

South Dakota
Indian Education Summit
September 22-24, 2019

Čhaŋwápe ģí wí - When leaves turn brown

Moving Forward Together



Tħokátakiya ówanžila unyánpi



COLLEGE, CAREER, AND LIFE READY

Preparing All South Dakota
Students for Success

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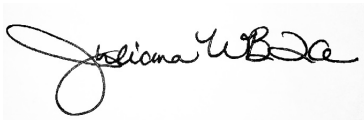
Tanyáŋ Yaglípí! Welcome back everyone.

The theme for the 2019 Indian Education Summit is “Moving Forward Together”. The Lakota translation chosen by the department is Tǎokátakiya ówaŋžila unyáŋpi. It is relevant to the future of our schools, tribes, and state. As you may know, the Office of Indian Education has transitioned from the Department of Education to the Department of Tribal Relations but the work with South Dakota Schools continues. The collaboration between both departments is very essential to the schools and children of the Oceti Sakowin.

The sessions and workshops for this summit focus on our Lakota language and culture with an emphasis on the Oceti Sakowin Essential Understandings (OSEU). Our featured speakers have hopeful messages and will share useful information. The intention is to create a learning environment for all participants to gather resources and make connections.

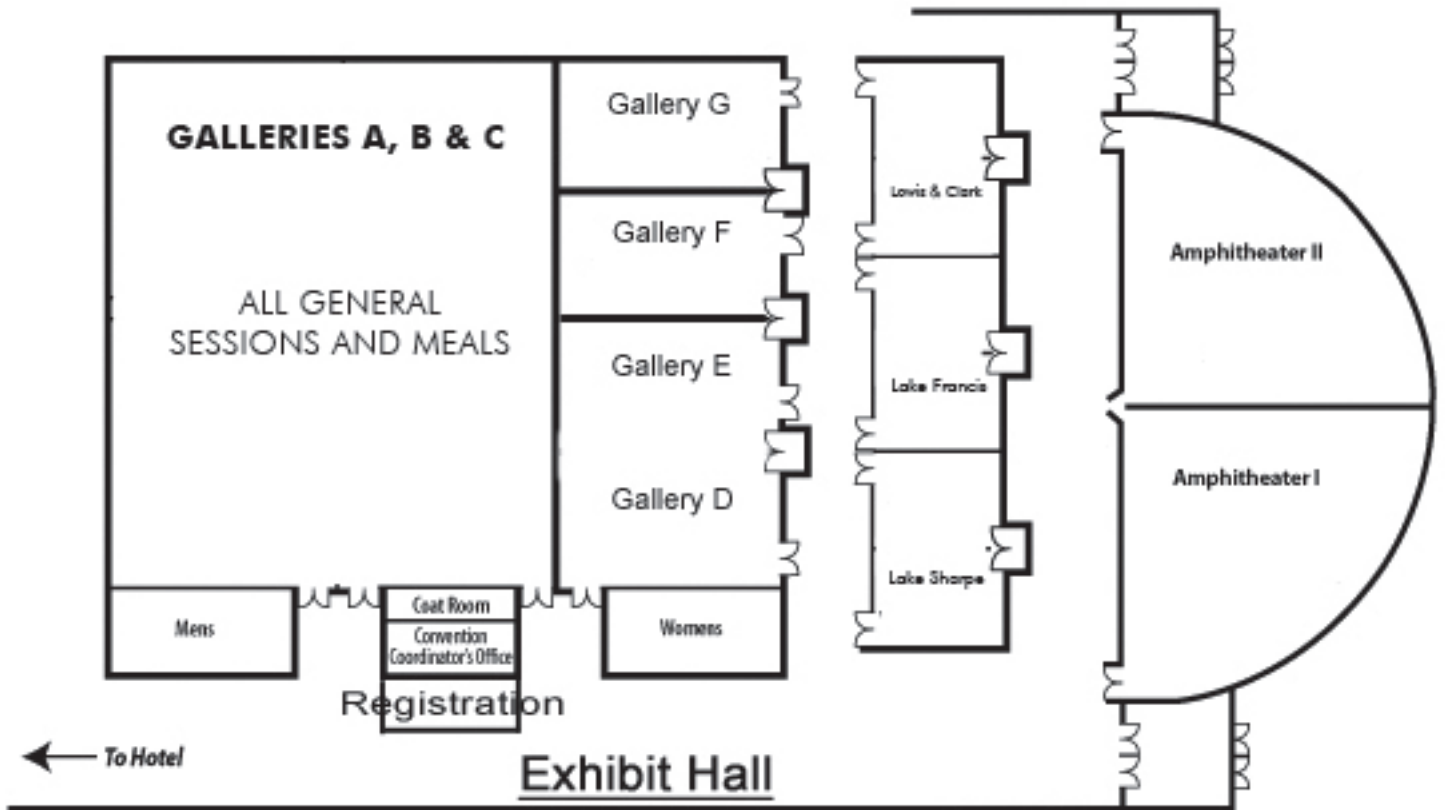
It is my great honor to serve as the Director of the Office of Indian Education. I look forward to connecting with school communities and tribal education departments.

Respectfully,

A handwritten signature in black ink, reading "Juliana White Bull-Taken Alive". The signature is written in a cursive style with a large initial 'J'.

Juliana White Bull-Taken Alive
Director, Office of Indian Education

Map of Conference Center Facilities



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*lending a
helping hand.*

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Strong communities are founded on hard work and dedication. Through our partnership with the South Dakota Indian Education Summit, we're lending a helping hand to ensure your community and its members continue to thrive.

Live better. Live balanced. Avera.

