
TRIBAL CONSULTATION MEETING -- MAY 4, 2012

The Tribal Consultation Meeting in the above-entitled matter occurred at the Holiday Inn Rapid City-Rushmore Plaza, Rapid City, South Dakota, on Friday, May 4, 2012, before Susan A. Seliga of Capital Reporting Company, beginning at 8:15 a.m.

1

2

3

A P P E A R A N C E S

4

5

6 Mr. Dion Killsback, Counselor
Office of Assistant Secretary - Indian Affairs

7

8 Ms. Kallie Hanley, Senior Advisor, Office of Assistant
Secretary - Indian Affairs

9 Mr. David Talayumptewa, Assistant Deputy Director for
Administration, Bureau of Indian Affairs

10

11 Mr. Brian Drapeaux, Chief of Staff, Bureau of Indian
Education

12 Ms. Roxanne Brown, Associate Deputy Director - East, BIE

13 Mr. Jeffrey Hamley, Associate Deputy Director, DPA, Bureau
of Indian Education

14

15 Mr. Weldon (Bruce) Loudermilk, Acting Deputy Assistant
Secretary for Management

16

17

18

19

20

21

22

23

24

25

1 C O N T E N T S

2

3 Page

4 JOHNSON-O'MALLEY STUDENT COUNT UPDATE, MS. ROXANNE BROWN..... 4

5 DRAFT SF-242B ASSURANCE STATEMENT, MR. DAVID TALAYUMPTEWA..... 67

6

7

8 A T T A C H M E N T S

- 9 Statement of the Great Plains Tribal Chairman's Association
10 on the proposed BIA/BIE streamlining, May 3, 2012, Rapid
11 City, SD
- 12 Johnson O'Malley Program Statistics for Public JOM Schools
13 for CY05 to CY12
- 14 May 2, 2012 proposal for a partial realignment that is
15 believed to save funding, Pierre Indian Learning Center
- 16 Testimony on No Child Left Behind for Standing Rock Sioux
17 Tribe
- 18 Press Release and Resolution of the Executive Committee of
19 the Oglala Sioux Tribe, 12/12/86
- 20 Letters dated 5/3/12 to Mr. Del Laverdure and Mr. Keith O.
21 Moore from Mike Faith, Vice-Chairman, Standing Rock Sioux
22 Tribe
- 23

24 -----

25 NOTE: Original transcript to be filed with Department of
the Interior, Bureau of Indian Affairs.

1 P R O C E E D I N G S

2 (Convened at 8:15 a.m.)

3 MS. ROXANNE BROWN: Good morning. Thank you
4 for being here so early today. We'll begin this
5 morning, and the session will end no later than
6 noontime. But we have the Johnson-O'Malley Student
7 Count update. Then we have the Draft Assurances for
8 the 100-297 Grants. And we're going to start with the
9 Johnson-O'Malley this morning. The Bureau is seeking
10 tribal input on updating its count of students
11 eligible for Johnson-O'Malley Program funding.

12 And we're here to get that input on how
13 should the Johnson-O'Malley Count be conducted and
14 which students should be counted. And by that we mean
15 which years count, would you like us to look at.

16 In the House Report 112.151 accompanying the
17 Department of the Interior's fiscal year 2012
18 appropriations, the following direction on the JOM
19 student count was provided. Congress directed the
20 Bureau of Indian Education, in consultation with
21 tribes and the United States Department of Education,
22 to update its count of students eligible for the
23 Johnson-O'Malley Program funding and to report the
24 results to Congress.

25 In addition, the committee directed the

1 Bureau to reestablish the full-time, permanent
2 Johnson-O'Malley Coordinator position that was
3 terminated in 2005. The Bureau of Indian Education
4 requests your input as to where this position should
5 be located.

6 So those are the two questions before us
7 this morning. According to the 25 CFR 273.1, the
8 purpose of the JOM program is to meet specialized and
9 unique educational needs of Indian children attending
10 public and some tribal schools through the use of
11 supplemental education programs. Such supplemental
12 programs are designed at the local level under the
13 purview of a local Indian Education Committee.
14 Eligible JOM contract applicants are states, school
15 districts, tribes, tribal organizations and previously
16 private schools.

17 Eligible students are age three through
18 grade 12 enrolled in public schools, and previously
19 private schools, except those enrolled in BIE-funded
20 and sectarian-operated schools. Such students must be
21 a member of a tribe or at least one quarter or more
22 degree of Indian blood and recognized by the Secretary
23 of the Interior as eligible for BIE services.

24 A little bit on the history: Prior to 1995,
25 the respective education line officers collected the

1 names of the JOM tribes, or contractors, and the names
2 of the JOM students to be served with their birth
3 dates and a certification statement from the
4 contractor that the students listed met the JOM
5 eligibility requirements. The tribes, contractors and
6 number of eligible students to be served were sent to
7 BIE Central Office, and a national JOM student count
8 listing was created.

9 In 1995, both the House and Senate directed
10 the BIA to determine each tribe or contractor's
11 recurring base funding level by way of a formula in
12 consultation with tribes, and transfer the JOM funds
13 from the other recurring programs budget category into
14 each tribe or contractor's base funding within the
15 tribal priority allocations, or TPA budget category.

16 House Report 103-551 and Senate Report
17 103-294 contain specific language regarding the
18 transfer of the JOM program. With the transfer of the
19 JOM base funding level to each tribe/contractor in
20 1995, there was no further need for an annual JOM
21 student count for purposes of distributing the
22 Johnson-O'Malley funds.

23 In 1995, the BIA conducted the last JOM
24 student count for purposes of a final distribution of
25 the JOM program funds. The final 1995 JOM student

1 count listed 271,884 students.

2 And as you can see there, looking at the
3 percentage of growth every year, it's expected that
4 the number will be close to or exceeding 500,000
5 students if we take the count from the 2011-2012
6 school year.

7 MR. JESSE TAKEN ALIVE: Is that the most
8 current numbers, 1995?

9 MS. ROXANNE BROWN: That's the most current.
10 That was the last count.

11 MR. JESSE TAKEN ALIVE: What will it take to
12 update it?

13 MR. DION KILLSBACK: Excuse me, Jesse. The
14 format is the same as yesterday. We have this being
15 recorded. So if you could state your name and who you
16 represent just for record-keeping purposes. That way
17 we make sure that who said what when we go back and
18 review the record.

19 MR. JESSE TAKEN ALIVE: Okay. Thank you.
20 Will do, Dion. Jesse Taken Alive. I guess the
21 concern I have with that is, we're looking at archaic
22 numbers. Okay. The reason I say archaic is because
23 the population is increasing. The budget stays the
24 same, and inflation is going up. So that's why I'm
25 calling it archaic. Because we know that what was

1 available in terms of dollar-wise in '95 isn't
2 available now. And we know for sure that in the year
3 2012, which we are in, the numbers are far more than
4 that.

5 So I think it's somewhat, with respect to
6 your presentation, misleading to say that these
7 numbers, 271,884, are the most current that you have.
8 Because if we don't address that or make that a point,
9 then we continue on, and maybe ten years from now,
10 we'll be looking at 2000 numbers, not -- not to be
11 disrespectful or facetious. Because if what's being
12 postured here is that you're going to use this, the
13 record will show you presented that to us. And the
14 numbers are 271,884. And another half-truth that
15 we're -- we're very frustrated upon hearing.

16 So I think with regard to this, well, I
17 would have to object on behalf of Standing Rock until
18 we get more current numbers, which may result in the
19 rest of your presentation being skewed because we
20 don't have at least 2000 numbers, or at least 2000
21 head numbers. The reason I say that again is
22 populations, of course, are taken every ten years, and
23 for sure we probably got something in place. So I
24 don't know why. Maybe you could share with us, ma'am,
25 why -- why the numbers are so -- so old, and as I

1 said, archaic, so...

2 MS. ROXANNE BROWN: Okay. Congress requests
3 updated student counts. And one of the reasons we're
4 convened here today in these consultations is to hear
5 from you how you would like that process to proceed.
6 We're asking for an updated student count. And one of
7 the proposals, if you agree, would be to take the
8 count from the 2011-2012 school year. There is no
9 posturing. The last official count nationally was
10 done in 1995. And that's the numbers that were
11 reflected. We expect, with the percentage of growth
12 that has occurred over those six years, that we will
13 probably have 500,000 or more students in this next
14 count. There is no promise of more funding at this
15 point. Our directive was to request an updated
16 student count.

17 MR. JESSE TAKEN ALIVE: Well, I'm going to
18 ask then, why can't we have one? What policy
19 prohibits that updated count? I mean, come on,
20 it's -- we're talking about budget decreases, et
21 cetera. Then we're looking at a student count
22 officially of 17 years ago. That's absolutely wrong.
23 And you've just been given a copy of our relatives
24 who -- in the JOM program from the Oglala Reservation.
25 Why can't you do an official nationwide count? What,

1 is it policy, is it budget that's preventing that?

2 MS. ROXANNE BROWN: We're asking to do that
3 now, --

4 MR. JESSE TAKEN ALIVE: Why now?

5 MS. ROXANNE BROWN: -- Mr. Taken Alive.

6 MR. JESSE TAKEN ALIVE: Why not in 2010?
7 Why not 2005?

8 MS. ROXANNE BROWN: Congress has that
9 authority.

10 MR. JESSE TAKEN ALIVE: So unless Congress
11 says, count the students, you can't count. You can't
12 write a letter and ask for this number that's just
13 been given to you (indicating). That's not doable.
14 Is it a policy issue?

15 MR. BRIAN DRAPEAUX: Brian Drapeaux, BIE.
16 We're here as a result of congressional action asking
17 us to update the count.

18 MR. JESSE TAKEN ALIVE: And we're here to
19 oppose that, Brian.

20 MR. BRIAN DRAPEAUX: That's fine.

21 MR. JESSE TAKEN ALIVE: I know it's fine.
22 You don't have to tell me.

23 MR. BRIAN DRAPEAUX: It's what I want to
24 say.

25 MR. JESSE TAKEN ALIVE: This is -- this is

1 absolutely wrong, Brian. I mean, we can see this.
2 It's just like saying, you know, these Indians were
3 back on the Reservation on Standing Rock in 1873, so
4 let's go with that. Let's see how they -- I mean,
5 what kind of numbers they have. And it's very
6 disrespectful to do this, Brian. This is for the
7 record. This is Jesse Taken Alive. I mean, if you --
8 if you have to sit and wait for Congress, that means
9 we have to sit and wait for Congress. Right?

10 MR. BRIAN DRAPEAUX: That's correct.

11 MR. JESSE TAKEN ALIVE: That's correct. So
12 where is the freedom in this then? This is supposed
13 to be a free country. Why can't you just write a
14 letter off the record or however you want to do it. I
15 mean, this is -- this is very disrespectful, folks,
16 absolutely disrespectful, for us to look at numbers 17
17 years ago and have this discussion.

18 But I'm not going to belabor the point.
19 I've already expressed my opposition to this. And it
20 is posturing, by the way. It is posture -- because
21 after this, all we're going to hear, if we had more
22 money, if we had more money, if we had more money.
23 You know, so I apologize. I'm not trying to be
24 disrespectful. But I'm looking at the needs of our
25 children in our public schools at Standing Rock who

1 need these funds. And here we are looking at 1995.
2 So the story will be told that unless Congress allows
3 you guys to get updated numbers, we'll go with numbers
4 from 17 years ago. And we have to be satisfied with
5 that? Wrong.

6 MS. ROXANNE BROWN: Okay. Congress has
7 directed the Bureau of Indian Education to get an
8 updated count. And so what we would like to know from
9 you, is the 2011 school year, 2011-2012 school year
10 the count that you agree should be -- should be used?
11 Is the end of May a time when you're able to get in
12 the counts to each line office, or to your respective
13 line office, and later get the names, birth date and
14 the certification statement to the line officer?
15 Those are the questions that we're asking.

16 The second question is: If the
17 Johnson-O'Malley Coordinator position is to be
18 restored, where do you see that being located?

19 MR. JOHN YELLOWBIRD STEEL: Thank you. My
20 name is John Yellowbird Steel, Oglala Sioux Tribe.
21 And to begin this session on behalf of Great Plains, I
22 just have to say that we do not consider this proper
23 consultation. Once again, you have not got our input
24 to come here with a plan that we are -- our ideas are
25 part of the agenda to be discussed. It's only your

1 agenda, your point of view, your plan. And so there
2 are specific applicable laws. I again cite our
3 treaties. I again cite our Indian Self-Determination
4 Educational Assistance Act. And these are specific
5 laws along with the Executive Order of the President
6 that we need to be included in anything that's going
7 to affect us.

8 I would like to ask a question here. Do you
9 understand the difference between self-governance and
10 direct service tribes? And that is your
11 self-governance office funded by self-governance
12 funds, such as the -- is your self-governance office
13 considered an inherent federal function, or have they
14 taken those self-governance tribes, their shares,
15 completely except for those inherent federal function
16 positions? Because you are funded by direct service
17 tribes' shares. The Oglala share funds you, your
18 position, you're part of that herd that didn't reach
19 the reservation that the government -- our share of
20 monies. And in them taking their shares from the
21 Central Office, only certain positions up there can
22 deal with those tribes. And you do meet with them and
23 listen to them, give them extra monies that they have
24 compacted or contracted those authorities from your
25 office. JOM in your paperwork here says that \$17

1 million -- \$13 million goes to direct service tribes
2 and \$7 million goes to self-governance tribes. So are
3 you an inherent federal function of the Federal
4 Government, my question, or have they compacted their
5 share of you, your position, and you're still dealing
6 with them with our supposed money shares? Do you
7 understand what I'm talking about?

8 MR. DION KILLSBACK: I'm going to interject
9 here for a little bit. I think that, you know,
10 Chairman Steel, President Steel, I think you raised
11 several questions. And I think that, you know,
12 they're the same questions that were raised yesterday.
13 And so I think just so we have an understanding, and
14 it may be a little redundant, but the Department of
15 Interior through its consultation policies that have
16 been developed over the past three years through
17 consultations across the country and through meetings
18 with tribes, including tribes in this region, in
19 December of 2011, the Secretary of the Interior,
20 through Secretarial Order, adopted a formal
21 Department-wide consultation policy. And this
22 consultation from the DOI's perspective is in
23 accordance with that Secretarial Order and consistent
24 with the notice, the 30-day notice in the Register, as
25 well as the Dear Tribal Leader Letter that went out.

1 And this consultation is the fourth out of the seven
2 that are to be conducted. And information was
3 provided to the regions and to the agencies. And
4 information that was not at that time had been
5 supplemented on the Internet at the BIA website.

6 And I think yesterday Director of Field
7 Operations from the BIA presentation, he said it very
8 eloquently that we respect the tribal leaders and
9 their understanding that this is not consultation, and
10 that they don't --

11 MR. JOHN YELLOWBIRD STEEL: Speak up so the
12 court reporter can hear you, please.

13 MR. DION KILLSBACK: I think the court
14 reporter can hear me fine. Otherwise, she would tell
15 me. But that statement laid the groundwork. And so
16 part of today's discussion is a continuance of the BIE
17 section. And what the BIE is asking is, through a
18 directive from Congress, in order to formulate and get
19 an adequate count, the directive is the BIE, through
20 consultation with tribes, in order to get an adequate
21 count. That's the purpose of this.

22 And also yesterday I think we talked a
23 little bit about the division within the Department
24 and within Indian Affairs regarding BIA funds and BIE
25 funds. BIA funds are in a realm where direct service

1 tribes and compact tribes receive their funding.
2 Whereas, the BIE receives their funding in a
3 different -- a different format that doesn't
4 necessarily deal with distinguishing between compact
5 tribes, self-governance tribes, and direct service
6 tribes, or tribes that 638 contract and that utilize
7 agencies and regions.

8 So today's discussion is a request from the
9 Department of Interior - Bureau of Indian Education to
10 get input regarding the numbers that are to be used in
11 order to develop a plan. And the plan is not -- is
12 not being implemented. The reason for these
13 discussions, as part of these seven, is to gather
14 input from tribal leaders so that we can -- we can
15 learn from tribes on how the numbers are gathered
16 and then figure out the path forward for addressing
17 the concerns that Congress sees have hindered the JOM
18 program.

19 And so when questions about whether or not
20 Roxanne or Brian or David are in a fashion where
21 you're asking them personally, it may come across that
22 way. But I think what you're asking is whether or not
23 them, in their official capacity as Bureau of Indian
24 Education employees and representatives, have personal
25 knowledge on the extent of the impact of budget

1 constraints. And how that affects Indian Tribes is a
2 valid point. That may not be necessarily the exact
3 purpose for the discussion today. And I want to make
4 sure that we understand and respect that viewpoint,
5 because I think yesterday's theme that we are here to
6 address the concerns for Indian children across the
7 board, and that budget constraints, budget cuts have
8 an effect, and it's an effect that isn't necessarily
9 conducive of success.

10 But what we can do, and what we're asking
11 here today to do, is to look at one aspect right now
12 where we are being directed by Congress to say, in
13 order to improve the JOM funding, what do we need from
14 tribes? The BIE needs to know how many Indian
15 children are being affected, could be affected, so we
16 can develop a plan to formulate a more effective
17 approach for getting money to those Indian children in
18 Indian Country.

19 And so I think that when we are here, we
20 want to make sure that we understand that. And if we
21 are coming across like we don't, I'm going to
22 apologize for that. But at the same time, we have --
23 we have a responsibility and this is where we can
24 really work together to make some headway.

25 And the folks here, like Roxanne and Dave,

1 are in positions where we can address a specific issue
2 and do it in a manner that will foster further
3 dialogue and for the time, but not in a vacuum, but
4 collaboratively with tribal leaders like yourself and
5 tribal leaders from the other six different regions
6 where we'll be visiting. And so the reason I say that
7 is, I know there's frustration, and there has been
8 frustration, and there probably will continue to be
9 frustration. And I think if we can focus on a little
10 bit more of the substantive aspect of it, of getting
11 the numbers, we can really make some headway in this
12 part. And it's not going to be perfect. It's not --
13 it's not going to solve all the problems. But it's
14 what we can do, it's what we can work on right now.

15 MR. JESSE TAKEN ALIVE: Dion, if I could
16 respectfully ask a question. Jesse Taken Alive from
17 Standing Rock. You want numbers, okay? You want a
18 request from the tribes to update the numbers. How
19 do -- how do we do that? You know, it's so simple.
20 Please update the numbers so they're current with this
21 year, okay? That's for the record. That task has
22 been accomplished. Everybody wants that. But
23 frustratingly, as you pointed out, disrespectfully as
24 we've pointed out, why couldn't we have done that
25 within the last 17 years? And you've told us Congress

1 is doing that. Why didn't -- did you have to get
2 permission from Congress to ask us to update the
3 numbers? It's so painstakingly frustrating.

4 And this whole process, Dion, is about
5 interpretations of common law, okay? And in this
6 case, we understand where you're coming from, what you
7 got to do, the bureaucracy of it all, the scripts that
8 you all learned on how to present this information to
9 tribal governments. And we're here hoping that you
10 will exercise your inherent personal tribal
11 sovereignty, personal tribal sovereignty, to make
12 these changes without waiting for Congress to say,
13 Okay, my children, ask the Indian doctor if they want
14 updated numbers. That's -- that's the picture that's
15 being painted for us. And common law is riddled with
16 interpretations. And you've given us your
17 interpretation. Now I don't know if that's shared by
18 your colleagues or not. But the innuendo to say that
19 things are personal is somewhat true, because we
20 believe that, as tribal members, respectfully from
21 where you're all coming from, you still carry that
22 inherent sovereignty.

23 And that's where the frustration begins. To
24 see the simple task of not putting these numbers in
25 for the last 17 years is frustrating for us to see.

1 But as we understand the bureaucracy and how you all
2 must follow the chain of command, upper level, lower
3 level, all that kind of disrespectful talk that goes
4 on, and we see it from Indian Country, this is where
5 that frustration begins. It's not an attack on you
6 all. This is -- this is the core of it.

7 You mentioned vacuum, okay? You don't want
8 to operate in a vacuum. For 17 years, if you haven't
9 been able to get numbers, you've been operating in a
10 vacuum, waiting for permission from Congress to ask to
11 get numbers updated. I mean, it's a -- it's a
12 travesty to our children to see this kind of thing go
13 on.

14 Right now collectively, the system called
15 bureaucracy, where the BIE is in, doesn't know what
16 the needs of Indian children are. I mean, you can
17 articulate, and you can probably pass all the tests
18 about how to operate as a BIE employee, and we'll
19 respect you for that. But what we're asking is, how
20 does this affect on the ground, out in the
21 communities, that little boy and girl sitting in the
22 classroom today? How does that help it? It doesn't.
23 And you're talking to us like -- like you're supposed
24 to, of course. It's scripted. You're doing what
25 you're supposed to do. And you're going to take these

1 back. And maybe of all the hundreds of
2 recommendations that you're going to hear, maybe
3 thousands, you're going to appease and attempt to
4 placate Indian Country by putting one or two in
5 because the policy, as you interpret, won't allow.
6 What are the options for where the Director's position
7 should be located, JOM?

8 MS. ROXANNE BROWN: We're asking you.

9 MR. JESSE TAKEN ALIVE: So you're asking a
10 question and answering it with a question again. It's
11 really frustrating. I just -- if we said, put it on
12 Standing Rock, what is the feasibility of that?

13 MR. BRIAN DRAPEAUX: Let me if I can, Brian
14 Drapeaux. This particular position and the request by
15 Congress to update the count and to also talk about
16 the Director position, one of my questions to our
17 staff was: In the past, has the BIE been able to use
18 funding from JOM to establish the Director position?
19 And the answer is no. And that in the past, when
20 there was a position in Washington, D.C., that that
21 position was funded through Education Program
22 Management funding, which is Department of Interior
23 funding. So there are budget implications to this
24 question as well and what we're looking at, the 2013.
25 And so what we hope to do today is to try to

1 understand what it is that, you know, the fields'
2 thought is.

3 I mean, what we found in the other three
4 consultations, or discussions, has been that there's
5 an overwhelming support for JOM, and an overwhelming
6 need for JOM, and that people are frustrated that
7 there hasn't been a count since 1995. And so we feel
8 fortunate, again fortunate, to be here today to talk
9 about updating the count through congressional
10 inquiry, and that we will, after all of our rounds are
11 completed, will conduct some sort of survey about, you
12 know, how to -- not survey, but some sort of count on
13 moving this endeavor forward to -- yes, to appease
14 Congress, I mean, quite frankly, and also to appease
15 the field.

16 I mean, I'm a JOM kid. JOM bought my
17 basketball shoes. I mean, I understand. I worked for
18 a JOM program. I mean, I understand the impacts and
19 the power of these programs in the schools
20 specifically. And so we're as frustrated as you are,
21 frankly, because the national JOM organizations come
22 to us. They ask us questions: Why? When? Where?
23 How? And they're all great questions. And we're
24 challenged with, like it or not, the responsibilities
25 of formulating a budget, putting forth our best effort

1 to serve Indian Country and meet the needs of Indian
2 Country as well as the desires of Congress, the
3 Department, OMB and up. So it's a balancing act for
4 us, there's no doubt.

5 You're asking specifically, why haven't we
6 taken on Congress as an individual Indian, as an
7 inherent person who has rights as a tribal person.
8 That's a pretty loaded question, I think, and one that
9 I take very seriously, as you know. But I will say
10 that, on behalf of the folks sitting at this table,
11 that I feel very confident, as well as our staff in
12 the crowd, that I feel very confident and good about
13 the efforts that are being made on behalf of Indian
14 Country by this team in regard to that question.

15 MR. JESSE TAKEN ALIVE: Brian, let me say
16 this.

17 MR. BRIAN DRAPEAUX: And --

18 MR. JESSE TAKEN ALIVE: Excuse me, Brian.

19 MR. BRIAN DRAPEAUX: Of course.

20 MR. JESSE TAKEN ALIVE: I'm going to go --
21 Jesse Taken Alive again from Standing Rock. I'm going
22 to go home, and one of the victories that I'm going to
23 tell our people with a discussion with regard to the
24 BIE, one of our victories, I'm going to say, is after
25 17 years, we're going to see a formal request, an

1 increase of JOM count. 17 years to do that. And all
2 we had to say to BIE was, increase the numbers to the
3 current data. That's a victory then. That's what
4 you're telling me.

5 But, I mean, I don't want to belabor the
6 point, Brian. But you certainly can understand, we're
7 not here for you or me. We're here for our children.
8 And this is what's so blatantly disrespectful, to know
9 that -- to not try to move forward on this. And I'm
10 trying to understand bureaucracy. And right now the
11 only thing I can understand about it is headache and
12 disrespect for American Indians. So but that's --
13 that's what I'm going to take home, is that one of the
14 things we really accomplished in the meeting in Rapid
15 City, South Dakota on May 4th is that we -- we asked
16 the BIE to increase its numbers for JOM. And the
17 victory is that yes, we will, and it took 17 years.

18 The rest of the story is a vacuum. Why
19 couldn't we have done it last year, et cetera, all the
20 way back to '96? That's the -- that's what we need to
21 take home then, Brian. I mean, after all this
22 gathering and meeting after 17 -- and I'm certain that
23 the JOM staff that's in the audience or that are going
24 to hear this, or have heard it, feel just as
25 frustrated. But let's not rest our laurels on

1 frustration. The personal, respectful spirit of
2 sovereignty is that. It's a spirit, your spirit, my
3 spirit. And that's what we -- that's what we entrust
4 you to continue to carry on as our ancestors did. But
5 always have the truth, Brian. So that's what I'm
6 saying. I'm not challenging you to do anything that
7 would cause to you lose your job. All I'm saying is,
8 remember that sovereignty. It's in you. It's not
9 because somebody said it. It's not because the BIA
10 wrote it down and said it is. It's been there for
11 well over centuries.

12 So, Brian, let's -- let's not do any more
13 pretenderlizing (phonetic) anymore. We understand all
14 these verbiages about increasing the numbers. It's --
15 it's frustrating.

16 MR. BRIAN DRAPEAUX: There's also a
17 technical component as well. So as much as I
18 appreciate your thoughts, there's a -- there should be
19 a technical, or there will be a technical piece to it
20 with potential implications. And so that's really
21 what we hope to get to the heart of as well today, is
22 the technical component, the how's and the why's and
23 the implications of the how's and why's when we get a
24 count. There's some concern expressed in the field in
25 the past about, you know, is the money just going to

1 get no increases and just spread out to a larger
2 field? Is there going to be a reallocation if there's
3 more students in one location and less students in
4 another? Are we going to lose money, or are others
5 going to gain money? So there are some implications
6 that in a practical sense that people need to think
7 about and provide input on, because that's the other
8 important piece to this. And so I'll stop my comments
9 there, and recognize Mr. President Bordeaux.

10 MR. RODNEY BORDEAUX: Good morning. I think
11 I'm stuck with that mike that won't work.

12 Good morning. Good morning, everyone.

13 (Simultaneous "Good mornings".)

14 MR. RODNEY BORDEAUX: I'm Rodney Bordeaux,
15 President of the Rosebud Sioux Tribe. And I offer
16 this consultation in regard to the Rosebud Sioux Tribe
17 and the Johnson-O'Malley Program. I have a long
18 history of working with the Johnson-O'Malley Program
19 going back to 1978 when I was hired by the Rosebud
20 Sioux Tribe as the JOM Coordinator. And I worked in
21 that position, in that capacity, the JOM in higher
22 education, up to about 1997 when I got on the Tribal
23 Council. I was involved with a lot of parents, parent
24 committees. I got to know all the parent committees
25 on the Rosebud Reservation. We worked with parents in

1 the former Rosebud Reservation. We still call it our
2 territory, our reservation; five-county area:
3 Gregory, Bonesteel, Tripp County, Mellett County and
4 Todd County. We have well over, I would like to say,
5 close to about 3,000 students, JOM. And we work with
6 around six school districts, the Head Start Program.
7 And there's a lot of strength within this
8 Johnson-O'Malley Program, a lot of parental
9 involvement, real strong. And it's kind of the link
10 that the Indian community has with the public schools
11 on the reservation.

12 But you can -- the Johnson-O'Malley Program
13 needs to be reestablished as a stand-alone program and
14 funded within the elementary and secondary education
15 programs, but as a -- as a source of funding that does
16 not need to take money away from ISEP. The student
17 count needs to be reinstated, and the process that we
18 used back in the day should be reinstated. That gets
19 all the parents involved, the tribal enrollment
20 offices involved, the schools involved.

21 And what that JOM Program does, it just kind
22 of tightens up the school district. And when they
23 made these changes, I see where Congress made these
24 changes, basically it just took away that parental
25 involvement. The public schools utilize an area

1 district-wide. Let's see, I'm going to use Todd
2 County. We have about eight elementary schools, a
3 middle school and a high school. And we have a
4 resource center, which is basically special ed
5 students. And they have a parent committee. So a lot
6 of involvement there. But when they broke this down
7 and disestablished JOM as it was, we lost all those
8 parent committees. They did one central one. They
9 combined it with, I think, the Title VII Parent
10 Committee. It was not very effective at all. It gave
11 more authority back to the school districts. They
12 could spend it the way they want. And it needs to get
13 back to the way the intended program was, where the
14 parental -- the parents had -- the parent committees,
15 the Indian education committees had total control
16 basically.

17 Any budgets, all budgets have to be approved
18 by the parent committee, signed off the JOM
19 application. And it needs to be restored probably at
20 least, beginning probably about at least \$30 million.

21 But I would really like to get the support
22 and advice from the National JOM Association because I
23 know they have all the figures available. And I may
24 be short on that. But I would like to, if you got the
25 data from them as to the annual allocation for the JOM

1 Program, I would like to respectfully request that you
2 you get that number from them.

3 I was part of the creation of the National
4 Johnson-O'Malley Association. We had tribes from
5 Oklahoma, the Navajo Nation, the Pine Ridge
6 Reservation. A good friend of mine, the late Charlie
7 (Boy) Pourier, was very instrumental in creating this
8 national JOM Program, this association.

9 We went to Washington on numerous occasions.
10 We lobbied Congress, a lot of grandparents, parents.
11 And this was basically what saved JOM. And I think
12 there has been a downfall of that program, I guess
13 probably because they weren't listened to. JOM has
14 always -- we always had to resurrect that program.

15 But we do really need a coordinator, and
16 possibly, probably should be stationed in Washington.
17 We don't want them stationed down in the BIA - West
18 because we think that that's just a waste of
19 resources, with a generous travel budget, because
20 we're talking about Alaska Natives all the way to all
21 the western states. And there will probably be more
22 eligible students now with all the tribes getting
23 recognized.

24 So I think we're going to have a tremendous
25 amount of students in the JOM Program. Let's not

1 forget the grant and contract students or the schools.

2 And I've seen since I got on the Tribal
3 Council and President of the Tribe a loss of
4 supplemental funding, education funding, funding for
5 these schools. For example, Bonesteel is on the
6 eastern end of our reservation. Probably have about
7 close to a hundred students there. Our poverty level
8 is so high on the Rosebud Reservation that I think
9 we're the second poorest county in the nation. So
10 that attributes the loss of parental support costs,
11 such as was mentioned, buying tennis shoes, school
12 supplies. We have a lot of requests for
13 graduation-related activities, whether the cap and
14 gown; education assistance to go on field trips,
15 educational field trips. So the need is tremendous
16 out there. It hasn't -- it hasn't died down. I get a
17 lot of calls into my office for student needs, such as
18 this, from -- and going all the way to the eastern
19 part of the reservation, Corn Creek and Norris area.
20 There's always a need for a JOM Program. So it really
21 needs to be reinstated, funded adequately, as a
22 stand-alone within -- within that budget.

23 I know we're going to take some cuts. But I
24 think we need to push that, and you need to request
25 that. And we can do the lobbying that we need to

1 reestablish that program as it once was. Because you
2 were a JOM student. I wasn't. Well, I probably was.
3 But back then JOM had basic support, which is public
4 law. And Pat Abada (phonetic) kind of eventually took
5 over the Johnson-O'Malley operational support with a
6 lot of schools on the reservation. They paid for
7 building development. And then it was -- it went down
8 to supplemented educational assistance. At one time
9 we used to get \$144.00, I think that was the highest,
10 per student. And now I believe it's down to about 80,
11 \$80.00. I seen Neva (phonetic) here earlier. Neva
12 (phonetic), is it down to about \$80.00 a student now,
13 or sixty?

