PRESENTATION FOR TRIBAL CONSULTATIONS
AMERICAN INDIAN EDUCATION STUDY GROUP

Taken at
Loneman Day School
Oglala, South Dakota
April 28, 2014
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)
(Playing of the National Anthem in Lakota)

(Colors presentation continued)

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

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

MR. CHARLES CUNY: All right, thank you.

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

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

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

So Mr. Ernie Little, please.

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

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

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

Thank you.

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

Is Rosemary in here?

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

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

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

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

And I have -- I'd like to introduce Robert White Eyes. Robert has been with Pine Ridge (unintelligible) office for many years, and he is excellent in what he does and is very involved also
with the community and outreach to all of the schools in the area.

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

Thank you very much.

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

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

Thank you.

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

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

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

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

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

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

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

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

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

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

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

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

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

If Rosie could -- I'd like to, since, again, we're a small group, get an idea of who is all here. Rosie, if you could pass the microphone around. Just tell us your name, where you're from, who you're representing and give us an opportunity to
see the diversity we have.

Thank you.

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

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

Thank you.

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

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

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

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

MR. BOB HACKER: Bob Hacker. I'm the education coordinator for the Oglala Sioux Tribe.
MS. ELMA BROWN: Elma Brown, Northern Arapaho, St. Stephens Indian School, St. Stephens, Wyoming.

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

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

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

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

Thank you.

MS. EMMA JEAN BLUE EARTH: Good morning. Emma Jean Blue Earth, Standing Rock Sioux Tribe, tribal
MS. CHERIE FARLEO: Good morning. Dr. Cherie Farleo, Cheyenne River Sioux tribal education director.

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

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

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

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

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

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

MR. JEFFREY HAMLEY: Good morning. I'm Jeff Hamley, Associate Deputy Director, Division of
Performance and Accountability, BIE.

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


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

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


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

MR. JIM BRADFORD: I'm Jim Bradford. I'm the state senator from District 27, Pine Ridge. I'm also on the -- chairman of the State Tribal Relations Committee. I'm also vice-chairman of the senate education. And I'm attending strictly for listen and learn because, as most of you know, we
educate on the state level. We educate probably an enormous amount of Indian children, and we're interested in getting better quality of education for those children. So that's my purpose.

MR. MONTY ROESSEL: Thank you, everybody.

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

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

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

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

I was lucky enough that he asked me to come on -- go on detail to Interior, bring some of his ideas about education expertise and then kind of meld them with all the expertise regarding the
American Indian affairs at Interior.

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

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

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

We also went to Washington State. We went to Gila River. We went to -- this is the Mississippi band, the Choctaw. So we probably spent a good three, four weeks talking with tribal leaders,
principals, teachers, parents, et cetera about issues they're facing at schools.

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

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

So as we went around here, I met a number of people. You know, for example, Gloria had some great ideas about resources that her school needed. All of the feedback that we received during those listening sessions came together in the presentation that you're about to see and also this draft report. Almost all of these ideas are your ideas.
And then we took them through -- we've been meeting with the Assistant Secretary a number of times. We've gone and had many, many meetings with the White House.

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

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

You know, Monty and I are here to receive your feedback. If you folks have already reviewed this and already have comments on it, like I'm fine with going past it. But if you'd like me to walk through
the Power Point I'm happy to do that as well, but
I'm not sure if folks have a preference.

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

MR. DON YU: Right.

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

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

Those are my opinions and just my opinions.

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

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

But the big three problems were three big areas which our team noticed were: One thing was remote locations. That led to a lot of issues about -- you know, for example at the education department we have a lot of programs or like the School Turn-Around Programs which require kind of replacement of principals and teachers but, you know, as we heard -- when we went around for
listening sessions obviously one of the biggest problems was recruitment, difficult to get people that were seen as highly qualified teachers and leaders out to schools.

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

The other thing was poverty, lack of funding.

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

Another one was the bureaucracy, you folks, stakeholders having to deal with the Federal Government, BIE, BIA, the Deputy Assistant Secretary for Management, the Department of Education, all of these very, very large federal bureaucracies which I will admit to you are not very responsive to providing customized service to schools. Maybe
there's some things that the Federal Government does well. You know, so far kind of delivering on-the-ground services to schools is something that almost everybody where we went said that was not working out very well. So just lack of coordination between all of these agencies, people asking you for duplicative requests, many principals telling us that they got the same request from different offices, from different people, and they had to keep reporting the same thing, keep reporting the same information back up the line. But also you folks are not getting any kind of detailed information back to you that was helpful.

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

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

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

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

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

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

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

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

You know, one -- first here is teachers and principals are unsupported. The second thing is BIE leadership is really constrained. This is kind of one of those like inside baseball things back in D.C., but it's a real challenge. I guarantee you -- like, I've known Arne for a long time. He's going to defer to me on the recommendations I make to him for the school system. But you will learn even if Senator Jewell and Secretary Duncan want something, it doesn't happen that easily just because then we have to tussle with the Office of Management of Budget, and then we have to go to the Hill, to
Congress for changes and that kind of -- even if he accepts my recommendations, even then he has to go barter with the Hill about resources and things like that. But that part here about BIE leadership is constrained, you know, it's just -- as you guys can read from the news back in D.C., you know, Congress is not doing a lot of the things they need to do to support you folks.

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

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

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

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

But the ultimate goal here -- we have three goals here really. One is to promote tribal control over schools. That is an objective for both Secretary Jewell and Assistant Secretary Kevin Washburn.
Two is this is the President's goal for education: Achieve high performing schools and making sure that students are career and college ready.

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

So next slide, please.

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

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

But -- so supporting that main goal, though, is
kind of four primary areas of reform. You know,
really the first three are things that I think you
would see, based upon my limited experience, are
things that most school systems really need to work
on, struggling school systems. The first one is
human capital, highly effective teachers and
principals. Pretty much all research shows that,
you know, the number one thing to improving student
achievement is really the teacher in the classroom.
That's the number one factor. There are a lot of
things but most research says that. So we need to
find ways to make sure that we're creating the kind of human capital pipelines that you folks need to make sure you have the best teachers and principals at your schools.

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

The third thing here is this budget has to get fixed. This part is the most rocky part and requires, you know, us going through the White House Office of Management of Budget and then also going to the Hill. But if you took a look at this budget it would make your head spin, so, again, a very prescriptive, fragmented budget that's not aligned
with any kind of strategy at all. Our goal is to
totally rebuild this budget so that it's aligned
with the priorities that you guys have set out.
Right now it's not structured in a way to support
those goals, so the budget needs to be totally
realigned.

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

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

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

Okay, next slide, please.

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

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

Like I mentioned to you before, we go out to a
school and you say that you need X, Y and Z. The
BIE, again, is not running its own schools but says,
Okay, this teacher -- this principal said she needs
services X, Y and Z in order to get her job done. Then this is an organization that provides customized service that hears that and delivers the service in a timely manner. That is one of our biggest goals here.

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

But we can go to the next slide.

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

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

MR. MONTY ROESSEL: (Unintelligible)

MR. DON YU: Okay, sounds good.

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

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

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

Next slide, please.

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

Again, this is -- and we are -- we have some draft ideas floating around, and this is something Monty can talk a little bit more about. But one of
the more important bullets I would point out is here on providing targeted, highly customized technical assistance to struggling schools via the school solutions teams.

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

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

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

We totally realize, though, again, we have to
build BIE's capacity first to do this. I don't think -- the way we're staffed right now, I don't think the federal employees in the BIE right now have the skills to provide the kind of management consulting that we think we would like to provide to schools. So it's going to take some time to kind of upgrade the skills of current BIE staff.

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

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

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

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

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

So, anyway, a significant amount of money, but again budget is so prescriptive and formula based, hard to make any changes to the system at all.
So -- one thing we want to do, though, to make sure, though, the goal is to restructure the budget so it's aligned to support some of these ideas that we have about these school solutions teams and also building tribal capacity.

Next slide.

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

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

You know, one thing that actually the White House Office of Management of Budget actually suggested was since these are kinds of support services, you could almost see a lot of the services at IHS and justice and other federal agencies as providing as almost being like satellite services,
comprehensive supports that BIE students need in order to come into class so, again, they receive a wholistic education.

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

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

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

Next slide, please.

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

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

MR. MONTY ROESSEL: I think a lot of the things that we put up there are pretty broad, and the specifics I'm sure are going to be what we want to discuss in terms of how do you do that, how do you build capacity at a tribal level. And, you know, the pink elephant in the room of course is tribal versus local control versus federal control. I mean, so we understand that dynamic and we're not going to be able to solve that today, but I think we go in understanding that there is this, you know,
push and pull and yet we have to find some solution right now, that we have to find some way that we can move forward.

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

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

So when we talk about solutions, we're purposely trying to use different language to take the discussion away from, you know, what we've done
in the past. And so some of the language that is in
here is purposely used to try to push away from the
status quo and try to shape us to a different
direction.

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

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

So if you talk about the bureaucracy and stuff,
we're not going to do that. Neither one of us believe that. We don't need it. It's ridiculous.

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

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

So part of this is saying what if we had a third entity? Give money to one of those research labs and they provide that support and that capacity building. In other words, there are a lot of
different ways to try to come at the end of the day of building the capacity of creating these schools of success, and that's what we're looking at.

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

MR. DON YU: And one thing I should have mentioned during the presentation, and as Monty just really emphasized, we're not trying to build a bureaucracy. In fact, what I put up there, even the ultimate -- I mean, what I showed as kind of what we're hoping the BIE becomes, if these solutions teams, et cetera, BIE is successful at this mission about building capacity of tribes to operate their own schools, then the BIE apparatus will shrink even further because we won't need those capacity building services anymore either. I don't know if that will take five to ten years or what. But really the ultimate goal is resources at the tribal level, tribes run their own schools, BIE as a service provider providing strategic targeted support. So that's really the goal.
Even what I presented up here, though, is more of a long-term transitional stage for the BIE.

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

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

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

MR. DON YU: And one more thing, for our court reporter here, if you wouldn't mind also just saying your name and spelling it out as well so we have you
on the record and can make sure -- it's really, really important to have you on the record. It's hard for us to advocate for you back in D.C. if we don't have comments on the record. So Congress doesn't know it's just not the Obama administration like coming up with their own policies but these are recommendations actually from tribal leaders.

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

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

So what I said in our language is that it's imperative that we continue to separate our non-Indian education with our Lakota education and what that means. Because we're past the point, I do believe, of having to accept and continue to fall into the challenging situations that our non-Indian
friends have forced upon us not only in education.

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

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

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

But even further back than that, my good friend from Rosebud, I use his quote quite often, Sitting Bull, one of our leaders from the (native language) Oyate said this, he said, "Pick up the good things and leave the bad alone." But he didn't say be like them. Sitting Bull didn't say be like them. He just said, "Pick up the good things."
So from there our ancestors, his children and grandchildren interpret that, good interpretation:
Learn as much as you can about the wásícu, go to his schools and learn as much as you can. And for some it has resulted in tremendous success, achievement that we should all continue to be proud of.

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

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

So I also want to point out that trust responsibility coming from Standing Rock is different than treaty responsibility, and the
difference is very simple. The trust responsibility is the United States Government's interpretation of how they're going to try to fulfill the treaties. That's the United States' interpretation, the mila hunska, much less try to pay for the rent on the lands that they're using.

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

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

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

So it's important that we continue this message on to our children and those coming, we don't have to comply or be compliant with the "trust" definition. That's the mila hunska. It's all based
on numbers. It's all based on dollars or lack of. And it's a continuing process, but we are addressing it with prayer and the solutions that are out there.

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

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

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

Likewise, to the relative who is doing the presenting, I just want to say this in a respectful way: When you say "All of you folks," "When you folks ask for something" and when you say "Make sure you guys get what you need when you need to fix something," that doesn't foster treaty relationship. We come from sovereign governments. Our children
and all of our relatives, each and every one of them allows for that sovereignty to manifest and grow, so we're more than "guys" and we're more than whatever else was labeled us again this morning. So in a respectful way I would ask that you don't do that anymore because that damages our relationship.

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

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

See, we've always had the capabilities.
There's never been a lack of know-how. It's always been a lack of resources. Since I was a child and even before, never been a lack of know-how. Always been a lack of resources. And to think that the United States continues to rent our lands.

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

We must begin to sit down and talk about human rights violations. When our schools don't get the money that they need, when we don't get money that is appropriated to us through treaty, when we don't get what we need, the entire budget, we don't necessarily suffer; it's our children that suffer, our children that suffer the mental anguish, our children that say, "Oh, golly, we were going to do this, that," whatever the case may be, they're the
ones that get hurt. They're the ones that have to deal with second best, third best, fourth best.

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

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

So who best to know about the way we learn? It's our own people. It's our own educators, some who fill this room this morning, they know best. They feel and they know and they see. So the learning modalities have to be looked at. And this is a mental health abuse issue if we don't do that. This is where the 70 percent comes from out of frustration. Because of the way we learn as Lakota, they get frustrated; they get depressed; they fall
behind; they get more labels put on them, on and on and on and on. It does not have to be that way when we have experts and educators amongst our people.

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

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

We also have a lack of nourishment for our Lakota students and our children's intellect. They're not being nourished. The paternalistic, the
colonialistic nourishment is being tossed at them, and this is where the frustration comes from. This is why I share this with my relatives.

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

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

And I don't want to see in the future -- and I'm hoping and being optimistic that this will start soon. I don't want to see their recommendations, their solutions filtered. I don't want to see their recommendations and solutions taken back to Washington, D.C. with ten awesome points, for
example, and they can only implement one. Continued injustice then. We know what to do.

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

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

We'd like to see more waivers implemented to the needs if that's a course that takes us through without having our solutions filtered. We want to share them with you in the purest form and get them funded in the purest form. They may not be scientifically proven, but they will be things that work amongst our people. Because science doesn't
have to always be implemented when we look at solutions amongst our people. I'm sure we have it historically, but it's become a challenging notion when we want to put science and then we wait and we wait and we wait.

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

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

I want to read real briefly what our tribal chairman has drafted together, and I'll leave this with you. It ties up some of the things I shared, and it mentions some of the other ones. So this is hot off the press, according to my brother. It says: If a tree falls in a forest and no one is there to hear it fall, does the tree really fall?
If an Indian speaks to a congressional committee, does anyone really hear him? I say this because I sincerely wonder about consultation. My people are well aware of dealing with the Federal Government. In the old days my people and other Indians across Indian country are quoted as saying, "They have no ears," meaning Indians clearly told the white people what they wanted but it was as if they didn't want to hear because the white people and the Federal Government just went ahead and did whatever they wanted.

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

I read the study group pillars, and I don't see any concrete recommendations that allow for self-determination. I don't see recommendations for waivers to NCLB rules and regulations or alternatives to AYP. I don't see any recommendations to allow charter school status and
innovation that also permits educational change.