17-219084-7184

Sunday, Sept. 22

12:00-6:00

Registration

Room: Lobby

1:00-3:00

Tribal Consultation meeting

Room: Galleries D, E

3:30-5:00

SD Indian Education Advisory Council meeting

Room: Galleries D, E

5:30-7:30

Opening Session

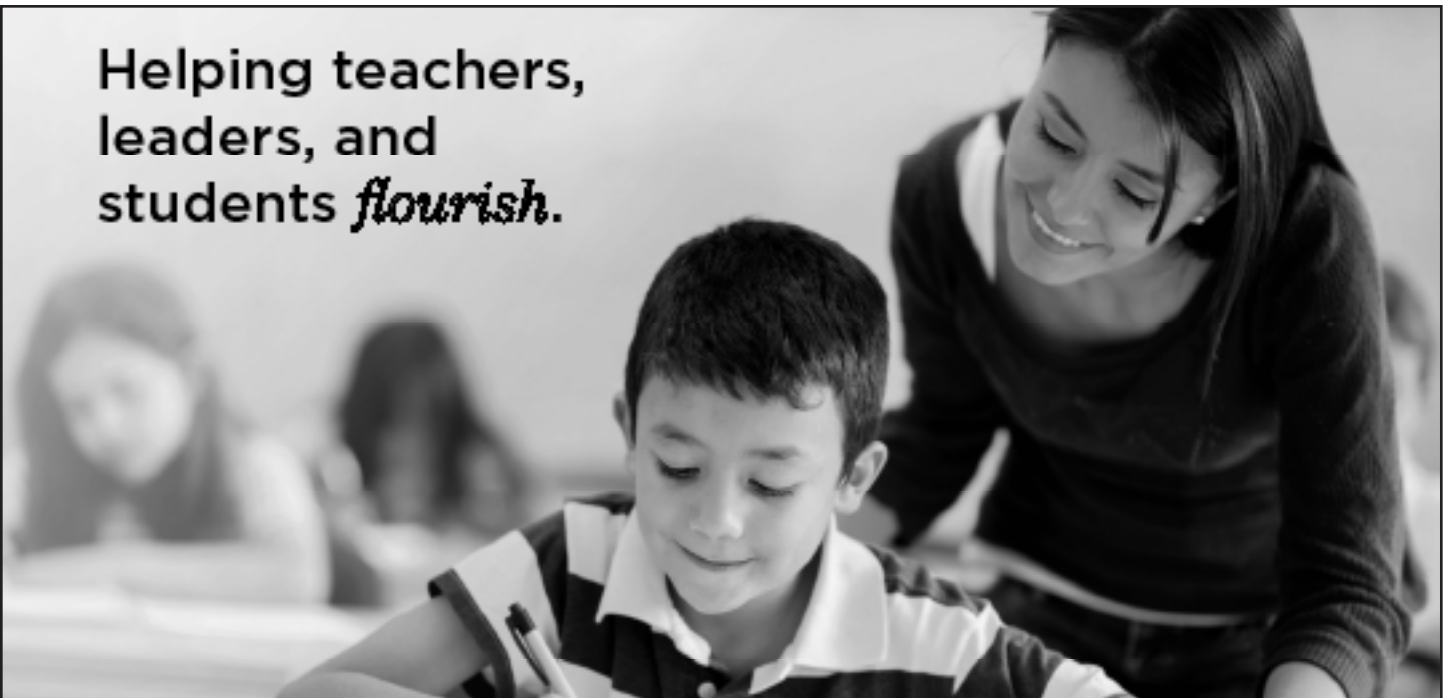
Room: Galleries A, B, C

Welcome: Mary Stadick Smith, South Dakota Department of Education

Keynote Speaker: Mandy Smoker Broaddus, Practice Expert in Indian Education, Education Northwest

Dinner

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leaders, and
students *flourish.*



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Sunday, Sept. 22

Concourse	Time	Galleries A, B & C	Galleries D & E
Registration 12:00-6:00	1:00-3:00		Tribal Consultation
	3:30-5:00		SD Indian Education Advisory Council Meeting
	5:30-7:30	Opening Session Welcome: Mary Stadick Smith, South Dakota Department of Education Keynote: Mandy Smoker Broaddus, Practice Expert in Indian Education, Education Northwest Dinner	

Monday, Sept. 23

Concourse	Time	Galleries A, B & C	Galleries D & E	Gallery F	Gallery G
Registration 7:30-12:00	7:15-8:45	Breakfast; Opening/Welcome			
	8:00	Presentation of Flags, Opening Prayer			
	8:20	Opening Remarks: Governor Noem			
	8:45-9:30	KEYNOTE: President Barry Dunn, South Dakota State University			
	9:30-9:40	TRANSITION BREAK			
	9:40-10:30 Session One		Education Equity Campaign panel discussion Sarah Pierce, Nick Tilsen, Diana Cournoyer		GED Project at Sitting Bull College Mary Rousseau, Thomas Ross
	10:30-10:40	TRANSITION BREAK			
	10:40-11:30 Session Two		Education Equity Campaign panel discussion Sarah Pierce, Nick Tilsen, Diana Cournoyer	Move Your Staff Forward with OSEU Implementation Gabrielle Seeley, Whitnee Pearce	State Library NASA Kits & Resources for Teachers Laura Kelly, Dustin Larmore, Kathleen Slocum
	11:30-12:50	Lunch			
	Exhibitions 8:00-4:00	1:00 - 1:50 Session Three		Culturally Responsive Practice & OSEU (Part One) Dr. Scott Simpson, Sharla Steever	2020 Census in Indian Country Annette Eagle Bull
1:50 - 2:00		TRANSITION BREAK			
2:00 - 2:50 Session Four			Culturally Responsive Practice & OSEU (Part Two) Dr. Scott Simpson, Sharla Steever	A Fresh Take on the Buffalo Story for Teachers Francie Berg	
2:50 - 3:00		TRANSITION BREAK			
3:00 - 4:20 80-min. workshops			Culturally Responsive Practice & OSEU (Part Three) Dr. Scott Simpson, Sharla Steever	Teaching Native Youth through Video Game Design Principles Maria Burns Ortiz	The Missing Piece of the Puzzle James Cadwell
4:20-4:30		TRANSITION BREAK			
4:30-7:00		Dissertation Panel & Dinner			

Lewis & Clark	Lake Sharpe	Francis Case	Amp. 1	Amp. 2
TRANSITION BREAK				
It Works! South Dakota Jump Start Deb Thorstenson		Establishing Successful Relationships from School to Home Amber Ham	Sicangu College Success Coalition Jim Curran, RoseMary Clairmont	School Board Proficiency in Indian Country Mandy Smoker Broaddus
TRANSITION BREAK				
Personal Money Management for Elementary Students Johnathan Anderson	Waterford UPSTART Courtenay Burns	Cultural Inclusion Anette Munoz, Bernadette Dauenhauer, Colette Fleck	SD GEAR UP at BHSU & SD Dept. of Education Peg Diekhoff, Murray Lee, Sophie Johnson	Native American Needs Assessment Mandy Smoker Broaddus
Create Your Own Reality: Reshaping CTE Laura Scheibe	Trauma-Skilled Schools Model Tim McGowan	Resources for Fostering Culturally Responsive Instruction Kathleen Dempsey	Transforming Education about American Indians: Native Knowledge 360° at the National Museum of the American Indian Edwin Schupman	Restorative Justice in Education Lisa Bordeaux- Taken Alive
TRANSITION BREAK				
Create Your Own Reality: Reshaping CTE Laura Scheibe	The Wingman-Connect Project Tim McGowan		Classroom Resources (Pawnee and Navajo) from the National Museum of the American Indian Edwin Schupman	Incorporating Lakota Language & Culture into the Computer Classroom Ray Taken Alive
TRANSITION BREAK				
Using the OSEUs to Teach Ecosystems, Biomes, and Food Webs Kaylan Untiedt, Dr. Sharity Bassett	Using Design Thinking to Improve Leadership Development Experiences for Principals Jonathan Santos Silva	Lakota Circles of Hope Staci Eagle Elk	Classroom Resources (Northern Plains) from the National Museum of the American Indian Edwin Schupman	Cultural Proficiency - Woope Sakowin Tamera Miyasato
TRANSITION BREAK				

