kind of has a command in.

2 What I noticed when we went out, almost
3 everyone said the BIE kind of had a command and
4 control culture. You know, this team, from what we
5 heard, we think we need to flip that around. What
6 do you folks need? What are the support and
7 resources that you need to do your job, get your job
8 done well? As I told you, I've never been a
9 principal. I don't know those things. You folks
10 need to tell me, and then it's my job to go back to
11 D.C. and get you those resources.

12 Also these other issues which you've heard many
13 times, lack of response to requests for alternative
14 definitions for AYP, facilities' issues being
15 totally -- facilities being totally inadequate and
16 also lack of high quality kind of professional
17 development.

18 Although it is nice, you know, the first -- one
19 of my first tribal consultations I was here at
20 Loneman School about three, four years ago, and I
21 was with then Principal Deb Bordeaux. But we were
22 out by these blue buildings out, not too far from
23 here. When Dr. Roessel and I pulled in here it was
24 nice to see a new school being built here.

25 Next slide please.

1 So this is -- this slide here is kind of also
2 breaking down those -- those other buckets into kind
3 of four -- these are kind of what we're calling
4 here, you know, draft form preliminary ideas but
5 kind of five areas which we're really focusing on.
6 You know, one thing being student outcomes are low
7 because of all those things we talked about, the
8 bureaucracy, lack of support, remote locations.

9 And these four things, next four boxes there
10 are the things that we really think we need to focus
11 on in order to achieve two things: Promote tribal
12 control over schools and also make sure that all BIE
13 students are college and career ready.

14 You know, one -- first here is teachers and
15 principals are unsupported. The second thing is BIE
16 leadership is really constrained. This is kind of
17 one of those like inside baseball things back in
18 D.C., but it's a real challenge. I guarantee you --
19 like, I've known Arne for a long time. He's going
20 to defer to me on the recommendations I make to him
21 for the school system. But you will learn even if
22 Senator Jewell and Secretary Duncan want something,
23 it doesn't happen that easily just because then we
24 have to tussle with the Office of Management of
25 Budget, and then we have to go to the Hill, to

1 Congress for changes and that kind of -- even if he
2 accepts my recommendations, even then he has to go
3 barter with the Hill about resources and things like
4 that. But that part here about BIE leadership is
5 constrained, you know, it's just -- as you guys can
6 read from the news back in D.C., you know, Congress
7 is not doing a lot of the things they need to do to
8 support you folks.

9 The next area is budget. And this kind of -- a
10 lot of the things that principals, et cetera, are
11 facing is the BIE budget structure from the D.C.
12 perspective is -- show the total amount that goes
13 into the BIE each year is a little over a billion
14 dollars. Almost 800 million comes from the
15 Department of the Interior's budget, and about
16 200 million comes from the United States Department
17 of Education. So that sounds like a significant
18 amount of money; however, the problem is this budget
19 is chopped up into 46 different budgets of
20 activities, really prescriptive. It's all formula
21 based, and it's hard to kind of set educational
22 priorities. So even if you guys had ideas about
23 what you think Dr. Roessel should be doing with his
24 money, it's actually -- he's extremely constrained
25 in how he can kind of readjust the budget to meet

1 your needs.

2 And then this last area here, it's also another
3 issue that we heard frequently that so many students
4 are coming to school not ready to learn because of
5 issues they may be facing at home or issues
6 regarding maybe drug abuse or issues that are
7 related to kind of poverty, and that's another issue
8 about making sure that these students receive a
9 wholistic education and that the schools provide
10 them with comprehensive supports.

11 So if you want to go to the next slide, please.

12 So here's what we're hoping that the BIE can --
13 you heard about all of the problems, and there are
14 quite a few of them. Here's what we think, based
15 upon what we heard after discussing with you and
16 discussions with Secretary Jewell and Secretary
17 Duncan, we're hoping the BIE starts moving towards.
18 And as you mentioned before, you never really heard
19 what BIE's vision is. They've never really had a
20 strategy.

21 But the ultimate goal here -- we have three
22 goals here really. One is to promote tribal control
23 over schools. That is an objective for both
24 Secretary Jewell and Assistant Secretary Kevin
25 Washburn.

1 Two is this is the President's goal for
2 education: Achieve high performing schools and
3 making sure that students are career and college
4 ready.

5 And then the last thing here is something that
6 the BIE must learn how to do. It requires a lot of
7 work, and the BIE needs to -- before the BIE is
8 capable of building the capacity tribes up, we'll be
9 the first ones to admit that the BIE has to build
10 its own capacity in order to improve services first,
11 and I think that will take some time. But this is
12 kind of the overall vision based upon what we had
13 heard from the listening sessions and then going
14 back to D.C. and then learning about the budget
15 structures, et cetera.

16 So next slide, please.

17 So here's like kind of the most important slide
18 in the deck here, and it kind of summarizes
19 everything. But, you know, again our goal here is
20 world class instruction for all BIE students
21 delivered by tribes. You know, build the capacity
22 of tribes to directly operate high performing
23 schools, ensure all BIE students are well prepared
24 for college, careers and tribal global citizenship.

25 You know, we've already started receiving some

1 feedback here about the goal here, and a number of
2 people have already said that -- and I may be
3 misinterpreting them. But all of this would be
4 totally voluntary. Even though the goal I think is
5 high performing schools operated by tribes, you
6 know, if -- for example, if a tribe believes that
7 it's the Federal Government's trust responsibility
8 to continue delivering services, provide education,
9 this would entirely be all voluntary, you know, so
10 this isn't something we would dictate or require in
11 any way. So that's already great feedback that
12 we've received that this deck needs to be changed
13 here.

14 But -- so supporting that main goal, though, is
15 kind of four primary areas of reform. You know,
16 really the first three are things that I think you
17 would see, based upon my limited experience, are
18 things that most school systems really need to work
19 on, struggling school systems. The first one is
20 human capital, highly effective teachers and
21 principals. Pretty much all research shows that,
22 you know, the number one thing to improving student
23 achievement is really the teacher in the classroom.
24 That's the number one factor. There are a lot of
25 things but most research says that. So we need to

1 find ways to make sure that we're creating the kind
2 of human capital pipelines that you folks need to
3 make sure you have the best teachers and principals
4 at your schools.

5 Two is kind of this agile organizational
6 environment, but that's kind of addressing the
7 bureaucracy issue that I brought up before about all
8 of you folks really detesting the federal
9 bureaucracy and creating a streamline structure that
10 is more responsive to what you ask -- I mean, when
11 you folks ask for something, the Federal Government
12 should -- we need to do a better job of responding
13 in a more timely fashion. And also not a
14 one-size-fits-all approach but customize for each
15 school. So that's the second pillar here about
16 agile organizational environment, kind of
17 eliminating the bureaucracy and making sure you guys
18 are receiving customized service.

19 The third thing here is this budget has to get
20 fixed. This part is the most rocky part and
21 requires, you know, us going through the White House
22 Office of Management of Budget and then also going
23 to the Hill. But if you took a look at this budget
24 it would make your head spin, so, again, a very
25 prescriptive, fragmented budget that's not aligned

1 with any kind of strategy at all. Our goal is to
2 totally rebuild this budget so that it's aligned
3 with the priorities that you guys have set out.
4 Right now it's not structured in a way to support
5 those goals, so the budget needs to be totally
6 realigned.

7 And this last one here is about the issue of
8 making sure that students receive comprehensive
9 support so that once they come in to school, the
10 kids are ready to learn.

11 So anyway, those are kind of the four, like,
12 major areas here that we're focusing on. I know
13 there's a lot of stuff and so many issues that need
14 to get fixed, but these are kind of the four
15 fundamental areas that we think in the next couple
16 of years the BIE really needs to focus on. If we
17 fix human capital, if we fix the bureaucracy, if we
18 fix the budget and we make sure that these kids have
19 comprehensive support, finally this ship might start
20 turning around here.

21 I know this is like a lot of stuff, so maybe
22 take a break or get feedback or keep going? Keep
23 going.

24 Okay, next slide, please.

25 And these are -- so here are more detailed

1 slides about each of the pillars, and here's the
2 goal which I had mentioned to you before. But some
3 of these things here are some of our suggestions
4 about, you know, things that BIE can really, or the
5 Federal Government in general -- it's not just BIE
6 because BI- -- even though you call it BIE, it's
7 really about -- it's a White House organization,
8 it's a Department of Education organization.
9 Congress is the one that appropriates funds to you,
10 so they're almost like your big school board in a
11 lot of ways. So I don't want to say BIE but the
12 Federal Government as a whole in order to reach our
13 ultimate goal, you know, here are some of the next
14 steps that we were thinking about taking. And these
15 are some things I have already mentioned to you.

16 But one of the big things is -- again, a big
17 goal is in order to reach our goal of tribes
18 operating high performing schools, the BIE needs to
19 switch from -- become -- hopefully become less
20 focused on operating its own schools and turns into
21 more of a capacity builder, a service provider.

22 Like I mentioned to you before, we go out to a
23 school and you say that you need X, Y and Z. The
24 BIE, again, is not running its own schools but says,
25 Okay, this teacher -- this principal said she needs

1 services X, Y and Z in order to get her job done.
2 Then this is an organization that provides
3 customized service that hears that and delivers the
4 service in a timely manner. That is one of our
5 biggest goals here.

6 And so -- but -- so each of these things also
7 kind of mirror the four pillars.

8 But we can go to the next slide.

9 So this slide here is focused on highly
10 effective teachers and leaders.

11 Monty, do you want to -- this one is a lot of
12 your work about the performance (unintelligible)
13 based evaluations. Do you want to talk about that
14 one or not?

15 MR. MONTY ROESSEL: (Unintelligible)

16 MR. DON YU: Okay, sounds good.

17 So this one is Pillar 1 about that human
18 capital and making sure that all BIE funded schools
19 have great teachers and leaders in their classrooms.
20 So, again, one thing that we heard a lot was BIE not
21 doing its job about providing technical assistance
22 about how things -- about how things should be kind
23 of providing best practices and sharing best
24 practices about professional development, exemplars
25 for great teaching and learning, coaching and also

1 this monitoring evaluation process.

2 Another thing that BIE could be working on is
3 kind of helping tribes build up or learn how to do
4 talent management acquisition. This again is about
5 recruitment, bringing great teachers to schools but
6 also upgrading the skills of teachers who are
7 already living in the communities and also how can
8 we get tribal colleges and universities involved to
9 create now teacher pipelines.

10 And another thing is -- one thing that Monty
11 and I are working a lot on is how do we find new
12 ways, incentives, no more dictates, no more
13 requirements, but how do we find incentives to
14 provide to tribes to take on certain kinds of
15 research based reforms like such as some of these
16 performance based evaluations and staffing formulas,
17 et cetera.

18 Next slide, please.

19 And this is Part 2. This is just some details
20 on Part 2 about taking on that issue about the crush
21 of bureaucracy, and this is about how do we turn BIE
22 into a more responsive organization.

23 Again, this is -- and we are -- we have some
24 draft ideas floating around, and this is something
25 Monty can talk a little bit more about. But one of

1 the more important bullets I would point out is here
2 on providing targeted, highly customized technical
3 assistance to struggling schools via the school
4 solutions teams.

5 So BIE would no longer be this big bureaucratic
6 apparatus in D.C. that has lots of bureaucrats. We
7 don't want that anymore. We want more regional
8 teams that -- kind of school solutions teams.

9 It would almost be more like -- this is not the
10 perfect analogy, but they would almost be like
11 management consultants. They would -- again, we
12 would -- if a school is having some kind of
13 performance issues historically, we would provide
14 the school solutions teams that would come to
15 schools.

16 The school is not required to accept them at
17 all, but they'd be more like management consultants.
18 That's kind of what we're thinking, rather than more
19 requirements, more -- we don't want more
20 requirements, more dictates. We want these teams
21 coming in and providing support to schools about how
22 to stand up their own HR divisions, how to recruit
23 the best talent, how to tap into larger networks
24 that the Federal Government can provide.

25 We totally realize, though, again, we have to

1 build BIE's capacity first to do this. I don't
2 think -- the way we're staffed right now, I don't
3 think the federal employees in the BIE right now
4 have the skills to provide the kind of management
5 consulting that we think we would like to provide to
6 schools. So it's going to take some time to kind of
7 upgrade the skills of current BIE staff.

8 But, again, the big shift here is no more big
9 apparatus, no more big bureaucracy. Focus more on
10 regional needs and have kind of surgical teams that
11 go into schools and provide customized service to
12 each school. I think it's going to take some time
13 to get there, but that's kind of our ultimate vision
14 for the schools.

15 Let me see here. And kind of for some
16 short-term things -- and I know there are many, many
17 more tribally controlled grant schools but, you
18 know, for BIE-operated schools -- I'm not sure we
19 have any folks in here, but we had so many issues
20 about principals complaining about lack of service.
21 And one thing we're doing right now in the short
22 term is making sure that Monty has a little bit more
23 control over school operations so he can respond
24 more quickly to issues about repair needs and
25 procurement needs and acquisition needs.

1 Okay, next slide, please.

2 And this is the slide where I talked briefly
3 before about the budget, and this is like extremely
4 (unintelligible) stuff. This is -- you know,
5 affects all BIE schools. It's that \$1 billion
6 budget that I was talking about before that is
7 carved up into many, many pieces unfortunately, so
8 46 different budgets of activities.

9 BIE is essentially a pass-through in most
10 senses, and there's not a lot of discretion in
11 there. But, again, about 200 million comes from the
12 U.S. Department of Education, which is also split up
13 into all of their different formula programs such as
14 Title 1 and our Special Education Program, et
15 cetera.

16 And then the other approximately 36 lines or so
17 go into Interior's budget. A lot of that goes to
18 BIE, but some of that also goes to BIA for many of
19 the four facility issues. And some of that also
20 goes to the Deputy Assistant Secretary for
21 management who handles some of our HR and
22 information technology stuff.

23 So, anyway, a significant amount of money, but
24 again budget is so prescriptive and formula based,
25 hard to make any changes to the system at all.

1 So -- one thing we want to do, though, to make sure,
2 though, the goal is to restructure the budget so
3 it's aligned to support some of these ideas that we
4 have about these school solutions teams and also
5 building tribal capacity.

6 Next slide.

7 And this slide here is making sure that we're
8 providing a wholistic education to students and also
9 providing them with all of the comprehensive
10 supports they need so the students are coming to
11 class ready to learn.

12 You know, having a lot of discussions here
13 about, you know, some people have suggested -- and
14 I'm sure many of you get frustrated by having to
15 apply to Indian Health Service separately, applying
16 to the Department of Justice for law enforcement
17 grants separately, having to apply to the Education
18 Department, having to apply to Interior separately,
19 you know, for all of these different services.

20 You know, one thing that actually the White
21 House Office of Management of Budget actually
22 suggested was since these are kinds of support
23 services, you could almost see a lot of the services
24 at IHS and justice and other federal agencies as
25 providing as almost being like satellite services,

1 comprehensive supports that BIE students need in
2 order to come into class so, again, they receive a
3 wholistic education.

4 One thing, we had been talking about some ideas
5 were maybe we could -- so tribes didn't have to
6 apply to ten different agencies and send out ten
7 different grants at one time, we could combine all
8 of these grants into one grant maybe and the tribe
9 could decide how these services could be provided to
10 provide comprehensive supports around the schools.
11 Those are just some ideas that we've been thinking
12 about here to address the concerns that we heard
13 about students coming into school, struggling with a
14 lot of social and emotional issues and then us back
15 at our end trying to figure out how can we help
16 address that problem.

17 Some other partnerships we also talked about,
18 too, we're also working on standing up a foundation
19 for the BIE so they can help solicit additional
20 funding from big foundations. And we've been having
21 discussions with some of the big education
22 foundations across the country like the Broad
23 Foundation, et cetera, about providing the BIE with
24 extra resources.

25 One big partner that we've been working a lot

1 with is the Federal Communications Commission which
2 also provides all of your E-rate services, figuring
3 out how they can help another partnership or we're
4 trying to figure out how we can drive more resources
5 to BIE funded schools so they have the broadband
6 that you need for successful 21st century teaching
7 and learning. So those are some of the things that
8 we've been working on. I don't want to go through
9 every single bullet point here, but --

10 Next slide, please.

11 That might be it. Yes. I didn't really want
12 to talk too much, but I hope we can have a good
13 discussion.

14 Monty, do you have other things you want to
15 follow up on?

16 MR. MONTY ROESSEL: I think a lot of the things
17 that we put up there are pretty broad, and the
18 specifics I'm sure are going to be what we want to
19 discuss in terms of how do you do that, how do you
20 build capacity at a tribal level. And, you know,
21 the pink elephant in the room of course is tribal
22 versus local control versus federal control. I
23 mean, so we understand that dynamic and we're not
24 going to be able to solve that today, but I think we
25 go in understanding that there is this, you know,

1 push and pull and yet we have to find some solution
2 right now, that we have to find some way that we can
3 move forward.

4 And so in some of these when we talk about the
5 solution teams, we talked about some of this, it's
6 looking at what we're doing now and what we have
7 funded now. The Line Office, for example, it's
8 based on some old idea. It doesn't fit our needs.
9 We have to be able to shed those traditions that are
10 holding us back and look at some new ways as we move
11 forward.

12 I know -- you know, I come from Navajo, and
13 we're just like wanting to hold on. You know, we
14 talk about the Line Office, and then we talk about
15 what they don't do, they don't do, but then we say,
16 "Okay, we're going to change it." "Oh, no, don't
17 get rid of my Line Office." We need to look at what
18 it is that we're asking for at those places, look at
19 the services that are needed, the services that will
20 be provided. That's the discussion that we're
21 trying to get to, not the ones that's based on
22 labels and stuff.

23 So when we talk about solutions, we're
24 purposely trying to use different language to take
25 the discussion away from, you know, what we've done

1 in the past. And so some of the language that is in
2 here is purposely used to try to push away from the
3 status quo and try to shape us to a different
4 direction.

5 And so how we do that, you know, when we talk
6 about solution teams in the field, you know, part of
7 the discussion is with everybody here, where should
8 they be located? What should they be doing? What
9 needs to be done here as opposed to somewhere else?
10 I mean, that's also part of that discussion. And so
11 I just want to say that, you know, part of this
12 Power Point is really a, you know, 30,000-foot look,
13 but we know the details. We want to get into the
14 details, as well as keeping our perspective in terms
15 of those big broad goals that we're talking about,
16 how do we achieve them?

17 And I think one thing I will say, we are not
18 here and I am not here and I'm not going to be a
19 director of a BIE that is building a bigger
20 bureaucracy, okay? I know when I took this job one
21 of the first things that Assistant Secretary
22 Washburn and I had was a discussion. We both
23 believed that the BIE should become smaller and
24 smaller. That's why I took this job.

25 So if you talk about the bureaucracy and stuff,

1 we're not going to do that. Neither one of us
2 believe that. We don't need it. It's ridiculous.

3 But, you know, when we're talking about the
4 services, that's a different issue. That's not
5 building a bureaucracy. That's saying maybe BIE
6 doesn't even provide those services. Maybe we
7 provide money to a third entity that provides that
8 service.

9 Because let's be honest, why should you listen
10 to us? You know, today right now we only have a
11 success rate of 25 percent, grant schools or BIE
12 schools. We're not successful. What we're doing is
13 not helping our kids right now. We have to do
14 better when 75 percent of our schools are not
15 succeeding and not being successful. Based on the
16 rules -- we can again complain about the rules and
17 whatnot, but those rules are the rules. We accepted
18 the money. We're playing by that. How do we move
19 forward? Let's not complain about that. Let's find
20 a solution. But when 75 percent of our schools are
21 not passing, why should you listen to us?

22 So part of this is saying what if we had a
23 third entity? Give money to one of those research
24 labs and they provide that support and that capacity
25 building. In other words, there are a lot of

1 different ways to try to come at the end of the day
2 of building the capacity of creating these schools
3 of success, and that's what we're looking at.

4 We're not looking at -- and I'm saying this
5 emphatically, we're not looking and I am not looking
6 at building a BIE bureaucracy. I did not take the
7 job for that. We do not believe in that, and we
8 will not. So let's move away to a different
9 discussion and look for other solutions.

10 MR. DON YU: And one thing I should have
11 mentioned during the presentation, and as Monty just
12 really emphasized, we're not trying to build a
13 bureaucracy. In fact, what I put up there, even the
14 ultimate -- I mean, what I showed as kind of what
15 we're hoping the BIE becomes, if these solutions
16 teams, et cetera, BIE is successful at this mission
17 about building capacity of tribes to operate their
18 own schools, then the BIE apparatus will shrink even
19 further because we won't need those capacity
20 building services anymore either. I don't know if
21 that will take five to ten years or what. But
22 really the ultimate goal is resources at the tribal
23 level, tribes run their own schools, BIE as a
24 service provider providing strategic targeted
25 support. So that's really the goal.

1 Even what I presented up here, though, is more
2 of a long-term transitional stage for the BIE.

3 MR. MONTY ROESSEL: And just one thing, I mean,
4 the other part, too, is that we understand, too,
5 that there is a trust responsibility. There is a
6 treaty responsibility. We understand that. But we
7 can find a solution moving forward that maintains
8 that responsibility and try to create a new system,
9 a new way for the future, and that's what we're
10 hoping to try to start.

11 So we're not saying that the Federal Government
12 is advocating their responsibility. We're saying
13 let's come up with a new solution which identifies
14 that responsibility, exercise that responsibility in
15 a new way and we'll be successful for our kids. So
16 that's what we're looking at. That's what we're
17 here to consult with you on.

18 So with that I guess we -- if you have any
19 comments or questions, again, originally what we
20 had -- what we had asked for is the elected tribal
21 leaders to speak first and then the public also,
22 so...

23 MR. DON YU: And one more thing, for our court
24 reporter here, if you wouldn't mind also just saying
25 your name and spelling it out as well so we have you

1 on the record and can make sure -- it's really,
2 really important to have you on the record. It's
3 hard for us to advocate for you back in D.C. if we
4 don't have comments on the record. So Congress
5 doesn't know it's just not the Obama administration
6 like coming up with their own policies but these are
7 recommendations actually from tribal leaders.

8 MR. JESSIE TAKEN ALIVE: (Native language) I
9 will interpret the best I could here. My name is
10 Jessie Taken Alive. I am a member of the Standing
11 Rock Tribal Government, and I said -- and keep in
12 mind when we interpret our language, we must do it
13 backwards.

14 So having said that, I told all of you, my
15 relatives, that I'm going to speak English from
16 here. And if I speak English too long, as our
17 elders say, we get a headache. So if I get a
18 headache I'll be looking for Tylenol or Motrin or
19 aspirin.

20 So what I said in our language is that it's
21 imperative that we continue to separate our
22 non-Indian education with our Lakota education and
23 what that means. Because we're past the point, I do
24 believe, of having to accept and continue to fall
25 into the challenging situations that our non-Indian

1 friends have forced upon us not only in education.

2 It's our Lakota ways now that our children are
3 seeking and desiring. That's been prophesied. It's
4 our Lakota ways that are going to cause us to live
5 well on this earth.

6 Our elders say that you can have everything in
7 this world, but if you don't have health it doesn't
8 matter. So the health that we seek in our children,
9 grandchildren, great grandchildren and those not yet
10 born are found in our Lakota ways, as they are, I'm
11 certain, for other nations of indigenous people
12 throughout America that the United States has
13 attempted to colonize.

14 And to have our non-Indian education systems
15 here, it's okay, because if we can remember a few
16 generations ago our elders said, "Go get the white
17 man's education." I know my late father said that
18 and did that, earning his undergrad degree in 1960.

19 But even further back than that, my good friend
20 from Rosebud, I use his quote quite often, Sitting
21 Bull, one of our leaders from the (native language)
22 Oyate said this, he said, "Pick up the good things
23 and leave the bad alone." But he didn't say be like
24 them. Sitting Bull didn't say be like them. He
25 just said, "Pick up the good things."

1 So from there our ancestors, his children and
2 grandchildren interpret that, good interpretation:
3 Learn as much as you can about the wásícu, go to his
4 schools and learn as much as you can. And for some
5 it has resulted in tremendous success, achievement
6 that we should all continue to be proud of.

7 But now we're challenged with, I call it the
8 70/30. 30 percent thereabouts of our children are
9 succeeding and achieving. And in a few weeks we're
10 going to recognize that throughout our schools in
11 Indian country, and we should continue to support
12 them, hug them and love them for what they've done
13 and those coming behind them.

14 But it's the 70 percent we have to think about.
15 Where do they go? The 70 percent that don't make it
16 through the graduation lines, where do they go?
17 What happens to them? Are they the ones that go
18 into the penal systems? Are they the ones that
19 sadly complete suicide? Are they the ones that
20 sadly are depressed someplace because the system we
21 call the white man's education doesn't meet their
22 needs?

23 So I also want to point out that trust
24 responsibility coming from Standing Rock is
25 different than treaty responsibility, and the

1 difference is very simple. The trust responsibility
2 is the United States Government's interpretation of
3 how they're going to try to fulfill the treaties.
4 That's the United States' interpretation, the mila
5 hunska, much less try to pay for the rent on the
6 lands that they're using.

7 The treaty responsibility is ours to interpret.
8 It's ours to continue to keep doors open. Ours
9 isn't trust.

10 So as we hear the ovations of trust
11 responsibility, I somewhat cringe because that's
12 coming from the Federal Government.

13 Before they sent their troops out, that's how
14 we called them, "long knives," and tried to enforce
15 their trust responsibility under the Department of
16 War. But we have the opportunity now because of the
17 prayers of our ancestors to begin and continue to
18 interpret "treaty," and that the United States
19 Supreme Court in 1980 said that the Indians will
20 interpret the treaty. They agreed with that in the
21 illegal taking of the Black Hills.

22 So it's important that we continue this message
23 on to our children and those coming, we don't have
24 to comply or be compliant with the "trust"
25 definition. That's the mila hunska. It's all based

1 on numbers. It's all based on dollars or lack of.
2 And it's a continuing process, but we are addressing
3 it with prayer and the solutions that are out there.

4 From Standing Rock we disagree categorically
5 with the presentation that was given. It's an
6 attempt to put us all into one box again.

7 And I respect the notions to try to put
8 something out there that's going to address each and
9 every one of our tribal governments, each and every
10 one of our schools, but at this point in time it
11 doesn't do that. It continues to allow for the
12 paternalism. It continues to allow to feed into the
13 colonialism, laws of the ovation, laws of the
14 non-Indian words and concepts say that.

15 So for the record from Standing Rock, we
16 categorically disagree with this presentation and
17 the document that we looked at at our meeting in
18 Rapid City a few weeks ago.

19 Likewise, to the relative who is doing the
20 presenting, I just want to say this in a respectful
21 way: When you say "All of you folks," "When you
22 folks ask for something" and when you say "Make sure
23 you guys get what you need when you need to fix
24 something," that doesn't foster treaty relationship.
25 We come from sovereign governments. Our children

1 and all of our relatives, each and every one of them
2 allows for that sovereignty to manifest and grow, so
3 we're more than "guys" and we're more than whatever
4 else was labeled us again this morning. So in a
5 respectful way I would ask that you don't do that
6 anymore because that damages our relationship.

7 And then you talk about the management
8 consultants. I'm wondering where the solutions will
9 come from. That wasn't talked about. My hope is
10 that the solutions will continue to pour out from
11 our communities, our schools such as this one we're
12 in, our relatives, the Loneman School, with all of
13 the experts, with all of our education experts we
14 have amongst our communities, that's where the
15 solutions must come from. And if they're not
16 adhered to, it's another treaty violation. We're
17 supposed to be treaty partners in all of this.

18 And you talk about building personal --
19 personnel capacity and skills, and you're saying
20 it's going to take awhile. My question is: How
21 much time? We've waited for generations and
22 decades. We all agree on the data, and we should
23 all agree that the solutions will, not may but will
24 and shall come from the communities themselves.

25 See, we've always had the capabilities.

1 There's never been a lack of know-how. It's always
2 been a lack of resources. Since I was a child and
3 even before, never been a lack of know-how. Always
4 been a lack of resources. And to think that the
5 United States continues to rent our lands.

6 I know you said that if we learned about the
7 budget, if we learned about the folks in those
8 different departments that deal with the money, that
9 our heads would spin. I don't think they will
10 because that's their mess. Ours is just to receive
11 the payment on the land that's owed. And if we
12 can't get to that point there's something wrong.
13 Maybe we need to look at a judicial fix for this.
14 We can't wait. So all of these thoughts go through
15 my mind when you said building personnel capacity
16 and skills.

17 We must begin to sit down and talk about human
18 rights violations. When our schools don't get the
19 money that they need, when we don't get money that
20 is appropriated to us through treaty, when we don't
21 get what we need, the entire budget, we don't
22 necessarily suffer; it's our children that suffer,
23 our children that suffer the mental anguish, our
24 children that say, "Oh, golly, we were going to do
25 this, that," whatever the case may be, they're the

1 ones that get hurt. They're the ones that have to
2 deal with second best, third best, fourth best.

3 Our children are our future. They deserve the
4 highest quality, and we deem what the highest
5 quality is as their adults in their lives, relatives
6 in their lives.

7 The learning modalities amongst our Lakota
8 people do not fit the one-size-fits-all agenda of
9 the United States of America. Solutions must come
10 from our schools and communities. We must throw
11 that box into the trash, not along the road.
12 Because if we throw that box along the road, someone
13 is going to come and pick it up and suffer like we
14 do. That must be trashed. That must be burned.
15 That's hurt too many native children, the
16 70 percent.

17 So who best to know about the way we learn?
18 It's our own people. It's our own educators, some
19 who fill this room this morning, they know best.
20 They feel and they know and they see. So the
21 learning modalities have to be looked at. And this
22 is a mental health abuse issue if we don't do that.
23 This is where the 70 percent comes from out of
24 frustration. Because of the way we learn as Lakota,
25 they get frustrated; they get depressed; they fall

1 behind; they get more labels put on them, on and on
2 and on and on. It does not have to be that way when
3 we have experts and educators amongst our people.

