

Members Present

Norma Bixby	Northern Cheyenne Tribe
Dawn Bishop-Moore	Indian Impact Schools of Montana
Marcy Cobell-Gilbert	Urban – Great Falls
Pete Donovan (alternate)	Board of Public Education
Georgie Gourneau	MEA-MFT
Dr. Richard Little Bear (ex-officio)	Montana Tribal College Presidents
Angela McLean (ex-officio)	Montana University System
Voyd St. Pierre	Chippewa Cree Tribe
John Salois	School Admins. of Montana
Roxann Smith	Montana Indian Education Assn.

Guests

Dr. Juan Carlos Chavez	Washington NASA Space Grant
Karen Conger- Nowakowski	Blackfeet Community College

Office of Public Instruction

Colet Bartow
 Mandy Smoker Broaddus (ex-officio)
 Joan Franke
 Susie Hedalen
 Debbie Hunsaker
 Mike Jetty
 Michelle McCarthy
 Tracy Moseman
 Linda Peterson

Members Absent

Yancey Beston	Montana School Boards Association
Mary Jo Bremner (ex-officio)	Board of Public Education
Harold Dusty Bull	Blackfeet Tribe
Melissa Hammett	Urban – Missoula
Leona Kienenberger	Little Shell Tribe
Jennifer Smith	Urban – Billings

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order by Georgia Gourneau at 9:04 a.m. Everyone introduced her/himself.

Review of August 4, 2017, Minutes

Norma Bixby motioned to accept minutes as written and Dawn Bishop-Moore seconded. Passed by all.

Election of Secretary

This position has been vacated by Erna Granbois.

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A call for nominations was made. Norma Bixby nominated Dawn Bishop-Moore and she accepted the nomination.

Norma called for closure of the nomination process.

A vote was taken to elect Dawn as secretary. Passed by all.

Comprehensive Support and Improvement and High Priority Districts – Debbie Hunsaker

Debbie Hunsaker provided a handout, which she reviewed.

Comprehensive support schools are those that have multiple subgroups that do not make targets of proficiency. Targeted schools are those that have one subgroup fall into the lowest five percent. Identification for the first three-year period will be within a week. Efforts to support the schools will begin this spring with full help rolling out in the fall.

Although funding is guaranteed, districts will need to submit an application with a plan to address indicators where the schools have failed. This plan must be a system-wide change and not just buying a program. To formulate a plan, districts must look at both student and implementation data. There will be a two-day meeting after the needs assessments are done to guide districts through formulating this plan.

Norma Bixby asked about tribes being at application workshop.

The American Indian Achievement Task Force (AIATF) is doing case studies for each district in improvement and someone from the Office of Public Instruction (OPI) will visit monthly. There will be meetings regarding these visits by staff from various divisions of the OPI to see what is working well and what needs to be done. Information from these will determine what should happen in all districts. There are also OPI external partners (two per district) who visit to help support instruction.

There will be professional development for school/district leadership teams two times a year to provide best steps on what to do. These will be cover very specific topics.

For the new literacy grants that were awarded, there are very specific progress goals. If a school meets these then it will get an award. If a school does not meet the goals, then there will be extra requirements and extra support.

Norma indicated that superintendents from schools on the Northern Cheyenne Reservation meet once a month to talk about issues.

Dawn Bishop-Moore mentioned working with tribal colleges.

One component of the plans will be teacher retention.

Voyd St. Pierre is concerned about professional development and teachers being out of the classroom. Debbie indicated the professional development will be two times a year, in October and February. This will be the same with the literacy grant. There will be as much online training as possible; however, face-to-face training is the most effective. Professional development during the summer and on Fridays-Saturdays have been tried but they are not well received. Voyd asked about having the trustees attend trainings. Mandy indicated there may be school board coaches if needed.

Northwest Earth and Space Science Pipeline Grant – Dr. Juan Charlos Chavez, Associate Director
Washington NASA Space Grant Consortium

This program is here to be of service to schools. Curriculum development was co-created with tribes to have context for the location. They want the instruction to be fun and connected with ways of thinking. They will visit and work with any tribe. Some funding is also used to create Hub teacher training courses regarding earth and space science.