Tuesday, Sept. 24

Concourse	Time	Galleries A, B & C	Galleries D & E	Gallery F	Gallery G
Registration 7:30-12:00 Exhibitions 8:00-4:00	7:15-8:30	Breakfast, announcements Welcome: Secretary Flute			
	8:30-9:30	General Session Speaker: Dr. AnnMaria De Mars, President of 7 Generation Games			
	9:30-9:40	TRANSITION BREAK			
	9:40 - 11:00 80-min. workshops	Youth Day Activities featuring South Dakota Health Occupation Students of America (for students)	Understanding the Stressors of Transitions & How to Navigate those Changes with Success Tim McGowan, Kansas Middlelent	Teaching Native Youth through Video Game Design Principles Maria Burns Ortiz	The Missing Piece of the Puzzle James Cadwell
	11:00-11:10	TRANSITION BREAK			
	11:10-12:00	General Session Speaker President Twyla Baker, Nueta Hidatsa Sahnish College			
	12:00-12:50	Lunch			
	12:50-1:00	TRANSITION BREAK			
	1:00-1:50 Session One		Sinte Gleska University Equine Therapy Program (for students) Marlies White Hat	Engaging, Inspiring, Empowering: The Project Lead The Way Experience Kathy Van Kley	Talking Circle for young men (for students) Whitney Rencountre
	1:50-2:00	TRANSITION BREAK			
	2:00 - 2:50 Session Two		SDMylife (for students) Megan Tatum, Andrea Diehm	Engaging, Inspiring, Empowering: The Project Lead The Way Experience Kathy Van Kley	Phonics-based Reading for the Oceti Sakowin Jennifer Jones
	2:50 - 3:00	TRANSITION BREAK			
	3:00	Door Prizes & Closing			

Lewis & Clark	Lake Sharpe	Francis Case	Amp. 1	Amp. 2
TRANSITION BREAK				
	Seven Instructional Hoops - Culturally Responsive and Strength-Based: See It, Do It, Prove It! Jerry Lassos, Steven Haas	Lakota Circles of Hope Staci Eagle Elk	Connecting National History Day with American Indian Populations Sarah Jacobs	Cultural Proficiency - Woose Sakowin Tamera Miyasato
TRANSITION BREAK				
TRANSITION BREAK				
Four Levers for Student Engagement Debra Wolf	Talking Circle for young women (for students) Jessie Rencountre		Family Partnerships for Self-Determination: 6 Years of Family Engagement at TFA—South Dakota Beau LeBeaux	Native Students' Lifestyle - An Advocate's Perspective for Teachers & Administrators Kyal & Kansas Middlelent
TRANSITION BREAK				
		Kawitaya: Empowerment & Connection through Theatre (for students) Chaya Gordon-Bland, Jesse Bien		Native Students' Lifestyle - An Advocate's Perspective for Teachers & Administrators Kyal & Kansas Middlelent
TRANSITION BREAK				

7:15-8:45

Breakfast & Welcome

Room: Galleries A, B, C

8:00 - Presentation of Flags, Opening Prayer
8:20 - Opening Remarks from Governor Kristi Noem

8:45-9:30

Keynote: President Barry Dunn, South Dakota State University

Room: Galleries A, B, C

9:30-9:40

Transition Break

9:40-10:30

Session One

Education Equity Campaign panel discussion

Galleries D & E

Sarah Pierce, Director of Education Equity, NDN Collective
Nick Tilsen, President & CEO, NDN Collective
Diana Cournoyer, Executive Director, National Indian Education Association

Indigenous students across the United States continue to be left behind by the current education system. We know from our own life experiences that education rooted in our cultures, languages, and our own histories creates stronger educational outcomes for our children. This panel will discuss the importance of school choice.

GED Project at Sitting Bull College

Gallery G

Mary Rousseau, GED Director, Sitting Bull College, Thomas Ross, GED Testing Services

For the past six years the Bureau of Indian Education and the Corporation for National and Community Service/ AmeriCorps and Sitting Bull College have provided funding for SBC’s GED Project. The program provides tutoring services for students seeking their General Education Development. We will showcase the program and provide GED testing information.

It Works! South Dakota Jump Start

Lewis & Clark

Deb Thorstenson and South Dakota Jump Start retention advisors

South Dakota Jump Start has reached the end of its five-year research study with the U.S. Department of Education. This partnership between the six public universities under the South Dakota Board of Regents and Oglala Lakota College helped more than 300 Native American and low-income students achieve success in college, and we’ve learned many lessons. Hear from retention advisors and students!

Establishing Successful Relationships from School to Home

Francis Case

Amber Ham, Special Education Teacher, Patrick Henry Middle School (Sioux Falls)

Learn how to establish, maintain, and restore relationships with ALL students while connecting with guardians for a successful school-to-home relationship. This breakout session will give you takeaways that are applicable to every teacher’s classroom and can be immediately implemented. Participants will receive reproducibles.

Sicangu College Success Coalition

Amphitheater One

Jim Curran, Executive Director, Teach for America—South Dakota
RoseMary Clairmont, Tribal Education Specialist, Rosebud Sioux Tribe

Several organizations work on “college” for kids in Rosebud. In this session, Jim and RoseMary will share how the tribe recently set college success goals, and how they are working to convene partners, align goals and problem-solve shared challenges.

School Board Proficiency in Indian Country

Amphitheater Two

Mandy Smoker Broaddus, Practice Expert in Indian Education, Education Northwest

This presentation will highlight best practices in research and promising practices by trustees, with a special emphasis on why this role matters so much in schools that serve Native students.

10:30-10:40

Transition Break

10:40-11:30

Session Two

Education Equity Campaign panel discussion

Galleries D & E

Sarah Pierce, Director of Education Equity, NDN Collective

Nick Tilsen, President & CEO, NDN Collective

Diana Cournoyer, Executive Director, National Indian Education Association

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Year One Stories: Move your Staff forward with OSEU Implementation for Student Success

Gallery F

Gabrielle Seeley, Oceti Sakowin Essential Understandings teacher, Rapid City Area Schools

In the years since 2012, when South Dakota adopted the OSEU, there has been uneven implementation across school districts. Many schools are making strides in full K-12 OSEU implementation, but even leaders of these schools recognize that there is more work to do. Rapid City Area Schools has finished year one of a coordinated, structured effort toward full OSEU implementation across all grade levels and all content areas. The presenter will share stories from K-12 classrooms during year one of this four-year plan, detailing obstacles that arose and how they were overcome together so students could thrive. Unexpected benefits from this work have been revealed, and statewide partnerships are flourishing for student success through the OSEU. Year one has shown some best practices that people can use to best meet student and teacher needs when using the OSEU. Participants will receive samples of lessons, book lists, and units.

