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BUREAU OF INDIAN EDUCATION

TRANSCRIPT OF PROCEEDINGS

OFF-RESERVATION BOARDING SCHOOLS, ON-RESERVATION
SCHOOL DORMITORIES, and PERIPHERAL DORMITORIES
CONSULTATION

DATE TAKEN: Tuesday, July 14, 2020

TIME: 3:00 p.m. - 4:45 p.m.

PLACE: All Appearances via Zoom

Stenographically Reported By:
Debra Duran-Bornstein, CCR, RPR

Job No. CS4171391

1 APPEARANCES:

2 On behalf of Indian Affairs - U.S. Department of
Interior:

3

Mark Cruz, Deputy Assistant Secretary

4

On behalf of Bureau of Indian Education:

5

Tony Dearman, Education Director

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7 On behalf of BIE:

8 Juanita Mendoza, Special Assistant to the Director

9 Presenters:

10 Lora Braucher - Education Program Administrator

11 Randall Joe - BIE Navajo District Office

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13 ** Stakeholders/Educators Attendance List Attached

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1 The following proceedings began at 3:00 p.m.:

2 OPERATOR: This is the Off-Reservation
3 Boarding Schools, On-Reservation School
4 Dormitories and Peripheral Dormitories
5 Consultation. Please mute your phones. To
6 conserve bandwidth during the presentation,
7 please turn off your video.

8 The moderator will call on you for
9 comments. Please state your full name and
10 Tribal organization affiliation when called
11 upon.

12 All participants will be placed on mute
13 while the presentation is being provided. A
14 copy of the presentation may be found on the
15 COVID-19 School Reopening web page. Comments
16 typed in the chat box need to be to everyone.
17 Please do not send private comments because
18 they may not be recorded by the moderator and
19 court reporter.

20 If time allows, we will address comments
21 in the chat box. Please put your name and
22 Tribal organization affiliation in the chat
23 box.

24 This session is for engaging BIE
25 stakeholders and is closed to the press and

1 media.

2 MR. CRUZ: Great. Thank you, Operator.
3 Good afternoon, and thank you everybody for
4 participating in today's consultation with the
5 Bureau of Indian Education leadership regarding
6 its school site reopening guidance for school
7 year 2020 through 2021.

8 I'm Mark Cruz, and I have the privilege of
9 serving as the Deputy Assistant Secretary of
10 Policy and Economic Development for Indian
11 Affairs here at the U.S. Department of
12 Interior.

13 I'm an enrolled member of the Klamath
14 Tribe and a former BIE school teacher, having
15 taught at St. Francis Indian School in Rosebud.
16 I'm happy to participate with BIE in their
17 reopening consultations with Tribal leaders and
18 stakeholders, and it is a pleasure to be here
19 on behalf of the Assistant Secretary for Indian
20 Affairs, Tara Sweeney and Secretary Bernhardt.

21 Indian Affairs is committed to supporting
22 Tribes and their communities and schools.
23 Today we look forward to hearing from Tribal
24 leaders and education stakeholders on their
25 perspectives and thoughts on BIE's reopening

1 guidance, specifically as it pertains to
2 residential settings.

3 We also look forward to hearing any other
4 thoughts, ideas, or recommendations from
5 participants for us to consider as we continue
6 working on the reopening guidance. We
7 understand there are varying perspectives, and
8 your input is extremely valuable to the team's
9 decision-making.

10 Last week we held two formal
11 consultations, and this is a continuation of
12 that series. BIE is also soliciting views from
13 parents via a parent survey that is open until
14 Friday, July 17th. BIE will provide for the
15 details.

16 As you can sense, the Assistant Secretary
17 and I are striving to get varying and
18 comprehensive thoughts, views, and perspectives
19 with respect to school reopening. It will
20 highly inform our decision-making.

21 I'll turn it now over to BIE leadership,
22 who will make their presentation on the
23 guidance, and take comments. They will also
24 provide information regarding deadlines and
25 submitting formal comments for the record.

1 BIE will be sure to incorporate feedback,
2 to the extent practicable, and implement a
3 reopening plan that creates the safest academic
4 environment possible for students and staff.
5 On behalf of the Assistant Secretary and the
6 entire Indian Affairs team, thank you again for
7 joining today.

8 It's now my privilege to turn it over to
9 my friend and colleague, BIE Director Tony
10 Dearman.

11 MR. DEARMAN: Thank you, Deputy Assistant
12 Secretary. And thanks to those for joining
13 today to participate in the final school
14 reopening consultation for school year
15 2020-2021.

16 Today's session pertains specifically to
17 residential facilities due to the unique
18 services they provide our students. I am Tony
19 Dearman, Director of the Bureau of Indian
20 Education, and on behalf of BIE leadership, we
21 appreciate your time and cooperation today as
22 we work to support our communities, students,
23 and school staff.

24 As Mr. Cruz stated, BIE schools will begin
25 to reopen by the end of the summer. So we've

1 been working with state and stakeholders to
2 develop a draft plan that utilizes CDC guidance
3 for your review and comment.

4 In our Dear Tribal Leader letter, we
5 provided a link to the draft reopening plan for
6 review, and it was posted on our website. The
7 overarching goal for the draft plan is to
8 provide guidance for schools and sites as they
9 develop their local individual reopening plan
10 for the upcoming school year.

11 In the consultation presentation, we
12 identified key questions and recommendations to
13 assist residential facilities, and hope you
14 will consider these as you provide comments for
15 improving the draft plan.

16 In addition, we have disseminated a staff
17 and parent survey to gather recommendations and
18 identify needs for support from our community.
19 We have gathered more than 2,000 survey
20 responses to date, and hope to continue
21 receiving comments through this Friday, July
22 17th.

23 In closing, I want to thank everyone for
24 their thoughtful comments and dedication to our
25 Tribal communities, students, and staff. We

1 are using a court reporter to ensure all
2 comments are captured and will utilize the
3 comments received as we finalize the school
4 reopening plan and post on our website. Again,
5 thank you for your time and commitment. I will
6 now turn it over to our presenters, who will
7 introduce themselves.

8 MS. BRAUCHER: Good afternoon. My name is
9 Lora Braucher. I'm an Education Program
10 Administrator for Bureau Operated Schools.
11 Thank you for being with us this afternoon.

12 MR. JOE: My name is Randall Joe. I work
13 at the BIE Navajo District Office as a
14 residential life specialist, and I'm honored to
15 be a presenter here for today.

16 MS. BRAUCHER: Purpose of consultation:
17 The BIE is conducting this consultation to
18 obtain oral and written comments regarding the
19 reopening of BIE residential schools and
20 programs for the upcoming school year to
21 strengthen BIE support and its -- to its
22 students and local staff. This includes
23 off-reservation boarding schools,
24 on-reservation school dormitories and
25 peripheral dormitories.

1 Consultation is intended to ensure BIE is
2 meeting the educational needs of students,
3 schools, and Tribal communities to provide a
4 safe environment for the continuation of
5 educational services to students and response
6 to COVID-19 pandemic and following the guidance
7 issued by the CDC.

8 Due to COVID pandemic and the approaching
9 start of the school year, BIE provided an
10 expedited notification period of 15 days
11 instead of the usual 30-day notification.
12 Written comments may be received regarding
13 residential facilities through 11:59 p.m.
14 Eastern Standard on July 29, 2020.

15 Next slide.

16 MR. JOE: 25 CFR 36.3 Definitions. A
17 dormitory is a facility which provides students
18 boarding and lodging on a temporary residential
19 basis for the purpose of attending a Bureau
20 operated or Indian controlled contract or
21 public school. Within the BIE, we have 44
22 dormitory programs. We have seven
23 off-reservation boarding schools, four are
24 Bureau operated and three are Tribally
25 controlled. We also have 14 peripheral

1 dormitories.

2 A peripheral dormitory is a facility which
3 provides students boarding and lodging during
4 the school year for the purpose of attending a
5 public school.

6 Next slide, please.

7 MS. BRAUCHER: Local individual reopening
8 plans. Due to the unique needs and location of
9 each school, the school administrators are
10 responsible for the development of their
11 individual reopening plans for the 2020-2021
12 school year with approval from the respective
13 BIE education program administrator.

14 School administrators should include the
15 components and recommendations outlined in the
16 BIE draft reopening plan that provide guidance
17 for the school year. EPAs hold the authority
18 to reopen and/or close school sites, but the
19 decision should be made in consultation with
20 the respective BIE Associate Deputy Directors,
21 school leadership, Tribal leadership,
22 stakeholders, local public health officials,
23 and the local incident command if it's
24 applicable.

25 Next slide, please.

1 MR. JOE: Reopening considerations. The
2 more an individual interacts with others, and
3 the longer that interaction, the higher risk of
4 COVID-19 -- hold on. I'm on the wrong thing.

5 Reopening considerations. Use and nonuse
6 of common areas to support social distancing.

7 Staggering of restroom use and shower.
8 Reduction of students in the residential
9 facilities to allow for single room occupancy.
10 We have some facilities within the BIE who have
11 Jack and Jill system, like a college dormitory
12 style, and that would be a single room
13 occupancy. Wrap-around support systems to
14 support mental and behavioral health. Student
15 dining and -- on evenings and for the weekend.
16 Support for high-risk students.

