

MINUTES

Six Directions Indigenous School Governing Council Regular Meeting

04 January 2017

2055 NM 602, Gallup NM 87301

In attendance: Ben Soce, Madeline Leyba (via phone), Susan Estrada (via phone), Neomi Gilmore

Absent: Philmer Bluehouse,

Others in attendance:

- Dr. Fonda Charlie, Head Administrator
- Lane Towery, Director of Operations
- Alan Brauer, NACA-Inspired Schools Network
- Kay Girdner, Business Manager
- Cotillion Sneddy, community member
- Tse Chi Chad Yen, International Indigenous Teachers Exchange Program
- Victory Longquest, Healers without Borders
- Dr. Charlie, Head Administrator

I. The mission was read and everyone present introduced themselves.

II. Approval of agenda:

a. Approved by acclamation

III. Approval of 12-07-16 Regular Meeting Minutes

a. Motion to approve: Susan

b. Yes: Neomi, Ben

c. No: None

d. Abstain: None

IV. Public Comment

a. None

V. **Action Items**

a. Potential action regarding Budget Adjustment Requests (BARs).

i. Revenue of \$2,763 from State Instructional Materials Fund.

ii. Decrease in revenue of \$478 from State Instructional Materials Fund based on updated state budget.

iii. Revenue of \$17,186 for half of PSCOC Lease Reimbursement Award.

iv. Additional revenue of \$17,186 for remainder of PSCOC Lease Reimbursement Award.

v. Revenue of \$3000 for Wells Fargo Golden Apple Grant.

vi. Each item i through v explained by the Business Manager and Director of Operations.

vii. GC made a request to see letters of award for these grants

viii. Motion to approve items i through v: Neomi

1. Yes: Susan, Ben

2. No: none

3. Abstain: None

- b. Potential action on an MOU between SDIS and NACA-Inspired Schools Network (NISN)
 - i. Alan gave context. This is the original draft version and can be updated. NISN really values having SDIS in the network and wants to have a partnership.
 - ii. Under section 1.2.2 “Responsibility” – can we responsible for people in the past?
 - iii. Noted that this was a core value from NISN and is about respect for the past and a recognition of historical trauma.
 - iv. With regard to section 1.2.2.3 – how do we define community?
 - v. With regard to 1.3.7 – would 30 days notice hinder or foster the relationship we want?
 - vi. With regard to 1.3.9 – does this mean a different school in the network or to do it together? Let’s change the language to clarify.
 - vii. With regard to 1.3.11 – What’s the purpose of this?
 - viii. It’s because our business manager is provided from NISN and needs to be correctly bonded.
 - ix. In regards to all 1.4 subsections with the language “shall” — why is it “shall” instead of “may”? Are there any potential reservations to any of this?
 - x. Specifically, can we change 1.4.8 to read “may” rather than “shall” in order to respect teachers’ rights to their curriculum?
 - xi. A request for clarity on 1.5.
 - xii. NISN will pay for services provided by the Grant Plant, who supports grant-writing.
 - xiii. With regards to section 2 – shouldn’t this dictate the use of SDIS’s name, too? Can we make it 2.a, which protects NISN’s name and then 2.b which protects SDIS’s name?
 - xiv. In regards to section 3, a request to make the independence, limited liability, etc to apply in both directions again. Also, add “any appearance thereof” in the first sentence of paragraph 3.
 - xv. A request was made to include the concerns from the last meeting in the minutes:
 - 1. 1.3.7 in particular seems like a section where NISN is asking things that ought to fall under the PEC or CSD, not NISN. If they want to come into our building, I’d like a clause that says we’ll have at least 30 days’ notice or something like that. And people who are coming in, are they knowledgeable enough to observe classrooms? Classrooms of Native students?
 - 2. 1.3.11 – why is that even in there? They are taking responsibility for our financial management and they dropped the ball recently.

3. A recommendation was made to get legal opinion on our behalf before approving.
 4. Dr. Charlie would like to read and understand it more since she just started, as well as research MOUs generally.
 5. A question was raised about the requirement to go to Albuquerque whenever they ask. We have a mission in Gallup. It can't just be us accommodating to them.
 6. A recommendation was made to add spiritual wellness in 5th paragraph.
 7. 1.3.3 a request for clarity about who will participate.
 8. 1.4.5 – a desire to really hold them accountable to that. We would like to keep the NIYLP relationship going for a long time, but we need to raise money to do that.
- xvi. In regards to 1.3.7 – a 30-day limit does seem long. But a 30-day notice requirement in section 1.3.8, the evaluation process, seems fair.
 - xvii. Does there need to be a section that dictates SDIS's right to refuse any trainings or meetings?
 - xviii. NISN is too young and dynamic to host any required meetings, and all decisions about trainings and meetings will be done mutually. That's why "may" language was used in that section instead of shall language.
 - xix. GC wants to be very protective of our staff's limited time and wants anything with NISN to be a value-add, not an additional burden.
 - xx. There's something about the commitment to NISN's Core Values that is disconcerting. What about our own values? Which comes first? Are we SDIS first? Or are we a NISN school first? A desire to see that SDIS's commitment is to SDIS and Gallup first but in collaboration with NISN's model and priorities. A request to add such language to the top of section 1.2
 - xxi. In regards to section 6 – if any dispute resolution ever did get to legal remedies, where would it happen and be filed?
 - xxii. In regards to section 7 – who is a duly authorized representative of each organization? A request was made to clarify that this means the leadership team of SDIS. Can we also clarify which boards we mean in terms of ratification?
 - xxiii. In regards to sections 1.4.5 and 1.5 – how can we connect the relationship between NISN and the National Indian Youth Leadership Project here to ensure that that relationship is maintained?
 - xxiv. Request to add Dr. Charlie as a signatory to the MOU.