South Dakota State Library NASA Kits and Resources for Teachers

Gallery G

Laura Kelly, Children's and Youth Services Coordinator, South Dakota State Library

Kathleen Slocum, Continuing Education Coordinator, South Dakota State Library

Dustin Larmore, Interlibrary Loan/Cataloging Librarian, South Dakota State Library

NASA@My Library Earth and Space Science Kits are available for checkout via your school library from the South Dakota State Library! The Sun-Earth-Moon Connections Kit focuses on activities and experiences that better help patrons understand their place in space and how the sun and moon impact our planet. The Be A NASA Detective: Expanding Your Senses Kit focuses on activities and experiences that help patrons (and library staff) be more comfortable using tools of science and making predictions based on their observations. These kits have been duplicated and expanded to include Native American resources and adapted for the visually impaired. The South Dakota State Library has also partnered with the South Dakota Discovery Center to develop NASA@MyLibrary - NASA Researcher Presentation kits. This is an opportunity for your students to learn about various topics with an actual South Dakota scientist. Schedule a presentation with a scientist via email to present at your library or school virtually. Working with your school librarian, you can check out their kit of materials from the State Library and watch as your students interact with scientists through engaging hands-on activities.

Personal Money Management for Elementary Students

Lewis & Clark

Johnathan Anderson, Tribal Business Information Center, Sitting Bull College

The presentation will cover a list of topics that the FDIC has developed that can be used to teach basic money management skills to elementary and middle school students. Topics available include: needs versus wants, setting goals, budgeting, saving, investing, charitable giving, and careers. These topics have classroom lesson plans. After these topics have been briefly described, a hands-on computer money management decision game will be played. Each module requires a group decision, and the computer will explain the results.

Waterford UPSTART

Lake Sharpe

Courtenay Burns, legislative assistant, Waterford UPSTART

This session will explore Waterford UPSTART, an innovative in-home, technology-delivered kindergarten readiness option. Without intending to replace any early childhood education effort or program, Waterford's goal is to improve access and help serve additional children. UPSTART has demonstrated an ability to overcome a number of barriers related to kindergarten readiness and can successfully prepare children that site-based programs may not be able to serve for school. This program is being offered in South Dakota primarily for rural, low-income children during the 2020-21 and 2021-22 school years through funding from an Education Innovation and Research grant from the U.S. Department of Education.

Cultural Inclusion

Francis Case

Annette Munoz, Bernadette Dauenhauer, Colette Fleck, Four Directions Consulting

This session aims to enhance and support the cultural competencies of the participants to enable them to acquire knowledge and increase understanding of diverse cultures. Participants will be able to recognize cultural diversity in their client base and be able to interact in a culturally appropriate environment. Participants will recognize multicultural and respectful means of communication and interaction.

South Dakota GEAR UP at Black Hills State University and the South Dakota Department of Education

Amphitheater One

Peg Diekhoff, Project Manager, GEAR UP

Murray Lee, Statewide Coordinator, GEAR UP

Sophie Johnson, State Director, GEAR UP

Review the final year of the South Dakota GEAR UP grant, and the grant as a whole, as administered by Black Hills State University. Discussion of the future GEAR UP grant in South Dakota.

Native American Needs Assessment: Informing and Supporting Your Work

Amphitheater Two

Mandy Smoker Broaddus, Practice Expert in Indian Education, Education Northwest

The North Dakota Department of Public Instruction partnered with REL Central to enhance the North Dakota Native American Needs Assessment Survey. Using the diverse perspectives of educators, evidence was provided to improve the survey, which informs the Native American Needs Assessment Action Plan. This session will describe the processes for co-development between stakeholders, state staff, and researchers to build the survey's cultural validity and provide relevant information to educators. Both documents serve as tools to improve Native American education.

11:30-12:50

Lunch

Galleries A, B, C

12:50-1:00
1:00-1:50

Transition Break Session Three

Culturally Responsive Practice and the OSEU (Part One)

Galleries D & E

Dr. Scott Simpson and Sharla Steever, Technology & Innovation in Education

This session will provide an opportunity for participants to explore and create resources for their own schools and classrooms. The session will focus on both practices and resources for classrooms, schools, districts, and communities to consider implementing.

2020 Census in Indian Country

Gallery F

Annette Eagle Bull, Tribal Partnership Specialist, US Census Bureau

The Road to Census 2020 will discuss creating partnerships with tribal nations, programs, and the general public. What can you do to become an active partner with the 2020 Census? The Great Plains tribes can make an impact through self-response for the 2020 Census. Attendees will learn how they can assist the Census through partnerships and the formation of Complete Count Committees.

South Dakota State Library NASA Kits and Resources for Teachers

Gallery G

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Kathleen Slocum, Continuing Education Coordinator, South Dakota State Library

Dustin Larmore, Interlibrary Loan/Cataloging Librarian, South Dakota State Library

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Create Your Own Reality: Reshaping CTE

Lewis & Clark

Laura Scheibe, Director of Career and Technical Education, South Dakota Department of Education

South Dakota is embarking on creating the next vision for career and technical education in our state. Come find out more about CTE today, how it sets up students for success, and how it can meet the needs of communities. Then let your voice be heard by providing input on the shape CTE will take in coming years.

Trauma-Skilled Schools Model

Lake Sharpe

Tim McGowan, Networks of Support

The National Dropout Prevention Center has developed a new Trauma-Skilled Schools Model. It is a framework to help schools minimize the effects of stress and trauma on learning and behavior by adjusting climate and practice. This session will introduce you to the new model.

Resources for Fostering Culturally Responsive Instruction

Francis Case

Kathleen Dempsey, North Central Comprehensive Center at McREL

Join this session to investigate a free professional learning resource designed to help all educators interact with Native American students in a culturally responsive manner. This resource includes seven videos with reflection questions and is appropriate for individual, small group, or whole staff learning. It provides a framework for instruction that emphasizes experiential, active, and student-centered learning. During this session, participants will learn about the resource and consider how it might be used in their school or district.

Transforming Education about American Indians: Native Knowledge 360° at the National Museum of the American Indian

Amphitheater One

Edwin Schupman, Manager of National Education, National Museum of the American Indian

Problematic education about Native people is still persistent and widespread. Learn about Native Knowledge 360° (NK360°), the National Museum of the American Indian's project to support the improvement of teaching and learning about Native Americans. NK360° reaches classrooms across the country with new online lessons, provides a variety of training opportunities for educators, and fosters partnerships with like-minded efforts of Native Nations, states, and other organizations.

Restorative Justice in Education

Amphitheater Two

Lisa Bordeaux-Taken Alive, Principal, McLaughlin High School

This session will focus on building relationships with restorative justice. Take a journey with two schools that implemented the first steps in restorative justice. You will see real behavior results that they achieved. Get a brief overview of what restorative justice is and how you can make it work in your school.

1:50-2:00

Transition Break

2:00-2:50

Session Four

Culturally Responsive Practice and the OSEU (Part Two)

Galleries D & E

Dr. Scott Simpson and Sharla Steever, Technology & Innovation in Education

This session will provide an opportunity for participants to explore and create resources for their own schools and classrooms. The session will focus on both practices and resources for classrooms, schools, districts, and communities to consider implementing.

