

Members Present

Dawn Bishop Moore	Indian Impact Schools of Montana
Norma Bixby	Northern Cheyenne Tribe
Mary Jo Bremner	Board of Public Education
Shannon Hopkins (alternate)	Fort Peck Tribes
Voyd St. Pierre	Chippewa Cree Tribe
John Salois	School Admins. of Montana
Jennifer Smith	Urban - Billings

Office of Public Instruction

Elsie Arntzen	Colet Bartow
Heather Denny	Joan Franke
Marisa Franklin	Susie Hedalen
Mike Jetty	Michelle McCarthy
Michelle Mitchell	Christy Mock-Stutz
Stephen Morsette	Jennifer Stadum
Don Wetzel	Annette Young

Guests

Pete Donovan	Board of Public Education
Marco Ferro	Montana Federation of Public Employees

Members Absent

Joe Arrowtop	Montana Indian Education Association
Yancey Beston	Montana School Boards Association
Marcy Cobell-Gilbert	Urban – Great Falls
Harold Dusty Bull	Blackfeet Tribe
Charmel Gillin	Confederated Salish and Kootenai Tribes
Georgie Gourneau	MEA-MFT
Gerald Gray	Little Shell Tribe
Melissa Hammett	Urban - Missoula
Richard Little Bear	Montana Tribal College Presidents
Angela Mclean	Montana University System
Kaci Walette	Fort Peck Tribe

Vice-chairperson Jennifer Smith called the Montana Advisory Council on Indian Education (MACIE) meeting to order at 9:11 a.m. Introductions were made.

Review of Minutes

Time was taken to review the minutes. Norma Bixby motioned to accept the minutes and Dawn Bishop-Moore seconded the motion. A vote was taken by voice. Approved by all.

Ex-officio Reports

Joan Franke read Richard Little Bear's statement regarding the American Indian Higher Education Consortium's Youth Conference on March 17-19 in Billings. For more information go to the AIHEC Web site, www.aihec.org.

Pete Donovan said the Board of Public Education (BPE) meeting would be on Friday at the BPE building, 560 North Park, top floor. The MACIE report will be part of the agenda. Dr. Darlene Schottle is new chairperson and the new vice-chair is Tammy Lacy. Although Tammy is retiring from Great Falls Public Schools, she will continue on board. Pete reviewed several items on the [agenda](#).

Jennifer Smith reviewed the new people who will be on the MACIE board and the positions that are still vacant (Ft. Belknap and Crow).

Superintendent Arntzen

Superintendent Arntzen said she was blessed to have quality staff.

Her purpose is to have MACIE strong and very loud to direct policy and what needs to be done in partnership with the BPE. A few months ago there were seven vacancies and now there are only two.

The OPI is working on bringing school safety legislation. The U.S. Department of Education says there must be a policy at state level regarding guidance for schools regarding aiding and abetting any sexual advances toward student by school staff. The superintendent's office is working on changing age of consent from 16 years old to age of student. This would probably be under Title 41, the criminal law portion of Montana Code Annotated.

The second piece of legislation OPI is working on is training teachers regarding school safety. Currently there are seven professional development (PIR) days designated. OPI is hoping to take one of those for the schools/districts to have PIR regarding school safety in whatever form the district/school wishes. There would be a \$3.4 million price tag on this.

Another piece of legislation would be for the statewide assessment (ACT) results to be able to go to a Montana college.

The last piece of legislation would be to adjust to when the payments to schools are made so it is going when the money is actually available based on the collection cycle of when monies are received at the end of May and November.

The OPI is partnering with the tribal-state interim committee along with others to house a repository at OPI of pictures of students who go missing. The cost of this is \$50,000.

The OPI is looking for advice on what school safety looks like and will have a summit for legislators to listen to schools on this. It would be approximately one and a half hours so legislators can ask questions. There would also be a contact number so if legislators have questions later, they can contact to receive more information. School safety is under Accreditation. There will be students on the committee for the summit. If you have any suggestions for people, get them to the superintendent.