17 Transportation. To and from home. To and
18 from the school or dormitory. To and from
19 activities, medical appointments, et cetera.
20 Consider revisiting your bus transportation
21 routes to adhere to CDC social distancing
22 requirements. You could have more runs,
23 different routes, fewer students on the bus at
24 any given time. You really have to take a look
25 at the transportation. We would like your

1 comments on that because transportation is a
2 big part of the residential program.

3 Consider revisiting and updating safety
4 procedures for transporting sick students to
5 health officials. Consider revisiting the
6 readmittance policy into residential setting in
7 collaboration with the public school.

8 Next slide, please.

9 MS. BRAUCHER: Reopening considerations
10 regarding staffing. Dormitories are staffed
11 for evenings and nights and also for our
12 off-reservation boarding schools for the
13 weekend, and this will result in a potential
14 lack of supervision for students during the
15 daytime school hours which could prohibit
16 alternating class schedules or hybrid classes
17 for social distancing.

18 There is a lack of adequate, highly
19 qualified medical staff. Most cases,
20 dormitories are not staffed with a nurse or
21 medical personnel, and that's something to
22 consider in case of a suspected COVID-19 case
23 or the need for quarantining a student. The
24 lack of designated staff to enforce social
25 distancing and PPE practices.

1 Another thing to consider is, you know, in
2 the school setting, in a daytime school
3 setting, students are usually inside
4 classrooms, supervised by staff, and that will
5 differ in the residential setting when you have
6 weekends, activities, dinnertime hours,
7 studying, those types of things that happen on
8 the evenings or perhaps the weekends, where you
9 won't have staff necessarily designated to
10 supervise those students to ensure that they're
11 social distancing in all those hours.

12 Also, something to consider is just like
13 students being at high risk, the amount of
14 staff that we might have that would also be
15 working in our dormitory who would be at high
16 risk for catching COVID.

17 Next slide, please.

18 MR. JOE: Reopening considerations.
19 Funding. Decreased enrollment or dormitory
20 closures may negatively affect the three-year
21 rolling average resulting in future decreased
22 funding.

23 Just an overview reminder that residencies
24 are on a three-year rolling average and that's
25 how you generate your ISEP funding. So with

1 the COVID pandemic going on now, you may have
2 less numbers of students for the school year,
3 and we'll need your comments on how we can
4 address that concern, because pretty much what
5 a lot of the schools will probably have a lot
6 of questions on, and I've got a lot of calls on
7 that. So the funding, we need to address that.

8 Consider providing residential programs
9 with a waiver or providing extra funding to
10 dormitories due to lower student numbers.

11 Next slide, please.

12 MS. BRAUCHER: More considerations for
13 reopening include facilities. Limited space
14 might be there for safe designated areas to
15 quarantine or isolate those students.
16 Something to be aware of is that most of our
17 dormitories do have shared restrooms and
18 showers. It could be, as Randall previously
19 said, a Jack and Jill, where two or three rooms
20 are sharing one bathroom. But we also have
21 dormitories that are set up more like colleges,
22 where maybe 40 students on a wing or 50
23 students would be utilizing the same group
24 restrooms and showers.

25 Also, common, shared living spaces.

1 Another consideration is although you might be
2 able to reduce the number of students in a
3 dormitory room to one or two per room, you're
4 still going to have those shared living and
5 common areas, kitchens, computer labs, and
6 other areas that are used for after-school
7 activities or weekend activities.

8 Another consideration, sanitizing of
9 dormitories and restrooms. Each dorm room and
10 common areas should be cleaned multiple times
11 throughout day, evening, and weekends. And
12 does the staffing needed to accomplish cleaning
13 support currently exist and are they prepared
14 to assist?

15 So, again, another consideration is except
16 for peripheral dorms and our other dormitories
17 that also have the day school on-site, that
18 staffing or those janitors are also going to be
19 required and need to sanitize and clean the
20 daily school facilities in addition to those
21 residential dormitories.

22 Next slide, please.

23 MR. JOE: Reopening considerations.

24 Another big part is visitors and activities
25 within the dormitory. You have the possibility

1 of no visitors allowed, or check out to reduce
2 the number, the risk of exposure. So basically
3 limiting your egress, your movement within your
4 residential facility. Possibility, no
5 off-campus activities for students to reduce
6 the risk of exposure. Significant limited
7 on-campus activities due to social distancing.

8 Student life. Compliance of students
9 after school, on weekends. PPE compliance.
10 Social distancing. Even with the reduced
11 number of students in the dormitories, social
12 distancing may not be enforced 24/7 and on
13 weekends for ORBS due to staffing. Facilities
14 should plan for additional staff support as
15 practical.

16 Mental health. Mental well-being of
17 students. Expectation of social distancing
18 during nonclassroom time could negatively
19 impact the social and emotional well-being of
20 students.

21 Next slide, please.

22 MS. BRAUCHER: The specific concerns or
23 considerations regarding off-reservation
24 boarding schools that we definitely need your
25 input on is transportation across the United

1 States, including those COVID-19 hot spots.
2 The utilization, the different modes of
3 transportation that could be utilized perhaps
4 to diminish potential risk of exposure. Also,
5 considering that there would be no assurance
6 that students traveling to the schools would
7 follow CDC travel guidance, so instructing
8 students ahead of time to diminish risk would
9 be truly important in these cases.

10 So, again, just consideration that most of
11 the off-reservation boarding schools do have
12 students traveling from approximately 20
13 states, different states, through various
14 modes, whether that's airline, trains, or
15 buses, or individual parental transportation.

16 Also, considering possible issues
17 regarding a student traveling home if they
18 contract the virus. In those cases, if the
19 individual is positive for COVID, they are not
20 permitted to travel by air or bus or train, and
21 so that would be a consideration, as well as to
22 what to do if students do contract the virus.

23 Staff capacity issues also may hinder
24 ability to support ill students or ill students
25 who need to travel. Facilities that would be

1 needed to isolate students who do test
2 positive, but also facilities and staffing that
3 would be needed to quarantine students who were
4 potentially exposed to COVID-19.

5 Next slide.

6 MR. JOE: Peripheral dormitories and
7 on-reservation school dormitory considerations.
8 Transportation to school sites for peripheral
9 dormitories. Transportation to and from home,
10 transportation to and from activities.

11 And just an overview of transportation, I
12 know peripheral dormitories, you do a lot of
13 transporting to the school area. Would it be
14 miles, miles away, or your dormitory you
15 have -- you have a day bus run, how are you
16 going to manage your transportation there.
17 Your activities, you have athletic activities
18 or school activities, how are you going to
19 address those transportation considerations in
20 reference to social distancing guidelines.

21 Learning plans of school student enrolled.
22 On-site, distance learning or a hybrid model
23 for public and on-reservation schools will
24 impact the delivery of your residential
25 service.

1 So based on your state or your school --
2 school's overall plan, you'll have to really
3 adjust your transportation, and that may
4 include more runs, less runs, how will you do
5 that. And we need your comments on that, on
6 how we can best address the overall safety and
7 transportation of students.

8 Next slide, please.

9 MS. BRAUCHER: Before we move to general
10 questions to consider, I also want to bring up
11 just some information on a slide that was
12 missed, and relay that all stages and phases of
13 the pandemic, residential facilities must
14 consider the CDC, Tribal, local, state, and
15 public health guidelines. And there really
16 isn't any one-size-fits-all because of the
17 individual unique needs of every site, as well
18 as the local conditions. And each site does
19 serve a unique school setting, so it is a time
20 for us to utilize innovation and customization
21 in our services so that we can support the
22 individual needs of our students.

23 Also something to consider is that the
24 more individuals interact with each other, and
25 that longer time that they're interacting does

1 pose a higher risk for the COVID-19 spread. So
2 it's really important as we think about health
3 screenings and personal protective equipment,
4 how to respond to students and staff preventing
5 those COVID-19 systems, facility cleaning
6 practices, the quarantining and isolation of
7 students, and procedures for how to handle
8 positive cases for any student or staff
9 visitors that we might come in contact with.

10 So general questions to consider would be:
11 What will the reopening communication process
12 be to parents and schools from the residential
13 programs? Will every school or residential
14 program select the best mask to be worn so that
15 there is a uniform CDC-approved mask? Consider
16 that adequate funding is set aside for
17 CDC-recommended cloth and disposable masks.
18 Will residential student numbers change due to
19 CDC social distancing guidelines?

20 And as we said previously, you know, will
21 those numbers, you know, be lowered to reduce
22 risk and have fewer students in each room?
23 Will the number of students allowed in the
24 residential program become a consideration also
25 due to the facility size for, you know, when

1 we're talking about that potential need to
2 quarantine or isolate? Will residential
3 programs be held accountable to the three-year
4 rolling average, knowing that if a residential
5 program adheres to the CDC social distancing
6 guidelines or doesn't open, that those student
7 numbers may be reduced to new facility
8 capacity.