A Fresh Take on the Buffalo Story for Teachers

Gallery F

Francie M. Berg, Dakota Buttes Visitors Council

A fresh look at the buffalo story focuses on the positives of the last Native American hunts to feed a hungry people and save and restore the buffalo—rather than focusing on the wasteful slaughter of white hide hunters. Studies on Native American culture also can be introduced through learning about buffalo and viewing a tribal herd. All kids are interested in buffalo and their fascinating stories and behavior. Native kids have a special awe and pride in tribal herds, especially if able to visit them.

Create Your Own Reality: Reshaping CTE

Lewis & Clark

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The Wingman-Connect Project

Lake Sharpe

Tim McGowan, Networks of Support

In collaboration with the Department of Defense, the University of Rochester in New York developed a workforce training to address military suicides. To date, few workforce trainings have shown this level of effectiveness in improving behavioral health or work. The Wingman-Connect Project is an innovative approach combining individual and work unit skill-building to promote healthy practices and protective factors.

Classroom Resources (Pawnee and Navajo) from the National Museum of the American Indian

Amphitheater One

Edwin Schupman, Manager of National Education, National Museum of the American Indian

The National Museum of the American Indian provides teachers and students with accurate, appropriate, and vetted resources for teaching about American Indians. Teachers will examine two new online inquiries:

- Navajo Treaty of 1868: Why Was the Navajo Journey Home So Remarkable?
- Pawnee Treaties of 1833 and 1857: Why Do Some Treaties Fail?

Attendees will workshop how to integrate these materials into various subjects and explore curricular connections.

Incorporating Lakota Language and Culture into the Computer Classroom

Amphitheater Two

Ray Taken Alive, McLaughlin High School

In this session, attendees will see concrete strategies for blending OSEU and technology standards that have been used in a high school technology class. They will walk away with lesson plan ideas to build and adapt for their own classroom, using various cultural resources. Attendees will build a collaborative network of computer educators throughout the state of South Dakota to share both cultural and computer resources.

2:50-3:00

Transition Break

3:00-4:20

80-min. workshops

Culturally Responsive Practice and the OSEU (Part Three)

Galleries D & E

Dr. Scott Simpson and Sharla Steever, Technology & Innovation in Education

This session will provide an opportunity for participants to explore and create resources for their own schools and classrooms. The session will focus on both practices and resources for classrooms, schools, districts, and communities to consider implementing.

Tradition Meets Tech: Teaching Native Youth through Video Game Design Principles

Gallery F

Maria Burns Ortiz, 7 Generation Games

Think about how many times a kid will play a video game over and over. How often do you see that same level of effort, resilience, and engagement in the classroom? What if we could get students to approach learning with the same enthusiasm as they do video games? Using real-world projects from tribal schools and programs that serve Native youth, the session delves into how the principles that make video games so appealing can be applied to your curriculum.

The Missing Piece of the Puzzle

Gallery G

James Cadwell, cultural liaison and teacher

Nationally it is estimated that 80% of Native students attend public schools, and minority students make up the majority of incoming kindergarten students. The need for cultural competency is ever increasing. This presentation will create a better understanding of cultural competency and its importance in implementation of teaching techniques of the Oceti Sakowin Essential Understandings.

Points to be discussed:

- How tribal demographics are increasingly impacting schools in South Dakota
- Variances of the Dakota, Lakota, and Nakota peoples
- How your culture impacts your teaching
- How customs impact the ability to learn

Using the OSEUs to Teach Ecosystems, Biomes, and Food Webs

Lewis & Clark

Kaylan Untiedt, South Dakota State University student majoring in biology, physics, and chemistry education

Dr. Sharity Bassett, Assistant Professor of American Indian Studies, SDSU

Kaylan used six OSEU standards and several sub-standards to craft a three-lesson unit: "Ecosystems, Biomes, and Food Webs." These lessons center around Oceti Sakowin concepts of interrelatedness and relationships to the ecosystem, which includes humans, rather than setting up a binary between humans and the rest of life.

Using Design Thinking to Improve Leadership Development Experiences for Principals

Lake Sharpe

Jonathan Santos Silva, Bridge Fellow, TNTP (The New Teacher Project)

If we agree that teacher quality and instruction have the greatest impact on student achievement, then principal quality and instructional leadership cannot be far behind. Unfortunately, most states and districts focus on developing teachers, leaving principals to fend for themselves.

Lakota Circles of Hope

Francis Case

Staci Eagle Elk, Program Manager, Lakota Circles of Hope

Lakota Circles of Hope prevention curriculum is for second through eighth grades. It is a model based on the Lakota value system and focuses on the critical need for prevention. The curriculum teaches students how to use their culture to deal more effectively with risky behaviors such as drugs, alcohol, tobacco usage, bullying, and suicide. The curriculum is intended to foster a positive Lakota identity and enhance students' understanding of Lakota culture.

Classroom Resources (Northern Plains) from the National Museum of the American Indian

Amphitheater One

Edwin Schupman, Manager of National Education, National Museum of the American Indian

The National Museum of the American Indian provides teachers and students with accurate, appropriate, and vetted resources for teaching about American Indians. Teachers will examine two new online inquiries:

- Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?
- Northern Plains Treaties: Is a Treaty Intended to Be Forever?

Attendees will workshop how to integrate these materials into various subjects and explore curricular connections.

Cultural Proficiency - Wooke Sakowin in the Educational Setting

Amphitheater Two

Tamera Miyasato, Learning Specialist, Technology & Innovation in Education

This session provides an overview of the cultural proficiency work being done in partnership with the Nebraska Department of Education. It begins with an overview of "What is cultural proficiency" through which participants will be introduced to the Wooke Sakowin in the Educational Setting framework, as well as the "inside-out" process to cultural proficiency. The presenter will end with a discussion of how to begin the cultural proficiency journey in your school or district.

4:20-4:30

Transition Break

4:30-7:00

Dissertation Panel & Dinner

Galleries A, B, C

The panel will collectively share their dissertation work and discussion topics in education. The panel will include Laurel Vermillion, Ph.D., Katherine Froelich, Ph.D., Nora Antoine, Ph.D., Twyla Baker, Ph.D., Derek Stewart, Ed.D., Sherry Johnson, Ph.D., Dr. Cherie Farlee, Ed.D.

Tuesday, Sept. 24

7:15-8:30

Breakfast, announcements

Welcome: Secretary of Tribal Relations Dave Flute

Galleries A, B, C

8:30-9:30

General Session:

Dr. AnnMaria De Mars, President and Founder, 7 Generation Games

Galleries A, B, C

9:30-9:40

Transition Break

9:40-11:00

80-min. workshops

Youth Day Activities featuring South Dakota Health Occupation Students of America (HOSA)

Galleries A, B, C

Brock Rops, M. Ed. South Dakota HOSA-Future Health Professionals State Advisor and AHEC Education Coordinator

This hands-on workshop will involve team-building exercises around time management, handling conflict, and collaborative problem solving. We will also introduce SD HOSA-Future Health Professionals to students through a variety of activities.