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

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

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

By and large, most of our Indian students feel terrible about themselves after starting school. I
don't like this feeling. I see this in them, and I
want to stop this feeling.

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

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

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

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

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

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

(Native language)

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

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

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

(Appplause)

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

My name is Tuffy Lunderman. I'm tribal council
representative for the Rosebud Sioux Tribe for the Rosebud community. Rosebud is the capitol of the Rosebud Reservation.

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

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

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

And, you know, we're talking about partnerships. The Bureau of Indian Affairs are here talking about partnerships not only with the tribes, we've got the state talking about partnerships with us. And I'll say the same thing here that I told the state through their representative, the
secretary of the state tribal relations, is they had
a chance to partner with us, not just Rosebud but
they had a chance to partner with Rosebud, Pine
Ridge, Cheyenne River and Standing Rock through
President Obama's executive order that set up the
Step Pilot Project.

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

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

The Rosebud Sioux Tribe and the Oceti Sakowin
support everything that the previous speaker said,
and we also object and oppose this presentation that
was given earlier today and the supporting, you
know, proposals that we've seen. We don't believe
that, you know, in order for Indian education to
improve and get better is dependent upon the BIE
building -- taking the time to build their own
capacity to tell us how we should do it.

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

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

At the heart of this effort was the boarding
school policy which was nothing more than a wolf in
sheep's clothing. It was the better of two
alternatives because it wasn't as costly to maintain
an army for the purpose. So economics was the apparent humane alternative.

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

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

Newt Gingrich on C Span made it a point to point out that Rosebud had the highest suicide rate in the world. All of the research from the Meriam report, the Kennedy report, the Native American Alaskan Indian Native -- Alaska Native Educational research
agenda to the most recent GAO reports continue to
document the failures of a paternalistic system that
never has been in touch, does not have the
boots-on-the-ground educators with the experience,
knowledge, expertise and/or desire to care.

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

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

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

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

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

Now it is the sovereign right of the tribes to control education, so they must determine what relevancy and appropriateness is. In developing effective tribal education systems and implementing
tribal control of education, tribes do not relinquish any treaty rights, nor do they de-obligate the U.S. government from any trust obligations it has as a result of any treaty between the sovereigns.

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

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

The BIE approved and selected professional development providers for the schools that did not
know about Indian education or about how Indian
students learn best. The providers are reported to
have blamed the children's culture for their lack of
achievement. There was a deemphasis on students'
social, emotional, cultural and economic needs.

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

The one-size-fits-all approach also applies to
the Federal Government recognizing over 560 Indian
tribes in the United States. Included in these are
at least nine recognized tribes in the State of
South Dakota, but we know that that isn't true.
These nine recognized tribes are all significant
bands of a single tribe which share common cultural
traits including language and are uniquely but
dramatically different from other tribes such as the
Navajo, Ojibwa, Seminole, the Crow, et cetera.
Therefore tribal control of education in
Lakota/Dakota nations is an action that must be taken to ensure improvement in the educational statistics.

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

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

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

The 2014 Kids Count Race for Results Report by the Casey Foundation rates American Indians' success based on 12 indicators, including reading and math proficiency, high school graduation, teen birth rates, employment prospects, family income and
education and neighborhood poverty levels. On a scale of 1 to 1,000, white children rated 704; Latino children, 404; American Indian children, 387. North Dakota Indian children rated 280, and South Dakota Indian children, 185, the lowest score for any group in any state. And that's generally true for just about every educational statistic there is, South Dakota always rates the lowest.

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

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

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

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

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

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

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

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

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

There has to be funding for increased research, and there has to be an establishment of an educational research center in Lakota/Dakota country. There are no long-lasting research -- there is no long-lasting research out there that is utilized, and so we have to get started with this
This whole idea of tribal control has to start from the ground up. It starts, as was pointed out earlier, in the communities, right here in communities like Parmelee, like Spring Creek, like Rosebud, like Antelope. That's where the experts are. We know what the education models should be in our communities. We have experts. There's a lot of experts in this room. They need to be respected. Their work needs to be respected and recognized.

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

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

Tribal education codes need to be developed and they need to be implemented. There needs to be new school construction, and there needs to be new
regulations regarding construction.

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

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

This model will acknowledge and respect the value of the Lakota/Dakota culture, to the learning process from conception through entrance to the spirit world. The effectiveness of this model will be dependent upon effective training of teachers,
administrators, boards of education, parents and legislators guided by research and technology, adequate full funding of all aspects of school administration, including but not limited to salaries, construction, facility maintenance, transportation, food service, curriculum development and implementation, effective measurement of progress and achievement, research, accreditation, appropriate methods and establishment of rigorous standards, direct federal funding to tribes and schools, substantial increase in tribal college university funding to adequately meet the needs of the model, new federal legislation, funding for development of tribal education departments into equivalent of SEAs, then Lakota/Dakota students will be adequately prepared to venture out into the world to be great contributors to a global society and economy and truly be ready to live in two worlds.

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

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

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

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

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

So it's up to us, you know, if you want to partner with us, advocate for us, go with us to the Hill, take these things, be there with us, but don't do it to dictate to us or think that you know how to tell us how to do it. History has shown the federal systems don't know how. And they have failed horrendously for a long time.
A part of tribal sovereignty and self-determination is our right to fail. We have that right, and we are asking for that right. But we also have the right to succeed, and we have -- we have the know-how, as it was pointed out earlier, we have the knowledge. Basically we're talking about tribal control. That is the resources and primarily the financial resources.

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

Thank you.

(Applause)

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

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

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

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

I'm from Kyle, and we had a blizzard last night. That's why I have muddy shoes. But I'll be
here on the corner. If you come in and check in with me, then I can introduce you to speak. We've got Standing Rock. We've got Rosebud. And now we have Pine Ridge with Mr. Charlie Cummings.

MR. CHARLIE CUMMINGS: Thank you.

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

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

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

You know, Congress allocates 22,000 per student in ICEP funds, and when it comes to us, we only get $5,270 per student or per -- and, you know, BIA or BIE does not fund our schools at the full level of
administrative costs, and that really hurts us. They only fund us at 15.25 percent. And out of all of this we have to deal with Human Resources, school board operations, fiscal offices, liability insurances. And it should also fund the principals', the superintendents' offices also, but our money never reaches that far because of what we get. Once this administrative operating level is established, the BIE only funds these administrative needs that the BIE establishes at 64 percent.

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

The Oglala Sioux Tribe recommends that all of the BIA -- BIE positions be eliminated because they
duplicate services also provided by the BIA and BIE. Tribal education departments or tribal education agencies and state education departments are already tasked with providing oversight of the tribal education system. So 137 positions below the BIE director position can be eliminated because they duplicate oversight functions being provided by tribal and state agencies.

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

Although Public Law 100-297 requires BIE schools to input work tickets into the FMIS system, our schools are only funded at 48.56 percent of our facility needs. So, for example, if we have a light bulb that goes out, we do not have sufficient staff to input the outage into the FMIS. We would need a full-time person just to input the facility's problems that come up every day. It is -- as it is,
we hardly have staff available to actually change the light bulb, so neither of the FMIS systems nor the Maximo systems address our needs because of funding constraints, yet we are told that our schools do not get the facility money that we should get because we do not -- haven't input these work tickets. However our schools do meet all other BIA requirements even with our bare bones staffing levels.

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

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

And I think they're calling this a consultation. And to me I believe if this is a consultation, we should demand from you what we
want, and we don't want you to give us what you
think you want to give us. We're demanding what we
want to receive from the government.

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

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

Education to all our citizens is culturally
appropriate and relevant in a manner necessary for
future economic development and self-sufficiency
with the Oglala Lakota Oyate. And it also is a
treaty responsibility of the United States
Government as the Oglala Sioux Tribe is one of the
signers of the Ft. Laramie Peace Treaty of 1868.

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

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

The Education Committee requests the U.S.
Department of Education and Department of the
Interior to simply do what it said on paper and
schedule government-to-government consultations at
the request of the tribal governments so they can
review the tribal recommendations of the study group
and other -- and offer their own final comments
and/or recommendations.

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

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

And another thing that, you know, we talk
about, too, and we talk about in education committee
meetings is we have these schools on the
reservation, and we got I think three or four of
them that have high schools. What I'd like to see
is I think we have enough students on this
reservation to have a high school and an elementary
school at each one of these sites because there's a
demand for it. I mean, we've got a lot of Indian
students that can -- go off the reservation to
schools.
I graduated from Bennett County and, you know, in that school there's -- it's a public school, and there's like 68 percent Indian students going to that school. And I think we -- we really need to pull those kids back into our reservation schools. They come from all parts of the reservation, not just from around Bennett County.

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

But I just wanted to read you something here. It's Executive Order No. 13175, Consultation and Coordination for Indian Tribal Governments. "By the authority vested in the President by the Constitution and bylaws of the United States of America in order to establish regular and meaningful consultation in collaboration with tribal officials in the development of federal policy of the tribal implications to strengthen the United States government-to-government relationships with Indian tribes and to reduce the imposition of unfunded
mandates upon Indian tribes, and it is hereby ordered as follows: The purpose of this order, policies that have tribal implications refer to regulations and legislative comments or proposed legislation or other policy statements and actions that have substantial direct effects on one or more Indian tribes on the relationship between the Federal Government and Indian tribes or the distribution of power and responsibilities between the Federal Government and the Indian tribes."

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

You know, I hear all the time that that doesn't work. We need to find a solution to make this work. What I got to say in conclusion is I like
Mr. Taken Alive's speech and Tuffy's speech. We all need to get together, which we are doing, and come to one common cause and demand from the Federal Government what we want, not let them give us what they want to give us. I'll always keep saying that. And that happens to us all the time.

Thank you.

(Applause)

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

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

MR. IRV PROVOST: Thank you, John.

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

But when it comes to our children, I don't believe we would have to have a protocol how we look or where we stand at. And I'd like to start this
off by making a statement here that I think means a lot to me when I read it, and it means that you have to have an open mind and have challenges. It says, "Believe in yourself and all that you are. Know that there is something inside you that is greater than the obstacle." You know, when I get a chance I say this to some of my grandchildren or my extended family, our children, to enlighten them, to create a new barrier that should be broken and that's to enhance their intelligence.

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

But getting back to what this whole venture is about, it's our children and their intelligence and their education. And when you start looking at intelligence, for example, each individual possesses a unique blend of all intelligences. Multiple intelligences should empower learners, not restrict them to one modality of learning. But for the last decades we've been doing the same thing.
And a good example of that the other night with my grandson, he comes back with some paperwork to do. So we sat down at the table and he said, "Grandpa, why do they always give us this paper to do? Why can't they get something that I can look up on the I-pad or the computer and I enjoy reading about?" You know, and it kind of dawned on me that these kids are getting tired of the same rhetoric of the way instruction is being taught.

And I'll get back to intelligence. Intelligence: One, is the ability to create an effective product to offer a service that is valued to a culture or lifestyle. Two, a set of skills that makes it possible for a person to solve problems in life. And three, the potential of finding and creating solutions for problems and challenges which involves gathering new knowledge.

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

You know, in regards to this, there are multiple intelligent or intellectual abilities. You've got musical; visual; verbal; logic, that's
math; bodily; interpersonal; ultra-personal and naturalistic. I don't see anything in there that states bullying our personal character values, that enhances your intelligence.

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

You know, nowadays when we look at all of this testing -- and I'm glad Jay brought up some issues. Tuffy did also. So did Charlie -- is that, you know, when we talk about IQ testing in our educational systems, 50 percent of these IQ testings are on the G-factor. You know what that factor is? This factor is based on logic, abstractions, reasoning, numbers and critical thinking. This type of decision process is used in scientific, mathematical, technical problem solving, inductive reasoning and reasoning based on strong evidence given. Inductive reasoning forms are based on
scientific theories based on facts. So actually what we're saying here is I.Q.s are mostly 60 percent mathematical, logical and linguistic.

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

We have to start looking at the culture based oriented curriculums. You know, we've got to get away from the testing of just linguistic and logic. I know there's a reason for that, and that reason is so we can define who these kids are and if they're very well intellectually inclined to go into sciences or not. We'll have those people. But we have other people that want to touch these other intellectual abilities. So we have to offer curriculums that are going to enhance their learning ability in the endeavors they want to see themselves
become in life. Then we'll see the intellectual empower themselves to make this type of change that they want to see in their life and pursue. And then they'll pass on these experiences and their knowledge to the next generation.

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

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

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

And you individuals, I welcome you for coming to give us your insight on what your study was. And we're all parents. We're all teachers ourselves. And we have to pass on this learning
ability. And we're the first ones that know the interest of our children's endeavors.

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

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

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

So we gotta start from the ground up. Within our tribes, our educational systems, we start from
the ground up of basing that need of that curriculum on the needs of our children's intellectual wanting and their need to enhance themselves in the areas they really value as very important. And so we need to do that.

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

Okay, when I look at this -- and I've read it a couple times -- you know, we're looking at some items of concern. One of the concerns -- and I know Jay brought this up and Tuffy -- is that we've been so studied with so many working group studies, statistical analysis and all of this. And I generally don't want to say this, but generally I'm just going to say this is that it all comes out with the same thing: We point at the problems. But you know what, those problems are still there. Because you know why? With you guys as our trust responsibility and you represent them doing this study, we've never found solutions for them. We've
tried to put it into molds. Like one of my fellow colleagues said, "One size fits all," and it doesn't, and it never has been acceptable and it never will happen.

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

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

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

We can push the Hill, can't we, Jay? Tuffy?

We'll go walking up there and tell them, We want you to amend this.

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

You know, one thing that really concerns me,
and just to share this challenge with you guys, was
the American Indian Education Study Group says that,
it states that the group is charged with developing
and implementing recommendations to transform the
BIE. Well, I'm going to give you guys a hug on the
back. Good luck. We've been trying to do this for
decades.

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

You know, after reviewing the four pillars that
you defined in here, my biggest concern is that you
have to give tribes opportunities to implement and
control their own BIE schools. This doesn't mean
638. This means creating our own curriculum,
getting out for financial legal services to help us
supplement the needs out in Indian country and
within our schools.

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

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

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

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

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

I want to see someone that's just locally grown, has great intelligence and always has those Lakota values behind him, respects his Lakota values. And most of all the hardest challenge that they have is being humble.
And we gotta see that within our families and within our Lakota culture that making mistakes makes you stronger. And we need to become stronger. You pass on that intellectual knowledge to the next generations to make them stronger.

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

Thank you.

(Applause)

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

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

(Laughter)

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

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

MS. LYNN HALBERT: Thank you.

My name is Lynn Halbert. I'm on tribal council
for the Sisseton Wahpeton Oyate of the Lake Traverse Reservation. I have a bachelor's degree in the associate arts, and I've been involved with education for 14 years. I was on the Tiospa Zina Tribal School Board for two years and Enemy Swim Day School Board for nine years, and I now oversee education as an ex-official, tribal council.