14 UNIDENTIFIED FEMALE VOICE: Sixty.

15 MR. RODNEY BORDEAUX: Sixty, yeah. So over
16 the years it's gone down. So we need to beef it up to
17 the point where we can have a true count for our
18 Indian students. Because our Indian populations are
19 growing, and if we're stuck with that figure from way
20 back in the late '90s, it's not a true picture of what
21 our students' needs are. And the allocation, we need
22 to bump -- bump it back up, because it does provide a
23 quality service. It keeps the kids in school. It's a
24 strong parental involvement program. They're really
25 recognizing it in the public schools. So you take

1 that away and you lose that, you lose that parental
2 connection, and you lose that strength that
3 Johnson-O'Malley has, each community.

4 I've seen a lot of leaders develop and come
5 out of those parent committees, lot of council reps.
6 There's probably some of them getting ready, doctors,
7 kids that -- doctors, lawyers coming out of the
8 schools I've seen. I got a lawyer back here, tribal
9 attorney on Rosebud. He was a JOM student. And he
10 was in the Warner School District. He got educated,
11 graduated out there. I know he got assistance from
12 the Johnson-O'Malley Program. So it's a -- it
13 provides that impetus, that little strength, that
14 little shove that gives that student that self-esteem
15 to, you know, continue on so they can compete with the
16 non-Indian, the ones that are well off.

17 So my recommendation and my consultation to
18 you is that it should be restored like it used to be
19 back in the early '90s, the intent of it, the true
20 intent of JOM. And I'll do the lobbying for it. You
21 just get the money, put that dollar amount. And let's
22 move forward. And get ahold of the National JOM
23 Association and get -- get their recommendations,
24 their -- I know they want it reinstated, refunding.
25 They want the funding really increased. So I think it

1 would probably be at least \$40 million. But I just
2 wanted to offer that. It's a good program, and let's
3 do it. Thank you.

4 MR. RANDAL WHITE: Can I comment? Can you
5 hear me?

6 MR. DION KILLSBACK: No.

7 MR. RANDAL WHITE: Now can you hear?

8 MR. DION KILLSBACK: No.

9 MR. RANDAL WHITE: Good morning. My name is
10 Randal White. I'm from Standing Rock, Councilman.
11 Also, I wanted to mention that, I guess listening to
12 Roxanne, she said, Let Congress know it. On behalf of
13 the Standing Rock, we have nine schools out there.
14 Standing Rock Grant Community School has 843 children.
15 And we have eight other schools, and also we have our
16 own Sitting Bull College, and we have ten Head Starts,
17 eight of them in the communities, and we have two Head
18 Starts in Long Soldier community. It's our main
19 area.

20 I guess today I wanted to share because
21 those numbers are growing. They're growing. And
22 every day -- I taught at Head Start in Porcupine,
23 North Dakota. And boy, it's good to see those
24 children come in there. And I got three-year-olds.
25 And boy, to see a man teacher, I guess, as a role

1 model to be a father figure, a lot of times a lot of
2 our relatives are missing that father figure. But I
3 guess I just wanted to share that with you. Because
4 there's a lot of the Native Americans going into
5 education. And it's really important that we put
6 money in there, especially this JOM, because that
7 funds some positions that people want to go into those
8 jobs. I guess, so I just wanted to take that time.

9 Also, we talked about this Bronner study.
10 You guys, Congress spent \$650,000. Gee, we'd love to
11 give \$650,000 to Standing Rock so that we could give
12 you the numbers and do the study. I think the rest of
13 the tribes, like, feel the same way, is to get
14 \$650,000, so that that could go to education. So when
15 you ask us, I mean, that's why we're so frustrated
16 when we see \$650,000 going to a study that the
17 Northern Great Plains Tribes weren't included. And
18 I'm glad to see consultation because it's really
19 frustrating. I'm glad. Thank you for my remarks.

20 MS. ROXANNE BROWN: Thank you. And we're
21 here on the last slide. And we see what the proposed
22 funding is for 2013 for Johnson-O'Malley. We know
23 it's a struggle every year in the budget.

24 MR. CHRIS BORDEAUX: Good morning.

25 MS. ROXANNE BROWN: Morning.

1 MR. CHRIS BORDEAUX: Good morning. There we
2 go. My name is Chris Bordeaux. In the early '80s, I
3 was living here in Rapid City. And they did not have
4 the Johnson-O'Malley Program here. They had it in the
5 '50s, in the '60's. They lost it in the '70s. And I
6 was the Chairman of the JOM Board. And I was Chairman
7 of the Title IV Board. And we wanted to bring --
8 wanted to bring JOM back there to Rapid City. So I
9 worked with Charlie (Boy) Pourier and Bernie Weaver
10 (phonetic), and we got JOM back up here in Rapid City.
11 And it made such a difference.

12 There was a 85 percent truancy rate at
13 Central High School. So we went out door-to-door and
14 found out that the only reason the children were being
15 truant is they didn't have money for P.E. That was
16 the only reason. So we put money into P.E. And I
17 think somebody -- I think David or Brian said
18 something about, buy their shoes for them. And that's
19 what we did. And by the end of the year, the truancy
20 rate was at 30 percent. Back then I think it was --
21 we got \$200.00 per student.

22 We also started a banquet, which now is a
23 big powwow, for Stevens and Central High School
24 graduates. We started that back then.
25 Johnson-O'Malley is such an important program. And I

1 think bringing these -- finally, like Jesse said,
2 finally bringing these enrollment -- how many children
3 are out there who are in need are important.

4 The one thing I've seen in Johnson-O'Malley
5 over the years is that they take it out of the budget.
6 Everybody fights and fights to put it back in. But
7 we're all glad when it gets put back in. But when it
8 does get put back in, it's cut, and it's cut, and it's
9 cut. And I think bringing these -- how many children
10 we have out there in need will only help. That's all
11 I wanted to say. Thank you.

12 MR. JOHN YELLOWBIRD STEEL: John Yellowbird
13 Steel. I got my JOM Director here, couple words.

14 MS. RAMONA PEDREGON: (Native language) day,
15 everybody. My name is Ramona Pedregon. I'm the
16 Program Director for the OST Johnson-O'Malley Program.
17 And I'm glad to see that you guys are all here
18 interested in Johnson-O'Malley.

19 I handed out some statistics. I started in
20 the Directorship in 2007. But I'd like to ask you
21 some questions also. When we do our contracts every
22 year, we put our student counts in them. When we do
23 our annual reports, we put our counts in those. So to
24 me, I want to ask where are those numbers going? And
25 we're required to submit those.

1 And also the National JOM, I'm a big
2 supporter of that. I also was representing our
3 region. We give -- we work all -- Virginia Thomas is
4 the President. And we do provide her with numbers
5 every year. So she would be a person, the National
6 JOM would be a person to have at this table. But
7 again, we do put our numbers and our contracts in our
8 annual reports.

9 I'd just like to point out a couple points
10 to you guys. With the Johnson-O'Malley Program not
11 increasing in funding, it's kind of left us tribes in
12 two positions: either refuse to provide services for
13 any children in excess of the number funded in 1995;
14 to provide services to all eligible children, but
15 dilute the number and types of services to reflect
16 that same need that was unfunded.

17 And we don't want to leave any children out.
18 So we dilute the services. And a lot of tribes are
19 able to kick in, but our tribe is not. We have a lot
20 of needs that are unmet. I'll give you some
21 scenarios. We have a lot of grandparents raising
22 grandchildren on our reservation. And a lot of these
23 schools are off the rez at public schools that we go
24 visit. And there are grandparents that come to us
25 with food bills in the amount of seven-hundred-and-

1 some dollars that we cannot pay because if we paid
2 those, that would wipe out our funding. So those are
3 just kind of some of the things that I would like to
4 bring to your attention, and to let you know that we
5 do give counts. And I did the statistics for you all
6 to see, you know. And I want to thank you for being
7 here and listening to us. So -- and that's all I have
8 to say. Thanks.

9 MR. BRIAN DRAPEAUX: Thank you.

10 MR. JOHN YELLOWBIRD STEEL: Once again, my
11 name is John Yellowbird Steel. I've got to tell you
12 that we're talking about the TPA. Now, the BIA, not
13 you, but other representatives of the Great White
14 Father came. And they wanted to get new and small
15 tribes some of the programs. They had programs,
16 social services programs. And they tried to divide
17 our TPA monies up so that everybody can have some. We
18 objected. These TPA monies are our historic monies.
19 And why? Because we prioritized the need in that area
20 two years prior to the budget and got them funded
21 under our historic monies. Why would you want to take
22 our historic monies and divide them up to other
23 tribes?

24 Secondly, like yourselves, representatives
25 of the Great White Father came down and wanted to wipe

1 out complete programs of home improvement, social
2 services, to meet the budget cuts. We had to then
3 tell them, Hey, we are taking the brunt of the budget
4 cuts. We've prioritized our historic dollars into
5 those programs because of our need for them. You had
6 better be fair and equitable in your budget cuts, and
7 just spread the budget cuts amongst all the tribes,
8 and leave our prioritized programs alone.

9 I need to tell you that TPA is the basic
10 part of that herd of cattle that Congress sends down
11 here. Be careful, because those are our historic
12 monies, and you cannot take budget cuts and have
13 certain tribes bear the brunt of them. But we do
14 support getting an updated count in JOM, and we do
15 support getting the coordinator position.

16 MR. RODNEY BORDEAUX: Yeah. I'd like to
17 give the floor over to Lori Bouza from the White Bear
18 School District.

19 MS. LORI BOUZA: Thank you for the
20 opportunity to talk to you about the JOM Program on
21 behalf of the White Bear Community School students.
22 The White Bear Community School District is broken up
23 into four schools: the primary school, which is 73
24 percent Native American; elementary grades one through
25 four, 67 percent Native American; middle school,

1 grades five through eight, 63 percent; and the high
2 school, grades nine through 12, 41 percent; for an
3 overall percentage of 63 percent Native American
4 students.

5 We're concerned about the drop in our
6 percentage at the high school level. And JOM has been
7 an integral part of changing this. Our data shows
8 that the poverty presents a huge challenge to our
9 parents. 16 percent of our students live with other
10 than their parents. And a high percentage of the rest
11 of the students live with a single parent and extended
12 family. And this presents a lot of economic
13 challenges that can be met through the JOM Program.

14 Academics are a huge part of school success,
15 as we all know. But extracurricular activities also
16 play a part in student success. JOM assists with our
17 Learning Center. 85 percent of the students that stay
18 for Learning Center are passing in reading and math.
19 And the extracurricular that's provided through our
20 JOM funds: the band instruments, dual-credit courses
21 so they get high school and college credit; camps,
22 such as music; academics; sports and sports supplies;
23 shoes; cheerleading supplies; and all the things that
24 go along with sports.

25 We know that involvement in our sports and

1 extracurricular activities raised -- and I don't have
2 the statistics going back to '95. I started with the
3 program in 2000. So that's what I'll speak from. In
4 2000, we had about 84 participants that were Native
5 American in all of our extracurricular activities. In
6 the year 2010, we raised that to 220 participants.
7 That's a huge percentage. And that's a direct result
8 of the JOM Program. Involvement translates into
9 better academic success because grades must be
10 maintained in order to continue in those sports, which
11 is what a lot of kids want to do.

12 So you can see the impact that we -- that
13 the JOM Program has had since the year 2000, and you
14 can also see it when you attend events. The makeup of
15 the audience has drastically changed in our school
16 district. We're seeing a combined crowd, which is a
17 welcome sight.

18 This part of our program is critical. Last
19 week a grandparent caught me in the parking lot. I
20 was leaving school, and they were coming to pick up
21 their granddaughter. And she talked to me about how
22 much it meant to her to be able to have those funds to
23 help pay for her granddaughter's sports supplies. And
24 when -- our rule is they complete the sport, they get
25 reimbursed. So she's just rolling each sport over

1 into the next. She paid for the initial, and then JOM
2 reimburses her every time. And she is ever so
3 grateful. And I told her that's a direct result of
4 the Johnson-O'Malley -- Johnson-O'Malley Program. And
5 this will be relayed to our Native American Education
6 Committee, who is involved in -- represented and
7 elected by the parents. And they're focused on
8 student success.

9 That's a quick background of our program.
10 So you can understand my thoughts on your consultation
11 questions. Our JOM account changed from our 2000
12 count of 327 to last year's count of 452. That's an
13 increase of 125 students, which is significant.

14 Title VII asks for a yearly count. And they
15 base the funds for Title VII on that count. Title I
16 goes through census. And either of those would be an
17 accurate or more current way to support the program.
18 The eligibility rule for JOM we believe is working,
19 and our school district believes there is no change.

20 The reestablishing of the JOM Coordinator,
21 and thank you for clarifying that that wouldn't come
22 out of JOM funds, because that was a major concern for
23 us. Our school has a practice of not taking
24 administer fees out of any of our grants. So maximum
25 dollars go to students.

1 In summary, JOM is crucial. The impact is
2 high on our students and their families. The count
3 should be updated to reflect current numbers, and
4 there should be a process installed to keep it more
5 current. The eligibility rules for JOM we feel are
6 acceptable at this time. And the position of the
7 coordinator, we're in support of as long as those
8 dollars don't come from JOM funds.

9 I'd like to thank Chairman Bordeaux and I'd
10 like to thank you for allowing me to speak and share
11 my thoughts on JOM.

12 MR. BRIAN DRAPEAUX: Thank you.

13 MS. ROXANNE BROWN: Okay. Do we have any
14 other comments?

15 MR. MIKE FAITH: Good morning. (Native
16 language.) Mike Faith, Standing Rock Vice Chairman.
17 Good morning. I'd just like to speak briefly on JOM.
18 Again, Mr. White did mention we have schools out
19 there, and they're really mixed from Catholic to
20 public to BIA to grant. But, you know, six of those
21 schools do have JOM funding with them. And again,
22 keep in mind, there's a lot -- lot of Native students
23 in there. They're going to run from 85 to 99 percent.
24 More and more of these public schools are becoming
25 Native students in there. Lot of people are moving

1 off. Non-tribals are moving out.

2 But I just want to -- I need to apologize
3 for running a little late here. I got down late last
4 night. And apparently there was comments made
5 yesterday from other individuals.

6 But again, the importance of JOM is there.
7 It's needed. All these students are enrolled either
8 in their -- in their reservations. They do have
9 numbers identified.

10 One of the things I want to -- want to
11 discuss, and I'll keep it brief here because I know
12 you guys are busy. Been here two days now, going to
13 be two days. But the importance of our -- our area
14 offices are -- and I can only speak for Standing Rock.
15 They're really important to us. Technical assistance,
16 it's there. They help us a lot with preserving,
17 pointing the right direction for grants. And the
18 bottom line, once you get that money, it helps the
19 students succeed.

20 We at Standing Rock, we cannot support
21 recommendations by the Administration making these
22 cuts. You know, although, you make some modest
23 increases within the BIE as far as tribal grant
24 support, colleges, universities, scholarships, adult
25 education, special ed, you know that comes with --

1 that comes with a minus of ISEP funding. You hit ISEP
2 with a \$4.5 million dollar reduction. You know, our
3 students are going to -- the most important right now.
4 And you got to please, take that message back. By
5 cutting the schools, that's the government's -- you
6 know, that's the -- you know, you're putting money
7 into college and stuff, that's fine. That's great.
8 But at the mercy of \$4.5 million to ISEP funding, it
9 doesn't look good on the Bureau or the BIE.

10 I know you asked about insurances. You
11 know, that really needs to be clarified. Because when
12 you go grant, them insurances are -- you have to sign
13 those. And if they're not being adhered to, then
14 people need to come to us, or either let the line
15 officer know. And I'll tell you what, our line
16 officer up at Standing Rock does a real good job of
17 telling us, you guys need to step up, you need to do
18 this and that.

19 Like I said, the importance -- and again, I
20 don't know about -- you know, you mentioned
21 retirement, voluntary separations. You know, I don't
22 think at Standing Rock we have that age yet. I think
23 our group is fairly young. They're ambitious, and I
24 feel that they're capable of helping us out to succeed
25 with our self-determination under the grant.

1 So again, I'm not here -- I really don't
2 want to get -- you guys are here taking the message
3 back. But, you know, if the BIE/BIA is really setting
4 tribes up for failure, you know, you're doing a good
5 job at it. We got to remember self-determination,
6 trust responsibility, treaty obligations.

7 I guess that's all I can probably go down
8 right now without taking too much time. But if you
9 would please take that back. Our line office in
10 Standing Rock is a -- is a must. And, like I said,
11 none of them are at that age of early-outs or
12 retirement. So if you'd take that back, sure
13 appreciate it. You have a nice day. (Native word.)

14 MR. DION KILLSBACK: Thank you.

15 MR. JESSE TAKEN ALIVE: The question that
16 was posed, I guess there was two: The first one that
17 was posed was: Where do you want the line -- where do
18 you want the JOM office, Director's Office, to be
19 located? I would suggest and recommend on behalf of
20 Standing Rock, and I hope that my sister tribal
21 governments would concur, especially maybe -- I hope
22 I'm not indifferent to them. Put it in the Great
23 Plains because the cost of living to have offices out
24 in the Great Plains -- because you're talking about
25 budget concerns. Constraints, the cost of living in

1 the Great Plains is -- makes sense as opposed to out
2 east where the cost of living is way too high.

3 The other reason to put the Director's
4 Office in the Great Plains is that's centrally
5 located. Again, it would further cut costs. The cost
6 to fly out east, north, wherever, could be essentially
7 the same as opposed to the high cost out in D.C. plus
8 the distance to travel, if necessary. That's a
9 response to your question.

10 Secondly, the word, the understanding that
11 Congress allows you now to ask for increases is
12 something that we will share with the congressional
13 folks. The understanding that we have is that the BIA
14 wasn't allowed to ask for increases or use numbers
15 only up until 1995. That message will be shared with
16 Congress. And as was articulated today, use existing
17 numbers. You've heard from some of the -- two of the
18 Directors. They are sending the numbers to you. That
19 also will be shared with Congress. And I know our
20 Department at Standing Rock, to be compliant because
21 of assurances that we signed, do do those reports that
22 do have numbers. That permission will be sent to
23 Congress as well.

24 So for the record, again, use the current
25 numbers for JOM. You've heard the reasons why. And I

1 know there are -- there are more. So on behalf of
2 Standing Rock, I would -- I'm making these -- these
3 positions known to you. And again, this is not
4 consultation, not at all. Thank you.

5 MS. ROXANNE BROWN: Thank you. Further
6 comments?

7 MS. BEVERLY TUTTLE: That list that you took
8 around, is that going and concurrent to be signed?
9 Because we have some protocol there. But I guess
10 since it looks like you're asking for comments, I'll
11 be up next. I'm going to say (Native word) day to
12 everybody here.

13 (Native language.)

14 I want to greet everybody with a warmhearted
15 handshake, as I really start out my day with trying to
16 be exuberant and be energetic in my mind as well as my
17 spirit. And I don't want to say these words as a --
18 as a flowery statement. I want to say, my name is Bev
19 Tuttle. And my Lakota name is (Native language), get
20 up early in the morning, woman, and do your business,
21 is really what my spiritual name is.

22 When we sit here -- and I'm a representative
23 of the Oglala Tribe. And again, as previously
24 yesterday I stated, I do not recognize this as
25 consultation because, again, we have so many detailed

1 things that we need to address back on our homelands
2 when we go home because a lot of these things that are
3 coming up to us proposed by you by the streamlining
4 the BIE into the DOI is not something we have truly
5 been informed about, just within the past few months
6 maybe. But collectively, every time -- like I said,
7 I've been a school board member for 14 years. And
8 every initiative that comes out, we have to hurry up
9 and play catch-up with what the BIE has to make
10 accommodations to meet the big government.

11 I understand that. That's what we're
12 playing here again. We're playing catch-up. We're
13 trying to hurry up and spin our wheels, trying to
14 advocate for programs that dollars have been taken
15 out, like JOM. And also, I'm going to throw in
16 residential treatment centers for our children, who
17 you talked about. Like Mr. Keith Moore, I'm going to
18 reiterate what he told us. We stayed here till 7:30
19 last night to complete our session. Mr. Keith Moore
20 stated that the fact is our children are falling
21 behind. They're dropping out of school. They're not
22 meeting AYP. And that's a fact too, all the tribes.
23 And yes, we do know that. We do know that. We don't
24 need to have to be told.

25 So what I mentioned was the systemic piece

1 that's missing. And I'm glad Dr. Bordeaux is here
2 today because we started to contemplate on how we're
3 going to make a systemic change within our nations,
4 within our tribal nations in this area, to
5 appropriately address education with the children who
6 are falling behind, with the children who are dropping
7 out of school. You know, nationally, it's happening
8 all over because there's the thinking of poverty,
9 basically.

10 And I'm going to talk a little above what
11 we're talking about right here now, is America
12 generally thinks, you don't make a standard of living,
13 you're in poverty. So Mr. Bordeaux, President
14 Bordeaux, brought up, you know, the poverty, his
15 county, the second one, and the poorest county. Well,
16 I don't think of them like that. I think of them as a
17 really resourceful nation with highly educated people
18 from their area. It's the thought. And I think
19 whether we realize it or not, I think the BIE, you're
20 thinking that way too. Think about it. You're just
21 following a systemic operation that has not been
22 working for the Bureau of Indian Affairs to the Indian
23 people, direct services to us.

24 That's why I'm objecting to this
25 consultation because we are working diligently with

1 our educators that are in the trenches right now
2 looking at the deficits of the services and monies
3 taken away. So we're trying to look at our own Indian
4 self-determination, what it means to us. It means to
5 start changing the social environment.

6 You know, our children need to be taught
7 their historical -- their lineage. That's a really
8 high-spirited approach to getting them to believe
9 confidently that they can make it. Many of us sitting
10 here are probably near 60 and over. Maybe some of you
11 aren't, but I'm in that category. I was raised. I
12 went to a boarding school all of my entire life from
13 kindergarten to twelfth grade because that was the
14 only choice really I -- my parents had. We didn't
15 have transportation to get to school so -- but you
16 know what, I do not want to repeat that process.
17 Maybe it was good for some of the children who were
18 (Native word), you know, kind of orphaned. But for
19 me, I had both of my parents, but that was the only
20 choice. And I went through hell trying to find out my
21 identity by the time I got to twelfth grade. And I'm
22 going to share personally my own self as to what I see
23 with our children. I was rebellious. I went to a
24 parochial school all my life on the reservation. And
25 clear back into the 1960s, they were still making you

1 cut your hair. So I have a bad nightmare, you know.
2 But yeah, I learned to read and write. Those were the
3 two basic things. And that's what I'm saying. If we
4 can teach our children to learn to read and write,
5 they can do anything else. But we're being thrown so
6 many grant opportunities, which enhance us, but by the
7 same token, we're having to fill out all of these
8 bureaucratic applications telling us how to do it.

9 I said, you know, way back, being a school
10 board member -- I was looking at my little grandchild,
11 if I want to improve schools on the reservation,
12 tribal grant schools, I'm going to put my
13 granddaughter there. I'm one of the grandparents
14 that's raising her grandchild, since she was 18 months
15 old. And I'm going to represent that school, and I'm
16 going to put her in that school. And I'm going to
17 find out what the deficits are myself so I can make it
18 better. I propose -- what I was seeing, all of these
19 reading programs that were coming in there, they
20 weren't working. I said, why -- I went to the school
21 board, and I said -- and the principal, I said, why
22 can't we just still teach the phonetic awareness?
23 Well, we can't. Them teachers believed in it. We
24 have to go by this reading program. But guess what,
25 our children still had to -- there's educators out

1 there. And I was thinking, there's more of the
2 function of what that program, reading -- that reading
3 program wanted to teach the children to get out of it.
4 But was it just simple, being interested to read?
5 That's what I see that wasn't there, the interest to
6 read, because they were teaching the documents that
7 were -- that were presented in front of them, that
8 were not of us.

9 And I can say that. I have non-Indians --
10 because I did some research on this myself. Until we
11 can take control of how we want our structure of --
12 our 638 contract grant schools with Indian
13 self-determination, we can teach our language. And
14 that's why it's so much needed to have our tribal
15 education departments because that's where we plant
16 it. And yes, we're not trying to get you out of the
17 business of supporting us with the financial piece
18 because if that's the piece that's going to drive us.

19 And so it looks like right now we don't
20 have -- we got to do either/or. And I think that as
21 tribal leaders, we need to do the basics. And that's
22 to -- and that's what we're moving toward, is to start
23 creating curriculum through our tribal education
24 departments, to start teaching the language in the way
25 that reflects us, the history, the spiritual selves,

1 holistic learning. A little child learns, first of
2 all: Who are they? Where do they come from? And
3 where are they going? That's what really worries me
4 because we're so systemically connected to something
5 that doesn't probably recognize us. It does it for
6 us.

7 And with that, I just -- you know, I
8 really -- I really disagree with Mr. Moore last night.
9 Because it's like, you know what, you guys know you're
10 not making AYP. Your children are dropping out of
11 school. And him as a tribal member, well, we're just
12 going to throw you to someplace else. We're going to
13 throw you to the DOI. That's kind of the impression I
14 got. I was wishing he was here because I really
15 thought about that. I'm not going to throw my tribal
16 children, my great, great grandchildren to the wolves
17 because they're not going to have nothing.
18 Resourcefully, we have everything.

19 And I just want to end with something here.
20 I do not want JOM to go away and get lost. I would
21 like our -- our people who are in the trenches to be
22 listened to because we've got children up here. So
23 far we have here in Rapid City -- I was just reading
24 some statistics here. In Rapid City alone, we have
25 2,713 children up here right now. And if the count

1 hasn't been done since 1990, why, my goodness, what
2 was happening in between that space that's up to now?
3 But we are keeping track of them. So the children up
4 here in Rapid City are being faced with racial issues,
5 as it is. And some of them really don't have the
6 material needs because they have to make it up here.

7 I'm a Tribal Council Member working with so
8 many people that I know that people come to me up
9 here. They need shoes. Graduation is coming. And
10 they only get \$45.00. You know, we've got to think
11 those children are our tribal children from all of our
12 Northern Plains Tribes up here.

13 So I want to express that I do not consider
14 this consultation because there is so much homework to
15 be done. And we could do it, and we could work with
16 you the way we should be working like this.

17 I want to read this, and I'll end here. We
18 had a really strong message that was derived back in
19 1986 from our tribe. And it was a press release. And
20 this is with Ross Swimmer. Remember, his name was
21 brought up yesterday. But we hold this dear to our
22 heart. That's why I'm saying what I'm saying today.

23 For immediate release on 12-22-86.

24 The Oglala Sioux Tribal Health, Education
25 and Welfare Committee and the Tribal Executive

1 Committee, after a special meeting at tribal
2 headquarters has sent the following telegram to Ross
3 Swimmer, Assistant Secretary for Indian Affairs,
4 Department of the Interior, Washington, D.C., and the
5 South Dakota congressional delegation.

6 The Oglala Sioux Tribe, upon having learned
7 that it is the intention of the Bureau of Indian
8 Affairs through its forthcoming budget presentations
9 to propose to turn over to certain states its
10 remaining education responsibilities, does hereby
11 inform you that it will use every means to oppose this
12 plan.

13 We remind you that in June of this year at
14 the ceremonies of the unveiling of the Red Cloud peace
15 pipe at Pine Ridge you specifically pledged the BIA to
16 uphold the 1868 obligations in education and health.

17 You are further reminded that the President
18 of the United States has repeatedly pledged in his
19 government-to-government policy statements that there
20 would be involvement and participation in any
21 proposals affecting and of the Indian Tribes of this
22 nation.

23 We demand an immediate repudiation of this
24 effort and the assurances of adherence to stated
25 policies of involvement and participation in the

1 forthcoming budget hearings.

2 Then there's a resolution. I'm not going to
3 read all of it. But it does declare: Whereas, the
4 special relationship between the United States and
5 Indian Tribes has been described for over 100 years by
6 the United States Supreme Court as being so unique
7 that nothing like it exists anywhere in the world.

8 I want to -- I want to share that because,
9 you know what, talking about the streamlining of the
10 BIA to the DOI yesterday really tells me that, you
11 know, it's going to go into another zone somewhere in
12 space where people are uninformed about these
13 treaties. That's so scary for me as a Tribal Council
14 Member when I look at the future of our people.

15 It's going to go in another zone because a
16 lot of those people are really, I'll have to tell you,
17 rich, white senators, congressional people, who are
18 going to keep us in the poverty.

19 So I really want to say, you know, educating
20 them to the treaties. You people are (Native word).
21 I see you as really poor. You are the ones in poverty
22 because you guys are the ones that have to bow to keep
23 your jobs. If you don't, you're going to get fired.
24 I pity you because, you know, you're probably feeling
25 some of the things, but you've got to keep yourselves

1 at a level of, I guess, representation for the BIA.
2 Because you're going to come back to your tribes.
3 You're going to be sitting at these tables and maybe
4 out in the audience too. You know that's the fact. I
5 have a little anger level at you people. But I still
6 want to say that, I have to express this, as a Lakota
7 woman, as a mother, grandmother, maybe a great-great-
8 grandmother, I hope. So I just want to share that
9 with you, that I don't recognize this until we get all
10 of our pieces together. (Native language.)

11 MR. JESSE TAKEN ALIVE: Dion, is this -- are
12 we done with JOM? Is it an opportune time now to
13 present closing comments to this? And if so, I would
14 like to do that right now.

15 MR. DION KILLSBACK: Yeah. The JOM
16 presentation has been completed, and we'll get into
17 the next part. But yeah, we'll --

18 MR. JESSE TAKEN ALIVE: (Native
19 language.)

20 My friends and relatives, the spirit of the
21 Long Knives is still here with us. The spirit of
22 bureaucracy is still here with us. And as our
23 ancestors told us, to be cognizant of that and do
24 what's necessary so that the children, grandchildren,
25 great-grandchildren, and those yet born won't have to

1 suffer. These are the thoughts and prayers of our
2 ancestors. And this is why we implore on our
3 relatives who wear the Long Knives' hats today, with
4 whatever titles they bring today, we speak to them,
5 understanding someone of this bureaucracy.

6 For the past two days we didn't hear how
7 this is going to benefit the children. This is what
8 brought us to these meetings, how is this going to
9 benefit the children. What kind of solutions does the
10 BIA bring to the table, what kind of programs, what
11 kind of curriculum, what kind of anything? How is it
12 going to help the children? Rather, what we do know
13 is that the solutions come from us. The solutions
14 come from our communities at home. And the
15 frustrating part of it, it doesn't fit in with
16 bureaucracy.

17 Rather, they call them practice-based. And
18 the bureaucracy is going to step back and say, where's
19 the evidence that this is working? Show us the
20 studies. Show us the success rates. Show us the
21 evidence that what you're proposing is going to work.
22 All we have to do is look back through history before
23 bureaucracy. That's what's unveiling itself in front
24 of us. That's the work that we want to do together
25 with our relatives who don these Long Knives' hats and

1 titles. That's the work.

2 It may have seemed personal. It wasn't. We
3 brought the hearts, spirits and minds of the children
4 with us to these tables. Yesterday one of our
5 beautiful young men from Standing Rock gave up and
6 took his life. That happens throughout Indian
7 Country. So the evidence-based practices are not
8 working from the bureaucracy. They're bringing more
9 despair and hopelessness. We know that. We feel
10 that. We see that. We read about it. What we bring
11 to the table are solutions.

12 With that, my comments aren't meant to feed
13 the bureaucracy anymore. All we've talked about was
14 money, how we're going to shift this over here and
15 this over there. My comments aren't supportive of
16 feeding any bureaucracy anymore. We have attrition
17 rates, graduation rates that haven't even been talked
18 about. We just talked about money. The solutions
19 that are brought to the table today, yesterday and in
20 the past, January 20th there were awesome solutions
21 brought to the table. Then yesterday we were informed
22 that wow, that was only a listening session. And we
23 can't even get the transcripts from those as treaty
24 partners.

25 Our children don't have to decide. It

1 shouldn't have to plague their minds to decide who
2 their leaders are. They shouldn't have to do that
3 anymore. Their leaders are their parents,
4 grandparents, great-grandparents, and on back, and all
5 the wonderful accomplishments. In their meager
6 lifestyles, their humble lifestyles that they lived,
7 they didn't have any titles. They didn't have lavish
8 salaries or homes. Those are their heroes. That's
9 the spirit that we bring to the table. Whether you
10 want to call it curriculum, standards, that's the
11 spirit. It's practice-based for centuries.