Understanding the Stressors of Transitions and How to Navigate those Changes with Success

Galleries D & E

Tim McGowan, Networks of Support, Kansas Middleletent and Kyal Middleletent

This session will discuss the current research and best practices in supporting ourselves and others as we make changes in our lives. These concepts are the foundation for prevention programming and can greatly increase a person's success as they make changes.

Tradition Meets Tech: Teaching Native Youth through Video Game Design Principles

Gallery F

Maria Burns Ortiz, 7 Generation Games

Think about how many times a kid will play a video game over and over. How often do you see that same level of effort, resilience and engagement in the classroom? What if we could get students to approach learning with the same enthusiasm as they do video games? Using real-world projects from tribal schools and programs that serve Native youth, the session delves into how the principles that make video games so appealing can be applied to your curriculum.

The Missing Piece of the Puzzle

Gallery G

James Cadwell, cultural liaison and teacher

Nationally it is estimated that 80% of Native students attend public schools and minority students make up the majority of incoming kindergarten students, so the need for cultural competency is ever increasing. This presentation will create a better understanding of cultural competency and its importance in implementation of teaching techniques of the Oceti Sakowin Essential Understandings.

Points to be discussed:

- How tribal demographics are increasingly impacting schools in South Dakota
- Variances of the Dakota, Lakota, and Nakota peoples
- How your culture impacts your teaching
- How customs impact the ability to learn

Seven Instructional Hoops - Culturally Responsive and Strength-Based: See It, Do It, Prove It!

Lake Sharpe

Jerry Lassos and Steven Haas, Associates, Indigenous Students Leap Ahead

Learn a culturally responsive pedagogy based on traditional tribal ways of teaching, learning, and knowing that is easily adapted to your culturally grounded curricular content. The Seven Instructional Hoops© of Indigenous Students Leap Ahead are closely in tune with the Oceci Sakowin Essential Understandings and Standards. Data-driven results really work! These are instructional strategies that you can use Monday morning in your class. Actual classroom video shows you how; interactive small group activity helps you build lesson plans.

Lakota Circles of Hope

Francis Case

Staci Eagle Elk, Program Manager, Lakota Circles of Hope

Lakota Circles of Hope prevention curriculum is for second through eighth grades. It is a model based on the Lakota value system and focuses on the critical need for prevention. The curriculum teaches students how to use their culture to deal more effectively with risky behaviors such as drugs, alcohol, tobacco usage, bullying, and suicide. The curriculum is intended to foster a positive Lakota identity and enhance students' understanding of Lakota culture.

Connecting National History Day with American Indian Populations

Amphitheater One

Sarah Jacobs, Affiliate Coordinator of National History Day in South Dakota

National History Day is a year-long academic program focused on historical research, interpretation, and creative expression for students in grades six through twelve. In this session, we will discuss how teachers can implement the NHD program, go over available resources, and discuss how to utilize NHD's project-based learning model in the classroom. We will also discuss how NHD projects can utilize OSEU standards to help students use primary and secondary sources to connect with their history and share it with others.

Cultural Proficiency - Woose Sakowin in the Educational Setting

Amphitheater Two

Tamera Miyasato, Learning Specialist, Technology & Innovation in Education

This session provides an overview of the cultural proficiency work being done in partnership with the Nebraska Department of Education. It begins with an overview of "What is cultural proficiency" through which participants will be introduced to the Woose Sakowin in the Educational Setting framework, as well as the "inside-out" process to cultural proficiency. The presenter will end with a discussion of how to begin the cultural proficiency journey in your school or district.

11:00-11:10

Transition Break

11:10-12:00

General Session

President Twyla Baker, Ph.D., Nueta Hidatsa Sahnish College

Galleries A, B, C

12:00-12:50

Lunch

12:50-1:00

Transition Break

1:00-1:50

Session One

Sinte Gleska University Equine Therapy Program (for students)

Galleries D & E

Marlies White Hat, Director, Sinte Gleska University Tiwahe Glu Kini Pi

Students will view "We are a Horse Nation" DVD and learn about the Spirit Connection and healing gifts of the Sunka Wakan Oyate (Horse Nation) offered at SGU Tiwahe Glu Kini Pi.

Engaging, Inspiring, Empowering: The Project Lead The Way Experience

Gallery F

Kathy Van Kley, Director of School Engagement, Project Lead The Way

Project Lead The Way is a nonprofit organization that provides a transformative learning experience for Pre-K through 12th-grade students and teachers across the U.S. Through our pathways in computer science, engineering, and biomedical science, students develop in-demand knowledge and skills necessary to thrive in an evolving world.

Talking Circle for young men (for students)

Gallery G

Whitney Rencountre

This talking circle will be an informal discussion for young males regarding their role in society, in family, and in school. Participants will be encouraged to be part of the conversation or to just be present and listen.

Four Levers for Student Engagement

Lewis & Clark

Debra Wolf, Director, Education and Outreach Sanford Underground Research Facility, Black Hills State University

Student engagement is one of the most influential factors for student learning, motivation, and success. In this one-hour presentation, the Sanford Lab Education and Outreach team will describe and explain the four levers as well as provide practical strategies for teacher implementation. As a companion, we will also share information about the free resources and opportunities available from the Sanford Underground Research Facility including curriculum units, presentations, field trips, and professional development.

Talking Circle for young women (for students)

Lake Sharpe

Jessie Rencountre

This talking circle will be an informal discussion for young females regarding their role in society, in family, and in school. Participants will be encouraged to be part of the conversation or to just be present and listen.

**Native Students' Lifestyle:
An Advocate's Perspective for Teachers and Administrators**

Amphitheater Two
Kyal & Kansas Middletent

Attendees will hear first-hand insight to help first-time teachers, administrators, and social workers understand the dynamics of our lifestyles, culture, and traditions.

1:50-2:00

Transition Break

2:00-2:50

Session Two

SDMylife presentation (for students)

Galleries D & E
Megan Tatum and Andrea Diehm, South Dakota Department of Education

Be your own kind of superhero in launching forward to explore life after high school. Dive into engaging activities that explore your interests and how they relate to careers. Let us help you fly into your future.

Engaging, Inspiring, Empowering: The Project Lead The Way Experience

Gallery F
Kathy Van Kley, Director of School Engagement, Project Lead The Way

Project Lead The Way is a nonprofit organization that provides a transformative learning experience for Pre-K through 12th grade students and teachers across the U.S. Through our pathways in computer science, engineering, and biomedical science, students develop in-demand knowledge and skills necessary to thrive in an evolving world.

Phonics-based Reading for the Oceti Sakowin

Gallery G
Jennifer Jones, MA, PhD-ABD-Executive Director, Love2Learn

Drawing from OSEUs 3 and 5, we will demonstrate two different phonemic learning kits and how they can be used to develop phonemic awareness plus familiarize learners with Oceti Sakowin culture and language at the same time. We will also show how infusing phonics work with oral histories (recorded in Lakota or Dakota) as well as visuals creates a multisensory early literacy and cultural awareness for Oceti Sakowin learners. Demonstration will come first, followed by discussion and Q & A.