The superintendent would like MACIE to strengthen the Constitution and By-laws. She said there is need for advisory and the council needs to make recommendations. Superintendent Arntzen suggested either a sub-committee to look at updating the by-laws or possibly a retreat, to reflect who the advisory council is and what it wants to be. The voice of Indian country needs to be heard constitutionally and culturally. There is need to make sure students are achieving along with being healthy and having a path to opportunity. MACIE is reauthorized every two years, and this was done at the last BPE meeting.

Norma Bixby thinks it is a good idea to visit the by-laws. Something needs to be done to have students achieve. Need to be more specific on what want to do. The Superintendent believes information flow is what needs to happen. There needs to be two directives, one for student achievement and one for Indian Education for All (IEFA). Positive activities need to be shared with OPI also.

Resources and professional development for teachers of Native American students – Content Standards and Instruction

The Content Standards and Instruction Division does standards revision and professional development, which includes OPI learning opportunities portal, Montana Teach, and the Learning hub.

◇ Math

For math five new lessons for grades 8-12 will be on the HUB. They will also be working on how to take what is currently on the OPI Indian Education Division Web pages and transform for today's lessons.

A Math Matters: Growth Mindset and Productive struggle workshop will be held near Wolf Point February 8, 2018. This will be geared toward K-3 teachers; however, others grade level teachers may attend along with teachers not from the Wolf Point area. Workshops for Math Matters: Building mathematical identity through posing purposeful questions will be held across the state. These will be with the Montana Small School Alliance, Brockton, Hardin, Fort Benton, and Ronan/Plains. Other courses are also available.

An elementary math community has been started on-line. Information on how to sign up is on the handout.

There are Interim assessments available to help with rigor and showing what the benchmarks are and how well making progress on those.

◇ English Language Arts/Literacy

There are upcoming trainings both on line and in person.

There is a memorandum of understanding with Salish Kootenai College (SKC) regarding the BRAIDS project. This is with Tammy Elser walking teachers and administrators through a

framework for supporting readers with textbooks. There is a stipend for completion of the project. Most of the sample lessons used are on the OPI Web site. It models how to infuse Indian Education for All (IEFA) into courses.

Norma Bixby brought up the issue that teacher education programs need to do a better job preparing teachers for IEFA infusion in different content areas.

◇ Science

There are Hub courses for science overview.

Norma wondered if the Praxis test is stopping Indian students from getting into education programs and Susie Hedalen stated she hadn't heard that but Philipinos were not able to pass history and government portion. Norma asked if MACIE could get a report on this. Pete Donovan believes Linda Peterson could give a report on that. He also stated that teacher education programs may look at other items so students could be accepted even without passing the test.

Science has had a conceptual change for teachers and students to have engagement.

For the Apollo 50th anniversary, there is a national completion and earth and space grant for 20 teachers.

Standards Revision Update – Colet Bartow

The division is currently looking at research and review regarding updating standards. For computer science, the division is learning what is needed to support teachers and students. For all the standards, looking at adding IEFA and bringing the seven essential understandings into the social studies standards. There is need to know what that would look like.

There are general surveys on all five of the content areas (technology and library media are one survey) <http://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision> then scroll to the bottom of the page. Mike Jetty suggested MACIE members should do the survey so we can say MACIE members did so. It takes approximately 20-25 minutes to do the survey.

In May there will be a call for writers in all five areas to prepare drafts. This would be completed by the summer

The ten-year timeline for standards updates is on the Web site. This is subject to change due to factors that come up.

For social studies, there is a struggle due to lack of definition of standards. The C3 standards are being looked at and the feedback received is saying this. Jennifer Smith recommended that the board adopt them.