12 Right now they have to decide, was Abe -- is
13 Abe my hero? And find out he signed that Presidential
14 document that killed 39 of our relatives. Is Abe my
15 hero? Is Benjamin my hero, the one who used the
16 practice of using alcohol on Native Americans to sign
17 treaties? Is Benjamin my hero? Our children
18 shouldn't have to be put in that type of realm of
19 learning and being forced to learn, taking up these
20 education programs that only teach to the test, that
21 deny them the opportunity to be free thinkers as we
22 were and continue to be away from these school
23 systems.

24 So let's change the system. Let's change
25 the system. And we're asking BIE, Bureau of Indian

1 Education, to be with us. It's very frustrating to
2 know to even change numbers from 1995 to today, that
3 they have to get Congress to allow them to do that.
4 Meanwhile, the children suffer.

5 We know how to develop standards and
6 curriculum and other necessary components. And this
7 is what we're asking you to do with us. We're not
8 asking your permission. We're putting this into your
9 hearts and into your minds. Listen to us. Let's go
10 from talk to action so the solution is to put the
11 resources into tribal education departments. Whatever
12 you want to call it, technical assistance, whatever,
13 provide us the resources, the money to do that so we
14 can pay our experts, our professionals. And there's a
15 lot of them that know what to do. Let's pay them to
16 do this with us.

17 Let's put a time frame on it of no less than
18 two years to see this happen. Otherwise, we're going
19 to come back here ten years from now, hear the same
20 thing over and over and over and over. In the
21 meantime, our children suffer. The position that
22 we're asking you to work with us is to develop these
23 standards and curriculum, and also to understand and
24 agree that this technical assistance will be necessary
25 to present so that our tribal departments can show the

1 United States of America that we -- we know and assume
2 the responsibility and functions to implement and
3 operate these tribal education departments throughout
4 Indian Country. We know how to do that. Let's do it.

5 And until this process is implemented,
6 within a time frame as deemed appropriate by the
7 tribes, education waivers will be implemented as
8 requested by each tribal government as authorized.
9 We've done that from Standing Rock. We've asked for a
10 waiver (indicating). We've put it in writing. We
11 haven't had a response. There have been calls made as
12 to updates of our requests. And the typical response
13 that we get is, we didn't know, we didn't hear, we're
14 working on it.

15 And I'm asking these -- making these
16 positions known to this process that we say is not
17 consultation. You say it is. So whatever the process
18 is, let's not -- let's not measure these in
19 generations. Let's not measure this change and shift
20 and how we're going to present fair and appropriate
21 education to our children in generations anymore.
22 This has been the practice with regard to education in
23 Indian Country. We'll do it in generations. We'll
24 civilize the Indian. Let's not do that anymore, my
25 relatives who represent the BIE today. Let's not do

1 this in generations. Too many of our young people are
2 deciding that it's hopeless, and they feel helpless.
3 Let's understand that. Let's not talk about it.
4 Let's take action and not measure it in generations.

5 So these waivers are critical. I don't know
6 if it's going to do any good to you, the panel,
7 representing BIE to give you something in writing
8 today. I don't know how many times we have to give
9 you things in writing, but I will do it again today as
10 I conclude my comments.

11 My friends, my relatives, you may think it's
12 personal. But as tribal leaders, we carry the
13 successes, the achievements of our people. We also
14 willingly carry the pain and the frustration of our
15 people. That can't be understood by any bureaucracy
16 because bureaucracy and the corporate government, that
17 we understand the United States of America to be, only
18 deals in numbers.

19 The education today is about regurgitation
20 of facts. AYP was put out there, so to justify
21 regurgitation of facts. It's scientific. It's not
22 human. It's human doing, not human being. So this
23 corporate government of the United States just deals
24 with votes and money. In Indian Country, we're human
25 beings yet, believing in the prophecies of our people.

1 And this is what we're asking you to do: At least one
2 time a day, jump out of that box and help our
3 children. Again, I'm not trying to be personal or
4 make this a personal attack on you, not at all. To
5 get you to understand, when you come to us, we're
6 expecting, what you ask for us, from us to be done.

7 And the questions and responses that we have
8 got thus far aren't acceptable. The MOA between BIE
9 and Department of Education is a huge question. Right
10 now we're viewing that as a position of solidarity to
11 continue the bureaucracy with regard to education. We
12 haven't seen the draft. We would like to see the
13 draft. And those of us that can afford it, will make
14 it to Minneapolis. That, for the record, also has to
15 be made. There are no meetings in the Dakotas and
16 Great Plains to allow us to share with you our
17 recommendations about this MOA and how it's going to
18 affect the streamlining. Until we see that, until
19 there's meaningful dialogue and consultation, it's
20 being interpreted as a solidarity effort to keep our
21 children in this box of bureaucracy. The time is now,
22 as it ever has been, to make these shifts. You can
23 call them what you want, paradigm shifts, whatever
24 language it's going to take to move it forward, along
25 with the resources.

1 Thank you for coming out to the Black Hills.
2 Thank you for coming out to where ancestors we have,
3 we're very proud of, who held out. Sitting Bull from
4 the Unkpapa Band never signed a treaty because he knew
5 of the -- he didn't call it bureaucracy. But he knew
6 the thinking of the White Man.

7 (Native language.)

8 In closing, my final thought: We must
9 continue to say our prayers. It doesn't fit into the
10 bureaucracy. But this is what has maintained us for
11 centuries and generations. And if you take anything
12 back to Washington, D.C. with you, let your
13 counterparts know that we still pray up here. Let
14 your counterparts know that we will see the
15 realization of the prophecies that were made by our
16 ancestors. We will continue this decolonization
17 process. We will continue to move forward in this
18 cultural renaissance, with the true benefactors being
19 our children. If there's anything you can take back,
20 take that back, because it doesn't feed the
21 bureaucracy.

22 (Native language.)

23 MR. DION KILLSBACK: Thanks. We'll take a
24 break before we get into the next session. So we'll
25 reconvene in about ten minutes, so about ten after

1 10:00.

2 (Recessed at 10:01 a.m.)

3 * * *

4 (Reconvened at 10:19 a.m.)

5 MR. DION KILLSBACK: All right. I think
6 we're going to go ahead and get started here. It's
7 been a little more than ten minutes. I would like to
8 get started here. I understand we have to be -- clear
9 the room by 12:00. That's how much time we have
10 allotted. So we want to get started.

11 So right now we're going to get into the
12 grant assurance portion of the meeting, discussion.
13 And I'm going to turn the floor over to David. David
14 is going to go through his presentation, and then I
15 think that will be fairly quick. And then when he's
16 complete with the presentation, then we'll open up the
17 floor to comments and questions. So, David, I'll turn
18 the -- turn the mike over to you.

19 MR. DAVID TALAYUMPTEWA: (Native language.)

20 Good morning. Appreciate all of you being
21 here. And as it's been indicated so many times, that
22 we bring our hearts and feelings together to work on
23 behalf of our children. And the bottom line, as so
24 many people have indicated during these two days, is
25 that our children are the bottom line. And although

1 there is some differences between people here, you
2 know, please understand that our bottom line from the
3 BIE is to work on behalf of all Indians that we serve,
4 including those in the public schools. And with that,
5 we'll get into the assurance statements.

6 The assurance statements has been an issue
7 with the tribal control grant schools and BIE for some
8 time. Before we used to have something called grant
9 conditions that accompanied our Public Law 100-297
10 grants. Unlike Public Law 93-638 contracts, which are
11 negotiated annually with the contractor, the tribes,
12 100-297 does not afford us that opportunity to
13 negotiate annually with tribes.

14 So we've taken some forms from -- you can
15 look at these at the website called grants-dot-gov.
16 And these were generic provisions for the assurance
17 statements that we took, and then we revised them to
18 meet the requirements of 100-297. So we'll go through
19 the slides here.

20 The BIE is seeking tribal input on revisions
21 to the provisions of Standard Form 424B, which are the
22 assurance statements that now come to be 100-297
23 Tribally Controlled School Grants. The assurance
24 statement accompanies the transfer of funds from the
25 BIE to Tribally Controlled Grant Schools.

1 And the BIE is particularly interested in
2 the tribes' perspectives on adding the following to
3 the assurance statement: Environmental requirements
4 and adherence to Elementary and Secondary Act, ESEA,
5 and IDEA, Individuals with Disabilities Act
6 requirements.

7 I'm sure some of you are aware that the EPA
8 has been conducting reviews at our schools, both
9 Bureau-operated and Tribally Controlled Grant Schools,
10 and have found a number of noncompliances with EPA
11 standards. They came forward and fined the Bureau of
12 Indian Affairs, or Indian Affairs, a total of about \$2
13 million dollars. We have since been meeting with EPA,
14 Indian Affairs has, and the \$2 million dollar fine
15 right now is on hold and is not being implemented,
16 with the understanding that we correct all of the
17 deficiencies even with the EPA noncompliance issues
18 found at our schools.

19 I established a focus group to take a look
20 at initially the assurance statements so that we could
21 present this information during these -- these
22 meetings. What I did was I asked each Associate
23 Director, East, West and Navajo, to provide me names
24 of tribally controlled school representatives to
25 participate as members of the focus group, again to

1 review the assurance statements. And the objective of
2 that focus group was to review and recommend final
3 draft grant assurances to be presented for tribal
4 consultation. Now, I convened this group back in
5 March. Little bit more information on the focus
6 group: The ADDs initially submitted 13 names. All
7 were invited to participate and come to Albuquerque
8 for the meeting. However, seven representatives
9 accepted the invitations to participate.

10 So we had seven folks meeting on the
11 assurance statements representing Tribally Controlled
12 Grant Schools. And we met on March 6th and 7th to
13 develop these grant assurance statements, which is now
14 before you, that we're going to be looking at.

15 And just to give you an idea of who the
16 folks were on the focus team, or focus group, we had
17 Shirley Gross, G-R-O-S-S, excuse me, from Pierre
18 Indian Learning Center. We had Greg Anderson out of
19 the Eufaula Dormitory in Oklahoma; Ray Lorton, Chief
20 Leschi School in Washington; Matthew Tso, who came
21 over from the Navajo Nation; Patty LeBlanc from
22 Chitimacha Tribe in Louisiana; Peggy Gaddy, also from
23 Chitimacha in Louisiana. Then we had Dr. Sherry
24 Johnson from Enemy Swim Day School from the Dakotas
25 here.

1 Now here are the provisions that are a part
2 of the Assurance Statement. And I want to briefly go
3 over each one of these so that you have an
4 understanding of what we're putting into the Assurance
5 Statements.

6 So Assurance Statement Number 1, That the
7 grantee has the legal authority to apply for Federal
8 assistance and has the institutional, managerial and
9 financial capability to ensure proper planning,
10 management and completion of the program activities
11 for which the funding is provided.

12 And this is talking to all of the Federal
13 funds that go into your Tribally Controlled Grant,
14 including ISEP, transportation, Title I, special
15 education, O&M facilities. It talks to all of those.

16 Assurance Statement Number 2 will give the
17 awarding agency, the Comptroller General of the United
18 States and, if appropriate, the tribal governing body
19 through an authorized representative, access to and
20 the right to examine all records, books, papers, or
21 documents related to the award.

22 There were some comments made yesterday
23 about how the Bureau may have not carried out its
24 responsibility through monitoring. This particular
25 provision will allow the Bureau then to monitor the

1 Tribally Controlled Grant Schools.

2 Number 3, Will establish a proper accounting
3 system in accordance with generally accepted
4 accounting standards.

5 And the majority of the grant schools have
6 really, really excellent accounting systems. There
7 are some that do not. And we wanted to make sure that
8 all of these dollars that are appropriated by the
9 Congress for a specific purpose are accounted for
10 through an appropriate accounting system.

11 Number 4, Will establish safeguards to
12 prohibit employees, appointed or elected officials,
13 from using their positions for a purpose that
14 constitutes personal or organizational conflict of
15 interest, or personal gain.

16 And I think all of us are aware of some of
17 the grant schools that have gotten into some trouble
18 in this -- in this area. We want to make sure that
19 the funds that are provided out there to the grantees
20 are used to educate Indian children for what -- for
21 which purposes they were appropriated by Congress.

22 Number 5, Will comply, as applicable, with
23 provisions of the Hatch Act, which limit the political
24 activities of employees whose principal employment
25 activities are funded in whole or in part with federal

1 funds.

2 Number 6, Will comply with any applicable
3 tribal, state and federal environmental laws and
4 safety standards which may be prescribed pursuant to
5 the following: The institution of the environmental
6 quality control measures. I'm not going to read all
7 of this. Notification of violating facilities
8 pursuant to these orders; protection of wetlands;
9 evaluation of flood hazards; assurance of project
10 consistency; conformity of Federal actions to the
11 Clean Air Act; protection of underground sources of
12 drinking water; protection of endangered species, and
13 then the lead-poisoning requirements.

14 Now, the reason we're putting all of this
15 information, or these provisions into the Assurance
16 Statements is, again, for the safety of our students
17 that are being educated in BIA facilities.

18 Now, if you as a tribe own your own
19 facilities, if you own title to the facilities where
20 you're educating these children, being funded by the
21 Bureau, then you would deal directly with EPA.
22 Whereas, if you have -- are utilizing facilities that
23 are owned by the Bureau of Indian Affairs, then you
24 would be subject to these assurances to make sure that
25 the EPA noncompliances are abated successfully.

1 And then 7 is: Will allow an inspection for
2 Environmental and Safety compliance.

3 EPA is continuing to review our schools.
4 They continue to look for noncompliances. And, you
5 know, we would like, obviously, for our grantees to
6 allow the inspections to take place.

7 Number 8, Will comply with Section 106 of
8 the National Historic Preservation Act, which is the
9 Archeological and Historic Preservation Act
10 requirements.

11 And then, Will comply with the required
12 financial and compliance audits in accordance with the
13 Single Audit Act Amendments, and OMB Circular A-133.

14 Each of you Tribally Controlled Grant
15 Schools are required under statute to conduct annual
16 A-133 audits. And that assurance statement is in here
17 as a part of this document.

18 Now, there are two number 11's that we're
19 looking at. This language here was developed by the
20 focus group that came to Albuquerque. And it says,
21 Will comply with all applicable requirements of all
22 federal laws and regulations, and if applicable,
23 tribal laws and regulations governing this program.

24 So this was the statement that the focus
25 group agreed could possibly work for all grant

1 schools. Later on, I was informed that the Department
2 of Education wanted specific language in the assurance
3 statement, which is included there in the red, which
4 says, Including the Elementary and Secondary Education
5 Act, ESEA, and Individuals with Disabilities Act,
6 IDEA, and if any applicable -- and if applicable,
7 tribal laws and regulations governing this program.

8 So if you would, please, take a look at this
9 one, and then which -- the focus group's
10 interpretation is when it said all Federal laws and
11 regulations, meant all Federal laws and regulations.
12 But the Department of Ed wants us to include specific
13 language for ESEA and IDEA. And those are the
14 provisions that we're looking at to do.

15 We handed out to you the one that was
16 originally used (indicating), which is two pages.
17 It's now been shrunk down to one page with 11
18 provisions of the Assurance Statements.

19 So questions, comments.

20 MS. BARB PAQUIN: My name is Barb Paquin.
21 I'm from St. Francis Indian School. I've been up here
22 sitting a couple of times. So my comments are not
23 going to relate directly to these assurances.

24 MR. DAVID TALAYUMPTEWA: Okay.

25 MS. BARB PAQUIN: But they're going to give

1 a picture overall to the comments that have been made
2 about Indian schools not making AYP consistently.
3 I've been at St. Francis Indian School for 21 years.
4 I came in 1990. I left the classroom in 2000 and
5 became the Assessment Coordinator, and have been that
6 since 2000. So I've seen the evolution of No Child
7 Left Behind and also our involvement with the BIA's
8 mandates regarding No Child Left Behind.

9 Initially, we were told to use whatever
10 assessment we were using. And then back in the early
11 2000s, the BIE attempted to write an assessment for
12 all of the tribes, and found out they couldn't do
13 that. And at that time that's when they told us we
14 had to start using the test that was used in the state
15 in which we were residing.

16 And from that, we began to work with Pat
17 Abada (phonetic) in her group, and then TPA was
18 created. When you talk about numbers and about Indian
19 children in the Dakotas and in the Plains' Tribes not
20 making AYP, I think that some things have to be
21 clarified. And that's how we were -- how AYP was
22 calculated and how our status, our AYP status was
23 designated by schools.

24 When they were told to use the state's
25 version of the accountability workbook, we all took

1 the accountability workbook, read it and began to use
2 it. But when we went back for our AYP determination
3 with Pat Abada (phonetic) and her group, after a few
4 years, we were told we were not to use Safe Harbor,
5 which was an element in the state of South Dakota's
6 accountability workbook. We were told that it was not
7 going to be available to us, even though it was part
8 of the workbook we were told to follow. When we
9 challenged that, Ms. Abada (phonetic) told us at that
10 time, oh, in that element, we're supposed to follow
11 the BIE workbook, a workbook that we had never been
12 given and never been told existed, and that no, we're
13 not -- we could not have Safe Harbor. Our
14 calculations would not be based on Safe Harbor, and we
15 were just out of luck.

16 In adopting the state of South Dakota's
17 workbook and their processes, initially we were told
18 we were going to be grandfathered into the system. We
19 were not. That never happened. The other thing was,
20 is that the Indian schools in the state of South
21 Dakota were never in the norming group before for
22 their accountability workbook. So our students were
23 not even in -- their -- their progress or proficiency
24 was never even included when they set their
25 proficiency levels.

1 The other thing that was taken into -- not
2 taken into account was the fact that every state had
3 their own proficiency levels. And where in the state
4 of South Dakota our proficiency levels originated
5 around 60 percent, some of the southwest tribes
6 originated around 30 percent, which meant only 30
7 percent of their student body had to make the level of
8 proficiency needed, where in the state of South Dakota
9 60 percent did. So there wasn't equity there to begin
10 with. And when we began to say, we need a fair
11 system, such as a growth model, that was not taken
12 into account.

13 So there were a few years there. There was
14 about three years there where we were not even allowed
15 Safe Harbor. That impacted our AYP determination.
16 And schools who could have possibly been allowed to
17 make AYP were not allowed simply by the decision of
18 somebody in the DPA, after we had been told that we
19 had to follow the state's accountability workbook, and
20 not told that part of that -- part of the
21 accommodations or part of the determinations were
22 going to be made on the BIE workbook, and part of them
23 were going to be made on the state of South Dakota's
24 workbook. We weren't told that. And how were we
25 supposed to know that? We were not even given the BIE

1 workbook until we came across this problem.

2 The other part later on that evolved was the
3 fact that the state of South Dakota determines their
4 AYP by attendance centers. When we confronted Pat
5 Abada (phonetic) with the fact that we wanted
6 attendance centers, and how come we couldn't have
7 attendance centers in our schools, which would allow
8 perhaps the elementary to make AYP where the high
9 school might not, or vice versa, but at least whatever
10 progress that we could make was recognized. We were
11 told that, literally I was told by Pat Abada
12 (phonetic) when I asked, Why can't we have attendance
13 centers, she said, Oh, that would be too much trouble
14 for my staff to do.

15 And at that point I said, all respect to you
16 and your staff, I frankly don't give a damn about your
17 staff because I'm talking about real children and real
18 teachers and real schools. And why should we be
19 denied AYP just because your staff doesn't want to
20 create attendance centers, which is in the state of
21 South Dakota workbook.

22 As part of the process, we belong to the
23 Oceti Sakowin Consortium. And there was one year when
24 we got together, and we calculated our own AYP. We
25 went through the process. We produced the documents.

1 And when we presented that and said, we are totally
2 capable of calculating our own AYP, we were told by
3 Pat Abada (phonetic) at that time that DPA had the
4 treaty obligation, and they were going to keep control
5 of that and do that for us, when we had already proved
6 that as schools, as a group of schools, we could do
7 that for ourselves.

8 The other thing that happened with No Child
9 Left Behind was the complete destruction, and this is
10 my opinion, but virtually it is the destruction of
11 culture and language in schools. Because of the --
12 the demands of No Child Left Behind, most schools took
13 over the time that they would be using for language
14 and culture and put all that time into reading and
15 math to the point that, you know, currently we have
16 120 minutes mandated for reading, and we have 90
17 minutes mandated for math. And by the time you get
18 through your day, you barely have time to get in
19 science and social studies, much less language and
20 culture.

21 The other thing that happened because of No
22 Child Left Behind was that the certification
23 requirements for paraeducators, which almost a hundred
24 percent of the time are local Native employees who can
25 speak the language and bring the culture to the

1 school, we were forced not to hire them because they
2 didn't have the proper credentials. Under the No
3 Child Left Behind, we were mandated, and we had to
4 hire people who either had two-year associate's
5 degrees, so many credit hours in college, or meet
6 practice testing, ParaPro. And we lost a great deal
7 of our -- of our staff who could bring those cultural
8 elements and the language to the school because we
9 were prevented in hiring them under the mandates of No
10 Child Left Behind.

11 But my comments here mostly have to do
12 with -- and I apologize to anyone if I use language
13 that may offend them, and I'm going to apologize ahead
14 of time. Because I feel that the DPA committed an
15 atrocity against the Plains Tribes for the last ten
16 years. And it was purposeful, and it was premeditated
17 in the way that our AYP was determined.

18 And so when you talk about the numbers that
19 you have in Washington about our students not
20 producing and not being proficient, you have to
21 understand that numbers -- I'm a numbers person. I
22 work with numbers all the time. Numbers can tell the
23 truth and numbers can lie. And the numbers you
24 received are numbers that were manipulated and bent to
25 the private and personal inclination of some people

1 that were in the DPA, because we were not allowed to
2 have conditions under a workbook that we were mandated
3 to use. And I think that that needs to be said.
4 Because I've heard a lot of comments about our
5 students are not, you know, performing; they're not
6 producing.

7 Our students -- the students from middle
8 income families and high income families come into a
9 school with a reading vocabulary of, using, the
10 functional vocabulary, between 40 and 60,000 words;
11 our students coming into the school from impoverished
12 Native homes with a vocabulary between three and 5,000
13 words, usable words.

14 Any progress that we can make -- and I can
15 prove in our statistics that consistently in the last
16 ten years, as we've adopted the research-based
17 programs that have worked, that our students are
18 improving in proficiencies; but we're not reaching
19 those levels that are set externally to the school and
20 the tribe that say this is the only level at which
21 students will be recognized as being proficient.

22 We have a Gates winner at our school this
23 year. We must be doing something right. Our school,
24 our math proficiency was higher than the local public
25 school. We are second lowest in dropout level of all

1 the Indian Tribes in South Dakota. We must be doing
2 something right. But none of these things can be
3 recognized because we're not meeting these
4 artificially-set external levels of proficiency that
5 are mandated and pressed upon our students.

6 And I -- and I need to -- I wanted to say
7 that because as much as we hear that our students are
8 not making progress, we know they are. It's like
9 taking beautifully round children and trying to shove
10 them into square federal pegs, and it doesn't work and
11 it's not right. Because all of these things that have
12 happened, we've had -- we've had teachers quit. We've
13 had schools falling apart. We have -- there are a
14 series of -- and I'm really sorry if I offend anybody.
15 I don't mean to offend anyone. But we have a rotating
16 door of administrators. Because as schools don't make
17 these proficiencies set by external processes, school
18 boards say, Oh, we'll fire all the principals, we'll
19 fire the superintendent. So now we have this
20 revolving door of superintendents and principals who
21 haven't made it somewhere else, that just keep going
22 somewhere else, getting a job. And that includes, in
23 our system and in other systems, a whole series of
24 non-Native superintendents who know that this is
25 happening, and have come into the system purposely to

1 manipulate and use the schools until they get fired
2 and get kicked out. They'll go someplace else and do
3 it all over again.

4 And the other issue was TFAs, Teacher of
5 America. Now they have some wonderful positions. But
6 they've also come in from some other areas,
7 geographical locations. And they have no concept, and
8 they have no cultural sensitivity. And they're
9 wonderful kids, some of them. But they come in with
10 their own biases and prejudices. And they're not
11 helping our children. They're not even certified in
12 the areas in which they're teaching. One of our
13 English teachers majored in biologic -- Biblical
14 studies. What good does that do our kids? I hope
15 that he didn't preach.

16 So these are things I wanted to bring up.
17 And to be -- just to be aware, that when we talk about
18 numbers with the children, that in the Dakotas, in the
19 Plains, our numbers for AYP were maliciously and
20 purposely distorted because we were not allotted the
21 avenues to which we could have made AYP through the
22 DPA. And I think it's an atrocity. I think it's an
23 academic massacre. And I'm sorry if that offends
24 anyone, because it did.

25 We have created a generation of children who

1 have been told, you're not making the grade, you're
2 not progressing, you haven't been proficient. Because
3 every time the school gets smacked down, so do the
4 teachers, so do the administrators, and mostly, so do
5 the children, because they hear that message.

6 We can prove our kids are successful. We
7 can show you how they're successful. But all we're
8 being judged on is how they're failing. And I'm sorry
9 if I offended anybody, but I think that needed to be
10 said.

11 MR. DAVID TALAYUMPTewa: Well, thank you for
12 your comments. And Dr. Hamley will respond.

13 DR. JEFFREY HAMLEY: Thank you, Barb. I
14 just -- I mean, I just want to say, you've described
15 very well -- this is Jeff Hamley, by the way, DPA,
16 BIE, described very well, the problems with No Child
17 Left Behind. And I do apologize for some of the
18 disputes that we've had over the years that really
19 preceded me, but -- over the calculation of AYP. But
20 I think what you described is very eloquent. I mean,
21 the good news is that we are moving, the whole country
22 is moving to a growth model. And as you're saying,
23 using the AYP calculation, it's a blunt measure of how
24 a school is doing. And it didn't take into account
25 growth. So in many schools that didn't make AYP,

1 there was actually really good learning going on. And
2 there were other indicators; like, for example, the
3 dropout -- low dropout rate, high graduation, a lot of
4 indicators that just weren't taken into account. So
5 I'm happy to say that we as a country are moving away
6 from that very quickly.

7 South Dakota has submitted a waiver
8 application and 44 other states. So we will quickly
9 be into a new generation, and I think it will address
10 some of the issues that you have addressed. And
11 again, I apologize for the past ten-year history. You
12 know, if we could have just collaborated better, maybe
13 we would have, you know, been able to resolve those.
14 But I know that you folks are doing good work there,
15 and the schools, the other schools of South Dakota.
16 But under the current system, it's just not measured
17 adequately.

18 MS. BARB PAQUIN: Thank you for your
19 comments. I would hope as we go into the next avenue
20 of assessment, and that's my area is assessment and
21 assessment of children, that we don't continue to use
22 the assessment formats to batter schools and school
23 systems over the head, and to recognize that we have
24 highly educated Native American, non-Native American
25 educators in Indian schools who are more than capable

1 of determining how to report and track progress for
2 their students. And I would hope that as your
3 department creates the program that you're going to
4 create, whatever that is -- and we've been tracking
5 the state of South Dakota's also, their draft
6 workbook, that you don't use your book, your workbook,
7 to be the sole indicator of your system; that you will
8 be able to recognize that perhaps we have ways of
9 viewing progress with our children that are just as
10 stable, rigorous and substantial as the ones that
11 perhaps you may create, and that we're allowed to
12 collaborate on this and not be mandated, as we have in
13 the past, to simply use your system, and then be
14 threatened continuously with withholding our funding
15 if we don't do that.

16 DR. JEFFREY HAMLEY: And I think that one --
17 one avenue that will probably be carried forward with
18 tribes, and maybe states too, would be the alternative
19 definition of AYP. So, I mean, I think we should
20 always keep that on the table. And if you're unhappy
21 with the way it is, design a new model and propose it.
22 And our role is really to provide technical assistance
23 for you to do that. But let's keep that option on the
24 table. And if it doesn't work out, we can explore
25 that and move it forward.

1 MS. BARB PAQUIN: All right.

2 MR. DAVID TALAYUMPTEWA: Thank you very
3 much. Are there any other comments, questions?

4 MR. BRIAN DRAPEAUX: David.

5 MR. DAVID TALAYUMPTEWA: Yes.

6 MR. CURTIS POITRA: Curtis Poitra, Vice
7 Chairman of the Turtle Mountain Band. And I
8 apologize, but I'm going to step away from your agenda
9 just for a moment. I do have a ten-hour drive since
10 we can't get you guys to the Dakotas. We are part of
11 the Great Plains Tribes. But my comments here are
12 going to be mostly for Brian, Bruce and Dion.

13 I'm going to go back to what I said
14 yesterday about these proposed budget cuts. I ask you
15 to really listen to the words I said yesterday about
16 trimming the fat at the top above the line offices and
17 above the local agency levels. These are where the
18 true direct services are to the tribes.

19 And for Bruce and Dion, I asked you about
20 wasteful spending on buildings you're going to
21 demolish, spend a half a million dollars to demolish
22 them, when the tribe has asked for them, when the
23 tribe will take over the maintenance and the utilities
24 on the building. I think that's a better way of
25 spending our money and put money back into the budget.

1 That's a half a million dollars savings in one
2 building.

3 And, Brian, I'm going to ask you again about
4 the cooperative agreements. The Turtle Mountain Band
5 has taken a proactive approach to find other resources
6 for our students. And for six years we have been
7 waiting for a signature on those. I know you haven't
8 been there that long. But I've been through three --
9 three terms as a school board member, waiting. And
10 then they're outdated. And then your solicitors bring
11 them back, and we have to pass them again, go through
12 all the red tape over and over.

13 And I want you to really listen to what I
14 said yesterday about treating the tribes just like you
15 would an IEP. We are not all the same. We all have
16 different needs. And that's why I think you need
17 to -- really need to take the input of your local line
18 offices. To us, our new line officer has really been
19 a God-send. It's the first time the tribe and the
20 public school and the line office has worked together,
21 and we've come a long way in a year. So really think
22 about it on these proposed budget cuts, that you make
23 them above those levels, because they know the needs.
24 They're there every day on the reservation.

25 And I'm going to echo that same thought to

1 Dion to bring back, that our Superintendent and his
2 staff is there every day. And when I was there
3 preparing to come here, they couldn't afford to buy
4 pencils. So I really think the BIA needs to look at
5 who really provides the direct services to the tribes.

6 And with that, I'm going to welcome you guys
7 to the Dakotas next time. Standing Rock is close to
8 us. And you have to think about the cost for us to
9 come down here ten hours. So I would like to invite
10 you to host one of these meetings more centrally
11 located to the Great Plains. And with that, just take
12 my words to heart. Talk to your local line office,
13 talk to your local superintendents.

14 And, Bruce, you were the Regional Director
15 there in Aberdeen, and you know we are a proactive
16 tribe, and I know you always had a open door for us.
17 So make these cuts up above. Don't affect our
18 students. Don't affect our people. Trim your fat,
19 your wasteful spending. And with that, I'm going to
20 leave it at that. And I want to thank you for being
21 here. And like I said yesterday, if I offended
22 anybody yesterday, I apologize. But I will not take
23 back my words from yesterday. So please, Brian, get
24 the cooperative agreements done. It's costing our
25 students a million dollars a year. Thank you.

1 MR. DAVID TALAYUMPTEWA: Thank you,
2 Mr. Poitra.

3 MS. ADELE WHITE: My name is Adele White.
4 I'm from Standing Rock, Tribal Secretary for Standing
5 Rock. I have a comment regarding the assurances.

6 MR. DAVID TALAYUMPTEWA: Sure.

7 MS. ADELE WHITE: The assurances that are
8 recommended, you're changing it to 11 now, and there
9 is -- including two other ones that you want to
10 include. But is there assurances that there is an
11 appropriate funding amount to fund the extra
12 assurances that are being being put on the tribes?

13 MR. DAVID TALAYUMPTEWA: The environmental
14 issues, there's a pile of money in Washington, D.C.
15 that's under OFM- -- or the House of Facility
16 Management and Cultural Resources. There's an
17 environmental office. And what happens is when that
18 information is put into FMIS and then eventually into
19 the new system, they then take it up, and then they're
20 funding the abatement for all EPA noncompliances. And
21 then also, they have funding for the annual
22 inspections that have to occur in our schools. And I
23 know that like in New Mexico, in Espanola, which is
24 the New Mexico North Education Line Office, they
25 requested funding to do the inspection, and they were

1 able to get money out of FMIS and the environmental
2 office to abate those noncompliances.