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

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

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

I don't agree with what was put up on the screen. We need to change, and our budget alignment, not a third entity that is spending more
money. We need to cut out some of the BIE/BIA spending. I see it needs to go to an education department.

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

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

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

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

Number four: There is federal imposed institutional and budgetary barriers that have
purposely been imposed on tribal governing bodies and tribal schools to impede local school success. The lack of desire at BIE to fully implement the legislative intent of tribal school waivers of BIA content and performance standards is just one example of federally imposed barriers to tribal sovereignty and self-determination.

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

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

Number seven: A BIE imposed use of common core and its aligned curriculum instruction and assessments would be federally imposed barriers to treaty and tribal sovereignty and
self-determination.

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

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

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

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

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

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

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

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

Thank you.

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

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

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

(Lunch prayer in Native language)

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

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

What we've asked is that if you have written documents, that you submit them so that we can get
an accurate report when we finalize the minutes on this meeting.

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

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

So Dr. Sherry Johnson.

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

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

MS. SHERRY JOHNSON: (Native language) Sherry Johnson, Dr. Sherry Johnson. I'm from the Sisseton Wahpeton Reservation, and I am now the tribal education director. And previous to this I was -- spent ten years at Tiospa Zina Tribal School, and I spent another 15 being the superintendent at Enemy Swim Day School, and so I'm well grounded in grant school.
And I'd just like to say that I was hired by the tribal council. I answer to the tribal council, and I speak on behalf of education for the tribal council.

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

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

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

And I'd like to address the draft report itself and the recommendations. And I did talk to Dr. Yu on Friday, and he had asked me, "What is it that you don't like? What is it that you really don't agree with in the report?" Because our tribe has a
resolution that yes, we do not agree with this, that
this isn't what we would like to see go on with our
bureau.

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

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

And one of the things that with this
condescension -- we teach our children in our
schools to be positive, to focus more on what you
want more of, and that's our positive behavior
support: Focus more on what you want more of. Our
bureau doesn't know that philosophy yet or mandating
our schools to do that.
Anyway, if redesigned -- we're already going through this. If redesigned, the bureau, the BIE can help build capacity. Well, they've had how many years now to build capacity, and yet we're not there yet. That capacity is still not built.

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

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

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

One of the things I do on a -- on the side on one of my other hats is I actually teach a college class and I teach Indian education. And I teach out
of a book that talks -- that actually quotes Dr. Rose in there. I mean, he has his own little section in that book. And I work with all of our teachers on this, and this is all my students, our faculty of our tribal schools and our Head Start faculty, and all through this book all they talk about is culturally based education and the failings of why all the other historical teachings failed. And so it's back to that our tribes need to do our own education, and we need to have the freedom to do it.

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

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

And then you go on down and even in Pillar 1
where it says "highly effective teachers," and, again, it's redesign BIA that can help tribes. Well, they're just not there. They're not there for us. And we're going back to what we need to have. We need to have education at our level from our tribal perspective from our each unique cultural perspective.

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

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

And then it goes on to say -- you know, it talks about teachers. And later on -- do we need
any more evaluations to tell how poorly things are going? Why do we want to scale up what's already there? I mean, we got enough of it with No Child Left Behind and now you're going to evaluate what?

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

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

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

And then Page 13, about the third or fourth paragraph, the end there I guess before the footnotes, "In order for the BIE director to perform his or her responsibility to raise student
performance in Indian Country, the director must be
given authority over all the necessary functions
that affect schooling quality and performance." Now
we're going to give the director that authority?
Doesn't he already possess that through our purse
strings, through our mandates, through our --
everything that they can put through to us that
they're mandating that our schools do?

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

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

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

At the end of Page 14, the last paragraph there
it starts with, "Because of the Tribally Controlled Schools Act, DOI cannot attach conditions to the funding"... That is so untrue. They've attached every condition to the funding that -- you know, they're attaching purse strings there to where our school in Sisseton has actually rewritten the grant conditions and then sent them in or refused to send in the grant conditions because it doesn't go with the Tribally Controlled Schools Act and what the Tribally Controlled Schools Act said, PL-297, schools can go.

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

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

And then you go to Page 15, and they start to talk about incentives. I'm not sure what that first paragraph means when it talks about, "Accordingly, it is critical that reform efforts be initiated from within tribal communities and that DOI provide these
schools with 'carrots'... What's that about, "carrots"? You're going to provide our school carrots in order to spark the much-needed reforms? So they're dangling the commodities to the reservations again in the form of carrots now. Okay, so I'm sorry.

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

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

In the form of a three-year grant -- okay, wait now. "The Study Group recommends to [the] DOI and to tribal leaders that grants be awarded on a competitive basis in the form of three-year grants to successful applicants who agree to take on certain reforms," there's that carrot again. "To spur institutional reform, tribal organizations that
manage," et cetera, et cetera. So what is the intent of that?

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

Now, on Page 16 it talks about, in general towards the end it talks about the assessments, the common core and the alignments and everything, you know. And Enemy Swim and recently Tiospa Zina, Tiospa Zina for the first time has a pattern of having many numerous superintendents, and so it didn't have the stability and the leadership that it needed. And they finally have a tribal member there, a well-educated tribal member making a difference. So for the first time in, what, four years or so, maybe five, they have an option of school improvement money. They haven't had a single cent this entire time, but it's dangled again in the
form of a 1003-G grant. And, you know -- but yet it's still a competitive grant. So they finally get a chance to get some school improvement money because they've gotten zero.

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

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

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

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

I think when I left Enemy Swim, I was hired by the tribe in June. And when I left Enemy Swim we
still hadn't received AYP decision for two years.

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

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

You know, on Page 17, the last bullet there -- I'm going to flip everybody around here -- the last bullet on here, this whole section talks about the IT. And I have to commend all of these things in here. This whole section talks about the IT and the budget alignment recommendation, and then yet the last bullet says, "Encourage tribes to adopt
research-based reforms by providing tribes with incentives that foster competition; help and support implementation of these incentive grants." It's like -- my first thought was, Okay, what does that mean? What's competition? What's incentive grants? Why is that sitting in the IT improvement part? It just doesn't make sense to me. And it's like what are we really trying to say there? And is that so out of place? I'm not sure.

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

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

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

MR. DON YU: Thank you.

MS. SHERRY JOHNSON: Sorry.

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

MS. SHERRY JOHNSON: So with that I'm going to
deviate a little bit, and then I'm going to come back to it, okay?

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

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

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

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

And I've got a whole bunch more of wherefores, but -- whereases. But I'm going to go through,
let's see -- gosh, I've got to start somewhere on
the "Therefore, be it resolved". I'm just going to
go to the last one and then provide you with this
document.

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

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

And also I'd like to read into the minutes of
this meeting our charter schools' prohibition. Gee, I
should have looked at this a little bit ahead of
time. I'm just going to read the note "Therefore, be it resolved: That the Sisseton Wahpeton Oyate does hereby request that the Department of Interior and the Senate Interior Appropriation Committees lift the restriction of the prohibition of the Bureau of Indian Education schools to acquire charter school designation without the fear of losing their school operation funding. This will allow the Sisseton Wahpeton Oyate and other tribes to educate their children through the charter school in the same manner as the rest of the population. Now, we do have our resolution for that. But whether -- we believe that our bureau schools should have the option of charter schools like every other people in this nation.

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

I deal with Enemy Swim Day School who has 150 students, and Tiospa Zina has 525 students. And if you're looking at tribal grant support for Enemy Swim, for three years their shortfall was 641,000. For Tiospa Zina their tribal support shortfalls were
2,387,090. And those are substantial.

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

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

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

And thank you for listening to me for a little bit longer. I have our resolution here. Whereas tribal council are authorized to promulgate and enforce ordinance for maintenance of law and order
to safeguard the peace and morals and welfare of the
Sisseton Wahpeton Oyate, pursuant to the
constitution and bylaws.

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

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

And whereas the Sisseton Wahpeton Oyate through
their tribal education department is increasingly concerned about the education of their children through the public school systems and the Bureau of Indian Education programs.

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

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

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

And whereas as a part of President Obama's initiative to support tribal self-determination of
the study group, focused on how to facilitate tribal
sovereignty in American Indian education and how to
improve education outcomes for students attending
BIE funded schools.

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

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

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

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

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

And whereas stated goal of the Secretaries of
Education/Interiors to improve the way they educate
American Indian students, to apply best practices,
to move away from the cookie cutter or the
one-size-fits-all approach by having the individual
input of the individuals at the front lines and reshape the learning environment for American Indian students attending any school within these United States.

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

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

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

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

(Applause)

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

She was the superintendent at Enemy Swim. Had
the opportunity or the honor to do an evaluation on
the school, and that was one of the finest run
elementary schools I ever was to be a part of.

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

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

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

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

I've had a very hard or a very difficult time
to see myself as a failure. I retired from the army
after 26 years as a lieutenant colonel. I returned
home to the Pine Ridge Reservation where I'm an
enrolled tribal member. I have a BS in education,
in elementary education in English from the
University of South Dakota, an MS in education as a reading specialist from Virginia Common Wealth University in Richmond, Virginia. I'm a graduate of the US Army Command and General Staff College, Ft. Leavenworth, Kansas. And I have a Master's in Education Administration and a Doctorate of Education with concentration in education administration from the University of South Dakota. I don't think I'm a failure.

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

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

At this time BIE leadership was allotted $10 million to come up with a standardized test and benchmarks in accordance with the guidelines of No Child Left Behind to include AYP determinations. I know of this as I was required to go to Albuquerque
to the BIE Performance and Accountability Offices to
work on the reading questions for the test.

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

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

Several of our local school board members and
administrators went to Pierre to meet with
Dr. Melmer, then the Secretary of Education for the
State of South Dakota. He confirmed our fears that
the South Dakota Step 10 was not validated, nor did
it have reliability measurements for the remote and
rural Native American populations attending the BIE
and tribal schools. He was pretty upset that we
would now all be taking this test and wanted to make
sure that we understood that our data would not be reflected in the South Dakota school population, as he felt the test was not valid or reliable for our students.

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

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

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

The school administrators were required to attend summer sessions in Albuquerque where the BIE would give out rewards to schools in the Southwest
and sing praises year after year. While those from the North, we'd sit in the back and were admonished for being failures.

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

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

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

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

At first we thought this was why we were struggling so much because we weren't getting our
grants. And then our research discovered that the schools in New Mexico and Arizona had different benchmarks. They had to score 20 percent in reading and 30 percent in math to be proficient, while in South Dakota and North Dakota the proficiency rate was 90 percent in reading and 85 percent in math.

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

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

Now, I know, I'm a failure. I'm not a very smart person. I stand up here and tell you this. But I will tell you that someone I do not think is a failure even stated this: The new President of the United States, Barrack Obama, alluded to the discrepancy in his inaugural speech when he said students in the South such as Mississippi are proficient scoring 25 to 30 percent, while students
in Wyoming are failing when they score 75 percent because their benchmarks are over 80 to 90 percent. That's a fact.

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

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

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

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

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

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

Several people out here, you've all went to reservation schools, Deb Bordeaux, Chris Bordeaux.
I can name all of you sitting there. You're our leadership. You are what's keeping our tribes alive and educating our children, and I don't think we're all failures.

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

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

When I asked to see the benchmarks, I found out there were several benchmarks. Did I want to look at the Navajo benchmarks? Did I want to look at the California benchmarks or the Hawaii benchmarks? Or
I should look at Montana's benchmarks because those are the ones the schools in South Dakota would be using, and of course they were the highest benchmarks. Once again, we are failures.

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

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

So it is so difficult -- and I will ask every administrator to stand up and agree with me -- when you have to go in there at the end of the year and you've worked so hard with your staff that have ten jobs because we're so short funded and you have to tell them again, "You have failed. You are failures."
And we go to school until five o'clock every night. We start early in August, and we go until the end of May. How are we failing? My students don't graduate from kindergarten unless they can read.

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

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

And I met with the Bennett County superintendent and I said, "We're taking the same test as you're taking now. Our kids are getting good grades on this test. We're not hitting 90 percent, but our kids are getting good grades on this test, the same as some of your kids coming out of your schools, your elementary schools, so why
can't my kids be in the regular classes?" And they are.

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

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

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

I just guess after being called failures and over 500 years that we're always failures and we're always waiting for the blankets to arrive and the
beef to show up and the money to come down so we can pay the electric bill -- and I guess I didn't tell you, I'm also the facility manager. I do all the EPA manuals. I'm also the K through 5 principal.

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

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

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

Our job is to teach these students so that they will have better lives. Our students are going to high school. They're going into the military and
Vo-Tech. And oh, yeah, who is enrolled at that tribal college up the road? Yeah, our students.

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

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

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

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

I look forward to the BIE stepping back and letting our Tribal Education Department, Dayna Brave Eagle, step up with her group and establish an assessment that is valid and reliable for our students on the reservation and that sets realistic
benchmarks based upon a growth model to determine AYP determinations in our children's proficiency levels. I didn't say dummy down. I said "realistic benchmarks based on a growth model".

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

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

When we told them once that we didn't have enough money for fuel, that we had to take it off of our ICEP dollars that was buying books or computers for our students, I was told, "It gets cold in the desert, too." I would like to know what the temperature this morning was in the desert and then
we'll find out from Dayna what it was over in Allen.

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

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

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

I remember when all the Indian children -- and, you know, this is so interesting. I didn't know until I was in high school, my friend and I talked, we had to line up every morning. All the Indian children got red spoons. The white children got
white spoons. Didn't know the significance of the red or the white until later. The red spoon people got cod liver oil, and the other children, the white spoons got sugar water. This was what we started with. That's what we started with.

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

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

So after three years we lost the funding. We
had to let seven teachers go, the school nurse, the
counselor. And so now instead of 15 students to one
teacher, I have 30 kindergartners to one teacher.

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

And basically my last big hoorah on this --
And, Makayla, if you want to bring up the
circles.

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

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

And when we looked at the proposal, because
we're not a pillar line type society, Rosebud,
Standing Rock and Oglala have come together -- and
I've given you smaller copies of that -- and in the
center basically it is to provide an environment
that supports the students' tribal identity,
spirituality and knowledge of their tribal sovereignty from childhood through adulthood, as well as a strong curriculum that produces an academically proficient student who will become a highly functioning member of tribal society and the world at large. That is our goal.

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

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

Deb, how long did it take you?

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

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

MS. DEB BORDEAUX: Probably 20.

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

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

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

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

On this side we need the direct funding that's
going to the 49 people that are in Albuquerque at
the Performance and Accountability Center, we need
that to go to the schools so we can hire the
teachers, so we can have the preschools, so we can
set up our charter schools, so we can have our
alternative schools for our students who do not work
in a structured environment.

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

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

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

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

Thank you.

(Applause)

MR. JOHN HAAS: Thank you, Dr. Gloria

Coats-Kitsopoulos.
Next we have Mary Miller from Cheyenne River Sioux Tribe.