Indian Student Achievement Unit Updates – out of order

Susie Hedalen presented on the 2017-2018 School Report Card. The OPI is looking for information on how they should look. There is one for elementary and one for high school. The superintendent's office is taking suggestions on how it should look. What items will be on the report cards is already decided: student growth; graduation rates; science, reading, and math achievement scores and trends. The minimum amount of information needed per the United States Department of Education will be on the report cards. There will be a breakout of students by demographics so schools and the public will know how each group is doing. Groups have different goals for progress based on where they started.

For those in comprehensive (school overall) or targeted (one demographic group) status (bottom five percent of schools) additional funding, support, and monitoring will be done. Those schools already know they are identified.

The report cards are to be posted on the school and OPI Web sites along with being available upon request. There will be a state aggregate also available. Although the information will not be released to the media, there still may be media attention on this.

If you have ideas of what should be included in quick facts or other suggestions/concerns regarding the report cards, e-mail essainput@mt.gov. Feedback needs to be received by November 19. Susie is also able to discuss issues with anyone who wishes to contact her.

The first report card for the 2016-2017 data will be released around December 3-January 2. The 2017-2018 report cards will be released in March with schools learning their new designations; however, the comprehensive status is for three years. It is hoped that in the future the reports will be released in January for the previous school year.

There is a GEMS course for how teachers can utilize the report card.

If a school is in targeted status, there will be regional professional development on how to help students. These trainings will be open first to schools in targeted status, then those in comprehensive status, and then other schools. There will be tracks of recommended courses. Jennifer Smith recommended that if a district has a director of Indian Education that person be also contacted regarding targeted and comprehensive status decisions along with the superintendent, board chair, and principals.

If a school/district does not show growth in three years on targeted status, the school/district will transition to comprehensive.

Susie said she is willing to meet with schools.

Norma Bixby asked that AIHEC be asked about giving data regarding students in the tribally controlled schools.

Data and trends regarding homelessness in Indian Country – Heather Denny

The term transitional is used so students are not stigmatized. In addition, there have been conversations with reservation schools to rename the program. If persons are living with family and not sure if they are actually homeless, you could ask “if you had the resources to move out, would you do so.” If the answer is yes, then the students would be considered homeless for educational purposes.

The definition of homeless includes those living in homeless shelters, hotels-motels, living with others, and those in sub-standard housing ([brochure](#)).

When Heather first started there were 16 students identified as homeless in Indian Country and now there is 1,059. In Montana the total number of identified is slightly over 4,000 and that is probably not all as some elementary districts are identifying a disproportionate number of students as compared to the high school district. Ten percent of kids on free and reduced are homeless. For reservations, that percentage is 30-35% of all kids.

Districts need to be identifying those who are homeless so the students get the needed interventions and supports they are entitled to under federal law.

Statewide there is a big increase in students becoming homeless during their senior year.

The data for the state shows an increase in homelessness for three years. However, this is probably not actually an increase but better reporting. Twenty-three percent of the homeless population have disabilities. The homeless graduation rate is slightly lower than English Learners (EL)

One thing the program is looking at is what interventions work. If a student is in a Career and Technical Education track (not just taking various CTE courses) that all schools have, the dropout rate is cut by half as it gives real world experience.

If a student is homeless due to being an [unaccompanied youth](#), the student does not need to have parental income information on the FAFSA. Also, the unaccompanied youth as a right to consent to health care.

If schools need to determine if they have homeless students, the place to start would be to ask teachers and counsellors if they have students with those characteristics. Tribal representatives should go to schools and say these students are homeless and they need to be identified. If the students are not identified, then a complaint may be filed. Per federal law, the school has an obligation to identify; the family does not need to accept services. The school does not need to contact the parents regarding services being provided to an unaccompanied youth; the youth may decide for himself.

The homeless liaison in each district is the person who is supposed to report. However, the liaison may not know because the district says here is name and does not let the person know.

The state has resources for training. Coordinators who are doing good things are those in Browning and Great Falls.