9 Next slide, please.

10 MR. JOE: -- related to off-reservation
11 boarding school. Do students have local
12 education services outside of ORBS? Will
13 Tribes allow students to travel to ORBS, an ORB
14 school? If a student tests positive for
15 COVID-19, would they be allowed to return to
16 the reservation community? Should ORBS be open
17 and available to all students during the
18 current situation? That's with our current
19 COVID-19 situation.

20 To think about it, again, should ORBS
21 reopen with a reduced enrollment with no
22 students sharing rooms? Should ORBS remain
23 open to local day students only? Should
24 students have connectivity -- if students have
25 connectivity and technology and the school has

1 the capacity to provide online learning, should
2 ORBS reopen virtually? These are a lot to
3 think about, and we'll need your comments
4 regarding the ORBS, off-reservation boarding
5 school.

6 Next slide, please.

7 Hello? Lora, are you there? I can do it.

8 MS. BRAUCHER: My apologies.

9 MR. JOE: Okay. No problem.

10 MS. BRAUCHER: Questions related to
11 peripheral dormitories and on-reservation
12 school dormitories. Should Friday drop-offs
13 and Sunday pick-ups be eliminated or revised to
14 adhere to social distancing guidance since
15 schools do not receive funding for those trips?
16 Will students be quarantined at the
17 dormitories, transported home or left in the
18 hospital, remain in the hospital if they are
19 sick with COVID?

20 This may also mean providing an
21 alternative staffing schedule in case staff
22 members also must quarantine other students.

23 Should the peripheral and on-reservation
24 school dormitories reopen during the current
25 situation if the local school is not on a

1 traditional five-day schedule? And if a
2 student becomes ill, does the student return
3 home to their reservation or communities?

4 Next slide, please.

5 MR. JOE: On this slide there's a list of
6 resources that's related to COVID-19 planning
7 considerations guidance for school reentry.
8 Then there's a website there. COVID-19 update
9 on progress toward safely getting back to work
10 and back to school, Senate committee on health,
11 education, labor and pensions. Looks like
12 that. Supporting your child's mental health as
13 they return to school during COVID-19. Remarks
14 by the President regarding safely reopening
15 America's schools.

16 Next slide, please.

17 MS. BRAUCHER: Next steps and timelines.
18 Oral communicate -- or oral comments and
19 communications received as part of the
20 consultation sessions will be collected through
21 the court reporter. Written comments must be
22 received within 15 days, on or before July 29,
23 2020, or other to be determined upon approval
24 to publish at 11:59 p.m.

25 Send comments to consultation@bia.gov or

1 Bureau of Indian Education, Juanita Mendoza,
2 1849 C Street NW MIB-3612, Washington, DC
3 20240. We'll see if we can put that
4 information -- I see it in the group chat.
5 Thank you.

6 BIE will analyze all comments and
7 determine how to utilize feedback to improve
8 our current plan to better support its schools.
9 For further information, please contact,
10 Juanita Mendoza, Special Assistant to the
11 Director, BIE; phone number is (202)208-3559,
12 or you can email her at
13 juanita.mendoza@bie.edu.

14 And at this time we would like to open it
15 up for your comments and questions. Thank you
16 very much.

17 OPERATOR: If there are any questions or
18 comments, press star 1 on your telephone
19 keypad. That's star 1 on your telephone
20 keypad.

21 We have a question or comment from Darrick
22 Franklin.

23 MR. FRANKLIN: Yes. Hi. Can you hear me?

24 MR. JOE: Yes.

25 MR. FRANKLIN: Okay. Again, my name is

1 Darrick Franklin. I am with the Navajo Nation,
2 Department of Diné Education. We work with 32
3 Tribally controlled schools. We also provide
4 technical assistance to 33 BIE-operated schools
5 on the Navajo Nation. So I have some concerns
6 and some comments, hopefully some remedies to
7 my concerns that we will be providing.

8 I've already been receiving a number of
9 reopening plans from different residential
10 halls. Some of these residential halls are
11 planning to alter their start date due to the
12 increased number of COVID-19 cases on the
13 Navajo Nation.

14 Well, I guess my question is or my concern
15 is that these residential programs are probably
16 going to be somehow impacted by the funding,
17 the three-year average funding. Would a waiver
18 be given in this sort? If not, then that would
19 be, I guess, the remedy that I would have, that
20 the Navajo Nation would have as to not hinder
21 the funding for residential programming, but
22 for them to allow it to continue to operate
23 with the hope that the COVID-19 will soon
24 decrease with a vaccine.

25 The other remedy is that most of our

1 Navajo residential programs as we go out and
2 monitor our residential programs, most of them
3 release their students on Friday and accept
4 them back on Sunday, sometimes Monday. For
5 students who have a fear of going home, or
6 parents -- parents opt in to allow their
7 students to stay during the weekends, is that
8 an option for the residential programs, being
9 that we have Richfield dormitory that is about
10 six hours away, driving time, to that facility?
11 Would they be allowed to stay on weekends or
12 during holidays, in that regard?

13 Some -- another remedy would be some
14 residential programs do not use their full
15 capacity dorms during a regular nonCOVID year.
16 Would these -- to provide education for Navajo
17 students, because some residential programs
18 have already said they're going to fill the
19 residential program to half capacity to avoid
20 the spread of the virus. But some other
21 programs, residential programs, are located in
22 other parts of the Navajo Nation, normally in a
23 nonCOVID-19 pandemic, never filled those
24 capacities.

25 Would the BIE assist to say, okay, if you

1 can't take the student at this residential
2 hall, we have another residential hall that's
3 open with the guidelines specific to the CDC?
4 Would this affect the moratorium that's in
5 effect to allow schools to stay open on
6 weekends or operate in this capacity? I guess
7 clarification needs to be sought at this time.

8 And then the mandatory trainings that are
9 required for residential staff, particularly
10 facility, because of the pandemic, I have
11 sent -- I have emailed BIE officials
12 requesting, at least for the Navajo Nation
13 side, to say, are you going to only have
14 webinars for these trainings to avoid staff
15 traveling to large cities to attend these
16 mandatory trainings and for recertification.

17 And then the last concern is that the
18 social/emotional concerns of our students,
19 because some of our students have experienced
20 the loss of a family member, then having to
21 move into a dormitory is going to impact them
22 greater as they have to deal with those
23 situations. So a remedy, would the BIE be able
24 to provide social/emotional support to its full
25 capacity for our residential programs?

1 And then the other thing is that when
2 updates are given to the BIE and administered
3 to the tribally controlled schools as well as
4 BIE-operated schools, I ask that you please
5 send us -- send Tribal Education Departments
6 the information as well. Because I'm hearing
7 this after the fact, from secondhand emails,
8 where we're not directly being communicated
9 with.

10 So those are my concerns, Mr. Dearman, and
11 hopefully remedies. Thank you.

12 MR. DEARMAN: Thank you, Darrick. I do
13 want to talk about waivers real quick, because
14 the rest of the comments that you had or your
15 questions, that's why we're having the
16 consultation session, is we want to know what
17 our tribes or Tribal Education Department, what
18 our stakeholders feel we should be doing about
19 these situations. You know, we don't have all
20 the answers right now, and that's exactly why
21 we're conducting consultation to get input.

22 But on the waiver piece, we are working to
23 put some guidance up to all of our schools
24 regarding waivers. We understand that any
25 certification or funding that we have in BIE

1 for the fall could definitely be impacted, and
2 we're wanting to eliminate any of the negative
3 impact that the pandemic will -- could possibly
4 have on our schools.

5 So on all the other ones, you know, seems
6 to be allowed to say, the capacity, mandatory
7 training, things like that, we would love to
8 have your comments on what you think and what
9 DODE think that we should do in these areas.
10 So we look forward to receiving your comments.

11 OPERATOR: Just as a reminder, if you have
12 a question or comment, press star 1 on your
13 telephone keypad.

14 I don't have any questions or comments on
15 the line at this time. We do have one. One
16 moment. Isaac Salcido.

17 MR. SALCIDO: Yes. Can you hear me?

18 MR. DEARMAN: Yes, sir.

19 MR. SALCIDO: Hey, yeah. Mr. Dearman,
20 this is Isaac from Gila River. The one
21 question that Darrick just posed that we did
22 not get an answer to, and it's been brought up
23 at the other consultations, is the importance
24 of keeping Tribal Education Departments
25 informed of these decisions and the schools,

1 especially now in the boarding school
2 situation, to inform us of what their plans are
3 so that we can inform our community members and
4 our leadership, our community leadership. They
5 look to us for that kind of information, and if
6 we're not in the loop, both for our Tribally
7 controlled schools and the boarding schools,
8 it's really difficult to make informed
9 decisions. Thank you.

10 MR. DEARMAN: Thank you, Isaac, for the
11 comment. And, you know, during the
12 consultations, I'm really proud of our staff.
13 We've had a lot of our staff there attending
14 these consultations, and they're listening to
15 the comments, and so they're also hearing the
16 needs that include TEDs. So we'll definitely
17 take the comment and make our organization
18 stronger and our communication better.