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

Mary Miller from the Cheyenne River Sioux Tribe.

MS. MARY MILLER: Thank you.

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

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

Thank you.

MS. SHIRLEY GROSS: Thank you.

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

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

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

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

And I'm just going to read from the information
that we're going to be submitting. Secretary of Education Arne Duncan has stated that the President and he believe the future of Indian country rests on ensuring that the children receive a high quality education. Improving academic outcomes for Native American children has never been more important.

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

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

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

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

In his September 8th, 2011 speech on American
Jobs Act, the President declared, "How can we expect our children to do their best in places that are literally falling apart?" This is and has been our question: How do you who represent the government, the Department of Interior who are supposed to keep our facilities in good condition justify the fact that you place our children in facilities that are falling apart, in schools that are old, delapidated, have outdated, poor lighting, cloth wiring, poor air quality and it continues.

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

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

How do children coming into a school that is in a deplorable condition, odors and smells emulating
from old pipes and bathrooms from mold in the walls
walk into a classroom where the cold air is coming
around the windows, no computer rooms, no cultural
areas, feel like doing their best in an atmosphere
that speaks of disrespect, uncaring attitudes of
people who are bound by treaties and other statutes
to provide the very best?

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

We expect them to produce their very best in
the most stressful situations. We expect our
children to produce the results that are determined
by work groups of the BIE who know best how to serve our children.

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

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

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

And the school food costs are accelerating, and that's another $350,000 that has to be paid out of
ICEP funds, and that means that some schools, ours in particular, paid about $600,000 out of their ICEP funds last year so that our kids could go to school and be at buildings that were heated and lighted and they could eat.

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

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

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

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

Thank you.
MR. JOHN HAAS: Okay. On our list, moving along here, we've got Mr. Gerald Big Crow and after him Ryan Wilson. And I know we have President Brewer here, and we had Senator Jim Bradford that --

I wanted to keep an eye on you guys.

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

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

Saturday when I was talking to Dr. Roessel here, he told me very loudly that the buck stops here. So I'm hoping he's going to carry that
message back to Washington and carry those endeavors out.

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

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

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

And you gentlemen up here that have been
talking about working with the regents, I think you need to bypass the regents and do the direct funding to the Oglala Sioux Tribe, Rosebud, Standing Rock and all the other seven tribes in the State of South Dakota, the nine tribes, so we can have a bigger portion of money to deal with.

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

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

But we grew up hard because when you're living in the poorest county, you have to work to take care of your family. And then you drop out of school and go back to school and that kind of thing so it takes
you a long time to -- it took me 31 years to get a
business degree. And it took me 31 years to get a
human resource degree, so I've got a double major.

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

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

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

The treaties, we've always had the people from
the United States come down and dictate to us. This is a two-way street here with the treaties. The Federal Government should never dictate to the tribes, never. We should be asking them what we want, how we want it, when we want it.

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

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

So we need to have the BIE, the BIA turn that over to the tribes here and the colleges to set that curriculum up for us in our education office so we
have this in our hands to make AYP for our own kids.

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

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

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

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

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

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

Thank you.

(Applause)

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

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

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

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

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

You know, I was in education many years, served
in many positions and saw the frustrations working
for the BIE. But now as a tribal president I'm
starting to see things a little differently, too, because I can now -- there are other things that are brought to my attention that affect our children.

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

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

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

I signed in, and after I signed in I had wished I didn't because I don't consider it a consultation.
For one thing, we have a problem, and who is listening to our problem? It's the problem, the BIA. To me that doesn't make any sense. You know, we all have to admit it, it's been a failure. It hasn't gone well. And it could go better. We know it could go better.

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

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

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

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

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

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

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

I always believe that the tribes, we should be able to create our own curriculum to address some of these needs. When they face racism, how are they going to handle it? No one ever taught us how to
handle it. Growing up when we faced it, we fought and that was wrong. We need to teach our children how to handle different situations, how to handle that, our young girls.

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

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

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

MR. MONTY ROESSEL: No.

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

I'm concerned about the Pine Ridge Reservation, all of the different schools we have, the different school boards that we have, everyone is doing their own thing, and it shouldn't be that way. We should
have one common curriculum. We should have one superintendant. We should have one school board. Still have the school boards for the schools but one school board to operate all of them. But we need to work together. And I'm saying this to the schools here from Pine Ridge, we need to work together.

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

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

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

Thank you very much. (Native language)

MR. JOHN HAAS: Thank you, President Brewer.

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

MR. RYAN WILSON: Thank you for letting me talk
now. I'm going to stick to it really fast.

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

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

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

I want to give a suggestion that you add another pillar. It's not enough what you have down here. And to me it's unconscionable that you've
left off what should have its own pillar, culturally based education and emersion schools. And I'm not talking about teaching our Native languages for one hour a day or for half an hour a day. What I'm talking about is emersion magnet demonstration schools within existing Bureau of Indian Education schools. This is something that's deserving of its own pillar.

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

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

But I either think either our President has forgotten that commitment or his people that are working for him have failed to address that
commitment as well.

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

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

Now when you were here three years ago with your deputy secretaries of Department of Education and different people, you rolled out the Elementary and Secondary Education Act blueprint that was presented by the Obama administration. It said
right in there, emersion schools, support for
emersion schools and all of that.

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

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

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

And I pose the question, and correct me if I'm
wrong, but I don't understand why the Obama
Administration is not advancing a request through
its annual budgets. And it's been five budgets now
and we've seen nothing, nothing new for Native
languages in that. And I don't understand that.
I'd like to understand why. I really would.

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

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

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

And so I'd ask you today to consider what we've
already pitched to the Interior appropriators, to
take ownership of that, to create this fifth pillar
and to really look at how would you do that.

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

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

    And in conclusion, I wanted to highlight on
Page 17, the first bullet point where it says
"Develop FY16 budget that is aligned [with] BIE's
new mission"... Is the new mission in this packet,
the new mission for the BIE, the draft new mission?
Because I couldn't find it anywhere.

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

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

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

On the other front, you go to any of our
schools, you don't see advanced placement; you don't
see these AP courses; you don't see SAT testing and
prep. You don't see really a college style academy.
You don't see our kids taking calculus,
trigonometry. You don't see them reading the
classics. You don't see them --
Really, what is it going to take to be college ready? And is that what you mean when you're talking about the capacity? Are you going to do that as well?

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

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

MR. MONTY ROESSEL: Within ICEP funding.

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

With that being said, I'll turn it back over.

Thank you again. Haho, everyone.

(Applause)

MR. JOHN HAAS: Thank you, nephew.
I have the next speakers lined up. And out of courtesy, some had to go a long distance so we let them go ahead.

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

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

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

MR. DAVE ARCHAMBAULT: Thank you, John.

Good afternoon.

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

MR. RON LESSARD: Ron Lessard.

MR. DAVE ARCHAMBAULT: Pleased to meet you.

I have a few comments.

And I'm happy again that you guys are here offering this opportunity for us to perhaps offer some ideas that might be able to be included into a
study report, I guess.

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

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

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

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

I went to Penn State, and I got a master's
degree to be an administrator. But I went there looking for an answer for what we could do, and that is what I would like to speak to now.

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

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

The Kennedy Report in 1968 asked for a
therapeutic approach to schooling based on language and culture. But what do we find? The latest version of ethnocentrism is called No Child Left Behind, a failed policy in America because it goes against the natural law. It wants to make everyone the same when we are all uniquely and beautifully different.

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

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

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

When I was at Penn State I researched
alternatives in education, alternatives in education because it wasn't working. So that's what I did my Master's thesis paper on.

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

And the other one is oral expression.

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

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

Dr. Steven Hughes works at the University of Minnesota. He is also a neurological scientist. He
says research -- his research says highly
experiential activities using all of the senses
create the best synopsis for brain development.

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

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

But, again, why do we have a system that isn't
good for two-thirds of the people we're trying to educate? And in the end they cause educational -- or social strive in America. America has the largest penal institutions.

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

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

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

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

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

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

This is -- kind of what they give out, all of Denver public schools put out a performance rating of your school. And on that thing they rate like -- so you ask the question, How can these four different schools, you know, have the same standards, the same curriculum and the same type of testing and then come out and be rated as a good school? Obviously there's going to be difference. But in talking to them, the officials, they compensate for this. But one of the things is that they don't care about testing.

If there's a thing that hurts our Indian people it's testing. We should get away from it. But anyway, that's one of the things that we -- it would be great, like, if this reservation had, Standing Rock, my reservation, at each one of these school systems, Loneman, Little Wound, American Horse, that
community should decide what kind of school they want to have. Just like in Denver, on one site it was full of charter; it's bubbling with ideas for schooling. But these communities should be able to decide what they want to do. We don't have that ability. We don't. We should allow, make some kind of allowances for this kind of work where our schools can determine what they want for their children.

What's important to this reservation, to these kids in this community here, they should be learning how to read and write and do math, but it should be in relation to -- for instance, if you were to score the school -- if all the grant schools in the United States were to have a chart like this, it says "Your School Performance," so let's say *Shiprock School in Arizona, they have an emphasis and they wanted to develop their students in -- for instance, one of the concerns for all tribes is developing their tribal resources. That's very important. We should have our kids thinking about picking up that soil, being in connection with it, touching it and saying, How can I make this soil in my homeland better? We don't do that in this school. I guarantee you -- perhaps there might be small ways to do it, but that
should be a criteria for grant schools, How are you -- in serving an Indian population in a reservation, how are you going to make that reservation better? And to what degree?

These guys have they "Exceed standards, meet standards, approach standards, does not meet standards, not applicable". So -- but it's just a thing to kind of ask. You don't want to judge them or nothing like that, but then they should do a self-assessment of where they are, how is this -- our students here learning how to take care of this reservation? That is their responsibility. It is not there for them right now. It is detached what they're learning.

Like on this one it says "College and School Readiness". Well, that's just not for everybody. Only 70 percent -- of all the people in the United States, only 70 percent of them are supposed to go to college -- I mean 30 percent. The 70 percent, what are you going to do with them? You still need to make them very productive and useful.

Character development, let's say Wanblee, Crazy Horse School, they want to -- every community on this reservation should be able to, if they want to, design standards and curriculum and assessments.
For instance on character, that was what we -- our people value. They should look at culture, language.

The speaker just before me was speaking about language. And that's cool. That is absolutely right. If they don't have that, they're gone. But if a school wants to do that, then they should be able to do it. Each one is a promise, and they should be able to do it. That's their vision for the future for them.

So, you know, here's another thing about when you're talking about what we should do with education, this is the book, Reader's Digest. And I bring this up. This is January of 2014. This is a couple months old. In here it has an article. It says, "School is a prison and is damaging our children. K-12 schools are damaging our children."

This is by Dr. Peter Gray, and he tells all kinds of cool ideas about how you can change education rather than just keep doing the same thing. If he thinks kids are being damaged in conventional schooling in America, what the heck do you think is going on in Indian America?

We need avenues and things that can change. So we're supporting charter schools, the charter school
movement because that allows for self-determination.

I know there's a lot of opposition, a lot of ignorance, a lot of people who don't understand what charter school is about, but in the end the Federal Government has allowed to be -- recognized that there are different populations in the United States. There are Ethiopians that are coming in here; there are Mexican Americans, and there are American Indians. And the regular school system just cannot, will not -- they will not perform successfully in there, so they have instituted charter school legislation and states can adopt it. We can't do it here in North Dakota, South Dakota, Montana, all of that, that's terrible. We should be able to do this. And I hope that our schools, that you'll take this, you know, into your thought processes about this, that possibility that there's something -- there's some merits to charter schools. All charter schools mean is self-determination.

Loneman here, "the people in number 5" it was called a long time ago, if they want to change to a charter school and they want to perform character education in here within this school and they have a law such as a charter school law that allows them, that's self-determination, and that's all we ask.
Indians always ask for self-determination. So if the Bureau can't give it to us, then maybe we have to go that route. But in the end -- I think you heard this today quite a bit -- we want self-determination.

I just want to conclude with: I've been at this for a long time, since 1984 when I did my Master's thesis paper on alternatives. And I go all over.

And I did this before when we had our meeting up there: How many people know what charter schools are all about? How many have visited one? Let me ask that. How many have visited a charter school?

It's -- what I say about charter schools is that you see a different focus, a different intensity and you see spirit. You see people wanting to do something that's different from the conventional because they see something else that works. But most people don't understand it. And I know there's some glitches with it, but I think we can work those out.

So as just part of what my -- I think it's been stated very well. There's a lot of things that could be fixed for Indian education, but as far as where I'm at, I'd like to see the opportunity for
Indians to express self-determination so that we can determine and implement ideas that are good for our own children.

With that, thank you very much.

(Appplause)

MR. JOHN HAAS: Thank you.

We're going to take a short break, get up and stretch a little bit, drink some water, and then we'll come back and take off with Chris Eagle Hawk.

(Recess taken from 3:04 p.m. to 3:19 p.m.)

MR. JOHN HAAS: We're going to get started again, and Chris Eagle Hawk is going to talk to you about education, his concerns in the community.

MR. CHRIS EAGLE HAWK: Good afternoon. I was going to first speak in the Lakota language, but I see the young lady, she stops typing when people speak the language, so maybe sometime we can afford her an interpreter like the UN. I think she needs one, because the things that are said in Lakota have more meaning and in a real respectful way. It doesn't demean anybody or disrespect anybody.

But, you know, a lot of people came up here and gave some really good talks about how we can do things from the top down. And me, I see things a little different. I see, from what I can see, from
the bottom up, what our needs are. Everybody is talking about wants, but I like to look at it as needs because there's a difference between a want and a need.

The needs that -- you know, I've worked many years with the 70 percent that they talk about that didn't make it, the guys that, men and women who are incarcerated, I worked with them.

And one of the things that the program wanted us to do was to get these men and women into education programs like get their GED, get into college courses and things like that. But, you know, the people that I worked with, we got together and said, you know, "We can't take anything for granted." Because I heard a lot of good words, and I think some of the people that spoke were really good, but sometimes they take things for granted.

You know, a lot of us that went to school not knowing English, it was a different experience for us. Some of the people that spoke up here, some of our leaders have never lived in a district. They grew up in Pine Ridge and their parents were BIA workers, and so they sometimes take it for granted that we're all like that.

But when people talk about, you know, "We only
lived in a one-room log house," and I said, "You
guys had a log house? You know, we grew up in
tents. We lived in tents year round." And I know
how it is to shiver, 20 below zero at night. You
know, we had a homemade stove out of gas tanks, and
we had to constantly flip back and forth to keep
ourselves warm. And the first time I ever slept in
a warm bed is when I went to boarding school.

So the education process is a lot different for
me than most people, and they take that for granted.
Because a lot of people that need to be here to
speak like myself aren't here. They'll tell you the
same stories of people that live way out and why
they quit.