- xxv. A request was made for a final version of the MOU to be created and shared with the GC.
- xxvi. Motion to table this action item pending seeing the revised MOU: Susan
 - 1. Yes: Ben, Neomi
 - 2. No: none
 - 3. Abstain: none

VI. Reports

- a. Financial Report from the Business Manager
 - i. The business manager does not have financial statements to share.
 - ii. Over the last month, she has been gathering evidence from the school and identifying financial responsibilities that have not been met.
 - iii. I'm also focusing on meeting current deadlines.
 - iv. I'm still getting caught up on some of the longer items, such as improved financial reporting. One of the things that is preventing financial statements is that not everything has been put into the accounting software, and I'm getting everything entered.
 - v. In January we will complete the second quarter report by the end of the month.
 - vi. I will need to complete the reimbursements for the lease reimbursements, which will help with cash flow.
 - vii. Also in January, I will see that all W-2 statements will be completed for the employees.
 - viii. In addition, NISN has now hired the services of a permanent business manager to serve Six Directions. Her name is Donna Overson and she and I will continue to work together hand in hand for Six Directions. I will slowly turn over to her the responsibilities of SDIS. I have asked her to notify the PEC of the change in Business Manager. And so, we are taking care of that legal requirement.
 - ix. No questions.
- b. Report from Lane, Director of Operations
 - i. The PED will do their next visit February 15th.
 - ii. On December 29th, we received their feedback from their October visit.
 - iii. The PED will also visit the Governing Council for a meeting at some point.
 - iv. Today we received our final SEG allotment for the year, and it was ~\$21,000 higher than expected.
- c. Report from Dr. Charlie, Head Administrator

- i. Dr. Charlie shared the MOU that will be signed between her and NISN regarding the federal flow-through grant the school will receive.
 - ii. A recent change was that Six Directions asked students to either participate with NIYLP or to get picked up on the Wednesday early release days.
 - iii. We continue to work on curriculum on Wednesday afternoons. We've been focusing in particular on cross-curricular connections with STEAM and the Ashiwi and Dine' Studies courses.
 - iv. We've been working on how to assist students who are falling behind. We're thinking about adding some time in the afternoon for a study hall for kids who are behind in their work. At the same time, those who are finished can have some incentive time.
 - v. With student services, we need to send out our weekly newsletter at the beginning of the month. Two parents addressed that they'd like to have parent night. They really like Schoology program but they need to be trained on how to log in and see their students' grades.
 - vi. Parents also want more transparency with our discipline procedures, which is fair. So we are going to prioritize improved communication.
 - vii. In terms of budget, I agree with Lane that we need improved financial reporting. I also am prioritizing improving our purchasing power. We have technical issues with printing checks on our network for some reason. And some places don't want to take a PO because we don't have a credit history. We don't always know how to pay for things, at least not quickly. Our lack of purchasing power is hurting kids right now. We're going to work on getting a purchase card, which is approved through the state procurement process. A state approved bank issues the p-cards and they are backed by a school purchase order.
 - viii. Our biggest immediate need is food services. Shima' Catering quit just before break. We're focused on getting everyone food handlers licenses.
- VII. Presentation by Tse Chi Chad Yen regarding the International Indigenous Teachers Exchange Program (ITEP) and Victory Longquest, Healers without Borders.
- a. I am from the nation of Taiwan.
 - b. There are many study abroad programs for college students, including prestigious ones like Fulbright or Rhodes. But if you do a Google search regarding exchange programs for teachers, especially indigenous teachers, you'll find that there are very few.

- c. This program came to vision because I was teaching English in an indigenous community in Taiwan. I had a friend from the Navajo Nation come to teach with me and the students loved her. I observed that indigenous people have connections despite distance or language or cultural differences.
- d. Phase one is to recruit indigenous educators to come to Taiwan or the Republic of China to teach English for one year to any of the tribes who are here. The Ministry of Education of Taiwan currently hires many foreign teachers to teach English here every year. I know them personally and they are interested
- e. Phase two is to recruit English proficient indigenous peoples from Taiwan to teach in indigenous communities worldwide, such as the Navajo Nation.
- f. In the long run, perhaps we could place an indigenous teacher from Taiwan at Six Directions.
- g. There are about 400 million indigenous peoples across 90 countries in the world, so we have ambitions to grow and include more languages.

Discussion Items

- VIII. Discussion items
 - a. none

Motion to close the meeting: Neomi

Yes: Ben, Susan

No: None

Abstain: None

Approved by the Six Directions Indigenous School Governance Council this 17th day of January 2017.



Keeper of Records: _____
Susan Estrada

Date: 01-17-2017