3 MS. ADELE WHITE: But some of the assurances
4 come from tribal schools and, you know, whoever
5 receives money from this now. But, you know, you're
6 cutting the budgets, you know, from -- drastically.
7 And now it's coming back. You're putting more
8 assurances on the things that are, you know,
9 underfunded already. And it seems like, you know, I
10 don't -- I don't know. It seems like we should have
11 more funding if you're going to put more assurances
12 on. And we wanted assurances that you guys are going
13 to fund us at this amount for, you know, so many
14 years, you know.

15 MR. DAVID TALAYUMPTEWA: Were you able to
16 take a look at the budget table that I handed out
17 yesterday?

18 MS. ADELE WHITE: Yeah.

19 MR. DAVID TALAYUMPTEWA: If you'll look at
20 that, there is a small -- smaller cut in ISEP. Where
21 the big cut is coming is Education Program Management,
22 which funds like, someone, Brian said yesterday, from
23 the educational line offices to the Director's Office.
24 And that's where the biggest cuts are coming in the
25 BIE. And we're -- you know, the Director is trying

1 his best to maintain funding that goes directly to the
2 schools, which is ISEP, and then the Department of Ed
3 funds, Title I, Title II-D, and then special
4 education. These dollars continue to go into the
5 grant schools. So there are funds that we're putting
6 into the program -- into the grants for direct
7 instruction, for supplemental education, which is
8 Title I, Department of Ed funds, special ed,
9 transportation, administrative costs. So, you know,
10 you're going to get the funds that are available from
11 the Bureau. And right now, it's looking like we're
12 going to hopefully maintain funding at the direct
13 funding for the schools.

14 MR. JESSE TAKEN ALIVE: Jesse Taken Alive
15 from Standing Rock. So the short answer is, there's
16 no guarantee of funds, but there's a guarantee of
17 policy implementation. Is that -- is that a fair
18 assessment?

19 MR. DAVID TALAYUMPTEWA: Oh, I don't think
20 so.

21 MR. JESSE TAKEN ALIVE: So --

22 MR. DAVID TALAYUMPTEWA: I think if, in
23 fact, education is the trust responsibility of the
24 Federal Government, then I think we all know that in
25 Public Law 102.97, it states that, you know, it is a

1 trust responsibility. Then it's like any other
2 program that's a trust responsibility to tribes, that
3 they're going to get funding.

4 MR. JESSE TAKEN ALIVE: So you're going --
5 you can guarantee -- you can guarantee policy
6 implementation, right? Is that correct?

7 MR. DAVID TALAYUMPTEWA: I can guarantee
8 that we'd like to get this Assurance Statement
9 reviewed and implemented (indicating).

10 MR. JESSE TAKEN ALIVE: But you can't
11 guarantee funds.

12 MR. DAVID TALAYUMPTEWA: Well, of course
13 not. The Congress --

14 MR. JESSE TAKEN ALIVE: And that's a
15 simple --

16 MR. DAVID TALAYUMPTEWA: -- guaranties the
17 funds.

18 MR. JESSE TAKEN ALIVE: That's a simple
19 question. There's no guarantee of funds. And that's
20 what I asked initially. Now, the other question I
21 have is, the assurance compliances signature
22 requirement, is that in the policy? And if they don't
23 sign, if our grant schools don't sign, they're going
24 to lose their money. Is that in the policy and/or
25 law?

1 MR. DAVID TALAYUMPTEWA: I think -- no, it's
2 not in the law. But I think one of the things that
3 this focus group when they met talked about was
4 accountability of federal funds. Now, you know, these
5 dollars that go into your Tribally Controlled School
6 Grants are put in there for a very special purpose,
7 and that is to educate Indian children. And these
8 provisions (indicating) simply ensure that there is
9 accountability for federal funds, for protecting the
10 safety of the students through this EPA mandate, and
11 to provide the appropriate educational services under
12 IDEA and ESEA. That's what these provisions are
13 (indicating). We're not asking you to do anything
14 other than, you know, to do the right thing with these
15 federal dollars that are going into these grants.

16 MR. JESSE TAKEN ALIVE: And we're absolutely
17 aware of that. And my question, and you've answered
18 part of it, it's not in the law. Is it in the policy
19 then to say that if they don't sign it, the grant
20 schools won't get their money? Is that in the policy?

21 MR. DAVID TALAYUMPTEWA: There are these
22 assurances that apply to 102.97 grants. And then
23 there are some other assurances that apply to like
24 school improvement funds which are separate from
25 these. Under those assurances, if you don't comply,

1 the Bureau does not have to fund you. Under these
2 assurances, there is no statutory requirement for you
3 to sign these (indicating). But the Bureau of Indian
4 Education deals with OMB on accountability of funds,
5 and also with the Department of Ed. And all we're
6 trying to do is make sure that these funds are used
7 appropriately, and that's why these Assurance
8 Statements.

9 Now, there were two representatives that --
10 from the Dakotas that sat in on the focus group and
11 did not have any issue with the provisions of the
12 Assurance Statements. So their recommendation is what
13 I showed you on the PowerPoint. And, you know, they
14 support what they develop, which is in front of you
15 now as the Assurance Statements. And these reps
16 represented the Dakotas, the Navajo Nations, tribes in
17 Oklahoma. And that was the group that met on the
18 focus group and drafted these Assurance Statements.

19 MR. JESSE TAKEN ALIVE: So it's okay to ask
20 the question though, right?

21 MR. DAVID TALAYUMPTEWA: Pardon me?

22 MR. JESSE TAKEN ALIVE: It's okay to ask the
23 question.

24 MR. DAVID TALAYUMPTEWA: Absolutely.

25 MR. JESSE TAKEN ALIVE: Okay. So we don't

1 have to hear that, what you've just said. So you've
2 told us that it's not in the law, that it's not in a
3 policy. There's always the threat of money being
4 withheld to our grant schools. And that's what I'm
5 trying to understand here. So you've answered my
6 question kind of in a long-about way. And if we look
7 back in retrospect, it was probably just a yes-or-no
8 answer. But nevertheless, I've got another question
9 about vets' preference, veterans' preference.

10 Now yesterday, we were told that we're going
11 to get some kind of information on that, whether or
12 not veterans' preference is being used or allowed to
13 be used or exercised in the hiring of personnel with
14 regard to the Bureau of Indian Education. Now there's
15 a gentleman I'm going to call to the -- ask him to
16 present his issue on the record with regard -- with
17 regard to veterans' preference issues. And I would --
18 I would ask him if he's here, the gentleman from --
19 from Turtle Mountains. He had a -- he had a specific
20 issue with veterans' preference. And he was stating
21 that he was not allowed to exercise his veterans'
22 preference. Unfortunately, it looks like he's not in
23 the room. But we're still not clear with that
24 response. Can you bring some clarity to it today if
25 veterans' preference is in fact being used throughout

1 the Bureau of Indian Education?

2 MR. DION KILLSBACK: Yes. That question
3 came up yesterday along with the Indian preference.
4 And the question related to veterans' preference and
5 whether or not -- for an initial hire, whether or not
6 veterans' preference would be part of the application
7 process in obtaining a new position with the Bureau of
8 Indian Education as well as the Bureau of Indian
9 Affairs. And it is. And that status as a veteran
10 will remain with that individual when they're hired.
11 If they -- if they weren't hired and they did have a
12 veterans' preference, one of two things would happen
13 from that process. One, another -- another applicant
14 was hired who had more qualifications, or was more
15 qualified, or the veterans' preference was not
16 properly recognized. And either way, there is a
17 process to essentially appeal that decision.

18 Now, if the veterans' preference is not
19 documented and it was improperly not considered, then
20 the applicant has the ability to supplement that
21 through the hiring process and to ensure that the
22 veterans' preference is considered.

23 MR. JESSE TAKEN ALIVE: Thank you. Thank
24 you for your -- thank you for your explanation.
25 However, I think we're off the situation here. If not

1 this one, but others, where tribal members are told
2 that yes, we'll recognize --

3 (Woman handed a microphone to Mr. Taken Alive.)

4 MR. JESSE TAKEN ALIVE: Yes, we'll possibly
5 recognize your Indians' preference, but we may not
6 recognize your veterans' preference. How many times
7 is that told, and how many times is that remedied,
8 that you just shared with us, told to them? Bottom
9 line is: Native American veterans are being denied
10 opportunities to work.

11 And I'll ask this gentleman from Turtle
12 Mountains to introduce himself and explain to you his
13 example. Since this is consultation, I would ask
14 if --

15 MR. DAVID TALAYUMPTEWA: Excuse me.

16 MR. DION KILLSBACK: I'm sorry. Go ahead.

17 MR. LOGAN DAVIS: Good morning. (Native
18 word.) I'm a Turtle Mountain Chippewa. My name is
19 Logan Davis. I'm a Native American veteran honorably
20 discharged. My father was a World War II D-Day Day
21 survivor at Normandy. He was also in the Battle of
22 the Bulge. He was a strong veteran advocate. And he
23 aligned me with that thought. My son has completed
24 five tours in Iraq and Afghanistan, Special Forces,
25 military intelligence, and mantracker. Very proud of

1 him. Very proud of the fact that he did service.

2 However, you know, in light of the veterans'
3 preference issue, we talked about that yesterday, I
4 was denied the veterans' preference in BIE. Bottom
5 line. I was told that by a line officer that it no
6 longer existed. She showed me paperwork in black and
7 white. I, of course, didn't agree with that, and I
8 told her that I would appeal that, because it should
9 be reinstated. If it is not in the regulations in BIE
10 to install veterans' preference, it should be
11 immediately.

12 I'm proud of my service. I'm proud of my
13 father, my son. I have a brother also who was in the
14 service for ten years. As military veterans, Native
15 Americans are unique. We're warriors, men and women,
16 not just men anymore. The women go out in battle too.
17 It's the least that the Federal Government can do to
18 make certain that veterans' preference is honored
19 every time, and not skirted. Because not only -- we
20 can talk about it. Veterans' preference does not
21 apply sometimes even if they're equally qualified.
22 Because they always use the fact, what you just said,
23 okay, equally qualified, whatever, you know, it's a
24 balancing act. You know, I've never been able to use
25 veterans' preference in my life. And I've been out

1 since 1975. So I still can get, maybe before I
2 retire, get a job in BIA. I don't know, BIE. I've
3 tried. Never been successful. And I'm kind of
4 disappointed in that part.

5 But I'm off the subject maybe about
6 education. But basically, BIA is involved in this
7 somehow or another. And you're listening to the words
8 of a veteran that speaks on behalf of all veterans on
9 a personal issue. My veteran brothers and sisters are
10 with me in spirit. I pray for them every day. As we
11 sit here and make battles we have amongst each other
12 over money, that we have men and women putting their
13 lives on the line for freedoms, freedoms that we all
14 enjoy, some of the freedoms. We have freedom to work
15 together, freedom to speak, communicate, bridge those
16 gaps. Those are my feelings. And I just would
17 request that you look at the regulations, make sure
18 veterans, vet preference, is applied every time. If
19 it's not there, put it back in.

20 MR. DION KILLSBACK: Thank you. And I want
21 to be -- go to a point of clarification. And I think
22 that the particular law that you're speaking of is
23 95-561, if I'm correct. And that is -- that is, you
24 know, the policy of the BIE. You are correct in that.
25 And when I was talking about BIA, it's different, as

1 you state.

2 And just a personal note: I've, you know,
3 spoken with Larry Echo Hawk as the Assistant
4 Secretary. I was his counsel. And I don't know if
5 anybody knows, but he also served his country as you
6 did. And, you know, it's an honor for you to serve
7 this country, but also your -- your own people, the
8 Chippewa Creek Anishinabi, and is an honor that, you
9 know, a lot of Native people respect, but I also
10 respect personally. And we -- you know, and Larry
11 Echo Hawk expressed his concern about that and the
12 inconsistency between BIA and BIE. And so as a
13 Counselor to the new Acting Assistant Secretary of
14 Indian Affairs, I will bring that to Mr. Laverdure's
15 attention because I think it's something that should
16 be changed. And absolutely one hundred percent, you
17 put your life on the line for this country, for your
18 people, for your homelands, like many Native
19 Americans. You know, and we're here in the Black
20 Hills. And I know how the Lakotas, you know, hold in
21 high regard and respect and teach that, you know, that
22 society. And the same is true for many Native
23 American tribes throughout this country. And so I
24 want to say thank you for those comments, and I will
25 definitely take that message back to the Acting

1 Assistant Secretary, Del Laverdure.

2 MR. JESSE TAKEN ALIVE: Dion, could you for
3 clarity again then: BIA does implement and exercise
4 veterans' preference. Yes or no?

5 MR. DION KILLSBACK: From my understanding,
6 yes. The BIA does have a veterans' --

7 MR. JESSE TAKEN ALIVE: And BIE does not --

8 MR. DION KILLSBACK: Yes.

9 MR. JESSE TAKEN ALIVE: -- exercise and
10 implement --

11 MR. DION KILLSBACK: Yeah.

12 MR. JESSE TAKEN ALIVE: -- veterans'
13 preference.

14 MR. DION KILLSBACK: I'm going to turn it
15 over to David for just that point, just for
16 clarification.

17 MR. JESSE TAKEN ALIVE: And again, this
18 isn't consultation from our perspective. We're
19 respecting you out here and your position of
20 consultation. So we need to walk away from this
21 gathering with clarity on veterans' preference so we
22 can take that message home. Because yesterday it was
23 somewhat confusing, and still yet right now. It seems
24 like it's a yes-or-no answer from our end, a yes-or-no
25 question. But I think what happened is that half of

1 it has been answered. BIA does utilize and implement
2 veterans' preference. So now we're seeking clarity on
3 BIE.

4 MR. DION KILLSBACK: Yes. From my
5 understanding, BIA does have a policy for veterans'
6 preference and Indian preference. And the BIE, that
7 the BIE does not have a veterans' preference policy
8 for hiring, but they do have Indian preference.

9 MS. BEVERLY TUTTLE: Thank you. I just want
10 to make a comment. Going back to our big discussion
11 on Indian self-determination, I do want to share this
12 information with you: That our tribal grant schools
13 do recognize veterans' preference. In our HR manual,
14 they're a preference to the rating system. So that's
15 part of our self -- Indian Self-Determination Act that
16 we're putting to -- to the use of recognizing. And
17 again, it goes back to yesterday; you know, the Indian
18 preference even going back to the thinking of them
19 taking Indian preference out once it gets to the DOI,
20 Department of Interior. So these are all segregated
21 issues that we're doing, we're practicing, but yet,
22 you know, you're not in sync with us. So I just want
23 to mention that. Thank you.

24 MR. DION KILLSBACK: Comment?

25 MR. CHRIS BORDEAUX: Okay. I have a comment

1 about the assurances. I would like to read a
2 statement and put it into the record.

3 In South Dakota, the following data chart,
4 which I have here, was compiled from annual reports of
5 the tribal schools from the BIE website and the South
6 Dakota Education website. In interpreting the data,
7 it shows drastic decline in proficiency levels
8 throughout Bureau-funded schools. Another and more
9 important interpretation of that data is that on an
10 average, a majority of BIA-funded schools were making
11 AYP at the start of No Child Left Behind. The BIE
12 then required BIA-funded schools to utilize their
13 recommended reading and math programs if the tribal
14 grant schools want the funds to do math and reading
15 programs. Although the majority of the schools were
16 making AYP with the programs already in place in the
17 schools, in the years since then, BIE has -- and I
18 changed a word from directed to dictated, schools sign
19 assurances to the BIE to receive funds and scrap what
20 was working for a new program that has no research
21 that it was successful. Because of this -- because of
22 this, proficiency levels immediately plummeted. But
23 the BIE continues to force schools through assurances
24 to use these programs, and proficiency levels continue
25 to plummet.

1 In 2004-2005, the South Dakota BIE statewide
2 proficiency level in math was 52.86. BIE started to
3 use assurances to make the schools use MATHCOUNTS, and
4 I can't remember what else. In 2005-2006, South
5 Dakota BIE statewide was 26.79 proficient. And it's
6 gone down in 2009-2010 to 22. The reading proficiency
7 when No Child Left Behind started, statewide for BIE
8 schools, was 48.18. And in 2009-2010, it is 27
9 percent.

10 And then just yesterday I heard that with
11 these new assurances, the number 11's on here, that
12 the BIE is going to require Native Star for all tribal
13 schools if they want any ESEA funding. The
14 Self-Determination Act, the Tribal Schools Act says no
15 one can impose anything on those schools unless those
16 schools say they can, which means if those schools
17 sign an assurance, you have to do it.

18 Mr. Talayumptewa said there's no statutory
19 requirement that they sign. According to the Tribal
20 Schools Act, they have to give the schools the money.
21 They cannot withhold the money.

22 I remember when Mr. Dowd was in there, and
23 he found out schools were being threatened with these
24 assurances, he told us that you can't withhold this
25 money from those schools. Ask the schools that never

Capital Reporting Company
Tribal Consultation Meeting 05-04-2012

107

1 signed these assurances if they got the money. Yes,
2 they did. They have to. These assurances are already
3 in the Tribal Schools Act, already in the
4 Self-Determination Act.

5 I won't repeat again what was so eloquently
6 stated yesterday by Councilman Kevin Steel and
7 President John Steel about the Self-Determination Act
8 and the Tribally Controlled Schools Act. Those are
9 already in that. They do not have to sign these
10 assurances. They already have assurances that they
11 will follow all these laws of ESEA. This is just
12 another ploy of the BIA to again, as my friend Barb
13 Paquin said, to erode our tribal schools.

14 And I guess to make things clear, my name is
15 Chris Bordeaux. I'm the Executive Director of the
16 Oceti Sakowin Education Consortium. It's a
17 consultation of tribal schools here in South Dakota,
18 from Tiospa Zina, Enemy Swim, to Loneman, Porcupine,
19 Little Wound, Crazy Horse, Wounded Knee District
20 School, Crow Creek, Sitting Bull School, Lower Brule
21 School. They're all part of our consortium. They're
22 all tribal schools. And they all agree with this.
23 They don't have to sign these assurances. You don't
24 have to sign these assurances. But if you do -- I
25 won't say what I want to say. But if you do, you have

1 to follow this.

2 And I was thinking about proficiency,
3 advanced, proficient, basic. If you're advanced,
4 you're an A-student. If you're proficient, you're a
5 B-student. If you're basic, you're a C-student.

6 I remember my daughter, first time she went
7 off to college, she called home. After their first
8 grades came out, she said, so what's wrong with a "C"?
9 Our children are not failing. The BIA has failed our
10 children. Thank you.

11 I'd like to throw another thing in here. I
12 was just looking at this. It says "A New Day for
13 Indian Affairs." If you look at it a certain way, it
14 almost looks like an atomic explosion. I just --
15 nothing to do with anything. But I would like to
16 submit this document (indicating). Thank you.

17 (Applause.)

18 MR. BRIAN DRAPEAUX: Final comments on the
19 assurances? Dr. Bordeaux?

20 MR. LIONEL BORDEAUX: No, I'm not -- I'm not
21 here to address assurances. So go ahead and let
22 somebody else speak. Lot of -- Steve Archambault
23 might want to say something about the assurances.
24 Assured or what?

25 MR. BRIAN DRAPEAUX: Need a green light?

1 Let me give you this one. (Handed to Mr. Lionel
2 Bordeaux.)

3 MR. LIONEL BORDEAUX: No, my name is Lionel
4 Bordeaux. I'm one of these many Bordeaux's that you
5 hear about. I wasn't -- I'm not so sure that I even
6 belong here. I'm with Tribal Higher Education. But I
7 saw something over the years that prompted me to begin
8 to get involved with K through 12. So I ran for
9 office, and enough of the Sicangu Owayata supported
10 me, so I got on the St. Francis Indian School Board as
11 a board member. And I probably don't have enough
12 years left in my life to know or understand what's
13 happening in K through 12. I'm going on my 40th year
14 as President at Sinte Gleska University.

15 I'm glad to see Jeff up here. Jeff was a
16 fellow colleague one time as a Tribal College
17 President himself. So I know he has an understanding
18 of what we're doing. And I know Brian worked for
19 senate (phonetic) for a long time, and I know he has
20 an understanding of tribal colleges and universities.
21 So I'm glad to see all of you here.

22 My concern with K through 12 was that we
23 were receiving graduates from any number of our high
24 schools. And yes, we have students who can do the
25 work in a Harvard, a Dartmouth, a Yale. But we have

1 also too many students who come to Sinte Gleska
2 University and still operate seemingly at the fourth,
3 fifth, sixth, seventh-grade level. And that is a
4 concern.

5 A bigger concern is the fact that a lot of
6 our schools, we have a dropout rate that's in the 70s
7 from freshman year to senior year. That is a big, big
8 concern that does not seem to be addressed. And we've
9 been doing this now for decades. And these young
10 people have not been prepared for parenthood. They
11 have not been and are not prepared for any type of a
12 career. And yet they are and will be the residents
13 and the citizens of our tribal nations. And what can
14 we expect from our future tribal nations if our tribal
15 citizenry is not prepared for the struggles that await
16 us? And education probably won't be a premium or a
17 priority with many of those students.

18 We're seeing it at an early age already.
19 Many of these young dropouts are becoming parents
20 quite early. They are in their late teens. They are
21 in their early twenties. And their children are in
22 Head Start, kindergarten, first, second, third. And
23 they think nothing of removing their children from
24 school for many reasons, sometimes just to take a
25 fourth, fifth grader out of school to baby-sit their

1 one-, two-, three-year-old, or to accompany the
2 family. Grandma just got her money, and they're going
3 to do the family laundry, and they're going to also
4 have pizza at the park. And so they think nothing of
5 taking their children out of school. When informed by
6 the teacher that they should leave their child in
7 school, sometimes they even get confrontational.

8 So we're having a situation that is really
9 not on anybody's table, and that's bothersome. I
10 spent 14 years on a tribal council. I chaired our
11 education committees. I used to be president or
12 chairman of just about every other Indian educational
13 organization in the country.

14 I was finishing up my PhD in Minnesota. I
15 had everything completed, and was awaiting graduation
16 when a representative, who started tribal college, and
17 he came to me from medicine man and asked me to
18 resign. I used to work for the BIA ten years. I was
19 one of five selected throughout the country by the
20 Department of Interior Management Training Program to
21 be trained for a future managerial position. My goal
22 was to be a BIA Education Superintendent on Rosebud,
23 but to retire as the Aberdeen Area Office Director.
24 That was my goal.

25 And I got up -- I started as a GS-5, and I

1 got up to a nine, and I was working on a GS-11. When
2 I was in Minnesota, Stanley Red Bird, Senior came.
3 And he said, Because you know the Lakota language,
4 we're looking for a young President at Sinte Gleska.
5 And the medicine man at those ceremonies, and you have
6 been designated to be the next President. And I am
7 here to tell you, you are to resign from the BIA, and
8 you are also to remove yourself from the University of
9 Minnesota and you're not to graduate. You are to come
10 home with me. We will give you an inauguration
11 (Native words), and you are to begin the Presidency,
12 because we have several mandates. Number one,
13 obviously, cultural preservation; number two, to
14 redefine and restructure education; number three, to
15 bring business and education into a closer working
16 relationship; and number four, to come up with a new
17 form of tribal government where you give the power
18 back to the Tiospayes, the Tinsiam (phonetic) system,
19 the communities, and base it on the treaty. These are
20 tough, tough mandates for tribal institutions of
21 higher learning.

22 And I'm glad my Itancan, Rodney Bordeaux,
23 President, supports all of these. You don't find too
24 many tribal chairmen and tribal councils supporting,
25 coming up with another system that may take them out

1 of the picture. But this was the mandate of these
2 medicine men.

3 And I guess that's kind of why I follow the
4 educational venues around marketing and talking about
5 where I'm coming from and what I am seeing. And right
6 now, it seems as if we're kind of in a vacuum. And in
7 the years of reading and history, when we're in a
8 vacuum as to an uncertainty where we're going, too
9 often something is rammed down our throat. And that's
10 always a fear, and it creates a lot of anxiety. It
11 creates a lot of gossip, a lot of finger pointing.
12 Because people, there's an uncertainty as to where
13 we're going. We have these executive orders. We have
14 this creation of this MOU, bringing BIE and Department
15 of Ed together. They're going to discuss it, I
16 understand in Minneapolis, sometime in the end of May.
17 And I guess therein lies my question: Where is all of
18 this going? What's the future that we can anticipate
19 coming out of this?

20 We just hosted a United Nation Rapporteur
21 the other day at Sinte Gleska. We had speakers coming
22 from all over the country, including Canada, talking
23 about the declaration that was recently signed,
24 talking about putting together a report from
25 indigenous peoples and presenting to the United

1 Nations in Geneva in September.

2 This is another beginning. The signs are
3 there. I don't take them negatively. I'm going on 73
4 years old now. I was 32 when I was inaugurated by
5 medicine men, in a big circle much like we're here
6 sitting here, and I was in the middle. And one by one
7 they talked to me, and they talked about the treaties.
8 They talked about redesigning nationhood. They talked
9 about redefining, restructuring education, developing
10 our own accreditation. They said the educational
11 system that we have now is not ours. It was brought
12 here. It was forced on us. It was designed to take
13 the Wolakota out of us. And we've seen that. When we
14 lose the generation that I represent, and when we lose
15 the next generation below me, how much of our language
16 are we going to have left? I worry about the next
17 two, three and four generations that have yet to come.
18 I hate to say this, but I don't know under the present
19 system if we're going to retain our language. How
20 many sitting in here know their language, (Native
21 word). Raise their hand.

22 (Hands raised.)

23 MR. LIONEL BORDEAUX: One, two, three, four,
24 five, six, seven. Out of how many? 40, 50 of us
25 sitting here. You go to the first, second, third,

1 fourth, fifth grade in any school, and you ask how
2 many know the language. I don't know that one is
3 going to raise their hand, yet we've all continued to
4 work on that system. Something is not right. And I
5 don't mean to offend anybody. But too often when we
6 come here and say something like this, somewhere
7 somebody gets offended. And that's unfortunate.
8 Because truth has to be known by all of us.

9 Personally, I would remove BIE completely
10 away from Interior, completely away from the state.
11 The State has control of Indian education today.
12 Tribes are being blamed for low graduation rates, low
13 achievements. We are hearing, hey, you wanted Indian
14 control. We gave you the Indian Education Act. We
15 gave you the Indian Self-Determination Act. And look
16 at our statistics. They're still falling. We do not
17 own Indian education. These acts did not give us
18 ownership. We still must get accredited, certified by
19 non-tribal law.

20 What other country turns their education
21 over to another state or another entity? That's what
22 we do in Indian education. We have turned our
23 educational programming over to other entities. We do
24 not control that. So how can we be responsible for
25 the failing in education that we see as tribal people?

1 We had our system of education before
2 Columbus ever came here. Since then, it's been in
3 turmoil. How do we get that back? When will we come
4 together to have these meetings to address this? All
5 we have to do is take a look at the Kennedy Report,
6 the American Indian Policy Review Commission. We have
7 all kinds of blue-panel reports out there that tell us
8 time and time again the things that we need to do.
9 Why can't we call and hold fork and -- meetings,
10 tribal meetings throughout the country where we bring
11 all those reports and we take a month to go through
12 them and to pull the things out of them that are still
13 applicable, even going back to the Marian (phonetic)
14 Report, and put them into another report, and bring
15 another report, and take that report to Congress, and
16 say, Hey, here we are united as indigenous peoples in
17 this country. We're here to say that we want
18 legislation through the treaties. We are partners.
19 We are in the Constitution. We want a say in who we
20 are. We want an independent educational council in
21 this country that does not have the Federal Government
22 or the state governments' involvement except through
23 resources. We are capable through the treaty. We
24 signed treaties with these people as partners. Let's
25 go back to that. That needs to be the foundation

1 where we come from.

2 We need our own accreditation. Tribal
3 colleges, we met with Sylvia Manning heading up the
4 accreditation out of Chicago. She said tribal
5 colleges, do not be responsible for cultural genocide
6 on your watch. Powerful, powerful statement from one
7 of the top educators in the country. She said,
8 develop your own accreditation, and seek reciprocity
9 with us, or go your own, or help us to restructure
10 ours, and give ours recognition of who you are.

11 The signs are out there. We need to come
12 together to take advantage of this. Now that we're
13 doing these executive orders, we need to redefine the
14 Indian Education Act. We need a new Indian Education
15 Act. We have the capability. There's enough of us
16 who are at an age, there's enough of these young ones
17 that we can bring them to the table and spiritually we
18 can hold these conferences throughout Indian Country.
19 And through technology today, through online, we can
20 go back to our ancestry. And through prayer and
21 ceremony, we can go back to who they were, and who
22 they wanted us to be, and safeguard us in those
23 treaties.

24 I'm pushing a national tribal university
25 that has online capability globally, but certainly to

1 our own residents on reservations and our residents in
2 urban areas. Where to go with this remains a
3 question. Haskell could possibly be that institution.
4 It's off the ground. It has room for expansion. It
5 could be a law school, a medical school, you name it.
6 We can all become a part of it. We have the -- we
7 have the opportunity for a model of education clear
8 across this land that can tie in. K through 12 can
9 tie in. Vo tech, you can bring in the SIPIs, the
10 IEIAs. We have that opportunity. It awaits us, and
11 that's where we need to go. That's what the report
12 that comes out of these places needs to say, that hey,
13 it's timely. We're ready to do that. Ancestry is
14 calling. The generations to come demand it. And
15 that's what I wanted to say here. Love you all.
16 Thank you. Appreciate that. (Native language.)

17 (Applause.)

18 MR. BRIAN DRAPEAUX: Thank you very much.
19 Rodney, did you have a --

20 MR. RODNEY BORDEAUX: Yes.

21 MR. BRIAN DRAPEAUX: Okay. Just so we know,
22 we're about ten minutes or so till the end of the
23 session. And just want to allow the President to make
24 final comments, and then we'll close after,
25 afterwards. So thank you.

1 MR. RODNEY BORDEAUX: I'm Rodney Bordeaux,
2 President of the Rosebud Sioux Tribe. I wanted to --
3 yesterday I wasn't able to get some comments in regard
4 to the streamlining, BIE, BIA, and in the BIE
5 reorganization. Primarily the streamlining will
6 severely impact the regional and local services. For
7 FY13, there is an expected cut of \$20 million. And
8 the bulk of these cuts are expected to be met by
9 streamlining and consolidating the various regional
10 and local offices. This consolidation reasoning
11 behind the report appears to be based upon a
12 reorganizational study of the National Park Service,
13 Forest Service and other Department of Interior
14 offices.

15 The mission of these offices is very narrow,
16 limited primarily, essentially, to public outreach and
17 land management. We are opposed to the consolidation
18 of the regional offices, especially the Great Plains,
19 Rocky Mountain and Midwest Regions. The Great Plains
20 services 15 tribes; Midwest, 29 tribes; and Rocky
21 Mountain, seven tribes. The consolidation of these
22 three regions would result in a total of 51 tribes,
23 and direct access to regional directors would be even
24 more limited than it already is. Even with our own
25 region, the Great Plains, the access and services to

1 the regional offices are very limited and are
2 inadequate.

3 Previous to this, I know the tribal
4 leadership in the '90s wanted to basically close the
5 regional office, Aberdeen, and it met stiff resistance
6 by Senator Tom Daschle. So that's a thought that's
7 still there, and it may be resurrected sometime soon.
8 The forefathers of the Rosebud Sioux Tribe signed the
9 1868 Fort Laramie Treaty. Signatory tribes are
10 entitled to a direct relationship with the U.S.
11 Government. Consolidation will impact this treaty
12 relationship. Local agencies, including the Rosebud
13 Agency, are the direct link with the Federal
14 Government and provide critical functions on behalf of
15 the tribes, including education, land management,
16 records management, and various direct services,
17 welfare assistance, 638 contracts and technical
18 assistance. Our agency offices need to be adequately
19 funded to meet the needs of each of our tribes. This
20 is where the action is.

21 Cut Regional and Central Office budgets, and
22 fund the agency offices so that the needs of the
23 tribes, education, land and natural resources, records
24 management and tribal government functions can prosper
25 and develop.

1 BIA line offices: An earlier attempt by DOI
2 to close and consolidate BIA line offices resulted in
3 a lawsuit, and the BIA was court-ordered to halt the
4 process and keep the offices open. The reorganization
5 consolidation may be a direct violation of that court
6 order and could possibly be litigated again. We don't
7 want to get into litigation. It slows the work and
8 needless -- and hinders the effectiveness of services
9 to the tribe.

10 The \$20 million in budget cuts goes against
11 the stated policies of the Obama Administration to
12 meet treaty and trust obligations. Funding should be
13 increased, not decreased. The argument that the BIA,
14 slash, BIE cuts are direct -- are not direct cuts to
15 tribal programs is a fallacy. Regional and local
16 agencies provide direct services to tribes.
17 Therefore, any budget cuts are a decrease in funding
18 for the tribes.