19 OPERATOR: We have a question or comment
20 from Darrick Franklin again.

21 MR. FRANKLIN: Thank you. I left this
22 out. I forgot to name it. I just received an
23 email from our -- one of our Navajo education,
24 Board of Education members, with a concern that
25 BIE operated -- and this will probably include

1 residential programs as well -- but BIE is
2 starting to mandate employees to return back to
3 work as far as -- in terms of this week.

4 So, as you know, the Navajo Nation has
5 executive orders in place. The Navajo Nation
6 government offices are still closed, and this
7 also means schools as well and residential
8 programs. Why is the BIE allowing for staff to
9 return when the Navajo Nation has an executive
10 order in place? Thank you.

11 MR. DEARMAN: Thank you, Darrick. We'll
12 definitely look into that. I'm not aware of
13 any of our schools requiring our staff to
14 report now. You know, we do have some schools
15 that have start dates at the end of this month,
16 so we'll definitely look into that, and I
17 appreciate the comment.

18 OPERATOR: At this time I don't have any
19 other questions or comments.

20 We have a question or comment from Kevin
21 Johnson.

22 MR. JOHNSON: Good afternoon, Tony
23 Dearman. This is Kevin Johnson with Hanaadli
24 Community School Dormitory. I just want to
25 thank you guys for giving us the CARE funds and

1 the new grant amendments for this new school
2 year. And right now, our principal and leaders
3 of the school are developing a reentry plan.
4 And we just pray for you guys, and you guys
5 will make good decisions for our schools and
6 for our Indian students across the United
7 States of America, because Hanaadli grant has
8 been established since 1935, and it's been a
9 boarding school since then. And our main goals
10 from the people that were here before us, that
11 was to teach Indian kids how to read and write
12 and do math and science.

13 And I guess your goal from BIE and our
14 goal is to continue to provide education for
15 our kids, so they can become better leaders and
16 readers, and also learn about their culture at
17 the same time. So I just thank you for the
18 opportunity, and hope you guys have a blessed
19 day. Thank you.

20 MR. DEARMAN: Thank you, sir. I really
21 appreciate the comment. And this is definitely
22 a partnership, and that's why we're having the
23 consultations. We really need to hear from our
24 partners out there, all of our stakeholders.
25 And what we need to do is better serve our

1 communities and our students. So thank you,
2 thank you very much.

3 OPERATOR: I have a question or comment
4 from Diane McGinnis.

5 MS. MCGINNIS: Hello? Can you hear me?

6 MR. DEARMAN: Yes.

7 MS. MCGINNIS: Okay. I'm from Chemawa
8 Indian School in Salem, Oregon, and our numbers
9 in Oregon of COVID cases have gone up
10 dramatically in the past couple weeks. And I
11 guess my question is, what happens if the
12 numbers do not go down? Are we going to still
13 plan on opening at the end of -- or at the
14 beginning of September, and bringing students
15 into an area that is potentially dangerous?

16 And I know there's the idea of keeping the
17 kids on campus and not letting them travel or
18 do off-site activities, that type of thing. I
19 just worry about we don't have a huge staff.
20 We have a lot of people on our staff that are
21 over -- you know, that are kind of in that
22 at-risk category, older people. I don't want
23 to say that I'm old, but I'm nearing the older.

24 But, anyway, I just feel the concern for
25 the teachers and the staff, as well as the

1 students if we should have any kind of -- I
2 mean, we have a very -- it seems like we have a
3 limited staff in the best of times. So making
4 that decision to stay open, you know, in the
5 worst of times, I don't know how we're going to
6 find people to do all that is needing to be
7 done in the time necessary.

8 And honestly, I'm asking this on behalf of
9 other teachers, you know, just to kind of
10 clarify what is -- is there a plan that we will
11 be starting school in September? And, if so,
12 how is that going to look if we do not do --
13 you know, have students? Will we be able to do
14 distance learning in any way? Is that
15 something that's being thought of? And
16 basically, I think that's all I have to ask.

17 MR. DEARMAN: Thank you, Diane. And, you
18 know, this is where we need to hear the
19 comments of our employees in our work. But we
20 do have a staff survey that's out. And if you
21 have not received that or completed that, I
22 would ask that you contact Amanda or Ryan and
23 ask them for the link. It's actually posted, I
24 believe -- I think we sent it out on social
25 media. But also, you know, we're asking the

1 parents to also fill out that survey.

2 And again, we -- that's the -- that's the
3 purpose of these consultations, Diane, is to
4 really get input from our stakeholders, to
5 develop a plan for guidance for reopening. And
6 it's going to be different. That's the thing.
7 And that's why we're really needing the input
8 from our stakeholders for, because not one plan
9 is going to fit anywhere. And that's why at
10 the beginning our presenters actually read --
11 one of the slides talked about having
12 individualized plans. And it's going to be
13 based on local health agencies, Tribal input,
14 as you talked about pandemic numbers.

15 There's a lot of things that we need to
16 consider when we go to open up our schools.
17 Our staff and our students we are wanting to
18 protect, and that's the purpose of this. We
19 want to make sure that everyone is safe. And
20 it extends farther than just our staff and our
21 students because our staff, you know, they go
22 home. They go home to their family.

23 So there's a lot of things to consider,
24 and that's exactly why we're having the
25 consultations. And we look forward to all the

1 comments that you can send. And you can have
2 all your -- the families, stakeholders, and
3 other employees send as well.

4 OPERATOR: I have a question or comment
5 from Matthew Putesoy, Sr.

6 MR. PUTESOY: Yeah. Good afternoon. This
7 is Matthew Putesoy, Sr., Havasupai Tribe Vice
8 Chairman. And the Havasupai Tribe is located
9 in the bottom of the Grand Canyon.

10 Our concern with the off-reservation
11 boarding schools is that the students will be
12 traveling through numerous hot spots to get to
13 the BIE off-reservation boarding schools. We
14 need to be ensured that our students are
15 protected and to and from Supai to the
16 facilities.

17 Also, if it turns out that the opening of
18 the off-reservation boarding schools is not an
19 option, the Tribe needs to revamp our internet
20 services for online learning. And that is for
21 students K through 8 and high school. Any
22 assistance in that area, we will appreciate it.

23 Thank you, Mr. Dearman.

24 MR. DEARMAN: Thank you, Councilman
25 Putesoy. You know, and that's one of the

1 questions we have from our Tribes is we
2 definitely want to make sure that our students
3 are safe, and we understand that they're going
4 to have to travel through different hubs on
5 their way to the off-reservation boarding
6 schools. And one of the questions that we've
7 been asked by some of our staff and others is,
8 are the Tribes going to allow their students to
9 leave the reservation. And that's something
10 that we definitely look forward to working with
11 our Tribes on. Because, again, we totally
12 agree and support the need to keep our students
13 protected.

14 And I know that we're having weekly
15 meetings with Tribal leadership there, and
16 we've already started discussion, if the Tribe
17 decides to keep their kids, what can we do to
18 make sure that education services are provided
19 to the students. So we look forward to
20 receiving your comments, and we appreciate you
21 taking time to get on the consultation today.

22 OPERATOR: Just a reminder, if you have a
23 question or comment, press star 1 on your
24 telephone keypad. Again, that is star 1 on
25 your telephone keypad.

1 We have a question or comment from Sue
2 Parton.

3 MS. PARTON: Good afternoon. My name is
4 Sue Parton. I'm president of the Federation of
5 Indian Service Employees Union. We represent
6 over 2,000 federal employees who are -- who
7 work at the Bureau of Indian Education operated
8 schools across the country, including
9 off-reservation boarding schools, as well as
10 some of the reservation boarding schools.

11 I have a couple of comments that I would
12 like to make, and a lot of it, I thought really
13 long and hard about, and just really concerned
14 about the safety of our entire Native American
15 community. However, as representative of the
16 employees, that, of course, is high on my list
17 of priorities.

18 I think at this time where we are in this
19 country, nobody knows what the progression of
20 this pandemic is going to take. I think
21 schools across the country, including Bureau of
22 Indian Education schools is moving too fast to
23 open schools completely.

24 As a lifelong educator, I know the
25 importance of educating our people and our

1 students. I know it's needed. And I know
2 there is no substitute for being face-to-face
3 with a teacher in a classroom. However, I
4 think we also have to take into consideration
5 the health and well-being of our people,
6 particularly our elders.

7 I think that the federal government should
8 put in financial backing to increase technology
9 and internet connection -- connectivity and
10 technology throughout Indian country. I think
11 every Native American student should have
12 access to it, especially right now. I think
13 the off-reservation boarding schools and all of
14 the boarding schools have a prime opportunity
15 right now to utilize a time when it's not safe
16 for the students or the staff for them to come
17 back and reside in our school, and can utilize
18 this time to help to improve the programs that
19 we will be able to offer our schools, our
20 students, and our communities later on, after
21 somehow, hopefully, we get control of this
22 pandemic.

23 I think that a comment that was made at
24 our last consultation session by a young
25 gentleman who worked for the IT department at

1 SIPI said it best. He was able to make their
2 online services available to their students
3 successfully, because he was a dedicated person
4 to provide this. And that, of course, is going
5 to take resources, financial resources to make
6 this happen.