4 So as we continue this path, we don't have time
5 to wait anymore. We've had serious discussions
6 about using the judicial system now. Although it's
7 a Republican supreme court, some people say, "Boy,
8 he's disrespectful by saying that." In the past
9 there was a presidential race, and that's what
10 everybody said in America, "It's a Republican
11 supreme court so a Republican candidate is going to
12 win." Consequently the Republican candidate won.
13 Most recently that was aired again to the Republican
14 supreme court.

15 We don't want to go that route, but we may be
16 faced to do that, to address these human rights
17 violations, mental health abuse issues. That's
18 where we're at, my relatives, that come to our
19 Lakota country. I say that out of deep respect
20 because I do not live amongst Oglala relatives, but
21 they are my relatives. This is their land. This is
22 what we talked about for years now.

23 We also have a lack of nourishment for our
24 Lakota students and our children's intellect.
25 They're not being nourished. The paternalistic, the

1 colonialistic nourishment is being tossed at them,
2 and this is where the frustration comes from. This
3 is why I share this with my relatives.

4 When we look at education, we must be able to
5 separate it out in a good way that this is the white
6 man's education, (native language), the white man's
7 education that we talk about, but likewise a lot of
8 our relatives are achievers, succeeders. But sadly
9 we have the 70/30 that goes on. We have -- we want
10 to address that. So, again -- I reference again
11 what is the other recourse? It's the judicial
12 system.

13 So the nourishment of our children's intellect
14 has to be looked at from all tribes. And you don't
15 have to spend too much money; you don't have to
16 spend too much time. There are experts amongst us
17 that can do that for you. You don't have to look
18 for something. It's all in our communities. Please
19 do that. I'm asking you to do that.

20 And I don't want to see in the future -- and
21 I'm hoping and being optimistic that this will start
22 soon. I don't want to see their recommendations,
23 their solutions filtered. I don't want to see their
24 recommendations and solutions taken back to
25 Washington, D.C. with ten awesome points, for

1 example, and they can only implement one. Continued
2 injustice then. We know what to do.

3 Our non-Indians can't measure us. They can't
4 put a finger on us. Never have been able to do
5 that. But we continue to respect everything that is
6 going on in America.

7 Instead of looking at our solutions, what we
8 have experienced in the past, as I said earlier, are
9 notions that this might work in Indian education.
10 We've had demonstration projects from outside the
11 communities and not from our people thrown at us
12 from someplace, and that's very wrong. It's unjust
13 to do that, to erase a people. And because we don't
14 have the money, because we don't have the votes
15 doesn't make it right. Because we know we're
16 dealing with corporate government, and corporate
17 governments just deal with numbers, monies and
18 votes. We know that and everybody knows that.

19 We'd like to see more waivers implemented to
20 the needs if that's a course that takes us through
21 without having our solutions filtered. We want to
22 share them with you in the purest form and get them
23 funded in the purest form. They may not be
24 scientifically proven, but they will be things that
25 work amongst our people. Because science doesn't

1 have to always be implemented when we look at
2 solutions amongst our people. I'm sure we have it
3 historically, but it's become a challenging notion
4 when we want to put science and then we wait and we
5 wait and we wait.

6 Finally, to see tribal ed departments being
7 recognized as that department that has the
8 capability to produce collectively all of the
9 solutions in our communities versus what was
10 mentioned this morning, the third-party researchers,
11 we don't have to research anymore. We already have
12 the solutions.

13 These are a few of the things that I wanted to
14 share with you. With the words amongst our people,
15 we say (native language), what comes out of our
16 mouth is very sacred and special. So really be
17 careful and be respectful when you share something
18 with your words because you can't take them back.

19 I want to read real briefly what our tribal
20 chairman has drafted together, and I'll leave this
21 with you. It ties up some of the things I shared,
22 and it mentions some of the other ones. So this is
23 hot off the press, according to my brother. It
24 says: If a tree falls in a forest and no one is
25 there to hear it fall, does the tree really fall?

1 If an Indian speaks to a congressional committee,
2 does anyone really hear him? I say this because I
3 sincerely wonder about consultation. My people are
4 well aware of dealing with the Federal Government.
5 In the old days my people and other Indians across
6 Indian country are quoted as saying, "They have no
7 ears," meaning Indians clearly told the white people
8 what they wanted but it was as if they didn't want
9 to hear because the white people and the Federal
10 Government just went ahead and did whatever they
11 wanted.

12 There was a White House conference on Indian
13 education in 1993. In so many ways the Indians were
14 gathered up, clearly asked for their rights to --
15 right to educate their own children, but here we are
16 today over two decades later and I'm officially
17 asking for the same privilege to design and
18 implement our own education systems that was
19 requested by the White House conference.

20 I read the study group pillars, and I don't see
21 any concrete recommendations that allow for
22 self-determination. I don't see recommendations for
23 waivers to NCLB rules and regulations or
24 alternatives to AYP. I don't see any
25 recommendations to allow charter school status and

1 innovation that also permits educational change.

2 From what I read, the plan is to have the BIA
3 or the United States Department of Education
4 continue to provide the kind of expertise for what
5 they think is best for our tribes. I hope that
6 history does not bear me out on this paternalistic
7 behavior.

8 Today the study group who represents President
9 Obama, Secretary of the Interior Jewell and
10 Education Secretary Duncan will clearly resound here
11 what our people want for our children.

12 I seek self-determination and education for our
13 tribes because I want our children back. The
14 Federal Government began to take our children from
15 us over 100 years ago, and over this time the ideas
16 of educating our children has left us in a mess. I
17 blame these horrible conditions on the way that our
18 integrity and our intellect was ignored and not
19 developed. Instead our people have been conditioned
20 and have learned to believe that the white man's way
21 of schooling is best. And now because of this
22 mistaken trust most of our people have been and are
23 being educated the right of who we are.

24 By and large, most of our Indian students feel
25 terrible about themselves after starting school. I

1 don't like this feeling. I see this in them, and I
2 want to stop this feeling.

3 I want our people to stop falling into the
4 victim trap. I want our children to be strongly and
5 solidly based in who they are and why they are, so I
6 believe we have to speak up and take actions to get
7 our educational responsibility back.

8 I have a vision of self-determination for all
9 of our tribe schools, both BIA and public, and this
10 is why I'm in Washington, D.C. at this very time.
11 My goal is to give all schools in the communities on
12 my reservation the right to choose alternative
13 schooling programs if they want. This is an
14 expression of sovereignty for my tribe. And I
15 believe this right and responsibility of
16 self-determination would be valuable for all tribes.

17 I want to clarify this and say: I want this
18 form of educational sovereignty available to all
19 tribes. But tribes don't have to if they don't want
20 to. But some day I think our people and educators
21 will wake up and ask for this self-determination
22 right. And when they do, I pray the policies and
23 laws will have changed and it is available and
24 waiting.

25 I will be discussing with our attorneys and our

1 congressional delegation about possible legislation
2 that will allow Indian tribes the right to have
3 inclusion in the federal charter schools legislation
4 of NCLB. I do this because I don't believe our
5 people can wait to see if the Bureau of Indian
6 Education and the United States Department of
7 Education will do anything to actually give us
8 self-determination in Indian education.

9 In closing, I want to invite the study group to
10 please come to one of our sun dances. I personally
11 invite you to come to Standing Rock Reservation and
12 find out who and what we are all about. Please come
13 to the ceremonies along the Grand River in South
14 Dakota or come to our (native language) ceremony
15 along the Missouri River in North Dakota. Come and
16 I think you will agree that we must preserve the
17 spirit of who we are. Then perhaps we will take
18 back the message to President Obama and Secretaries
19 Jewell and Duncan that the United States Government
20 must give free reign in determining and implementing
21 our own educational programs. I think there's still
22 time to do this, and I hope you will change your
23 education pillar to reflect this official request,
24 because I don't see anything in your study yet. I
25 pray this whole affair isn't like wondering if

1 anyone hears the tree falling in the forest.

2 Thank you for this time and statement on behalf
3 of my people, Dave Archambault, number 2, Standing
4 Rock -- Chairman of the Standing Rock Sioux Tribe.

5 (Native language)

6 In closing, I want to make certain that I put a
7 plug in for BIE emersion that has to happen, tribal
8 emersion that has to happen.

9 And I want to thank everybody for listening.
10 And I beg your indulgence if I may have offended
11 anybody this morning, but as I said in our language,
12 we must do this. We want to do this for the sake of
13 our children.

14 And as I said at other meetings, when I go
15 home, their spirits are going to say, "Uncle, what
16 did you do for us? What did you bring back for us?
17 What kind of good change can we see? What kind of
18 good change can we feel? Did you do your job?" So
19 I hope I didn't offend anybody this morning. And,
20 again, I beg your indulgence. (Native language)

21 (Applause)

22 MR. TUFFY LUNDERMAN: Thank you, Jess, for a
23 powerful presentation, a lot of wisdom and some good
24 things there.

25 My name is Tuffy Lunderman. I'm tribal council

1 representative for the Rosebud Sioux Tribe for the
2 Rosebud community. Rosebud is the capitol of the
3 Rosebud Reservation.

4 I am vice-chairman of the Rosebud Sioux Tribe
5 Education Committee, as I'm also the delegated
6 representative from the Education Committee to the
7 St. Francis Indian School Board of Education. And
8 I'm also chairperson of the Sinte Gleska University
9 Board of Regents.

10 Welcome, everybody, here today. Welcome our
11 friends and relatives from Washington, D.C. Welcome
12 to Lakota country and the Oceti Sakowin.

13 I'm also glad we have a representative from the
14 White House. This issue is not just a BIE issue.
15 And we can't just accept it as a BIE issue. It's
16 also a public education issue. Indian education
17 does not lie just within the Bureau of Indian
18 Education, especially when more than 90 percent of
19 our kids attend public schools.

20 And, you know, we're talking about
21 partnerships. The Bureau of Indian Affairs are here
22 talking about partnerships not only with the tribes,
23 we've got the state talking about partnerships with
24 us. And I'll say the same thing here that I told
25 the state through their representative, the

1 secretary of the state tribal relations, is they had
2 a chance to partner with us, not just Rosebud but
3 they had a chance to partner with Rosebud, Pine
4 Ridge, Cheyenne River and Standing Rock through
5 President Obama's executive order that set up the
6 Step Pilot Project.

7 These four reservations, these four nations
8 formed a consortium and developed a proposal. Spent
9 a lot of time, a lot of hours, a lot of money on
10 that proposal. And it was a competitive thing.
11 There was no guarantees. And when that proposal was
12 presented to the State of South Dakota, the state
13 secretary of education refused to sign.

14 So the proposal was taken back, reviewed,
15 reworked and resubmitted, and once again the state
16 secretary of education refused to sign the proposal.
17 So those four tribal nations didn't even get to
18 compete in that process, and yet there's no
19 accountability there. And I ask: How can the
20 state, through their secretary of education, turn up
21 their nose at a presidential executive order and
22 there's no consequences, there's no accountability?

23 The Rosebud Sioux Tribe and the Oceti Sakowin
24 support everything that the previous speaker said,
25 and we also object and oppose this presentation that

1 was given earlier today and the supporting, you
2 know, proposals that we've seen. We don't believe
3 that, you know, in order for Indian education to
4 improve and get better is dependent upon the BIE
5 building -- taking the time to build their own
6 capacity to tell us how we should do it.

7 The Department of Education and Interior
8 assembled a study group to fix Indian education, but
9 tribal elected leaders, Lakota/Dakota educators, et
10 cetera, they weren't allowed to speak. They were
11 allowed only to speak in regard to BIE funded
12 schools which represents approximately 10 percent of
13 the problem. 90 percent of native children in the
14 United States attend the public school systems.

15 The fundamental educational philosophy for
16 Native students remains to assimilate, according to
17 the idea put forth by General Pratt back in the
18 1800s, "Kill the Indian. Save the man." Obviously
19 General Pratt wasn't talking just about cultural
20 assimilation but the total annihilation of a race of
21 people.

22 At the heart of this effort was the boarding
23 school policy which was nothing more than a wolf in
24 sheep's clothing. It was the better of two
25 alternatives because it wasn't as costly to maintain

1 an army for the purpose. So economics was the
2 apparent humane alternative.

3 At the heart of the problems, the deficiencies,
4 the concerns, et cetera, with the failures of the
5 BIE and public school systems is generational
6 trauma. And I say "TRAUMA" in capital letters and
7 its debilitating effects on the self-esteem of the
8 individual student.

9 Lakota/Dakota people are now faced with the
10 results of this assimilation process of inhumane
11 treatment that have left them with some of the
12 highest suicide rates in the world, the lowest
13 poverty rates in the United States, the poorest
14 health system in the United States, high rates of
15 alcoholism, drug abuse, addiction, high teen
16 pregnancy rates, high dropout rates, low graduation
17 rates, self-deprecating governance systems, and
18 according to most research studies, the lowest
19 educational achievement rates in the U.S. and
20 perhaps the world.

21 Newt Gingrich on CSpan made it a point to point
22 out that Rosebud had the highest suicide rate in the
23 world. All of the research from the Meriam report,
24 the Kennedy report, the Native American Alaskan
25 Indian Native -- Alaska Native Educational research

1 agenda to the most recent GAO reports continue to
2 document the failures of a paternalistic system that
3 never has been in touch, does not have the
4 boots-on-the-ground educators with the experience,
5 knowledge, expertise and/or desire to care.

6 Lakota/Dakota children's assessment and test
7 measurement statistics are the result of a failed
8 system which has only succeeded in killing the
9 Indian but horrendously failed at saving the man, in
10 other words, education. This is not a learning
11 issue. Our children, Lakota children, are born with
12 as much intellectual potential as any other child.

13 Teachers who taught baby boomers like myself
14 back in the '50s and '60s, they still believed their
15 role was to civilize the Indian, and that belief
16 still exists today to a large degree through the
17 public educational systems. So once again, we can't
18 just talk about BIE when we talk about whatever the
19 Indian education problem is.

20 A redesigned BIE into an even bigger
21 bureaucracy is not the answer to improving
22 Lakota/Dakota education and preparing Lakota/Dakota
23 students to be cultured socially and emotionally
24 healthy and productive contributors to a global
25 society. We are not their sheep, and the BIE is not

1 our shepherd.

2 Paternalism is not Godlike, and it only
3 perpetuates the failings of the bureaucratic
4 education system. There are Lakota/Dakota
5 educational experts who have done quality
6 educational research and combined with existing
7 modified research also have the ability and the
8 expertise to effectively educate.

9 Research has failed to promote the effective
10 models and instead has focused on deficits. The
11 perspective that Lakota/Dakota culture is less
12 sophisticated, in other words uncivilized and/or
13 able to contribute to educational success has been
14 transfused into every system for approximately the
15 last 150 years. The U.S. Government and the states
16 have failed Lakota/Dakota students continually
17 because they have focused primarily on the 10
18 percent. The American Indian and Alaskan Native
19 educational research agenda found that measures of
20 academic success provide misleading data because its
21 indicators are based upon the majority culture.

22 Now it is the sovereign right of the tribes to
23 control education, so they must determine what
24 relevancy and appropriateness is. In developing
25 effective tribal education systems and implementing

1 tribal control of education, tribes do not
2 relinquish any treaty rights, nor do they
3 de-obligate the U.S. government from any trust
4 obligations it has as a result of any treaty between
5 the sovereigns.

6 The one-size-fits-all approach put forth by No
7 Child Left Behind is ineffective and will be
8 ineffective forever. BIE schools in particular were
9 strictly regulated in terms of the requirements of
10 the law which included the following: The use of an
11 instructional approach that is opposite of what the
12 research and recommendations promote for improving
13 Indian student learning.

14 BIE-funded tribal schools were required to
15 utilize reading and math programs that were
16 (scientifically research based). These programs
17 were based on a direct instruction, deficit approach
18 developed in the '60s. They did not allow for the
19 inclusion of aspects of culture that could help
20 students learn, for recognizing and addressing the
21 learning styles of Indian students, and they
22 included instructional strategies that were the
23 opposite of what is recommended for Indian students.

24 The BIE approved and selected professional
25 development providers for the schools that did not

1 know about Indian education or about how Indian
2 students learn best. The providers are reported to
3 have blamed the children's culture for their lack of
4 achievement. There was a deemphasis on students'
5 social, emotional, cultural and economic needs.

6 The slogan of No Child Left Behind when it
7 started in 2001 was "No Excuses". This meant that
8 schools were to make the required achievement gains
9 regardless of other student needs. BIE-funded
10 schools recognized that these needs do matter and do
11 impact teaching and learning, but the schools were
12 given little support in meeting the great social,
13 emotional, cultural and economic needs of their
14 children.

15 The one-size-fits-all approach also applies to
16 the Federal Government recognizing over 560 Indian
17 tribes in the United States. Included in these are
18 at least nine recognized tribes in the State of
19 South Dakota, but we know that that isn't true.
20 These nine recognized tribes are all significant
21 bands of a single tribe which share common cultural
22 traits including language and are uniquely but
23 drastically different from other tribes such as the
24 Navajo, Ojibwa, Seminole, the Crow, et cetera.
25 Therefore tribal control of education in

1 Lakota/Dakota nations is an action that must be
2 taken to ensure improvement in the educational
3 statistics.

4 Each tribal nation in our region has a unique
5 legal status. Therefore, any and all proposed
6 research, new models, et cetera, must respect this
7 uniqueness.

8 Education is a governance issue. Nation
9 building is a governance issue. Economic
10 development is a governance issue. Healthcare
11 systems are governance issues. Law enforcement is a
12 government issue. And they're all directly related
13 to education.

14 The educational sovereignty of Lakota/Dakota
15 nations has been severely compromised, to say the
16 least, and they have become partners in the
17 oppression of their people. Now it is imperative
18 for them to take action to begin the healing process
19 from 150 years of trauma through a failed and
20 inhumane educational process.

21 The 2014 Kids Count Race for Results Report by
22 the Casey Foundation rates American Indians' success
23 based on 12 indicators, including reading and math
24 proficiency, high school graduation, teen birth
25 rates, employment prospects, family income and

1 education and neighborhood poverty levels. On a
2 scale of 1 to 1,000, white children rated 704;
3 Latino children, 404; American Indian children, 387.
4 North Dakota Indian children rated 280, and South
5 Dakota Indian children, 185, the lowest score for
6 any group in any state. And that's generally true
7 for just about every educational statistic there is,
8 South Dakota always rates the lowest.

9 The State of Indian Education for Native
10 Students Report by the Education Trust 2013
11 indicates that the academic achievement of Native
12 children showed no improvement under No Child Left
13 Behind from 2005 to 2011. Only 18 percent of 4th
14 grade Native students in the United States scored at
15 the proficient levels and advanced levels in reading
16 achievement, 14 percent in North Dakota and
17 11 percent in South Dakota. BIE students scored the
18 lowest of all Indian groups identified.

19 So how do tribal governments ride a sinking
20 ship? First of all, tribal governing councils and
21 administration, BIE-funded school administrations
22 and their boards, their communities and families
23 have to come together. They have to unify and they
24 have to act. It is time for educational -- for an
25 educational revolution in Lakota nations for the

1 sake of the seven generations.

2 The treaty of 1868 speaks of their right to an
3 education. The signers intended for that education
4 to be appropriate and relevant, but history shows
5 immediately that education methods were not
6 appropriate and relevant.

7 History also shows that the most effective
8 schools early in this process were those under the
9 control of tribes. Research showed that students
10 appeared to do particularly well in educational
11 settings where their culture is respected and valued
12 and where Native parents are brought in as active
13 participants.

14 These bullet points: Direct funding to tribes
15 for education systems under their control and
16 eliminating cronyism wealth, those technical
17 assistance centers that continue to eat up
18 instructional dollars meant for classroom
19 instruction is a first crucial step in providing
20 effective instruction.

21 Lakota language culture-based curriculum,
22 methods, standards, et cetera, with emphasis on
23 higher order, critical thinking skills,
24 social/emotional needs of students, governance
25 needs, family needs and community needs need to be

1 implemented.

2 There is no self-determination now in Indian
3 education, despite all the legislation. We need new
4 legislation, and we need a tribal accrediting
5 agency.

6 There must be alternatives, alternative
7 educational models such as charter schools. There
8 must be a downsizing of BIE administration budgets
9 in the immediate future and increasing school
10 budgets beyond FY-2015 to full funding, especially
11 facilities in O/M, food service, technology.

12 There has to be increased funding for tribal
13 colleges and universities to effectively train
14 Lakota administrators, teachers and school boards.
15 If there's going to be tribal control of education,
16 tribal colleges and universities are going to play a
17 critical role in that whole process. They are going
18 to have to train these teachers. They're going to
19 have to train the administrators.

20 There has to be funding for increased research,
21 and there has to be an establishment of an
22 educational research center in Lakota/Dakota
23 country. There are no long-lasting research --
24 there is no long-lasting research out there that is
25 utilized, and so we have to get started with this

1 research.

2 This whole idea of tribal control has to start
3 from the ground up. It starts, as was pointed out
4 earlier, in the communities, right here in
5 communities like Parmelee, like Spring Creek, like
6 Rosebud, like Antelope. That's where the experts
7 are. We know what the education models should be in
8 our communities. We have experts. There's a lot of
9 experts in this room. They need to be respected.
10 Their work needs to be respected and recognized.

11 We need new ESEA legislation and any -- all
12 legislation related to the education of
13 Lakota/Dakota students. That's the bottom line.
14 Everything we talk about, everything that's
15 presented here is going to come down to the people.
16 You're looking for a fix. You guys live with them
17 24/7. They're on the Hill. That's where the fix is
18 going to come down to.

19 There has to be financial assistance for the
20 full development of tribal education departments
21 into the equivalent of the state education agencies.
22 That's all part of tribal control.

23 Tribal education codes need to be developed and
24 they need to be implemented. There needs to be new
25 school construction, and there needs to be new

1 regulations regarding construction.

2 This school here is new. It's going to have to
3 be here probably 75 years, and yet we are the
4 fastest growing geographic areas in this country.
5 But the regulations don't allow for that. I believe
6 the regulations support the idea that we weren't
7 even supposed to be here today. We were supposed to
8 be long gone. But we're here. Deal with us and
9 deal with us effectively. Give us that opportunity.
10 Build schools that are going to still be able to
11 educate appropriately 75 years from today.

12 The Oceti Sakowin believe it is their
13 obligation to themselves to design, develop and
14 implement a therapeutic healing process through an
15 effective tribal education system such as what the
16 Navajo Nation has been allowed to do that will
17 reinstate the great sense of pride and self-esteem
18 the Lakota/Dakota once enjoyed as a great and stable
19 nation, which was grounded in the
20 Lakota/Dakota/Nakota language.

21 This model will acknowledge and respect the
22 value of the Lakota/Dakota culture, to the learning
23 process from conception through entrance to the
24 spirit world. The effectiveness of this model will
25 be dependent upon effective training of teachers,

1 administrators, boards of education, parents and
2 legislators guided by research and technology,
3 adequate full funding of all aspects of school
4 administration, including but not limited to
5 salaries, construction, facility maintenance,
6 transportation, food service, curriculum development
7 and implementation, effective measurement of
8 progress and achievement, research, accreditation,
9 appropriate methods and establishment of rigorous
10 standards, direct federal funding to tribes and
11 schools, substantial increase in tribal college
12 university funding to adequately meet the needs of
13 the model, new federal legislation, funding for
14 development of tribal education departments into
15 equivalent of SEAs, then Lakota/Dakota students will
16 be adequately prepared to venture out into the world
17 to be great contributors to a global society and
18 economy and truly be ready to live in two worlds.

19 Lakota/Dakota students live in a reservation
20 world first, and they must know who they are first,
21 not who they are not. It is time for the Federal
22 Government and states to leave our children alone.

23 I also apologize, you know, to my elders,
24 although there are probably not too many people out
25 there older than me in this room. And if I've

1 offended anybody, you know, I apologize.

2 But we need to come together, and we need to
3 take control of our kids' education. It's up to us.
4 That's our responsibility, and we have to fight
5 because it's going to be a fight. It's not going to
6 be easy.

7 This is -- you know, I don't know -- we've seen
8 a lot of good words on this screen up here today.
9 You know, we'll see what happens. But, once again,
10 kind of what I heard was, Well, it's going to take
11 some time. Again, I don't think we have time. We
12 do not have time. Our kids don't have time. And,
13 more importantly, our language doesn't have time.

14 It's just like in economics, there's going to
15 be a point of diminishing returns where at some
16 point if we don't get busy, language is gone.
17 That's it. You won't -- we won't be able to turn it
18 around.

19 So it's up to us, you know, if you want to
20 partner with us, advocate for us, go with us to the
21 Hill, take these things, be there with us, but don't
22 do it to dictate to us or think that you know how to
23 tell us how to do it. History has shown the federal
24 systems don't know how. And they have failed
25 horrendously for a long time.

1 A part of tribal sovereignty and
2 self-determination is our right to fail. We have
3 that right, and we are asking for that right. But
4 we also have the right to succeed, and we have -- we
5 have the know-how, as it was pointed out earlier, we
6 have the knowledge. Basically we're talking about
7 tribal control. That is the resources and primarily
8 the financial resources.

9 Even the laws -- one law says we can do this
10 and we can do that, but as soon as we take money
11 from another, our hands are tied. All we're asking,
12 and I think we've asked this for decades and maybe a
13 century and a half, is do what you say you're going
14 to do on paper.

15 Thank you.

16 (Applause)

17 MR. CHARLES CUNY: Thank you, Mr. Lunderman.

18 At this time I'm going to have John Haas come
19 up and kind of mediate this. I know there's a ton
20 of people here and probably a ton of comments.

21 So I'm going to turn it over to you.

22 MR. JOHN HAAS: They asked me to be the
23 mediator, so behave.

24 I'm from Kyle, and we had a blizzard last
25 night. That's why I have muddy shoes. But I'll be

1 here on the corner. If you come in and check in
2 with me, then I can introduce you to speak. We've
3 got Standing Rock. We've got Rosebud. And now we
4 have Pine Ridge with Mr. Charlie Cummings.

5 MR. CHARLIE CUMMINGS: Thank you.

6 Good morning, everyone. My name is Charlie
7 Cummings. I'm the council representative from
8 LaCreek District, and I'm also the chairman of the
9 Tribes' Education Committee. And this is my first
10 term in tribal council. I'm getting my feet wet,
11 and so far I'm liking it.

12 And, you know, the Oglala Sioux Tribe
13 appreciates the opportunity to voice our educational
14 concerns with the United States. It's very
15 important to us that our children have the
16 opportunity to build their highest potential of
17 education.

18 One of our priorities, our number one priority
19 for education is funding or the lack of funding. I
20 think we're going to hear that all the time, funding
21 or lack of funding.

22 You know, Congress allocates 22,000 per student
23 in ICEP funds, and when it comes to us, we only get
24 \$5,270 per student or per -- and, you know, BIA or
25 BIE does not fund our schools at the full level of

1 administrative costs, and that really hurts us.
2 They only fund us at 15.25 percent. And out of all
3 of this we have to deal with Human Resources, school
4 board operations, fiscal offices, liability
5 insurances. And it should also fund the
6 principals', the superintendents' offices also, but
7 our money never reaches that far because of what we
8 get. Once this administrative operating level is
9 established, the BIE only funds these administrative
10 needs that the BIE establishes at 64 percent.

11 We need new program expansions. The Oglala
12 Sioux Tribe demands that current moratorium on new
13 program and space expansion be lifted for the
14 following reasons: Half the Oglala Sioux Tribe
15 tribal environment of 47,000 are under the age of
16 18. We have 7,336 tribal member children currently
17 attending schools. We have over 1,000 school aged
18 children entering school each year. Our tribal
19 education system spans 3,468.86 square miles. All
20 of these children have a legal right to a good
21 education, both BIA and BIE, and a trust
22 responsibility to provide funding for a fair and
23 equal education opportunity.

24 The Oglala Sioux Tribe recommends that all of
25 the BIA -- BIE positions be eliminated because they

1 duplicate services also provided by the BIA and BIE.
2 Tribal education departments or tribal education
3 agencies and state education departments are already
4 tasked with providing oversight of the tribal
5 education system. So 137 positions below the BIE
6 director position can be eliminated because they
7 duplicate oversight functions being provided by
8 tribal and state agencies.

9 The 49 positions in the Division of Performance
10 and Accountability in Albuquerque can also be
11 eliminated for the same reasons; although we
12 understand they are housed in the state -- in their
13 state or the -- state of the art building while our
14 tribal children barely have access to computers.
15 This still leaves 13 positions in the BIE director's
16 office to process the payments directly to tribal
17 schools.

18 Although Public Law 100-297 requires BIE
19 schools to input work tickets into the FMIS system,
20 our schools are only funded at 48.56 percent of our
21 facility needs. So, for example, if we have a light
22 bulb that goes out, we do not have sufficient staff
23 to input the outage into the FMIS. We would need a
24 full-time person just to input the facility's
25 problems that come up every day. It is -- as it is,

1 we hardly have staff available to actually change
2 the light bulb, so neither of the FMIS systems nor
3 the Maximo systems address our needs because of
4 funding constraints, yet we are told that our
5 schools do not get the facility money that we should
6 get because we do not -- haven't input these work
7 tickets. However our schools do meet all other BIA
8 requirements even with our bare bones staffing
9 levels.

10 Weighted Student Unit Funding Formula, this
11 formula determines our per-pupil funding that has
12 been the same for over ten years so it bears
13 absolutely no relationship to the actual cost of
14 educating a student. It also bears no, absolutely
15 no relationship to the 22,000 per pupil appropriated
16 by Congress for American Indian students.

17 The schools have received one transportation
18 funding increase of 45 cents per mile in the last 15
19 years. Before this year the funding level was at
20 \$2.52 per mile. This does not even cover the cost
21 of fuel, much less insurance, maintenance, repair
22 and other costs.