19 The report does not include the Office of
20 Special Trustee. Tribes have recommended this to
21 solve this for nearly a decade. It is critical that
22 this recommendation be included in any kind of BIA
23 reorganization. Again, I urge you to ensure that the
24 Federal Government lives up to its treaty and trust
25 obligations. Thank you.

1 MR. DION KILLSBACK: Thank you. Thank you,
2 Rodney, for those -- for those closing comments. We
3 have -- we have one more here.

4 MS. BEVERLY TUTTLE: I'm going to say, as
5 the day is closing, I'm going to take home, I'm sure,
6 all of my other constituents from our tribal -- our
7 tribal relationship that we have developed and kind of
8 being cohesive. Again, this is Bev Tuttle. I'm with
9 the Oglala Sioux Tribal Council serving on the
10 Education Committee.

11 There was one thought that came to me today
12 as I was visiting with one of our audience members.
13 And the concern I'm going to go back to is the
14 Johnson-O'Malley, the fact that Colorado, and I
15 know -- I'm not too sure of the other state, have
16 passed the agreement to assure that in their schools,
17 in the public schools where the children are not
18 learning their language, that they have adopted the
19 Lakota language for elders to go in there and actually
20 teach to those children. I would like to plug that in
21 in our information-sharing here as we're discussing
22 these work -- I consider this a working session more
23 than anything. That we consider that, and we will go
24 to our state and -- the state of South Dakota, and
25 probably make moves to propose that, that we utilize

1 our elders. I think some schools are already doing
2 that. However, we also want to give creditability and
3 recognition to the Lakota elders that go into those
4 schools. They are not recognized as teachers that fit
5 into the school system. But under the Indian
6 Self-Determination Act, I know that we can do what we
7 think best fits learning the Lakota language. So that
8 is something I want to stress. That is something you
9 can take into consideration, that we want more elder
10 involvement.

11 And I want to just end with, Mr. Bordeaux,
12 you know, is stressing our children are really
13 suffering in every capacity. I can't express that
14 enough because our children do suffer many of the
15 traumas right now today as I speak. They suffer many
16 traumas of things that are not their fault. But how
17 could we make them better? And I also want to stress
18 putting back in dollars for the residential piece that
19 our schools so sorely need. And again, putting them
20 back all under a form of a bureaucracy that doesn't
21 fit us, it's like cyberspace. You know, we have IT.
22 The way the -- the mainstream America thinks of
23 technology, we're going to lose -- we're going to lose
24 ourselves in this cyberspace because we're just going
25 to be so fragmented, that I really believe that we

1 need to keep as much of consistency and cohesiveness
2 to our relationship.

3 And this building -- I want to stress
4 something. I was kind of good about this. I was
5 reading something in here. And it has "Today's a New
6 Day for the BIA." I want to say that I take claim to
7 that new day, because when I came to the listening
8 sessions with you on January 20th, I said, "Today is a
9 new day for our tribal grant schools." I'm glad you
10 took that for you guys. I said that. Thank you.

11 MR. DION KILLSBACK: Thanks. Well, on
12 behalf of the Department of the Interior, the Bureau
13 of Indian Affairs and the Bureau of Indian Education,
14 I would like to thank everybody that is here and that
15 attended these important discussions. We are
16 committed to addressing issues, with streamlining the
17 Administrative Assessment, as well as JOM and the
18 Grant Assurance Statements.

19 As I stated in the beginning, this is the
20 fourth, and we're now concluding the fourth
21 consultation, and we'll continue with the next three.
22 The consultation will also be open for comments to
23 be up until June 2nd of 2012. And those can be
24 e-mailed to the consultation at BIA-dot-gov. And all
25 the information we've provided will be on the website,

1 on the BIA-dot-gov website under Consultation, and as
2 well as the transcripts from this meeting and previous
3 meetings as well. So thank you again, and we look
4 forward to having more discussion in the future. Have
5 a good day and --

6 MS. BEVERLY TUTTLE: I want to say one more
7 thing I forgot to mention. One last statement from
8 the Oglala Sioux Tribe, that President Steel did say
9 that he wanted feedback in 15 days from the day we got
10 done here on our questions we asked and responses.
11 And I'm sure this reporter here has them all. I just
12 wanted to remind you of that. Thank you. This is Bev
13 Tuttle again from the Oglala Sioux Tribal Council.

14 MR. DION KILLSBACK: Thank you. And this
15 will conclude our session. Everybody have safe
16 travels home.

17 (Proceedings concluded at 11:57 a.m.)

18 * * *

19

20

21

22

23

24

25

1 CERTIFICATE

2 I, SUSAN A. SELIGA, a Registered Professional
3 Reporter, do hereby certify that the foregoing proceedings
4 were taken in the above matter on May 4, 2012; that the
5 proceedings herein were reduced by me in stenotype and
6 transcribed under my supervision; that the transcript is a
7 true record, to the best of my ability, of the proceedings
8 herein.

9 I further certify that I am not a relative, employee,
10 attorney or counsel of any of the parties or attorneys or
11 financially interested in the event of this action.

12 IN WITNESS WHEREOF, I have hereunto set my hand and
13 affixed my seal of office this 18th day of May, 2012.

14

15

16 _____
Susan A. Seliga, CM, RPR
Registered Professional Reporter

17

18

19

20

21

22

23

24

25

Capital Reporting Company
Tribal Consultation Meeting 05-04-2012

Page 1

<u> </u> \$	12-22-86 55:23	12:9	5 72:22
\$13 14:1	125 42:13	2012 1:3,18 3:9,12	5,000 82:12
\$144.00 31:9	13 70:6	4:17 8:3 124:23	5/3/12 3:16
\$17 13:25	14 49:7 111:10	126:4,13	50 114:24
\$2 69:12,14	15 119:20 125:9	2013 21:24 34:22	500,000 7:4 9:13
\$20 119:7 121:10	16 40:9	20th 60:20 124:8	50s 35:5
\$200.00 35:21	17 9:22 11:16 12:4	21 76:3	51 119:22
\$30 28:20	18:25 19:25 20:8	22 106:6	52.86 106:2
\$4.5 45:2,8	23:25 24:1,17,22	220 41:6	<u> </u>
\$40 33:1	18 52:14	25 5:7	<u> </u> 6
\$45.00 55:10	1868 56:16 120:9	26.79 106:5	6 73:2
\$650,000	1873 11:3	27 106:8	60 51:10 78:5,9
34:10,11,14,16	18th 126:13	271,884 7:1 8:7,14	60,000 82:10
\$7 14:2	1960s 51:25	273.1 5:7	60's 35:5
\$80.00 31:11,12	1975 101:1	29 119:20	63 40:1,3
<u> </u>	1978 26:19	2nd 124:23	638 16:6 53:12
<u> </u> 1	1986 55:19	<u> </u>	120:17
1 71:6	1990 55:1 76:4	<u> </u> 3	67 3:5 39:25
10:00 67:1	1995 5:24	3 3:9 72:2	6th 70:12
10:01 67:2	6:9,20,23,25 7:8	3,000 27:5	<u> </u>
10:19 67:4	9:10 12:1 22:7	30 35:20 78:6	<u> </u> 7
100 57:5	37:13 47:15 62:2	30-day 14:24	7 74:1
100-297 4:8	1997 26:22	32 114:4	7:30 49:18
68:9,12,18,22	<u> </u>	327 42:12	70s 35:5 110:6
102.97 93:25 95:22	<u> </u> 2	39 61:14	73 39:23 114:3
103-294 6:17	2 3:12 71:16	<u> </u>	7th 70:12
103-551 6:16	2,713 54:25	<u> </u> 4	<u> </u>
106 74:7	2000 8:10,20	4 1:3,18 3:4 72:11	<u> </u> 8
11 75:17 91:8	41:3,4,13 42:11	126:4	8 74:7
11:57 125:17	76:4,6	40 82:10 114:24	8:15 1:20 4:2
112.151 4:16	2000s 76:11	40th 109:13	80 31:10
11's 74:18 106:11	2004-2005 106:1	41 40:2	80s 35:2
12 5:18 40:2	2005 5:3 10:7	424B 68:21	84 41:4
109:8,13,22	2005-2006 106:4	44 86:8	843 33:14
118:8	2007 36:20	452 42:12	85 35:12 40:17
12/12/86 3:15	2009-2010 106:6,8	48.18 106:8	43:23
12:00 67:9	2010 10:6 41:6	4th 24:15	<u> </u>
120 80:16	2011 12:9 14:19	<u> </u>	<u> </u> 9
	2011-2012 7:5 9:8	<u> </u> 5	90 80:16
			90s 31:20 32:19

<p>120:4 93-638 68:10 95 8:1 41:2 95-561 101:23 96 24:20 99 43:23</p> <hr/> <p style="text-align: center;">A</p> <hr/> <p>a.m 1:20 4:2 67:2,4 125:17 A-133 74:13,16 Abada 31:4 76:17 77:3,9 79:5,11 80:3 abate 92:2 abated 73:25 abatement 91:20 Abe 61:12,13,14 Aberdeen 90:15 111:23 120:5 ability 98:20 126:7 able 12:11 20:9 21:17 37:19 41:22 86:13 87:8 92:1,15 100:24 119:3 above-entitled 1:16 absolutely 9:22 11:1,16 95:16 96:24 102:16 academic 41:9 84:23 academics 40:14,22 acceptable 43:6 65:8 accepted 70:9 72:3 access 71:19 119:23,25 accommodations</p>	<p>49:10 78:21 accompanied 68:9 accompanies 68:24 accompany 111:1 accompanying 4:16 accomplished 18:22 24:14 accomplishments 61:5 accordance 14:23 72:3 74:12 According 5:7 106:19 account 42:11 78:2,12 85:24 86:4 accountability 76:25 77:1,6,22 78:19 95:4,9 96:4 accounted 72:9 accounting 72:2,4,6,10 accreditation 114:10 117:2,4,8 accredited 115:18 accurate 42:17 achievements 64:13 115:13 across 14:17 16:21 17:6,21 79:1 118:8 act 13:4 23:3 69:4,5 72:23 73:11 74:8,9,13 75:5 100:24 104:15 106:14,20 107:3,4,7,8 115:14,15 117:14,15 123:6</p>	<p>Acting 2:14 102:13,25 action 10:16 62:10 64:4 120:20 126:11 actions 73:10 activities 30:13 40:15 41:1,5 71:10 72:24,25 acts 115:17 actually 86:1 122:19 adding 69:2 addition 4:25 address 8:8 17:6 18:1 49:1 50:5 86:9 108:21 116:4 addressed 86:10 110:8 addressing 16:16 124:16 ADDs 70:6 Adele 91:3,7 92:3,18 adequate 15:19,20 adequately 30:21 86:17 120:18 adhered 45:13 adherence 56:24 69:4 administer 42:24 Administration 2:9 44:21 121:11 administrative 93:9 124:17 administrators 83:16 85:4 adopted 14:20 82:16 122:18 adopting 77:16</p>	<p>adult 44:24 advanced 108:3 advantage 117:12 advice 28:22 Advisor 2:7 advocate 49:14 99:22 Affairs 2:6,8,9 3:25 15:24 50:22 56:3,8 69:12,14 73:23 98:9 102:14 108:13 124:13 affect 13:7 20:20 65:18 90:17,18 affected 17:15 affecting 56:21 affects 17:1 affixed 126:13 afford 65:13 68:12 90:3 Afghanistan 99:24 afterwards 118:25 against 81:15 121:10 age 5:17 45:22 46:11 110:18 117:16 agencies 15:3 16:7 120:12 121:16 agency 71:17 88:17 120:13,18,22 agenda 12:25 13:1 88:8 ago 9:22 11:17 12:4 agreed 74:25 agreement 122:16 agreements 89:4 90:24</p>
--	--	---	---

<p>ahead 67:6 81:13 99:16 108:21</p> <p>ahold 32:22</p> <p>Air 73:11</p> <p>Alaska 29:20</p> <p>Albuquerque 70:7 74:20</p> <p>alcohol 61:16</p> <p>aligned 99:23</p> <p>Alive 7:7,11,19,20 9:17 10:4,5,6,10,18,2 1,25 11:7,11 18:15,16 21:9 23:15,18,20,21 46:15 58:11,18 93:14,21 94:4,10,14,18 95:16 96:19,22,25 98:23 99:3,4 103:2,7,9,12,17</p> <p>allocation 28:25 31:21</p> <p>allocations 6:15</p> <p>allotted 67:10 84:20</p> <p>allow 21:5 62:3 65:16 71:25 74:1,6 79:7 118:23</p> <p>allowed 47:14 78:14,16,17 82:1 87:11 97:12,21</p> <p>allowing 43:10</p> <p>allows 12:2 47:11</p> <p>alone 39:8 54:24</p> <p>already 11:19 80:5 92:9 105:16 107:2,3,9,10 110:18 119:24 123:1</p> <p>alternative 87:18</p>	<p>am 112:6 113:5 126:9</p> <p>ambitious 45:23</p> <p>Amendments 74:13</p> <p>America 50:11 63:1 64:17 84:5 123:22</p> <p>American 24:12 39:24,25 40:3 41:5 42:5 86:24 99:9,19 102:23 116:6</p> <p>Americans 34:4 61:16 100:15 102:19</p> <p>amongst 39:7 101:11</p> <p>amount 29:25 32:21 37:25 91:11 92:13</p> <p>ancestors 25:4 58:23 59:2 66:2,16</p> <p>ancestry 117:20 118:13</p> <p>and/or 94:24</p> <p>Anderson 70:18</p> <p>anger 58:5</p> <p>Anishinabi 102:8</p> <p>annual 6:20 28:25 36:23 37:8 74:15 91:21 105:4</p> <p>annually 68:11,13</p> <p>answer 21:19 93:15 97:8 103:24</p> <p>answered 95:17 97:5 104:1</p> <p>answering 21:10</p> <p>anticipate 113:18</p> <p>anxiety 113:10</p>	<p>anybody 83:14 85:9 90:22 102:5 115:5</p> <p>anybody's 111:9</p> <p>anymore 25:13 60:13,16 61:3 63:21,24 100:16</p> <p>anyone 81:12 83:15 84:24</p> <p>anything 13:6 25:6 52:5 59:11 66:11,19 95:13 106:15 108:15 122:23</p> <p>anywhere 57:7</p> <p>apart 83:13</p> <p>apologize 11:23 17:22 44:2 81:12,13 85:17 86:11 88:8 90:22</p> <p>apparently 44:4</p> <p>appeal 98:17 100:8</p> <p>appears 119:11</p> <p>appease 21:3 22:13,14</p> <p>Applause 108:17 118:17</p> <p>applicable 13:2 72:22 73:2 74:21,22 75:6 116:13</p> <p>applicant 98:13,20</p> <p>applicants 5:14</p> <p>application 28:19 86:8 98:6</p> <p>applications 52:8</p> <p>applied 101:18</p> <p>apply 71:7 95:22,23 100:21</p> <p>appointed 72:12</p> <p>appreciate 25:18</p>	<p>46:13 67:20 118:16</p> <p>approach 17:17 51:8 89:5</p> <p>appropriate 63:6,20 71:18 72:10 91:11 95:11</p> <p>appropriated 72:8,21</p> <p>appropriately 50:5 96:7</p> <p>appropriations 4:18</p> <p>approved 28:17</p> <p>archaic 7:21,22,25 9:1</p> <p>Archambault 108:22</p> <p>Archeological 74:9</p> <p>area 27:2,25 30:19 33:19 38:19 44:13 50:4,18 72:18 86:20 111:23</p> <p>areas 84:6,12 118:2</p> <p>aren't 51:11 60:12,15 65:8</p> <p>argument 121:13</p> <p>articulate 20:17</p> <p>articulated 47:16</p> <p>artificially-set 83:4</p> <p>aspect 17:11 18:10</p> <p>assessment 76:5,10,11 86:20,21,22 93:18 124:17</p> <p>assistance 13:4 30:14 31:8 32:11 44:15 62:12,24</p>
---	--	---	---

<p>71:8 87:22 120:17,18</p> <p>Assistant 2:6,7,9,14 56:3 102:3,13 103:1</p> <p>assists 40:16</p> <p>Associate 2:12,13 69:22</p> <p>associate's 81:4</p> <p>association 3:8 28:22 29:4,8 32:23</p> <p>assume 63:1</p> <p>assurance 3:5 67:12 68:5,6,16,22,23 69:3,20 70:1,11,13 71:2,4,6,16 73:9,15 74:16 75:2,18 94:8,21 96:7,12,15,18 106:17 124:18</p> <p>assurances 4:7 47:21 56:24 70:3 73:24 75:23 91:5,7,10,12 92:3,8,11,12 95:22,23,25 96:2 105:1,19,23 106:3,11,24 107:1,2,10,23,24 108:19,21,23</p> <p>assure 122:16</p> <p>Assured 108:24</p> <p>A-student 108:4</p> <p>atomic 108:14</p> <p>atrocious 81:15 84:22</p> <p>attack 20:5 65:4</p> <p>attempt 21:3 121:1</p> <p>attempted 76:11</p>	<p>attend 41:14</p> <p>attendance 79:4,6,7,12,20</p> <p>attended 124:15</p> <p>attending 5:9</p> <p>attention 38:4 102:15</p> <p>attorney 32:9 126:10</p> <p>attorneys 126:10</p> <p>attributes 30:10</p> <p>attrition 60:16</p> <p>audience 24:23 41:15 58:4 122:12</p> <p>Audit 74:13</p> <p>audits 74:12,16</p> <p>authorities 13:24</p> <p>authority 10:9 28:11 71:7</p> <p>authorized 63:8 71:19</p> <p>available 8:1,2 28:23 77:7 93:10</p> <p>avenue 86:19 87:17</p> <p>avenues 84:21</p> <p>average 105:10</p> <p>await 110:15</p> <p>awaiting 111:15</p> <p>awaits 118:10</p> <p>award 71:21</p> <p>awarding 71:17</p> <p>aware 69:7 72:16 84:17 95:17</p> <p>awareness 52:22</p> <p>away 27:16,24 32:1 51:3 54:20 61:22 86:5 88:8 103:20 115:10</p>	<p>awesome 60:20</p> <p>AYP 49:22 54:10 64:20 76:2,20,21,22 77:2 78:15,17 79:4,8,19,24 80:2 81:17 84:19,21 85:19,23,25 87:19 105:11,16</p> <hr/> <p style="text-align: center;">B</p> <hr/> <p>baby-sit 110:25</p> <p>background 42:9</p> <p>bad 52:1</p> <p>balancing 23:3 100:24</p> <p>band 40:20 66:4 88:7 89:4</p> <p>banquet 35:22</p> <p>Barb 75:20,25 85:13 86:18 88:1 107:12</p> <p>barely 80:18</p> <p>base 6:11,14,19 42:15 112:19</p> <p>based 77:14 119:11</p> <p>basic 31:3 39:9 52:3 108:3,5</p> <p>basically 27:24 28:4,16 29:11 50:9 101:6 120:4</p> <p>basics 53:21</p> <p>basketball 22:17</p> <p>batter 86:22</p> <p>battle 99:21 100:16</p> <p>battles 101:11</p> <p>bear 39:13,17,21,22</p> <p>beautiful 60:5</p>	<p>beautifully 83:9</p> <p>became 76:5</p> <p>become 118:6</p> <p>becoming 43:24 110:19</p> <p>beef 31:16</p> <p>begin 4:4 12:21 78:9 109:7 112:11</p> <p>beginning 1:20 28:20 114:2 124:19</p> <p>begins 19:23 20:5</p> <p>behalf 8:17 12:21 23:10,13 33:12 39:21 46:19 48:1 67:23 68:3 101:8 120:14 124:12</p> <p>behind 3:13 49:21 50:6 76:7,8 80:9,12,22 81:3,10 85:17 105:11 106:7 119:11</p> <p>beings 64:25</p> <p>belabor 11:18 24:5</p> <p>believe 19:20 31:10 42:18 51:8 123:25</p> <p>believed 3:12 52:23</p> <p>believes 42:19</p> <p>believing 64:25</p> <p>belong 79:22 109:6</p> <p>benefactors 66:18</p> <p>benefit 59:7,9</p> <p>Benjamin 61:15,17</p> <p>bent 81:24</p> <p>Bernie 35:9</p> <p>best 22:25 93:1</p>
---	--	---	--

<p>123:7 126:7 better 39:6 41:9 52:18 86:12 88:24 123:17 Bev 48:18 122:8 125:12 BEVERLY 48:7 104:9 122:4 125:6 BIA 6:10,23 15:5,7,24,25 25:9 29:17 38:12 43:20 47:13 56:15 57:10 58:1 59:10 73:17 90:4 101:2,6,25 102:12 103:3,6 104:1,5 107:12 108:9 111:18,22 112:7 119:4 121:1,2,3,13,22 124:6 BIA/BIE 3:9 BIA-dot-gov 124:24 125:1 BIA-funded 105:10,12 BIA's 76:7 biases 84:10 Biblical 84:13 BIE 2:12 5:23 6:7 10:15 15:16,17,19,24 16:2 17:14 20:15,18 21:17 23:24 24:2,16 44:23 45:9 49:4,9 50:19 61:25 63:25 64:7 65:8 68:3,7,20,25 69:1 76:11 77:11 78:22,25 85:16 92:25 100:4,9 101:2,24 102:12 103:7 104:3,6,7</p>	<p>105:5,11,17,19,2 3 106:1,2,5,7,12 113:14 115:9 119:4 121:14 BIE/BIA 46:3 BIE-funded 5:19 bigger 110:5 biggest 92:24 bills 37:25 biologic 84:13 Bird 112:2 birth 6:2 12:13 bit 5:24 14:9 15:23 18:10 70:5 black 66:1 100:6 102:19 blamed 115:12 blatantly 24:8 blood 5:22 blue-panel 116:7 blunt 85:23 board 17:7 35:6,7 49:7 52:10,21 89:9 109:10,11 boarding 51:12 boards 83:18 body 71:18 78:7 Bonesteel 27:3 30:5 book 87:6 books 71:20 Bordeaux 26:9,10,14 31:15 34:24 35:1,2 39:16 43:9 50:1,13,14 104:25 107:15 108:19,20 109:2,3,4 112:22 114:23 118:20 119:1 123:11</p>	<p>Bordeaux's 109:4 born 58:25 bothersome 111:9 bottom 44:18 67:23,25 68:2 99:8 100:4 bought 22:16 Bouza 39:17,19 bow 57:22 box 65:2,21 boy 20:21 29:7 33:23,25 35:9 break 66:24 Brian 2:10 10:15,19,20,23 11:1,6,10 16:20 21:13 23:15,17,18,19 24:6,21 25:5,12,16 35:17 38:9 43:12 88:4,12 89:3 90:23 92:22 108:18,25 109:18 118:18,21 bridge 101:15 brief 44:11 briefly 43:17 71:2 bring 35:7,8 38:4 59:4,10 60:10 61:9 67:22 80:25 81:7 84:16 89:10 90:1 97:24 102:14 112:15 116:10,14 117:17 118:9 bringing 36:1,2,9 60:8 113:14 broke 28:6 broken 39:22 Bronner 34:9 brother 100:13</p>	<p>brothers 101:9 brought 50:14 55:21 59:8 60:3,19,21 114:11 Brown 2:12 3:4 4:3 7:9 9:2 10:2,5,8 12:6 21:8 34:20,25 43:13 48:5 Bruce 2:14 88:12,19 90:14 Brule 107:20 brunt 39:3,13 B-student 108:5 budget 6:13,15 7:23 9:20 10:1 16:25 17:7 21:23 22:25 29:19 30:22 34:23 36:5 38:20 39:2,3,6,7,12 46:25 56:8 57:1 88:14,25 89:22 92:16 121:10,17 budgets 28:17 92:6 120:21 building 31:7 88:24 89:2 124:3 buildings 88:20 Bulge 99:22 bulk 119:8 Bull 33:16 66:3 107:20 bump 31:22 Bureau 2:9,10,13 3:25 4:9,20 5:1,3 12:7 16:9,23 45:9 50:22 56:7 61:25 69:11 71:23,25 73:21,23 93:11 96:1,3 97:14 98:1,7,8</p>
---	---	--	--

<p>124:12,13 bureaucracy 19:7 20:1,15 24:10 58:22 59:5,16,18,23 60:8,13,16 64:15,16 65:11,21 66:5,10,21 123:20 bureaucratic 52:8 Bureau-funded 105:8 Bureau-operated 69:9 business 48:20 53:17 112:15 busy 44:12 buy 35:18 90:3 buying 30:11</p> <hr/> <p style="text-align: center;">C</p> <hr/> <p>calculated 76:22 79:24 calculating 80:2 calculation 85:19,23 calculations 77:14 camp 40:21 Canada 113:22 cap 30:13 capability 71:9 117:15,25 capable 45:24 80:2 86:25 116:23 capacity 16:23 26:21 123:13 Capital 1:19 career 110:12 careful 39:11 carried 71:23 87:17</p>	<p>carry 19:21 25:4 64:12,14 case 19:6 catch-up 49:9,12 category 6:13,15 51:11 Catholic 43:19 cattle 39:10 caught 41:19 cause 25:7 census 42:16 center 3:12 28:4 40:17,18 70:18 centers 49:16 79:4,6,7,13,20 central 6:7 13:21 28:8 35:13,23 120:21 centrally 47:4 90:10 centuries 25:11 61:11 66:11 ceremonies 56:14 112:5 ceremony 117:21 certain 13:21 24:22 39:13 56:9 100:18 108:13 certainly 24:6 117:25 CERTIFICATE 126:1 certification 6:3 12:14 80:22 certified 84:11 115:18 certify 126:3,9 cetera 9:21 24:19 CFR 5:7 chain 20:2 chaired 111:10</p>	<p>chairman 14:10 35:6 43:9,16 88:7 111:12 112:24 Chairman's 3:8 challenge 40:8 challenged 22:24 77:9 challenges 40:13 challenging 25:6 change 42:19 50:3 61:24 62:2 63:19 changed 41:15 42:11 102:16 105:18 changes 19:12 27:23,24 changing 40:7 51:5 91:8 Charlie 29:6 35:9 chart 105:3 cheerleading 40:23 Chicago 117:4 Chief 2:10 70:19 child 3:13 54:1 76:6,8 80:8,12,22 81:3,10 85:16 105:11 106:7 111:6 children 5:9 11:25 17:6,15,17 19:13 20:12,16 24:7 33:14,24 35:14 36:2,9 37:13,14,17 49:16,20 50:5,6 51:6,17,23 52:4,25 53:3 54:10,16,22,25 55:3,11 58:24 59:7,9,12 60:3,25 61:17</p>	<p>62:4,21 63:21 65:3,21 66:19 67:23,25 72:20 73:20 76:19 79:17 83:9 84:11,18,25 85:5 86:21 87:9 95:7 108:9,10 110:21,23 111:5 122:17,20 123:12,14 Chippewa 99:18 102:8 Chitimacha 70:22,23 choice 51:14,20 Chris 34:24 35:1,2 104:25 107:15 circle 114:5 Circular 74:13 cite 13:2,3 citizenry 110:15 citizens 110:13 City 1:18 3:9 24:15 35:3,8,10 54:23,24 55:4 City-Rushmore 1:17 civilize 63:24 claim 124:6 clarification 101:21 103:16 clarified 45:11 76:21 clarifying 42:21 clarity 97:24 103:3,21 104:2 classroom 20:22 76:4 Clean 73:11 clear 51:25 67:8 97:23 107:14</p>
--	---	---	---

<p>118:7 close 7:4 27:5 30:7 90:7 118:24 120:4 121:2 closer 112:15 closing 58:13 66:8 122:2,5 Cloud 56:14 CM 126:16 cognizant 58:23 cohesive 122:8 cohesiveness 124:1 collaborate 87:12 collaborated 86:12 collaboratively 18:4 colleague 109:16 colleagues 19:18 collected 5:25 collectively 20:14 49:6 college 33:16 40:21 45:7 81:5 108:7 109:16 111:16 colleges 44:24 109:20 117:3,5 Colorado 122:14 Columbus 116:2 combined 28:9 41:16 comes 44:25 45:1 49:8 118:12 coming 17:21 19:6,21 32:7 41:20 49:3 52:19 55:9 66:1,2 82:11 92:7,21,24 112:25 113:5,19,21 command 20:2</p>	<p>comment 33:4 91:5 104:10,24,25 comments 26:8 43:14 44:4 48:6,10 58:13 60:12,15 64:10 67:17 71:22 75:19,22 76:1 81:11 82:4 85:12 86:19 88:3,11 102:24 108:18 118:24 119:3 122:2 124:22 Commission 116:6 committed 81:14 124:16 committee 3:15 4:25 5:13 28:5,10,18 42:6 55:25 56:1 122:10 committees 26:24 28:8,14,15 32:5 111:11 common 19:5,15 communicate 101:15 communities 20:21 33:17 59:14 112:19 community 27:10 32:3 33:14,18 39:21,22 compact 16:1,4 compacted 13:24 14:4 Company 1:19 compete 32:15 compiled 105:4 complete 39:1 41:24 49:19 67:16 80:9 completed 22:11</p>	<p>58:16 99:23 111:15 completely 13:15 115:9,10 completion 71:10 compliance 74:2,12 compliances 94:21 compliant 47:20 comply 72:22 73:2 74:7,11,21 95:25 component 25:17,22 components 62:6 Comptroller 71:17 concept 84:7 concern 7:21 25:24 42:22 102:11 109:22 110:4,5,8 122:13 concerned 40:5 concerns 16:17 17:6 46:25 conclude 64:10 125:15 concluded 125:17 concluding 124:20 concur 46:21 concurrent 48:8 conditions 68:9 82:2 conducive 17:9 conduct 22:11 74:15 conducted 4:13 6:23 15:2 conducting 69:8 conferences 117:18 confident 23:11,12</p>	<p>confidently 51:9 conflict 72:14 conformity 73:10 confrontational 111:7 confronted 79:4 confusing 103:23 Congress 4:19,24 9:2 10:8,10 11:8,9 12:2,6 15:18 16:17 17:12 18:25 19:2,12 20:10 21:15 22:14 23:2,6 27:23 29:10 33:12 34:10 39:10 47:11,16,19,23 62:3 72:9,21 94:13 116:15 congressional 10:16 22:9 47:12 56:5 57:17 connected 54:4 connection 32:2 consider 12:22 55:13 122:22,23 consideration 123:9 considered 13:13 98:19,22 consistency 73:10 124:1 consistent 14:23 consistently 76:2 82:15 consolidate 121:2 consolidating 119:9 consolidation 119:10,17,21 120:11 121:5 consortium 79:23</p>
---	---	---	---