But I guess I was very fortunate to be part of
that group that made it because in my view -- you
know, we all have beliefs, right? But sometimes
beliefs are not knowledge and knowledge is not
really the truth.

And so that in my belief, you know, the system
of education here, the way I look at it is some of
them alluded to it by talking about the system of
some will make it; some will be really good and make
it all the way, and some will not. And because the
United States is an industrialized country, I can
understand that because they need factory workers, you know, some that aren't going to make it and some that maybe almost make it are still going to have to work in a factory.

But if you notice here on the res we don't have any factories, and so we have to approach education in a different way. We have to, like they say in the wasicu world, We have to think outside the box. And I always use that in the trainings I do, especially with the men and women that were incarcerated, use the nine-dot theory, and also to get them thinking outside the circle.

Our people, you know, hold that circle sacred, but sometimes they stay in that circle and keep going around and around and hoping something different will come out, but it doesn't. All we do is create a lot of chaos again. We're not moving, we're not moving ahead.

And our people understood that growth was to spiral out from that circle. You know, they understood the universe and how the growth is, the growth of our universe, they understood that.

Our logic was a lot different from the Western logic. You put a tripod up and tell them to, the Western people to put up a teepee, what they're
going to do is take a lot of poles and put them in those empty spaces, and then the first wind that comes, that teepee is going to fall over.

But Lakota logic, they thought different. They took this pole, put the tripod up, and then they put these poles at an angle. And then they tied them in, one pole at a time until it was put up, and then the covering, and it could withstand winds up to a hundred miles an hour. You know, it was gravity down. Where the Western logic was gravity up for everything; the weight was on top, and it fell over. And so you have to look at education in that way so that, you know, how are we going to teach these children?

Because working with the 70 percent who are adults, one of the things that our funders wanted us to do was to, like I said, get them into these programs, GED, college courses, but we found out that we really didn't have a behavior problem. We had a reading problem. Some of them didn't know how to read at all, or some of them were reading at a first, second, third grade level. So how are we going to get them to take these GED courses and college courses and things like that? But our funders didn't understand. These are kind of like
analogies for me to tell you so that you can think differently.

You know, your beliefs are going to have to change. And our own people that are in the education process, their beliefs are going to have to change because sometimes within our own groups, whether it's the government or a board or things like this, they get into these groups and do a lot of things in secret or do these things and they think that they become powerful within themselves, and we need to break that mold so that -- and I may step on some toes here, but these are truths. I want you to know that. And sometimes our school boards become employment agencies, and so that it doesn't really serve the schools or the children.

And also at the top, you know, my belief is that in working with a lot of people throughout my life that -- when I worked for facilities management and our person in charge was an engineer that came from the Department of Defense, he was kind of laughing and he said, "Did you know that the dumping grounds for incompetent managers, do you know where they go in the government?" I said "Where?" He said, "They send them to the BIA." And, you know, that was back in 1968, someplace around there. And
I don't know what it is now. But in working in 638 programs, a lot of these people that work in Albuquerque and Aberdeen, it seems like they're just waiting to retire and they don't care about what happens to us as the common people who have children, grandchildren.

I had -- my children graduated from this school, my grandchildren. Now my great grandchildren are going to school here. But I also have grandchildren that go to school off the reservation in a public school.

One of the things that we did over there, off the reservation, that we all went over there -- and I wish that leadership would listen to a common person because a lot of times when we try to talk to you, you kind of listen and then pretty soon you see somebody and you kind of leave us just standing there trying to talk to you. And I think one of the things I learned in life is that to become good at anything, you have to be a good listener. If you're not paying attention or you're waiting to reply or if you're interrupting, then you're not listening.

And I see that -- you know, today I felt good because you guys sat there and listened. You didn't interrupt, you know, or try to reply. You listened,
and that's good. But we need to also do that on
here because sometimes what the boards tell you or
some of the elected leaders tell you isn't what the
common people want or the person that lives out
there in the boonies or lives on the res. You know,
they want something good for their children.

And when I worked for the prevention program, I
asked children, "Name me four things that you would
like to be when you grow up." The first one was a
professional athlete, you know, and then the second
one was they wanted to be a nurse or a doctor
because there was a lot of sickness in their family.
The third one was they wanted to be a police officer
because if their big brother got drunk, they could
throw them in jail. And the fourth one was to be a
teacher. Not a principal or administrator or
anything, they wanted to be a teacher because that
person they trusted the most. And that's why our
children like to hang around the school. A lot of
times security chases them off.

And I felt the same way when I went after
awhile, that the teacher was the safest person. You
know, because when I went back to the dorm, I knew I
was going to get punished for something. I don't
know why, but we always got punished for something.
They were always looking for something wrong instead of looking for something good that we'd done.

And so working with the 70 percent, there's a lot of things that I found out, not only about them and their experiences but I found out a lot of things about myself. I could relate to a lot of those things.

You know, if you could imagine sitting in a room full of people who are convicted, have shaved heads and, you know, built like way bigger than Arnold Schwarzenegger, tattoos all over them, you know, you have to build their trust. So my belief is that any time that you work with people, I don't care who they are, you have to have that trust.

And I think our mistrust came when the United States met with the Lakota people for treaty. One of the first things that our people said is, "Where are your women? Where are they? You didn't bring your women?" We brought ours because they're the backbone of our people. They tell us men to see seven generations ahead.

And to kind of jump around here, going back to when I was in this classroom, I was a runner. Every chance I got I took off home. By the time I got back, you know, they were ready to bring me back;
the police was waiting. But there was a woman there who really inspired me.

And, you know, we go to these big conferences where a lot of people pat each other on the back, but not once did I hear this person's name come up or being honored, even though she's gone to the spirit world, you know. And she's one of those people that worked in the trenches. She inspired me because she was a Native; she was Lakota/Dakota. And her grandchildren are here. Her name was Agnes Ross. If it wasn't for her, I don't think I would have stayed in school. I would have probably been part of that 70 percent.

You know, so we need to look at a lot of different things. You know, we just can't look straight ahead. We need to have a 360 peripheral vision of the needs of our children. Our dances teach us that, our songs, the drum group. There's a lot of lessons of life within -- those aren't just performances. Those are lessons in life that we've had.

Our ceremonies teach us the respect of knowing the difference between right and wrong, so they're important. And we didn't have that in boarding school. It was cut out of our lives. So we tried
to outcrazy each other to draw attention.

And nowadays if I see a classmate of mine -- I think Bryan is over there and Gerald. When we see each other and we talk about a certain person, we say, "Geez, he was crazy." We don't talk about how good he was in math or how good he was in English. We talked about how crazy he was, you know. And that's the mentality that is still here. How do we break that? How do we break that on both sides? Why is it that 70 percent aren't making it back then and still happening now?

We're still looking at how we're going to do it, but I think we have to look at are we willing to. You know, I hope you're not all just waiting to retire, you know. I hope that you're here to hear us and be willing to make change.

And out there people on the school board, the administrators, I hope that you're willing to change things and not just go with the status quo.

Because -- you know, I heard a lot of speakers up here, and they were using these big words. And I told my (native language), Jay, I said, "I tried to say one of those words" and I said, "my jaw almost cracked open." In Lakota they call it (native language), and I guess in English it's jawbreaker,
you know.

But we need to look at things that we have in common also, not just differences. We need to balance that, looking at our differences and looking at what we have in common.

You know, I don't want you guys to be thought of as token Indians or whatever, minority. We want to look at you as somebody that can do something to meet our needs for our children.

I have great grandchildren now, and I want them to have that thought of one day growing up to be a doctor, a teacher.

I have two in my family that are going to be teachers. One is an accountant, and the other one works -- got a degree in biology and chemistry. I don't know where that came from. But we need to somehow work together to inspire that 70 percent while they're still young way down there.

And I know that they talked about some of the things our children experience, because in doing a lot of research and going to a lot of training, that whenever a person experiences trauma, it damages the brain. And one of the things -- you know, the trauma that I experienced in boarding school must have really damaged me because, you know, 30 years
ago you wouldn't even want to be around me.

But I went to -- in 1992 I sat down with my family and I said, "We're not going to survive anymore, 500 years. We're going to live." And I asked every one of my children, "Who are you? Who are you?" "Well, I'm your son." "No. I said, "Who are you? What are you doing here?" "Well, I'm your child so I'm living here." "No. What are you doing here on this earth? What's your purpose?" So to me I think a lot of times we also need to start from the bottom up.

You know, a lot of our own people -- when we did training for cultural sensitivity, all of the non-Indians would stay, and all the Indians would sneak out the back door. And we found out that a lot of times that the non-Indian people knew more about our culture and yet our own people in the school system were complaining that these people don't know anything about our culture. And it's my belief that yeah, they don't understand the drug and alcohol culture.

So we have to look at culture. What kind of culture are we looking at in our education system? We need to really carefully look at that. Because one of the things that I noticed also -- and we came
up with a term, some of us that are older now. And we get together and talk. And when we tried to do something Lakota, they do what we call cultural profiling. It's kind of similar to racial profiling. You know, you go through a town and they know that you're Lakota, they'll stop you because you're Lakota. Okay, cultural profiling is that when you want to do something Lakota, they stop you. And sometimes it hurts more because it's our own people that do that and because they hold purse strings.

And I heard one of our elders say, "When money talks, culture walks." But you heard some of the people say that we have to have that balance of not only the white man's education but the Indian/Lakota education. We need that balance to give these young people some kind of an identity because right now a lot of our children are identifying with, you know, wearing basketball jerseys and things like that and so that the culture that we have is more of a sports culture.

And we have a lot of enablers in these schools where instead of holding our children to that high value, they enable them by saying, "Oh, you know, you should just let them go play because we need to
win this game." And to me we're enabling that
child, not helping that child at all.

So we need to work on both sides. Both sides
we need to balance each other out and look at our
needs and see what you can do, what you can't do.
Over here we need to look at what can we do and what
we can't do.

Because I'm -- when I'm gone, I hope that my
children can all make a living for themselves, not
doing the American dream but the Lakota dream, to
have that sense of pride of who they are and to get
out there and make a decent living for themselves.
I want that for my grandchildren, and now I want
that for my great grandchildren. So let's talk
about are we willing to do these things instead of
how we're going to do that.

Because, you know, I was pretty impressed with
that presentation, but how many people are willing
to go with that, you know? How many people are
going to say, Yeah, I'm willing to go with that, you
know? I think you heard a lot of feedback on it.

And so my thought just sitting here as a person
that lives out in the country, kind of retired,
forced to retire I guess, I read a lot. I listen to
a lot of people talk. I started going to a lot of
meetings. I didn't even know that they were going
to have a consultation until they asked me to bring
my PA. That's why I'm sticking around here so long
because I gotta take it home after we get done here.

(Laughter)

MR. CHRIS EAGLE HAWK: But I'm glad that I
stuck around because I think I'm going to be showing
up -- you're going to see me at a lot of meetings,
and I'm going to talk, because we need to start
talking at a higher level, a higher level of thought
so that we can come up with (unintelligible) for our
children, our great grandchildren, grandchildren,
and not just to compromise because when we
compromise as a tribe, as the BIE, then we are
compromising our children. That's who gets hurt.

And so those are just my thoughts, you know. I
don't want you to take this and say, Well, that's
the Oglala Sioux Tribe's thought, but this is -- I'm
just a common person.

My education is -- I have an AA. I graduated
from the 12-step program. I have a BS. You know
what BS stands for. And I also have an MS, More of
the Same. I also have a Ph.D., a post hole digger.
And I graduated from a very hard school, one of the
toughest schools that you will ever go to, and
that's the school of hard knocks. Yeah, I went to college. The first three years of my freshman year were pretty hard.

(Laughter)

MR. CHRIS EAGLE HAWK: But with that, I want to thank you for listening.

Thank you.

(Applause)

MR. JOHN HAAS: Thank you, Chris.

Chris was my neighbor, and I don't know which one of those three years at Chadron when we was going to school together down there.

Next we have Maggie Ross. She'll talk to you about some issues in the community and education.

I don't know why Chris kept saying, "Put me farther up on the list, farther up on the list."

He's got to be here until the end anyway.

(Laughter)

MS. MAGGIE ROSS: Good afternoon. It's really an honor for me to, of all people to speak after, is to speak after Chris because I think he's the one that said something of meaning.

I'm an educator who cares. I have an education but who cares? I'm thinking the same way Chris is thinking, about that child that sits in the
classroom.

I think Ryan Wilson talked about where is culturally based education, where is that at?

And also as a parent where am I in this process? I'm not even in their process as a parent. They haven't even asked for input as a parent. That bothers me.

Also, teachers haven't even been asked what their input is, a lot of people standing up and talking on their behalf but probably not very many of them are actually in the classroom trying to teach all of this madness and meeting all of these standards and trying to do all of it.

I came here because I'm really frustrated. I'm really frustrated that nothing has changed. No matter who, everybody is, you know, blaming the dollar, and yet there's an expectation of more out of our children.

My son now -- my daughter, she dropped out of high school. I think she lost interest in school when she was about in the 10th grade, 11th grade. Nothing I could do to get her to try to stay, hang in there, whatever. Now we're coming around and doing this process through a GED. And that's another crazy thing, the GED program.
Our GED program is run by the Oglala Lakota College, and nobody in their organization even thought to inquire about the change of the GED program. So the State of South Dakota switches to common core and is going to start testing common core in 2015 but, gee, all of our GED students, they're going to have to do the common core now.

And then everybody has to do this on the computer. It's a computer-based test. They didn't think last year when they knew they were going to change over that they should probably have a computer lab ready, set up? They should make sure they have the broadband width set up. So no testing of GED as of January, nothing.

The GED program don't even know what they should do to tutor because Pearson hasn't come out with the material yet, so nobody -- I mean, this is like really, really interesting. I mean, you guys heard about how we don't even qualify, our tribal ed schools don't even qualify within our meeting the standards of the South Dakota D STEP, and so how are we going to be successful in GED in something when most of those kids probably weren't even successful in school?

And then you have GED tutors that probably
don't even know how to think -- or teach higher order thinking.

One of the things in your Pillar 1, I had a question, was you're saying in Pillar 1 about higher -- highly effective teachers and leaders. Is that the same as highly qualified teachers? Is it just the changing of terms from "effective" to "highly qualified"? Because there's something that's happening on the reservation that maybe people need to know. But there's, like, this massive thing happening to the highly qualified teachers, they're being non-renewed and replaced with Teach for America teachers who are not highly qualified. They're probably not even highly effective. So that's a big concern. I saw Robert here today, but I didn't get to talk to him about that. So that was something as a parent I don't understand what that is. Or has that been changed?

Pillar 2 talking about the agile organizational structure, it's on Page 12, and I thought was really -- this has really bothered me because I know it's just educational jargon. And I even wrote a blog about this word, "laser focus," because everybody is using the terminology "laser focus". And in my blog I said, "If I know of a meeting
that's going to happen and they come, I'm going to raise my hand and say, 'Teacher,'" and teacher listened over here and gave me the mike, "I wanted to ask, 'Can you please define what you mean by 'laser focus'? Is it a methodology? Is it a new methodology? And has it been scientifically tested?"