23 And I think they're calling this a
24 consultation. And to me I believe if this is a
25 consultation, we should demand from you what we

1 want, and we don't want you to give us what you
2 think you want to give us. We're demanding what we
3 want to receive from the government.

4 You know, through treaties of the Federal
5 Government, the Oglala Sioux Tribe has the power to
6 administrate its own governmental functions,
7 including educational services. The tribal council
8 is authorized to promulgate and enforce ordinances
9 for the maintenance of law and order to safeguard
10 the peace and the general (unintelligible) of the
11 tribe by its constitution and bylaws.

12 The Education Committee of the Oglala Sioux
13 Council, Oglala Sioux Tribal Council is made up of
14 elected representatives who act in accordance with
15 the powers granted to them by the tribal council.
16 The Education Committee of the Oglala Sioux Tribe
17 through education code and tribal agencies are
18 increasingly concerned about the education of our
19 children provided through the public -- provided
20 through the public or parochial school system and
21 the Bureau of Indian Affairs or Bureau of Indian
22 Education.

23 Education to all our citizens is culturally
24 appropriate and relevant in a manner necessary for
25 future economic development and self-sufficiency

1 with the Oglala Lakota Oyate. And it also is a
2 treaty responsibility of the United States
3 Government as the Oglala Sioux Tribe is one of the
4 signers of the Ft. Laramie Peace Treaty of 1868.

5 The Education Committee of the Oglala Sioux
6 Tribe is well aware of the shortcomings and
7 accountabilities for educational outcomes, the
8 inefficiencies of the system, the general
9 communication breakdowns. Tribal leaders have
10 experienced how local, state and federal education
11 agencies allow little voice from the tribe and how
12 there is lack of meaningful consultation between the
13 tribe and appropriate educational authorities and
14 legislature.

15 The Education Committee urges the U.S.
16 Department of Education, Department of the Interior
17 to strongly consider appropriate legislative
18 amendments that will effectively meet the
19 educational challenges and correct budget
20 appropriation deficits that lead to constraintment of
21 funds and disparity in average per-pupil
22 expenditures.

23 The Education Committee requests the U.S.
24 Department of Education and Department of the
25 Interior to simply do what it said on paper and

1 schedule government-to-government consultations at
2 the request of the tribal governments so they can
3 review the tribal recommendations of the study group
4 and other -- and offer their own final comments
5 and/or recommendations.

6 Back to building new facilities, we really need
7 new facilities on our reservation. We've got
8 American Horse and another school that, you know,
9 they've outgrown their school. We need a bigger
10 school.

11 The other school is the Wounded Knee District
12 School. That's an old school. When I was a kid I
13 used to go there and play basketball. And I'm
14 really old.

15 And another thing that, you know, we talk
16 about, too, and we talk about in education committee
17 meetings is we have these schools on the
18 reservation, and we got I think three or four of
19 them that have high schools. What I'd like to see
20 is I think we have enough students on this
21 reservation to have a high school and an elementary
22 school at each one of these sites because there's a
23 demand for it. I mean, we've got a lot of Indian
24 students that can -- go off the reservation to
25 schools.

1 I graduated from Bennett County and, you know,
2 in that school there's -- it's a public school, and
3 there's like 68 percent Indian students going to
4 that school. And I think we -- we really need to
5 pull those kids back into our reservation schools.
6 They come from all parts of the reservation, not
7 just from around Bennett County.

8 There's also a lot of Indian students that go
9 to off-reservation schools. We've got one in
10 Kadoka. They have a significant number of students
11 that go there this year. So I'd like to see that
12 school expanded. You know, they come from, probably
13 from around Crazy Horse or the Wanblee area, they go
14 off to school there.

15 But I just wanted to read you something here.
16 It's Executive Order No. 13175, Consultation and
17 Coordination for Indian Tribal Governments. "By the
18 authority vested in the President by the
19 Constitution and bylaws of the United States of
20 America in order to establish regular and meaningful
21 consultation in collaboration with tribal officials
22 in the development of federal policy of the tribal
23 implications to strengthen the United States
24 government-to-government relationships with Indian
25 tribes and to reduce the imposition of unfunded

1 mandates upon Indian tribes, and it is hereby
2 ordered as follows: The purpose of this order,
3 policies that have tribal implications refer to
4 regulations and legislative comments or proposed
5 legislation or other policy statements and actions
6 that have substantial direct effects on one or more
7 Indian tribes on the relationship between the
8 Federal Government and Indian tribes or the
9 distribution of power and responsibilities between
10 the Federal Government and the Indian tribes."

11 And then consultation: "Each agency shall have
12 an accountable process to ensure meaningful and
13 timely input by tribal officials in the development
14 of regulatory policies that have tribal implications
15 within 30 days after the effective date of the
16 order. The head of each agency shall designate an
17 official with principal responsibility for the
18 agency's implication of this order within 60 days of
19 the effective date of this order. The designated
20 official shall submit to the Office of Management
21 and Budget a description of the agency's
22 consultation process."

23 You know, I hear all the time that that doesn't
24 work. We need to find a solution to make this work.

25 What I got to say in conclusion is I like

1 Mr. Taken Alive's speech and Tuffy's speech. We all
2 need to get together, which we are doing, and come
3 to one common cause and demand from the Federal
4 Government what we want, not let them give us what
5 they want to give us. I'll always keep saying that.
6 And that happens to us all the time.

7 Thank you.

8 (Applause)

9 MR. JOHN HAAS: Okay, thank you, Mr. Cummings.

10 Next will be Mr. Irv Provost from the Oglala
11 Sioux Tribe, a representative from Pine Ridge
12 Village. He's on the Education Committee.

13 MR. IRV PROVOST: Thank you, John.

14 You know, when I first walked in here this
15 morning I kind of walked in and started looking
16 around, and I started looking at people's posture,
17 what they had in here. A lot of them had their
18 hands crossed, you know, just kind of saying, I got
19 this information but none of you can get in here to
20 get it, you know, and it kind of gives an impression
21 like we're in the same atmosphere of what protocol
22 is supposed to be.

23 But when it comes to our children, I don't
24 believe we would have to have a protocol how we look
25 or where we stand at. And I'd like to start this

1 off by making a statement here that I think means a
2 lot to me when I read it, and it means that you have
3 to have an open mind and have challenges. It says,
4 "Believe in yourself and all that you are. Know
5 that there is something inside you that is greater
6 than the obstacle." You know, when I get a chance I
7 say this to some of my grandchildren or my extended
8 family, our children, to enlighten them, to create a
9 new barrier that should be broken and that's to
10 enhance their intelligence.

11 You know, today we're supposed to be making
12 comment on the preliminary findings and
13 recommendations prepared by the American Indian
14 Education Study Group for purposes of tribal
15 consultation. I'd like to say that I really respect
16 the words of my fellow colleagues that are council
17 reps. They did have some good points.

18 But getting back to what this whole venture is
19 about, it's our children and their intelligence and
20 their education. And when you start looking at
21 intelligence, for example, each individual possesses
22 a unique blend of all intelligences. Multiple
23 intelligences should empower learners, not restrict
24 them to one modality of learning. But for the last
25 decades we've been doing the same thing.

1 And a good example of that the other night with
2 my grandson, he comes back with some paperwork to
3 do. So we sat down at the table and he said,
4 "Grandpa, why do they always give us this paper to
5 do? Why can't they get something that I can look up
6 on the I-pad or the computer and I enjoy reading
7 about?" You know, and it kind of dawned on me that
8 these kids are getting tired of the same rhetoric of
9 the way instruction is being taught.

10 And I'll get back to intelligence.

11 Intelligence: One, is the ability to create an
12 effective product to offer a service that is valued
13 to a culture or lifestyle. Two, a set of skills
14 that makes it possible for a person to solve
15 problems in life. And three, the potential of
16 finding and creating solutions for problems and
17 challenges which involves gathering new knowledge.

18 So basically what we're doing here is we have
19 to create a new curriculum or a way to get to our
20 children to enhance their intelligence. What more
21 best way to address this is individually within our
22 reservations, our families and their school systems.

23 You know, in regards to this, there are
24 multiple intelligent or intellectual abilities.
25 You've got musical; visual; verbal; logic, that's

1 math; bodily; interpersonal; ultra-personal and
2 naturalistic. I don't see anything in there that
3 states bullying our personal character values, that
4 enhances your intelligence.

5 You know, when we come here today and we set
6 this up like this -- and it's great to have meetings
7 like this, but to have interjection and, you know,
8 maybe we should have set in a circle or create a
9 different format and say, What do you think of this
10 idea that we're talking about, the consultation?
11 Instead of saying, You talk first, then them. You
12 know, get better interaction to enhance our
13 intellectual ability to learn more ourselves.

14 You know, nowadays when we look at all of this
15 testing -- and I'm glad Jay brought up some issues.
16 Tuffy did also. So did Charlie -- is that, you
17 know, when we talk about IQ testing in our
18 educational systems, 50 percent of these IQ testings
19 are on the G-factor. You know what that factor is?
20 This factor is based on logic, abstractions,
21 reasoning, numbers and critical thinking. This type
22 of decision process is used in scientific,
23 mathematical, technical problem solving, inductive
24 reasoning and reasoning based on strong evidence
25 given. Inductive reasoning forms are based on

1 scientific theories based on facts. So actually
2 what we're saying here is I.Q.s are mostly
3 60 percent mathematical, logical and linguistical.

4 Where are we touching the talent that our
5 Lakota children have in regard to their intelligence
6 of what I said about those multiple and intellectual
7 abilities? We're not. You gotta do this on paper.
8 What if a kid has a great intellectual urge to go
9 into singing Lakota music? Where is he going to
10 learn that? From his community. And how can we
11 measure that on a test? We can't. We can measure
12 it on the songs he knows and how he passes on that
13 culture to the rest of his peers and his friends and
14 to the community.

15 We have to start looking at the culture based
16 oriented curriculums. You know, we've got to get
17 away from the testing of just linguistical and
18 logic. I know there's a reason for that, and that
19 reason is so we can define who these kids are and if
20 they're very well intellectually inclined to go into
21 sciences or not. We'll have those people. But we
22 have other people that want to touch these other
23 intellectual abilities. So we have to offer
24 curriculums that are going to enhance their learning
25 ability in the endeavors they want to see themselves

1 become in life. Then we'll see the intellectual
2 empower themselves to make this type of change that
3 they want to see in their life and pursue. And then
4 they'll pass on these experiences and their
5 knowledge to the next generation.

6 You know, we gotta be creative. We're not put
7 into one mold like the rest of our council reps
8 stated. We're not. We're very special. We're very
9 special Lakota people. You know, we've got the
10 Hunkpapa, Sicangu, Minneconjou, Oglala Lakota Sioux.
11 We have our own traditions and cultures we'd like to
12 keep and maintain to pass on.

13 Most of all our language, our dialects are
14 different. There's Nakota, Lakota and Dakota. And
15 we need to keep this custom and our language
16 available to our next generations.

17 So when we start looking at this, we gotta
18 start looking at the ground up. We gotta start
19 working from the bottom up. And who knows better
20 than our people who are sitting in here that are
21 educators, parents, elected officials?

22 And you individuals, I welcome you for coming
23 to give us your insight on what your study was.

24 And we're all parents. We're all teachers
25 ourselves. And we have to pass on this learning

1 ability. And we're the first ones that know the
2 interest of our children's endeavors.

3 "Grandpa, I'm interested in becoming a
4 scientist." You take that time out to show
5 direction of where he wants to go. So we need to
6 create our own curriculums that are based on our
7 children's needs, and that's where it starts, and
8 then we'll see a wealth of intellectual knowledge
9 come from that.

10 But there was a study done. I don't know who
11 did this, but this is what I was told, that you're
12 going to change careers in your life two or three
13 times. And the ability to have those Lakota values,
14 to make those changes, to be humble and say, I want
15 to go this way to learn more, that's enhancing your
16 intelligence, your intellectual ability. And that's
17 what it's all about for survival. It really is.

18 We're going to have great mathematicians.
19 We're going to have great educators. We're going to
20 have all of these individuals, but it starts in
21 their heart and their mind to enhance that
22 intellectual ability and still maintain their
23 cultural values.

24 So we gotta start from the ground up. Within
25 our tribes, our educational systems, we start from

1 the ground up of basing that need of that curriculum
2 on the needs of our children's intellectual wanting
3 and their need to enhance themselves in the areas
4 they really value as very important. And so we need
5 to do that.

6 So getting back of -- not criticizing or
7 anything but sharing some comments of what this
8 consultation today is all about -- and, by the way,
9 our tribe does have an ordinance on consultation
10 that you need to ask us for so we can more
11 appropriately do that with the Oglala Sioux Tribe,
12 okay?

13 Okay, when I look at this -- and I've read it a
14 couple times -- you know, we're looking at some
15 items of concern. One of the concerns -- and I know
16 Jay brought this up and Tuffy -- is that we've been
17 so studied with so many working group studies,
18 statistical analysis and all of this. And I
19 generally don't want to say this, but generally I'm
20 just going to say this is that it all comes out with
21 the same thing: We point at the problems. But you
22 know what, those problems are still there. Because
23 you know why? With you guys as our trust
24 responsibility and you represent them doing this
25 study, we've never found solutions for them. We've

1 tried to put it into molds. Like one of my fellow
2 colleagues said, "One size fits all," and it
3 doesn't, and it never has been acceptable and it
4 never will happen.

5 So when we look at this study here, you know,
6 the major priority of this address within your
7 statement is a chronic academic failure of
8 BIE-funded schools, plus other items. Well, we need
9 to look at BIE, but also we need to look at the
10 Department of Education.

11 You know, you look in some of the articles that
12 you stated in your document, your summary, is
13 that -- let me get the page here. You stated in
14 here that there's some chronic issues that relate to
15 funding. Well, as legislators we can do something
16 about this. You know, Standing Rock's
17 representatives, Rosebud's representatives, we get
18 on the page and we start going up and addressing
19 these concerns with the Department of Educations,
20 deals like with -- I've just seen it here, and I
21 lost it, but I'll -- I will find it. It states that
22 there's some funding criteria that we missed out on.
23 And it really concerns me why our legislators, our
24 fellow colleagues on the Hill up there that are
25 Congressmen and senators have left Indian country

1 out on some of the Department of Education's
2 financial funding endeavors.

3 It states that a STAR program or something like
4 that was left out. We didn't meet the criteria of a
5 lead state education association or a local
6 education association. There's a quick fix for
7 that. I know Jay and Tuffy know this. Just amend
8 it and put in tribal-related status to get these
9 grants. And we're willing to do that if you work
10 with us.

11 We can push the Hill, can't we, Jay? Tuffy?
12 We'll go walking up there and tell them, We
13 want you to amend this.

14 Another one is this Carl Perkins Act. We as
15 legislators, we can get up there and do that to get
16 that amended so we're in the running. But there is
17 one thing you have to remember, we should never be
18 part of competitive grants within Indian country or
19 within the United States, and this goes back to our
20 treaty obligations. So when this funding is
21 available, it should be given to all of us. And
22 that's something that us as legislators are willing
23 to pursue wholeheartedly so these resources are
24 available to us in Indian country.

25 You know, one thing that really concerns me,

1 and just to share this challenge with you guys, was
2 the American Indian Education Study Group says that,
3 it states that the group is charged with developing
4 and implementing recommendations to transform the
5 BIE. Well, I'm going to give you guys a hug on the
6 back. Good luck. We've been trying to do this for
7 decades.

8 You know, one thing that I see is we need to
9 look at the Department of Education. I'm glad Tuffy
10 brought this up because those were the fundings that
11 I just mentioned that we should be a part of. You
12 know, we gotta start working wholeheartedly with the
13 Department of Education and on our side building our
14 curriculum from the ground up and saying, We want to
15 direct implement the services from BIE. And I would
16 really like to see this happen, the direct
17 implementation. Because we have our curriculum. We
18 have our financial process in place, our reporting
19 process in place. Why not? Let's work together on
20 this and let's get it done.

21 You know, after reviewing the four pillars that
22 you defined in here, my biggest concern is that you
23 have to give tribes opportunities to implement and
24 control their own BIE schools. This doesn't mean
25 638. This means creating our own curriculum,

1 getting out for financial legal services to help us
2 supplement the needs out in Indian country and
3 within our schools.

4 And we have to be flexible with this. You
5 know, curriculums are just like laws, ordinances and
6 statutes. They outgrow themselves, and we have to
7 amend them for the best interest of our people.

8 So when you look at this, there is some good
9 points that you make. One I'd like to mention is
10 the IT issues. You know, nowadays I see this as
11 being one of the major educational tools that you
12 can offer, online books, online stories, getting
13 them these I-pads or any type of a technological
14 resource is going to enhance our kids' ability to
15 create their own need for more intelligence. It's
16 at their fingertips. They can go once they learn
17 it.

18 And then I will look -- I'm not going to change
19 the subject too much, but this next one is the
20 bureaucracy. You know, we've run into all of these
21 obstacles, but like I said before, there's no
22 solutions. I believe the best solution to all of
23 these obstacles is direct implementation directly to
24 our schools, funding based on our strategies, our
25 need and our resources for our children to

1 accomplish.

2 You know, I was researching on my way back from
3 Sioux Falls yesterday and last night, and I was
4 looking at education nationally. And here one
5 school jumped out at me, and they're number 44 in
6 the nation, American Indian High School in Oakland,
7 California. Within Indian country they're jumping
8 off the charts, and they have a whole different
9 approach with the curriculum. What is making them
10 so successful? Is there any creative approach of
11 what I just mentioned to you about how to enhance
12 intelligence? They have started from the ground up,
13 and they have really done a great job.

14 So, you know, we do have a lot of educators in
15 here, and I really respect everybody for being here
16 today. And let's start thinking about the kids and
17 start enhancing their intelligence and start
18 listening to them, creating a curriculum that's
19 going to enhance them to become the future leaders
20 that we want to see.

21 I want to see someone that's just locally
22 grown, has great intelligence and always has those
23 Lakota values behind him, respects his Lakota
24 values. And most of all the hardest challenge that
25 they have is being humble.

1 And we gotta see that within our families and
2 within our Lakota culture that making mistakes makes
3 you stronger. And we need to become stronger. You
4 pass on that intellectual knowledge to the next
5 generations to make them stronger.

6 And we have to stand by our children. They're
7 asking for these needs. And most of all, take time
8 out and talk to your grandkids and your children and
9 your respective younger people that are within your
10 tiospas because they are the key to the next future
11 of this Oglala Sioux Tribe.

12 Thank you.

13 (Applause)

14 MR. JOHN HAAS: Thank you, Mr. Provost.

15 Our structure is we're going to go until noon
16 and then break an hour for lunch and then go from
17 1:00 to 8:00.

18 (Laughter)

19 MR. JOHN HAAS: I got their attention, big old
20 eyes.

21 So our next speaker is Lynn Halbert from the
22 Sisseton Wahpeton Oyate. She's on the tribal
23 council.

24 MS. LYNN HALBERT: Thank you.

25 My name is Lynn Halbert. I'm on tribal council

1 for the Sisseton Wahpeton Oyate of the Lake Traverse
2 Reservation. I have a bachelor's degree in the
3 associate arts, and I've been involved with
4 education for 14 years. I was on the Tiospa Zina
5 Tribal School Board for two years and Enemy Swim Day
6 School Board for nine years, and I now oversee
7 education as an ex-official, tribal council.

8 I see our schools are shrinking. It's all
9 over. We have public schools that are shutting
10 down. And on the Lake Traverse Reservation we have
11 two schools, and we need more room for all of our
12 students.

13 Right now Enemy Swim Day School is a K through
14 8 school, and it needs to be a K through 12 school.
15 Tiospa Zina is also in trouble. It's growing out of
16 their building. We have over 1,400 students on our
17 reservation and probably more, more that are coming
18 up from Head Start.

19 When you look at other education systems
20 overseas, their culture and language is taught along
21 with instruction. We need to instill our culture
22 and our language with our education.

23 I don't agree with what was put up on the
24 screen. We need to change, and our budget
25 alignment, not a third entity that is spending more

1 money. We need to cut out some of the BIE/BIA
2 spending. I see it needs to go to an education
3 department.

4 The Sisseton Wahpeton Oyate rejects the
5 transformational plan and endorses a child centered
6 circle model which was developed in meetings with
7 the Great Plains Tribal Chairmen's Association on
8 the Indian Education Team.

9 And I'm going to read a document here. It's a
10 response to a draft proposal to redesign the U.S.
11 Department of Interior's Bureau of Indian Education.
12 Number one: The study group did not have tribal
13 expertise as purported.

14 Number two: The proposal is to redesign the
15 DOI's BIE, but the secretaries appointed the study
16 group to diagnose the causes of chronic academic
17 failure in BIE-funded schools.

18 Number 3: The discussion on BIE students
19 performing worse than other students uses externally
20 determined standards, benchmarks and assessments
21 that are paternally designed to assimilate tribal
22 members into the dominant U.S. culture. It sounds
23 similar to civilizing and Christianizing.

24 Number four: There is federal imposed
25 institutional and budgetary barriers that have

1 purposely been imposed on tribal governing bodies
2 and tribal schools to impede local school success.
3 The lack of desire at BIE to fully implement the
4 legislative intent of tribal school waivers of BIA
5 content and performance standards is just one
6 example of federally imposed barriers to tribal
7 sovereignty and self-determination.

8 Number five: TCSA does not need to be changed
9 based on the recommendations of the study group.
10 There is no need for additional BIE imposed
11 regulations to dictate school reform. Actually,
12 there is a need to strengthen TCSA, to ensure BIE is
13 not allowed to force the reform efforts on tribal
14 governing bodies and their sanctioned tribal
15 schools.

16 Number six: There is no need for BIE to be
17 recognized as an SEA or LEA, use Race to the Top or
18 turnaround principles from the Department of
19 Education. This would be federally imposed barriers
20 to treaty and tribal sovereignty and
21 self-determination.

22 Number seven: A BIE imposed use of common core
23 and its aligned curriculum instruction and
24 assessments would be federally imposed barriers to
25 treaty and tribal sovereignty and

1 self-determination.

2 Number eight: Tribal governing bodies and
3 their sanctioned tribal schools should determine the
4 redesign of BIE.

5 Number nine: Tribal governing bodies and their
6 sanctioned tribal schools should determine success
7 of their schools.

8 Number ten: A BIE imposed redesign effort to
9 help tribes recruit higher and develop effective
10 teachers and leaders is paternally designed to
11 assimilate tribal members into the dominant U.S.
12 culture. Tribal human capital development is a
13 tribal decision.

14 Number 11: There is a need to redesign BIE but
15 not if it is to dictate paternalistic ideas. For
16 tribal sanctioned schools, the redesign should only
17 serve to distribute treaty and trust financial
18 resources and let the tribal governing bodies
19 determine local school success.

20 Number 12: The BIE budget should be what is
21 required by already existing laws and regulations.
22 My estimate is that BIE, ICEP or ISEP,
23 transportation, grant support and facility operation
24 and maintenance accounts identified need is
25 approximately 124 million. There is a 40-year

1 facility replacement requirement already.

2 Number 13: Finally, BIE needs to downsize and
3 provide all revenue to schools and not have any
4 discretionary revenue.

5 I look up to our educators. I look up to our
6 principals, our superintendents. They are the ones
7 that we should be going to and asking them questions
8 what our schools need.

9 I'd like Dr. Sherry Johnson to have time to
10 speak more on this because she is our education
11 officer for our schools, Tiospa Zina Tribal School,
12 Enemy Swim Day School and Sisseton Wahpeton College.

13 Thank you.

14 MR. JOHN HAAS: I want to thank Lynn for
15 talking.

16 And right after lunch we'll pick up with Sherry
17 Johnson.

18 I asked my friend here if he'd say a meal
19 prayer. Loneman School has generously invited us
20 for lunch in their dining room.

21 (Lunch prayer in Native language)

22 (Lunch recess from 12:00 p.m. to 1:00 p.m.)

23 MR. JOHN HAAS: We're going to get started.

24 What we've asked is that if you have written
25 documents, that you submit them so that we can get

1 an accurate report when we finalize the minutes on
2 this meeting.

3 We're going to begin or continue with
4 Dr. Sherry Johnson who's with the Sisseton Wahpeton
5 area.

6 And all of those that are coming up, if you
7 have any Lakota words that you need to interpret, I
8 was watching her and that machine just doesn't pick
9 it up, so you need to explain to her what you said
10 in Lakota. Otherwise it gets down, he said -- He
11 spoke in his native tongue, and that was it.

12 So Dr. Sherry Johnson.

13 We're going to go until about three clock, have
14 a short break and then continue, start again and end
15 at 5:00.

16 Chris Bordeaux is going to be on at five to
17 5:00.

18 MS. SHERRY JOHNSON: (Native language) Sherry
19 Johnson, Dr. Sherry Johnson. I'm from the Sisseton
20 Wahpeton Reservation, and I am now the tribal
21 education director. And previous to this I was --
22 spent ten years at Tiospa Zina Tribal School, and I
23 spent another 15 being the superintendent at Enemy
24 Swim Day School, and so I'm well grounded in grant
25 school.

1 And I'd just like to say that I was hired by
2 the tribal council. I answer to the tribal council,
3 and I speak on behalf of education for the tribal
4 council.

5 Now, we have a lot of -- as -- as Lynn and my
6 report -- on the other hand, I'm not the person
7 that's holding you up for going for lunch, but our
8 report was really split into two, but I'm okay with
9 that.

10 And I'd just like to reserve the right that our
11 written documentation will come in as a total report
12 and that will be submitted. At this point in time
13 I'm going to give you oral comments, and I'm going
14 to present some resolutions, and I will leave you
15 with a few documents today.

16 And with that I'd like to say thank you all for
17 listening to me. And I forgive -- I ask for
18 forgiveness from those of you that I speak before.
19 And I think it's important that I keep our report
20 together.

21 And I'd like to address the draft report itself
22 and the recommendations. And I did talk to Dr. Yu
23 on Friday, and he had asked me, "What is it that you
24 don't like? What is it that you really don't agree
25 with in the report?" Because our tribe has a

1 resolution that yes, we do not agree with this, that
2 this isn't what we would like to see go on with our
3 bureau.

4 I think in the end I read through this draft
5 report and it's condescending. It doesn't tell me
6 anything different than the Meriam Report, the
7 Kennedy Report and the GAO Reports and the *Bona
8 Reports and all the reports ahead of time and before
9 us, long before us didn't already tell us. But
10 nothing has changed. The same things they were
11 complaining about years and years ago are still
12 there with concerns. They're still there, and I
13 talked about that with Mr. Yu. There's a lot of
14 condescension.

15 But what I would really like to look at is on
16 Page 9. And I'm going to go through the
17 recommendations on this draft report because there's
18 verbiage in there that I really do not agree with.

19 And one of the things that with this
20 condescension -- we teach our children in our
21 schools to be positive, to focus more on what you
22 want more of, and that's our positive behavior
23 support: Focus more on what you want more of. Our
24 bureau doesn't know that philosophy yet or mandating
25 our schools to do that.

1 Anyway, if redesigned -- we're already going
2 through this. If redesigned, the bureau, the BIE
3 can help build capacity. Well, they've had how many
4 years now to build capacity, and yet we're not there
5 yet. That capacity is still not built.

6 And then you go down further and it says,
7 "Proposed: Provide to tribes quality professional
8 development." Well, where? How can they say
9 they're going to do it if they haven't done it
10 already? And how many more years? And then already
11 in the first opening recommendation there's the
12 common core standards that are dictated. I mean,
13 they're dictated to us already.

14 You know, and then they're going to provide
15 expert technical assistance. Well, isn't that
16 already done? How can that be? I just don't see
17 how there's going to be a big change between what's
18 here and what's now.

19 And, you know, I can say that it is -- an
20 instructional improvement is the top priority, but
21 already in the last sentence on that page they talk
22 about adopting the common core of standards.

23 One of the things I do on a -- on the side on
24 one of my other hats is I actually teach a college
25 class and I teach Indian education. And I teach out

1 of a book that talks -- that actually quotes
2 Dr. Rose in there. I mean, he has his own little
3 section in that book. And I work with all of our
4 teachers on this, and this is all my students, our
5 faculty of our tribal schools and our Head Start
6 faculty, and all through this book all they talk
7 about is culturally based education and the failings
8 of why all the other historical teachings failed.
9 And so it's back to that our tribes need to do our
10 own education, and we need to have the freedom to do
11 it.

12 And then you go through the capacities, the
13 examples of the capacity building functions
14 dictating again that whole -- all those little
15 bullets there, building the BIE's capacity? Why are
16 you going to build the BIE's capacity? Build the
17 tribe's capacity or build the school's capacity
18 where the education is really needed, where the help
19 is really needed. Why are we going to build more
20 BIE capacity? I thought they had enough. There are
21 actually two of them there.

22 And then again you're going to provide the BIE
23 budget flexibility. Well, we don't see anything at
24 our end.

25 And then you go on down and even in Pillar 1

1 where it says "highly effective teachers," and,
2 again, it's redesign BIA that can help tribes. Well,
3 they're just not there. They're not there for us.

4 And we're going back to what we need to have.
5 We need to have education at our level from our
6 tribal perspective from our each unique cultural
7 perspective.

8 And then you go on to Page 11, the end of the
9 second paragraph, The BIE will not micromanage or
10 direct reforms in schools but would be well-staffed
11 to proactively help develop each school's internal
12 capacity and process for intervention into
13 low-performing schools. How can you not
14 micromanage? We've been micromanaged from day one,
15 and they do it through facility funding. They do it
16 through facility funding, and they do it through
17 grant support funding and even our ICEP dollars.

18 Further on, you know, it again talks about,
19 Focus on upgrading skills and professional
20 development. And then in the fourth paragraph it
21 talks about, The Study Group recommends that the BIE
22 scale up the implementation of an evaluation system.
23 Oh, my God, more evaluations?