<p>107:16,21 constituents 122:6 constitutes 72:14 Constitution 116:19 constraints 17:1,7 46:25 consultation 1:3,16 4:20 6:12 12:23 14:15,21,22 15:1,9,20 26:16 32:17 34:18 42:10 48:4,25 50:25 55:14 63:17 65:19 70:4 99:13 103:18,20 107:17 124:21,22,24 125:1 consultations 9:4 14:17 22:4 contain 6:17 contemplate 50:2 continuance 15:16 continue 8:9 18:8 25:4 32:15 41:10 61:22 65:11 66:9,16,17 74:4 86:21 93:4 105:24 124:21 continued 115:3 continues 105:23 continuing 74:3 continuously 87:14 contract 5:14 16:6 30:1 53:12 contracted 13:24 contractor 6:4 68:11 contractors 6:1,5 contractor's</p>	<p>6:10,14 contracts 36:21 37:7 68:10 120:17 control 28:15 53:11 68:7 73:6 80:4 115:11,14,24 controlled 68:23,25 69:9,24 70:11 71:13 72:1 74:14 95:5 107:8 convened 4:2 9:4 70:4 cooperative 89:4 90:24 coordinator 5:2 12:17 26:20 29:15 39:15 42:20 43:7 76:5 copy 9:23 core 20:6 Corn 30:19 corporate 64:16,23 correct 11:10,11 69:16 94:6 101:23,24 cost 46:23,25 47:2,5,7 90:8 costing 90:24 costs 30:10 47:5 93:9 council 26:23 30:3 32:5 55:7 57:13 111:10 116:20 122:9 125:13 Councilman 33:10 107:6 councils 112:24 counsel 102:4 126:10 Counselor 2:6</p>	<p>102:13 count 3:3 4:7,10,13,15,19, 22 6:7,21,24 7:1,5,10 9:6,8,9,14,16,19, 21,25 10:11,17 12:8,10 15:19,21 21:15 22:7,9,12 24:1 25:24 27:17 31:17 39:14 42:12,14,15 43:2 54:25 counted 4:14 counterparts 66:13,14 country 11:13 14:17 17:18 20:4 21:4 23:1,2,14 60:7 63:4,23 64:24 85:21 86:5 102:5,7,17,23 111:13,19 113:22 115:20 116:10,17,21 117:7,18 counts 9:3 12:12 36:22,23 38:5 county 27:3,4 28:2 30:9 50:15 couple 36:13 37:9 75:22 course 8:22 20:24 23:19 94:12 100:7 courses 40:20 court 15:12,13 57:6 121:5 court-ordered 121:3 Crazy 107:19 create 79:20 87:4,11 created 6:8 76:18 84:25</p>	<p>creates 87:3 113:10,11 creating 29:7 53:23 creation 29:3 113:14 credentials 81:2 credit 40:21 81:5 creditability 123:2 Creek 30:19 102:8 107:20 critical 41:18 64:5 120:14 121:21 Crow 107:20 crowd 23:12 41:16 crucial 43:1 C-student 108:5 cultural 66:18 81:7 84:8 91:16 112:13 117:5 culture 80:11,14,20,25 current 7:8,9 8:7,18 18:20 24:3 42:17 43:3,5 47:24 86:16 currently 80:15 curriculum 53:23 59:11 61:10 62:6,23 Curtis 88:6 cut 36:8,9 47:5 52:1 92:20,21 119:7 120:21 cuts 17:7 30:23 39:2,4,6,7,12 44:22 88:14 89:22 90:17 92:24 119:8 121:10,14,17 cutting 45:5 92:6</p>
--	--	--	---

<p>CY05 3:11</p> <p>CY12 3:11</p> <p>cyberspace 123:21,24</p> <hr/> <p style="text-align: center;">D</p> <hr/> <p>D.C 21:20 47:7 56:4 66:12 91:14</p> <p>Dakota 1:18 24:15 33:23 56:5 77:21 78:4,8 79:3,21 83:1 86:7,15 105:3,6 106:1,5 107:17 122:24</p> <p>Dakotas 65:15 70:24 76:19 84:18 88:10 90:7 96:10,16</p> <p>Dakota's 77:5,16 78:23 87:5</p> <p>damn 79:16</p> <p>Dartmouth 109:25</p> <p>Daschle 120:6</p> <p>data 24:3 28:25 40:7 105:3,6,9</p> <p>date 12:13</p> <p>dated 3:16</p> <p>dates 6:3</p> <p>daughter 108:6</p> <p>Dave 17:25</p> <p>David 2:9 3:5 16:20 35:17 67:13,17,19 75:24 85:11 88:2,4,5 91:1,6,13 92:15,19 93:19,22 94:7,12,16 95:1,21 96:21,24 99:15 103:15</p> <p>Davis 99:17,19</p> <p>day 27:18 33:22</p>	<p>36:14 46:13 48:11,15 65:2 70:24 80:18 89:24 90:2 99:20 101:10 108:12 113:21 122:5 124:6,7,9 125:5,9 126:13</p> <p>days 44:12,13 59:6 67:24 125:9</p> <p>D-Day 99:20</p> <p>deal 13:22 16:4 73:21 81:6</p> <p>dealing 14:5</p> <p>deals 64:18,23 96:4</p> <p>dear 14:25 55:21</p> <p>decade 121:21</p> <p>decades 110:9</p> <p>December 14:19</p> <p>decide 60:25 61:1,12</p> <p>deciding 64:2</p> <p>decision 78:17 98:17</p> <p>declaration 113:23</p> <p>declare 57:3</p> <p>decline 105:7</p> <p>decolonization 66:16</p> <p>decrease 121:17</p> <p>decreased 121:13</p> <p>decreases 9:20</p> <p>deemed 63:6</p> <p>deficiencies 69:17</p> <p>deficits 51:2 52:17</p> <p>definitely 102:25</p> <p>definition 87:19</p> <p>degree 5:22</p> <p>degrees 81:5</p>	<p>Del 3:16 103:1</p> <p>delegation 56:5</p> <p>demand 56:23 118:14</p> <p>demands 80:12</p> <p>demolish 88:21</p> <p>denied 79:19 99:9 100:4</p> <p>deny 61:21</p> <p>department 3:24 4:17,21 14:14 15:23 16:9 21:22 23:3 47:20 56:4 65:9 75:1,12 87:3 93:2,8 96:5 104:20 111:20 113:14 119:13 124:12</p> <p>departments 53:15,24 62:11,25 63:3</p> <p>Department-wide 14:21</p> <p>Deputy 2:9,12,13,14</p> <p>derived 55:18</p> <p>described 57:5 85:14,16,20</p> <p>design 87:21</p> <p>designated 76:23 112:6</p> <p>designed 5:12 114:12</p> <p>desires 23:2</p> <p>despair 60:9</p> <p>destruction 80:9,10</p> <p>detailed 48:25</p> <p>determination 77:2 78:15</p> <p>determinations 78:21</p>	<p>determine 6:10</p> <p>determined 81:17</p> <p>determines 79:3</p> <p>determining 87:1</p> <p>develop 16:11 17:16 32:4 62:5,22 70:13 96:14 117:8 120:25</p> <p>developed 14:16 74:19 122:7</p> <p>developing 114:9</p> <p>development 31:7</p> <p>dialogue 18:3 65:19</p> <p>dictated 105:18</p> <p>died 30:16</p> <p>difference 13:9 35:11</p> <p>differences 68:1</p> <p>different 16:3 18:5 89:16 101:25</p> <p>diligently 50:25</p> <p>dilute 37:15,18</p> <p>Dion 2:6 7:13,20 14:8 15:13 18:15 19:4 33:6,8 46:14 58:11,15 66:23 67:5 88:12,19 90:1 98:2 99:16 101:20 103:2,5,8,11,14 104:4,24 122:1 124:11 125:14</p> <p>direct 13:10,16 14:1 15:25 16:5 41:7 42:3 50:23 88:18 90:5 93:6,12 119:23 120:10,13,16 121:5,14,16</p> <p>directed 4:19,25</p>
---	--	--	---

<p>6:9 12:7 17:12 105:18</p> <p>direction 4:18 44:17</p> <p>directive 9:15 15:18,19</p> <p>directly 73:21 75:23 93:1</p> <p>Director 2:9,12,13 15:6 21:16,18 36:13,16 69:23 90:14 92:25 107:15 111:23</p> <p>directors 47:18 119:23</p> <p>Director's 21:6 46:18 47:3 92:23</p> <p>Directorship 36:20</p> <p>Disabilities 69:5 75:5</p> <p>disagree 54:8</p> <p>disappointed 101:4</p> <p>discharged 99:20</p> <p>discuss 44:11 113:15</p> <p>discussed 12:25</p> <p>discussing 122:21</p> <p>discussion 11:17 15:16 16:8 17:3 23:23 67:12 104:10 125:4</p> <p>discussions 16:13 22:4 124:15</p> <p>disestablished 28:7</p> <p>disputes 85:18</p> <p>disrespect 24:12</p> <p>disrespectful 8:11 11:6,15,16,24 20:3 24:8</p>	<p>disrespectfully 18:23</p> <p>distance 47:8</p> <p>distinguishing 16:4</p> <p>distorted 84:20</p> <p>distributing 6:21</p> <p>distribution 6:24</p> <p>district 27:22 32:10 39:18,22 41:16 42:19 107:19</p> <p>districts 5:15 27:6 28:11</p> <p>district-wide 28:1</p> <p>divide 38:16,22</p> <p>division 15:23</p> <p>doable 10:13</p> <p>doctor 19:13</p> <p>doctors 32:6,7</p> <p>document 61:14 74:17 108:16</p> <p>documented 98:19</p> <p>documents 53:6 71:21 79:25</p> <p>DOI 49:4 54:13 57:10 104:19 121:1</p> <p>DOI's 14:22</p> <p>dollar 32:21 45:2 69:14</p> <p>dollars 38:1 39:4 42:25 43:8 49:14 69:13 72:8 88:21 89:1 90:25 93:4 95:5,15 123:18</p> <p>dollar-wise 8:1</p> <p>don 59:25</p> <p>done 9:10 18:24 24:19 55:1,15 58:12 63:9 65:6</p>	<p>90:24 125:10</p> <p>door 83:16,20 90:16</p> <p>door-to-door 35:13</p> <p>Dormitory 70:19</p> <p>doubt 23:4</p> <p>Dowd 106:22</p> <p>downfall 29:12</p> <p>DPA 2:13 78:18 80:3 81:14 82:1 84:22 85:15</p> <p>Dr 50:1 70:23 85:12,13 87:16 108:19</p> <p>draft 3:5 4:7 65:12,13 70:3 87:5</p> <p>drafted 96:18</p> <p>Drapeaux 2:10 10:15,20,23 11:10 21:13,14 23:17,19 25:16 38:9 43:12 88:4 108:18,25 118:18,21</p> <p>drastic 105:7</p> <p>drastically 41:15 92:6</p> <p>drinking 73:12</p> <p>drive 53:18 88:9</p> <p>drop 40:5</p> <p>dropout 82:25 86:3 110:6</p> <p>dropouts 110:19</p> <p>dropping 49:21 50:6 54:10</p> <p>dual-credit 40:20</p> <p>during 67:24 69:21</p> <hr/> <p style="text-align: center;">E</p> <hr/>	<p>earlier 31:11 121:1</p> <p>early 4:4 32:19 35:2 48:20 76:10 110:18,20,21</p> <p>early-outs 46:11</p> <p>east 2:12 47:2,6 69:23</p> <p>eastern 30:6,18</p> <p>echo 89:25 102:3,11</p> <p>economic 40:12</p> <p>ed 28:4 44:25 75:12 93:2,8 96:5 113:15</p> <p>educate 72:20 95:7</p> <p>educated 32:10 50:17 73:17 86:24</p> <p>educating 57:19 73:20</p> <p>education 2:11,13 4:20,21 5:3,11,13,25 12:7 16:9,24 21:21 26:22 27:14 28:15 30:4,14 34:5,14 42:5 44:25 50:5 53:15,23 55:24 56:10,16 61:20 62:1,11 63:3,7,21,22 64:19 65:9,11 71:15 75:2,4 91:24 92:21 93:4,7,23 96:4 97:14 98:1,8 101:6 105:6 107:16 109:6 110:16 111:11,22 112:14,15 114:9 115:11,14,17,20, 22,25 116:1 117:14 118:7</p>
---	--	--	---

<p>120:15,23 122:10 124:13 educational 5:9 13:4 30:15 31:8 92:23 95:11 111:12 113:4 114:10 115:23 116:20 educators 51:1 52:25 86:25 117:7 effect 17:8 effective 17:16 28:10 effectiveness 121:8 effort 22:25 56:24 65:20 efforts 23:13 eight 28:2 33:15,17 40:1 either 37:12 42:16 44:7 45:14 81:4 98:16 either/or 53:20 elder 123:9 elders 122:19 123:1,3 elected 42:7 72:12 element 77:5,10 elementary 27:14 28:2 39:24 69:4 75:4 79:8 elements 81:8 eligibility 6:5 42:18 43:5 eligible 4:11,22 5:14,17,23 6:6 29:22 37:14 eloquent 85:20 eloquently 15:8 107:5 else 52:5 54:12</p>	<p>83:21,22 84:2 106:4 108:22 e-mailed 124:24 employee 20:18 126:9 employees 16:24 72:12,24 80:24 employment 72:24 endangered 73:12 endeavor 22:13 Enemy 70:24 107:18 energetic 48:16 English 84:13 enhance 52:6 enjoy 101:14 enrolled 5:18,19 44:7 enrollment 27:19 36:2 ensure 71:9 95:8 98:21 121:23 entire 51:12 entities 115:23 entitled 120:10 entity 115:21 entrust 25:3 environment 51:5 environmental 69:3 73:3,5 74:2 91:13,17 92:1 EPA 69:7,10,13,17 73:21,25 74:3 91:20 95:10 equally 100:21,23 equitable 39:6 equity 78:9 erode 107:13 ESEA 69:4 75:5,13 95:12</p>	<p>106:13 107:11 Espanola 91:23 especially 34:6 46:21 119:18 essentially 47:6 98:17 119:16 establish 21:18 72:2,11 established 69:19 et 9:20 24:19 Eufaula 70:19 evaluation 73:9 event 126:11 events 41:14 eventually 31:4 91:18 everybody 18:22 36:6,15 38:17 48:12,14 124:14 125:15 everyone 26:12 everything 54:18 111:15 evidence 59:19,21 evidence-based 60:7 evolution 76:6 evolved 79:2 exact 17:2 examine 71:20 example 30:5 86:2 99:13 exceeding 7:4 excellent 72:6 except 5:19 13:15 116:22 excess 37:13 excuse 7:13 23:18 70:17 99:15 executive 3:15</p>	<p>13:5 55:25 107:15 113:13 117:13 exercise 19:10 97:21 103:3,9 exercised 97:13 existed 77:12 100:6 existing 47:16 exists 57:7 expansion 118:4 expect 9:11 110:14 expected 7:3 119:7,8 expecting 65:6 experts 62:14 explain 99:12 explanation 98:24 explore 87:24 explosion 108:14 express 55:13 58:6 123:13 expressed 11:19 25:24 102:11 extended 40:11 extent 16:25 external 83:4,17 externally 82:19 extra 13:23 91:11 extracurricular 40:15,19 41:1,5 exuberant 48:16</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>faced 55:4 facetious 8:11 facilities 71:15 73:7,17,19,22 Facility 91:15 fact 49:20,22 58:4</p>
---	--	--	--

<p>78:2 79:3,5 93:23 97:25 100:1,22 110:5 122:14</p> <p>facts 64:20,21</p> <p>failed 108:9</p> <p>failing 85:8 108:9 115:25</p> <p>failure 46:4</p> <p>fair 39:6 63:20 78:10 93:17</p> <p>fairly 45:23 67:15</p> <p>Faith 3:17 43:15,16</p> <p>fallacy 121:15</p> <p>falling 49:20 50:6 83:13 115:16</p> <p>families 43:2 82:8</p> <p>family 40:12 111:2,3</p> <p>fashion 16:20</p> <p>fat 88:16 90:18</p> <p>father 34:1,2 38:14,25 99:20 100:13</p> <p>fault 123:16</p> <p>fear 113:10</p> <p>feasibility 21:12</p> <p>federal 13:13,15 14:3 71:7,12 72:25 73:3,10 74:22 75:10,11 83:10 93:24 95:4,9,15 100:17 116:21 120:13 121:24</p> <p>feed 60:12 66:20</p> <p>feedback 125:9</p> <p>feeding 60:16</p> <p>feel 22:7 23:11,12 24:24 34:13 43:5 45:24 60:9 64:2</p>	<p>81:14</p> <p>feeling 57:24</p> <p>feelings 67:22 101:16</p> <p>fees 42:24</p> <p>fellow 109:16</p> <p>FEMALE 31:14</p> <p>field 15:6 22:15 25:24 26:2 30:14,15</p> <p>fields 22:1</p> <p>fifth 110:3,25 115:1</p> <p>fight 36:6</p> <p>figure 16:16 31:19 34:1,2</p> <p>figures 28:23</p> <p>filed 3:24</p> <p>fill 52:7</p> <p>final 6:24,25 66:8 70:2 108:18 118:24</p> <p>finally 36:1,2</p> <p>financial 53:17 71:9 74:12</p> <p>financially 126:11</p> <p>fine 10:20,21 15:14 45:7 69:14</p> <p>fined 69:11</p> <p>finger 113:11</p> <p>finishing 111:14</p> <p>fire 83:18,19</p> <p>fired 57:23 84:1</p> <p>first 46:16 54:1 89:19 108:6,7 110:22 114:25</p> <p>fiscal 4:17</p> <p>fit 59:15 66:9 123:4,21</p> <p>fits 123:7</p>	<p>five 40:1 99:24 111:19 114:24</p> <p>five-county 27:2</p> <p>flood 73:9</p> <p>floor 39:17 67:13,17</p> <p>flowery 48:18</p> <p>fly 47:6</p> <p>FMIS 91:18 92:1</p> <p>focus 18:9 69:19,25 70:2,5,16 74:20,24 75:9 95:3 96:10,18</p> <p>focused 42:7</p> <p>folks 11:15 17:25 23:10 47:13 70:10,16 86:14</p> <p>food 37:25</p> <p>force 105:23</p> <p>forced 61:19 81:1 114:12</p> <p>Forces 99:24</p> <p>forefathers 120:8</p> <p>foregoing 126:3</p> <p>Forest 119:13</p> <p>forget 30:1</p> <p>forgot 125:7</p> <p>fork 116:9</p> <p>form 68:21 112:17 123:20</p> <p>formal 14:20 23:25</p> <p>format 7:14 16:3</p> <p>formats 86:22</p> <p>former 27:1</p> <p>forms 68:14</p> <p>formula 6:11</p> <p>formulate 15:18 17:16</p>	<p>formulating 22:25</p> <p>Fort 120:9</p> <p>forth 22:25</p> <p>forthcoming 56:8 57:1</p> <p>fortunate 22:8</p> <p>forward 16:16 22:13 24:9 32:22 65:24 66:17 69:11 87:17,25 125:4</p> <p>foster 18:2</p> <p>foundation 116:25</p> <p>fourth 15:1 110:2,25 115:1 124:20</p> <p>fragmented 123:25</p> <p>frame 62:17 63:6</p> <p>Francis 75:21 76:3 109:10</p> <p>frankly 22:14,21 79:16</p> <p>free 11:13 61:21</p> <p>freedom 11:12 101:14,15</p> <p>freedoms 101:13,14</p> <p>freshman 110:7</p> <p>Friday 1:18</p> <p>friend 29:6 107:12</p> <p>friends 58:20 64:11</p> <p>front 53:7 59:23 96:14</p> <p>frustrated 8:15 22:6,20 24:25 34:15</p> <p>frustrating 19:3,25 21:11 25:15 34:19 59:15 62:1</p>
---	--	---	---

<p>frustratingly 18:23</p> <p>frustration 18:7,8,9 19:23 20:5 25:1 64:14</p> <p>full-time 5:1</p> <p>function 13:13,15 14:3 53:2</p> <p>functional 82:10</p> <p>functions 63:2 120:14,24</p> <p>fund 91:11 92:13 96:1 120:22</p> <p>funded 13:11,16 21:21 27:14 30:21 37:13 38:20 72:25 73:20 120:19</p> <p>funding 3:12 4:11,23 6:11,14,19 9:14 16:1,2 17:13 21:18,22,23 27:15 30:4 32:25 34:22 37:11 38:2 43:21 45:1,8 71:11 87:14 91:11,20,21,25 92:11 93:1,12,13 94:3 106:13 121:12,17</p> <p>funds 6:12,22,25 12:1 13:12,17 15:24,25 34:7 40:20 41:22 42:15,22 43:8 68:24 71:13 72:19 73:1 92:22 93:3,5,8,10,16 94:11,17,19 95:4,9,24 96:4,6 105:14,19</p> <p>future 57:14 110:14 111:21 113:18 125:4</p> <p>FY13 119:7</p>	<hr style="width: 50%; margin: auto;"/> <p>G</p> <hr style="width: 50%; margin: auto;"/> <p>Gaddy 70:22</p> <p>gain 26:5 72:15</p> <p>gaps 101:16</p> <p>Gates 82:22</p> <p>gather 16:13</p> <p>gathered 16:15</p> <p>gathering 24:22 103:21</p> <p>Gee 34:10</p> <p>General 71:17</p> <p>generally 50:12 72:3</p> <p>generation 84:25 86:9 114:14,15</p> <p>generations 63:19,21,23 64:1,4 66:11 114:17 118:14</p> <p>generic 68:16</p> <p>generous 29:19</p> <p>Geneva 114:1</p> <p>genocide 117:5</p> <p>gentleman 97:15,18 99:11</p> <p>geographical 84:7</p> <p>gets 27:18 36:7 85:3 104:19 115:7</p> <p>getting 17:17 18:10 29:22 32:6 39:14,15 51:8 83:22</p> <p>girl 20:21</p> <p>given 9:23 10:13 19:16 77:12 78:25</p> <p>gives 32:14</p> <p>glad 34:18,19 36:7,17 50:1 109:15,21</p>	<p>112:22 124:9</p> <p>Gleska 109:14 110:1 112:4 113:21</p> <p>globally 117:25</p> <p>goal 111:21,24</p> <p>God-send 89:19</p> <p>gone 31:16 106:6</p> <p>goodness 55:1</p> <p>gossip 113:11</p> <p>gotten 72:17</p> <p>governing 71:18 74:23 75:7</p> <p>government 13:19 14:4 49:10 63:8 64:16,23 93:24 100:17 112:17 116:21 120:11,14,24 121:24</p> <p>governments 19:9 46:21 116:22</p> <p>government's 45:5</p> <p>government-to-government 56:19</p> <p>gown 30:14</p> <p>grade 5:18 51:13,21 85:1 115:1</p> <p>grader 110:25</p> <p>grades 39:24 40:1,2 41:9 108:8</p> <p>graduate 112:9</p> <p>graduated 32:11</p> <p>graduates 35:24 109:23</p> <p>graduation 55:9 60:17 86:3 111:15 115:12</p> <p>graduation-</p>	<p>related 30:13</p> <p>grandchild 52:10,14</p> <p>grandchildren 37:22 54:16 58:24</p> <p>granddaughter 41:21 52:13</p> <p>granddaughter's 41:23</p> <p>grandfathered 77:18</p> <p>Grandma 111:2</p> <p>grandmother 58:7,8</p> <p>grandparent 41:19</p> <p>grandparents 29:10 37:21,24 52:13 61:4</p> <p>grant 30:1 33:14 43:20 44:23 45:12,25 52:6,12 53:12 67:12 68:7,8,25 69:9 70:3,12,13 71:13 72:1,5,17 74:14,25 93:5 94:23 95:19 97:4 104:12 105:14 124:9,18</p> <p>grantee 71:7</p> <p>grantees 72:19 74:5</p> <p>grants 4:8 42:24 44:17 68:10,23 93:6 95:6,15,22</p> <p>grants-dot-gov 68:15</p> <p>grateful 42:3</p> <p>great 3:8 12:21 22:23 34:17 38:13,25 45:7 46:22,24 47:1,4</p>
--	--	---	---

<p>54:16 65:16 81:6 88:11 90:11 119:18,19,25</p> <p>great-grandchildren 58:25</p> <p>great-grandparents 61:4</p> <p>great-great 58:7</p> <p>green 108:25</p> <p>greet 48:14</p> <p>Greg 70:18</p> <p>Gregory 27:3</p> <p>Gross 70:17</p> <p>G-R-O-S-S 70:17</p> <p>ground 20:20 118:4</p> <p>groundwork 15:15</p> <p>group 45:23 69:19,25 70:2,4,6,16 74:20,25 76:17 77:3,21 80:6 95:3 96:10,17,18</p> <p>group's 75:9</p> <p>growing 31:19 33:21</p> <p>growth 7:3 9:11 78:11 85:22,25</p> <p>GS-11 112:1</p> <p>GS-5 111:25</p> <p>guarantee 93:16 94:5,7,11,19</p> <p>guaranties 94:16</p> <p>guess 7:20 29:12 33:11,20,25 34:3,8 46:7,16 48:9 52:24 58:1 107:14 113:3,17</p> <p>guys 12:3 34:10</p>	<p>36:17 37:10 44:12 45:17 46:2 54:9 57:22 88:10 90:6 92:12 124:10</p> <hr/> <p style="text-align: center;">H</p> <hr/> <p>hair 52:1</p> <p>half 88:21 89:1 103:25</p> <p>half-truth 8:14</p> <p>halt 121:3</p> <p>Hamley 2:13 85:12,13,15 87:16</p> <p>hand 114:21 115:3 126:12</p> <p>handed 36:19 75:15 92:16 99:3 109:1</p> <p>Hands 114:22</p> <p>handshake 48:15</p> <p>Hanley 2:7</p> <p>happen 62:18 98:12</p> <p>happened 77:19 80:8,21 83:12 103:25</p> <p>happens 60:6 91:17</p> <p>happy 86:5</p> <p>Harbor 77:4,13,14 78:15</p> <p>Harvard 109:25</p> <p>Haskell 118:3</p> <p>Hatch 72:23</p> <p>hate 114:18</p> <p>hats 59:3,25</p> <p>haven't 20:8 23:5 60:17 63:11 65:12 83:21 85:2 89:7</p>	<p>having 52:7 56:6 111:8 125:4</p> <p>Hawk 102:3,11</p> <p>hazards 73:9</p> <p>head 8:21 27:6 33:16,17,22 86:23 110:22</p> <p>headache 24:11</p> <p>heading 117:3</p> <p>headquarters 56:2</p> <p>headway 17:24 18:11</p> <p>health 55:24 56:16</p> <p>hear 9:4 11:21 15:12,14 21:2 24:24 33:5,7 59:6 62:19 63:13 83:7 85:5 97:1 109:5</p> <p>heard 24:24 47:17,25 82:4 106:10</p> <p>hearing 8:15 115:13</p> <p>hearings 57:1</p> <p>heart 25:21 55:22 90:12</p> <p>hearts 60:3 62:9 67:22</p> <p>held 66:3</p> <p>hell 51:20</p> <p>help 20:22 36:10 41:23 44:16 59:12 65:2 117:9</p> <p>helping 45:24 84:11</p> <p>helpless 64:2</p> <p>helps 44:18</p> <p>herd 13:18 39:10</p> <p>hereby 56:10 126:3</p>	<p>herein 126:5,8</p> <p>hereunto 126:12</p> <p>hero 61:13,15,17</p> <p>heroes 61:8</p> <p>he's 67:15 97:18,22</p> <p>hey 39:3 115:13 116:16 118:12</p> <p>high 28:3 30:8 35:13,23 40:1,6,10,21 43:2 47:2,7 79:8 82:8 86:3 102:21 109:23</p> <p>higher 26:21 82:24 109:6 112:21</p> <p>highest 31:9</p> <p>highly 50:17 86:24</p> <p>high-spirited 51:8</p> <p>Hills 66:1 102:20</p> <p>hindered 16:17</p> <p>hinders 121:8</p> <p>hire 81:1,4 98:5</p> <p>hired 26:19 98:10,11,14</p> <p>hiring 81:9 97:13 98:21 104:8</p> <p>historic 38:18,21,22 39:4,11 74:8,9</p> <p>historical 51:7</p> <p>history 5:24 26:18 53:25 59:22 86:11 113:7</p> <p>hit 45:1</p> <p>hold 55:21 69:15 102:20 116:9 117:18</p> <p>Holiday 1:17</p> <p>holistic 54:1</p> <p>home 23:22</p>
--	---	--	---

<p>24:13,21 39:1 49:2 59:14 103:22 108:7 112:10 122:5 125:16</p> <p>homelands 49:1 102:18</p> <p>homes 61:8 82:12</p> <p>homework 55:14</p> <p>honor 102:6,8</p> <p>honorably 99:19</p> <p>honored 100:18</p> <p>hope 21:25 25:21 46:20,21 58:8 84:14 86:19 87:2</p> <p>hopefully 93:12</p> <p>hopeless 64:2</p> <p>hopelessness 60:9</p> <p>hoping 19:9</p> <p>Horse 107:19</p> <p>host 90:10</p> <p>hosted 113:20</p> <p>hours 81:5 90:9</p> <p>House 4:16 6:9,16 91:15</p> <p>how's 25:22,23</p> <p>HR 104:13</p> <p>huge 40:8,14 41:7 65:9</p> <p>human 64:22,24</p> <p>humble 61:6</p> <p>hundred 30:7 80:23 102:16</p> <p>hundreds 21:1</p> <p>hurry 49:8,13</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>I'd 36:20 37:9 39:16 43:9,17 108:11</p> <p>idea 69:5 70:15</p>	<p>75:6,13 95:12</p> <p>ideas 12:24</p> <p>identified 44:9</p> <p>identity 51:21</p> <p>IEIAs 118:10</p> <p>IEP 89:15</p> <p>II 99:20</p> <p>II-D 93:3</p> <p>I'll 26:8 32:20 37:20 41:3 44:11 45:15 48:10 55:17 57:16 67:17 99:11</p> <p>I'm 7:24 9:17 11:18,23,24 14:7,8 17:21 22:16 23:20,21,22,24 24:9,13,22 25:5,6,7 26:11,14 28:1 33:10 34:18,19 36:15,17 37:1 46:1,22 48:2,11,22 49:15,17 50:1,10,24 51:11,21 52:3,12,13,15,16 54:15 55:7,22 57:2 63:15 65:3 67:13 69:7 73:6 75:21 79:17 81:13,21 83:14 84:23 85:8 86:5 88:8,13 89:3,25 90:6,19 91:4 97:4,15 99:16,18,19 100:12 101:3,5,23 103:14 107:15 108:20 109:4,5,6,13,15, 21 112:22 113:5 114:3 117:24 119:1</p>	<p>122:4,5,8,13,15 124:9 125:11</p> <p>immediate 55:23 56:23</p> <p>immediately 100:11 105:22</p> <p>impact 16:25 41:12 43:1 119:6 120:11</p> <p>impacted 78:15</p> <p>impacts 22:18</p> <p>impetus 32:13</p> <p>implement 63:2 103:3,10 104:1</p> <p>implementation 93:17 94:6</p> <p>implemented 16:12 63:5,7 69:15 94:9</p> <p>implications 21:23 25:20,23 26:5</p> <p>implore 59:2</p> <p>importance 44:6,13 45:19</p> <p>important 26:8 34:5 35:25 36:3 44:15 45:3 105:9 124:15</p> <p>impose 106:15</p> <p>impoverished 82:11</p> <p>impression 54:13</p> <p>improperly 98:19</p> <p>improve 17:13 52:11</p> <p>improvement 39:1 95:24</p> <p>improving 82:18</p> <p>inadequate 120:2</p> <p>inaugurated 114:4</p> <p>inauguration</p>	<p>112:10</p> <p>inclination 81:25</p> <p>include 75:12 91:10 121:19</p> <p>included 13:6 34:17 75:3 77:24 121:22</p> <p>includes 83:22</p> <p>including 14:18 68:4 71:14 75:4 91:9 113:22 120:12,15</p> <p>income 82:8</p> <p>inconsistency 102:12</p> <p>increase 24:1,2,16 42:13</p> <p>increased 32:25 121:13</p> <p>increases 26:1 44:23 47:11,14</p> <p>increasing 7:23 25:14 37:11</p> <p>independent 116:20</p> <p>Indian 2:6,8,9,10,13 3:12,25 4:20 5:3,9,13,22 12:7 13:3 15:24 16:9,23 17:1,6,14,17,18 19:13 20:4,16 21:4 23:1,6,13 27:10 28:15 31:18 50:22 51:3 53:12 56:3,7,21 57:5 60:6 61:25 63:4,23,24 64:24 69:12,14 70:18 72:20 73:23 75:21 76:2,3,18 77:20 83:1 86:25 95:7 96:3 97:14 98:1,3,8 102:14</p>
--	---	---	--