7 But I think all of the issues that have
8 come up, particularly in transportation,
9 cleaning, the things that the -- our parents'
10 union, the American Federation of Teachers have
11 said that our prime consideration in reopening
12 schools should be to reduce the COVID in any
13 community and reduce community spread.

14 That would mean that we need to focus on
15 our testing, our tracing, our isolation, our
16 physical distancing, PPE, ventilation,
17 cleaning, reasonable accommodations for
18 students and for staff. And I think this is
19 things that all of us putting our heads
20 together can accomplish, but not in a two week
21 or a three week or a couple of month period.

22 I think the plan that SIPI put out to not
23 have in-person coursework offered until January
24 of 2021 is a prime example of how BIE should be
25 looking at operating our schools for now. It's

1 not ideal, but it will, I believe, provide our
2 community with a lot more thinking that this is
3 going to be a safe way for us to educate our
4 students. Increase the online services. Put
5 effort and resources into backing online
6 services, whatever that takes. The gentleman
7 who's at Havasupai down in the Canyon, they
8 should -- they have just as much right to
9 access of the internet and technology as
10 anybody else does. All of our native students
11 in the reservations have that. I heard the
12 same comment from a lady who was a parent as
13 well as an employee at Aneth School in
14 Southwest -- Southeastern Utah, say the same
15 thing.

16 So to me, that's the way that we should be
17 looking at this, especially for right now.
18 It's just too short of a time period to try and
19 plan these things out well; whereas, we can
20 utilize all of the input from all of the
21 entities, from our bus drivers, to our cooks,
22 to our dormitory workers, to our janitors, to
23 our teachers, to our support staff, to all come
24 together and utilize this first part of the --
25 the remaining part of this school year to

1 really put our efforts into making good, solid,
2 thinking and plans that can safely return all
3 of our students to the classroom and, in this
4 situation, to the residential dormitories as
5 well.

6 That's my comment. Thank you.

7 MR. DEARMAN: Thank you, Sue. A lot of
8 just great comments, and we look forward to
9 working with you. And if you could help us
10 with our -- have our staff across our systems
11 fill out our staff survey, that would really
12 help us.

13 And I truly appreciate your comments.
14 Thank you.

15 OPERATOR: We have a question or a comment
16 from Isabel Britton.

17 MS. BRITTON: Hello. Can you hear me?

18 MR. DEARMAN: Yes.

19 MS. BRITTON: Okay. First of all, I would
20 like to thank you, Mr. Dearman, in providing
21 funds for us here at the residential hall. I
22 represent Winslow Residential Hall in Winslow,
23 Arizona, and I have several comments and also
24 several questions.

25 We are a five-day program here in Winslow,

1 and we would like to open up to a seven-day
2 program so that we can allow our students not
3 to go home during the -- from Friday to Sunday,
4 just keep them here. It might be looking like
5 the old days, how the students were sent to
6 school and they stayed at the dorm for a long
7 period of time. That's what we're -- one of
8 our things that we're planning to do.

9 I live in the city, and a lot of the city
10 people here, the community, are afraid of
11 students coming in from off the reservation.
12 And, you know, there's comments saying that
13 those students will be bringing the virus. So
14 we're trying to, you know, prevent that from
15 happening, whether or not it's true.

16 And then another thing, that if we do go
17 to our seven-day program, will we be funded for
18 that? Because, like I said, we are a five-day
19 program.

20 And then another question, another comment
21 that I want to say is school here in Winslow
22 will be starting August the 3rd, and for two
23 weeks they're going to be doing online
24 training, online classes, and then August 17,
25 they will be doing the brick-and-mortar

1 classes. And with that, our students, we
2 decide -- you know, we have them coming in on
3 August the 17th. We will meet -- in the first
4 two weeks, we will need some kind of remote --
5 not remote, but hot spots, you know, help with
6 the students that are in the remote areas.

7 Like, we have a lot of students that live
8 way out on the reservation, where they don't
9 have any kind of internet. And we were told
10 that maybe we can purchase some kind of hot
11 spots or some kind of stick that could help the
12 students with the online classes. So I was
13 wondering, you know, if the Bureau can help us
14 with that.

15 And then also, the last resort that we had
16 discussed was a board -- one of our board
17 members has said that this is a liability if we
18 accept students, and, you know, of course,
19 place them in the residential and one gets sick
20 and then pass the virus around, it's a
21 liability.

22 So they're wanting us here at residential,
23 the staff to wait on opening the residential
24 hall. So if we do wait until second semester,
25 which is in January, will we be penalized for

1 that? Because, you know, like I said, the
2 board members are afraid. They don't want that
3 to happen here at the hall.

4 And, lastly, a comment that I was
5 listening to earlier about school districts,
6 their superintendent was talking to the
7 community, and one comment she -- one parent
8 had asked the school superintendent questions,
9 and it phased me too because she asked the
10 superintendent a question like, have you guys
11 even asked the teachers what they want to do.
12 You know, do they want to have online classes,
13 do they want to have traditional classes, and
14 the superintendent said no.

15 So I'm just wondering about the -- you
16 know, even though I'm in the city and our
17 students attend the public school, I was just
18 wondering if the BIE school staff, the
19 teachers, would they -- you know, did they give
20 their input in this.

21 And that's all I have. Thank you.

22 MR. DEARMAN: Thank you, Isabel. You
23 know, there's a process in going from a
24 five-day residential program to a seven. And
25 we'll definitely -- like I said, we have a lot

1 of staff on this listening in. We'll make sure
2 that our EPA reaches out to you. And the EPAs
3 are education program administrators that you
4 work with. And we can start looking at that
5 process.

6 You know, one thing that you did say,
7 keeping the kids seven days in -- or keeping
8 the kids seven days, from five to seven, and
9 really keeping the kids on campus, there's
10 still -- you know, we've had this conversation
11 with several residential settings. There's
12 still staff that go -- that leave and come
13 back, and they're still going out in the
14 community, and there's still that danger as
15 well as people coming on and off campus.

16 As far as hot spots, you know, we did want
17 to make sure that we included our residential,
18 our peripheral dorms in the CARES Act funding.
19 And you did receive a funding, and I really
20 appreciate you acknowledging that. That can be
21 used for hot spots. And one of the things that
22 we are trying to survey and trying to get ahold
23 of is there are some of our families that are
24 in such remote locations that hot spots don't
25 even have -- they can't access -- they're so

1 remote they can't even access internet with hot
2 spots.

3 So there's a lot of things that we're up
4 against, but we are definitely working through
5 them and willing to work with our schools, our
6 local leadership.

7 The liability issue, we are working to see
8 the liability issues as far as our staff and
9 our students, and we will be addressing that.
10 And I'm sure Ms. Parton is going to be involved
11 in that conversation as well. And, again, you
12 know, we are not wanting -- we're really trying
13 to address everything that's out there to where
14 our schools are not punished because this is
15 not a time to penalize or punish our schools or
16 our communities because of a pandemic.

17 And so we're doing everything that we can
18 to not be surprised by anything that may pop
19 up, and we're trying to cover all angles. So
20 if you could -- if you have any ideas or
21 comments as far as what we need to consider --
22 I don't like the word "penalized," and I don't
23 like that our communities, our schools are
24 thinking that BIE is going to penalize our
25 communities because of the pandemic. But if

1 there's areas that you think that we need to
2 really be addressing, I look forward to
3 receiving them in your comments. But I really
4 appreciate the comment.

5 And, again, we -- the last thing I'll tell
6 you is we are looking at our -- surveying our
7 teachers, our staff, on whether -- what their
8 idea as far as coming back to school, along
9 with our families, with internet accessibility.
10 So thank you.

11 OPERATOR: We have a question or a comment
12 from Valerie Switzler.

13 MS. SWITZLER: Hello. This is Valerie.

14 MR. DEARMAN: Hi, Valerie.

15 MS. SWITZLER: I just have a concern. You
16 know, some of our students live so far away
17 from home, and everybody is talking about
18 getting sick. And then, you know, it scares me
19 that, you know, that some of our students that
20 do live in the southwest or do live in other
21 areas of the country and how would we get them
22 back home if they did get sick, or if the Tribe
23 is going to let them come back home sick.

24 And one of the things I was wondering is
25 had BIE considered leading the students to

1 their regions or their areas and maybe doing a
2 hybrid model of distance learning and on-campus
3 classes.

4 MR. DEARMAN: Thank you, Valerie. You
5 know, that is one of the things that we brought
6 up with this, and that's where we're really
7 looking for comments is how do we handle our
8 students that come to a residential setting,
9 are the tribes going to allow them to come
10 back. We have schools in 23 states, on 64
11 reservations, and that's why we really, really
12 need to hear from our stakeholders because our
13 Tribes -- one size isn't going to fit all. And
14 we need to hear from our Tribal leadership. We
15 need to hear from our parents, our staff of
16 what they feel like we need to do.