24 And then it goes on to say -- you know, it
25 talks about teachers. And later on -- do we need

1 any more evaluations to tell how poorly things are
2 going? Why do we want to scale up what's already
3 there? I mean, we got enough of it with No Child
4 Left Behind and now you're going to evaluate what?

5 And then on Page 12 in that first little
6 paragraph, I'm not sure where you got the ratio for
7 students-to-staff data, but it sure wasn't from the
8 Sisseton Wahpeton Reservation because our teacher
9 data doesn't look like that, that ratio of eight to
10 one and one to ten. Our classroom sizes are so much
11 greater than that. And that's all funding driven.

12 And then again in examples of the human
13 capital, you're going to build the BIE's capacity?
14 So I'm not so sure about building the BIE's
15 capacity.

16 And then you go down again and you're going to
17 build -- the third bullet, you're going to build the
18 BIE's capacity to help tribes stand up talent
19 management and acquisition departments? Now, I'm
20 not sure that that is the right verbiage that we
21 really want.

22 And then Page 13, about the third or fourth
23 paragraph, the end there I guess before the
24 footnotes, "In order for the BIE director to perform
25 his or her responsibility to raise student

1 performance in Indian Country, the director must be
2 given authority over all the necessary functions
3 that affect schooling quality and performance." Now
4 we're going to give the director that authority?
5 Doesn't he already possess that through our purse
6 strings, through our mandates, through our --
7 everything that they can put through to us that
8 they're mandating that our schools do?

9 And then you go on to the second -- and just
10 continue on with that paragraph, I mean, you know,
11 you talk about, "Schools must receive primary
12 attention in meeting their needs in talent
13 management and acquisition," so you repeat again,
14 but it's all for the support of the common core.

15 And finally here it says, "Build the capacity
16 of tribes." And it finally says it under the
17 examples in one little spot in the middle of the
18 bullets it says, "assist tribes". Then it says,
19 "Assist in school board" meetings -- "in
20 school-board training."

21 So those things are here, but they're very few
22 and far between. You know, and I always hate to be
23 that proponent of, Give me the money and let me be,
24 but I am because I think I can manage our education.

25 At the end of Page 14, the last paragraph there

1 it starts with, "Because of the Tribally Controlled
2 Schools Act, DOI cannot attach conditions to the
3 funding"... That is so untrue. They've attached
4 every condition to the funding that -- you know,
5 they're attaching purse strings there to where our
6 school in Sisseton has actually rewritten the grant
7 conditions and then sent them in or refused to send
8 in the grant conditions because it doesn't go with
9 the Tribally Controlled Schools Act and what the
10 Tribally Controlled Schools Act said, PL-297,
11 schools can go.

12 And these are things that -- you know, I look
13 at Dr. Hamley.

14 I'm going to nail you here if you're still in
15 here. Oh, I'm sorry, there you are. You were
16 sitting in the back of the room. Okay. And it
17 won't be the first time that I've talked with you,
18 but, you know, you're a good one on those grant
19 conditions, and I have to say that every time, you
20 know, that -- that structure.

21 And then you go to Page 15, and they start to
22 talk about incentives. I'm not sure what that first
23 paragraph means when it talks about, "Accordingly,
24 it is critical that reform efforts be initiated from
25 within tribal communities and that DOI provide these

1 schools with 'carrots'"... What's that about,
2 "carrots"? You're going to provide our school
3 carrots in order to spark the much-needed reforms?
4 So they're dangling the commodities to the
5 reservations again in the form of carrots now.
6 Okay, so I'm sorry.

7 And then in that next paragraph you talk about
8 incentives to foster competition and innovation.
9 Well, I applaud wanting schools to step up to the
10 plate, but why are you going to foster competition
11 between the tribes and the schools for, once again,
12 funding and money? And who's going to do better
13 than the other? You know, that's pitting them
14 together.

15 You go through the third paragraph and what is
16 the intent of this? They talk about certain
17 reforms. And I think -- I think Jessie talked a
18 little bit about this, certain reforms.

19 In the form of a three-year grant -- okay, wait
20 now. "The Study Group recommends to [the] DOI and
21 to tribal leaders that grants be awarded on a
22 competitive basis in the form of three-year grants
23 to successful applicants who agree to take on
24 certain reforms," there's that carrot again. "To
25 spur institutional reform, tribal organizations that

1 manage," et cetera, et cetera. So what is the
2 intent of that?

3 You know, I applaud that you're trying to
4 reform schools and that but, you know, is that truly
5 what we want to see? Is that back to the commodity
6 days of trying to have something to eat and that
7 part of it? And our schools are starving right now,
8 using that analogy. Our schools are starving for
9 that funding, and they will agree to do things for
10 that funding that they wouldn't normally -- that
11 they wouldn't want to do otherwise but they have to
12 do it to get it.

13 Now, on Page 16 it talks about, in general
14 towards the end it talks about the assessments, the
15 common core and the alignments and everything, you
16 know. And Enemy Swim and recently Tiospa Zina,
17 Tiospa Zina for the first time has a pattern of
18 having many numerous superintendents, and so it
19 didn't have the stability and the leadership that it
20 needed. And they finally have a tribal member
21 there, a well-educated tribal member making a
22 difference. So for the first time in, what, four
23 years or so, maybe five, they have an option of
24 school improvement money. They haven't had a single
25 cent this entire time, but it's dangled again in the

1 form of a 1003-G grant. And, you know -- but yet
2 it's still a competitive grant. So they finally get
3 a chance to get some school improvement money
4 because they've gotten zero.

5 And so, you know, those little clauses in the
6 No Child Left Behind for putting in money for school
7 improvement aren't quite true out there because this
8 school has gotten zero. Everything they've done
9 they have done on their own school budget.

10 In this report itself you have a quote on page,
11 I think it's 29 and 30, and it's from
12 Dr. Eastman, and it was when she was the
13 superintendent or the school supervisor at CEB. And
14 they have the most blatant example of the AYP not
15 being formulated correctly for bureau schools.

16 You know, Enemy Swim when I was the
17 superintendent there, every year we'd get our AYP
18 notice, and we'd -- immediately I'd put in my little
19 appeal. Because I was appealing it every year. I
20 appealed it on this ground, that ground, and I sent
21 it in. It never went anywhere, but I appealed it.

22 A lot of times, I think, Dr. Hamley, you got
23 those.

24 I think when I left Enemy Swim, I was hired by
25 the tribe in June. And when I left Enemy Swim we

1 still hadn't received AYP decision for two years.

2 And so, you know, we're under these mandates by
3 No Child Left Behind to report out to our parents,
4 and I still had not received a rating or anything,
5 any kind of correspondence from the bureau on an AYP
6 rating. And so that was two years behind. Not one
7 year, it's two years behind. Now, those are
8 supposed to be out by, school choice time is the
9 first day of school or something like that.

10 But if you read through what Dr. Eastman has
11 said on Page 29 and 30, it's really a telling
12 statement when the bureau can say CEB did not make
13 AYP. The bureau can say -- well, let me start this
14 over. The bureau can say they did not make AYP, but
15 yet the State of South Dakota gave them the same
16 letter, the same data that said they did make AYP.
17 Something is wrong with our world. And this is who
18 we trust to help us along the way.

19 You know, on Page 17, the last bullet there --
20 I'm going to flip everybody around here -- the last
21 bullet on here, this whole section talks about the
22 IT. And I have to commend all of these things in
23 here. This whole section talks about the IT and the
24 budget alignment recommendation, and then yet the
25 last bullet says, "Encourage tribes to adopt

1 research-based reforms by providing tribes with
2 incentives that foster competition; help and support
3 implementation of these incentive grants." It's
4 like -- my first thought was, Okay, what does that
5 mean? What's competition? What's incentive grants?
6 Why is that sitting in the IT improvement part? It
7 just doesn't make sense to me. And it's like what
8 are we really trying to say there? And is that so
9 out of place? I'm not sure.

10 Anyway, with that, on Page 18 again there talks
11 about agencies, community-based programs, but in the
12 bullets it's, there again, "Provide incentives to
13 tribes" under the examples of the partnerships.

14 And then when you go to Page 19, I take offense
15 to that. Instead of publishing all the good things,
16 what schools are doing right, the charts that show
17 schools that are making it, making AYP, why not
18 that, you know?

19 And so, Mr. Yu, that's what I think about your
20 report.

21 MR. DON YU: Thank you.

22 MS. SHERRY JOHNSON: Sorry.

23 MR. DON YU: No, you don't have to apologize at
24 all. It's all so helpful.

25 MS. SHERRY JOHNSON: So with that I'm going to

1 deviate a little bit, and then I'm going to come
2 back to it, okay?

3 With that, I want to get in as part of the
4 record for the Sisseton Wahpeton Oyate that we
5 support the Native Language Emersion School
6 Achievement Act. And I'm going to read a couple of
7 the "wherefores" and then go to the "therefore".

8 Whereas the Sisseton Wahpeton Oyate Tribal
9 Council acknowledges its sovereign right to control
10 education functions on the Lake Traverse Reservation
11 and to be the decision-makers in the process of
12 education of its students.

13 Whereas the Sisseton Wahpeton Oyate Tribal
14 Council is actively involved with all of the
15 education endeavors on the Lake Traverse Reservation
16 to ensure an effective, appropriate and relevant
17 education of its tribal members, thus affirming the
18 preservation, protection and perpetuation of the
19 tribe's most valuable resource, our children.

20 And whereas the Sisseton Wahpeton Oyate is
21 entrusted with and dedicated to the promotion,
22 protection, preservation, enhancement of our Dakota
23 language, culture and tradition.

24 And I've got a whole bunch more of wherefores,
25 but -- whereases. But I'm going to go through,

1 let's see -- gosh, I've got to start somewhere on
2 the "Therefore, be it resolved". I'm just going to
3 go to the last one and then provide you with this
4 document.

5 Finally, be it resolved that the Sisseton
6 Wahpeton Oyate strenuously urge congressional
7 leaders to promote and advance the tribe's inherent
8 right to control the education of their children
9 through the Native American Emergence Student
10 Achievement Bill by advancing the amendment for a
11 formula grant program as opposed to a competitive
12 grant program. There's much more in this
13 resolution, and I'll leave the entirety of it to
14 you. Because our tribe believes that our education
15 and our native language is as important as reading
16 and math that are retaining our education.

17 Our initiatives as far as language
18 revitalization, when I signed on with the Sisseton
19 Wahpeton Oyate we had 79 speakers. Today we have 69
20 fluent first language speakers. And so we're at the
21 point where we need to actively pursue our native
22 language.

23 And also I'd like to read into the minutes of
24 this meeting our charter schools' prohibition. Gee,
25 I should have looked at this a little bit ahead of

1 time. I'm just going to read the note "Therefore,
2 be it resolved: That the Sisseton Wahpeton Oyate
3 does hereby request that the Department of Interior
4 and the Senate Interior Appropriation Committees
5 lift the restriction of the prohibition of the
6 Bureau of Indian Education schools to acquire
7 charter school designation without the fear of
8 losing their school operation funding. This will
9 allow the Sisseton Wahpeton Oyate and other tribes
10 to educate their children through the charter school
11 in the same manner as the rest of the population.
12 Now, we do have our resolution for that. But
13 whether -- we believe that our bureau schools should
14 have the option of charter schools like every other
15 people in this nation.

16 With that I'd like to also talk a little bit
17 about -- you heard a little bit about the school
18 budgets. I have documents that talk -- that have
19 actual funding, proposed funding and our need for it
20 that I'd also like to be a part of our record.

21 I deal with Enemy Swim Day School who has 150
22 students, and Tiospa Zina has 525 students. And if
23 you're looking at tribal grant support for Enemy
24 Swim, for three years their shortfall was 641,000.
25 For Tiospa Zina their tribal support shortfalls were

1 2,387,090. And those are substantial.

2 And then I'm going to also go into the facility
3 shortfalls for Enemy Swim Day School. Six years of
4 shortfalls is almost \$800,000 for them. And for the
5 bureau for Tiospa Zina, their facility shortfalls
6 for that many years was a million six hundred.
7 Now -- 600,000.

8 With these requests and these documentations
9 and these numbers -- and why that's important at
10 this point in time is because when our schools need
11 to have heat and light and need to have
12 administrators to operate the school and have the
13 requirements of providing audits, official formal
14 appropriate bookkeeping, we have to have those
15 dollars.

16 And there's no ifs, ands or buts, when
17 transportation runs low, you have to be able to
18 bring those kids to school, and so what happens is
19 those dollars come from other places, other budgets,
20 and specifically ICEP dollars. Those are the
21 dollars that are actually educating our children.

22 And thank you for listening to me for a little
23 bit longer. I have our resolution here. Whereas
24 tribal council are authorized to promulgate and
25 enforce ordinance for maintenance of law and order

1 to safeguard the peace and morals and welfare of the
2 Sisseton Wahpeton Oyate, pursuant to the
3 constitution and bylaws.

4 Whereas through its treaties, its statutes,
5 constitution, international law and well articulated
6 policies, the United States assumed a legal
7 responsibility to protect Indian tribes, provide
8 them with certain goods and services, guarantee the
9 right of tribal self-governance, guarantee the
10 protection and safety of tribal members, guarantee
11 the right of children to education that is
12 culturally appropriate and promote the viability of
13 Indian reservations and lands as permanent homelands
14 for tribes.

15 Whereas the Great Plains Tribal Chairmen's
16 Association, the Indian education teams and the
17 Oceti Sakowin Education Consortium, along with the
18 tribal education departments were formed with the
19 intent to improve education and to adjust the
20 inequities of the education of their children,
21 including but not limited to the lack of adequate
22 appropriations for direct instruction, school
23 construction, facilities, maintenance, operation,
24 transportation, food service, personnel, et cetera.

25 And whereas the Sisseton Wahpeton Oyate through

1 their tribal education department is increasingly
2 concerned about the education of their children
3 through the public school systems and the Bureau of
4 Indian Education programs.

5 And whereas the Secretaries of the Interior and
6 the Education convened an American Indian study
7 group to conduct site visits to gather information
8 on how to improve American Indian education and
9 consider solutions to the following stated
10 challenges that Dakota children are faced with: The
11 need for retention and recruitment of effective
12 teachers, the creation of relevant curriculum, the
13 application of appropriate pedagogical practices and
14 addressing the achievement gap.

15 And whereas the study group is overseen by the
16 Assistant Secretary for Indian Affairs.

17 And whereas the study group visited schools and
18 classrooms, tribal governments and Indian affair
19 employees to gather information, to listen to tribal
20 governments, tribal schools and tribal communities,
21 concerns to find ways to improve American Indian
22 education and learn how tribal schools respond to
23 critical challenges in their communities.

24 And whereas as a part of President Obama's
25 initiative to support tribal self-determination of

1 the study group, focused on how to facilitate tribal
2 sovereignty in American Indian education and how to
3 improve education outcomes for students attending
4 BIE funded schools.

5 And whereas the study group also received
6 comments via postal mail, e-mails, et cetera, from
7 family members and families of tribal.

8 Whereas the study group reviewed these comments
9 and suggestions, along with the data it gathered
10 during the site visits.

11 And whereas the study group has developed a
12 draft report and recommended for improving how
13 Indian students are educated in BIE funded schools,
14 private schools and public schools.

15 Whereas the study group has submitted draft
16 recommendations and are conducting consultations
17 with tribal leaders regarding the recommendations.

18 Whereas through the study group draft report
19 further recommendations and actions are once again
20 being dictated to the tribes and tribal schools.

21 And whereas stated goal of the Secretaries of
22 Education/Interiors to improve the way they educate
23 American Indian students, to apply best practices,
24 to move away from the cookie cutter or the
25 one-size-fits-all approach by having the individual

1 input of the individuals at the front lines and
2 reshape the learning environment for American Indian
3 students attending any school within these United
4 States.

5 Now therefore be it resolved that the Sisseton
6 Wahpeton Oyate rejects the transformational plan,
7 endorses a child center circle model that was
8 developed in meetings with the Great Plains Tribal
9 Chairmen's Association, Indian Education Team.

10 And whereas -- and therefore be it finally
11 resolved that the Sisseton Wahpeton Oyate, along
12 with the Great Plains Tribal Chairmen's Association,
13 Indian Education Team and the Oceti Sakowin
14 Education Commission proposes to enter into an
15 agreement for an educational pilot project to
16 further tribal self-determination through tribes
17 directly operating high achieving schools.

18 And with that I'd like to also -- I know I saw
19 Dayna had a copy of the big circle thing back there,
20 but I do have a little copy of it.

21 And with that I'd like to say (native
22 language).

23 (Applause)

24 MR. JOHN HAAS: Thank you, Dr. Sherry Johnson.

25 She was the superintendent at Enemy Swim. Had

1 the opportunity or the honor to do an evaluation on
2 the school, and that was one of the finest run
3 elementary schools I ever was to be a part of.

4 Moving along here, we have, moving into the
5 school side of it now, Dr. Gloria Coats-Kitsopoulos.

6 MS. GLORIA COATS-KITSOPOULOS: My statements
7 today I will be presenting for the American Horse
8 School Board and our tribal council representative
9 Ms. Lydia Bear Killer who's on the education
10 committee who couldn't be with us today.

11 I'm here to -- I'm very honored to be speaking
12 to the people that represent our children. My
13 speech is going to be a little bit different. What
14 I'd like to talk about is the labeling "being a
15 failure".

16 I have been told for the last 15 -- 12 years, I
17 guess, that I'm a failure, that my students are a
18 failure. And I want to tell you a little bit why we
19 have been labeled as failures.

20 I've had a very hard or a very difficult time
21 to see myself as a failure. I retired from the army
22 after 26 years as a lieutenant colonel. I returned
23 home to the Pine Ridge Reservation where I'm an
24 enrolled tribal member. I have a BS in education,
25 in elementary education in English from the

1 University of South Dakota, an MS in education as a
2 reading specialist from Virginia Common Wealth
3 University in Richmond, Virginia. I'm a graduate of
4 the US Army Command and General Staff College,
5 Ft. Leavenworth, Kansas. And I have a Master's in
6 Education Administration and a Doctorate of
7 Education with concentration in education
8 administration from the University of South Dakota.
9 I don't think I'm a failure.

10 When I arrived back on the reservation and I
11 took the position as Assistant Principal at American
12 Horse School, for the first year we were using the
13 Stanford 10. That was the test that we were using
14 for our students for assessment to determine if they
15 were proficient or not, if they were making academic
16 progress.

17 After two years at American Horse School we
18 were able to raise our students' scores, and we were
19 making AYP as benchmarked by the BIA on the
20 Stanford 10.

21 At this time BIE leadership was allotted
22 \$10 million to come up with a standardized test and
23 benchmarks in accordance with the guidelines of No
24 Child Left Behind to include AYP determinations. I
25 know of this as I was required to go to Albuquerque

1 to the BIE Performance and Accountability Offices to
2 work on the reading questions for the test.

3 No test was ever developed, and later we were
4 told the BIE returned the money to the Department of
5 Education and told them it was too hard to do and
6 the BIE would require each school to follow the
7 state's requirements for standardized assessments,
8 benchmarks and AYP determinations where the school
9 was located.

10 So for the BIE and the tribal grant schools in
11 the Dakotas, this means we would take either the
12 South Dakota or the North Dakota assessment. There
13 was one major problem with this. None of our
14 students were part of the pilot that developed the
15 standardized assessment and set the benchmarks or
16 set the criteria for AYP determination.

17 Several of our local school board members and
18 administrators went to Pierre to meet with
19 Dr. Melmer, then the Secretary of Education for the
20 State of South Dakota. He confirmed our fears that
21 the South Dakota Step 10 was not validated, nor did
22 it have reliability measurements for the remote and
23 rural Native American populations attending the BIE
24 and tribal schools. He was pretty upset that we
25 would now all be taking this test and wanted to make

1 sure that we understood that our data would not be
2 reflected in the South Dakota school population, as
3 he felt the test was not valid or reliable for our
4 students.

5 This body of administrators and school board
6 members took this issue all the way to the South
7 Dakota Legislature, at which time Senator Bradford
8 was sitting on the head of the Education Committee
9 for the State of South Dakota.

10 The South Dakota State passed a resolution
11 which states the BIE should have their own
12 standardized assessment for the students in the BIE
13 and tribal schools, as the South Dakota test was not
14 a valid instrument to test the Native students'
15 proficiency in regards to No Child Left Behind.

16 The South Dakota state resolution, along with
17 the Oglala Sioux tribal education representatives,
18 BIE and tribal school administrators and school
19 board members' concerns fell on deaf ears at the
20 BIE. So the BIE began labeling the BIE and tribal
21 schools as failures based on these invalid and
22 unreliable assessments.

23 The school administrators were required to
24 attend summer sessions in Albuquerque where the BIE
25 would give out rewards to schools in the Southwest

1 and sing praises year after year. While those from
2 the North, we'd sit in the back and were admonished
3 for being failures.

4 Research was done by the schools in the North,
5 and it was determined that 85 percent of the grant
6 funding -- thank you, Dr. Johnson -- for reading and
7 math programs were going to the schools in the
8 Southwest, while the Northern tribes were receiving
9 about 15 percent or less of these grants.

10 We applied for a reading grant and found -- and
11 we were denied the grant. I did some research, and
12 I, being a good soldier, filed an IG complaint on
13 how it was chosen who would receive the grants. My
14 IG complaint was sent to the person I wrote the IG
15 complaint on.

16 Yes, Dr. Johnson, we did not receive any grants
17 for the next four years.

18 And I did learn something that I should have
19 learned when I was in the military, don't ever step
20 forward and say what you think needs to be done to
21 the higher headquarters because it only gets you in
22 trouble. I didn't suffer. My students suffered.
23 My school suffered.

24 At first we thought this was why we were
25 struggling so much because we weren't getting our

1 grants. And then our research discovered that the
2 schools in New Mexico and Arizona had different
3 benchmarks. They had to score 20 percent in reading
4 and 30 percent in math to be proficient, while in
5 South Dakota and North Dakota the proficiency rate
6 was 90 percent in reading and 85 percent in math.

7 The schools in the Southwest had decided to
8 take a lower rate and then at the last couple of
9 years bump up from like 30 percent to 90 percent,
10 according to No Child Left Behind.

11 The South Dakota, North Dakota, Wyoming
12 schools, they did a gradual raise up until we got to
13 the end where we had to be at 85 and 90 percent.
14 Now, remember, we were dropped in the middle of
15 these benchmarks using an assessment that our
16 children had never been part of to determine the
17 validity and reliability or to set the benchmarks.

18 Now, I know, I'm a failure. I'm not a very
19 smart person. I stand up here and tell you this.
20 But I will tell you that someone I do not think is a
21 failure even stated this: The new President of the
22 United States, Barrack Obama, alluded to the
23 discrepancy in his inaugural speech when he said
24 students in the South such as Mississippi are
25 proficient scoring 25 to 30 percent, while students

1 in Wyoming are failing when they score 75 percent
2 because their benchmarks are over 80 to 90 percent.
3 That's a fact.

4 The BIE still did not listen. In fact, they
5 sent someone from the Southwest up to talk to the
6 Northern administrators and school board members
7 about the school's failing. Once it was announced
8 how low the proficiency level was and how high it
9 was in the Dakotas, the meeting ended.

10 So our students were labeled as failures
11 because of some assessments that the BIE leadership
12 directed them to take that had no validity or
13 reliability as a test instrument.

14 But Dr. Eastman, another one of the people
15 that's failed, Dr. Johnson --

16 And who I did use your research when I did my
17 dissertation.

18 Dr. Eastman, I believe her research out of the
19 University of Nebraska was based on mathematics and
20 statistics.

21 I'm telling you we are not failures. These are
22 our people that are teaching our children. I could
23 start naming people: Tuffy Lunderman, Tom Raymond.

24 Several people out here, you've all went to
25 reservation schools, Deb Bordeaux, Chris Bordeaux.

1 I can name all of you sitting there. You're our
2 leadership. You are what's keeping our tribes alive
3 and educating our children, and I don't think we're
4 all failures.

5 Then about five years ago the BIE says, "Okay,
6 Gloria, enough. Quit your complaining. We have a
7 new assessment. It's the NWEA. It's the MAPS.
8 You'll take the assessment three times a year
9 instead of once a year, and we will use that to look
10 at AYP determination." Because our timeline had run
11 out under No Child Left Behind.

12 Once again we were told what to do with no
13 input from the administrators or school board
14 members or our Tribal Education Committee. I even
15 thought, This will be okay. This is great. We're
16 going to take it in the fall; we'll take it in the
17 spring and we'll see if there's actual growth. And
18 all 165 schools will take the same test three times
19 a year and use the same benchmarks per grade level
20 to determine academic progress, student proficiency
21 and school success. Again, I was wrong.

22 When I asked to see the benchmarks, I found out
23 there were several benchmarks. Did I want to look
24 at the Navajo benchmarks? Did I want to look at the
25 California benchmarks or the Hawaii benchmarks? Or

1 I should look at Montana's benchmarks because those
2 are the ones the schools in South Dakota would be
3 using, and of course they were the highest
4 benchmarks. Once again, we are failures.

5 Now, you would think with all of this
6 negativity that our school boards, administrators,
7 staff and students would just give up and accept the
8 label. We tried to work with the State of South
9 Dakota because that's the test we're taking. And,
10 like Dr. Eastman, we failed according to the AYP by
11 BIE. But under Safe Harbor in the State of South
12 Dakota we made AYP.

13 So when we brought that up we were told, "No,
14 you can't use Safe Harbor." "But all the schools in
15 South Dakota get to use Safe Harbor, and we're
16 taking a South Dakota test." "No, you have to go by
17 BIE guidelines, but you still just take their test."
18 So no matter how we turned, we could not win.

19 So it is so difficult -- and I will ask every
20 administrator to stand up and agree with me -- when
21 you have to go in there at the end of the year and
22 you've worked so hard with your staff that have ten
23 jobs because we're so short funded and you have to
24 tell them again, "You have failed. You are
25 failures."

1 And we go to school until five o'clock every
2 night. We start early in August, and we go until
3 the end of May. How are we failing? My students
4 don't graduate from kindergarten unless they can
5 read.

6 I have students that take the entrance exam at
7 Red Cloud which is supposed to be the premiere
8 school that's making all of these great gains, and
9 my students are making it into Red Cloud, if they
10 choose to go. They have a choice. They aren't
11 failing. They can go to Red Cloud because they're
12 making the entrance exam. They can go to Little
13 Wound because it's nextdoor to us. They're going to
14 Bennett County.

15 When I first got there, Bennett County had a
16 thing called The Academy, and all Native students
17 were put in The Academy. You couldn't play sports
18 or do anything; you were just in The Academy.

19 And I met with the Bennett County
20 superintendent and I said, "We're taking the same
21 test as you're taking now. Our kids are getting
22 good grades on this test. We're not hitting
23 90 percent, but our kids are getting good grades on
24 this test, the same as some of your kids coming out
25 of your schools, your elementary schools, so why

1 can't my kids be in the regular classes?" And they
2 are.

3 I have students now that are in algebra instead
4 of general math. I have students that are in
5 biology instead of general science. I have
6 basketball players and cheerleaders and football
7 players. I have -- just like any other school. And
8 these kids are successful in the Bennett County
9 Public School System. They're successful at Red
10 Cloud. And oh, yeah, they're successful in Rapid
11 City because that's kind of the road that goes back
12 and forth between the reservation schools.

13 We even talk to them. They asked us, "What are
14 you using for reading?" We even exchange our
15 teachers so we make sure that we all are on the same
16 sheet of music.

17 When our kids transfer back and forth, I know
18 the principals at South Side; I know the principals
19 at North Side, at (unintelligible). I know these
20 people because they're working with the same
21 children we're working with, our children, and
22 they're not all failures.

23 I just guess after being called failures and
24 over 500 years that we're always failures and we're
25 always waiting for the blankets to arrive and the

1 beef to show up and the money to come down so we can
2 pay the electric bill -- and I guess I didn't tell
3 you, I'm also the facility manager. I do all the
4 EPA manuals. I'm also the K through 5 principal.

5 I also do nursing part-time because we lost
6 funding last year. And so we could pay our phone
7 bill and our electric bill, we had to let our nurse
8 and counselor go, so I do counseling part-time. And
9 the nursing we split up. I do the prescription
10 medications. Jody does, she helps me, and she does
11 the cough drops and the Tylenol. And then Shiloh,
12 because she's younger, she has small children, she
13 has to do the vomit and all of that type of
14 situation. This is how we run our school.

15 And we have our parents, 85 percent to
16 90 percent that come to our parent/teacher meetings,
17 that come to our monthly activities.

18 And yes, we have Lakota language and yes, we
19 have our dance club and yes, we are very active with
20 our tribal government. And we make sure our
21 students understand their responsibility as tribal
22 members. So how can they be failing?

23 Our job is to teach these students so that they
24 will have better lives. Our students are going to
25 high school. They're going into the military and

1 Vo-Tech. And oh, yeah, who is enrolled at that
2 tribal college up the road? Yeah, our students.

3 They're getting jobs. They're working in
4 schools and restaurants. They work at Wal-Mart in
5 Rapid City. Some of them are mechanics. They're
6 doing what they want. They have a career. They're
7 doing what they want with their lives. They're
8 having families, and they're supporting their
9 children. So how can they be failures?

10 They can read. They can get driver's licenses.
11 They're able to buy food and clothes and cars. They
12 can go into stores, pay for what they want with
13 money they earn at their jobs.

14 Many of them are becoming teachers and nurses
15 and work in the offices. Go to Rapid City Regional
16 Hospital, we have nurses up there that come from our
17 reservation.

18 So the only thing that some of them have failed
19 in is in an assessment with benchmarks that was
20 never intended for them to take.

21 I look forward to the BIE stepping back and
22 letting our Tribal Education Department, Dayna Brave
23 Eagle, step up with her group and establish an
24 assessment that is valid and reliable for our
25 students on the reservation and that sets realistic

1 benchmarks based upon a growth model to determine
2 AYP determinations in our children's proficiency
3 levels. I didn't say dummy down. I said "realistic
4 benchmarks based on a growth model".