<p>104:6,8,11,15,17 ,19 108:13 109:10 111:12 115:11,13,14,15, 17,22 116:6 117:14,18 123:5 124:13 Indians 11:2 24:12 68:3 99:5 indicated 67:21,24 indicating 10:13 63:10 75:16 94:9 95:8,13 96:3 108:16 indicator 87:7 indicators 86:2,4 indifferent 46:22 indigenous 113:25 116:16 individual 23:6 98:10 individuals 44:5 69:5 75:5 inflation 7:24 inform 56:11 information 15:2,4 19:8 69:21 70:5 73:15 91:18 97:11 104:12 124:25 information- sharing 122:21 informed 49:5 60:21 75:1 111:5 inherent 13:13,15 14:3 19:10,22 23:7 initial 42:1 98:5 initially 69:20 70:6 76:9 77:17 94:20 initiative 49:8 Inn 1:17</p>	<p>innuendo 19:18 input 4:10,12 5:4 12:23 16:10,14 26:7 68:20 89:17 inquiry 22:10 inspection 74:1 91:25 inspections 74:6 91:22 install 100:10 installed 43:4 institution 73:5 118:3 institutional 71:8 institutions 112:20 instruction 93:7 instrumental 29:7 instruments 40:20 insurances 45:10,12 integral 40:7 intelligence 99:25 intended 28:13 intent 32:19,20 intention 56:7 interest 53:5 72:15 interested 36:18 53:4 69:1 126:11 Interior 3:25 5:23 14:15,19 16:9 21:22 56:4 104:20 111:20 115:10 119:13 124:12 Interior's 4:17 interject 14:8 Internet 15:5 interpret 21:5 interpretation 19:17 75:10</p>	<p>105:9 interpretations 19:5,16 interpreted 65:20 interpreting 105:6 introduce 99:12 invitations 70:9 invite 90:9 invited 70:7 involved 26:23 27:19,20 42:6 101:6 109:8 involvement 27:9,25 28:6 31:24 40:25 41:8 56:20,25 76:7 116:22 123:10 Iraq 99:24 ISEP 27:16 45:1,8 71:14 92:20 93:2 isn't 8:1 17:8 103:18 issue 10:14 18:1 68:6 84:4 96:11 97:16,20 100:3 101:9 issues 55:4 69:17 86:10 91:14 97:17 104:21 124:16 Itancan 112:22 it's 7:3 8:5 9:20 10:21,23 11:2,5 12:25 17:8 18:12,13,14,19 19:3 20:5,11,24 21:10 23:3 25:2,8,9,10,14,1 5 27:9 31:10,16,20,23 32:12 33:2,18,23 34:5,18,23 36:8 37:11 44:7,16 50:7,18 53:14</p>	<p>54:9 57:11,15 61:11 62:1 64:2,6,11,21,22 65:17,19,24 67:6,21 75:17 83:8,11 84:22 85:23 86:16 89:19 90:24 92:7 93:11 94:1 95:1,18 96:19,22 97:2 100:17,23 101:19,25 102:6,15 103:24 106:5 107:16 116:2 118:4,13 123:21 IV 35:7 I've 11:19 30:2 32:4,8 36:4 38:11 49:7 75:21 76:3,6 82:4 89:8 97:8 100:24,25 101:2 102:2 <hr/><p style="text-align: center;">J</p><hr/>January 60:20 124:8 Jeff 85:15 109:15 Jeffrey 2:13 85:13 87:16 Jesse 7:7,11,13,19,20 9:17 10:4,6,10,18,21, 25 11:7,11 18:15,16 21:9 23:15,18,20,21 36:1 46:15 58:11,18 93:14,21 94:4,10,14,18 95:16 96:19,22,25 98:23 99:4 103:2,7,9,12,17 job 25:7 45:16 46:5 83:22 101:2</p>
---	---	--	--

<p>jobs 34:8 57:23</p> <p>John 12:19,20 15:11 36:12 38:10,11 107:7</p> <p>Johnson 3:10 70:24</p> <p>Johnson- O'Malley 3:3 4:6,9,11,13,23 5:2 6:22 12:17 26:17,18 27:8,12 29:4 31:5 32:3,12 34:22 35:4,25 36:4,16,18 37:10 42:4 122:14</p> <p>JOM 3:10 4:18 5:8,14 6:1,2,4,7,12,18,1 9,20,23,25 9:24 13:25 16:17 17:13 21:7,18 22:5,6,16,18,21 24:1,16,23 26:20,21 27:5,21 28:7,18,22,25 29:8,11,13,25 30:20 31:2,3 32:9,20,22 34:6 35:6,8,10 36:13 37:1,6 39:14,20 40:6,13,16,20 41:8,13 42:1,11,18,20,22 43:1,5,8,11,17,2 1 44:6 46:18 47:25 49:15 54:20 58:12,15 124:17</p> <p>judged 85:8</p> <p>jump 65:2</p> <p>June 56:13 124:23</p> <p>justify 64:20</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>Kallie 2:7</p>	<p>Keith 3:16 49:17,19</p> <p>Kennedy 116:5</p> <p>Kevin 107:6</p> <p>kick 37:19</p> <p>kicked 84:2</p> <p>kid 22:16</p> <p>kids 31:23 32:7 41:11 84:9,14 85:6</p> <p>killed 61:14</p> <p>Killsback 2:6 7:13 14:8 15:13 33:6,8 46:14 58:15 66:23 67:5 98:2 99:16 101:20 103:5,8,11,14 104:4,24 122:1 124:11 125:14</p> <p>kindergarten 51:13 110:22</p> <p>kinds 116:7</p> <p>Knee 107:19</p> <p>knew 66:4,5</p> <p>Knives 58:21 59:3,25</p> <p>knowledge 16:25</p> <p>known 48:3 63:16 115:8</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>laid 15:15</p> <p>Lakota 48:19 58:6 112:3 122:19 123:3,7</p> <p>Lakotas 102:20</p> <p>land 118:8 119:17 120:15,23</p> <p>language 6:17 36:14 43:16 48:13,19 53:13,24</p>	<p>58:10,19 65:24 66:7,22 67:19 74:19 75:2,13 80:11,13,19,25 81:8,12 112:3 114:15,19,20 115:2 118:16 122:18,19 123:7</p> <p>Laramie 120:9</p> <p>larger 26:1</p> <p>Larry 102:3,10</p> <p>last 6:23 7:10 9:9 18:25 19:25 24:19 34:21 41:18 42:12 44:3 49:19 54:8 81:15 82:15 125:7</p> <p>late 29:6 31:20 44:3 110:20</p> <p>later 4:5 12:13 75:1 79:2</p> <p>laundry 111:3</p> <p>laurels 24:25</p> <p>Laverdure 3:16 103:1</p> <p>Laverdure's 102:14</p> <p>lavish 61:7</p> <p>law 19:5,15 31:4 68:9,10 93:25 94:25 95:2,18 97:2 101:22 115:19 118:5</p> <p>laws 13:2,5 73:3 74:22,23 75:7,10,11 107:11</p> <p>lawsuit 121:3</p> <p>lawyer 32:8</p> <p>lawyers 32:7</p> <p>Leader 14:25</p> <p>leaders 15:8 16:14 18:4,5 32:4</p>	<p>53:21 61:2,3 64:12</p> <p>leadership 120:4</p> <p>lead-poisoning 73:13</p> <p>learn 16:15 52:4 61:19</p> <p>learned 19:8 52:2 56:6</p> <p>learning 3:12 40:17,18 54:1 61:19 70:18 86:1 112:21 122:18 123:7</p> <p>learns 54:1</p> <p>least 5:21 8:20 28:20 33:1 65:1 79:9 100:17</p> <p>leave 37:17 39:8 90:20 111:6</p> <p>leaving 41:20</p> <p>LeBlanc 70:21</p> <p>legal 71:7</p> <p>legislation 116:18</p> <p>Leschi 70:20</p> <p>less 26:3 62:17 80:19</p> <p>let's 11:4 24:25 25:12 28:1 29:25 32:21 33:2 61:24 62:9,15,17 63:4,18,19,24,25 64:3,4 87:23 116:24</p> <p>letter 10:12 11:14 14:25</p> <p>Letters 3:16</p> <p>level 5:12 6:11,19 20:2,3 30:7 40:6 58:1,5 78:7 82:20,25 106:2 110:3</p> <p>levels 77:25 78:3,4</p>
---	---	---	--

<p>82:19 83:4 88:17 89:23 105:7,22,24 lie 81:23 lies 113:17 life 51:12,24 60:6 100:25 102:17 109:12 lifestyles 61:6 light 100:2 108:25 limit 72:23 limited 119:16,24 120:1 line 5:25 12:12,13,14 44:18 45:14,15 46:9,17 67:23,25 68:2 88:16 89:17,18,20 90:12 91:24 92:23 99:9 100:5 101:13 102:17 121:1,2 lineage 51:7 link 27:9 120:13 Lionel 108:20 109:1,3 114:23 list 48:7 listed 6:4 7:1 listen 13:23 62:9 88:15 89:13 listened 29:13 54:22 listening 33:11 38:7 60:22 101:7 124:7 listing 6:8 literally 79:11 litigated 121:6 litigation 121:7 little 5:24 14:9,14 15:23 18:9 20:21</p>	<p>32:13,14 44:3 50:10 52:10 54:1 58:5 67:7 70:5 107:19 live 40:9,11 lived 61:6 lives 101:13 121:24 living 35:3 46:23,25 47:2 50:12 loaded 23:8 lobbied 29:10 lobbying 30:25 32:20 local 5:12,13 80:24 82:24 88:17 89:17 90:12,13 119:6,10 120:12 121:15 located 5:5 12:18 21:7 46:19 47:5 90:11 location 26:3 locations 84:7 Logan 99:17,19 Loneman 107:18 long 26:17 33:18 43:7 58:21 59:3,25 89:8,21 109:19 long-about 97:6 longer 100:6 Lori 39:17,19 Lorton 70:19 lose 25:7 26:4 32:1,2 94:24 114:14 123:23 loss 30:3,10 lost 28:7 35:5 54:20 81:6 lot 26:23 27:7,8</p>	<p>28:5 29:10 30:12,17 31:6 32:4,5 34:1,4 37:18,19,21,22 40:12 41:11,19 43:22,25 44:16 49:2 57:16 62:15 82:4 86:3 102:9 108:22 110:5 113:10,11 Loudermilk 2:14 Louisiana 70:22,23 love 34:10 118:15 low 86:3 115:12 lower 20:2 107:20 lowest 82:25 luck 77:15 <hr/> M <hr/> ma'am 8:24 main 33:18 mainstream 123:22 maintain 93:1,12 maintained 41:10 66:10 maintenance 88:23 major 42:22 majored 84:13 majority 72:5 105:10,15 makeup 41:14 maliciously 84:19 man 33:25 66:6 111:17 112:5 management 2:15 21:22 71:10 91:16 92:21 111:20 119:17 120:15,16,24</p>	<p>managerial 71:8 111:21 mandate 95:10 113:1 mandated 80:16,17 81:3 82:2 83:5 87:12 mandates 76:8 81:9 112:12,20 manipulate 84:1 manipulated 81:24 manner 18:2 Manning 117:3 mantracker 99:25 manual 104:13 March 70:5,12 Marian 116:13 marketing 113:4 massacre 84:23 material 55:6 math 40:18 80:15,17 82:24 105:13,14 106:2 MATHCOUNTS 106:3 matter 1:17 126:4 Matthew 70:20 maximum 42:24 may 1:3,18 3:9,12 8:18 12:11 14:14 16:21 17:2 24:15 28:23 60:2 64:11 71:23 73:4 81:13 87:11 99:5 112:25 113:16 120:7 121:5 126:4,13 maybe 8:9,24 21:1,2 46:21 49:6 51:10,17 58:3,7 86:12</p>
--	---	--	--

<p>87:18 101:1,5 meager 61:5 mean 4:14 9:19 11:1,4,7,15 20:11,16 22:3,14,16,17,18 24:5,21 34:15 83:15 85:14,20 87:19 115:5 meaningful 65:19 means 11:8 51:4 56:11 106:16 meant 41:22 60:12 75:11 78:6 meantime 62:21 Meanwhile 62:4 measure 63:18,19 64:4 85:23 measured 86:16 measures 73:6 medical 118:5 medicine 111:17 112:5 113:2 114:5 meet 5:8 13:22 23:1 39:2 49:10 68:18 81:5 120:19 121:12 meeting 1:3,16 24:14,22 49:22 56:1 67:12 69:13 70:8,10 83:3 125:2 meetings 14:17 59:8 65:15 69:22 90:10 116:4,9,10 125:3 Mellett 27:3 member 5:21 49:7 52:10 54:11 55:7 57:14 89:9 109:11 members 19:20</p>	<p>69:25 99:1 122:12 men 60:5 100:15,16 101:12 113:2 114:5 mention 33:11 43:18 104:23 125:7 mentioned 20:7 30:11 45:20 49:25 mercy 45:8 message 45:4 46:2 47:15 55:18 85:5 102:25 103:22 met 6:4 40:13 70:12 95:3 96:17 117:3 119:8 120:5 Mexico 91:23,24 microphone 99:3 middle 28:3 39:25 82:7 114:6 Midwest 119:19,20 mike 3:17 26:11 43:15,16 67:18 military 99:25 100:14 million 14:1,2 28:20 33:1 45:2,8 69:13,14 88:21 89:1 90:25 119:7 121:10 mind 43:22 48:16 minds 60:3 61:1 62:9 mine 29:6 Minneapolis 65:14 113:16 Minnesota 111:14 112:2,9</p>	<p>minus 45:1 minutes 66:25 67:7 80:16,17 118:22 misleading 8:6 missing 34:2 50:1 mission 119:15 mixed 43:19 MOA 65:8,17 model 34:1 78:11 85:22 87:21 118:7 modest 44:22 moment 88:9 money 11:22 14:6 17:17 25:25 26:4,5 27:16 32:21 34:6 35:15,16 44:18 45:6 60:14,18 62:13 64:24 88:25 91:14 92:1,5 94:24 95:20 97:3 101:12 106:20,21,25 107:1 111:2 monies 13:20,23 38:17,18,21,22 39:12 51:2 monitor 71:25 monitoring 71:24 month 116:11 months 49:5 52:14 Moore 3:17 49:17,19 54:8 morning 4:3,5,9 5:7 26:10,12 33:9 34:24,25 35:1 43:15,17 48:20 67:20 99:17 mornings 26:13</p>	<p>mostly 81:11 85:4 88:12 mother 58:7 MOU 113:14 Mountain 88:7 89:4 99:18 119:19,21 Mountains 97:19 99:12 move 24:9 32:22 65:24 66:17 87:25 moves 122:25 moving 22:13 43:25 44:1 53:22 85:21,22 86:5 music 40:22 myself 52:17 53:10</p> <hr/> <p style="text-align: center;">N</p> <hr/> <p>narrow 119:15 nation 29:5 30:9 50:17 56:22 70:21 113:20 national 6:7 22:21 28:22 29:3,8 32:22 37:1,5 74:8 117:24 119:12 nationally 9:9 50:7 nationhood 114:8 nations 50:3,4 96:16 110:13,14 114:1 nationwide 9:25 Native 34:4 36:14 39:24,25 40:3 41:4 42:5 43:15,22,25 46:13 48:11,13,19 51:18 57:20 58:10,18 61:16 66:7,22 67:19</p>
--	---	--	---

<p>80:24 82:12 86:24 99:9,17,19 100:14 102:9,18,22 106:12 112:11 114:20 118:16 Natives 29:20 natural 120:23 Navajo 29:5 69:23 70:21 96:16 nearly 121:21 necessarily 16:4 17:2,8 necessary 47:8 58:24 62:6,24 needless 121:8 negatively 114:3 negotiate 68:13 negotiated 68:11 Neva 31:11 nevertheless 97:8 news 85:21 nice 46:13 night 44:4 49:19 54:8 nightmare 52:1 nine 33:13 40:2 112:1 noncompliance 69:17 noncompliances 69:10 73:25 74:4 91:20 92:2 none 46:11 83:2 non-Indian 32:16 non-Indians 53:9 non-Native 83:24 86:24 non-tribal 115:19 Non-tribals 44:1</p>	<p>noontime 4:6 Normandy 99:21 norming 77:21 Norris 30:19 north 33:23 47:6 91:24 Northern 34:17 55:12 note 3:24 102:2 nothing 54:17 57:7 108:15 110:23 111:4 notice 14:24 Notification 73:7 numerous 29:9 <hr/><p style="text-align: center;">O</p><hr/>O&M 71:15 Obama 121:11 object 8:17 objected 38:18 objecting 50:24 objective 70:1 obligation 80:4 obligations 46:6 56:16 121:12,25 obtaining 98:7 obviously 74:5 112:13 occasions 29:9 occur 91:22 occurred 1:17 9:12 Oceti 79:23 107:16 offend 81:13 83:14,15 115:5 offended 85:9 90:21 115:7 offends 84:23 offer 26:15 33:2</p>	<p>office 2:6,7 6:7 12:12,13 13:11,12,21,25 30:17 46:9,18 47:4 89:20 90:12 91:17,24 92:2,23 109:9 111:23 120:5,21 121:19 126:13 officer 12:14 45:15,16 89:18 100:5 officers 5:25 offices 27:20 44:14 46:23 88:16 89:18 92:23 119:10,14,15,18 120:1,18,22 121:1,2,4 official 9:9,25 16:23 officially 9:22 officials 72:12 OFM 91:15 Oglala 3:15 9:24 12:20 13:17 48:23 55:24 56:6 122:9 125:8,13 oh 77:10 79:13 83:18 93:19 okay 7:19,22 9:2 12:6 18:17,21 19:5,13 20:7 43:13 75:24 96:19,22,25 100:23 104:25 118:21 Oklahoma 29:5 70:19 96:17 old 8:25 52:15 114:4 O'Malley 3:10 OMB 23:3 74:13 96:4</p>	<p>ones 32:16 57:21,22 87:10 91:9 117:16 online 117:19,25 open 67:16 90:16 121:4 124:22 operate 20:8,18 63:3 110:2 operating 20:9 operation 50:21 operational 31:5 Operations 15:7 opinion 80:10 opportune 58:12 opportunities 52:6 99:10 opportunity 39:20 61:21 68:12 118:7,10 oppose 10:19 56:11 opposed 47:1,7 119:17 opposition 11:19 option 87:23 options 21:6 order 13:5 14:20,23 15:18,20 16:11 17:13 41:10 121:6 orders 73:8 113:13 117:13 organization 111:13 organizational 72:14 organizations 5:15 22:21 Original 3:24 originally 75:16</p>
---	---	---	--

originated 78:4,6	parent 26:23,24 28:5,8,9,14,18 32:5 40:11	62:14,15	102:2
orphaned 51:18	parental 27:8,24 28:14 30:10 31:24 32:1	peace 56:14	personally 16:21 51:22 102:10 115:9
OST 36:16	parenthood 110:10	Pedregon 36:14,15	personnel 97:13
others 26:4 99:1	parents 26:23,25 27:19 28:14 29:10 40:9,10 42:7 51:14,19 61:3 110:19	Peggy 70:22	perspective 14:22 103:18
Otherwise 15:14 62:18	park 111:4 119:12	pegs 83:10	perspectives 69:2
ours 114:11 117:10	parking 41:19	pencils 90:4	PhD 111:14
ourselves 80:7 123:24	parochial 51:24	people 22:6 23:23 26:6 34:7 43:25 45:14 50:17,23 54:21 55:8 57:12,14,16,17,2 0 58:5 64:1,13,15,25 67:24 68:1 81:4,25 90:18 102:7,9,18 110:10 113:12 115:25 116:24	phonetic 25:13 31:4,11,12 35:10 52:22 76:17 77:3,9 79:5,12 80:3 109:19 112:18 116:13
outdated 89:10	partial 3:12	peoples 113:25 116:16	pick 41:20
outreach 119:16	participants 41:4,6	per 31:10 35:21	picture 19:14 31:20 76:1 113:1
overall 40:3 76:1	participate 69:25 70:7,9	percent 35:12,20 39:24,25 40:1,2,3,9,17 43:23 78:5,6,7,9 80:24 102:16 106:9	piece 25:19 26:8 49:25 53:17,18 123:18
overwhelming 22:5	participation 56:20,25	percentage 7:3 9:11 40:3,6,10 41:7	pieces 58:10
Owayata 109:9	particular 21:14 71:24 101:22	perfect 18:12	Pierre 3:12 70:17
owned 73:23	particularly 69:1	performing 82:5	pile 91:14
ownership 115:18	parties 126:10	perhaps 79:8 87:8,11	Pine 29:5 56:15
<hr/> P <hr/>	partners 60:24 116:18,24	person 23:7 37:5,6 81:21	pipe 56:15
P.E 35:15,16	pass 20:17 89:11	permanent 5:1	pity 57:24
page 3:2 75:17	passed 122:16	permission 19:2 20:10 47:22 62:8	pizza 111:4
pages 75:16	passing 40:18	performing 82:5	placate 21:4
paid 31:6 38:1 42:1	past 14:16 21:17,19 25:25 49:5 59:6 60:20 86:11 87:13	per 31:10 35:21	places 118:12
pain 64:14	Pat 31:4 76:16 77:3 79:4,11 80:3	perhaps 79:8 87:8,11	plague 61:1
painstakingly 19:3	path 16:16	perfect 18:12	Plains 3:8 12:21 34:17 46:23,24 47:1,4 55:12 65:16 76:19 81:15 84:19 88:11 90:11 119:18,19,25
painted 19:15	Patty 70:21	performing 82:5	plan 12:24 13:1 16:11 17:16 56:12
panel 64:6	pay 38:1 41:23	perhaps 79:8 87:8,11	planning 71:9
papers 71:20		person 23:7 37:5,6 81:21	
paperwork 13:25 100:6		personal 16:24 19:10,11,19 25:1 60:2 64:12 65:3,4 72:14,15 81:25 101:9	
Paquin 75:20,25 86:18 88:1 107:13			
paradigm 65:23			
paraeducators 80:23			
ParaPro 81:6			
Pardon 96:21			

<p>plant 53:15</p> <p>play 40:16 49:9</p> <p>playing 49:12</p> <p>Plaza 1:18</p> <p>please 15:12 18:20 45:4 46:9 68:2 75:8 90:23</p> <p>pledged 56:15,18</p> <p>ploy 107:12</p> <p>plug 122:20</p> <p>plummet 105:25</p> <p>plummeted 105:22</p> <p>plus 47:7</p> <p>point 8:8 9:15 11:18 13:1 17:2 24:6 31:17 37:9 79:15 80:15 101:21 103:15</p> <p>pointed 18:23,24</p> <p>pointing 44:17 113:11</p> <p>points 37:9</p> <p>Poitra 88:6 91:2</p> <p>policies 14:15 56:25 121:11</p> <p>policy 9:18 10:1,14 14:21 21:5 56:19 93:17 94:5,22,24 95:18,20 97:3 101:24 104:5,7 116:6</p> <p>political 72:23</p> <p>poor 57:21</p> <p>poorest 30:9 50:15</p> <p>population 7:23</p> <p>populations 8:22 31:18</p> <p>Porcupine 33:22 107:18</p> <p>portion 67:12</p>	<p>posed 46:16,17</p> <p>position 5:2,4 12:17 13:18 14:5 21:6,14,16,18,20 ,21 26:21 39:15 43:6 62:21 65:10 98:7 103:19 111:21</p> <p>positions 13:16,21 18:1 34:7 37:12 48:3 63:16 72:13 84:5</p> <p>possibly 29:16 74:25 78:16 99:4 118:3 121:6</p> <p>posture 11:20</p> <p>postured 8:12</p> <p>posturing 9:9 11:20</p> <p>potential 25:20</p> <p>Pourier 29:7 35:9</p> <p>poverty 30:7 40:8 50:8,13,14 57:18,21</p> <p>power 22:19 112:17</p> <p>powerful 117:6</p> <p>PowerPoint 96:13</p> <p>powwow 35:23</p> <p>practical 26:6</p> <p>practice 42:23 61:16 63:22 81:6</p> <p>practice-based 59:17 61:11</p> <p>practices 60:7</p> <p>practicing 104:21</p> <p>pray 66:13 101:10</p> <p>prayer 117:20</p> <p>prayers 59:1 66:9</p> <p>preach 84:15</p> <p>preceded 85:19</p>	<p>preference 97:9,12,17,20,22 ,25 98:3,4,6,12,15,1 8,22 99:5,6 100:3,4,10,18,20 ,25 101:18 103:4,13,21 104:2,6,7,8,13,1 4,18,19</p> <p>prejudices 84:10</p> <p>premeditated 81:16</p> <p>premium 110:16</p> <p>prepared 110:10,11,15</p> <p>preparing 90:3</p> <p>prescribed 73:4</p> <p>present 19:8 58:13 62:25 63:20 69:21 97:16 114:18</p> <p>presentation 8:6,19 15:7 58:16 67:14,16</p> <p>presentations 56:8</p> <p>presented 8:13 53:7 70:3 80:1</p> <p>presenting 113:25</p> <p>presents 40:8,12</p> <p>preservation 74:8,9 112:13</p> <p>preserving 44:16</p> <p>Presidency 112:11</p> <p>president 13:5 14:10 26:9,15 30:3 37:4 50:13 56:17 107:7 109:14,17 111:11 112:4,6,23 118:23 119:2 125:8</p>	<p>Presidential 61:13</p> <p>press 3:15 55:19</p> <p>pressed 83:5</p> <p>pretenderlizing 25:13</p> <p>pretty 23:8</p> <p>prevented 81:9</p> <p>preventing 10:1</p> <p>previous 120:3 125:2</p> <p>previously 5:15,18 48:23</p> <p>primarily 119:5,16</p> <p>primary 39:23</p> <p>principal 52:21 72:24</p> <p>principals 83:18,20</p> <p>prior 5:24 38:20</p> <p>prioritized 38:19 39:4,8</p> <p>priority 6:15 110:17</p> <p>private 5:16,19 81:25</p> <p>proactive 89:5 90:15</p> <p>probably 8:23 9:13 18:8 20:17 28:19,20 29:13,16,21 30:6 31:2 32:6 33:1 46:7 51:10 54:5 57:24 87:17 97:7 109:11 110:16 122:25</p> <p>problem 79:1</p> <p>problems 18:13 85:16</p> <p>proceed 9:5</p> <p>proceedings</p>
--	---	---	---

<p>125:17 126:3,5,7</p> <p>process 9:5 19:4 27:17 43:4 51:16 63:5,16,17 66:17 79:22,25 98:7,13,17,21 121:4</p> <p>processes 77:17 83:17</p> <p>produced 79:25</p> <p>producing 81:20 82:6</p> <p>Professional 126:2,16</p> <p>professionals 62:14</p> <p>proficiencies 82:18 83:17</p> <p>proficiency 77:23,25 78:3,4,8 82:24 83:4 105:7,22,24 106:2,6 108:2</p> <p>proficient 81:20 82:21 85:2 106:5 108:3,4</p> <p>program 3:10 4:11,23 5:8 6:18,25 9:24 16:18 21:21 22:18 26:17,18 27:6,8,12,13,21 28:13 29:1,8,12,14,25 30:20 31:1,24 32:12 33:2 35:4,25 36:16 37:10 39:20 40:13 41:3,8,13,18 42:4,9,17 52:24 53:2,3 71:10 74:23 75:7 87:3 92:21 93:6 94:2 105:20 111:20</p> <p>programming</p>	<p>115:23</p> <p>programs 5:11,12 6:13 22:19 27:15 38:15,16 39:1,5,8 49:14 52:19 59:10 61:20 82:17 105:13,15,16,24 121:15</p> <p>progress 77:23 79:10 82:14 83:8 87:1,9</p> <p>progressing 85:2</p> <p>prohibit 72:12</p> <p>prohibits 9:19</p> <p>project 73:9</p> <p>promise 9:14</p> <p>prompted 109:7</p> <p>proper 12:22 71:9 72:2 81:2</p> <p>properly 98:16</p> <p>prophecies 64:25 66:15</p> <p>proposal 3:12</p> <p>proposals 9:7 56:21</p> <p>propose 52:18 56:9 87:21 122:25</p> <p>proposed 3:9 34:21 49:3 88:14 89:22</p> <p>proposing 59:21</p> <p>prosper 120:24</p> <p>protecting 95:9</p> <p>protection 73:8,11,12</p> <p>protocol 48:9</p> <p>proud 66:3 99:25 100:1,12</p> <p>prove 82:15 85:6</p>	<p>proved 80:5</p> <p>provide 26:7 31:22 37:4,12,14 62:13 69:23 87:22 95:11 120:14 121:16</p> <p>provided 4:19 15:3 40:19 71:11 72:19 124:25</p> <p>provides 32:13 90:5</p> <p>provision 71:25</p> <p>provisions 68:16,21 71:1 72:23 73:15 75:14,18 95:8,12 96:11</p> <p>public 3:10 5:10,18 11:25 27:10,25 31:3,25 37:23 43:20,24 68:4,9,10 82:24 89:20 93:25 119:16 122:17</p> <p>pull 116:12</p> <p>purpose 5:8 15:21 17:3 72:9,13 95:6</p> <p>purposeful 81:16</p> <p>purposely 83:25 84:20</p> <p>purposes 6:21,24 7:16 72:21</p> <p>pursuant 73:4,8</p> <p>purview 5:13</p> <p>push 30:24</p> <p>pushing 117:24</p> <p>putting 19:24 21:4 22:25 45:6 62:8 71:4 73:14 92:7 93:5 101:12 104:16 113:24 123:18,19</p>	<p style="text-align: center;"><u>Q</u></p> <p>qualifications 98:14</p> <p>qualified 98:15 100:21,23</p> <p>quality 31:23 73:6</p> <p>quarter 5:21</p> <p>question 12:16 13:8 14:4 18:16 21:10,24 23:8,14 46:15 47:9 65:9 94:19,20 95:17 96:20,23 97:6,8 98:2,4 103:25 113:17 118:3</p> <p>questions 5:6 12:15 14:11,12 16:19 21:16 22:22,23 36:21 42:11 65:7 67:17 75:19 88:3 125:10</p> <p>quick 42:9 67:15</p> <p>quickly 86:6,8</p> <p>quit 83:12</p> <p>quite 22:14 110:20</p> <p style="text-align: center;"><u>R</u></p> <p>racial 55:4</p> <p>raise 114:21 115:3</p> <p>raised 14:10,12 41:1,6 51:11 114:22</p> <p>raising 37:21 52:14</p> <p>rammed 113:9</p> <p>Ramona 36:14,15</p> <p>ran 109:8</p> <p>Randal 33:4,7,9,10</p> <p>Rapid 1:17,18 3:9 24:14 35:3,8,10</p>
--	---	--	--

<p>54:23,24 55:4 Rapporteur 113:20 rate 35:12,20 86:3 110:6 rates 59:20 60:17 115:12 Rather 59:12,17 rating 104:14 Ray 70:19 reach 13:18 reaching 82:18 reading 40:18 52:19,24 53:2 54:23 80:14,16 82:9 105:13,14 106:6 113:7 124:5 ready 32:6 118:13 real 27:9 45:16 79:17,18 realignment 3:12 realization 66:15 realize 50:19 reallocation 26:2 really 17:24 18:11 21:11 24:14 25:20 28:21 29:15 30:20 31:24 32:25 34:5,18 43:19 44:15 45:11 46:1,3 48:15,21 50:17 51:7,14 54:3,8,14 55:5,18 57:10,16,19,21 72:6 83:14 85:18 86:1 87:22 88:15 89:13,17,18,21 90:4,5 111:8 123:12,25 realm 15:25 61:18</p>	<p>reason 7:22 8:21 16:12 18:6 35:14,16 47:3 73:14 reasoning 119:10 reasons 9:3 47:25 110:24 rebellious 51:23 receive 16:1 105:19 received 81:24 receives 16:2 92:5 receiving 109:23 recently 113:23 Recessed 67:2 reciprocity 117:8 recognition 117:10 123:3 recognize 26:9 48:24 54:5 58:9 86:23 87:8 99:2,5,6 104:13 recognized 5:22 29:23 79:10 82:21 83:3 98:16 123:4 recognizing 31:25 104:16 recommend 46:19 70:2 recommendation 32:17 96:12 121:22 recommendations 21:2 32:23 44:21 65:17 recommended 91:8 105:13 121:20 reconvene 66:25 Reconvened 67:4 record 7:18 8:13</p>	<p>11:7,14 18:21 47:24 65:14 97:16 105:2 126:7 recorded 7:15 record-keeping 7:16 records 71:20 120:16,23 recurring 6:11,13 red 56:14 75:3 89:12 112:2 redefine 112:14 117:13 redefining 114:9 redesigning 114:8 reduced 126:5 reduction 45:2 redundant 14:14 reestablish 5:1 31:1 reestablished 27:13 reestablishing 42:20 reflect 37:15 43:3 reflected 9:11 reflects 53:25 refunding 32:24 refuse 37:12 regard 8:16 23:14,23 26:16 63:22 65:11 97:14,16,17 102:21 119:3 regarding 6:17 15:24 16:10 76:8 91:5 region 14:18 37:3 119:25 regional 90:14 119:6,9,18,23</p>	<p>120:1,5,21 121:15 regions 15:3 16:7 18:5 119:19,22 Register 14:24 Registered 126:2,16 regulations 74:22,23 75:7,11 100:9 101:17 regurgitation 64:19,21 reimbursed 41:25 reimburses 42:2 reinstated 27:17,18 30:21 32:24 100:9 reiterate 49:18 relate 75:23 related 71:21 98:4 relationship 57:4 112:16 120:10,12 122:7 124:2 relative 126:9 relatives 9:23 34:2 58:20 59:3,25 61:14 63:25 64:11 relayed 42:5 release 3:15 55:19,23 remain 98:10 remaining 56:10 remains 118:2 remarks 34:19 remedied 99:7 remember 25:8 46:5 55:20 106:4,22 108:6 remind 56:13</p>
--	---	--	--