Because we're using me -- when I thought about this word, "laser focused," I was thinking, Well, geez, if you're using "laser focus," if that's the terminology, if you really look at a purpose of a laser, a laser is really destructive, so why would we want to be laser focused in education because we're just going to destroy? So I don't like the term, I guess is what I'm getting down to.

But what I'm walking away with in all of the conversations about laser-focused education is that something still is going to be sacrificed, and I'd like to know what. Is it my culture? Is it my language? What does my son have to give up to be successful in your idea of education? Because truthfully, he's not going to give up anything. I'm not going to let him.

I made up my mind and I've even informed my school when he becomes test age he will not test.
You will have to provide no MAPs testing, no AIMSweb testing and no Smarter Balance testing. That teacher is going to have to tell me how my son is doing and tell me based off of his work performance in the classroom. That's how it should be.

We've heard people talking about MAPs assessment. And, again, this is my beef about technology: All of our time -- what's the purpose of technology?

I was asking Charlie if he could tell me how much money, was it already allocated within Loneman's School's budget or did he have to take from another portion of his budget to increase his broadband width here to make his technology lab ready to test, and how much money did that cost?" He said, "I probably could put something together for you." So it's like all of these sacrifices, and we all know there's no money.

And there's no discussion about culturally based education. And I think that if we did culturally based education that we would probably be able to reinstitute art, maybe music, maybe computers, maybe something else, writing to do those things.
I'm a parent. I went to this -- well, not this school but the school that's over there (indicating) in the '70s. My dad was the principal of that school. And at that time -- so I don't know what the difference is, if it's money that's the difference of the '70s and of 2014, but at that time Lakota language and culture was instilled throughout the school. I remember everybody had a part to do with it. We had art; we had music. We had all kinds of things. And I think back to quite a few of the people that I've gone to school with, I think we've done all right in life.

This emphasis "laser focus," if that's what it is, on reading and math, limits us, and it's not fair. Because we can go to a white affluent school and we can see that they have art; they have music, and it's all properly funded. But we don't get it because we can't read right; we can't write right; we can't talk right; we have all kinds of issues of not being right. And it's not fair. It's not fair that nobody wants to recognize me, my son, anybody in here for the Lakota people that we are and that we bring something to the world and that's something of value to us.

Many of us choose to stay here. I'm 43 years
old. I left this reservation three times, but I prefer here. Many of us prefer here. We don't want -- if we wanted to go and be somewhere out there, we would be out there. And so I think it's time that they stop changing us and let us exist.

The other thing that I had a question about in regards to organizational structure and about capacity building and all of those things that you guys are talking about in this draft is who gets the money? So as a person that knows a little bit about something that happens in schools, there's consultants. I know that. I know that the Bureau has spent some time with the Core Educational Consulting Company and has mandated quite a few people or institutions to use that.

I used to work for the state public school on this reservation, and the State of South Dakota doesn't even believe that we have Indian educator experts. They said it this year, "Where is your experts?" So I was sitting in here looking around, Where is the State? They're here. Somebody call the State. They're all in one room. But where are -- within your process of putting together the plan, where are our experts in that?

And then again just to reiterate what Chris had
said, Where are we as parents and community? We're not even mentioned except for one place about talking about foster parents. So where are we?

And it should be somewhere within that mandated that this Tribal Department and whoever else that's sat and talked to you guys today, that they have to consult with us as parents. Our voice matters. It's our children.

I don't want my son to be sitting for 90 minutes to try to figure out how to read and to be frustrated in the end that he's a behavior and has to be somewhere else. In alternative -- in the red building at Wolf Creek, alternative ed, what did they say, it's in Bennett County? The alternative school over there, I don't want that for my son.

My son is interested -- he's 4 years old -- in shark. He could tell you everything about sharks. And that's how education should be, based on their interests.

Thank you for your time, and I'm glad you're here.

(Applause)

MR. JOHN HAAS: They're still using some of her work that she put together up in Rapid City in their cultural programs.
So they still remember you up there.

These guys have a presentation they want to put together -- or want to share with you. But we have a few left here.

It's kind of putting the pressure on you to speed it up, huh?

We've got Dayna Brave Eagle, Deb Bordeaux, Chris Bordeaux and Tina Mardanian.

So Dayna Brave Eagle.

MS. DAYNA BRAVE EAGLE: (Native language)

Good afternoon. My name is Dayna Brave Eagle. I'm the Tribal Education Agency for the Oglala Sioux Tribe. I know every single one of you sitting here and have spoke to you many times. One thing, it's an honor to be here and an honor to speak.

This was my former principal in school, so I am glad to -- I'm a little bit nervous he's sitting here, so -- and I am glad to see that one of the young ladies, that I was her principal, is here, and that's Makayla Mitzel. So I think with those successes here we've graduated from tribal schools.

I know Dr. Roessel has graduated from a tribal school. And so there are successes. Our tribal schools are very successful.

I want to start off by saying a quote from our
tribal president Bryan Brewer. "The Federal Government hasn't met their treaty obligations to our indigenous children. Therefore, our federal officials have not protected the United States Constitution as they swore under oath. It is important that we hold the Federal Government accountable for their treaty and trust responsibility. President Brewer made this comment when he first took office to try to get the Federal Government to see that we are still a treaty tribe and that it is up to the Federal Government to uphold this treaty.

"Through its treaties, statutes and constitution and well-articulated policies, the United States Government assumed a legal responsibility to protect Indian tribes, to provide them with certain goods and services, guarantee the right of tribal self-governance and guarantee the right of children to education that is culturally appropriate and promote the viability of Indian reservations in lands as permanent homelands for tribes.

"The Indian Education Act of 1972 was created to provide services that would meet the unique educational and cultural related academic needs and
distinguished language and cultural needs of our
Lakota children.

"The Native American Education Improvement Act
of 2001 provided the mechanism for tribes to take
charge of their education, to develop new ways to
make their schools better, educational institutions
for their children and communities."

And I know you've all heard me say that, but as
the BIE, the BIA, they have failed the last hundred
years providing education to our tribal people. And
so it is time now that we as tribal education
agencies, as tribal leaders here, that we take
control of our education. Because we're here. It's
self-governance. Maybe a hundred years ago we
weren't ready, we weren't here, but you know what,
we are here now to take that and to be the ones in
charge of our future.

The Oglala Sioux Tribe has always recognized
the importance of education. We believe that each
child possesses their own uniqueness of learning
styles in the areas of academics, and each child has
the potential to be successful.

Through mandated policies from the Federal and
State Governments, our reservation schools have
worked earnestly to provide our children with the
education they deserve. However, our schools have struggled year after year to meet the needs of our Lakota students because of budget cuts, No Child Left Behind school buildings and shortages of highly qualified teachers.

The Oglala Sioux Tribe has provided the Federal Government with facts related to the lack of funding in the areas of ICEP funds, facility funds, Elementary and Secondary Education Act title funds, student food nutrition costs and administrative costs. There has been an increase in these program funds to meet the needs of the services in the same program, and instead of the Bureau giving the appropriations for these programs, the Bureau's fix was, "You can now use your ICEP funds to supplement your transportation, to supplement your food costs, to supplement your admin costs." That's the fix that the Bureau made for tribal schools. There wasn't a fix because now we're taking more money from instructional dollars to keep the lights on, to feed our children, to heat our building, to transport our children to and from school. That's what the fix has been from the Bureau.

We also talked about, there's an ordinance, OST Ordinance No. 08-34 which establishes the Oglala
Sioux Tribal Education Agency as the state education agency and the government-to-government relations be made directly to the Oglala Sioux Tribal Education Agency. The Bureau of Indian Education does not treat the Oglala Sioux Tribe as a state education agency. We still rely on the Washington Bureau of Indian Affairs through the BIE line office to manage our educational affairs. There should be a direct government-to-government relationship between the Department of Education and the Oglala Sioux Tribe on all education matters on our reservation. There has never been an attempt to establish this government-to-government relationship with the Bureau of Indian Education.

In keeping with the vision of our ancestors who entrusted the United States Government to provide quality education to our children, the Oglala Sioux Tribe believes that every child today and every future child is entitled to the highest quality education by incorporating the foundations of our beautiful culture, our Lakota language, our spirituality, our values, our thoughts and our philosophies, into our 21st Century education. We can build our own Lakota leaders that will take the Oglala Sioux Tribe into the future.
And in conclusion, we are asking that you uphold the 1868 Treaty of Article 7.

And I just want to say that, you know, we talk about the successes. We all are very successful here.

I'm trying to read my text messages while I'm speaking to you. No, I'm not. I've got notes. I'm just teasing.

Okay. So we need to do -- building capacities for the Tribal Education Agency. Today we was very fortunate to have four of the five education agency directors here. We had Dr. Sherry Johnson, Dr. Cherie Farlee, Emma Jean Blue Earth and then myself. We were missing Cindy Young. So this State of South Dakota and the Lakota/Dakota/Nakota do have tribal education agencies developed.

We need to start teaching our children through our culture and language and through the philosophy and our values and how we were taught when we were growing up.

The funding, again, the appropriations, we're asking for 100 percent appropriations to our schools.

We also have an MOA with the Bureau of Indian Education that hasn't been upheld, and that was
just signed last year. And we did bring that to the attention of Dr. Roessel and we're still waiting for the -- an answer from that.

You know, we've had many experts get up here and speak and more wiser than myself and our leaders, and I don't mean to be disrespectful toward anyone or anything that I've said but I know that I've said this over and over, it's time now.

And I want to leave with just a quote -- well, one more thing. Remember this -- and I know that you guys -- I sit here thinking, "Are they just token Indians?" You know, isn't that a shame? Because you aren't token Indians. You all come from a heritage. You all come from a tribe. And so now we ask you to stand up and give us what we're asking for.

And I have to remind people, it wasn't our ancestors that wrote those treaties. It wasn't. But, you know, it's up to you guys to -- you took that oath to uphold those treaties.

So I want to leave you with one quote, Wilma Man Killer, "Whoever controls the education of our children controls our future." That is her quote. And you know what? It should be the Oglala Sioux Tribe controlling their future and the education of
their children. (Native language)

(Applause)

MR. JOHN HAAS: Thank you, Dayna.

We have Deb Bordeaux, former principal at
Loneman School, and Chris Bordeaux, I guess.

MS. DEB BORDEAUX: Hello. I was the principal
here at Isno Wica Owayawa for a few years. Prior to
that I was a special education teacher.

I started my career in education as a teacher's
aide at St. Francis, and I was hired under Title I
to work with the students who were coming out of the
direct instruction program that they had instituted
due to the dictates of the Bureau at that time and
didn't have any comprehension skills. So my job was
teaching comprehension to the third, fourth and
fifth grade students. And I really enjoyed working
with those students.

Chris' younger brother was one of the students
that we worked with. And he was being teased at
home about learning. And they had given him a word,
and so he was spelling it out, but he didn't
understand what he was spelling. And the word was
J-e-a-n. So he went through the whole thing and he
said "G." And they were always teasing him about
the girl across the street. And he must have said
it about four or five times before he realized what he was saying. And they were just doing that to tease him. But he didn't understand the word, and that was a result of the direct instruction. And so from that point on I just seemed to have a real strong interest in what's happening with our children.

I'm the oldest girl out of nine children. All nine of the children have post secondary education, and the majority of us have always gone to a school on the reservation or run by Indian people.

And, you know, we talk statistics. 75 percent of my children, my biological children are college graduates. 75 [ ] of them have graduated from tribal grant schools. 50 percent of them have master's degrees. And a hundred percent of them have grown up here on the reservation.

So, you know, we just really have a lot of strength here on the reservation, and I have a real strong belief in who we are as a people. We really have wonderful children, wonderful children. I saw that every day in the children who go to school here. And they believe in themselves. They believe that they can be successful. They know that they have choices because that's what I talk to them
about all the time.

When I was growing up I had a teacher. His name was Mr. Cuny, William Cuny, and it was really strength and pride to have him as a teacher. And so when Mr. Cuny applied to be the principal here at Isno Wica, I was just so excited because I saw that as a legacy, bringing back to the children and keeping that strength going.

But one of the things that I struggled with here as an administrator was trying to make sure I did the right thing. And I had a real fear of violating the rules when using the money that was allocated, and it was a real struggle.

And we were in that old building for the majority of the time that I was the principal here at the school, and it was a hard choice to make. Most of the time I was choosing to pay the light bill, choosing to pay for repairs, choosing to, um, do those things that need to be done to make sure that we're educating our students, but never could buy the books and paper and pencils that the students needed. So we were fortunate to find some donors who were able to provide that for us, but it didn't always meet the students' needs.

And that fear of violating the rules always
came in a form of an audit, "You're doing this wrong; you're doing that wrong," and never what you're doing right.

And all of what I learned about finances for our school I learned from the BIA at the time and one of their employees who spent three years working with me here at the school telling me how to do these things. And from when he left, I have had struggles because of how he taught me to do the finances. And it was difficult to find people to understand how that works. And there wasn't anybody in the Bureau who understood that.

And when I'd go to someone within the Bureau and say, "I need help," they'd say, "Yes, you do" and then never provide it. So, you know, I just really have some concerns.

In the report on Page 8, there's two things that are mentioned there. One, "Tribally Controlled Schools Act should be [ ] more conducive to reform," and I have a concern about what that means.

The other one says that lack of statutory clarity regarding BIE's [statutes] as an SEA and/or LEA has denied BIE the opportunity to compete for competitive grants. It just seems like it conflicts with each other. The Tribally Controlled School Act
was written to give schools an opportunity to control their education.

I was on the school board many years ago at Crazy Horse School. We went to Washington, D.C. And the people that I went to Washington, D.C. with had a lot of strength. And the whole desire at the time was to be able to eliminate the middle man and have the money come directly to the schools so we would have enough money to operate. And there were people like *Randy Plume and Paul Iron Cloud, and they spoke very strongly for Tribal Departments of Education. And we got it in the law in 1988. And it took our tribe many, many years to get that put in place, but it's never been supported, and there's never been guidance for tribes to be able to do this and to do it well.

And so, you know, when Maggie talked about the things that happened back in the '70s and that was right after the Self-Determination Act came in, there was a lot of strength there, and people were gung-ho and willing to do a lot of things. But as time evolved, people within the Bureau and other people seemed to have forgotten what that was, and they didn't take any time to learn about it.

When I started working as a school board member
and to see how things were, I went to trainings with the National Indian School Board Association and the Association of Community Tribal Schools, and I really learned a lot about how tribal grant schools should operate and how you'd behave as a school board member and what's expected to happen at these schools. And that's no more. None of that training is out there. And part of it is because the Bureau of Indian Affairs decided not to have that anymore. We've trained all the school boards so there's no reason to train them anymore. But all of those -- a lot of those people are no longer here. And we have a whole bunch of new school board members and they're all young and they want to learn, and there's no place for them to go and learn. So, you know, how are they supposed to be able to operate these schools if there isn't any quality training for them to know what the laws and the regulations are?