Kawitaya: Empowerment and Connection through Theatre (for students)

Francis Case

Chaya Gordon-Bland, Associate Professor of Theatre, University of South Dakota

Jesse Bien, language arts teacher, Flandreau Indian School

Through participation in simple and joyful theatre games, participants will begin to develop concentration, confidence, communication skills, creativity, and the ability to collaborate, all skills essential to leadership, networking, and personal and professional success and well-being. This workshop is designed for high school students participating in Youth Day and is capped at 20 students per session.

Native Students' Lifestyle: An Advocate's Perspective for Teachers and Administrators

Amphitheater Two

Kyal and Kansas Middleent

Attendees will hear first-hand insight to help first-time teachers, administrators, and social workers understand the dynamics of our lifestyles, culture, and traditions.

2:50-3:00 **Transition Break**

3:00 **Door Prizes & Closing**

Galleries A, B, C

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Keynote and Featured Speakers



Mandy Smoker Broaddus is a practice expert in Indian education at Education Northwest. She has more than 15 years of experience working toward social justice, equity, inclusivity, and cultural responsiveness, particularly in the realm of American Indian education. She has served at the tribal college, K-12, and state education agency levels across her home state of Montana where she is an enrolled member of the Assiniboine and Sioux tribes of the Fort Peck Reservation. Her leadership of the Schools of Promise initiative led to the development of a new model for improving Montana's lowest performing schools, which were all located on a reservation in Montana. She also led the state's Indian Education for All work that served as a model for many other states seeking to include American Indian identity, culture, and history in their educational systems.

Mandy is also passionate about developing culturally responsive systems that meet the needs of all students. She believes that honoring students, their families and their communities is a necessity and that stronger, more authentic community outreach—as well as youth empowerment and leadership development—are necessary components to closing achievement gaps. She holds an MFA from the University of Montana in Missoula, where she was the recipient of the Richard Hugo Fellowship. She is also a graduate of Pepperdine. In 2015, she was named the Indian Educator of the Year by the National Indian Education Association. She was also appointed to the National Advisory Council on Indian Education by President Barack Obama. She was formerly an administrator in her home community of Frazer, Montana, for three years. She has taught courses at Fort Peck Community College and the University of Montana. She has published a collection of poems, *Another Attempt at Rescue* (Hanging Loose Press, 2005). She has also served as a writer and consultant on the PBS documentaries *Before There Were Parks* and *Indian Relay* (which earned her a regional Emmy award).



Barry H. Dunn was named the 20th president of South Dakota State University in April 2016, the fourth alumnus chosen to lead the institution. He assumed office May 23, 2016. Dunn received a bachelor's degree in biology at SDSU in 1975 and subsequently completed two graduate degrees in animal science—a master's in 1977 and a Ph.D. in 2000—at the Brookings campus. He became the South Dakota Corn Utilization Council endowed dean of the College of Agriculture and Biological Sciences in 2010. He also served as director of SDSU Extension and as a professor of animal science.

As dean, Dunn led a college with some 550 faculty and staff, 2,800 graduate and undergraduate students, and a \$78 million annual budget, including more than \$20 million in grant and contract awards, fundraising, and development. He shaped the academic and strategic direction of eight departments, spanning 18 degree programs, one regional research and outreach center, six research field stations, and 14,500 acres of Agricultural Experiment Station research land.

As Extension director, Dunn administered and set the vision for five program areas across two colleges and nine departments, as well as eight regional extension centers with a \$12 million annual budget. He led a team of some 150 faculty and staff members and 3,500 adult volunteers.

Prior to that, Dunn spent six years at Texas A&M University-Kingsville from 2004 to 2010, as executive director of the King Ranch Institute for Range Management. He first worked in Brookings as an Extension livestock specialist and as an assistant professor in SDSU's Department of Animal and Range Science from 1997 to 2004.

From 1979 to 1996, Dunn was a successful rancher, managing his family's cattle ranch in Mission, SD. In 2015, he was appointed to the South Dakota Habitat Conservation Fund by Governor Dennis Daugaard, and to the Governor's Pheasant Work Group in 2014. He served as an ex officio member of the Ag Advisory Board for First Dakota National Bank, Yankton, SD, from 2011 to 2016, and was a member of the Board of Directors for Padlock Ranch, Dayton, WY, from 2009 to 2016.

Dunn has a rich academic background, has been a successful rancher and farm operator, and is a published author and researcher. He is a nationally recognized expert in beef production and ranching systems, and is a member of several professional organizations, including the Society for Range Management, the American Society of Animal Science, and the National Cattlemen's Beef Association. He has a deep historical and cultural knowledge of South Dakota and South Dakota State University, and strong, statewide relationships with industry influencers and stakeholders, including government officials, business leaders, university administration, faculty, and staff.

Dunn and his wife, Jane, raised their two sons on her family's original homestead north of Brookings.



Dr. AnnMaria De Mars has taught math at all levels from middle school special education to doctoral students. She has a Ph.D. in Educational Psychology from the University of California and an MBA from the University of Minnesota. She began her career in higher education as Assistant Professor of Special Education and Director of the Native Americans with Disabilities research project at Minot State University in North Dakota in 1990. While teaching and researching at Cankdeska Cikana Community College of the Spirit Lake Nation, University of Jamestown, and the University of California, Riverside, and as senior statistical consultant at the University of Southern California, she co-founded two companies: Spirit Lake Consulting, Inc. and The Julia Group. These companies provided customized software development, online and blended education courses for professional development. In 2013, she was able to combine her passions for education and technology when she co-founded 7 Generation Games, making educational video games that teach mathematics. Their games teach math in the context of Native American and Latin American history because "There has always been math."



Dr. Twyla Baker is a citizen of the Mandan, Hidatsa, and Arikara Nation and was born and raised on the Fort Berthold Indian Reservation in northwest North Dakota. She is currently serving as the President of Nueta Hidatsa Sahnish College in New Town, ND. She has a bachelor's degree in environmental geology and technology, a master's in education, and a Ph.D in statistics. Her career has focused on improving quality of life for American Indians, Alaska Natives, and Native Hawaiians, and she has worked with the indigenous people of Turtle Island throughout her career, across the nation. Her work runs the gamut of Native consciousness, research, and education. She is a writer and publishes academic and creative works in a number of venues. She serves on the boards of several organizations, including the American Indian College Fund, the American Indian Higher Education Consortium, the Native Governance Center, and has served as the Board Chair of the American Indian Science & Engineering Society. Dr. Baker makes her home on Fort Berthold with her children.

Dissertation Panel



Nora Antoine, Ph.D. Exploring Tribal College and University (TCU) Faculty Collegiality

Nora Antoine, a Sicangu Lakota Tribal Member, is the Director for Regional Impact in South Dakota at Leadership for Educational Equity, a national nonprofit leadership development organization based in Washington, D.C. Prior to 2015, Dr Antoine served as faculty for more than 15 years.