Curricular areas that have been explored through this are systems engineering, physics, math, earth and space science, computer science.

There will be a robotics and drones program in in Missoula May 19 and 20.

Contact Michelle McCarthy at OPI regarding having this program visit. There is also information on upcoming events in the Content Standards and Instruction newsletter and Three Big Ideas e-mails.

Great Falls Immersion Academy – Jordann Lankford and students

This is a specific program within the Paris Gibson Alternative Education Program for Native students. Jordann tries to drive home if students want to identify as Native and warrior then they need to realize that warriors lived, breathed, and died to protect the community so the students need to act with respect.

Three students gave presentations on why they started the program and how it has affected their lives.

There are currently 24 students. Students enter the program throughout the year. There have been up to 30 students in the program at one time. Students find it comforting to have one primary teacher as opposed to going to seven different teachers.

In this program Indian content is incorporated throughout as opposed to only during Montana government class. Jordann incorporates a social studies and a language arts standard throughout each week on how it relates to American Indian studies and what is happening today. She will be presenting this at the Best Practices Conference.

Students are given freedom and input into what they learn. If they are not engaged in the work then they do not have incentive to go to school.

The pow wow is May 12 starting at noon.

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Norma Bixby asked Jordann what she would suggest for improvement of the education system in Montana. She suggested more schools like Paris where if something is not working then figure out how to get it right. There is a need for teachers who talk with students and understand their outside life. She suggested block periods might help also, instead of rotation. Mandy Smoker Broaddus indicated that Indian content should be incorporated every day.

Angela McLean said she would like to bring colleges in for professional development regarding the Paris school model.

Drew Uecker, principal, says Paris Gibson has changed when something is found not to work. This has been continued with the immersion program. This needs to be done in all schools. Paris Gibson has been working to become better trauma informed in order to make the school day pretty good for students, even if not able to deal with what is happening outside.

Teacher Learning Hub Updates – Colet Bartow

The Teacher Learning Hub started as a partnership with MEA-MFT through a grant from the American Federation of Teachers (AFT), with the first two years as a pilot. This helps to take away barriers of distance and expense. On-line learning not for everyone but does provide information and support for people to learn. The literacy grant and GEAR-UP now help to support this.

Colet provided a handout on data regarding “An Introduction to Indian Education for All (IEFA) in Montana” for last quarter, which includes those maintaining licensure and those who want to teach in Montana. It shows the course rating and content rating. There is a map of where people are who have completed the course. This map could also show those outside Montana who have done the course. There is also a pie chart on positions and grade levels serving of those who have completed a course.

There is indication from OPI Web site analysis that resources highlighted in courses (not just IEFA) are downloaded from the Web site.

The site provides a video on how to navigate through Hub. There is also a search feature.

There are courses opening every week across the curricular spectrum. Courses on the Hub need to be rigorous and engaging.

Most of the courses are free and may be done at any time. There is one course, a paraprofessional academy that MEA-MFT supports, which has a fee and is moderated, starting and ending at specific times.

Besides the Introduction to IEFA, which covers the seven essential understandings and history and foundation, new ones will be coming out soon with more details regarding the essential understandings, Clovis Child, etc.

There is a basic one-hour course under health and behavior to provide tools to support students dealing with difficult situations. There are also trauma courses.

There is a three-hour course for substitute teachers.

Angela McLean stated the Board of Regents adopted a mandate that professional development for IEFA would happen on all campuses and any new faculty would be provided receive that training and would look into how to use what is on the Hub to do this. Angela thanked Voyd St. Pierre and Mandy for being on the American Indian/Minority Achievement (AIMA) Council.

The Hub will be recommended to be used by schools in improvement.

Content Standards Process Updates – Colet Bartow

A handout was provided on the current schedule for revisions. This document is also on the OPI Web site, <http://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision>. The OPI is gathering feedback on what needs to go into next set of standards. There are links for resources review and to provide feedback for standards development for computer science (new content area), career and vocational technical education and workplace competencies, technology and library media, and social studies.