17 And a lot of our schools have started
18 developing and looking at what they can do as
19 far as individualized plans, and they'll be
20 taking the comments from our consultation to
21 finalize plans. But I know a lot of the
22 schools are looking at blended models that are
23 out there. Bringing some kids in, some kids
24 distance learning.

25 There's a lot that we have to address, and

1 I can't stress enough one size is not going to
2 fit all of our school sites in this setting.
3 That's why we need a lot of input. So thank
4 you.

5 MS. SWITZLER: Thank you.

6 OPERATOR: Just as a reminder, you press
7 star 1 on your telephone keypad if you have a
8 question or comment. Again, that is star 1 on
9 your telephone keypad.

10 I don't seem to have any other questions
11 or comments on the line at this time.

12 We have a question or comment from Yolanda
13 Miranda.

14 MS. MIRANDA: Hello? Can you hear me?

15 MR. CRUZ: Yes.

16 MS. MIRANDA: Hi. This is Yolanda
17 Miranda, and I work for the Ak-Chin Indian
18 Community Education Department. My concern is
19 that we do live in Arizona, and some of my
20 students fly out to California. And just as
21 everyone has voiced their concern about
22 perhaps, you know, Arizona is a hot spot,
23 California is locked down right now, so I don't
24 know if there will even be permitted travel
25 inside the state.

1 But I guess the long term -- like, my
2 thought, and I've been hearing it for the last
3 few sessions that I've sat in, is that at this
4 point I think the best bet is doing, like,
5 online or hybrid classes.

6 Because like, say, at the end of the last
7 school year, my students were sent home, and
8 they completed whatever assignments they needed
9 to be completed, and it was -- you know, nobody
10 was ready for this. And I still don't think
11 that we're ready. Nobody's an expert in this
12 whole pandemic. And it would be my own fear
13 that I send my students out and then they get
14 stuck or aren't able to get back.

15 I mean, is there a policy or a procedure
16 in hand or has somebody considered writing some
17 emergency policies for outbreak or something
18 that happens on campus? Like, you know, my
19 concern is sometimes when those things happen
20 that we're not ready for it, and we really need
21 to be ready for those kinds of things.

22 And personally I think that maybe until
23 this year ends, they stay home the first -- you
24 know, until December, and see how it pans out.
25 And I get it, some people don't have access to

1 the online or, you know, hot spots, but I think
2 that, you know, as other schools did last year,
3 at the end of the year they sent written
4 assignments to their students or maybe
5 emailed -- or not emailed but, you know, snail
6 mailed it. And I thought, wow, you know. But
7 they made it happen.

8 And at this point, I think it's just -- I
9 would hate to see us set up our students for --
10 you know, to see anything tragic happen to
11 them.

12 And, you know -- and it's my job to make
13 sure that my students are safe, that they're
14 striving, that they're academically, you know,
15 going up the ladder. And at this time it is --
16 it's terrifying. I'm terrified, and they're
17 not even my children. But as a member of our
18 community, I want to make sure that our
19 students are safe, and that they're healthy,
20 and that if we are delivering them to other
21 hands to take care of them, that those people
22 have, like -- that we can trust them with our
23 children.

24 And as I said, like, I would -- even in my
25 community right now, we are struggling to have

1 the safety net of having -- we want to know
2 that there are expertise people in position to
3 make sure that our community stays healthy.
4 And the way this COVID-19 is moving, we got to
5 be on top of it. And it's, like, we're just
6 continuously running, trying to stay above
7 water, and it's tough.

8 And so I'm just very concerned about the
9 emergency plan or the, you know, evacuation
10 plans, or -- but at this point, I think they
11 should just, you know, stay home, shelter in
12 place, and, yeah, that if the school can
13 provide some sort of lesson plans for them,
14 from a distance, because it's just too high
15 risk in my own, you know, opinion.

16 MR. DEARMAN: Thank you very much for the
17 comments. And we'll definitely take the
18 comments, as we said at the beginning, and
19 really strengthen our document.

20 As far as the guidance issues that you had
21 talked about, look forward to receiving that
22 comment because I think that's a great point.
23 Our schools need to have that. I know that all
24 schools have an evacuation plan, but really how
25 would we get them home from a residential

1 setting, how would we work with the tribes.
2 And that's something that we really need to
3 receive from stakeholders.

4 Because, again, working with so many
5 Tribes that are out there, we'll have as many
6 as 70, 75 tribes represented in one of our
7 residential settings. And we -- it's going to
8 take a lot of input from our stakeholders. So
9 thank you, Yolanda, for the comment.

10 And please make sure that if anyone else
11 in the community has comments, please make sure
12 that they receive this information on how to
13 submit comments.

14 MS. MIRANDA: I appreciate that.

15 OPERATOR: We have a question or a comment
16 from Deborah Bordeaux.

17 MS. BORDEAUX: Good afternoon. I just had
18 a couple of questions. One is, will the
19 schools and dorms be reimbursed if they have
20 more runs during this time period and they're
21 using a hybrid model. You know, with the
22 increased runs of taking students to and from
23 school, will they be reimbursed for that?
24 That's one question.

25 The other question that I have is about

1 ventilation. In the older dorms, I remember
2 Marty bringing up a concern about their old
3 dorm, and I know that the dorm in Rosebud or
4 Mission is an older building, and so I have a
5 concern about ventilation for them. If they're
6 able to be back in session, will there be an
7 effort made on the facilities' side to help
8 them make sure that their ventilation is in
9 order or working well?

10 And then is there anything in the Bureau's
11 policies or suggestions about if a Tribe needs
12 someplace for quarantining, if they would use a
13 dorm Bureau funded or Bureau operated dorm. Do
14 you have any advice on that?

15 And lastly, I just want to echo the
16 concerns that were expressed about
17 communicating with Tribal Education
18 Departments. I see that as a very important
19 part of that, and I appreciate your response to
20 that. Thank you.

21 MR. DEARMAN: Thank you, Deborah. We are
22 looking at reimbursements for travel because
23 it's going to impact travel in multiple ways.
24 We have different travel accounts to consider.
25 We have the commercial travel in our

1 off-reservation boarding schools, and then we
2 have our weekly counts as far as bus
3 transportation. And according to CDC guidance,
4 they're talking about reducing the number of
5 students on school buses. So we are
6 considering that.

7 We've actually started looking at some --
8 the project in Maximo, working with other
9 departments within Indian Affairs regarding the
10 ventilation in our schools, our residential
11 halls.

12 And then the quarantine, absolutely. We
13 have been working since March, we have a
14 facility use agreement, and we have tribes that
15 are utilizing some of our dorms and some of our
16 school locations so it fits with the pandemic
17 issues that they're encountering through this
18 process.

19 And we are willing to work with tribes,
20 and there is a process. We have the forms
21 online, and it's going to involve the BIA
22 Regional Director of your area, and then also
23 the Associate Deputy Director and our Deputy
24 Assistant Secretary of Management. There's
25 really three signatures that we're asking for.

1 And we have about a five-day turnaround to get
2 that in place. We definitely -- we're working
3 well with our tribes, and we're here to assist.

4 So thank you for the comment, and we look
5 forward to receiving comments from the Great
6 Plains Tribal Education Department as well. So
7 thank you.

8 OPERATOR: Again, just a reminder, if you
9 have a question or comment, press star 1 on
10 your telephone keypad. Again, that is star 1
11 on your telephone keypad.

12 Okay. We have a question or a comment
13 from Darrick Franklin.

14 MR. FRANKLIN: Hi. This is Darrick again.
15 Mr. Dearman, as you know, DODE is very -- has
16 very -- has a lot of functions that assist BIE
17 funded schools. With that stated, we tried to
18 work hard as a team here at DODE to help plan
19 for Navajo BIE funded schools.

20 There are certain times where DODE
21 leadership would ask for BIE Navajo region to
22 be involved in this planning. What assurances
23 can you provide to Navajo, as well as other
24 tribes, that if tribes are moving on developing
25 plans or needing input from the BIE to really

1 emphasize the importance of planning for our
2 students, what assurances can you provide that
3 Navajo BIE region will be a part of this
4 planning? Thank you.

5 MR. DEARMAN: Thank you, Darrick. You
6 know, I really feel like my team there, or our
7 team there on that level has really been
8 willing and stepped up, and we've attended
9 meetings every time we've been notified.
10 They've been really responsive in coordinating
11 and working with DODE or anyone else. And, you
12 know, I know we've improved a lot in the area
13 of really working together, and we'll continue
14 doing that.

15 As far as assurances, you know, if we're
16 having problems communicating, please just let
17 me know, because I can assure you we have a
18 great team in Navajo, and they work extremely
19 hard, and I can't say enough about them because
20 they -- you know, they've been right -- they've
21 been through tough times with you and the rest
22 of the Tribe and the community from Navajo
23 Nation. I'm proud of my staff there, and I can
24 assure you that my staff will continue
25 supporting our Tribes and our community. So if

1 there's something that's not occurring, you
2 have my number. You have access to me. You
3 call or text. Just let me know.