Twyla Baker, Ph.D. Mental Health and Social Engagement Among American Indian Elders

Dr. Twyla Baker is a citizen of the Mandan, Hidatsa, and Arikara Nation and was born and raised on the Fort Berthold Indian Reservation in northwest North Dakota. She is currently serving as the President of Nueta Hidatsa Sahnish College in New Town, ND.



Cherie Farlee , Ed.D.
A Comparative Analysis of GED Performance Scores Between Indian and Non-Indian Adult Learners

Dr. Cherie Farlee is a member of the Cheyenne River Sioux Tribe. She is a graduate of the Cheyenne-Eagle Butte School. Cherie attended Black Hills State University, graduating with a bachelor's degree in Composite in Business Education and minor in Library Science. She earned her master's degree in Secondary School Administration and doctorate in Adult and Higher Education Administration from the University of South Dakota. She has experience at the elementary, secondary and college levels in school administration and tribal education. She has worked in the areas of public, tribal, and Bureau of Indian education, culminating in 47 years of education experience. Currently, Dr. Farlee is the Cheyenne River Sioux Tribal Education Agency Director.



Katherine Froelich, Ph.D. Perceptions of Sitting Bull College Elementary/Special Education Graduates (1996-2006)

Dr. Froelich was a professor in teacher education for 15 years at Sitting Bull Community College, specializing in Elementary Education. Dr. Froelich is the culture coordinator/community liaison for both Primary CIRCLE and Project CIRCLE and is an enrolled member at Fort Berthold with strong community ties in Standing Rock.



Sherry Johnson, Ph.D. Perceptions of Factors that Contribute to the Success of American Indian Children.

Dr. Sherry Johnson, a Sisseton-Wahpeton Oyate member. She is the Education Director at Sisseton-Wahpeton Oyate. Previously she was the Superintendent at Enemy Swim Day School and worked at Tiospa Zina Tribal School. She has earned AA from Sisseton-Wahpeton College in General Studies, BA from Sinte Gleska University in Elementary Education and an emphasis in Dakota Studies, MA from University of South Dakota in Curriculum and Instruction with an emphasis in Science Teaching, Doctorate from the University of South Dakota in Curriculum and Instruction with an emphasis in Leadership and certification in Principal and Superintendent, and lastly a School Improvement Specialist Certificate from the University of Nebraska-Lincoln



Derek Stewart, , Ed.D. Understanding the Relationship Between Cultural Wellness and Academic Achievement on Standing Rock Reservation

Derek Stewart is an instructor in the education department at Sitting Bull College who continues to be motivated by learning new things, especially those related to education, art, and Lakota language. Derek recently completed his dissertation focused on the relationship between cultural wellness and academic achievement in schools on the Standing Rock Reservation and appreciates the opportunity to work with others passionate about holistic education.



Laurel Vermillion, Ph.D. Factors Contributing to Student Retention and Attrition at Sitting Bull College (2001-04)

Dr. Laurel Vermillion, a recognized member of the Hunkpapa-Lakota people of the Standing Rock Reservation, serves as president of Sitting Bull College. Dr. Vermillion is an alumna of Sitting Bull College. She began her higher education at SBC when it was known as Standing Rock Community College. She has a bachelor's degree in Elementary Education and taught for 14 years at Fort Yates BIA Elementary School. She has a master's degree in Education Administration and a doctorate in Higher Education - Teaching and Learning from the University of North Dakota. Laurel is an active board member for numerous nonprofit and community service groups, including the Standing Rock Education Consortium, Standing Rock Education Leaders, the North Dakota Association of Tribal Colleges, Recruiting American Indian Nurses program, Crazy Horse Memorial Foundation, Travois New Markets, American Indian Higher Education Consortium and National Science Foundation-Education & Human Resources Advisory Committee.

South Dakota Indian Education Summit Planning Committee

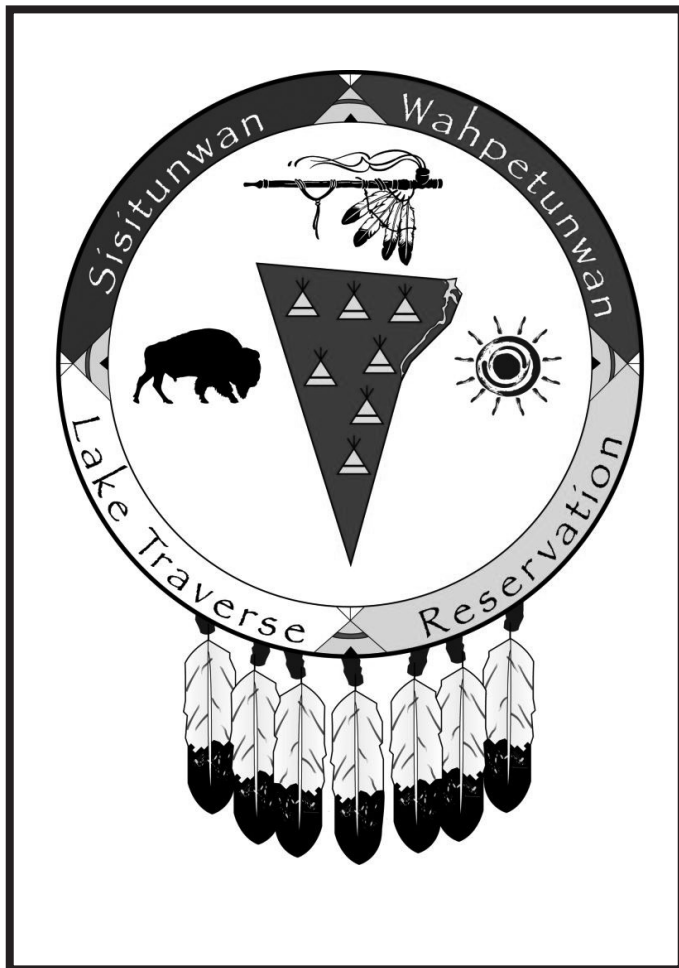
This group is instrumental in planning, organizing and conducting a successful Indian Education Summit:

- Kathy Aplan, SD Department of Tribal Relations
- Amy Boutchee, Assistant Principal, T.F. Riggs High School, Pierre
- Cherie Farlee, Tribal Education Director, Cheyenne River Sioux Tribe
- Shana Harming, South Dakota State University
- Cheryl Medearis, Sinte Gleska University
- Adena Miller, North Central Comprehensive Center
- Kodi Odean-Carlin, SD Department of Education
- Sarah Pierce, Office of Indian Education, Rapid City Area Schools
- Ruth Raveling, SD Department of Education
- Mary Stadick Smith, Deputy Secretary, SD Department of Education
- Juliana Taken Alive, SD Department of Tribal Relations
- Cindy Young, Tribal Education Director, Rosebud Sioux Tribe

Thank You to Sponsors

Thank you to our sponsors, who generously provide funding and supplies to help operate this important event. Your continued support is greatly appreciated.

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