5 I'm tired of telling my staff that we have
6 failed again this year, even though our enrollment
7 is up over 300. We have kindergartners that are
8 reading. We have students that are graduating from
9 high school and going to college.

10 We at AHS were very fortunate to get the School
11 Improvement Grant for three years. Sorry, I didn't
12 get that (unintelligible). I mean, that's what it
13 is. You know, people that we should be talking and
14 sharing our ideas with have become our competitors.
15 We have to fight for the same dollar to buy the same
16 reading book. That's not right. There shouldn't be
17 competition. If the money is there for the grants,
18 they should go out to all of us. We all need the
19 same thing.

20 When we told them once that we didn't have
21 enough money for fuel, that we had to take it off of
22 our ICEP dollars that was buying books or computers
23 for our students, I was told, "It gets cold in the
24 desert, too." I would like to know what the
25 temperature this morning was in the desert and then

1 we'll find out from Dayna what it was over in Allen.

2 There's no logical reasoning here. It doesn't
3 all fit one. I've been to the desert. I don't want
4 to be there in the summer. I wouldn't mind the
5 winter. But people from the desert say, "I don't
6 want to be in South Dakota in the winter." We
7 understand that. But we're all different. We're
8 different tribes, and we all have different needs.

9 We have our languages and our cultures, and we
10 have our family ties that we want to embellish and
11 make sure our children understand from where they
12 come. Tuffy and I are of that generation.

13 I remember first grade in Mission Grade School.
14 I remember when they took Nicholas Turning Bear into
15 the bathroom and cut off his braids. I remember
16 when Shirley Bordeaux who could not drink her milk
17 would hide it in her desk. And they couldn't
18 understand why she had this odor about her. And
19 they kept telling her she had to clean, and then
20 they opened the desk.

21 I remember when all the Indian children -- and,
22 you know, this is so interesting. I didn't know
23 until I was in high school, my friend and I talked,
24 we had to line up every morning. All the Indian
25 children got red spoons. The white children got

1 white spoons. Didn't know the significance of the
2 red or the white until later. The red spoon people
3 got cod liver oil, and the other children, the white
4 spoons got sugar water. This was what we started
5 with. That's what we started with.

6 And now we're educating. We're back in. We're
7 with our children. You don't think we know what our
8 children need? You don't think we are educated
9 ourselves?

10 So once I got the School Improvement Grant I
11 thought, Here we go, we're going to make a
12 difference. And we did. We went up our 60 points.
13 And the next year we had our advanced ed
14 accreditation inspection at American Horse School.
15 The lowest score we received we got a two in
16 technology because our BIE bandwidth was not wide
17 enough so we could take the exams that we were
18 supposed to take. We received threes and fours,
19 four being the highest rating that you can get. We
20 got best practices in curriculum using data to
21 improve education and school leadership and
22 governance and were asked to speak at the National
23 Accreditation Meeting because we had best practices.
24 Now, does that sound like we're failing?

25 So after three years we lost the funding. We

1 had to let seven teachers go, the school nurse, the
2 counselor. And so now instead of 15 students to one
3 teacher, I have 30 kindergartners to one teacher.

4 Now our scores, they're probably going to go
5 down. We just looked at our scores that we started
6 taking, and even though we have lost that many
7 teachers, we have laid that foundation that our
8 points only drop 3.3. If we had the staff that
9 we're supposed to have, we would still be climbing.

10 And basically my last big hoorah on this --

11 And, Makayla, if you want to bring up the
12 circles.

13 -- is that our children start three years
14 behind. The only way we're going to get caught up
15 is we've got to have preschools. There have got to
16 be preschools at every one of our schools.

17 And, again, I'm a failure, but the President
18 has already come on line and acknowledged we have to
19 have preschools.

20 And when we looked at the proposal, because
21 we're not a pillar line type society, Rosebud,
22 Standing Rock and Oglala have come together -- and
23 I've given you smaller copies of that -- and in the
24 center basically it is to provide an environment
25 that supports the students' tribal identity,

1 spirituality and knowledge of their tribal
2 sovereignty from childhood through adulthood, as
3 well as a strong curriculum that produces an
4 academically proficient student who will become a
5 highly functioning member of tribal society and the
6 world at large. That is our goal.

7 And to get to be at that goal, the first thing
8 we've got to have is our facilities. We have to
9 have the funding in our facilities.

10 So like this facility, it's a beautiful
11 facility.

12 Deb, how long did it take you?

13 MS. DEB BORDEAUX: To get it built? Seven
14 years.

15 MS. GLORIA COATS-KITSOPOULOS: Thank you. How
16 long to get it, to get it on the books?

17 MS. DEB BORDEAUX: Probably 20.

18 MS. GLORIA COATS-KITSOPOULOS: And I'm glad
19 we're meeting here. I said we should have gone to
20 Wounded Knee or come to American Horse because our
21 buildings are kind of falling down, and that will
22 give you the true picture of a lot of the structures
23 on the reservation. We've got to have the
24 facilities.

25 The next thing is we have to have our tribal

1 education departments. We have to have the
2 Dr. Sherry Johnsons and the Dayna Brave Eagles and
3 Emma, EJ up there, we have to have these people so
4 they can set up our tests; they can set up our
5 criteria; they can work with us on our curriculum.
6 And to do that they need the funding that's been
7 going to the BIE. My goodness sakes, if they'd have
8 gotten that \$10 million I'll bet we would have had
9 some assessments and determinations done.

10 We need TEA to do our performance and our
11 accountability on all of our educational schools and
12 to report back to our tribal government and provide
13 professional development for teaching and learning.

14 We also need our TEA to support our local
15 agencies, to work with our family wellness and
16 parenting skills, parent and community involvement
17 with educational and to support our tribal colleges
18 which is trying to produce our teachers and our
19 administrators.

20 On this side we need the direct funding that's
21 going to the 49 people that are in Albuquerque at
22 the Performance and Accountability Center, we need
23 that to go to the schools so we can hire the
24 teachers, so we can have the preschools, so we can
25 set up our charter schools, so we can have our

1 alternative schools for our students who do not work
2 in a structured environment.

3 We've got to have the direct funding go to the
4 schools where the students are. We even know that
5 sending it all to another bureaucratic agency is not
6 the answer. They have their mission. We have ours.
7 We are to educate the children. They are to provide
8 us policy and guidance so that we can do that.

9 And so with that, as a failure, I thank you for
10 coming. I thank you for listening. I hope it makes
11 a difference.

12 I went into Desert Storm. I took a hospital.
13 I was the first female to command a
14 (unintelligible). I took a hospital into Panama.
15 And we're still having wars.

16 I hope that this war has ended. I hope the
17 funding that was supposed to be given to the
18 children and to the tribes to educate these children
19 and take care of their families will be given to
20 them and not just be put in another agency to tell
21 us what to do.

22 Thank you.

23 (Applause)

24 MR. JOHN HAAS: Thank you, Dr. Gloria
25 Coats-Kitsopoulos.

1 Next we have Mary Miller from Cheyenne River
2 Sioux Tribe.

3 But I want to thank you guys for being here and
4 paying attention. When they had consultation in
5 Rapid City, just remember that when we had those
6 guys come from before, they got up and left. You
7 know, they were taking -- going out and taking
8 breaks on their own. So I want to thank you guys
9 for your endurance here.

10 Mary Miller from the Cheyenne River Sioux
11 Tribe.

12 MS. MARY MILLER: Thank you.

13 I'm sorry that I have to leave, but because of
14 weather conditions, I have to get on the road. I
15 have a car. It's a Chevy Malibu, front wheel drive,
16 and we're expecting really bad weather. And if I
17 stay any longer, I'm going to get caught in the
18 storm. So Cheyenne River Sioux Tribe will submit
19 their testimony in writing.

20 And I'm also a member of the Pierre Learning
21 Center School Board, and we will submit that in
22 writing. But I do have Shirley Gross here who works
23 for the Pierre Learning Center. She'd like to get
24 up and give -- we do have testimony. That's the
25 only thing I have to say. I'm sorry, but I've got

1 to get on the road.

2 Thank you.

3 MS. SHIRLEY GROSS: Thank you.

4 I've been with the Pierre Learning Center for
5 36 years, and that is the love of my life. And I've
6 seen a lot of changes.

7 And I'm going to preface this information I
8 give you by this: Our children have not made AYP,
9 but six of our children in the 8th grade, five from
10 Pine Ridge, have made it to the world competition
11 for DI, but we haven't made AYP. Our children can
12 beat anybody at chess in the State of South Dakota.
13 We travel all over and do it all the time. So our
14 children make a difference.

15 Our second graders who are taught by a teacher
16 who was this year Obama's -- he honored three
17 teachers from the United States. Our second grade
18 teacher was one of them, teaches our second graders
19 trigonometry. They absolutely love it. Math is
20 just -- they love math.

21 They're going to read. We're going to teach
22 them to read. We're going to teach them to write.
23 But right now we're teaching them what they want to
24 learn.

25 And I'm just going to read from the information

1 that we're going to be submitting. Secretary of
2 Education Arne Duncan has stated that the President
3 and he believe the future of Indian country rests on
4 ensuring that the children receive a high quality
5 education. Improving academic outcomes for Native
6 American children has never been more important.

7 Many Native American children are not receiving
8 an education that prepares them for college and
9 career success. Too few of them are going to
10 college, and far too many of them are dropping out.

11 Unfortunately the United States has not
12 fulfilled its treaty obligations to education.
13 Generations of inadequate and inappropriate
14 education has left a deep scar.

15 In addition, failure to fund fully many, if not
16 most, Federal Indian education initiatives limits
17 many of the education models. Many of our Indian
18 children attend school in facilities that are the
19 worst in the nation.

20 The BIA funds 183 schools, serving Native
21 Americans on 64 reservations in 23 states. 130 of
22 these schools are operated by tribes with BIA
23 funding, with 53 schools managed by the BIE. These
24 numbers are changing.

25 In his September 8th, 2011 speech on American

1 Jobs Act, the President declared, "How can we expect
2 our children to do their best in places that are
3 literally falling apart?" This is and has been our
4 question: How do you who represent the government,
5 the Department of Interior who are supposed to keep
6 our facilities in good condition justify the fact
7 that you place our children in facilities that are
8 falling apart, in schools that are old, delapidated,
9 have outdated, poor lighting, cloth wiring, poor air
10 quality and it continues.

11 The total amount of backlogs entered into the
12 system was -- in 2011 was 183 schools, with 12,000
13 backlogged entries at an estimated cost of
14 \$968 million. The 63 remaining schools, one of
15 which is PILC, is considered to be in poor, very
16 poor condition. And it's going to cost \$1.3 billion
17 to either put them up to an adequate facility or
18 replace.

19 The BIA has maintained that it's funded
20 maintenance at a hundred percent. It fails to
21 mention that it funds operations at I think 49,
22 48 percent, and so our ICEP dollars are used to pay
23 for electricity, lighting and guard service.

24 How do children coming into a school that is in
25 a deplorable condition, odors and smells emulating

1 from old pipes and bathrooms from mold in the walls
2 walk into a classroom where the cold air is coming
3 around the windows, no computer rooms, no cultural
4 areas, feel like doing their best in an atmosphere
5 that speaks of disrespect, uncaring attitudes of
6 people who are bound by treaties and other statutes
7 to provide the very best?

8 You have to surround children -- we have found
9 this in our school. When we started our therapeutic
10 movement, we were using furniture and equipment from
11 the airbase because that's all we could get because
12 the BIA didn't give us any money for furniture for
13 our dormitories. And it was old furniture. And we
14 took our administrative cost money -- I think we
15 fired somebody and used that money -- and we bought
16 beautiful furniture, and we bought curtains, and we
17 just surrounded those children with art and
18 everything in their culture. Our discipline
19 problems, 38 to 48 percent of our discipline
20 problems vanished. They could see that we honored
21 them, that we respected them and that they were
22 going to be surrounded by their beauty.

23 We expect them to produce their very best in
24 the most stressful situations. We expect our
25 children to produce the results that are determined

1 by work groups of the BIE who know best how to serve
2 our children.

3 The BIE/BIA has damaged our children's
4 education efforts by determining how the education
5 should happen, by having children in old delapidated
6 facilities with inadequate funding and by not
7 respecting the rights of the schools to determine
8 what the best method of teaching that should be used
9 for their students. That right should be determined
10 by the Education Committee and school boards that
11 govern each school.

12 Our children are all different, and their
13 differences should be noted, and they should have a
14 quality education developed for each one of them by
15 their school. One size does not fit our children.

16 We face the dilemma by having to use our ICEP
17 funds to pay for electrical bills, custodial help,
18 heating and general maintenance. We pay about
19 \$250,000 out of our ICEP funds alone for this every
20 year. And administrative cost grants are being
21 seriously constrained, so we are having to, um, have
22 a little bit of a problem with segregation of
23 duties.

24 And the school food costs are accelerating, and
25 that's another \$350,000 that has to be paid out of

1 ICEP funds, and that means that some schools, ours
2 in particular, paid about \$600,000 out of their ICEP
3 funds last year so that our kids could go to school
4 and be at buildings that were heated and lighted and
5 they could eat.

6 But the loss of this money means that we freeze
7 teachers' salaries, that we have kids in classrooms
8 1 to 30 students -- a teacher to 30 students. And
9 we have a dormitory there, and we're very limited in
10 our residential staff. And every year we're laying
11 staff off. Every single year we have to lay staff
12 off. And it continues to be a cycle.

13 I'm amazed at the tenacity of our children and
14 our students -- of our students and our staff who
15 continue, no matter how bad this is, to continue
16 making a difference.

17 And our kids succeed. I know they don't make
18 AYP. We were told a couple of years ago that that
19 was going to go out the door, we were going to go by
20 the growth model or whatever they were going to come
21 up with. We could show a lot of growth in our
22 children's scores, but they're not failures.

23 The BIE has failed to do their job, but the
24 schools haven't failed to do their job.

25 Thank you.

1 (Applause)

2 MR. JOHN HAAS: Okay. On our list, moving
3 along here, we've got Mr. Gerald Big Crow and after
4 him Ryan Wilson. And I know we have President
5 Brewer here, and we had Senator Jim Bradford that --
6 I wanted to keep an eye on you guys.

7 MR. GERALD BIG CROW: Hello. My name is Gerald
8 Big Crow. I've been on the Pine Ridge School Board
9 35 years. In total I've been on school boards on
10 our reservation for 45 years. I've been on school
11 boards of parochial, Shannon County, Pierre Learning
12 Center, Flandreau and *Sippy School Board in
13 Lawrence, Kansas.

14 I've got a BA degree, and it took me 32 years
15 to get it, but in the meantime our tribe, the Great
16 Sioux Reservation, we're the only tribes in the
17 United States that whipped the United States in the
18 Little Big Horn Battle. And we won the battle, and
19 we lost the war because they made us five of the
20 seven -- of the ten poorest counties in the United
21 States. In the 1851 and 1868 treaty are Article VI
22 of the Constitution.

23 Saturday when I was talking to Dr. Roessel
24 here, he told me very loudly that the buck stops
25 here. So I'm hoping he's going to carry that

1 message back to Washington and carry those endeavors
2 out.

3 But our school, our ratio is 1 to 26 students
4 in K through 8th grade and sometimes in high school
5 1 to 27, 28. And the funny thing about this,
6 People, is we need to have the BIE or the BIA do
7 away with the Education Department in Washington and
8 have one system, one system so we get that money
9 down here to take care of -- build our streets up,
10 build our roads for our buses. Because we've got
11 365 miles of ungraveled roads here, unpaved roads.
12 We're still living in the poorest county in the
13 United States.

14 We always talk. Our tribal government in 1983
15 passed an ordinance, 8360, to abolish the area
16 office. And the area office receives a lot of money
17 from all our tribes, so if you abolish the area
18 office, that funding would be directly to our agency
19 and our schools and it'll benefit a lot of us.

20 The funding cycle that we thought of in 1983 is
21 about 40 years ago, and we need that funding cycle
22 to happen now, like some of the ladies and the other
23 speakers before me have spoken. We need direct
24 funding.

25 And you gentlemen up here that have been

1 talking about working with the regents, I think you
2 need to bypass the regents and do the direct funding
3 to the Oglala Sioux Tribe, Rosebud, Standing Rock
4 and all the other seven tribes in the State of South
5 Dakota, the nine tribes, so we can have a bigger
6 portion of money to deal with.

7 And I was going to start this out, but I backed
8 up a little bit. My mother, Rosetta Mills Standing
9 Bear -- and Henry Standing Bear is her grandfather.
10 And Henry Standing Bear wrote a letter to Ziolkowski
11 to build the Crazy Horse Mountain in South Dakota
12 here. So we've got that data in our family.

13 My dad's name is James Big Crow. My mother is
14 Marsala Mills Standing Bear Big Crow. And we had 25
15 children in our family, nine sets of twins. And
16 I've got three sisters that work from K through 8th
17 grade in Pine Ridge. And I've had four nieces, K
18 through 8th grade, that were teachers in Pine Ridge.
19 And I've got a couple of brothers and a couple of
20 sisters working at the hospital. So we're kind of
21 educated ourselves.

22 But we grew up hard because when you're living
23 in the poorest county, you have to work to take care
24 of your family. And then you drop out of school and
25 go back to school and that kind of thing so it takes

1 you a long time to -- it took me 31 years to get a
2 business degree. And it took me 31 years to get a
3 human resource degree, so I've got a double major.

4 But when you've got 96 percent unemployment in
5 our reservation -- and they don't really bring out
6 the true statistics, and we need to deal with those.
7 But when you've got 96 percent unemployment, you
8 know, our reservation is hurting. Because there's
9 4 percent that's working for the IHS, the BIA and
10 the tribe and the state.

11 The other thing I want to bring out here is
12 that our kids from K through 8th grade, we've got
13 like 8,400 kids, and that's Shannon County, Pine
14 Ridge School, the grant schools, the parochial
15 schools. And I sat on the Pierre Learning Center
16 Board with Ms. Shirley Gross here, so that adds up
17 to 45 years of me being on the school board.

18 But my degree was in business and maybe I
19 should have gotten a degree in education because
20 I've been pushing education all my life because
21 education is -- the scenario like Mr. Jay Taken
22 Alive said earlier, You take the good from the white
23 man, leave the bad and use the good. So that's an
24 area we've been trying to push and have happen here.

25 The treaties, we've always had the people from

1 the United States come down and dictate to us. This
2 is a two-way street here with the treaties. The
3 Federal Government should never dictate to the
4 tribes, never. We should be asking them what we
5 want, how we want it, when we want it.

6 So if you people -- taking Dr. Roessel's advice
7 here from Saturday, if you people want to do away
8 with Aberdeen, Albuquerque, and send that money down
9 to us directly in funding cycles and do away with
10 either the BIA or the BIE or the Department of
11 Education in Washington and send all of that money
12 down to the reservations here, we can benefit by
13 building our own streets, our own housing, creating
14 better offices.

15 And we need the school funding of our breakfast
16 in the program all year round. Our nourishment here
17 that some other people have spoken about is -- when
18 you got 96 percent unemployment and living in the
19 poorest county in the United States, we are not
20 going to live up to the standards of meeting AYP
21 like New Mexico and Arizona has got and what the
22 State of South Dakota is doing to us.

23 So we need to have the BIE, the BIA turn that
24 over to the tribes here and the colleges to set that
25 curriculum up for us in our education office so we

1 have this in our hands to make AYP for our own kids.

2 And we also need to have money coming into our
3 school to have the (unintelligible) come in on a
4 weekly basis, on a two- or three-hour weekly basis
5 to teach our history to our little -- our younger
6 folks.

7 And our history is what made us today. I used
8 to go to the movies in Pine Ridge High School there.
9 And for some reason -- we joke about it now, but for
10 some reason when the cowboys and the Indians were
11 fighting, we always clapped for the cowboy. I don't
12 know why we did that but we did that.

13 But now things have changed, and I think we
14 need to hold Obama to his word and to his executive
15 orders.

16 And you people, you're all from a different
17 tribe. Maybe some of you are not and some of you
18 are.

19 But I think Dr. Roessel's words, I take them
20 very heavily that the buck stops here. You guys are
21 the new people in Washington, and you're going to
22 start giving this money out to meet our needs for
23 once so we can grow with it; we can have new houses
24 to live in so we can provide our kids with
25 structure; we can have streets and all of this with

1 the infrastructure and the construction money that
2 you send down.

3 And I just want to thank you guys for listening
4 to me, and I hope you guys come back again with a
5 bigger and better picture to meet at a different
6 time.

7 Thank you.

8 (Applause)

9 MR. JOHN HAAS: All right, thank you, Mr. Big
10 Crow.

11 We have the honor of having President Brewer,
12 Bryan Brewer, Oglala Sioux Tribe.

13 If you'd like to address and share some
14 educational comments.

15 MR. BRYAN BREWER: (Native language) It's a
16 pleasure being here today. On behalf of the Oglala
17 Sioux Tribe I'd like to welcome all of you to Pine
18 Ridge. I wish the weather was a little better. I
19 know we have a lot of people that couldn't get out
20 here. Some of them are stuck.

21 And Dayna, I don't know how she got out but she
22 did somehow.

23 You know, I was in education many years, served
24 in many positions and saw the frustrations working
25 for the BIE. But now as a tribal president I'm

1 starting to see things a little differently, too,
2 because I can now -- there are other things that are
3 brought to my attention that affect our children.

4 You know, our schools get blamed for
5 everything. When our children fail it's the
6 school's fault, and that's sad. Because a lot of
7 times -- and I have to stick up for our educators.
8 Our educators do a great job. They do the best that
9 they can under the circumstances.

10 But our children, they come to school. Our
11 children are abused. Our children are physically
12 abused; they're sexually abused; they're mentally
13 abused. And our children come to school with many
14 problems, unbelievable problems, and it's amazing to
15 me that they come and they still succeed. My
16 concern is that they could do better.

17 The first thing I have to say is that I am
18 protesting this consultation because I don't believe
19 it's a true consultation. I think only a true
20 consultation would be if Kevin Washburn was here or
21 if President Obama was here and all our tribal
22 leaders were here, so I am protesting this
23 consultation.

24 I signed in, and after I signed in I had wished
25 I didn't because I don't consider it a consultation.

1 For one thing, we have a problem, and who is
2 listening to our problem? It's the problem, the
3 BIA. To me that doesn't make any sense. You know,
4 we all have to admit it, it's been a failure. It
5 hasn't gone well. And it could go better. We know
6 it could go better.

7 But I'm here -- you know, you've listened to
8 some great people here. We have our schools. And
9 it's great that we're here at Loneman School, a
10 brand new school, but I wish we were at Wounded Knee
11 School. You're not going to see Wounded Knee School
12 and that's sad.

13 You know, they talk about our new schools, they
14 talk about Loneman and they talk about Pine Ridge.
15 Pine Ridge is about what, 15 years old now? And
16 they talk about it being a new school and that's
17 sad.

18 You know, the Lakotas, I really believe that we
19 are being punished for when we kicked Custer. I
20 really believe that. The BIE, the Federal
21 Government punishes us. And I know that for a fact
22 because I taught in Montana, and I saw the money
23 that those people get up there for their schools.
24 For two years I taught in the school with 78 high
25 school students. They built them a gym for 3,000

1 people. They get what they want.

2 I'm up here at the Pine Ridge School. We have
3 over 500 students. They want to build us a gym that
4 seats I believe it was 450. (Unintelligible) from
5 our tribe, tribal council came up and had a big
6 fight with the BIA, and that's how we got that gym.

7 It's always been a battle. And I really
8 believe as Lakota we are still suffering because of
9 this. And I beg for someone to differ with me on
10 that because I can take you to Montana and other
11 places and show you what they're getting.

12 So I am protesting this consultation. I
13 believe I should be talking to Kevin Washburn right
14 now, talking about the problems that we're having
15 with the BIE.

16 You know, the things that we teach our
17 children, we're not teaching our children to
18 survive. We're teaching our children, you know,
19 what you say we have to teach them, and that's good,
20 but our children have many problems, especially in
21 the State of South Dakota, a racist state.

22 I always believe that the tribes, we should be
23 able to create our own curriculum to address some of
24 these needs. When they face racism, how are they
25 going to handle it? No one ever taught us how to

1 handle it. Growing up when we faced it, we fought
2 and that was wrong. We need to teach our children
3 how to handle different situations, how to handle
4 that, our young girls.

5 Everyone is discriminated against, but our
6 women, they get it the worst. They get it because
7 they're Indian, and they get it because they're
8 women. They need special help.

9 I'm really hoping that you're here today,
10 Monty, all of you, you know, to listen to us, you
11 know. And I know you're here to protect the BIA,
12 too.

13 Don't shake your head, Monty. I know you are.
14 No, really. And that's only understandable. You're
15 going to protect your own agency. You're going to
16 protect it. You're going to do everything you can
17 to protect it.

18 MR. MONTY ROESSEL: No.

19 MR. BRYAN BREWER: But we want to work with
20 you, Monty, because there's a lot of things we can
21 do.

22 I'm concerned about the Pine Ridge Reservation,
23 all of the different schools we have, the different
24 school boards that we have, everyone is doing their
25 own thing, and it shouldn't be that way. We should

1 have one common curriculum. We should have one
2 superintendent. We should have one school board.
3 Still have the school boards for the schools but one
4 school board to operate all of them. But we need to
5 work together. And I'm saying this to the schools
6 here from Pine Ridge, we need to work together.

7 We have Shannon County on the reservation.
8 They don't answer to nobody. That is wrong. And I
9 really believe that if the schools, if we work
10 together we could have one of the best schools there
11 is if we work together. And I believe then we could
12 go to the state and say, We want Shannon County
13 under our system. And I know we could do it.

14 So with that, I just want to give encouragement
15 to our own educators that are here. We need to
16 support each other. We need to work together.

17 And, Monty, all of you, I thank you for coming.
18 I really do. I appreciate all that you're doing,
19 but we can do more.

20 Thank you very much. (Native language)

21 MR. JOHN HAAS: Thank you, President Brewer.

22 Next we have Mr. Ryan Wilson. He's the former
23 president of the National Indian Education
24 Association.

25 MR. RYAN WILSON: Thank you for letting me talk

1 now. I'm going to stick to it really fast.

2 You know, I want to say (Native language) to
3 you guys, you know, for what you've done with this
4 draft. And I hope that it is a draft that you're
5 going to be able to modify and to look at. And I
6 think there's so many significant flaws in this,
7 it's almost, you could say an act of folly so much
8 that's in it, but there's also some really powerful
9 important things in here that I hope you don't lose
10 sight of because there's so many significant flaws.

11 And so one of the things is they validated a
12 lot of issues the tribal people have been saying for
13 decades that is wrong with the Bureau of Indian
14 Education, Bureau of Indian Affairs. For the first
15 time it's been validated. It's been put in a report
16 for everybody to look at, so I commend you guys for
17 that. That's transparent; that's honest. And
18 that's something that we all can go forward and work
19 with.

20 There's also some really positive solutions in
21 here as well, and I hope we don't lose sight of
22 that.

23 I want to give a suggestion that you add
24 another pillar. It's not enough what you have down
25 here. And to me it's unconscionable that you've

1 left off what should have its own pillar, culturally
2 based education and emersion schools. And I'm not
3 talking about teaching our Native languages for one
4 hour a day or for half an hour a day. What I'm
5 talking about is emersion magnet demonstration
6 schools within existing Bureau of Indian Education
7 schools. This is something that's deserving of its
8 own pillar.

9 I want to express to you guys and also the good
10 people that have come here, if I can take your
11 mental flight back a few years ago when our
12 President was running for office, he created a
13 Native American platform. The first thing on his
14 platform was that he would invest in emersion
15 schools and emersion programs. This is when he was
16 a candidate. And if it wasn't for the Indian votes
17 in South Dakota and North Dakota and in Montana,
18 Minnesota, New Mexico, he would have never overcome
19 the other candidate which was Ms. Clinton.

20 I either think that -- and none of this falls
21 on your shoulders, Dr. Roessel, because you weren't
22 on the team.

23 But I either think either our President has
24 forgotten that commitment or his people that are
25 working for him have failed to address that

1 commitment as well.

2 I want to also mention to everybody that if you
3 think we're tired of consultations or we're
4 consultationed out, it's a good feeling to have
5 because the first thing Secretary Duncan and Salazar
6 did was bring together Indian education experts to
7 advise them. Every expert in that room, and I was
8 in that room, said Native languages, culturally
9 based education has to be the top priority in this.
10 This was four years ago. Nothing has been done.
11 Nothing has been done on that.

12 Then they created this National Tribal Leaders
13 Education Task Force. The president of NCAI,
14 Jefferson Keel and Tex Hall were the chairs of it.
15 Everywhere they went everybody said, "Native
16 languages, culturally based education, immersion
17 schools has to be a top priority." Nothing was
18 done. All of the other Department of Education
19 consultation hearings and Department of Interior
20 consultation hearings, the same thing.

21 Now when you were here three years ago with
22 your deputy secretaries of Department of Education
23 and different people, you rolled out the Elementary
24 and Secondary Education Act blueprint that was
25 presented by the Obama administration. It said

1 right in there, emersion schools, support for
2 emersion schools and all of that.

3 We understand that Congress still has to
4 reauthorize that No Child Left Behind, but nothing
5 is prohibiting you from taking the concepts that
6 were in your blueprint and implementing that in the
7 Bureau of Indian Education. You already have
8 authority; you already have the statutes; you
9 already have the legislative vehicle to implement
10 that. So why has that not been done?

11 So two weeks ago President Brewer, other
12 stakeholders throughout the country, myself, we were
13 providing congressional testimony in the House
14 Appropriations Interior Subcommittee, and we put
15 forward that concept for these emersion schools in
16 the BIE.

17 Now, we have two schools here on Pine Ridge
18 that are very interested in this. It's Wounded Knee
19 and Little Wound as well, and the concept with these
20 schools within a school.