Other Resources:

[OPI Guidance for Coding Montana Children as Homeless in AIM](#)

[OPI Guidance for Substandard Housing](#)

Indian Education for All Unit Update – Out of Order

Stephen Morsette talked about IEFA Rotunda Day. Presenters have all won the Advocacy Award.

Shannon Hopkins asked about showing the not successes. Michelle Mitchell and Stephen talked about the Grow Your Own Program where the tribal college teams with a Montana University System (MUS) unit to get para-professionals certified as teachers. John Salois talked about Browning doing this and the district has hired the first cohort.

ACTION: John motioned to have 2-plus-2 programs come to do a presentation to MACIE, both Salish-Kootenai College (SKC) and Blackfeet Community College (BCC). Norma Bixby seconded the motion. Passed by all. John will talk to BCC and Michelle will contact SKC.

Norma thinks the legislative handbook should be available at Rotunda Day.

ACTION: Norma motioned to request a Praxis report from Linda Peterson to determine if this is impacting Indian students getting into educational programs. Voyd St. Pierre seconded the motion. Passed by all.

Hillerman Scholars Program – Carina N. Beck, Montana State University (MSU) Bozeman

Montana State University is building an American Indian Center on campus. Ground is expected to be broken soon.

The Hillerman Scholars Program was named for Dr. Maurice Hillerman, a scientist who attended MSU Bozeman and who would not have attended if he had not received scholarships. There are 50 students selected every year. To be accepted for this program, a student must have graduated from a Montana high school, be 50% Pell grant eligible and write an essay. The program is looking for leadership potential and not necessarily academic eligibility (grade point average [GPA]). Students are selected from across the state.

Students receive \$4,000 a year for four years. There is also a Summer Success Academy where participants get \$2,000 plus \$2,000 if they succeed. During the summer academy, a semester of math may be done in six weeks.

The scholars are required to do ten hours of work per week. Counselors work with them on academic performance and personal and career information. They are taught how to be students. They have an internship during the second year, do a project of consequence to give

back to the university during the third year, and do a project of consequence to give back to state in the fourth year.

The profile for the 24 students who are Native American students is GPA average of 3.06, ACT score average of 18, one is not pell eligible, and more women than men. The retention rate for the scholars is better than regular students.

Michelle Mitchell indicated her daughter dropped out of the program the first year. She stated it needs to be clarified that the funding received goes into an account for the student's academic use with the support of the advisor. There also was no Native Americans on staff and no one was trained in cultural proficiency. Jennifer Smith said there needs to be Natives at the table in the planning and everyone needs to have cultural awareness.

Norma Bixby indicated that all tribes who have scholarship programs need to help with admissions and support for students so they will stay in school.

MSU Bozeman has instituted a program for financial coach, which the student does need to know to go to this person. Norma indicated there needs to be Natives available because Natives won't go to a white person for information. Jennifer said this is true even for Urban Indians.

Voyd St. Pierre said the 24 who are Native need to get out into communities to tell what the program is and how to interact in college. The MUS also needs to go to tribes and give them information, as some of them do not necessarily have this information.

Norma indicated all staff people need training in cultural awareness and general respect. Student services is not the place to cut services. Carina indicated that at MSU they have initiated cultural and diversity awareness training.

Mary Jo Bremner said the first day is important and getting through it will help students be successful.

The next steps for the program are to have more outreach to get better, developing partnerships of consequence and developing an alumni program.

Indian Student Achievement Unit Update (continued)

Michelle Mitchell is the Indian Student Achievement Unit Director. There will be two people interviewed for her old position.

Michelle's vision for the unit is to honor what work has already been done. She wants to continue doing what is working and add other work. Some initiatives the unit will be working on are student voice and identity; student transition support; whole student approach; culturally responsive schools; native teacher recruitment and retention; tribes, schools, parents, and students utilizing a strength and solutions-based approach; and data-driven decisions

Tribal consultation is required from the start of Title program decisions. Those districts/schools that need to consult with tribes are those within reservation boundaries and those receiving \$40,000 or more Title VI. For those receiving Title VI, the consultation would be with the nearest federally-recognized tribes.