<p>125:12 reminded 56:17 remove 112:8 115:9 removing 110:23 renaissance 66:18 reorganization 119:5 121:4,23 reorganizational 119:12 repeat 51:16 107:5 repeatedly 56:18 report 4:16,23 6:16 87:1 113:24 116:5,14,15 118:11 119:11 121:19 reporter 15:12,14 125:11 126:3,16 Reporting 1:19 reports 36:23 37:8 47:21 105:4 116:7,11 represent 7:16 52:15 63:25 114:14 representation 58:1 representative 48:22 71:19 111:16 representatives 16:24 38:13,24 69:24 70:8 96:9 represented 42:6 96:16 representing 37:2 64:7 70:11 reps 32:5 96:15 repudiation 56:23 request 9:15 16:8 18:18 21:14</p>	<p>23:25 29:1 30:24 101:17 requested 63:8 91:25 requests 5:4 9:2 30:12 63:12 require 106:12 required 36:25 74:11,15 105:12 requirement 94:22 96:2 106:19 requirements 6:5 68:18 69:3,6 73:13 74:10,21 80:23 research 53:10 105:20 research-based 82:16 reservation 9:24 11:3 13:19 26:25 27:1,2,11 29:6 30:6,8,19 31:6 37:22 51:24 52:11 89:24 reservations 44:8 118:1 residential 49:16 123:18 residents 110:12 118:1 residing 76:15 resign 111:18 112:7 resistance 120:5 resolution 3:15 57:2 resolve 86:13 resource 28:4 resourceful 50:17 Resourcefully 54:18</p>	<p>resources 29:19 62:11,13 65:25 89:5 91:16 116:23 120:23 respect 8:5 15:8 17:4 20:19 79:15 102:9,10,21 respectful 25:1 respectfully 18:16 19:20 29:1 respecting 103:19 respective 5:25 12:12 respond 85:12 response 47:9 63:11,12 97:24 responses 65:7 125:10 responsibilities 22:24 56:10 responsibility 17:23 46:6 63:2 71:24 93:23 94:1,2 responsible 115:24 117:5 rest 8:19 24:18,25 34:12 40:10 restored 12:18 28:19 32:18 restructure 112:14 117:9 restructuring 114:9 result 8:18 10:16 41:7 42:3 119:22 resulted 121:2 results 4:24 resurrect 29:14 resurrected 120:7 retain 114:19 retire 101:2</p>	<p>111:23 retirement 45:21 46:12 retrospect 97:7 review 7:18 70:1,2 74:3 116:6 reviewed 94:9 reviews 69:8 revised 68:17 revisions 68:20 revolving 83:20 rez 37:23 rich 57:17 riddled 19:15 Ridge 29:5 56:15 rights 23:7 rigorous 87:10 Rock 3:13,17 8:17 11:3,25 18:17 21:12 23:21 33:10,13,14 34:11 43:16 44:14,20 45:16,22 46:10,20 47:20 48:2 60:5 63:9 90:7 91:4,5 93:15 Rocky 119:19,20 Rodney 26:10,14 31:15 39:16 112:22 118:19,20 119:1 122:2 role 33:25 87:22 rolling 41:25 room 67:9 97:23 118:4 Rosebud 26:15,16,19,25 27:1 30:8 32:9 111:22 119:2</p>
---	---	---	--

<p>120:8,12 Ross 55:20 56:2 rotating 83:15 round 83:9 rounds 22:10 Roxanne 2:12 3:3 4:3 7:9 9:2 10:2,5,8 12:6 16:20 17:25 21:8 33:12 34:20,25 43:13 48:5 RPR 126:16 rule 41:24 42:18 rules 43:5 run 43:23 running 44:3</p> <hr/> <p style="text-align: center;">S</p> <hr/> <p>safe 77:4,13,14 78:15 125:15 safeguard 117:22 safeguards 72:11 safety 73:4,16 74:2 95:10 Sakowin 79:23 107:16 salaries 61:8 sat 96:10 satisfied 12:4 save 3:12 saved 29:11 savings 89:1 saw 109:7 scary 57:13 scenarios 37:21 scholarships 44:24 school 5:14 7:6 9:8 12:9 27:6,22 28:3,11 30:11 31:23 32:10 33:14 35:13,23</p>	<p>39:18,21,22,23,2 5 40:2,6,14,21 41:15,20 42:19,23 49:7,21 50:7 51:12,15,24 52:9,15,16,20 54:11 61:22 68:23 69:24 70:20,24 75:21 76:3 79:9 81:1,8 82:9,11,19,22,23 ,25 83:17 85:3,24 86:22 89:9,20 95:5,24 107:20,21 109:10 110:24,25 111:5,7 115:1 118:5 123:5</p> <p>schools 3:10 5:10,16,18,19,20 11:25 22:19 27:10,20,25 28:2 30:1,5 31:6,25 32:8 33:13,15 37:23 39:23 43:18,21,24 45:5 52:11,12 53:12 68:4,7,25 69:8,9,18 70:12 72:1,5,17 74:3,15 75:1 76:2,23 77:20 78:16 79:7,18 80:6,11,12 83:13,16 84:1 85:25 86:15,22,25 91:22 92:4 93:2,5,13 94:23 95:20 97:4 104:12 105:5,8,10,12,14 ,15,17,18,23 106:3,8,13,14,15 ,16,20,23,25 107:3,8,13,17,22 109:24 110:6 122:16,17</p>	<p>123:1,4,19 124:9 science 80:19 scientific 64:21 scrap 105:19 scripted 20:24 scripts 19:7 SD 3:9 seal 126:13 second 12:16 30:9 50:15 82:25 110:22 114:25 secondary 27:14 69:4 75:4 Secondly 38:24 47:10 Secretarial 14:20,23 Secretary 2:6,8,15 5:22 14:19 56:3 91:4 102:4,13 103:1 sectarian- operated 5:20 section 15:17 74:7 seeing 41:16 52:18 110:18 113:5 seek 117:8 seeking 4:9 68:20 104:2 seem 110:8 seemed 60:2 seemingly 110:2 seems 92:9,10 103:23 113:6 seen 30:2 31:11 32:4,8 36:4 65:12 76:6 114:13 sees 16:17 segregated 104:20 selected 111:19</p>	<p>self 51:22 104:15 self-determination 13:3 45:25 46:5 51:4 53:13 104:11,15 106:14 107:4,7 115:15 123:6 self-esteem 32:14 self-governance 13:9,11,12,14 14:2 16:5 Seliga 1:19 126:2,16 selves 53:25 senate 6:9,16 109:19 Senator 120:6 senators 57:17 sending 47:18 sends 39:10 senior 2:7 110:7 112:2 sense 26:6 47:1 sensitivity 84:8 sent 6:6 47:22 56:2 separate 95:24 separations 45:21 September 114:1 series 83:14,23 seriously 23:9 serve 23:1 68:3 102:6 served 6:2,6 102:5 service 13:10,16 14:1 15:25 16:5 31:23 100:1,12,14 119:12,13 services 5:23 37:12,14,15,18 38:16 39:2 50:23 51:2 88:18 90:5</p>
---	--	---	--

<p>95:11 119:6,20,25 120:16 121:8,16 servicing 122:9 session 4:5 12:21 49:19 60:22 66:24 118:23 122:22 125:15 sessions 124:8 setting 46:3 seven 15:1 16:13 70:8,10 114:24 119:21 seven-hundred- and 37:25 seventh-grade 110:3 several 14:11 112:12 severely 119:6 SF-242B 3:5 share 8:24 13:17,19 14:5 33:20 34:3 43:10 47:12 51:22 57:8 58:8 65:16 104:11 shared 19:17 47:15,19 99:8 shares 13:14,17,20 14:6 Sherry 70:23 she's 41:25 shift 60:14 63:19 shifts 65:22,23 Shirley 70:17 shoes 22:17 30:11 35:18 40:23 55:9 short 28:24 93:15 shove 32:14 83:9 showed 96:13 100:6</p>	<p>shows 40:7 105:7 shrunk 75:17 Sicangu 109:9 sight 41:17 sign 45:12 61:16 94:23 95:19 96:3 105:18 106:17,19 107:9,23,24 Signatory 120:9 signature 89:7 94:21 signed 28:18 47:21 48:8 61:13 66:4 107:1 113:23 116:24 120:8 significant 42:13 signs 114:2 117:11 simple 18:19 19:24 53:4 94:15,18 simply 78:17 87:13 95:8 Simultaneous 26:13 single 40:11 74:13 Sinte 109:14 110:1 112:4 113:21 Sioux 3:13,15,17 12:20 26:15,16,20 55:24 56:6 119:2 120:8 122:9 125:8,13 SIPIs 118:9 sister 46:20 sisters 101:9 sit 11:8,9 48:22 101:11 sitting 20:21 23:10 33:16 51:9 58:3 66:3 75:22 107:20</p>	<p>114:6,20,25 situation 98:25 111:8 six 9:12 18:5 27:6 43:20 89:6 114:24 sixth 110:3 sixty 31:13,14,15 skewed 8:19 skirted 100:19 slash 121:14 slide 34:21 slides 68:19 slows 121:7 smacked 85:3 small 38:14 92:20 smaller 92:20 social 38:16 39:1 51:5 80:19 society 102:22 Soldier 33:18 sole 87:7 solicitors 89:10 solidarity 65:10,20 solution 62:10 solutions 59:9,13 60:11,18,20 solve 18:13 121:21 somebody 25:9 35:17 78:18 108:22 115:7 somehow 101:7 someone 59:5 92:22 someplace 54:12 84:2 sometime 113:16 120:7 somewhat 8:5 19:19 103:23</p>	<p>somewhere 57:11 83:21,22 115:6 son 99:23 100:13 sorely 123:19 sorry 83:14 84:23 85:8 99:16 sort 22:11,12 source 27:15 sources 73:11 South 1:18 24:15 56:5 77:5,16,20 78:4,8,23 79:3,21 83:1 86:7,15 87:5 105:3,5 106:1,4 107:17 122:24 southwest 78:5 sovereignty 19:11,22 25:2,8 space 55:2 57:12 speak 15:11 41:3 43:10,17 44:14 59:4 80:25 101:15 108:22 123:15 speakers 113:21 speaking 101:22 speaks 101:8 special 28:4 44:25 56:1 57:4 71:14 93:3,8 95:6 99:24 121:20 specialized 5:8 species 73:12 specific 6:17 13:2,4 18:1 72:9 75:2,12 97:19 specifically 22:20 23:5 56:15 spend 28:12 88:21 spending 88:20,25 90:19</p>
---	--	---	---

<p>spent 34:10 111:10</p> <p>spin 49:13</p> <p>spirit 25:1,2,3 48:17 58:20,21 61:9,11 101:10</p> <p>spirits 60:3</p> <p>spiritual 48:21 53:25</p> <p>spiritually 117:17</p> <p>spoken 102:3</p> <p>sport 41:24,25</p> <p>sports 40:22,24,25 41:10,23</p> <p>spread 26:1 39:7</p> <p>square 83:10</p> <p>St 75:21 76:3 109:10</p> <p>stable 87:10</p> <p>staff 2:10 21:17 23:11 24:23 79:14,16,17,19 81:7 90:2</p> <p>stand-alone 27:13 30:22</p> <p>standard 50:12 68:21</p> <p>standards 61:10 62:5,23 69:11 72:4 73:4</p> <p>Standing 3:13,17 8:17 11:3,25 18:17 21:12 23:21 33:10,13,14 34:11 43:16 44:14,20 45:16,22 46:10,20 47:20 48:2 60:5 63:9 90:7 91:4 93:15</p> <p>stanley 112:2</p> <p>Star 106:12</p> <p>start 4:8 27:6</p>	<p>33:22 48:15 51:5 53:22,24 76:14 105:11 110:22</p> <p>started 35:22,24 36:19 41:2 50:2 67:6,8,10 106:2,7 111:16,25</p> <p>Starts 33:16,18</p> <p>state 7:15 73:3 76:14 77:5,16,20 78:2,3,8,23 79:3,20 87:5 102:1 115:10,11,21 116:22 122:15,24</p> <p>stated 48:24 49:20 56:24 107:6 121:11 124:19</p> <p>statement 3:5,8 6:3 12:14 15:15 48:18 68:24 69:3 71:2,6,16 74:16,24 75:3 94:8 105:2 117:6 125:7</p> <p>statements 56:19 68:5,6,17,22 69:20 70:1,11,13 71:5 73:16 75:18 96:8,12,15,18 124:18</p> <p>states 5:14 29:21 56:9 86:8 87:18 93:25</p> <p>state's 76:24 78:19</p> <p>States 4:21 56:18 57:4,6 63:1 64:17,23 71:18</p> <p>statewide 106:1,5,7</p> <p>stating 97:20</p> <p>stationed 29:16,17</p> <p>statistics 3:10</p>	<p>36:19 38:5 41:2 54:24 82:15 115:16</p> <p>status 76:22 98:9</p> <p>statute 74:15</p> <p>statutory 96:2 106:18</p> <p>stay 40:17</p> <p>stayed 49:18</p> <p>stays 7:23</p> <p>Steel 12:19,20 14:10 15:11 36:12,13 38:10,11 107:6,7 125:8</p> <p>stereotype 126:5</p> <p>step 45:17 59:18 88:8</p> <p>Steve 108:22</p> <p>Stevens 35:23</p> <p>stiff 120:5</p> <p>stop 26:8</p> <p>story 12:2 24:18</p> <p>streamlining 3:9 49:3 57:9 65:18 119:4,5,9 124:16</p> <p>strength 27:7 32:2,13</p> <p>stress 123:8,17 124:3</p> <p>stressing 123:12</p> <p>strong 27:9 31:24 55:18 99:22</p> <p>structure 53:11</p> <p>struggle 34:23</p> <p>struggles 110:15</p> <p>stuck 26:11 31:19</p> <p>student 3:3 4:6,19 6:7,21,24,25 9:3,6,16,21 27:16 30:17</p>	<p>31:2,10,12 32:9,14 35:21 36:22 40:16 42:8 78:7</p> <p>students 4:10,14,22 5:17,20 6:2,4,6 7:1,5 9:13 10:11 26:3 27:5 28:5 29:22,25 30:1,7 31:18,21 39:21 40:4,9,11,17 42:13,25 43:2,22,25 44:7,19 45:3 73:16 77:22 81:19 82:5,7,11,17,21 83:5,7 87:2 89:6 90:18,25 95:10 109:24 110:1,17</p> <p>studies 59:20 80:19 84:14</p> <p>stuff 45:7</p> <p>subject 73:24 101:5</p> <p>submit 36:25 108:16</p> <p>submitted 70:6 86:7</p> <p>substantial 87:10</p> <p>substantive 18:10</p> <p>succeed 44:19 45:24</p> <p>success 17:9 40:14,16 41:9 42:8 59:20</p> <p>successes 64:13</p> <p>successful 85:6,7 101:3 105:21</p> <p>successfully 73:25</p> <p>suffer 59:1 62:4,21 123:14,15</p> <p>suffering 123:13</p>
---	---	---	--

<p>suggest 46:19 summary 43:1 superintendent 83:19 90:1 111:22 superintendents 83:20,24 90:13 supervision 126:6 supplement 98:20 supplemental 5:11 30:4 93:7 supplemented 15:5 31:8 supplies 30:12 40:22,23 41:23 support 22:5 28:21 30:10 31:3,5 39:14,15 42:17 43:7 44:20,24 96:14 supported 109:9 supporter 37:2 supporting 53:17 112:24 supportive 60:15 supports 112:23 supposed 11:12 14:6 20:23,25 77:10 78:25 Supreme 57:6 sure 7:17 8:2,23 17:4,20 46:12 69:7 72:7,18 73:24 91:6 96:6 101:17 109:5 122:5,15 125:11 survey 22:11,12 survivor 99:21 Susan 1:19 126:2,16 Swim 70:24 107:18</p>	<p>Swimmer 55:20 56:3 Sylvia 117:3 sync 104:22 system 20:14 61:24,25 72:3,10 77:18 78:11 83:23,25 86:16 87:7,13 91:19 104:14 112:18,25 114:11,19 115:4 116:1 123:5 systemic 49:25 50:3,21 systemically 54:4 systems 61:23 72:6 83:23 86:23</p> <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;">T</p> <hr style="width: 20%; margin: 10px auto;"/> <p>table 23:10 37:6 59:10 60:11,19,21 61:9 87:20,24 92:16 111:9 117:17 tables 58:3 60:4 taking 13:20 39:3 42:23 46:2,8 61:19 83:9 104:19 111:5 Talayumptewa 2:9 3:5 67:19 75:24 85:11 88:2,5 91:1,6,13 92:15,19 93:19,22 94:7,12,16 95:1,21 96:21,24 99:15 106:18 talk 20:3 21:15 22:8 39:20 50:10 62:10 64:3 76:18 81:18 84:17 90:12,13 100:20 talked 15:22 34:9 41:21 49:17</p>	<p>60:13,17,18 95:3 100:3 114:7,8 talking 9:20 14:7 20:23 29:20 38:12 46:24 50:11 57:9 71:12 79:17 101:25 113:4,22,24 talks 71:15 tape 89:12 task 18:21 19:24 taught 33:22 51:6 teach 52:4,22 53:3,13 61:20 102:21 122:20 teacher 33:25 84:4 111:6 teachers 52:23 79:18 83:12 84:13 85:4 123:4 teaching 53:6,24 84:12 team 23:14 70:16 tech 118:9 technical 25:17,19,22 44:15 62:12,24 87:22 120:17 technology 117:19 123:23 teens 110:20 telegram 56:2 ten 8:9,22 33:16 62:19 66:25 67:7 81:15 82:16 90:9 100:14 111:18 118:22 ten-hour 88:9 tennis 30:11 ten-year 86:11 terminated 5:3 terms 8:1 89:9</p>	<p>territory 27:2 test 61:20 76:14 Testimony 3:13 testing 81:6 tests 20:17 TfAs 84:4 thank 4:3 7:19 12:19 33:3 34:19,20 36:11 38:6,9 39:19 42:21 43:9,10,12 46:14 48:4,5 66:1,2 85:11,13 86:18 88:2 90:20,25 91:1 98:23,24 101:20 102:24 104:9,23 108:10,16 118:16,18,25 121:25 122:1 124:10,14 125:3,12,14 Thanks 38:8 66:23 124:11 that's 7:9,24 9:10,22 10:1,12,13,20 11:10,11 13:6 15:21 18:21 19:14,17,23 23:8 24:3,12,13,20,23 25:3,5,20 26:7 29:18 34:15 35:18 36:10 38:7 40:19 41:3,7 42:3,9,12 45:5,6,7 46:7 47:4,8 49:11,22 50:1,24 51:7 52:3,14 53:5,14,15,18,21 ,22 54:3,13 55:2,22 57:13 58:4 59:23,24 60:1 61:8,10 67:9 76:13,21 86:20 88:24</p>
--	--	--	---

<p>89:1,16 91:15 92:24 94:2,14,18,19 95:12 96:7 97:4 104:14 110:6 111:9 113:3,9 115:7,21 118:11,15 120:6</p> <p>theme 17:5</p> <p>Therefore 121:17</p> <p>therein 113:17</p> <p>there's 18:7 22:4 23:4 25:16,18,24 26:2 27:7 30:20 32:6 34:4 43:22 50:8 52:25 53:1 57:2 62:14 65:19 66:19 91:14,16 93:15,16 94:19 97:3,14 106:18 113:12 117:15,16</p> <p>They'll 84:2</p> <p>they're 14:12 18:20 22:23 31:24 33:21 42:7 43:19,23 44:15 45:13,23,24 49:21 54:17 60:8 75:25 82:5 84:8,10,11,12 85:7,8 89:10,24 91:19 94:3,23 98:10 100:21 104:14 107:21 111:2,3 113:15 115:16</p> <p>they've 84:6</p> <p>thinkers 61:21</p> <p>third 110:22 114:25</p> <p>Thomas 37:3</p> <p>thoughts 25:18 42:10 43:11 59:1</p> <p>thousands 21:3</p>	<p>threat 97:3</p> <p>threatened 87:14 106:23</p> <p>three-year-old 111:1</p> <p>three-year-olds 33:24</p> <p>throat 113:9</p> <p>throughout 60:6 63:3 97:25 102:23 105:8 111:19 116:10 117:18</p> <p>throw 49:15 54:12,13,15 108:11</p> <p>thrown 52:5</p> <p>thus 65:8</p> <p>tie 118:8,9</p> <p>tightens 27:22</p> <p>till 49:18 118:22</p> <p>timely 118:13</p> <p>Tinsiam 112:18</p> <p>Tiospa 107:18</p> <p>Tiospayes 112:18</p> <p>title 28:9 35:7 42:14,15 71:14 73:19 93:3,8</p> <p>titles 59:4 60:1 61:7</p> <p>today 4:4 9:4 17:3,11 20:22 21:25 22:8 25:21 33:20 47:16 50:2 55:22 59:3,4 60:19 62:2 63:25 64:8,9,19 97:24 115:11 117:19 122:11 123:15 124:8</p> <p>today's 15:16 16:8 124:5</p>	<p>Todd 27:4 28:1</p> <p>token 52:7</p> <p>Tom 120:6</p> <p>top 88:16 117:7</p> <p>total 28:15 69:12 119:22</p> <p>totally 80:1</p> <p>tough 112:20</p> <p>tours 99:24</p> <p>toward 53:22</p> <p>TPA 6:15 38:12,17,18 39:9 76:17</p> <p>track 55:3 87:1</p> <p>tracking 87:4</p> <p>trained 111:21</p> <p>Training 111:20</p> <p>transcribed 126:6</p> <p>transcript 3:24 126:6</p> <p>transcripts 60:23 125:2</p> <p>transfer 6:12,18 68:24</p> <p>translates 41:8</p> <p>transportation 51:15 71:14 93:9</p> <p>traumas 123:15,16</p> <p>travel 29:19 47:8</p> <p>travels 125:16</p> <p>travesty 20:12</p> <p>treaties 13:3 57:13,20 61:17 114:7 116:18,24 117:23</p> <p>treating 89:14</p> <p>treatment 49:16</p> <p>treaty 46:6 60:23 66:4 80:4 112:19 116:23 120:9,11</p>	<p>121:12,24</p> <p>tremendous 29:24 30:15</p> <p>trenches 51:1 54:21</p> <p>tribal 1:3,16 3:8 4:10 5:10,15 6:15 14:25 15:8 16:14 18:4,5 19:9,10,11,20 23:7 26:22 27:19 30:2 32:8 44:23 46:20 50:4 52:12 53:14,21,23 54:11,15 55:7,11,24,25 56:1 57:13 62:11,25 63:3,8 64:12 68:7,20 70:3 71:18 73:3 74:23 75:7 91:4 92:4 99:1 104:12 105:5,13 106:12,14,19 107:3,13,17,22 109:6,16,20 110:13,14 111:10,16 112:17,20,24 115:25 116:10 117:2,4,24 120:3,24 121:15 122:6,7,9 124:9 125:13</p> <p>tribally 68:23,25 69:9,24 70:11 71:13 72:1 74:14 95:5 107:8</p> <p>tribe 3:14,15,17 5:21 6:10,14 12:20 26:15,16,20 30:3 37:19 48:23 55:19 56:6 70:22 73:18 82:20 88:22,23 89:19 90:16 119:2 120:8 121:9</p>
--	---	---	---

<p>125:8 tribe/contractor 6:19 tribes 4:21 5:15 6:1,5,12 13:10,14,17,22 14:1,2,18 15:20 16:1,5,6,15 17:1,14 18:18 29:4,22 34:13,17 37:11,18 38:15,23 39:7,13 46:4 49:22 55:12 56:21 57:5 58:2 63:7 68:11,13 69:2 76:12,19 78:5 81:15 83:1 87:18 88:11,18 89:14 90:5 91:12 94:2 96:16 102:23 115:12 119:20,21,22 120:9,15,19,23 121:16,18,20 tried 38:16 101:3 Trim 90:18 trimming 88:16 Tripp 27:3 trips 30:14,15 trouble 72:17 79:13 truancy 35:12,19 truant 35:15 true 19:19 31:17,20 32:19 66:18 88:18 102:22 126:7 truly 49:4 trust 46:6 93:23 94:1,2 121:12,24 Trustee 121:20 truth 25:5 81:23 115:8 try 21:25 24:9</p>	<p>trying 11:23 24:10 48:15 49:13 51:3,20 53:16 65:3 83:9 92:25 96:6 97:5 Tso 70:20 turmoil 116:3 turn 56:9 67:13,17,18 103:14 turned 115:22 turns 115:20 Turtle 88:7 89:4 97:19 99:11,18 Tuttle 48:7,19 104:9 122:4,8 125:6,13 twelfth 51:13,21 twenties 110:21 two-year 81:4 type 61:18 110:11 types 37:15 typical 63:12 <hr/><p style="text-align: center;">U</p><hr/>U.S 120:10 uncertainty 113:8,12 underfunded 92:9 underground 73:11 understand 13:9 14:7 17:4,20 19:6 20:1 22:1,17,18 24:6,10,11 25:13 42:10 49:11 62:23 64:3,17 65:5 67:8 68:2 81:21 97:5 109:12 113:16 understanding 14:13 15:9</p>	<p>47:10,13 59:5 69:16 71:4 103:5 104:5 109:17,20 understood 64:15 unfortunate 115:7 Unfortunately 97:22 unfunded 37:16 unhappy 87:20 UNIDENTIFIED 31:14 uninformed 57:12 unique 5:9 57:6 100:15 united 4:21 56:18 57:4,6 63:1 64:17,23 71:17 113:20,25 116:16 universities 44:24 109:20 university 109:14 110:2 112:8 117:24 Unkpapa 66:4 unless 10:10 12:2 106:15 Unlike 68:10 unmet 37:20 unveiling 56:14 59:23 update 3:3 4:7,22 7:12 10:17 18:18,20 19:2 21:15 updated 9:3,6,15,19 12:3,8 19:14 20:11 39:14 43:3 updates 63:12 updating 4:10 22:9</p>	<p>uphold 56:16 upon 8:15 56:6 83:5 119:11 upper 20:2 urban 118:2 urge 121:23 usable 82:13 utilities 88:23 utilize 16:6 27:25 104:1 105:12 122:25 utilizing 73:22 <hr/><p style="text-align: center;">V</p><hr/>vacuum 18:3 20:7,8,10 24:18 113:6,8 valid 17:2 various 119:9 120:16 venues 113:4 verbiages 25:14 versa 79:9 version 76:25 vet 101:18 veteran 98:9 99:19,22 101:8,9 veterans 97:9,12,17,20,21 ,25 98:4,6,12,15,18, 22 99:6,9 100:2,4,10,14,18 ,20,25 101:8,18 103:4,6,12,21 104:2,5,7,13 vets 97:9 vice 43:16 79:9 88:6 Vice-Chairman 3:17 victories 23:22,24</p>
--	---	--	---

<p>victory 24:3,17 view 13:1 viewing 65:10 87:9 viewpoint 17:4 VII 28:9 42:14,15 violating 73:7 violation 121:5 Virginia 37:3 virtually 80:10 visit 37:24 visiting 18:6 122:12 Vo 118:9 vocabulary 82:9,10,12 VOICE 31:14 voluntary 45:21 votes 64:24</p> <hr/> <p style="text-align: center;">W</p> <hr/> <p>wait 11:8,9 waiting 19:12 20:10 89:7,9 waiver 63:10 86:7 waivers 63:7 64:5 walk 103:20 War 99:20 warmhearted 48:14 Warner 32:10 warriors 100:15 Washington 21:20 29:9,16 56:4 66:12 70:20 81:19 91:14 wasn't 31:2 47:14 53:5 60:2 78:9 109:5 119:3 waste 29:18 wasteful 88:20</p>	<p>90:19 watch 117:6 water 73:12 ways 87:8 wear 59:3 Weaver 35:9 website 15:5 68:15 105:5,6 124:25 125:1 we'd 34:10 94:8 week 41:19 welcome 41:17 90:6 Weldon 2:14 welfare 55:25 120:17 we'll 4:4 8:10 12:3 18:6 20:18 58:16,17 63:23 66:23,24 67:16 68:5,18 83:18 99:2,4 118:24 124:21 we're 4:8,12 7:21 8:15 9:3,6,20,21 10:2,16,18 11:21 12:15 17:10 19:9 20:19 21:8,24 22:20,23 23:25 24:6,7 29:20,24 30:9,23 31:19 34:15,20 36:7,25 38:12 40:5 41:16 43:7 49:11,12 50:2,11 51:3 52:5,7 53:16,22 54:4,11,12 60:14 61:25 62:7,8,18,22 63:13,20 64:24 65:1,5,10 66:3 67:6,11 70:14 71:4 73:14 74:18 75:14 77:10,12 82:18 83:3 85:7</p>	<p>87:11 92:25 93:5,11 95:13,16 96:5 97:10,23 98:25 100:15 102:19 103:18 104:2,16,21 109:18 110:18 111:8 112:4 113:6,7,8,13 114:5,19 116:17 117:12 118:13,22 122:21 123:23,24 124:20 West 29:17 69:23 western 29:21 wetlands 73:8 we've 18:24 39:4 54:22 55:10 60:13 63:9,10 68:14 82:16 83:12 85:18 87:4 89:21 110:8 114:13 115:3 124:25 whatever 59:4 62:11,12 63:17 65:23 76:9 79:9 87:4 100:23 wheels 49:13 Whereas 16:2 57:3 73:22 WHEREOF 126:12 where's 59:18 wherever 47:6 whether 16:19,22 30:13 50:19 61:9 97:11 98:5 white 33:4,7,9,10 38:13,25 39:17,21,22 43:18 57:17 66:6 91:3,7 92:3,18</p>	<p>100:7 whoever 92:4 whole 19:4 72:25 83:23 85:21 whose 72:24 why's 25:22,23 willingly 64:14 winner 82:22 wipe 38:2,25 wishing 54:14 withheld 97:4 withhold 106:21,24 withholding 87:14 WITNESS 126:12 Wolakota 114:13 wolves 54:16 woman 48:20 58:7 99:3 women 100:15,16 101:12 wonderful 61:5 84:5,9 work 17:24 18:14 26:11 27:5 37:3 55:15 59:21,24 60:1 62:22 67:22 68:3 74:25 76:16 81:22 83:10 86:14 87:24 99:10 101:14 109:25 111:18 115:4 121:7 122:22 workbook 76:25 77:1,6,8,11,17,2 2 78:19,22,24 79:1,21 82:2 87:6 worked 22:17 26:20,25 35:9 82:17 89:20</p>
---	---	--	--

<p>109:18</p> <p>working 26:18 42:18 50:22,25 52:20 55:7,16 59:19 60:8 63:14 105:20 112:1,15 122:22</p> <p>world 57:7 99:20</p> <p>worries 54:3</p> <p>worry 114:16</p> <p>Wound 107:19</p> <p>Wounded 107:19</p> <p>wow 60:22</p> <p>write 10:12 11:13 52:2,4 76:11</p> <p>writing 63:10 64:7,9</p> <p>wrong 9:22 11:1 12:5 108:8</p> <p>wrote 25:10</p> <hr/> <p style="text-align: center;">Y</p> <hr/> <p>Yale 109:25</p> <p>yearly 42:14</p> <p>year's 42:12</p> <p>Yellowbird 12:19,20 15:11 36:12 38:10,11</p> <p>yes-or-no 97:7 103:24</p> <p>yesterday 7:14 14:12 15:6,22 44:5 48:24 55:21 57:10 60:4,19,21 71:22 88:14,15 89:14 90:21,22,23 92:17,22 97:10 98:3 100:3 103:22 104:17 106:10 107:6 119:3</p> <p>yesterday's 17:5</p>	<p>yet 45:22 58:25 64:25 103:23 104:21 110:12 114:17 115:3</p> <p>you'll 92:19</p> <p>young 45:23 60:5 64:1 110:9,19 112:4 117:16</p> <p>yourself 18:4 112:8</p> <p>yourselves 38:24 57:25</p> <p>you've 9:23 18:25 19:16 20:9 47:17,25 57:25 85:14 95:17 97:1,5</p> <hr/> <p style="text-align: center;">Z</p> <hr/> <p>Zina 107:18</p> <p>zone 57:11,15</p>		
--	--	--	--