21 And I pose the question, and correct me if I'm
22 wrong, but I don't understand why the Obama
23 Administration is not advancing a request through
24 its annual budgets. And it's been five budgets now
25 and we've seen nothing, nothing new for Native

1 languages in that. And I don't understand that.
2 I'd like to understand why. I really would.

3 Now our friend here from the White House
4 Initiative, his executive order that created your
5 office says that Native children will have a right
6 to learn their Native languages, Indian students
7 will have a right to learn their Native languages.

8 It doesn't say they're going to have access to
9 half an hour a day or an hour a day for someone
10 teaching Indian. It says "a right to learn". My
11 understanding of "learn" is acquire or have a level
12 of fluency. In order for that to happen, you have
13 to push this emersion. It's a policy mandate in the
14 executive order that has not been executed by this
15 administration.

16 Now, we all watch TV. We all watch and we've
17 seen our good President say it's time now for him to
18 use the power of his pen, the power of his executive
19 order to bypass Congress to do all of these things,
20 and we're waiting and we're waiting and we're
21 waiting. Nothing has been done. And that's really
22 sad because it's not only a policy mandate, not only
23 a campaign promise, we already have statutes on the
24 books that would allow this.

25 And so I'd ask you today to consider what we've

1 already pitched to the Interior appropriators, to
2 take ownership of that, to create this fifth pillar
3 and to really look at how would you do that.

4 And you heard the good people from Sisseton
5 today talk about also Chairman Tester's bill, Senate
6 Bill 1948, the Emersion School Achievement Act. We
7 had that bill introduced in January. It's now
8 almost May. We haven't heard any position from the
9 White House on supporting that bill. I would think
10 you guys would be excited about that, that you would
11 have your congressional liaisons over there pushing
12 to make sure that amendment is a part of the
13 Elementary and Secondary Education Act through the
14 Help Committee and pushing and helping support the
15 Indian Affairs Committee.

16 So these are things that I wanted to bring up
17 in a good way. And I want to commend you, you know,
18 for listening and for being here, for coming out to
19 Indian country, for not doing this in some city
20 somewhere but for coming here. It shows a lot of
21 respect in my mind and I really appreciate that.

22 And in conclusion, I wanted to highlight on
23 Page 17, the first bullet point where it says
24 "Develop FY16 budget that is aligned [with] BIE's
25 new mission"... Is the new mission in this packet,

1 the new mission for the BIE, the draft new mission?
2 Because I couldn't find it anywhere.

3 But there's nothing wrong with the current
4 mission of BIE. It's an awesome mission. It's
5 purposeful. And if you understand that mission,
6 everything that you're trying to accomplish with the
7 realignment or the restructuring is aligned already
8 with that mission, which talks about the whole
9 person. It talks about culture and the spiritual
10 needs of the community that these young people
11 reside in. All of these things are aligned in there
12 and they're just fine.

13 So I'd like to see this new mission if you guys
14 have word or vernacular on that, but I wanted to ask
15 you about that.

16 And so with that being said, the idea -- I want
17 to say one more thing, that's the Native language
18 issue that I have with you guys.

19 On the other front, you go to any of our
20 schools, you don't see advanced placement; you don't
21 see these AP courses; you don't see SAT testing and
22 prep. You don't see really a college style academy.
23 You don't see our kids taking calculus,
24 trigonometry. You don't see them reading the
25 classics. You don't see them --

1 Really, what is it going to take to be college
2 ready? And is that what you mean when you're
3 talking about the capacity? Are you going to do
4 that as well?

5 And everybody has been saying it today, the
6 "one size fits all." We can't do that for
7 everybody. Emersion isn't for everybody. College
8 prep isn't for everybody. But you have to be
9 flexible and to allow those venues to exist, and you
10 have to make space for it. And of the billion
11 dollars that's spent on the BIE schools, not even
12 .5 percent is going towards emersion.

13 And, Dr. Roessel, your staff told me it was
14 \$25 million spent on Native language, and that's --
15 what you're talking about is Title 3 money from the
16 Department of Education, correct? No?

17 MR. MONTY ROESSEL: Within ICEP funding.

18 MR. RYAN WILSON: Within ICEP funding. And so
19 what -- I think we've come to the time where that
20 money needs to be, a portion of it re-purposed to
21 support emersion efforts within these schools.

22 With that being said, I'll turn it back over.
23 Thank you again. Haha, everyone.

24 (Applause)

25 MR. JOHN HAAS: Thank you, nephew.

1 I have the next speakers lined up. And out of
2 courtesy, some had to go a long distance so we let
3 them go ahead.

4 We have Mr. Dave Archambault coming up next and
5 then Chris Eagle Hawk, Maggie Ross, Dayna Brave
6 Eagle.

7 And a number of you talked about that one size
8 doesn't fit all. Remember playing on these
9 reservation schools elementary basketball, a coach
10 would come in with a sack full of Chuck Taylor
11 all-stars and just start throwing them out. One
12 size fit all of them. It didn't matter which one it
13 was.

14 So Mr. Dave Archambault, he's a school board
15 member from Standing Rock Sioux Tribe.

16 MR. DAVE ARCHAMBAULT: Thank you, John.

17 Good afternoon.

18 I've met everybody here except you, sir. What
19 is your name?

20 MR. RON LESSARD: Ron Lessard.

21 MR. DAVE ARCHAMBAULT: Pleased to meet you.

22 I have a few comments.

23 And I'm happy again that you guys are here
24 offering this opportunity for us to perhaps offer
25 some ideas that might be able to be included into a

1 study report, I guess.

2 I just want to say that I'm here on behalf of
3 the people, our Indian students that don't make it.
4 And I hear some -- we've heard some wonderful
5 remarks about school doing wonderfully well, and I
6 applaud those efforts and -- because they do it
7 under much duress, as you've heard.

8 But what really bothers me is the statistics
9 that show that there are probably -- it depends, but
10 you can say, safely say 50 percent of American
11 Indian students drop out of school, and those --
12 that represents a terrible burden to any tribal
13 nation.

14 President Brewer here has his dealing with
15 this. These are -- evolve into socioeconomic
16 tragedies that are very difficult to overcome --
17 like President Brewer, my son is tribal chairman --
18 to overcome these things when -- if you have this
19 phenomenon of dropout. So I want to address that.

20 I'd like to just say that I was at Little Wound
21 School as a teacher and a coach, but I left because
22 of the problem that we were having with dropouts and
23 the poor performance and education for our Indian
24 children at Little Wound School.

25 I went to Penn State, and I got a master's

1 degree to be an administrator. But I went there
2 looking for an answer for what we could do, and that
3 is what I would like to speak to now.

4 It would appear a study group has sort of
5 missed the point of the President's intent on fixing
6 Indian education. I say "sort of" because I do
7 value the work. And it's very hard with an array of
8 cultures and languages and setups of Indian nations
9 you know, 500 that's been described, and trying to
10 get one thing that works, so it's a very great
11 undertaking and very problematical. So I appreciate
12 that.

13 However, having read the report, it saddens me
14 that the point of education and sovereignty for
15 Indian people has not been attended to. And this
16 has been stated, and I'll say it again: Meriam
17 Report which was written in 1928 stated the Federal
18 Government needed to change its point of view. The
19 Federal Government needed to change its point of
20 view. It noted that there was much abuse, physical
21 and mental abuse in the traditional schooling system
22 that Indians were being put in. So it said in the
23 Meriam Report, 1928: We gotta change our point of
24 view.

25 The Kennedy Report in 1968 asked for a

1 therapeutic approach to schooling based on language
2 and culture. But what do we find? The latest
3 version of ethnocentrism is called No Child Left
4 Behind, a failed policy in America because it goes
5 against the natural law. It wants to make everyone
6 the same when we are all uniquely and beautifully
7 different.

8 The Federal Government and the Bureau of Indian
9 Education believe that Indian schools should follow
10 research-based schooling practices. Indian country
11 has heard this phrase for years, and I have -- and
12 have been forced to follow this research wisdom,
13 this research-based wisdom. By looking at the data,
14 it is obvious that the reasoning behind
15 research-based practices is not working in Indian
16 country.

17 The Study Group Draft Report says the BIE plans
18 on providing technical assistance, but I don't buy
19 it. Have you heard it stresses something called
20 "common core"? More of the same.

21 The BIE is made up of trained implementers and
22 givers of research-based ideas that don't work. I
23 believe we should all look at other more scholarly
24 and valid research, and that's what I'm here to say.

25 When I was at Penn State I researched

1 alternatives in education, alternatives in education
2 because it wasn't working. So that's what I did my
3 Master's thesis paper on.

4 And I'm just going to give you some examples of
5 this research-based education. Levine was a Ph.D.
6 in neuropsychology. He worked for the Institute of
7 Educational Development and Learning. He says,
8 "Educational dysfunction is largely due to writing
9 and oral expression." When you see somebody having
10 difficulty in school, when you research it and you
11 take a look at it, most all of them people have
12 difficulty in writing.

13 And the other one is oral expression.

14 If either one of these two skills are not
15 developed, a child will have great difficulty in
16 school and at any workplace. Later on he shows that
17 people with poor writing skills have a great degree
18 of difficulty in later life, especially in work.

19 It would be wise for us in Indian country to
20 look at schooling programs that develop these two
21 skills. I don't think we do them with what, we do
22 it in schools on this Indian reservation, my Indian
23 reservation and most of them.

24 Dr. Steven Hughes works at the University of
25 Minnesota. He is also a neurological scientist. He

1 says research -- his research says highly
2 experiential activities using all of the senses
3 create the best synopsis for brain development.

4 If you want to bring -- if you want to develop
5 the brain and have it work at its optimum best, it
6 involves the education of the senses. You've got to
7 think about, is -- what -- is there a schooling
8 system -- I guarantee what we're doing right now
9 doesn't do that. It's very narrow; it's academic,
10 just a little bit, so, you know, a very focused
11 area. So you need to look at: Is there systems of
12 schooling that develop the senses.

13 It would be best and wise for Indian country to
14 look for schooling programs that stress hands-on
15 learning activities. Dr. Hughes says that
16 schools -- and this is a non-Indian. He gives
17 counseling and advice to school systems. He does
18 presentations. He's on the Internet and he's on
19 YouTube and all of that. He says that the schooling
20 system we have in America, one-third of those people
21 drop out. That's in America. 30 some percent of
22 all non-Indians drop out of school. It just isn't
23 relevant to them. Another third don't do well, and
24 there's a third that does pretty good.

25 But, again, why do we have a system that isn't

1 good for two-thirds of the people we're trying to
2 educate? And in the end they cause educational --
3 or social strife in America. America has the
4 largest penal institutions.

5 Dr. Chuck Schwahn has researched the schooling
6 problem for Native -- non-Indians in America, and in
7 his book, "Inevitable," he describes technological
8 schooling that centers on individual student
9 development versus the conventional K-12 content
10 centered approaches. It would be better -- it would
11 be wise for Indian country to look for schooling
12 programs that gets us out of the schooling box that
13 does not work.

14 I was just in Denver. I went to Loretto
15 Heights. It used to be an all women's college in
16 Denver, Colorado. It's no longer there. They now
17 have four charter schools operating there, four
18 charter schools.

19 One is for students or those parents that want
20 to the send their school (sic) to that particular
21 building that centers on academia and aiming at
22 college.

23 One of them is called "Innovation," a charter
24 school for innovation, but actually when we talk to
25 them, it's about students that are having problems

1 in school, remediation program.

2 Another one is on experiential-type based
3 learning. Another building focuses on science and
4 technology.

5 So you have -- here you have four schools in
6 Denver, Colorado, charter schools operating on the
7 same area of the campus there, and they're all
8 emphasizing and doing something different.

9 This is -- kind of what they give out, all of
10 Denver public schools put out a performance rating
11 of your school. And on that thing they rate like --
12 so you ask the question, How can these four
13 different schools, you know, have the same
14 standards, the same curriculum and the same type of
15 testing and then come out and be rated as a good
16 school? Obviously there's going to be difference.
17 But in talking to them, the officials, they
18 compensate for this. But one of the things is that
19 they don't care about testing.

20 If there's a thing that hurts our Indian people
21 it's testing. We should get away from it. But
22 anyway, that's one of the things that we -- it would
23 be great, like, if this reservation had, Standing
24 Rock, my reservation, at each one of these school
25 systems, Loneman, Little Wound, American Horse, that

1 community should decide what kind of school they
2 want to have. Just like in Denver, on one site it
3 was full of charter; it's bubbling with ideas for
4 schooling. But these communities should be able to
5 decide what they want to do. We don't have that
6 ability. We don't. We should allow, make some kind
7 of allowances for this kind of work where our
8 schools can determine what they want for their
9 children.

10 What's important to this reservation, to these
11 kids in this community here, they should be learning
12 how to read and write and do math, but it should be
13 in relation to -- for instance, if you were to score
14 the school -- if all the grant schools in the United
15 States were to have a chart like this, it says "Your
16 School Performance," so let's say *Shiprock School
17 in Arizona, they have an emphasis and they wanted to
18 develop their students in -- for instance, one of
19 the concerns for all tribes is developing their
20 tribal resources. That's very important. We should
21 have our kids thinking about picking up that soil,
22 being in connection with it, touching it and saying,
23 How can I make this soil in my homeland better? We
24 don't do that in this school. I guarantee you --
25 perhaps there might be small ways to do it, but that

1 should be a criteria for grant schools, How are
2 you -- in serving an Indian population in a
3 reservation, how are you going to make that
4 reservation better? And to what degree?

5 These guys have they "Exceed standards, meet
6 standards, approach standards, does not meet
7 standards, not applicable". So -- but it's just a
8 thing to kind of ask. You don't want to judge them
9 or nothing like that, but then they should do a
10 self-assessment of where they are, how is this --
11 our students here learning how to take care of this
12 reservation? That is their responsibility. It is
13 not there for them right now. It is detached what
14 they're learning.

15 Like on this one it says "College and School
16 Readiness". Well, that's just not for everybody.
17 Only 70 percent -- of all the people in the United
18 States, only 70 percent of them are supposed to go
19 to college -- I mean 30 percent. The 70 percent,
20 what are you going to do with them? You still need
21 to make them very productive and useful.

22 Character development, let's say Wanblee, Crazy
23 Horse School, they want to -- every community on
24 this reservation should be able to, if they want to,
25 design standards and curriculum and assessments.

1 For instance on character, that was what we --
2 our people value. They should look at culture,
3 language.

4 The speaker just before me was speaking about
5 language. And that's cool. That is absolutely
6 right. If they don't have that, they're gone. But
7 if a school wants to do that, then they should be
8 able to do it. Each one is a promise, and they
9 should be able to do it. That's their vision for
10 the future for them.

11 So, you know, here's another thing about when
12 you're talking about what we should do with
13 education, this is the book, Reader's Digest. And I
14 bring this up. This is January of 2014. This is a
15 couple months old. In here it has an article. It
16 says, "School is a prison and is damaging our
17 children. K-12 schools are damaging our children."
18 This is by Dr. Peter Gray, and he tells all kinds of
19 cool ideas about how you can change education rather
20 than just keep doing the same thing. If he thinks
21 kids are being damaged in conventional schooling in
22 America, what the heck do you think is going on in
23 Indian America?

24 We need avenues and things that can change. So
25 we're supporting charter schools, the charter school

1 movement because that allows for self-determination.

2 I know there's a lot of opposition, a lot of
3 ignorance, a lot of people who don't understand what
4 charter school is about, but in the end the Federal
5 Government has allowed to be -- recognized that
6 there are different populations in the United
7 States. There are Ethiopians that are coming in
8 here; there are Mexican Americans, and there are
9 American Indians. And the regular school system
10 just cannot, will not -- they will not perform
11 successfully in there, so they have instituted
12 charter school legislation and states can adopt it.
13 We can't do it here in North Dakota, South Dakota,
14 Montana, all of that, that's terrible. We should be
15 able to do this. And I hope that our schools, that
16 you'll take this, you know, into your thought
17 processes about this, that possibility that there's
18 something -- there's some merits to charter schools.
19 All charter schools mean is self-determination.

20 Loneman here, "the people in number 5" it was
21 called a long time ago, if they want to change to a
22 charter school and they want to perform character
23 education in here within this school and they have a
24 law such as a charter school law that allows them,
25 that's self-determination, and that's all we ask.

1 Indians always ask for self-determination. So
2 if the Bureau can't give it to us, then maybe we
3 have to go that route. But in the end -- I think
4 you heard this today quite a bit -- we want
5 self-determination.

6 I just want to conclude with: I've been at
7 this for a long time, since 1984 when I did my
8 Master's thesis paper on alternatives. And I go all
9 over.

10 And I did this before when we had our meeting
11 up there: How many people know what charter schools
12 are all about? How many have visited one? Let me
13 ask that. How many have visited a charter school?

14 It's -- what I say about charter schools is
15 that you see a different focus, a different
16 intensity and you see spirit. You see people
17 wanting to do something that's different from the
18 conventional because they see something else that
19 works. But most people don't understand it. And I
20 know there's some glitches with it, but I think we
21 can work those out.

22 So as just part of what my -- I think it's been
23 stated very well. There's a lot of things that
24 could be fixed for Indian education, but as far as
25 where I'm at, I'd like to see the opportunity for

1 Indians to express self-determination so that we can
2 determine and implement ideas that are good for our
3 own children.

4 With that, thank you very much.

5 (Applause)

6 MR. JOHN HAAS: Thank you.

7 We're going to take a short break, get up and
8 stretch a little bit, drink some water, and then
9 we'll come back and take off with Chris Eagle Hawk.

10 (Recess taken from 3:04 p.m. to 3:19 p.m.)

11 MR. JOHN HAAS: We're going to get started
12 again, and Chris Eagle Hawk is going to talk to you
13 about education, his concerns in the community.

14 MR. CHRIS EAGLE HAWK: Good afternoon. I was
15 going to first speak in the Lakota language, but I
16 see the young lady, she stops typing when people
17 speak the language, so maybe sometime we can afford
18 her an interpreter like the UN. I think she needs
19 one, because the things that are said in Lakota have
20 more meaning and in a real respectful way. It
21 doesn't demean anybody or disrespect anybody.

22 But, you know, a lot of people came up here and
23 gave some really good talks about how we can do
24 things from the top down. And me, I see things a
25 little different. I see, from what I can see, from

1 the bottom up, what our needs are. Everybody is
2 talking about wants, but I like to look at it as
3 needs because there's a difference between a want
4 and a need.

5 The needs that -- you know, I've worked many
6 years with the 70 percent that they talk about that
7 didn't make it, the guys that, men and women who are
8 incarcerated, I worked with them.

9 And one of the things that the program wanted
10 us to do was to get these men and women into
11 education programs like get their GED, get into
12 college courses and things like that. But, you
13 know, the people that I worked with, we got together
14 and said, you know, "We can't take anything for
15 granted." Because I heard a lot of good words, and
16 I think some of the people that spoke were really
17 good, but sometimes they take things for granted.

18 You know, a lot of us that went to school not
19 knowing English, it was a different experience for
20 us. Some of the people that spoke up here, some of
21 our leaders have never lived in a district. They
22 grew up in Pine Ridge and their parents were BIA
23 workers, and so they sometimes take it for granted
24 that we're all like that.

25 But when people talk about, you know, "We only

1 lived in a one-room log house," and I said, "You
2 guys had a log house? You know, we grew up in
3 tents. We lived in tents year round." And I know
4 how it is to shiver, 20 below zero at night. You
5 know, we had a homemade stove out of gas tanks, and
6 we had to constantly flip back and forth to keep
7 ourselves warm. And the first time I ever slept in
8 a warm bed is when I went to boarding school.

9 So the education process is a lot different for
10 me than most people, and they take that for granted.
11 Because a lot of people that need to be here to
12 speak like myself aren't here. They'll tell you the
13 same stories of people that live way out and why
14 they quit.

15 But I guess I was very fortunate to be part of
16 that group that made it because in my view -- you
17 know, we all have beliefs, right? But sometimes
18 beliefs are not knowledge and knowledge is not
19 really the truth.

20 And so that in my belief, you know, the system
21 of education here, the way I look at it is some of
22 them alluded to it by talking about the system of
23 some will make it; some will be really good and make
24 it all the way, and some will not. And because the
25 United States is an industrialized country, I can

1 understand that because they need factory workers,
2 you know, some that aren't going to make it and some
3 that maybe almost make it are still going to have to
4 work in a factory.

5 But if you notice here on the res we don't have
6 any factories, and so we have to approach education
7 in a different way. We have to, like they say in
8 the wasicu world, We have to think outside the box.
9 And I always use that in the trainings I do,
10 especially with the men and women that were
11 incarcerated, use the nine-dot theory, and also to
12 get them thinking outside the circle.

13 Our people, you know, hold that circle sacred,
14 but sometimes they stay in that circle and keep
15 going around and around and hoping something
16 different will come out, but it doesn't. All we do
17 is create a lot of chaos again. We're not moving,
18 we're not moving ahead.

19 And our people understood that growth was to
20 spiral out from that circle. You know, they
21 understood the universe and how the growth is, the
22 growth of our universe, they understood that.

23 Our logic was a lot different from the Western
24 logic. You put a tripod up and tell them to, the
25 Western people to put up a teepee, what they're

1 going to do is take a lot of poles and put them in
2 those empty spaces, and then the first wind that
3 comes, that teepee is going to fall over.

4 But Lakota logic, they thought different. They
5 took this pole, put the tripod up, and then they put
6 these poles at an angle. And then they tied them
7 in, one pole at a time until it was put up, and then
8 the covering, and it could withstand winds up to a
9 hundred miles an hour. You know, it was gravity
10 down. Where the Western logic was gravity up for
11 everything; the weight was on top, and it fell over.
12 And so you have to look at education in that way so
13 that, you know, how are we going to teach these
14 children?

15 Because working with the 70 percent who are
16 adults, one of the things that our funders wanted us
17 to do was to, like I said, get them into these
18 programs, GED, college courses, but we found out
19 that we really didn't have a behavior problem. We
20 had a reading problem. Some of them didn't know how
21 to read at all, or some of them were reading at a
22 first, second, third grade level. So how are we
23 going to get them to take these GED courses and
24 college courses and things like that? But our
25 funders didn't understand. These are kind of like

1 analogies for me to tell you so that you can think
2 differently.

3 You know, your beliefs are going to have to
4 change. And our own people that are in the
5 education process, their beliefs are going to have
6 to change because sometimes within our own groups,
7 whether it's the government or a board or things
8 like this, they get into these groups and do a lot
9 of things in secret or do these things and they
10 think that they become powerful within themselves,
11 and we need to break that mold so that -- and I may
12 step on some toes here, but these are truths. I
13 want you to know that. And sometimes our school
14 boards become employment agencies, and so that it
15 doesn't really serve the schools or the children.

16 And also at the top, you know, my belief is
17 that in working with a lot of people throughout my
18 life that -- when I worked for facilities management
19 and our person in charge was an engineer that came
20 from the Department of Defense, he was kind of
21 laughing and he said, "Did you know that the dumping
22 grounds for incompetent managers, do you know where
23 they go in the government?" I said "Where?" He
24 said, "They send them to the BIA." And, you know,
25 that was back in 1968, someplace around there. And

1 I don't know what it is now. But in working in 638
2 programs, a lot of these people that work in
3 Albuquerque and Aberdeen, it seems like they're just
4 waiting to retire and they don't care about what
5 happens to us as the common people who have
6 children, grandchildren.

7 I had -- my children graduated from this
8 school, my grandchildren. Now my great
9 grandchildren are going to school here. But I also
10 have grandchildren that go to school off the
11 reservation in a public school.

12 One of the things that we did over there, off
13 the reservation, that we all went over there -- and
14 I wish that leadership would listen to a common
15 person because a lot of times when we try to talk to
16 you, you kind of listen and then pretty soon you see
17 somebody and you kind of leave us just standing
18 there trying to talk to you. And I think one of the
19 things I learned in life is that to become good at
20 anything, you have to be a good listener. If you're
21 not paying attention or you're waiting to reply or
22 if you're interrupting, then you're not listening.

23 And I see that -- you know, today I felt good
24 because you guys sat there and listened. You didn't
25 interrupt, you know, or try to reply. You listened,

1 and that's good. But we need to also do that on
2 here because sometimes what the boards tell you or
3 some of the elected leaders tell you isn't what the
4 common people want or the person that lives out
5 there in the boonies or lives on the res. You know,
6 they want something good for their children.

7 And when I worked for the prevention program, I
8 asked children, "Name me four things that you would
9 like to be when you grow up." The first one was a
10 professional athlete, you know, and then the second
11 one was they wanted to be a nurse or a doctor
12 because there was a lot of sickness in their family.
13 The third one was they wanted to be a police officer
14 because if their big brother got drunk, they could
15 throw them in jail. And the fourth one was to be a
16 teacher. Not a principal or administrator or
17 anything, they wanted to be a teacher because that
18 person they trusted the most. And that's why our
19 children like to hang around the school. A lot of
20 times security chases them off.

21 And I felt the same way when I went after
22 awhile, that the teacher was the safest person. You
23 know, because when I went back to the dorm, I knew I
24 was going to get punished for something. I don't
25 know why, but we always got punished for something.

1 They were always looking for something wrong instead
2 of looking for something good that we'd done.

3 And so working with the 70 percent, there's a
4 lot of things that I found out, not only about them
5 and their experiences but I found out a lot of
6 things about myself. I could relate to a lot of
7 those things.

8 You know, if you could imagine sitting in a
9 room full of people who are convicted, have shaved
10 heads and, you know, built like way bigger than
11 Arnold Schwarzenegger, tattoos all over them, you
12 know, you have to build their trust. So my belief
13 is that any time that you work with people, I don't
14 care who they are, you have to have that trust.

15 And I think our mistrust came when the United
16 States met with the Lakota people for treaty. One
17 of the first things that our people said is, "Where
18 are your women? Where are they? You didn't bring
19 your women?" We brought ours because they're the
20 backbone of our people. They tell us men to see
21 seven generations ahead.

22 And to kind of jump around here, going back to
23 when I was in this classroom, I was a runner. Every
24 chance I got I took off home. By the time I got
25 back, you know, they were ready to bring me back;

1 the police was waiting. But there was a woman there
2 who really inspired me.

3 And, you know, we go to these big conferences
4 where a lot of people pat each other on the back,
5 but not once did I hear this person's name come up
6 or being honored, even though she's gone to the
7 spirit world, you know. And she's one of those
8 people that worked in the trenches. She inspired me
9 because she was a Native; she was Lakota/Dakota.
10 And her grandchildren are here. Her name was Agnes
11 Ross. If it wasn't for her, I don't think I would
12 have stayed in school. I would have probably been
13 part of that 70 percent.

14 You know, so we need to look at a lot of
15 different things. You know, we just can't look
16 straight ahead. We need to have a 360 peripheral
17 vision of the needs of our children. Our dances
18 teach us that, our songs, the drum group. There's a
19 lot of lessons of life within -- those aren't just
20 performances. Those are lessons in life that we've
21 had.

22 Our ceremonies teach us the respect of knowing
23 the difference between right and wrong, so they're
24 important. And we didn't have that in boarding
25 school. It was cut out of our lives. So we tried

1 to outcrazy each other to draw attention.

2 And nowadays if I see a classmate of mine -- I
3 think Bryan is over there and Gerald. When we see
4 each other and we talk about a certain person, we
5 say, "Geez, he was crazy." We don't talk about how
6 good he was in math or how good he was in English.
7 We talked about how crazy he was, you know. And
8 that's the mentality that is still here. How do we
9 break that? How do we break that on both sides?
10 Why is it that 70 percent aren't making it back then
11 and still happening now?

12 We're still looking at how we're going to do
13 it, but I think we have to look at are we willing
14 to. You know, I hope you're not all just waiting to
15 retire, you know. I hope that you're here to hear
16 us and be willing to make change.

17 And out there people on the school board, the
18 administrators, I hope that you're willing to change
19 things and not just go with the status quo.

20 Because -- you know, I heard a lot of speakers
21 up here, and they were using these big words. And I
22 told my (native language), Jay, I said, "I tried to
23 say one of those words" and I said, "my jaw almost
24 cracked open." In Lakota they call it (native
25 language), and I guess in English it's jawbreaker,

1 you know.

2 But we need to look at things that we have in
3 common also, not just differences. We need to
4 balance that, looking at our differences and looking
5 at what we have in common.

6 You know, I don't want you guys to be thought
7 of as token Indians or whatever, minority. We want
8 to look at you as somebody that can do something to
9 meet our needs for our children.

10 I have great grandchildren now, and I want them
11 to have that thought of one day growing up to be a
12 doctor, a teacher.

13 I have two in my family that are going to be
14 teachers. One is an accountant, and the other one
15 works -- got a degree in biology and chemistry. I
16 don't know where that came from. But we need to
17 somehow work together to inspire that 70 percent
18 while they're still young way down there.

19 And I know that they talked about some of the
20 things our children experience, because in doing a
21 lot of research and going to a lot of training, that
22 whenever a person experiences trauma, it damages the
23 brain. And one of the things -- you know, the
24 trauma that I experienced in boarding school must
25 have really damaged me because, you know, 30 years

1 ago you wouldn't even want to be around me.

2 But I went to -- in 1992 I sat down with my
3 family and I said, "We're not going to survive
4 anymore, 500 years. We're going to live." And I
5 asked every one of my children, "Who are you? Who
6 are you?" "Well, I'm your son." "No. I said, "Who
7 are you? What are you doing here?" "Well, I'm your
8 child so I'm living here." "No. What are you doing
9 here on this earth? What's your purpose?" So to me
10 I think a lot of times we also need to start from
11 the bottom up.

12 You know, a lot of our own people -- when we
13 did training for cultural sensitivity, all of the
14 non-Indians would stay, and all the Indians would
15 sneak out the back door. And we found out that a
16 lot of times that the non-Indian people knew more
17 about our culture and yet our own people in the
18 school system were complaining that these people
19 don't know anything about our culture. And it's my
20 belief that yeah, they don't understand the drug and
21 alcohol culture.