CDC Health Grant – Tracy Moseman

The Office of Public Instruction will be applying for a grant, “Improving Student Health and Academic Achievement through Nutrition, Physical Activity and the Management of Chronic Conditions in Schools” from the Centers for Disease Control (CDC). The application is due March 5. In previous grant cycles this would go to the state health department who would work with the state education department but it was decided the state education agencies would be better at coordinating with schools. The grant, to go to 20 states, is for five years of funding of \$350,000 each year. The goal of the grant is to increase the number of students who consume nutritious food and beverages, participate in daily physical education and physical activity, and can effectively manage their chronic health conditions.

If Montana is funded, five to ten districts will participate in targeted grant activities. Besides the five currently participating (handout), there have been talks with Lame Deer regarding participating.

Trainings and professional development may be participated in by all districts in Montana and tools developed will be made available to all districts.

The statistics used for the grant application are from the Youth Risk Behavior Survey done by high school and middle school students. Districts that participate in this survey can get data regarding their students. There is a 20-year trend report on this also.

The grant activities, if funded, will work with existing partners, Such as SHAPE Montana and Team Nutrition, to develop trainings to support what schools wish to address.

Tracy asked regarding what MACIE would like to have funds provide support for and resources to students in schools. Voyd St. Pierre said there needs to be clinics in schools as nearest ones are far away sometimes. Mandy Smoker Broaddus suggested foods, physical activity, and mental health be looked at through a cultural lens.

Chronic conditions are physical conditions but Tracy stated there may be an opportunity for mental health to be covered in that.

ESSA Presentation (including Ensuring Equitable Access to Quality Teachers) – Susie Hedalen and Mandy Smoker Broaddus

Montana's state plan has been approved. Although there is very strict regulation, guidance, and law, states were able to be somewhat creative. Information from the first submission during the Juneau administration was used and more information was provided due to new regulations. The approved plan and other documents are on the OPI Web site.

Montana's plan initially had come back with changes needed. There were minor technical changes and consistency in vocabulary. There were complications with language and racial and ethnic subgroups.

Assessments in other languages can also be added to the plan as necessary. As there are not a lot of students whose actual first language is a native language (as opposed to language of impact), there are no current assessments. The math assessment is available in Spanish. Assessment in other languages are for those who talk other language growing up and cannot do English.

The only major racial and ethnic subgroup was American Indian. A major subgroup is one with five percent or more of the student population. Montana is the only state that did not identify Spanish, although this population is growing. (Hispanic identification has increased in seven years from has 3.5% to 4.5%.)The U.S. Department of Education (USED) has wanted Montana to add Hispanic as a subgroup but Montana said no because would have only had 48 hours to get this information to the school districts and that was not enough time. Hispanic will be phased in and districts will need to show how they are doing on that subgroup but no accountability for it until the next cycle (three years).

Accountability includes academic achievement on language arts and math assessments, Academic growth, English language acquisition progress, and graduation rate. The required fifth indicator is attendance, college and career readiness (CCR), STEM through assessment and other measurements, which must be done statewide), school survey in development regarding school climate.

For districts targeted for English Learners (EL), all staff will need to take Hub course regarding that.

When OPI requests a waiver, MACIE will be notified. There will be a waiver requested when the new assessment for Science is started.

Angela McLean suggested looking at what districts are doing in Career and Technical Education. OPI is looking for ways to determine CCR.

In regard to disproportionate rates of access to educators terms are “Inexperienced” – first year of teaching; “Out of field” – not licensed to teach a particular curricular area; and “Ineffective teacher” which currently does not have a definition, but OPI is working with partners to determine that. The implementation steps on this is research with the Agency, Collaboration with our partners in education (April-May), and implementation statewide (June-December). OPI would like to select three-five models

Data regarding teachers falling into these three categories will be reported to the USED and will be on the school report.

The OPI is not looking to use assessment scores as a definition of “ineffective teacher.” One suggestion is asking the school how many teachers and the percentage that are evaluated as needs improvement. Another possibility is to define “effective” instead of “ineffective.” Two states have said they are not going to do at all because of ruralness of schools. So looking for ideas on this. Whatever is used must be transparent to communities.