4 OPERATOR: We have a question or a comment
5 from Leah Davis.

6 MS. DAVIS: Hi, Mr. Dearman and Brockman
7 and everyone else that's listening. I totally
8 appreciate this dialogue, and I agree with the
9 people that are saying that we need to be doing
10 more of the distance teaching and work on
11 equity with technology amongst all tribes. I
12 think that's the way to go. Life is what is
13 important right now. And I don't really think
14 that if any parents kept their kid at home and
15 said, I'm not releasing my kid, if I'm -- I'm a
16 parent. I wouldn't release my daughter to go
17 to a boarding school right now. If she got
18 sick and she couldn't get back to me, she would
19 be quarantined. There would be no way for me
20 to get to her. I wouldn't take that risk. I
21 just wouldn't. And I don't want to lose any
22 staff or any students. It would be awful and
23 tragic if anybody died on campus. I just think
24 that we are in a position, especially with
25 native education, that we can kind of carve our

1 own path, do our own thing, and just take the
2 time to do this right and see kind of what's
3 happening with the nation.

4 Our numbers are on the rise for
5 coronavirus. I went to the coast this last
6 weekend and had to drive to find my own beach,
7 but I saw, like, 500 people and cars on top of
8 each other. And I feel like there's so many
9 people that are not taking this seriously, and
10 it's still a huge, huge threat. So that's my
11 comment.

12 My question is, if we push through and we
13 do this, I would say the hybrid. I would say
14 bring in the kids that don't have access to
15 technology, and everyone else to do social
16 distancing, and then you're going to have to,
17 as a teacher, like, look at best practices, how
18 they're doing it out in the world right now
19 with restaurants and different things, like
20 minimal contact and bleach wipes, and if you
21 have a Chromebook, you're assigned to the same
22 Chromebook, and how can we lessen all this kind
23 of stuff.

24 We'll have to kind of go about looking at
25 what's the way that we can have the most

1 minimal contact possible in every department
2 and every area.

3 Our emails are down for teachers. We
4 have -- we're switching over to new ones, so it
5 would be great if Amanda could reach out to all
6 staff for Chemawa and -- for that survey you're
7 talking about, and direct them to get to the
8 Facebook page or send us a link for that so
9 that everyone's voice could be heard.

10 My other comment -- sorry I'm winded -- is
11 that if someone doesn't show up, if any staff
12 member says, I don't feel like I can put my
13 life at risk, maybe they have health conditions
14 or whatever the case may be, are they going to
15 lose their job? Is there going to be sick pay?
16 Do they have to use their sick pay if they get
17 it? You know, all these things, these are kind
18 of union issues.

19 If someone gets it, there's HIPAA laws in
20 effect. How are we even going to know? And so
21 there's so much fear around all of this. And I
22 don't want to be teaching from a place where
23 don't come near me and I'm afraid of you and
24 all that kind of thing.

25 So my vote would be to just hold in place,

1 do what we're doing, learn how teachers see,
2 learning how to do more long distance types of
3 situations, because I think life is what we
4 need to focus on, and that's the most important
5 thing right now. Thank you.

6 MR. DEARMAN: Thank you, Leah, for the
7 comments. And I can assure you -- I think
8 Ms. Parton is still on. But, you know, again,
9 working with Sue Parton, the union, our
10 representatives, we're going to do all we can
11 to take care of our staff. And thank you for
12 the comments.

13 The links to the survey are actually in
14 the chat, if you have access to the chat right
15 now. And we would definitely appreciate
16 anyone -- any of our staff or parents filling
17 that out, and we'll follow up on making sure
18 that contact is made with our Chemawa staff.
19 So thank you.

20 OPERATOR: Just another reminder, if you
21 have a question or comment, press star 1 on
22 your telephone keypad. It's star 1 on your
23 telephone keypad.

24 And looks like we have one question or
25 comment from Evangeline Kissoon.

1 VOICE: Hello. My name is -- I'm calling
2 from Supai. My name is -- my name is Esther
3 Caruso (phonetic) and I'm calling from Supai,
4 and I have a question.

5 The students that are going back to
6 school, like in high school, and I just
7 wondering -- I have a granddaughter that's
8 going back to school in Oklahoma, and I was
9 just wondering how are they going to be
10 protected from the virus. Also, how are the
11 teachers going to be tested. That's it.

12 MR. DEARMAN: Okay. Thank you for the
13 comment, the question. Again, that's what we
14 need to hear from our stakeholders. So if you
15 have ideas of how we can protect our kids
16 leaving Havasupai to go to Oklahoma, whether it
17 be through a vehicle, a bus, airline, that's
18 what we really need to hear from our
19 stakeholders.

20 So if you have a suggestion, please let us
21 know. Even to the point of do you feel like
22 our teachers should be screened, do you feel
23 like our students -- all of that is part of the
24 guidance that we're looking for in our
25 reopening plan. So if you have

1 recommendations, we would love to receive the
2 recommendations and look at really
3 incorporating and making our document stronger.

4 As far as having all the answers to your
5 questions, that's the purpose of the
6 consultation, so that we can start really
7 designing and really drawing down on the
8 answers to a lot of the questions that we're
9 hearing. But in order to develop that, we
10 really need the input from our stakeholders, so
11 I look forward to receiving your comments.

12 VOICE: Hi. This is Kay -- I'm a Tribal
13 council member. I'm with Esther here in the
14 chambers right now. And one thing that is
15 really concerning is, you know, we're so
16 isolated. We need these boarding schools. And
17 what really concerns me is our kids traveling
18 back. The way it's going to be done, as I
19 recall, it would -- they would be shuttled
20 back. Some places like Riverside Indian
21 School, they made sure that they shot straight
22 through, and that they were fed sack lunches.
23 They prepared for that so they wouldn't be
24 making stops to get fast food. They -- to
25 avoid exposure.

1 And then we were told that they were going
2 to come straight through to the aircraft, to be
3 flown in, and later we found out that they were
4 flown into Phoenix, and then shuttled to
5 Flagstaff, and then from there to Tucson and
6 then flown in. And I wonder if we're going to
7 take any measures to avoid all those additional
8 steps in their travel back, just to avoid
9 exposure.

10 MR. DEARMAN: Thank you. And, you know, I
11 know that Maxine -- Maxine is actually on.
12 She's the education program administrator that
13 works with Chemawa. We'll make sure that we do
14 take the comments and address that.

15 Because when we shut down our schools in
16 March, we really tried to work with all of our
17 contracts, our airlines, our buses, to make
18 sure that we eliminated as much contact as
19 possible. And there was sometimes that our
20 schools -- that was the only -- that was the
21 quickest way to get them home at that time,
22 versus waiting a week to get that straight
23 through, direct flight, nonstop.

24 So we'll definitely take that comment.
25 We'll make sure that we address that. But a

1 lot of times that's -- that could have been the
2 only flight available to get them home as quick
3 as possible. And that was a sense of urgency
4 that we had to get our students home to their
5 families.

6 And we will definitely take that comment
7 as far -- you know, as far as making sure that
8 we address straight-through flights. And our
9 schools, our ORBS should be calling and
10 discussing the travel with the parent or the
11 guardians before they're put on an airplane
12 anyway. And if the parent or guardians have
13 a -- don't agree with the travel, they will
14 have the opportunity and had the opportunity to
15 have it changed or to meet the needs of the
16 families.

17 OPERATOR: We have a question or a comment
18 from Leon Ghahate.

19 MR. GHAHATE: Can you guys hear me?

20 MR. DEARMAN: Yes.

21 MR. GHAHATE: It's Leon Ghahate. My
22 concern is if you do decide to stay, have some
23 sort of distance learning. I work for a Tribe
24 who doesn't have a high school and doesn't have
25 a high school nearby. So 70, 75 percent of our

1 high school kids go to boarding schools. And
2 the issue that I have concern with is, you
3 know, we need to start thinking about if we are
4 going to stay, as to BIA and BIE to facilitate
5 some sort of, I guess -- I wouldn't say
6 "welfare check" but, you know, overall check on
7 students, because some of our students, you
8 know, we -- our program, you know, encourages a
9 lot of our students to go to boarding school
10 because sometimes their home environment is
11 not, you know, the best environment to have,
12 you know, educational success.

13 And, you know, the reason why we sent them
14 there, or encouraged their parents or
15 encouraged their families to send them to
16 boarding school is because it provides them
17 that structure, educational structure, cultural
18 structure, social structure, and they're
19 provided that. But when they're home and
20 they're in the environments that they are,
21 there becomes issues of learning, and the
22 environment of learning is not going to be the
23 best.

24 So let's say we do -- or you guys do
25 decide to, you know, stay for a semester, who

1 knows, even a year. We don't know that yet.
2 Does your programs, you know, provide for those
3 students who are going to need that -- you
4 know, that checkup, that educational checkup,
5 that, you know -- that call once in a while.
6 Because, you know, when we did have students
7 come back, and that -- it's just not boarding
8 schools but also, you know, local schools. You
9 know, when they started doing distance
10 learning, a lot of the kids, you know, were
11 left behind, and now tribes such as my Tribe,
12 such as my department, you know, we're stuck
13 with kids who are a half semester or a semester
14 behind, and all because they go to distance
15 learning. There was no follow-up from any of
16 the programs, it's just here, here is your
17 packet or here is your -- here's where you need
18 to get online to do your schooling, and good
19 luck.