22 So we have to look at culture. What kind of
23 culture are we looking at in our education system?
24 We need to really carefully look at that. Because
25 one of the things that I noticed also -- and we came

1 up with a term, some of us that are older now. And
2 we get together and talk. And when we tried to do
3 something Lakota, they do what we call cultural
4 profiling. It's kind of similar to racial
5 profiling. You know, you go through a town and they
6 know that you're Lakota, they'll stop you because
7 you're Lakota. Okay, cultural profiling is that
8 when you want to do something Lakota, they stop you.
9 And sometimes it hurts more because it's our own
10 people that do that and because they hold purse
11 strings.

12 And I heard one of our elders say, "When money
13 talks, culture walks." But you heard some of the
14 people say that we have to have that balance of not
15 only the white man's education but the Indian/
16 Lakota education. We need that balance to give
17 these young people some kind of an identity because
18 right now a lot of our children are identifying
19 with, you know, wearing basketball jerseys and
20 things like that and so that the culture that we
21 have is more of a sports culture.

22 And we have a lot of enablers in these schools
23 where instead of holding our children to that high
24 value, they enable them by saying, "Oh, you know,
25 you should just let them go play because we need to

1 win this game." And to me we're enabling that
2 child, not helping that child at all.

3 So we need to work on both sides. Both sides
4 we need to balance each other out and look at our
5 needs and see what you can do, what you can't do.
6 Over here we need to look at what can we do and what
7 we can't do.

8 Because I'm -- when I'm gone, I hope that my
9 children can all make a living for themselves, not
10 doing the American dream but the Lakota dream, to
11 have that sense of pride of who they are and to get
12 out there and make a decent living for themselves.
13 I want that for my grandchildren, and now I want
14 that for my great grandchildren. So let's talk
15 about are we willing to do these things instead of
16 how we're going to do that.

17 Because, you know, I was pretty impressed with
18 that presentation, but how many people are willing
19 to go with that, you know? How many people are
20 going to say, Yeah, I'm willing to go with that, you
21 know? I think you heard a lot of feedback on it.

22 And so my thought just sitting here as a person
23 that lives out in the country, kind of retired,
24 forced to retire I guess, I read a lot. I listen to
25 a lot of people talk. I started going to a lot of

1 meetings. I didn't even know that they were going
2 to have a consultation until they asked me to bring
3 my PA. That's why I'm sticking around here so long
4 because I gotta take it home after we get done here.

5 (Laughter)

6 MR. CHRIS EAGLE HAWK: But I'm glad that I
7 stuck around because I think I'm going to be showing
8 up -- you're going to see me at a lot of meetings,
9 and I'm going to talk, because we need to start
10 talking at a higher level, a higher level of thought
11 so that we can come up with (unintelligible) for our
12 children, our great grandchildren, grandchildren,
13 and not just to compromise because when we
14 compromise as a tribe, as the BIE, then we are
15 compromising our children. That's who gets hurt.

16 And so those are just my thoughts, you know. I
17 don't want you to take this and say, Well, that's
18 the Oglala Sioux Tribe's thought, but this is -- I'm
19 just a common person.

20 My education is -- I have an AA. I graduated
21 from the 12-step program. I have a BS. You know
22 what BS stands for. And I also have an MS, More of
23 the Same. I also have a Ph.D., a post hole digger.
24 And I graduated from a very hard school, one of the
25 toughest schools that you will ever go to, and

1 that's the school of hard knocks. Yeah, I went to
2 college. The first three years of my freshman year
3 were pretty hard.

4 (Laughter)

5 MR. CHRIS EAGLE HAWK: But with that, I want to
6 thank you for listening.

7 Thank you.

8 (Applause)

9 MR. JOHN HAAS: Thank you, Chris.

10 Chris was my neighbor, and I don't know which
11 one of those three years at Chadron when we was
12 going to school together down there.

13 Next we have Maggie Ross. She'll talk to you
14 about some issues in the community and education.

15 I don't know why Chris kept saying, "Put me
16 farther up on the list, farther up on the list."
17 He's got to be here until the end anyway.

18 (Laughter)

19 MS. MAGGIE ROSS: Good afternoon. It's really
20 an honor for me to, of all people to speak after, is
21 to speak after Chris because I think he's the one
22 that said something of meaning.

23 I'm an educator who cares. I have an education
24 but who cares? I'm thinking the same way Chris is
25 thinking, about that child that sits in the

1 classroom.

2 I think Ryan Wilson talked about where is
3 culturally based education, where is that at?

4 And also as a parent where am I in this
5 process? I'm not even in their process as a parent.
6 They haven't even asked for input as a parent. That
7 bothers me.

8 Also, teachers haven't even been asked what
9 their input is, a lot of people standing up and
10 talking on their behalf but probably not very many
11 of them are actually in the classroom trying to
12 teach all of this madness and meeting all of these
13 standards and trying to do all of it.

14 I came here because I'm really frustrated. I'm
15 really frustrated that nothing has changed. No
16 matter who, everybody is, you know, blaming the
17 dollar, and yet there's an expectation of more out
18 of our children.

19 My son now -- my daughter, she dropped out of
20 high school. I think she lost interest in school
21 when she was about in the 10th grade, 11th grade.
22 Nothing I could do to get her to try to stay, hang
23 in there, whatever. Now we're coming around and
24 doing this process through a GED. And that's
25 another crazy thing, the GED program.

1 Our GED program is run by the Oglala Lakota
2 College, and nobody in their organization even
3 thought to inquire about the change of the GED
4 program. So the State of South Dakota switches to
5 common core and is going to start testing common
6 core in 2015 but, gee, all of our GED students,
7 they're going to have to do the common core now.

8 And then everybody has to do this on the
9 computer. It's a computer-based test. They didn't
10 think last year when they knew they were going to
11 change over that they should probably have a
12 computer lab ready, set up? They should make sure
13 they have the broadband width set up. So no testing
14 of GED as of January, nothing.

15 The GED program don't even know what they
16 should do to tutor because Pearson hasn't come out
17 with the material yet, so nobody -- I mean, this is
18 like really, really interesting. I mean, you guys
19 heard about how we don't even qualify, our tribal ed
20 schools don't even qualify within our meeting the
21 standards of the South Dakota D STEP, and so how are
22 we going to be successful in GED in something when
23 most of those kids probably weren't even successful
24 in school?

25 And then you have GED tutors that probably

1 don't even know how to think -- or teach higher
2 order thinking.

3 One of the things in your Pillar 1, I had a
4 question, was you're saying in Pillar 1 about
5 higher -- highly effective teachers and leaders. Is
6 that the same as highly qualified teachers? Is it
7 just the changing of terms from "effective" to
8 "highly qualified"? Because there's something
9 that's happening on the reservation that maybe
10 people need to know. But there's, like, this
11 massive thing happening to the highly qualified
12 teachers, they're being non-renewed and replaced
13 with Teach for America teachers who are not highly
14 qualified. They're probably not even highly
15 effective. So that's a big concern. I saw Robert
16 here today, but I didn't get to talk to him about
17 that. So that was something as a parent I don't
18 understand what that is. Or has that been changed?

19 Pillar 2 talking about the agile organizational
20 structure, it's on Page 12, and I thought was
21 really -- this has really bothered me because I know
22 it's just educational jargon. And I even wrote a
23 blog about this word, "laser focus," because
24 everybody is using the terminology "laser focus".
25 And in my blog I said, "If I know of a meeting

1 that's going to happen and they come, I'm going to
2 raise my hand and say, 'Teacher,' and teacher
3 listened over here and gave me the mike, "I wanted
4 to ask, 'Can you please define what you mean by
5 'laser focus'? Is it a methodology? Is it a new
6 methodology? And has it been scientifically
7 tested?"

8 Because we're using me -- when I thought about
9 this word, "laser focused," I was thinking, Well,
10 geez, if you're using "laser focus," if that's the
11 terminology, if you really look at a purpose of a
12 laser, a laser is really destructive, so why would
13 we want to be laser focused in education because
14 we're just going to destroy? So I don't like the
15 term, I guess is what I'm getting down to.

16 But what I'm walking away with in all of the
17 conversations about laser-focused education is that
18 something still is going to be sacrificed, and I'd
19 like to know what. Is it my culture? Is it my
20 language? What does my son have to give up to be
21 successful in your idea of education? Because
22 truthfully, he's not going to give up anything. I'm
23 not going to let him.

24 I made up my mind and I've even informed my
25 school when he becomes test age he will not test.

1 You will have to provide no MAPs testing, no
2 AIMSweb testing and no Smarter Balance testing.
3 That teacher is going to have to tell me how my son
4 is doing and tell me based off of his work
5 performance in the classroom. That's how it should
6 be.

7 We've heard people talking about MAPs
8 assessment. And, again, this is my beef about
9 technology: All of our time -- what's the purpose
10 of technology?

11 I was asking Charlie if he could tell me how
12 much money, was it already allocated within
13 Loneman's School's budget or did he have to take
14 from another portion of his budget to increase his
15 broadband width here to make his technology lab
16 ready to test, and how much money did that cost?"
17 He said, "I probably could put something together
18 for you." So it's like all of these sacrifices, and
19 we all know there's no money.

20 And there's no discussion about culturally
21 based education. And I think that if we did
22 culturally based education that we would probably be
23 able to reinstitute art, maybe music, maybe
24 computers, maybe something else, writing to do those
25 things.

1 I'm a parent. I went to this -- well, not this
2 school but the school that's over there (indicating)
3 in the '70s. My dad was the principal of that
4 school. And at that time -- so I don't know what
5 the difference is, if it's money that's the
6 difference of the '70s and of 2014, but at that time
7 Lakota language and culture was instilled throughout
8 the school. I remember everybody had a part to do
9 with it. We had art; we had music. We had all
10 kinds of things. And I think back to quite a few of
11 the people that I've gone to school with, I think
12 we've done all right in life.

13 This emphasis "laser focus," if that's what it
14 is, on reading and math, limits us, and it's not
15 fair. Because we can go to a white affluent school
16 and we can see that they have art; they have music,
17 and it's all properly funded. But we don't get it
18 because we can't read right; we can't write right;
19 we can't talk right; we have all kinds of issues of
20 not being right. And it's not fair. It's not fair
21 that nobody wants to recognize me, my son, anybody
22 in here for the Lakota people that we are and that
23 we bring something to the world and that's something
24 of value to us.

25 Many of us choose to stay here. I'm 43 years

1 old. I left this reservation three times, but I
2 prefer here. Many of us prefer here. We don't
3 want -- if we wanted to go and be somewhere out
4 there, we would be out there. And so I think it's
5 time that they stop changing us and let us exist.

6 The other thing that I had a question about in
7 regards to organizational structure and about
8 capacity building and all of those things that you
9 guys are talking about in this draft is who gets the
10 money? So as a person that knows a little bit about
11 something that happens in schools, there's
12 consultants. I know that. I know that the Bureau
13 has spent some time with the Core Educational
14 Consulting Company and has mandated quite a few
15 people or institutions to use that.

16 I used to work for the state public school on
17 this reservation, and the State of South Dakota
18 doesn't even believe that we have Indian educator
19 experts. They said it this year, "Where is your
20 experts?" So I was sitting in here looking around,
21 Where is the State? They're here. Somebody call
22 the State. They're all in one room. But where
23 are -- within your process of putting together the
24 plan, where are our experts in that?

25 And then again just to reiterate what Chris had

1 said, Where are we as parents and community? We're
2 not even mentioned except for one place about
3 talking about foster parents. So where are we?

4 And it should be somewhere within that mandated
5 that this Tribal Department and whoever else that's
6 sat and talked to you guys today, that they have to
7 consult with us as parents. Our voice matters.
8 It's our children.

9 I don't want my son to be sitting for 90
10 minutes to try to figure out how to read and to be
11 frustrated in the end that he's a behavior and has
12 to be somewhere else. In alternative -- in the red
13 building at Wolf Creek, alternative ed, what did
14 they say, it's in Bennett County? The alternative
15 school over there, I don't want that for my son.

16 My son is interested -- he's 4 years old -- in
17 shark. He could tell you everything about sharks.
18 And that's how education should be, based on their
19 interests.

20 Thank you for your time, and I'm glad you're
21 here.

22 (Applause)

23 MR. JOHN HAAS: They're still using some of her
24 work that she put together up in Rapid City in their
25 cultural programs.

1 So they still remember you up there.

2 These guys have a presentation they want to put
3 together -- or want to share with you. But we have
4 a few left here.

5 It's kind of putting the pressure on you to
6 speed it up, huh?

7 We've got Dayna Brave Eagle, Deb Bordeaux,
8 Chris Bordeaux and Tina Mardanian.

9 So Dayna Brave Eagle.

10 MS. DAYNA BRAVE EAGLE: (Native language)
11 Good afternoon. My name is Dayna Brave Eagle. I'm
12 the Tribal Education Agency for the Oglala Sioux
13 Tribe. I know every single one of you sitting here
14 and have spoke to you many times. One thing, it's
15 an honor to be here and an honor to speak.

16 This was my former principal in school, so I am
17 glad to -- I'm a little bit nervous he's sitting
18 here, so -- and I am glad to see that one of the
19 young ladies, that I was her principal, is here, and
20 that's Makayla Mitzel. So I think with those
21 successes here we've graduated from tribal schools.

22 I know Dr. Roessel has graduated from a tribal
23 school. And so there are successes. Our tribal
24 schools are very successful.

25 I want to start off by saying a quote from our

1 tribal president Bryan Brewer. "The Federal
2 Government hasn't met their treaty obligations to
3 our indigenous children. Therefore, our federal
4 officials have not protected the United States
5 Constitution as they swore under oath. It is
6 important that we hold the Federal Government
7 accountable for their treaty and trust
8 responsibility. President Brewer made this comment
9 when he first took office to try to get the Federal
10 Government to see that we are still a treaty tribe
11 and that it is up to the Federal Government to
12 uphold this treaty.

13 "Through its treaties, statutes and
14 constitution and well-articulated policies, the
15 United States Government assumed a legal
16 responsibility to protect Indian tribes, to provide
17 them with certain goods and services, guarantee the
18 right of tribal self-governance and guarantee the
19 right of children to education that is culturally
20 appropriate and promote the viability of Indian
21 reservations in lands as permanent homelands for
22 tribes.

23 "The Indian Education Act of 1972 was created
24 to provide services that would meet the unique
25 educational and cultural related academic needs and

1 distinguished language and cultural needs of our
2 Lakota children.

3 "The Native American Education Improvement Act
4 of 2001 provided the mechanism for tribes to take
5 charge of their education, to develop new ways to
6 make their schools better, educational institutions
7 for their children and communities."

8 And I know you've all heard me say that, but as
9 the BIE, the BIA, they have failed the last hundred
10 years providing education to our tribal people. And
11 so it is time now that we as tribal education
12 agencies, as tribal leaders here, that we take
13 control of our education. Because we're here. It's
14 self-governance. Maybe a hundred years ago we
15 weren't ready, we weren't here, but you know what,
16 we are here now to take that and to be the ones in
17 charge of our future.

18 The Oglala Sioux Tribe has always recognized
19 the importance of education. We believe that each
20 child possesses their own uniqueness of learning
21 styles in the areas of academics, and each child has
22 the potential to be successful.

23 Through mandated policies from the Federal and
24 State Governments, our reservation schools have
25 worked earnestly to provide our children with the

1 education they deserve. However, our schools have
2 struggled year after year to meet the needs of our
3 Lakota students because of budget cuts, No Child
4 Left Behind school buildings and shortages of highly
5 qualified teachers.

6 The Oglala Sioux Tribe has provided the Federal
7 Government with facts related to the lack of funding
8 in the areas of ICEP funds, facility funds,
9 Elementary and Secondary Education Act title funds,
10 student food nutrition costs and administrative
11 costs. There has been an increase in these program
12 funds to meet the needs of the services in the same
13 program, and instead of the Bureau giving the
14 appropriations for these programs, the Bureau's fix
15 was, "You can now use your ICEP funds to supplement
16 your transportation, to supplement your food costs,
17 to supplement your admin costs." That's the fix
18 that the Bureau made for tribal schools. There
19 wasn't a fix because now we're taking more money
20 from instructional dollars to keep the lights on, to
21 feed our children, to heat our building, to
22 transport our children to and from school. That's
23 what the fix has been from the Bureau.

24 We also talked about, there's an ordinance,
25 OST Ordinance No. 08-34 which establishes the Oglala

1 Sioux Tribal Education Agency as the state education
2 agency and the government-to-government relations be
3 made directly to the Oglala Sioux Tribal Education
4 Agency. The Bureau of Indian Education does not
5 treat the Oglala Sioux Tribe as a state education
6 agency. We still rely on the Washington Bureau of
7 Indian Affairs through the BIE line office to manage
8 our educational affairs. There should be a direct
9 government-to-government relationship between the
10 Department of Education and the Oglala Sioux Tribe
11 on all education matters on our reservation. There
12 has never been an attempt to establish this
13 government-to-government relationship with the
14 Bureau of Indian Education.

15 In keeping with the vision of our ancestors who
16 entrusted the United States Government to provide
17 quality education to our children, the Oglala Sioux
18 Tribe believes that every child today and every
19 future child is entitled to the highest quality
20 education by incorporating the foundations of our
21 beautiful culture, our Lakota language, our
22 spirituality, our values, our thoughts and our
23 philosophies, into our 21st Century education. We
24 can build our own Lakota leaders that will take the
25 Oglala Sioux Tribe into the future.

1 And in conclusion, we are asking that you
2 uphold the 1868 Treaty of Article 7.

3 And I just want to say that, you know, we talk
4 about the successes. We all are very successful
5 here.

6 I'm trying to read my text messages while I'm
7 speaking to you. No, I'm not. I've got notes. I'm
8 just teasing.

9 Okay. So we need to do -- building capacities
10 for the Tribal Education Agency. Today we was very
11 fortunate to have four of the five education agency
12 directors here. We had Dr. Sherry Johnson,
13 Dr. Cherie Farlee, Emma Jean Blue Earth and then
14 myself. We were missing Cindy Young. So this State
15 of South Dakota and the Lakota/Dakota/Nakota do have
16 tribal education agencies developed.

17 We need to start teaching our children through
18 our culture and language and through the philosophy
19 and our values and how we were taught when we were
20 growing up.

21 The funding, again, the appropriations, we're
22 asking for 100 percent appropriations to our
23 schools.

24 We also have an MOA with the Bureau of Indian
25 Education that hasn't been uphelded, and that was

1 just signed last year. And we did bring that to the
2 attention of Dr. Roessel and we're still waiting for
3 the -- an answer from that.

4 You know, we've had many experts get up here
5 and speak and more wiser than myself and our
6 leaders, and I don't mean to be disrespectful toward
7 anyone or anything that I've said but I know that
8 I've said this over and over, it's time now.

9 And I want to leave with just a quote -- well,
10 one more thing. Remember this -- and I know that
11 you guys -- I sit here thinking, "Are they just
12 token Indians?" You know, isn't that a shame?
13 Because you aren't token Indians. You all come from
14 a heritage. You all come from a tribe. And so now
15 we ask you to stand up and give us what we're asking
16 for.

17 And I have to remind people, it wasn't our
18 ancestors that wrote those treaties. It wasn't.
19 But, you know, it's up to you guys to -- you took
20 that oath to uphold those treaties.

21 So I want to leave you with one quote, Wilma
22 Man Killer, "Whoever controls the education of our
23 children controls our future." That is her quote.
24 And you know what? It should be the Oglala Sioux
25 Tribe controlling their future and the education of

1 their children. (Native language)

2 (Applause)

3 MR. JOHN HAAS: Thank you, Dayna.

4 We have Deb Bordeaux, former principal at
5 Loneman School, and Chris Bordeaux, I guess.

6 MS. DEB BORDEAUX: Hello. I was the principal
7 here at Isno Wica Owayawa for a few years. Prior to
8 that I was a special education teacher.

9 I started my career in education as a teacher's
10 aide at St. Francis, and I was hired under Title 1
11 to work with the students who were coming out of the
12 direct instruction program that they had instituted
13 due to the dictates of the Bureau at that time and
14 didn't have any comprehension skills. So my job was
15 teaching comprehension to the third, fourth and
16 fifth grade students. And I really enjoyed working
17 with those students.

18 Chris' younger brother was one of the students
19 that we worked with. And he was being teased at
20 home about learning. And they had given him a word,
21 and so he was spelling it out, but he didn't
22 understand what he was spelling. And the word was
23 J-e-a-n. So he went through the whole thing and he
24 said "G." And they were always teasing him about
25 the girl across the street. And he must have said

1 it about four or five times before he realized what
2 he was saying. And they were just doing that to
3 tease him. But he didn't understand the word, and
4 that was a result of the direct instruction. And so
5 from that point on I just seemed to have a real
6 strong interest in what's happening with our
7 children.

8 I'm the oldest girl out of nine children. All
9 nine of the children have post secondary education,
10 and the majority of us have always gone to a school
11 on the reservation or run by Indian people.

12 And, you know, we talk statistics. 75 percent
13 of my children, my biological children are college
14 graduates. 75 [] of them have graduated from
15 tribal grant schools. 50 percent of them have
16 master's degrees. And a hundred percent of them
17 have grown up here on the reservation.

18 So, you know, we just really have a lot of
19 strength here on the reservation, and I have a real
20 strong belief in who we are as a people. We really
21 have wonderful children, wonderful children. I saw
22 that every day in the children who go to school
23 here. And they believe in themselves. They believe
24 that they can be successful. They know that they
25 have choices because that's what I talk to them

1 about all the time.

2 When I was growing up I had teacher. His name
3 was Mr. Cuny, William Cuny, and it was really
4 strength and pride to have him as a teacher. And so
5 when Mr. Cuny applied to be the principal here at
6 Isno Wica, I was just so excited because I saw that
7 as a legacy, bringing back to the children and
8 keeping that strength going.

9 But one of the things that I struggled with
10 here as an administrator was trying to make sure I
11 did the right thing. And I had a real fear of
12 violating the rules when using the money that was
13 allocated, and it was a real struggle.

14 And we were in that old building for the
15 majority of the time that I was the principal here
16 at the school, and it was a hard choice to make.
17 Most of the time I was choosing to pay the light
18 bill, choosing to pay for repairs, choosing to, um,
19 do those things that need to be done to make sure
20 that we're educating our students, but never could
21 buy the books and paper and pencils that the
22 students needed. So we were fortunate to find some
23 donors who were able to provide that for us, but it
24 didn't always meet the students' needs.

25 And that fear of violating the rules always

1 came in a form of an audit, "You're doing this
2 wrong; you're doing that wrong," and never what
3 you're doing right.

4 And all of what I learned about finances for
5 our school I learned from the BIA at the time and
6 one of their employees who spent three years working
7 with me here at the school telling me how to do
8 these things. And from when he left, I have had
9 struggles because of how he taught me to do the
10 finances. And it was difficult to find people to
11 understand how that works. And there wasn't anybody
12 in the Bureau who understood that.

13 And when I'd go to someone within the Bureau
14 and say, "I need help," they'd say, "Yes, you do"
15 and then never provide it. So, you know, I just
16 really have some concerns.

17 In the report on Page 8, there's two things
18 that are mentioned there. One, "Tribally Controlled
19 Schools Act should be [] more conducive to reform,"
20 and I have a concern about what that means.

21 The other one says that lack of statutory
22 clarity regarding BIE's [statutes] as an SEA and/or
23 LEA has denied BIE the opportunity to compete for
24 competitive grants. It just seems like it conflicts
25 with each other. The Tribally Controlled School Act

1 was written to give schools an opportunity to
2 control their education.

3 I was on the school board many years ago at
4 Crazy Horse School. We went to Washington, D.C.
5 And the people that I went to Washington, D.C. with
6 had a lot of strength. And the whole desire at the
7 time was to be able to eliminate the middle man and
8 have the money come directly to the schools so we
9 would have enough money to operate. And there were
10 people like *Randy Plume and Paul Iron Cloud, and
11 they spoke very strongly for Tribal Departments of
12 Education. And we got it in the law in 1988. And
13 it took our tribe many, many years to get that put
14 in place, but it's never been supported, and there's
15 never been guidance for tribes to be able to do this
16 and to do it well.

17 And so, you know, when Maggie talked about the
18 things that happened back in the '70s and that was
19 right after the Self-Determination Act came in,
20 there was a lot of strength there, and people were
21 gung-ho and willing to do a lot of things. But as
22 time evolved, people within the Bureau and other
23 people seemed to have forgotten what that was, and
24 they didn't take any time to learn about it.

25 When I started working as a school board member

1 and to see how things were, I went to trainings with
2 the National Indian School Board Association and the
3 Association of Community Tribal Schools, and I
4 really learned a lot about how tribal grant schools
5 should operate and how you'd behave as a school
6 board member and what's expected to happen at these
7 schools. And that's no more. None of that training
8 is out there. And part of it is because the Bureau
9 of Indian Affairs decided not to have that anymore.
10 We've trained all the school boards so there's no
11 reason to train them anymore. But all of those -- a
12 lot of those people are no longer here. And we have
13 a whole bunch of new school board members and
14 they're all young and they want to learn, and
15 there's no place for them to go and learn. So, you
16 know, how are they supposed to be able to operate
17 these schools if there isn't any quality training
18 for them to know what the laws and the regulations
19 are?

20 And that goes the same for the Bureau people,
21 there's a lot of new young people in the Bureau who
22 don't know and understand the laws, and they don't
23 follow their own regulations and laws that are
24 there. And a good example of that is the law very
25 clearly says, "1297 schools can be viewed as

1 contract schools." It says that very clearly.

2 And then the Healthcare Act says those agencies
3 and organizations can have access to FEHB. But
4 somebody decided that 1297 tribal grant schools are
5 not eligible because they don't have a contract
6 number. To me it's very simple, give them a
7 contract number, as well as their 1297 number so
8 they can have access to FEHB.

9 When I left as the principal, retired, we were
10 faced with having to pay a thousand dollars a month
11 for our employees for health insurance. And we
12 could not afford that, so we had to make choices of
13 reducing what we could provide. And that's not fair
14 to these employees.

15 One size does not fit all. The program needs
16 to be set for each independent school's needs, and
17 we need to work with them.

18 I made notes for myself based on things that
19 were said this morning so I'm trying to remember
20 them.

21 One of the things that I have a real concern
22 about because this word is thrown around a lot is
23 "trust responsibility". What does that mean? When
24 we look at what the Tribally Controlled School Act
25 says, in the beginning it talks about trust

1 responsibilities. And oftentimes I think that that
2 word is used to reflect treaties, but I think we
3 have to look at treaties versus trust
4 responsibility.

5 And when you talk about trust, that implies
6 that we have a relationship where we trust one
7 another. And oftentimes I don't think the tribes
8 trust the Federal Government or the Federal
9 Government doesn't trust the tribes because they
10 don't think that the tribes could do that for
11 themselves. There's still a paternalistic attitude
12 towards them. So I think that there needs to be
13 some clarification on that and that language
14 strengthened because there's a real fear that we're
15 going to lose our treaties and that there's an
16 effort being made to move Indian people away from
17 treaties and take it away and turn us over to public
18 schools and turn us into brown people in the United
19 States. And I, for one, do not want that for my
20 grandchildren.

21 So the other thing is from an educational
22 background watching what's going on and the concern
23 that everybody has about all of this behavior, it's
24 learned behavior. As I talked about the behavior
25 that I learned from the BIA official that worked

1 with me, this is -- we learn this behavior from the
2 people who taught it to us. And all of this
3 behavior that's happening back and forth, we have to
4 figure out how to get beyond that. And a lot of
5 people have said that earlier today that all of this
6 is learned behavior, that we need to figure out a
7 different behavior to learn.

8 The other thing I have a concern about is the
9 emphasis on these standards. There's so much of an
10 emphasis put on these standards that people aren't
11 looking at what the children can do.

12 And as I mentioned earlier, the strength in the
13 school is their children. They have very wonderful
14 children, really smart. Over 50 percent of their
15 students at this school are in the gifted and
16 talented program. And they're so proud of that.
17 The children are so proud of that identity, being
18 able to say, "Look how smart I am. Look at what I
19 can do." And nobody recognizes that.

20 Instead you probably know that Loneman has been
21 in restructuring for the past ten years, and you
22 don't pay attention to all the other things that
23 those children can do. They're very smart children
24 and they have a lot of strength in what they can do.

25 For my children, my own biological children to

1 get where they're at, when they come home and
2 complain, we tell them "Play the game. This is a
3 game that the educators have been taught. In order
4 for you to be successful, you play the game. If
5 they tell you, 'Do this worksheet,' do the
6 worksheet, because that's the only way you're going
7 to get through until you get to a place where you
8 can change the rules." Well, I'm at a place where I
9 think I can change the rules but it's not happening.
10 The system isn't working.

11 One of the things that is really needed -- the
12 only -- the only value of common core which is being
13 dictated that I see is the focus on cradle to
14 career, because that's what my ancestors did.
15 However, for schools to be able to do that, they
16 need to have the resources.

17 For Early Childhood Programs such as FACE --
18 and I -- one of the things that I didn't mention is
19 that I'm currently working part-time for the Rosebud
20 Sioux Tribal Education Department. And one of the
21 school, St. Francis, has a FACE program, and they
22 find a lot of strength in that. And they even have
23 some parents who have gone through the program and
24 have come back and worked with them. And so there's
25 a lot of strength in an Early Childhood Program such

1 as FACE. And I'm just saying that because they have
2 had success with that. But I'm hearing that there
3 are people who don't like it, but I am a supporter
4 of Early Childhood.

5 And in order for all the schools to be able to
6 do Early Childhood, they need the resources. When
7 we built this building, we didn't have an Early
8 Childhood Program so they wouldn't include it in the
9 scope of work for the building. And when we tried
10 to talk to them about it afterwards, they just
11 ignored us, wouldn't even discuss it with us. So
12 Loneman doesn't have the space to put in an Early
13 Childhood Program in this new building that they
14 have, but they need to have the opportunity to be
15 able to do that.