The state received \$1.9 million in Title IV, Part A, student support and academic enrichment grants. For this first year these will be distributed as a formula, which per federal guidelines is equal sums to all districts, which will be \$4,200. It currently looks like this will continue to be funded. Because of the small amount, most districts rolled this funding in previous years into Title I funding, so no why to determine what the funding was used for.

If the funding continues, it will probably be done on a competitive basis. One way would be to have grants for various student count levels so all schools would be competitive. Another way would be for schools to go into consortium. Some of the programs this funding can be used for are suicide prevention, physical education, bully free schools, and drug free schools. Tracy Moseman indicated that if schools cannot show outcomes then the funding may not be continued.

OPI is working on the report card and would like it to be positive. E-grants and the Continuous School Improvement Plan (CSIP) are being modified. Reporting across programs is being modified to make it more uniform and easier for schools to submit.

School expenditure reporting to the federal government has been changed and all schools in a district must provide an individual expenditure report. This is to ensure all schools in a district are receiving equitable funding. OPI is putting in a waiver for schools under 1,000 students to report only at the district level.

A document regarding tribal consultation has been developed for tribes to be successful in the consultation process. It covers some things to do in preparation, what consultation means, understandings about the law, what is our commitment, concerns about the process, what successful consultation looks like, data needs, what would outcomes and objectives be, logistics of who will represent the tribe. It goes through all programs that a school could have. A template is provided for the process. This is a Word document so the tribe can make it its document. If you would like a copy e-mailed or need training regarding the process contact Mandy Smoker Broaddus.

Update on Suicide Prevention and Response Negotiated Rulemaking Process – Linda Vrooman-Peterson

Montana's suicide rate is the highest in the nation. It is now in statute for the OPI to provide guidance and technical assistance to schools on youth suicide awareness and prevention training materials. In addition, school district trustees need to establish policies, procedures, or plans related to suicide prevention and response.

The new administrative rule will go through the negotiated rulemaking process as all rules are. There will then be an interim committee to determine any fiscal impact to schools.

The handout with the proposed new rule has been amended by the rulemaking committee. There was quite a lengthy discussion regarding response needed when there is a suicide/attempt.

The new rule should be to the Board of Public Education and final by next fall for active implementation. There will be an initial gathering of information on what districts are currently doing and then gathering of information regarding district policies will be in TEAMS the next year.

There is training based on multi-level systems of support which can access free of charge. Have list of trainers. All are best practice.

Indian Education Updates – Mike Jetty and Mandy Smoker Broaddus

The division is in the process of updating with more information the Essential Understandings Regarding Montana Indians. Walter Fleming and Heather Cahoon will be helping with this.

The Web site Montanatribes.org is being revised by the Montana Digital Academy. The interviews will be housed on Youtube.

A new multi-grade level science curriculum is in development, which will be released in the fall and tied to the new science standards.

There is a new Making Montana Proud Poster Series, which will go out to schools at the end of summer.

Input from MACIE members

Richard Little Bear indicated would like to have a presentation on active shooter training. Susie Hedalen indicated OPI has protocols and will be assembling a team that could be deployed regarding emergencies, especially to smaller schools that do not have full time counselors or when the counselor is affected by the emergency. Tracy Moseman indicated OPI had been awarded an 18-month grant to work regionally with districts for an all hazard emergency plan. She indicated a considerable amount of components for any emergency are the same with active shooter, and districts should coordinate with local law enforcement for response protocols.

There is a Group Course on HUB that walks through the process for emergency planning.

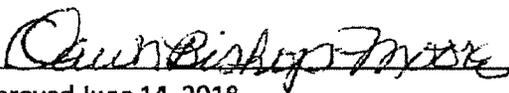
Mandy indicated there will be one MACIE meeting via technology and one meeting a year on a reservation. There is need to think about a planning retreat.

Norma Bixby would like to know what comes out of leadership meetings.

Public Comment

None

Voyd St. Pierre motioned to adjourn the meeting at 3:00 p.m. and John Salois seconded. Passed by all.



Approved June 14, 2018