20 And, you know, my department, you know, we
21 tried our best, because we do have a -- you
22 know, a dropout prevention program, but, you
23 know, that's geared to 10 or 15 students, not
24 80 or 90 students.

25 So, you know, is there policy or is there

1 procedures for your programs to, you know,
2 initiate follow-up, initiate -- you know, check
3 in on the child's educational well-being,
4 because, you know, we're keeping our students,
5 some of our students who are in not good
6 environments, in that same environment where we
7 wanted them to leave that environment in the
8 first place.

9 So, you know, will the BIA or BIE work
10 with, you know, educational departments like
11 mine to branch out and make sure that these
12 kids are getting to where they need to, and we
13 don't have this -- you know, this whole class
14 of kids who are, you know, a semester, a
15 semester behind, you know, and it puts them
16 into, you know, dropout status, where they're
17 getting too far behind in credits to where they
18 say, you know, I don't want to go back to
19 school when I'm 19 or 20 years old, because,
20 you know, of the semester or semester and a
21 half when we have this COVID and I just fell so
22 far behind.

23 So that is my concern, is that, you know,
24 are we going to have the follow-up process?
25 Are you going to be working with tribes to

1 ensure that, you know, that follow-up is
2 proceeding and making sure that the kids are on
3 track? Thank you.

4 MR. DEARMAN: Thank you, Leon. And, first
5 of all, I really appreciate your tribes
6 believing in our boarding schools and sending
7 your students to us. It's a huge
8 responsibility on our staff, and really
9 appreciate that.

10 You know, again, that that's something we
11 need to -- and I like that. I like the
12 follow-up. And what I would ask is when you --
13 in your comment, how many times do you think?
14 Do you think it should be a daily contact?
15 Because I've always said this, and I truly
16 believe it, coming from operating an
17 off-reservation boarding school, our kids need
18 that face-to-face encouragement that they
19 receive from our teachers. And with online
20 learning or distance learning, that's -- it's
21 going to be difficult.

22 So what I would recommend is if you can
23 give us the recommendations of how much contact
24 would you -- is it daily, is it biweekly, I
25 mean, twice a week or whatever. But that's the

1 things we really need to hear, because
2 following up and staying with our students is
3 going to be critical during this time. And
4 like you said, it's hard to predict the future
5 of what this is going to come to, but that's
6 exactly what we need to hear from you and other
7 stakeholders, what you want us to do as far as
8 implementing into our reopening plans.

9 And I'll close with this with your
10 comments, Leon. I would say that any of the
11 off-reservation boarding schools that you're
12 sending your students to, please reach out to
13 the administrator, to the education program
14 administrators. And if you're not getting the
15 communication or support from our system that
16 you think you need, we'll work with you, and --
17 because, like I said, I'm proud of my staff,
18 and I see a lot of them logged in, and they're
19 listening to our conversation.

20 And like Darrick Franklin asked, what
21 assurance can we give. We're here to support
22 our kids. So if there's improvement that we
23 need to make in our schools, as far as
24 communication, please make sure that you reach
25 out to us, and we'll make sure you have the

1 contacts to all of our residential setting that
2 you send your kids to.

3 OPERATOR: If there are any questions or
4 comments, please press star 1 on your telephone
5 keypad. Again, that is star 1 on your
6 telephone keypad.

7 We have a question or comment from Nicole
8 Poole.

9 MS. POOLE: Yeah. Hi. Good afternoon.
10 My name is Nicki. I am one of the residential
11 counselors at Chemawa Indian School. I want to
12 just offer some gratitude to you all for
13 inviting us to be part of this conversation
14 today.

15 I want to just make a comment about some
16 resources that are available. The American
17 School Counseling Association has put out a
18 draft for school reentry consideration. The
19 American School Counseling Association is an
20 overseen governing body that just puts out
21 standards for school counselors throughout the
22 nation. And it's a really good resource for
23 individuals looking perhaps for what some
24 standards across the United States might be.
25 And so I just want to offer that as a resource.

1 And one of the things that they do outline
2 in their school reconsiderations is having some
3 mental health individuals on school reentry
4 committees, and so schools are not taking into
5 consideration the mental health aspect of
6 either the journey of coming back to school, in
7 residential settings or staying home.

8 Like our previous speaker had mentioned,
9 recognizing that home sometimes isn't the
10 safest place for students to be, and that when
11 they travel to boarding schools, that's with
12 the intention of having stability and a sense
13 of safety and security in education.

14 And so my question would be that how can
15 counselors or social workers affiliated with
16 schools and residential programs continue to
17 offer support for students, and beyond the
18 students, their families and communities, if
19 staying at home is the option for school in the
20 fall?

21 So that would be the question that I would
22 pose. And then to offer a solution, I heard
23 previously how often would people be contacted
24 for the follow-up. I know as a Chemawa
25 counselor, when we ended school very abruptly

1 and sent kids home back in March, it was the
2 goal of all of our support staff to contact the
3 students at a minimum once a week. And so
4 whether you get that, you know, in a variety of
5 creative ways, but we really managed to speak
6 with at least every student on our caseload
7 once a week. Sometimes the conversations were
8 brief and other times they were longer, and
9 offering support.

10 And then a lot of the times we'd just
11 speak with families, and offered them support
12 and some creative ways on how to help their
13 students through their academic process,
14 because not only are we asking, you know, the
15 families -- if again online school is going to
16 be the option in the fall, we're asking these
17 families to become the educational hub. And
18 they might not be prepared to support students
19 in their academic journey, and so how could we
20 as school staff not only support students but
21 support the families and the communities
22 throughout this journey.

23 So, again, that's my comments and
24 questions. Thank you very much for your time.

25 MR. DEARMAN: Thank you, Nicki, and great

1 comments. You know, the question that you had
2 was, how would counselors -- how can they
3 support -- and, again, I think that's going to
4 be something that's going to vary with the
5 local resources. I really think that our
6 counselors -- you know, Chemawa is fortunate
7 they have IHS next door to them and can work
8 with IHS if we have a situation with any of our
9 students from another state.

10 We can work with IHS and the local health
11 agencies that our students reside in. I mean,
12 that would be one way. And virtual counseling
13 is going to be used if our students have
14 access.

15 So there's going to be many different
16 plans. And I'm glad you're bringing that up,
17 and if you haven't already shared the ideas
18 with Theresa Paul, she's part of our staff in
19 central office, I know that she's on top of a
20 lot of outreach and assisting schools, and I
21 know she would love to take part in the
22 conversation with that, because that's
23 something that we are really going to have to
24 reach out and consider all the resources of
25 where our kids coming from -- come from. And

1 it's going to be different with every location,
2 because they come from so many different areas.

3 OPERATOR: We have no further questions or
4 comments at this time.

5 MR. DEARMAN: Well, while people are
6 formatting their questions, I'll just remind
7 everyone that, you know, the slide is up, the
8 deadline of when we're taking comments, and
9 I'll remind everyone of our staff and parent
10 survey. The links are in the chat box.

11 And we would really appreciate all the
12 responses if we could take time to log into
13 that, let us know there. And please make sure
14 that if you have any other stakeholders that
15 were not able to attend one of the three
16 consultation sessions, that they receive this
17 information on how to submit comment. And this
18 is also on our website.

19 OPERATOR: And just as a final reminder,
20 please press star 1 on your telephone keypad if
21 you have a question or comment. Again, that is
22 star 1 on your telephone keypad.

23 MR. DEARMAN: Okay. If no one has any
24 other comment, I definitely don't want to keep
25 everyone tied up over the next 20 minutes.

1 I'll ask one more time for any comments. If
2 not, we'll start wrapping up and close out the
3 consultation.

4 Okay. Operator, if we don't have any
5 comments. I want to thank everyone for taking
6 the time. I really appreciate all of our BIE
7 staff that has logged in to listen to the
8 concerns and the comments and the questions
9 that we received from the field.

10 Please make sure that you submit the
11 comments. Again, as I stated at the beginning,
12 we really need your input to make us stronger,
13 our documents stronger, and, really, across 23
14 states, 64 reservations, one size isn't going
15 to fit all, and we realize that. And we need
16 the partnership of our tribes, our stakeholders
17 across the 23 states, 64 reservations, and we
18 look forward to receiving all the comments that
19 you submit and look forward to the work ahead
20 of us.

21 Wish everyone to stay safe and have a
22 great afternoon. This will conclude the
23 consultation.

24 OPERATOR: All lines will be disconnected.
25 (Proceedings concluded at 4:45 p.m.)

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REPORTER CERTIFICATE

STATE OF FLORIDA

I, DEBRA DURAN-BORNSTEIN, Registered Professional Reporter, certify that I was authorized to and did stenographically report the foregoing proceedings via Zoom, and that the transcript is a true and complete record of my stenographic notes.

Dated this 20th day of July, 2020.



DEBRA DURAN-BORNSTEIN, RPR, CLR

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