And that goes the same for the Bureau people, there's a lot of new young people in the Bureau who don't know and understand the laws, and they don't follow their own regulations and laws that are there. And a good example of that is the law very clearly says, "1297 schools can be viewed as
contract schools." It says that very clearly.

And then the Healthcare Act says those agencies and organizations can have access to FEHB. But somebody decided that 1297 tribal grant schools are not eligible because they don't have a contract number. To me it's very simple, give them a contract number, as well as their 1297 number so they can have access to FEHB.

When I left as the principal, retired, we were faced with having to pay a thousand dollars a month for our employees for health insurance. And we could not afford that, so we had to make choices of reducing what we could provide. And that's not fair to these employees.

One size does not fit all. The program needs to be set for each independent school's needs, and we need to work with them.

I made notes for myself based on things that were said this morning so I'm trying to remember them.

One of the things that I have a real concern about because this word is thrown around a lot is "trust responsibility". What does that mean? When we look at what the Tribally Controlled School Act says, in the beginning it talks about trust
responsibilities. And oftentimes I think that that word is used to reflect treaties, but I think we have to look at treaties versus trust responsibility.

And when you talk about trust, that implies that we have a relationship where we trust one another. And oftentimes I don't think the tribes trust the Federal Government or the Federal Government doesn't trust the tribes because they don't think that the tribes could do that for themselves. There's still a paternalistic attitude towards them. So I think that there needs to be some clarification on that and that language strengthened because there's a real fear that we're going to lose our treaties and that there's an effort being made to move Indian people away from treaties and take it away and turn us over to public schools and turn us into brown people in the United States. And I, for one, do not want that for my grandchildren.

So the other thing is from an educational background watching what's going on and the concern that everybody has about all of this behavior, it's learned behavior. As I talked about the behavior that I learned from the BIA official that worked
with me, this is -- we learn this behavior from the 
people who taught it to us. And all of this 
behavior that's happening back and forth, we have to 
figure out how to get beyond that. And a lot of 
people have said that earlier today that all of this 
is learned behavior, that we need to figure out a 
different behavior to learn.

The other thing I have a concern about is the 
emphasis on these standards. There's so much of an 
emphasis put on these standards that people aren't 
looking at what the children can do.

And as I mentioned earlier, the strength in the 
school is their children. They have very wonderful 
children, really smart. Over 50 percent of their 
students at this school are in the gifted and 
talented program. And they're so proud of that. 
The children are so proud of that identity, being 
able to say, "Look how smart I am. Look at what I 
can do." And nobody recognizes that.

Instead you probably know that Loneman has been 
in restructuring for the past ten years, and you 
don't pay attention to all the other things that 
those children can do. They're very smart children 
and they have a lot of strength in what they can do.

For my children, my own biological children to
get where they're at, when they come home and
complain, we tell them "Play the game. This is a
game that the educators have been taught. In order
for you to be successful, you play the game. If
they tell you, 'Do this worksheet,' do the
worksheet, because that's the only way you're going
to get through until you get to a place where you
can change the rules." Well, I'm at a place where I
think I can change the rules but it's not happening.
The system isn't working.

One of the things that is really needed -- the
only -- the only value of common core which is being
ddictated that I see is the focus on cradle to
career, because that's what my ancestors did.
However, for schools to be able to do that, they
need to have the resources.

For Early Childhood Programs such as FACE --
and I -- one of the things that I didn't mention is
that I'm currently working part-time for the Rosebud
Sioux Tribal Education Department. And one of the
school, St. Francis, has a FACE program, and they
find a lot of strength in that. And they even have
some parents who have gone through the program and
have come back and worked with them. And so there's
a lot of strength in an Early Childhood Program such
as FACE. And I'm just saying that because they have had success with that. But I'm hearing that there are people who don't like it, but I am a supporter of Early Childhood.

And in order for all the schools to be able to do Early Childhood, they need the resources. When we built this building, we didn't have an Early Childhood Program so they wouldn't include it in the scope of work for the building. And when we tried to talk to them about it afterwards, they just ignored us, wouldn't even discuss it with us. So Loneman doesn't have the space to put in an Early Childhood Program in this new building that they have, but they need to have the opportunity to be able to do that.

Then that leads to how the facilities' operation and maintenance is managed. Facilities' operation and maintenance doesn't have any regulations. And who's in charge? Is it the BIA? Is it the BIE? Is it OFMC? Who's in charge? When people need help for facilities, they have to -- you have to know someone, but not everybody knows someone to go and talk to. It continues to be a good old boy system.

They had a Negotiated Rule-Making Committee on
facilities' operation and maintenance, and they came up with some good rules, but it is now a report collecting dust on somebody's shelf, and it's not being used. And somehow that needs to be looked at and dusted off and put in place.

Another concern that I have is I know how the system works in Washington, D.C. when it comes to making budgets, and I have heard that the Bureau is going to go ahead and put all this stuff in place from the report no matter what we say; even though it says "Draft," they're going to put it in place anyway because they have to make those decisions now. You're looking at the FY16 budget, and you have to make those decisions. And you have to decide, is it going to be an ADD east, an ADD west and an ADD Navajo, or is it going to be an ADD grant school, ADD Bureau operated and an ADD Navajo? What happened to the Great Sioux Nation? Why can't we have an ADD? We get eliminated right away. And we thought line officers were important because they could help us.

We wanted our line office -- some of us wanted a line office that had a grant school specialist there. And nothing against the people that are there because Robert and Pattie are the best. They
helped me so much and so did Dan, but somehow those things aren't looked at and thought about.

So there are a lot of regulations. I worked on some of those regulations, and I felt like we were forced into making that decision about using the state in which we're located for AYP decisions.

Loneman was a school that put in for an alternative AYP and has been working on that, but it's never been recognized, validated or anything from the Bureau. And we continue -- or the school continues to struggle with that.

We need to recognize language and culture for our people, and that was where we put the emphasis with that. The alternative definition was to begin with an oral language proficiency assessment. And some of us think it's too hard, but it's for a proficient -- for language -- for a person who's proficient in their language so of course it's going to be hard, but that's a challenge to ourselves to try and get there. I always think we have to put our money where our mouth is. We keep talking about this, and we have to just do it, and sometimes it's really hard.

And I go back to what I said earlier, as an administrator I was afraid to do some of these
things, for violating some of these rules, especially the Bureau's. I had to be very careful about that.

Research shows how important it is to have a strong cultural identity, to be fluent at a minimum of two languages. It helps children and it helps people to be successful. There's a lot of research out there that shows that we've never been given that opportunity to do that with our children.

I'd like to end with this: That our great grandfathers wanted their grandchildren, their great grandchildren, which includes me, to have a strong spiritual base with their education.

I did a little bit of work for Red Cloud, and on their -- one of the things that they had is they called it "Red Cloud's Dream," and Red Cloud always wanted for the children to have that spiritual base and be strong educationally.

My great grandfather, Pute -- and that's spelled P-U-T-E -- had the same dream. He went to Washington, D.C. several times to make sure that there was a church and a school in his community, which is currently Wanblee, to make sure that we had that spirituality and we had a good strong education. And we still struggle with that.
And somehow I think that the Bureau needs to work with us in doing that. We're not enemies. Dayna said that very clearly, we're not enemies. We're of the same people. And I don't want to -- I don't want my grandchildren to just be brown people in the United States. I am an American citizen due to a law from 1924. And I pay taxes, and those taxes are paid very regularly. And as a citizen I expect that that be respected.

Thank you.

(Applause)

MR. JOHN HAAS: Thank you, Deb.

MR. CHRIS BORDEAUX: (Native language) Chris Bordeaux is my name. I'm -- as you all found out at lunch, I'm an NIA board member.

And from the NIA board I just want to tell the task group we're really glad they put this task group together to look at Indian education across the nation. That's all I'll say about NIA.

I'm the Executive Director for the Oceti Sakowin Education Consortium, a consortium of tribal schools here in South Dakota, and we're there just for tribal schools.

I was looking at, I think like everybody did, going over the report. And as I went through it the
last few days, I started to highlight things that I wanted to address. And as I go through all of those, everybody has addressed them all day. So I will do a written report just addressing those same things just like everybody else.

The first one I wanted to address, it says, "After several discussions with tribal leaders". What tribal leaders?

But then I went on from there, and I highlighted a lot of what Dr. Sherry said, and -- well, just, you know, everybody, what everybody said. So I will make those part of a written one.

And then I wanted to talk about the Meriam Report, the Kennedy Report, Nations at Risk, White House Conference, all the GAO reports, but everybody addressed those, too. So I'll just add that to my written stuff.

And they all said the same thing: We need children to transition to a school -- transition back home, the community to be involved in the school, teachers who are highly qualified and who care about the children, culture and language being part of the school. Those reports have been saying that since 1928. And like everybody said, it hasn't happened.
One of the things that -- I like quotes from people. Ivan Starr who is sitting back there, he always said, "We've never been allowed to fail on our own terms. BIE, BIA, Federal Government has kept us failing all of these years. Never once have they allowed us to fail on our own." And we have to remember that, we've never been given a chance to fail on our own.

This morning, I think it was Dr. Roessel said something about, you know, we can't be bringing up the past and all of that, but going back to 1928, everybody is saying the same thing, that isn't the past. That's right now. We have to do something else; not something different, something else.

I always tell school boards -- and I think most of you who are school boards members maybe have heard me -- that the tribal grant schools, you can do anything you want, throw everything out the door and start from scratch, as long as you can make those -- live up to those standards of whoever is the accrediting agent. And according to the law, the law, that the tribes can be accrediting agents; they can be SEAs. That's the law.

But one thing -- I think somebody talked about it this morning, our children leaving -- I think it
was Dr. Gloria said, Let -- American Horse School
went to Bennett County, and they're on the same
level. But American Horse -- just like Debbie said,
Isno Wica has been in restructuring for ten years.
The students from this school that go to Oelrichs,
graduate from here and go to Oelrichs, Oelrichs has
been making AYP since that happened. So it's like,
that just doesn't make any sense.

And when No Child Left Behind started -- I was
wishing Sherry would hang around longer. I wanted
to brag her up. Enemy Swim Day School was in the
70 percent proficiency in math and reading before,
the year before No Child Left Behind started. The
year after both their scores -- those scores dropped
down to the 50 percentile in proficiency. And over
the years it dropped down to 30. And it's because
the Bureau forced our schools with money, holding
out money, "Here's a third of your budget. If you
want it you have to use this." And that's where I
see this is going.

I really like what they found out, what the
task force found out, but their solutions to it
are -- I was talking to my, to Debbie about it and I
said, "They're really stupid." And my grandson
looked at me and he said, "(Native language), that's
a bad word." So I said, "Well, what word should I use then?" He said, "Silly". So then I thought about it and I said, "Yeah, they are silly what the solutions are." Because all of the tribal schools and the Bureau-operated schools have that capacity in them with the people in them. I think there's been quite a few people who have said that. We have all the experts in those schools.

***And over the years the BIE, OYEP or whatever they were called, has never helped the tribal school with T A, never. All they do is come down can and point and say you're doing something wrong ask those schools have all gotten together and figured things out on their own. But with this report and the solutions, they're wanting poorest county money to learn how to do this what we already know how to do and teach tribes how to to it. I don't don't they just give all the money to the schools and tell the schools, TAOEFPL all your tribal councils how to do this stuff and let them be the capacity builders. The I even looked up, everybody remember Floyd west ER man, red crow. He had a song. It it starts off -- I won't singed it. Don't have my guitar here so I won't sing it. The if approximate I can find it now. Send a task force down from Washington,"
check out their complaints. The Indians aren't
happied and they're putting on the paint. The
treatment TK-RBL they say their treatment is unfair
and they blame the BIA but you can't believe a
single word a red skin say. They say they want more
programs and the funds are getting loaf -RBGTS they
write down many questions, stand around awhile, make
out a report that will later file. It's got to be
kept a secret, no one should know where the T*
you're there and all you have to do is tell them
just what they want to hear. Send the task force
down from Washington to check out their complaints.
Indians aren't happened AOE Johnson but is the there
a time when they ain't? I think that was a good
song. We know whatever they're saying is a draft is
going to happen in I way. We know it's going to
happen no matter what. We have to, as TRACEUBTS, as
schools -RBGTS cents we have to say this is what
we're going to do and go ahead and do it. Because
in the law the they have to give us the money.
The law says that, they have to give us the money no
matter what. When I fist read this, when it first
came out it talked about pillars, so I said pillars?
Geez, souped like a ex TRAF began STKPHRA PHAOUF
PHAOUF owe or something. We don't talk about
pillars. We talk about circles and that's what we should be dealing with is circles balls that's the strength UFR our nations is circles. I'll end with a quote from one of my other dear friends, Robert two crow. Listen to him talk, he, just like listening to any of these guys talk, they're really inconsistent SPAOEURG but he always ends with this: You don't have to listen to me, I'm just an Indian. (Applause ) okay, we have two more. We have Tina mar TKAEUPB yeah to the address here.) Gotta give a boost to the microphone here. (My name is TAOEPBL American Indian education ma began KWRAPB. In translation woman who flies high and I want to just talk very briefly at the request of president brewer and I work with him as his external affairs lay American Indian education son ask so with that being said, working with external agencies in important issues that affect our people here on the Pine Ridge reservation. WUPBD of them is education and how we look at it today and this is so important to us as a people and I thank you for you your time and your energy and your thoughts because for us this is very important. You're getting a bird's eye in view in regards to allotted of the issues and we had node we've got \into\in to the weeds if if you will
regarding some of the issues surrounding education and how we look at that from the history stemming up today in that transition process ask this is very key because yes, we cannot change the past but we learn from that past and it's important we had do learn from that history because as we look at the transition of education this that process ask how if affects us today, we looked at how legislation affects us, American Indian education credential KAEUGS agencies and its correlation to if TPUBD SKP-G how that effects us ask so these are important issues we're dealing with and these issues haven't changed as you've heard from previous speakers through the past decades and we look at the pedestrian TKPWOED gee of education and what was it PHEPLTD to do for Native Americans, it was meant to assimilate us and so therefore if we're using the same pedestrian geographic distance gee, how are we going to change that? What are the realities of today 1234 and so with that we looked at alternatives. Would have he's look at suggestions and for us, you know, this PHRAB, we're looking also at your instruments, what are you using to determine what these outcomes need to be and we never were consulted in regards to what type of instruments
were being used, what type of theories applying to us and you're comparing us as apples and/or ancestral when really you THAOED to be comparing orange to arrest ancestral so with that being said, as a lifelong learner, as native people, it's a part of our culture that -R with's continuously learning and we're transportation forming and we're growing and we WAB the SAEUPLD for our children so when we look at legislation within our own cultural and tribal nations, we do have statutes in place. In 2008 we had did pass legislation ordinance to incorporate Lakota language within our curriculum but has that been respected by the federal agencies? No. Will it be respected? So these are the conversation that we teed to have to said how can we work together to make sure that we are respecting each other's policies and mandates as well. Ask so with that, I mean, I can go on forever in regards to education and so forth and my own background but at the same time I feel that, UFP know, for our TPHAEUD tiff students, that pedestrian TKPWOED KWRAOE is the banking process and we want it to be transactional. We want the alternatives for our students instead of just this PWA*Ging con set and I hope you have the opportunity at some point in time to read Paul aid
free air. He wrote a book called pedestrian gee of the oppressed and it's a very good book and it didn't come to this country until about the 1970s but I strongly environmental you had to read that because that's what we've been dealing with. Those are our realities today, then and now and so for us as educators for our children we definitely want to see those changes versus just false generosity Bass that's what's kind of happening at this point this time is that false generosity so how can we have that true conversation that it is transactional so with that I want to say thank you again for your time and for your energy and hoped that what has been shared will are stimulate further conversation and not let it just end at this and please let us be a part, please invite us to the table to have these conversations because we do have the experts op our reservations to really address Indian education. The) native language (thank you.) Applause. (

