

## **Snoqualmie Indian Tribe Voters Guide 2016 | Chris Reykdal Full Responses**

Reykdal is running for the Office of the Superintendent of Public Instruction

### **Do you have experience working with tribes?**

Yes. My initial experience was as a youth where my parents (both recovering alcoholics) sponsored and supported members of the Tulalip tribe in their recovery. In my time as a state representative, I worked closely with the tribes in my community and around the state. This past session, I was a co-sponsor of HB 1441, which would have allowed tribes to create dental health aide therapist (DHAT) practices. I co-sponsored legislation to ensure more favorable tax status for tribes for assets not located on reservation lands. I helped push the Equal Opportunity Gap bill this last session. This bill is critical in addressing disparate discipline, recruiting faculty and staff of color, and disaggregating data so we can truly know how students are achieving by race and ethnicity. I am also proud to work with tribes in my area to secure funding for a new salmon hatchery on the Deschutes River in Tumwater WA. I also secured \$41,000 in the budget this year to stabilize, upgrade, and do professional development related to the STI curriculum.

### **If you were elected, how would you and your staff interact with tribes?**

If I am elected, my staff and I will keep ongoing dialogue with tribal education systems to ensure that tribes are represented in every big decision we make. I will continue to utilize the Tribal Leaders Congress venue and other direct ways to engage tribal leaders and tribal education leaders. With the support of Denny Hurtado and other tribal education leaders, I have been blessed to have folks advising me on the specific needs of tribes.

In addition, I will diversify the OSPI staff, because every community should be represented in an agency that makes decisions for our kids! During my 14 years at our state's community and technical college system, I am proud to say that we have moved our staff of color from just 12.5% to nearly 25%. I want to do this at OSPI!

### **What is your position on tribal sovereignty?**

I believe that tribes are absolutely sovereign and that all decisions, including education policy, should be framed as a government-to-government relationship. With sovereignty comes the responsibility of the OSPI to engage tribes in partnership for programs and services that deliver the best possible education to native students – not top-down regulatory behavior, but true partnership.

### **What is your position on tribal curriculum in public schools?**

Tribal education is immensely important for all kids in order to enhance their understanding of local Native American history, culture, and language. Not only do our native students deserve the dignity and empowerment of learning their own history, but non-native students also need to learn this history! The STI curriculum is outstanding, but it is just a starting point. I secured more money for the effort because the rich video content needs a dedicated server, content needs to be constantly updated and shaped by tribal education leaders, and we have to expand professional development for teachers if we expect them to teach STI across the state with fidelity. I am also a strong supporter of tribal compact schools. I will help support any tribal community that is exploring a compact school or an expansion of services and programs in existing compact schools.

### **Would you support Tribal representation on boards, commissions, and committees?**

I absolutely support tribal representation on boards, commissions, committees, and work groups. At OSPI, the staff dedicated to tribal education is too small to do the effective outreach and support needed to empower tribal members in governance processes across the education system. I would like to grow this team and include a much larger data and research component to their work. Policy makers will only

enhance tribal education supports if we can show them the massive benefits of improving student achievement of native students.