On January 24-25, 2019, there will be a tribal consultation summit regarding tribal consultation and what it looks like. A tentative agenda was handed out. MACIE members are invited to attend so it may be decided whether other regional summits should be held or if just a statewide one. Also, it needs to be determined for subsequent trainings if there needs to be changes.

Julie Cajune of the Confederated Salish and Kootenai Tribes Education Department wants to reach out to teacher education programs so they will be able to reach out to tribes.

Jennifer Smith indicated that if there is only one summit there would need to be both urban and reservation strands. Mary Jo Bremner also indicated that regional summits would be better than one for the whole state. Voyd St. Pierre indicated that administrators need to attend this.

Norma Bixby said there needs to be an education piece on what the titles are so the tribal councils know what the schools are asking for. Michelle indicated there would be information provided on rights and responsibilities of tribes/schools/districts.

Voyd St. Pierre asked about an on-line training. Michelle indicated this could probably be videotaped.

ACTION: Norma Bixby made a motion to support OPI efforts in developing tribal consultation. Dawn Bishop-Moore seconded the motion. Passed by all.

A draft MACIE meeting schedule for 2019 was provided and discussed.

ACTION: Norma Bixby made a motion the MACIE meeting schedule be adopted as decided (January 18 meet in the morning, go to the Rotunda Day, and after lunch meet again; March or April to coincide with the Montana Indian Education Association Conference in Bozeman [per request of Joe Arrowtop through Mike Jetty], November 7 to coincide with the BPE meeting). Voyd St. Pierre seconded this motion. Passed by all.

For the report card, Michelle indicated no abbreviations would be used. If you have any suggestions, they need to be sent in as soon as possible.

Don Wetzel talked about Youth Initiatives in Indian Country. The unit is looking at having youth conferences at Northern Cheyenne, Crow, and Fort Peck. Each school that attends comes up with presentations for part of the conference.

Dawn Bishop-Moore said the youth conferences work and that students are empowered and do outreach.

There are two immersion Head Starts.

Indian Education for All Unit Update (continued)

There will be three people interviewed for the Indian Education for All (IEFA) unit director.

Jennifer Stadum indicated the updated science standards were adopted in 2016 and became effective in 2017. The standards contain IEFA but it is a little more general than Jennifer wanted. These content standards are aligned with New Generation Science Standards but are not the same. The new IEFA science lessons that will be finished soon contain interconnected nature of science as practiced in real work. There are student performance expectation and science concepts are built coherently from kindergarten to grade 12. There is focus on deeper understanding of content as well as application of content. They integrate engineering with science and prepare students for college, career, and citizenship.

Mike Jetty indicated the unit is working with the MUS to design a course any college faculty can take. All presidents are on-board with this. There are meetings with the schools regarding IEFA.

Grants to K-12 schools and Regional Education Service Areas (RESAs) were funded for the 2018-2019 school year. A list of these grants was handed out.

The Essential Understandings Regarding Montana Indians are being updated. Julie Cajune is currently reviewing them. The information provided will be basic.

There will be a unit about Bear Gulch, the pictograph site near Lewistown.

The Family and Consumer Science unit will hopefully done soon.

The Web site is continuing to be updated. Let the units know what could work better on this.

Let the IEFA unit know what subjects you would like curriculum.

Input from MACIE members regarding future agenda items

Elections

Retreat or sub-committee for [constitution and by-laws](#). Joan Franke indicated there needs to be a name update to one of the member organizations.

Return to Learn Program.

Public Comment

There was no public comment.

John Salois moved to adjourn the meeting and Voyd St. Pierre seconded the motion. Passed by all.

[Handouts for meeting](#)

_____/signed by Dawn Bishop-Moore _____
Approved January 18, 2019