16 Then that leads to how the facilities'
17 operation and maintenance is managed. Facilities'
18 operation and maintenance doesn't have any
19 regulations. And who's in charge? Is it the BIA?
20 Is it the BIE? Is it OFMC? Who's in charge? When
21 people need help for facilities, they have to -- you
22 have to know someone, but not everybody knows
23 someone to go and talk to. It continues to be a
24 good old boy system.

25 They had a Negotiated Rule-Making Committee on

1 facilities' operation and maintenance, and they came
2 up with some good rules, but it is now a report
3 collecting dust on somebody's shelf, and it's not
4 being used. And somehow that needs to be looked at
5 and dusted off and put in place.

6 Another concern that I have is I know how the
7 system works in Washington, D.C. when it comes to
8 making budgets, and I have heard that the Bureau is
9 going to go ahead and put all this stuff in place
10 from the report no matter what we say; even though
11 it says "Draft," they're going to put it in place
12 anyway because they have to make those decisions
13 now. You're looking at the FY16 budget, and you
14 have to make those decisions. And you have to
15 decide, is it going to be an ADD east, an ADD west
16 and an ADD Navajo, or is it going to be an ADD grant
17 school, ADD Bureau operated and an ADD Navajo? What
18 happened to the Great Sioux Nation? Why can't we
19 have an ADD? We get eliminated right away. And we
20 thought line officers were important because they
21 could help us.

22 We wanted our line office -- some of us wanted
23 a line office that had a grant school specialist
24 there. And nothing against the people that are
25 there because Robert and Pattie are the best. They

1 helped me so much and so did Dan, but somehow those
2 things aren't looked at and thought about.

3 So there are a lot of regulations. I worked on
4 some of those regulations, and I felt like we were
5 forced into making that decision about using the
6 state in which we're located for AYP decisions.

7 Loneman was a school that put in for an
8 alternative AYP and has been working on that, but
9 it's never been recognized, validated or anything
10 from the Bureau. And we continue -- or the school
11 continues to struggle with that.

12 We need to recognize language and culture for
13 our people, and that was where we put the emphasis
14 with that. The alternative definition was to begin
15 with an oral language proficiency assessment. And
16 some of us think it's too hard, but it's for a
17 proficient -- for language -- for a person who's
18 proficient in their language so of course it's going
19 to be hard, but that's a challenge to ourselves to
20 try and get there. I always think we have to put
21 our money where our mouth is. We keep talking about
22 this, and we have to just do it, and sometimes it's
23 really hard.

24 And I go back to what I said earlier, as an
25 administrator I was afraid to do some of these

1 things, for violating some of these rules,
2 especially the Bureau's. I had to be very careful
3 about that.

4 Research shows how important it is to have a
5 strong cultural identity, to be fluent at a minimum
6 of two languages. It helps children and it helps
7 people to be successful. There's a lot of research
8 out there that shows that we've never been given
9 that opportunity to do that with our children.

10 I'd like to end with this: That our great
11 grandfathers wanted their grandchildren, their
12 great grandchildren, which includes me, to have a
13 strong spiritual base with their education.

14 I did a little bit of work for Red Cloud, and
15 on their -- one of the things that they had is they
16 called it "Red Cloud's Dream," and Red Cloud always
17 wanted for the children to have that spiritual base
18 and be strong educationally.

19 My great grandfather, Pute -- and that's
20 spelled P-U-T-E -- had the same dream. He went to
21 Washington, D.C. several times to make sure that
22 there was a church and a school in his community,
23 which is currently Wanblee, to make sure that we had
24 that spirituality and we had a good strong
25 education. And we still struggle with that.

1 And somehow I think that the Bureau needs to
2 work with us in doing that. We're not enemies.
3 Dayna said that very clearly, we're not enemies.
4 We're of the same people. And I don't want to -- I
5 don't want my grandchildren to just be brown people
6 in the United States. I am an American citizen due
7 to a law from 1924. And I pay taxes, and those
8 taxes are paid very regularly. And as a citizen I
9 expect that that be respected.

10 Thank you.

11 (Applause)

12 MR. JOHN HAAS: Thank you, Deb.

13 MR. CHRIS BORDEAUX: (Native language)

14 Chris Bordeaux is my name. I'm -- as you all found
15 out at lunch, I'm an NIA board member.

16 And from the NIA board I just want to tell the
17 task group we're really glad they put this task
18 group together to look at Indian education across
19 the nation. That's all I'll say about NIA.

20 I'm the Executive Director for the Oceti
21 Sakowin Education Consortium, a consortium of tribal
22 schools here in South Dakota, and we're there just
23 for tribal schools.

24 I was looking at, I think like everybody did,
25 going over the report. And as I went through it the

1 last few days, I started to highlight things that I
2 wanted to address. And as I go through all of
3 those, everybody has addressed them all day. So I
4 will do a written report just addressing those same
5 things just like everybody else.

6 The first one I wanted to address, it says,
7 "After several discussions with tribal leaders".
8 What tribal leaders?

9 But then I went on from there, and I
10 highlighted a lot of what Dr. Sherry said, and --
11 well, just, you know, everybody, what everybody
12 said. So I will make those part of a written one.

13 And then I wanted to talk about the Meriam
14 Report, the Kennedy Report, Nations at Risk, White
15 House Conference, all the GAO reports, but everybody
16 addressed those, too. So I'll just add that to my
17 written stuff.

18 And they all said the same thing: We need
19 children to transition to a school -- transition
20 back home, the community to be involved in the
21 school, teachers who are highly qualified and who
22 care about the children, culture and language being
23 part of the school. Those reports have been saying
24 that since 1928. And like everybody said, it hasn't
25 happened.

1 One of the things that -- I like quotes from
2 people. Ivan Starr who is sitting back there, he
3 always said, "We've never been allowed to fail on
4 our own terms. BIE, BIA, Federal Government has
5 kept us failing all of these years. Never once have
6 they allowed us to fail on our own." And we have to
7 remember that, we've never been given a chance to
8 fail on our own.

9 This morning, I think it was Dr. Roessel said
10 something about, you know, we can't be bringing up
11 the past and all of that, but going back to 1928,
12 everybody is saying the same thing, that isn't the
13 past. That's right now. We have to do something
14 else; not something different, something else.

15 I always tell school boards -- and I think most
16 of you who are school boards members maybe have
17 heard me -- that the tribal grant schools, you can
18 do anything you want, throw everything out the door
19 and start from scratch, as long as you can make
20 those -- live up to those standards of whoever is
21 the accrediting agent. And according to the law,
22 the law, that the tribes can be accrediting agents;
23 they can be SEAs. That's the law.

24 But one thing -- I think somebody talked about
25 it this morning, our children leaving -- I think it

1 was Dr. Gloria said, Let -- American Horse School
2 went to Bennett County, and they're on the same
3 level. But American Horse -- just like Debbie said,
4 Isno Wica has been in restructuring for ten years.
5 The students from this school that go to Oelrichs,
6 graduate from here and go to Oelrichs, Oelrichs has
7 been making AYP since that happened. So it's like,
8 that just doesn't make any sense.

9 And when No Child Left Behind started -- I was
10 wishing Sherry would hang around longer. I wanted
11 to brag her up. Enemy Swim Day School was in the
12 70 percent proficiency in math and reading before,
13 the year before No Child Left Behind started. The
14 year after both their scores -- those scores dropped
15 down to the 50 percentile in proficiency. And over
16 the years it dropped down to 30. And it's because
17 the Bureau forced our schools with money, holding
18 out money, "Here's a third of your budget. If you
19 want it you have to use this." And that's where I
20 see this is going.

21 I really like what they found out, what the
22 task force found out, but their solutions to it
23 are -- I was talking to my, to Debbie about it and I
24 said, "They're really stupid." And my grandson
25 looked at me and he said, "(Native language), that's

1 a bad word." So I said, "Well, what word should I
2 use then?" He said, "Silly". So then I thought
3 about it and I said, "Yeah, they are silly what the
4 solutions are." Because all of the tribal schools
5 and the Bureau-operated schools have that capacity
6 in them with the people in them. I think there's
7 been quite a few people who have said that. We have
8 all the experts in those schools.

9 ***And over the years the BIE, OYEP or whatever
10 they were called, has never helped the tribal school
11 with T A, never. All they do is come down can and
12 point and say you're doing something wrong ask those
13 schools have all gotten together and figured things
14 out on their own. But with this report and the
15 solutions, they're wanting poorest county money to
16 learn how to do this what we already know how to do
17 and teach tribes how to to it. I don't don't they
18 just give all the money to the schools and tell the
19 schools, TAOEFPL all your tribal councils how to do
20 this stuff and let them be the capacity builders.
21 The I even looked up, everybody remember Floyd west
22 ER man, red crow. He had a song. It it starts
23 off -- I won't singed it. Don't have my guitar here
24 so I won't sing it. The if approximate I can find
25 it now. Send a task force down from Washington,

1 check out their complaints. The Indians aren't
2 happied and they're putting on the paint. The
3 treatment TK-RBL they say their treatment is unfair
4 and they blame the BIA but you can't believe a
5 single word a red skin say. They say they want more
6 programs and the funds are getting loaf -RBGTS they
7 write down many questions, stand around awhile, make
8 out a report that will later file. It's got to be
9 kept a secret, no one should know where the T*
10 they're there and all you have to do is tell them
11 just what they want to hear. Send the task force
12 down from Washington to check out their complaints.
13 Indians aren't happened AOE Johnson but is the there
14 a time when they ain't? I think that was a good
15 song. We know whatever they're saying is a draft is
16 going to happen in I way. We know it's going to
17 happen no matter what. We have to, as TRAOEUBTS, as
18 schools -RBGTS cents we have to say this is what
19 we're going to do and go ahead and do it. Because
20 in in the law the they have to give us the money.
21 The law says that, they have to give us the money no
22 matter what. When I fist read this, when it first
23 came out it talked about pillars, so I said pillars?
24 Geez, souped like a ex TRAF began STKPHRA PHAOUF
25 PHAOUF owe or something. We don't talk about

1 pillars. We talk about circles and that's what we
2 should be dealing with is circles balls that's the
3 strength UFR our nations is circles. I'll end with
4 a quote from one of my other dear friends, Robert
5 two crow. Listen to him talk, he, just like
6 listening to any of these guys talk, they're really
7 inconsistent SPAOEURG but he always ends with this:
8 You don't have to listen to me, I'm just an Indian.
9 (Applause) okay, we have two more. We have Tina
10 mar TKAEUPB yeah to the address here.) Gotta give a
11 boost to the microphone here. (My name is TAOEPBL
12 American Indian education ma began KWRAPB. In
13 translation woman who flies high and I want to just
14 talk very briefly at the request of president brewer
15 and I work with him as his external affairs lay
16 American Indian education son ask so with that being
17 said, working with external agencies in important
18 issues that affect our people here on the Pine Ridge
19 reservation. WUPBD of them is education and how we
20 look at it today and this is so important to us as a
21 people and I thank you for you your time and your
22 energy and your thoughts because for us this is very
23 important. You're getting a bird's eye in view in
24 regards to allotted of the issues and we had node
25 we've got \into\in to the weeds if if you will

1 regarding some of the issues surrounding education
2 and how we look at that from the history stemming up
3 today in that transition process ask this is very
4 key because yes, we cannot change the past but we
5 learn from that past and it's important we had do
6 learn from that history because as we look at the
7 transition of education this that process ask how if
8 affects us today, we looked at how legislation
9 affects us, American Indian education credential
10 KAEUGS agencies and its correlation to if TPUBD
11 SKP-G how that effects us ask so these are important
12 issues we're dealing with and these issues haven't
13 changed as you've heard from previous speakers
14 through the past decades and we look at the
15 pedestrian TKPWOED gee of education and what was it
16 PHEPLTD to do for Native Americans, it was meant to
17 assimilate us and so therefore if we're using the
18 same pedestrian geographic distance gee, how are we
19 going to change that? What are the realities of
20 today 1234 and so with that we looked at
21 alternatives. Would have he's look at suggestions
22 and for us, you know, this PHRAB, we're looking also
23 at your instruments, what are you using to determine
24 what these outcomes need to be and we never were
25 consulted in regards to what type of instruments

1 were being used, what type of theories applying to
2 us and you're comparing us as apples and/or
3 ancestral when really you THAOED to be comparing
4 orange to arrest ancestral so with that being said,
5 as a lifelong learner, as native people, it's a part
6 of our culture that -R with's continuously learning
7 and we're transportation forming and we're growing
8 and we WAB the SAEUPLD for our children so when we
9 look at legislation within our own cultural and
10 tribal nations, we do have statutes in place. In
11 2008 we had did pass legislation ordinance to
12 incorporate Lakota language within our curriculum
13 but has that been respected by the federal agencies?
14 No. Will it be respected? So these are the
15 conversation that we teed to have to said how can we
16 work together to make sure that we are respecting
17 each other's policies and mandates as well. Ask so
18 with that, I mean, I can go on forever in regards to
19 education and so forth and my own background but at
20 the same time I feel that, UFP know, for our TPHAEUD
21 tiff students, that pedestrian TKPWOED KWRAOE is the
22 banking process and we want it to be transactional.
23 We want the alternatives for our students instead of
24 just this PWA*Ging con set and I hope you have the
25 opportunity at some point in time to read Paul aid

1 free air. He wrote a book called pedestrian TKPOE
2 gee of the oppressed and it's a very good book and
3 it didn't come to this country until about the 1970s
4 but I strongly environmental K-RPBL you had to read
5 that because that's what we've been dealing with.
6 Those are our realities today, then and now and so
7 for us as educators for our children we definitely
8 want to see those changes versus just false
9 generosity Bass that's what's kind of happening at
10 this point this time is that false generosity so how
11 can we have that true conversation that it is
12 transactional so with that I want to say thank you
13 again for your time and for your energy and hoped
14 TKPHRAOE that what has been shared will are
15 stimulate further conversation and not let it just
16 end at this and please let us be a part, please
17 invite us to the table to have these conversations
18 because we do have the experts op our reservations
19 to really address Indian education. The) native
20 language (thank you.) Applause. (

21 MR. DON YU: Objection, folks, wow, today, I
22 learned a lot today so, you know, first I just want
23 to say thanks so much for all of your input today.
24 I learned a ton, just like when our team was out at
25 the schools, in the fall, September and October, I

1 learned a lot. It sounded like hard to sum up
2 everything here but it sounded like kind of the
3 diagnosis part of the report, SKWR only got that
4 part right. Sounded like some of the ideas we came
5 up to address, address some of those issues, not
6 quite on POPBT. Some definitely missed the point in
7 some things, policed some areas that we need to add.
8 I can guarantee you though, well, I don't want to
9 guarantee because you probably heard too many
10 promise. You won't believe anything until you
11 actually see something happen for you had but I will
12 say this report is going to look TKEUFPB. It is a
13 draft report. Look, folks, you know, all of the
14 issues that you brought up, all diagnoses came from
15 you in if the *EURS place. I didn't make that stuff
16 up? How would I know. I had to come out and he
17 were will. I did my best knowing what I know about
18 education allergy systems to come up with some
19 ideas, things that have worked in other school
20 districts. I get it, though, the school system is
21 unanimous neck. It's TKEUFPB than the other ones so
22 I'm Ding to have to keep tailoring these
23 recommendations until we get the right fit. It's
24 not lip S-F come willing out HAOERD trying to learn
25 everything I can to kind of keep fixing this model

1 and until we find something that works, though. The
2 some quick things. I didn't do a good SKOB this
3 morning selling my ideas to you. I would say
4 actually probably two-thirds of the things that were
5 said up at this podium that's because I didn't
6 arrest particular AOUN late the ideas in the power
7 point well enough and that's -- Tacoma was my fault.
8 I need some practice. My first within I presented
9 on here, the first consultation so other folks will
10 get a pet ER one that is but TKHAS's part of this
11 AOUN. Two-thirds of the things identifiable just
12 didn't do a good job explaining the ideas in the
13 power point. The other third 69 things I just
14 didn't even know about ask they need to be worked
15 into the reform model and definitely one thing I
16 regret saying up is how much time it was going to
17 take. You know, Monty and I are working really hard
18 with our team. Monty has been so focused on what
19 can we do. I've been thinking kind of longer term
20 pictures and the fibs being the system and a lot of
21 systemic issues kind of fundamental -FS system.
22 Monty has been working so hard on so PHAEP, what can
23 we do right now though. Even when I spoke to ARPBL
24 AOE Johnson and he asked for an update, I TKPAEUF
25 him the update, talking about these kind of long

1 term fundamentallish AOUFPS. He asked me though
2 what's going to be different on the first day of
3 school though this up cop willing school year. This
4 all sounds so great. This sounds nice, all this
5 stuff but how are these teachers and principals,
6 what's -- how school is going to feel different tore
7 them on the first day and Monty has done so many
8 amazing things already just trying to as he can,
9 things that don't have to go through so much process
10 but we've gotten already so many leads from the
11 office providing us the additional man power support
12 so the schools have having all their proud cure
13 meant needs met, acquisition needs met so there -R a
14 lot of shot term things we have been working on.
15 It's not liked we're going to wait AORPBD and wait
16 for the budget get developed so I regret saying that
17 this morning. And there were just a couple of other
18 points. You know, I'm going to inconsistent at the
19 TKPRAEUT so many of the ideas that I heard today
20 about, you know, this is not about PHR-G up a big
21 apparatus in D.C. It really S it's the opposite.
22 W-R he not trying to big a PW-G ER PWUR angry *E
23 see. This is a SRAOEPL line PRAEUBGS. It's
24 actually hey, principal and teacher is what do you
25 need to get your job done and then our job is to

1 provide those services. It's going to be the
2 complete opposite of what EFB else has said here
3 today about top down dictates from the BIE. What do
4 people in D.C. know what's going on in your schools
5 is this that is a obvious. You all have said Tacoma
6 today. Our job is to figure out -- you guys know
7 what is best. The it's a partnership, you know.
8 You guys are in the schools. You know what your
9 schools need. But we still have to go to the hilled
10 ask get the money. So I have to learn, I have to
11 come out here, learn about what the resources you
12 need ask then my SKROB is to go through this
13 federal, the incorporate that, nobody wants to deal
14 with the federal bureaucracy part bud you've got to
15 cut through that stuff and go to hill and PHAEUBGD
16 sure that the stuff you say you need -RBGTSZ those
17 are the resources that are delivered to your schools
18 so -- and the last thing I also want to mention I
19 totally get it, too, the also need for inconsistent
20 sew vagues, trying new things. I don't think
21 that's, we probably -- that's another thing that I
22 would like to kind of integrate in the report, new
23 means for in SROE SRAEUGSZ, new ideas. Thanks for
24 your time. The (applause.)

25 MR. MONTY ROESSEL: I just want to be, just

1 mention a couple things because on the agenda it has
2 other eye dementias baud because we're so late now
3 and I think part of the process we unanimesed that
4 we should have completed all of those presentations
5 right after Don but there were some other items we
6 wand to discuss. One was about an assessment,
7 looking at smarter balance in getting some feedback.
8 The other is about tribal grant support costs and
9 looking at the idea of, you know, and I just got
10 this on Friday from D.C. from the staff, what would
11 be the feedback if if tribes or schools, tribes,
12 received the tribal I be direct cost rate instead of
13 the formula that we use now? What would be some --
14 you know, if you could maybe some of you that deal
15 with that, if it you kind of look at what would that
16 mean for you the, S-PD me some e-mails, send
17 commence. Before I forget, that remind me, you can
18 submit written comments on or before June 2nd, okay
19 so just a reminder there. So if if you have some
20 ideas or thoughts on that idea of of an indirect
21 cost rate, a tribal indirect cost rate, instead of
22 the formula that is presently used and if you need
23 to kind of think about what it would look like for
24 your schools or for the tribe and talk to somebody,
25 we can get, give me a call and we can kind of let

1 you compared and see what that would be for you but
2 that's one of the proposals because as you know,
3 tribes got 100 percent contract support costs.
4 Assistant secretary Washburn has said we need to go
5 the next step now ask do that with grant SKAOLTS so
6 we're look at trying to find some solutions and I
7 wanted to put that out there now. Finally I put
8 some strategic plans out -PB O the table. I have a
9 few more here if anyone wants them but that's also
10 something that I think is indicative. When I was
11 hired by assistant secretary wash burn, I told him
12 and I'll say this right now, president PWRAOUFR ER,
13 I am not here to protect the BIE. I am here to
14 educate Indian students within the BIE to the best
15 of their abilities. Wednesday I being too the job I
16 told assistant secretary Washburn that it is my hope
17 that I will work myself out of a job within three
18 years. This is a the same thing I said to Keith
19 PHAOR when he hired me at Navajo and I was well on
20 that track. In fact, I think if I stayed there I
21 would be unemployed in a few more months so I do not
22 look at my job as being there to protect the BIE in
23 anyway or -- that's just not -- that's not who I am.
24 So with that said, I think what I'd like to do is
25 just real KWEBGly if anybody wants a copy of the

1 STRA team I can plan to look at, I would, you know,
2 earn courage you to pick it up and give some
3 feedback but if you look at, what you'll notice is
4 that we are trying to do is to say we want to be
5 measured. Weighability want to be judged and by the
6 time this is done, which is eight eight, you'll see
7 a BIE that has tracked upwards. And when we go to
8 OMB and we try to present budget, they are asking
9 what are the unless, jugs like we talked about AYP,
10 they are asking how can you tell you're being
11 successful? So we, BIE is trying to present a plan
12 that shows we want to be measured, that you know
13 what, measure us because dammit, we're going to do
14 pretty good here. And we belief we are in a pat
15 TPHER ship. Just quickly because, you know, not to
16 make it personal but you sit up here and you hear
17 things and it's really hard to keep quiet. I mean,
18 it's really hard and just, you know, but just so for
19 those of you that don't know, my mom and dad started
20 the first grant school in the con tree at R-F rock.
21 My dad started the first college, Navajo KPHAOUP tee
22 college so the idea of exercise of sovereignty,
23 self-determination, that is he been running through
24 my blood my entire PHRAOEUF and so when I say I'm
25 committed to educating and not to the BIE, those

1 aren't just words so I tell you, again, like Don
2 said though, these are promises but come back in a
3 year, come back in six months that's what the
4 strategic plan is about, come back and look at what
5 kind of success we have seen. But I also want to
6 say the other thing, too, because it was said here
7 buff I think it's lost, in order to do what was said
8 here, in order to do what is in if the report, there
9 is a real issue that has to be addressed and that's
10 local versus tribal control. -PLT what that's going
11 to look like here is different with Navajo. It's
12 different with hope AOE Johnson. You've met with
13 the hoped AOE Johnson nation two weeks ago ask they
14 want to collapse all of their schools upped one
15 entity -RS WAUP tribal entity. I met with. Hay la
16 river, they want to do the same. Of know, I've had
17 conversations here. So where are with -R he's not
18 going to push a one size fits all but what we are
19 going to say and we talk about incentives is here's
20 money to help you. You decide what you're going to
21 do. Because you just said you don't have enough
22 money and then we're incentivizing. So here's money
23 to help you had figure out what that solution looks
24 like here at Oglala. What that looks like at any
25 other tribe but you control your destiny. We want

1 to provide that support and we say we have the
2 expert. Let me just tell you right now Navajo is
3 going through this and they are having a hard time.
4 They have 35 separate school boards all going in 35
5 separate directions. How do you corral that? I'm
6 glad I'm not there but those are the kinds of issues
7 that we have to address, this auto you of
8 governance. We can make it sound easy but we all
9 know it's not. I was at a school board meeting on
10 Saturday at Pine Ridge for six and a half hours and
11 people came \into\in to that meeting, a public
12 meeting and were told to leave. That's not right.
13 So there are some very real issues that have to be
14 addressed, very real hard issues but doesn't mean
15 they can't be. And we have this report. I no at
16 the it's an easy target but Don and I cents when we
17 started this we said you know, we could come out to
18 these consultations and not show anything. That's
19 kind of of what happened the last time, remember?
20 We just kind of -- we might do this. But we said
21 let's put this up for a draft, as a draft so people
22 can see it, so they can throw drafts at it, so they
23 can pick it apart, find the hose, figure out what
24 works and doesn't work. We made -- you know, it was
25 difficult to get a draft report out for

1 consultation. That is he's not easy. We got it out
2 there so we could at least say this is what our
3 thoughts are. Tell us where we're wrong. Otherwise
4 we come here before you and we would just have words
5 and nothing to POEUT at and so this is that was
6 something we made a decision knowing that it was
7 going to be different and it won't be the final, the
8 final draft. It won't be the final thing until
9 we're done with consultation. We got a lot of good
10 ideas. I just got an idea from Jeff as setting
11 here, hey, why don't we try this as we're sitting
12 here. That's just it, we want to be solution
13 oriented and I think we are. You know, we've spoken
14 to over 300 people. Some of these ideas came from
15 you, the idea of an A D D for grant schools came
16 when we were meeting in Rapid City in October, he
17 think it was October. That KAEUPLD from you all.
18 So, you know, we want to to be in a conversation.
19 And this was kind of a difficult, think situation
20 for TPO*PB and I trying to figure out how to go
21 about this. The we maybe should have put a little
22 bit more out there but at the same time we had did
23 not want to stop and say wait a minute, what about
24 this, what about that. We want to list SKEP that is
25 AETD WH we came here for. I want to read a couple

1 things from if the strategic plan because I think we
2 have this but the strategic plan is what we're doing
3 now to move forward and I think it amplifies some of
4 the language that was spoken from here, not so much
5 what may have been up in a power point that we just
6 tried to get the points across. Our vision of of a
7 successful student is one who discovers a parks for
8 learning in it transforming their world while
9 maintaining the stew TK-PBLT's unique tribal
10 culture, identity and language. Our four priorities
11 is priority 1, promote increased educational
12 outcomes and opportunities four our students: Two,
13 promote self-determination in American Indian he had
14 cakes. Three, promote the sustainability of native
15 culture, his three ask language and four promote
16 excellence through support of our BIE and tribal
17 school employees. Think about those four. Two out
18 of the TPOURD deal with culture, self-determination.
19 That's what we are committed to. The fourth one is
20 combining BIE and grant schools. We're in this
21 together. Not saying we're going to take TAEBC care
22 of BIE and your grant schools are on your own but
23 we're into together for the priority 1-RBG9 the
24 students and the exercise of of that sovereignty is
25 up to everybody. What it looks like here is

1 different from what it looks like at Navajo, it's
2 different from what it looks like at hope AOE
3 Johnson. What we are saying at bedridden is we want
4 to give you the tools, the capacity. It's not a
5 third entity but somebody that we can trust that you
6 trust and you maybe created so we want to empower
7 and give you that opportunity and I think what was
8 said here today, you know, and the Navajo, we end a
9 prayer by saying in PAOUT AOE Johnson it is
10 finished. That's what I feel like because much of
11 what was said from this podium and into this Mike is
12 what I have in my heart and what we actually mean in
13 our report. Those are just words now. The but I
14 think as we move forward we'll see and I will be
15 back here again to work on the ideas that we've
16 started and we talked about. I believe you can't
17 oversee BIE from behind a desk in D.C. I like going
18 in in the classroom. I am there weren't kids in
19 school today because I still like to run around in
20 the classrooms too so I just want to again, thank
21 you \forgiving\for giving us the opportunity to
22 listen to you. The you know, we're grateful for
23 that opportunity. The we learned a lot today. We
24 learned a lot by just listening. Thank you for
25 letting me at least have a few words at the end but

1 thank you again, all of you for coming ask I
2 appreciate it. (Applause) (now I would like to end
3 with Mr. High land stark come out with an education
4 song.) (Thank you. American Indian education
5 HREURB American Indian education had passed out
6 these little sheets of paper. You know, Lakota is
7 my first language. English is my second SKPWH one
8 of the things that I've realized over the years is
9 that perhaps we're losing our culture because too
10 many of us don't understand what is being said. And
11 so for that, for that reason I made these little
12 slips of paper so that each and everyone of you can
13 understand what this song is about. Before I sing
14 this song, I think a little explanation is in order.
15 I found this song maybe about two, three years ago.
16 There was some guy, a young man.

17 Q (By) At fist I didn't quite TKPRAS.what he was
18 SEUBing about. Some of the songs that are are on
19 the CD that this gentleman made I realized were
20 very, very old songs. We don't hear these songs
21 anymore. And so I took this one because it had to
22 do with education and I translated it. That
23 translation process didn't happen just like that.
24 It took me a long time just contemplating, thinking
25 about it and finally things sort of just came

1 together and this is my translation of it. This
2 song I think was, I AOE Johnson PHAPBL written or
3 composed, if you will, maybe anywhere from 75 to
4 100, 100350 years ago. It was a time of extreme
5 strive, up hive he will of the old cultural ways at
6 that time and this song came out of that. -PLT it
7 speaks of a time when any tiff people, not just
8 Lakota people but native people lost everything, WAZ
9 losing everything, land, customs. They were each
10 losing relatives who were being killed in this so
11 called wars that were waged against native people.
12 Native people were forced to defend their relatives,
13 their way of life, their lands, ask this is what
14 came out of it. -PLT so I'm going to sing this song
15 to \close out\closeout this session but one final
16 thing I want to say on is that I really hope that
17 our local schools take this and make it your school
18 song. Pry an is here, our tribal president. Maybe
19 he can take this and develop and get tribal council
20 to make it sort of like a national education Anthem.
21 It's very historical and in my view very powerful.
22 So with that, I will sing this song here. (Song?
23 Native language.) (I want Tacoma thank all the
24 educated ERS and politician that provided testimony.
25 Again, if you op your way home, darn, I should have

1 said you have apparently opportunity to submit it in
2 writing and if you don't know who to get ahold of,
3 get ahold of Dana. TKAEUPL American Indian
4 education can funnel your document to the right
5 people. Thank you all for coming here today ask
6 thank you all for hearing and paying attention and
7 listening to us.

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