

**Standards, Assessments, and Accountability System Negotiated Rulemaking Committee
Meeting #1
Themes from Discussion of Current Regulations (25 CFR Part 30)**

What things work well, or are important to keep in the current regulations?	What are the challenges you experience with the current regulations?	Things to keep in mind as we negotiate.
This Committee has a right to shape the regulations.	State v Fed v Tribal	Focus on the whole student, creating, maintaining a climate of safety, health and wellness, trauma informed approaches. {Possible linkage to 5-year cohort for graduation rates} Think about how we describe student populations that have traumatic experiences. Prepare students to be life ready.
Get quick turn around on student assessment data from states.	Which statute are we following and when e.g., special education laws; teacher licensure	Chemawa Indian School focuses on whole student
Disaggregation of data enables us to talk about our students (important to maintain). Consider how we describe our student populations. Is there further disaggregation we need to do?	Grades and assessments – lack of valuing students and where they are from.	Consider a differentiated assessment model that integrates how we teach, test, score learning that integrates trauma informed learning.
Assessment systems are critical to a program (it is a system)	School boards are advisory to BIE	Keep in mind what obligations the new regulations create for Tribes and BIE.
Assessments are aligned with college/career readiness in the states which the schools are located.	Service areas are large. Complicates funding e.g. transportation needs force trade offs	
Assessment opt out provision – it exists and provides choice. This is a mobilization tool.	Instruction style is incongruent to students (non culturally or linguistically relevant). Result== student, family disengagement	
	Weight of taking assessments, put aside unique linguistic and cultural needs of students. Result in extreme is disengagement, falling enrollment	