MR. DON YU: Objection, folks, wow, today, I learned a lot today so, you know, first I just want to say thanks so much for all of your input today. I learned a ton, just like when our team was out at the schools, in the fall, September and October, I
learned a lot. It sounded like hard to sum up everything here but it sounded like kind of the diagnosis part of the report, SKWR only got that part right. Sounded like some of the ideas we came up to address, address some of those issues, not quite on POPBT. Some definitely missed the point in some things, policed some areas that we need to add. I can guarantee you though, well, I don't want to guarantee because you probably heard too many promise. You won't believe anything until you actually see something happen for you had but I will say this report is going to look TKEUFPB. It is a draft report. Look, folks, you know, all of the issues that you brought up, all diagnoses came from you in if the "EURS place. I didn't make that stuff up? How would I know. I had to come out and he were will. I did my pest knowing what I know about education allergy systems to come up with some ideas, things that have worked in other school districts. I get it, though, the school system is unanimous neck. It's TKEUFPB than the other ones so I'm Ding to have to keep tailoring these recommendations until we get the right fit. It's not lip S-F come willing out HAOERD trying to learn everything I can to kind of keep fixing this model
and until we find something that works, though. The
some quick things. I didn't do a good SKOB this
morning selling my ideas to you. I would say
actually probably two-thirds of the things that were
said up at this podium that's because I didn't
arrest particular AOUP late the ideas in the power
point well enough and that's -- Tacoma was my fault.
I need some practice. My first within I presented
on here, the first consultation so other folks will
get a pet ER one that is but TKHAS's part of thish
AOUF. Two-thirds of the things identifiable just
didn't do a good job explaining the ideas in the
power point. The other third 69 things I just
didn't even know about ask they need to be worked
into the reform model and definitely one thing I
regret saying up is how much time it was going it
take. You know, Monty and I are working really hard
with our team. Monty has been so focused on what
can we do. I've been thinking kind of longer term
pictures and the fibs being the system and a lot of
systemic issues kind of fund mental -FS system.
Monty has been working so hard op so PHAEP, what can
we do right now though. Even when I spoke to ARPBL
AOE Johnson and he asked for an update, I TKPAEUF
him the update, talking about these kind of long
term fundamentally AOUFPS. He asked me though what's going to be different on the first day of school though this up cop willing school year. This all sounds so great. This sounds nice, all this stuff but how are these teachers and principals, what's -- how school is going to feel different to them on the first day and Monty has done so many amazing things already just trying to as he can, things that don't have to go through so much process but we've gotten already so many leads from the office providing us the additional man power support so the schools have having all their proud cure meant needs met, acquisition needs met so there -R a lot of shot term things we have been working on. It's not liked we're going to wait AORPBD and wait for the budget get developed so I regret saying that this morning. And there were just a couple of other points. You know, I'm going to inconsistent at the TKPRAEUT so many of the ideas that I heard today about, you know, this is not about PHR-G up a big apparatus in D.C. It really S it's the opposite. W-R he not trying to big a PW-G ER PWUR angry *E see. This is a SRAOEPL line PRAEUBGS. It's actually hey, principal and teacher is what do you need to get your job done and then our job is to
provide those services. It's going to be the complete opposite of what EFB else has said here today about top down dictates from the BIE. What do people in D.C. know what's going on in your schools is this that is a obvious. You all have said Tacoma today. Our job is to figure out -- you guys know what is best. The it's a partnership, you know. You guys are in the schools. You know what your schools need. But we still have to go to the hilled ask get the money. So I have to learn, I have to come out here, learn about what the resources you need ask then my SKROB is to go through this federal, the incorporate that, nobody wants to deal with the federal bureaucracy part bud you've got to cut through that stuff and go to hill and PHAEUBGD sure that the stuff you say you need -RBGTSZ those are the resources that are delivered to your schools so -- and the last thing I also want to mention I totally get it, too, the also need for inconsistent sew vagues, trying new things. I don't think that's, we probably -- that's another thing that I would like to kind of integrate in the report, new means for in SROE SRAEUGSZ, new ideas. Thanks for your time. The (applause.)

MR. MONTY ROESSEL: I just want to be, just
mention a couple things because on the agenda it has other eye dementias but because we're so late now and I think part of the process we unanimoused that we should have completed all of those presentations right after Don but there were some other items we want to discuss. One was about an assessment, looking at smarter balance in getting some feedback. The other is about tribal grant support costs and looking at the idea of, you know, and I just got this on Friday from D.C. from the staff, what would be the feedback if if tribes or schools, tribes, received the tribal I be direct cost rate instead of the formula that we use now? What would be some -- you know, if you could maybe some of you that deal with that, if it you kind of look at what would that mean for you the, S-PD me some e-mails, send commence. Before I forget, that remind me, you can submit written comments on or before June 2nd, okay so just a reminder there. So if if you have some ideas or thoughts on that idea of of an indirect cost rate, a tribal indirect cost rate, instead of the formula that is presently used and if you need to kind of think about what it would look like for your schools or for the tribe and talk to somebody, we can get, give me a call and we can kind of let
you compared and see what that would be for you but
that's one of the proposals because as you know,
tribes got 100 percent contract support costs.
Assistant secretary Washburn has said we need to go
the next step now ask do that with grant SKAOLTS so
we're look at trying to find some solutions and I
wanted to put that out there now. Finally I put
some strategic plans out -PB 0 the table. I have a
few more here if anyone wants them but that's also
something that I think is indicative. When I was
hired by assistant secretary wash burn, I told him
and I'll say this right now, president PWRAOUFR ER,
I am not here to protect the BIE. I am here to
educate Indian students within the BIE to the best
of their abilities. Wednesday I being too the job I
told assistant secretary Washburn that it is my hope
that I will work myself out of a job within three
years. This is a the same thing I said to Keith
PHAOR when he hired me at Navajo and I was well on
that track. In fact, I think if I stayed there I
would be unemployed in a few more months so I do not
look at my job as being there to protect the BIE in
anyway or -- that's just not -- that's not who I am.
So with that said, I think what I'd like to do is
just real KWEBGly if anybody wants a copy of the
STRA team I can plan to look at, I would, you know, earn courage you to pick it up and give some feedback but if you look at, what you'll notice is that we are trying to do is to say we want to be measured. Weighability want to be judged and by the time this is done, which is eight eight, you'll see a BIE that has tracked upwards. And when we go to OMB and we try to present budget, they are asking what are the unless, jugs like we talked about AYP, they are asking how can you tell you're being successful? So we, BIE is trying to present a plan that shows we want to be measured, that you know what, measure us because dammit, we're going to do pretty good here. And we belief we are in a pat TPHER ship. Just quickly because, you know, not to make it personal but you sit up here and you hear things and it's really hard to keep quiet. I mean, it's really hard and just, you know, but just so for those of you that don't know, my mom and dad started the first grant school in the con tree at R-F rock. My dad started the first college, Navajo KPHAOUPT college so the idea of exercise of sovereignty, self-determination, that is he been running through my blood my entire PHRAOEUF and so when I say I'm committed to educating and not to the BIE, those
aren't just words so I tell you, again, like Don said though, these are promises but come back in a year, come back in six months that's what the strategic plan is about, come back and look at what kind of success we have seen. But I also want to say the other thing, too, because it was said here buff I think it's lost, in order to do what was said here, in order to do what is in if the report, there is a real issue that has to be addressed and that's local versus tribal control. -PLT what that's going to look like here is different with Navajo. It's different with hope AOE Johnson. You've met with the hoped AOE Johnson nation two weeks ago ask they want to collapse all of their schools upped one entity -RS WAUP tribal entity. I met with. Hay la river, they want to do the same. Of know, I've had conversations here. So where are with -R he's not going to push a one size fits all but what we are going to say and we talk about incentives is here's money to help you. You decide what you're going to do. Because you just said you don't have enough money and then we're incentivizing. So here's money to help you had figure out what that solution looks like here at Oglala. What that looks like at any other tribe but you control your destiny. We want
to provide that support and we say we have the
did not really support and we say we have the
expert. Let me just tell you right now Navajo is
going through this and they are having a hard time.
They have 35 separate school boards all going in 35
separate directions. How do you corral that? I'm
glad I'm not there but those are the kinds of issues
that we have to address, this stuff we have to
handle. We can make it sound easy but we all
know it's not. I was at a school board meeting on
Saturday at Pine Ridge for six and a half hours and
people came into that meeting, a public
meeting and were told to leave. That's not right.
So there are some very real issues that have to be
dressed, very real hard issues but doesn't mean
they can't be. And we have this report. I no at
the it's an easy target but Don and I cents when we
started this we said you know, we could come out to
these consultations and not show anything. That's
kind of of what happened the last time, remember?
We just kind of -- we might do this. But we said
let's put this up for a draft, as a draft so people
can see it, so they can throw drafts at it, so they
can pick it apart, find the hose, figure out what
works and doesn't work. We made -- you know, it was
difficult to get a draft report out for
consultation. That is he's not easy. We got it out there so we could at least say this is what our thoughts are. Tell us where we're wrong. Otherwise we come here before you and we would just have words and nothing to POEUT at and so this is that was something we made a decision knowing that it was going to be different and it won't be the final, the final draft. It won't be the final thing until we're done with consultation. We got a lot of good ideas. I just got an idea from Jeff as setting here, hey, why don't we try this as we're sitting here. That's just it, we want to be solution oriented and I think we are. You know, we've spoken to over 300 people. Some of these ideas came from you, the idea of an A D D for grant schools came when we were meeting in Rapid City in October, he think it was October. That KAEUPLD from you all. So, you know, we want to to be in a conversation. And this was kind of a difficult, think situation for TPO*PB and I trying to figure out how to go about this. The we maybe should have put a little bit more out there but at the same time we had did not want to stop and say wait a minute, what about this, what about that. We want to list SKEP that is AETD WH we came here for. I want to read a couple
things from if the strategic plan because I think we have this but the strategic plan is what we're doing now to move forward and I think it amplifies some of the language that was spoken from here, not so much what may have been up in a power point that we just tried to get the points across. Our vision of of a successful student is one who discovers a parks for learning in it transforming their world while maintaining the stew TK-PBLT's unique tribal culture, identity and language. Our four priorities is priority 1, promote increased educational outcomes and opportunities four our students: Two, promote self-determination in American Indian he had cakes. Three, promote the sustainability of native culture, his three ask language and four promote excellence through support of our BIE and tribal school employees. Think about those four. Two out of the TPOURD deal with culture, self-determination. That's what we are committed to. The fourth one is combining BIE and grant schools. We're in this together. Not saying we're going to take TAEBG care of BIE and your grant schools are on your own but we're into together for the priority 1-RBG9 the students and the exercise of of that sovereignty is up to everybody. What it looks like here is
different from what it looks like at Navajo, it's different from what it looks like at hope AOE Johnson. What we are saying at bedridden is we want to give you the tools, the capacity. It's not a third entity but somebody that we can trust that you trust and you maybe created so we want to empower and give you that opportunity and I think what was said here today, you know, and the Navajo, we end a prayer by saying in PAOUT AOE Johnson it is finished. That's what I feel like because much of what was said from this podium and into this Mike is what I have in my heart and what we actually mean in our report. Those are just words now. The but I think as we move forward we'll see and I will be back here again to work on the ideas that we've started and we talked about. I believe you can't oversee BIE from behind a desk in D.C. I like going in in the classroom. I am there weren't kids in school today because I still like to run around in the classrooms too so I just want to again, thank you for giving us the opportunity to listen to you. The you know, we're grateful for that opportunity. The we learned a lot today. We learned a lot by just listening. Thank you for letting me at least have a few words at the end but
thank you again, all of you for coming ask I appreciate it. (Applause) (now I would like to end with Mr. Highland Stark come out with an education song.) (Thank you. American Indian education HREURB American Indian education had passed out these little sheets of paper. You know, Lakota is my first language. English is my second SKPWH one of the things that I've realized over the years is that perhaps we're losing our culture because too many of us don't understand what is being said. And so for that, for that reason I made these little slips of paper so that each and everyone of you can understand what this song is about. Before I sing this song, I think a little explanation is in order. I found this song maybe about two, three years ago. There was some guy, a young man. (By ) At first I didn't quite TKPRAS. what he was SEUBing about. Some of the songs that are are on the CD that this gentleman made I realized were very, very old songs. We don't hear these songs anymore. And so I took this one because it had to do with education and I translated it. That translation process didn't happen just like that. It took me a long time just contemplating, thinking about it and finally things sort of just came
together and this is my translation of it. This song I think was, I AOE Johnson PHAPBL written or composed, if you will, maybe anywhere from 75 to 100, 100350 years ago. It was a time of extreme strive, up hive he will of the old cultural ways at that time and this song came out of that. -PLT it speaks of a time when any tiff people, not just Lakota people but native people lost everything, WAZ losing everything, land, customs. They were each losing relatives who were being killed in this so called wars that were waged against native people. Native people were forced to defend their relatives, their way of life, their lands, ask this is what came out of it. -PLT so I'm going to sing this song to close out this session but one final thing I want to say on is that I really hope that our local schools take this and make it your school song. Pry an is here, our tribal president. Maybe he can take this and develop and get tribal council to make it sort of like a national education Anthem. It's very historical and in my view very powerful. So with that, I will sing this song here. (Song? Native language.) (I want Tacoma thank all the educated ERS and politician that provided testimony. Again, if you op your way home, darn, I should have
said you have apparently opportunity to submit it in writing and if you don't know who to get ahold of, get ahold of Dana. TKAEUPL American Indian education can funnel your document to the right people. Thank you all for coming here today ask thank you all for hearing and paying attention and listening to us.