



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION  
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
SUPERINTENDENT OF PUBLIC INSTRUCTION

**Montana Advisory Council on Indian Education**  
**January 3, 2024**

Agenda – Working Session

[Zoom Link](#)

**Meeting ID** 867 0989 7318

**Password** 767632

**Dial by Telephone** 646 558 8656

Mission: To provide for more effective and meaningful participation by Indian people in planning, implementation, and administration of relevant educational services and programs under the authority of local school boards.

- Item 1: Call to order:** 9:00 a.m.
- ❖ Welcome – Jordann Lankford Forster, Chairperson
  - ❖ Pledge of Allegiance
  - ❖ Roll Call
- Item 2: Approval of Minutes** 9:15 a.m.
- ❖ November 1, 2023, Minutes
- Item 3: Chairperson Report** 9:25 a.m.
- Item 4: New Business** 9:45 a.m.
- ❖ Early Literacy Targeted Intervention Rule Revision – McCall Flynn, Board of Public Education
  - ❖ Requesting Review of New K-5 Curriculum by MACIE – Jennifer Stadum, OPI
  - ❖ IEFA Reporting Requirements – Zach Hawkins and Christy Mock-Stutz, OPI
  - ❖ Naming Ceremonies in Schools – Dugan Coburn, Great Falls Public Schools
- Item 5: Old Business** 11:00 a.m.
- ❖ Update of Goals
  - ❖ In-Person meeting in Billings
- Item 6: Public comment** noon
- This is an opportunity for any member of the audience to bring to the attention of the Council questions or relevant comments concerning matters not on the agenda. Please note that the Council is bound by ethical practice, bylaws, and Montana statutes. The Council may not take any action on matters brought to the attention of the Council during the public comment

portion of the meeting unless specific notice of that matter is included in a properly noticed agenda. Therefore, in the Open Agenda portion of the meeting, the Council will not discuss or take any action, but may refer a matter presented to a future agenda. The following criteria exist for the public comments.

- The public may not discuss items on the current agenda at this time.
- The public may only discuss matters within jurisdiction of the Council.
- No action may be taken on a matter raised during the open agenda.
- The public may not comment in a boisterous, disorderly, hostile, or aggressive manner.
- Each member of the public may address the Council once.

**Item 7: Adjournment**

12:15 p.m.

Times are approximate.

The next meeting is March 7, 2024, in Billings with a Zoom option.



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION  
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
SUPERINTENDENT OF PUBLIC INSTRUCTION

**MACIE AGENDA  
WORKING SESSION  
JANUARY 3, 2024  
ITEM 2  
APPROVAL OF MINUTES**

- ❖ Handout 2.1
  - Draft November 1, 2023, minutes



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION  
 ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
 SUPERINTENDENT OF PUBLIC INSTRUCTION

MACIE Meeting  
 November 1, 2023  
 Minutes - Draft

Members Present

Dawn Bishop-Moore Indian Impact Schools  
 of Montana  
 Norma Bixby Northern Cheyenne  
 Tribe  
 Levi Black Eagle Crow Tribe  
 Marcy Cobell Montana Indian  
 Education Association  
 Dugan Coburn Urban – Great Falls  
 Michelle Crazy Fort Belknap Tribes  
 Jordann Forster Montana Federation  
 of Public Employees  
 Hilary Gourneau Tribal Head Start  
 Melissa Hammett Urban – Missoula  
 Susie Hedalen Board of Public  
 Education  
 Carrie Kouba Office of Public  
 Interim Instruction  
 Jeremy MacDonald School Administrators  
 of Montana  
 Angela McLean Montana University  
 System  
 Calli Rusche- Billings Public Schools  
 Nicholson  
 Cory Sangrey-Billy Tribal Colleges

Office of Public Instruction/ Board of Public  
 Education

Elsie Arntzen Matt Bell  
 McCall Flynn Joan Franke  
 Zach Hawkins Marie Judisch  
 Rob Stutz Jennifer Stadum  
 Stephanie Swigart

Guests

Adrienne Barnes Katrina Engeldrum  
 Frederick Peck

Members Absent

Rodney Bird Bureau of Indian  
 Education  
 Michael Dolson Confederated Salish  
 & Kootenai Tribes  
 Harold Dusty Bull Blackfeet Tribe  
 Paul Finnicum MTSBA Indian School  
 Board Caucus  
 Megan Gourneau Fort Peck Tribes  
 Iris Kill Eagle Little Shell Tribe

The Montana Advisory Council on Indian Education meeting was called to order by Chairperson Jordann Forster at 9:02 a.m. Roll call was taken and the Pledge of Allegiance was said.

Minutes

The minutes of the October 4, 2023, meeting were reviewed. Dugan Coburn motioned to approve the minutes as presented. Calli Rusch-Nicholson seconded the motion. Passed by all.

American Indian Education Administrative Reports

- ❖ Indian Education for All Unit

Jennifer Stadum provided program updates regarding the Indian Education for All (IEFA) Tuesdays webinars through June (Energize on the first Tuesdays and IEFA Across the Content on the third Tuesdays). Members of the unit have office hours via Zoom. The unit is planning on doing surveys to help with work. Best Practices is March 7-8, 2024. in Billings. [Upcoming Events - PD Opportunities](#) Jennifer is working on a science lesson regarding the ponderosa pine for K-5. She will be sharing this at the next meeting and would like information regarding tribal stories and other ideas if willing and able to share.

Zach Hawkins discussed new accreditation standards, chapter 55, and the new requirements regarding reporting regarding IEFA implementation. Districts will be required to provide evidence of what they are doing in the Integrated Strategic Action Plan. The unit is working on a rubric. The unit is developing information regarding appropriate expenditure of funding and how to work with tribes regarding development of curriculum. The unit will need help with these.

### Ex-Officio Reports

#### ❖ Superintendent of Public Instruction

Rob Stutz, Chief Legal Council and Deputy Superintendent, discussed House Bill 338. There are now new reporting and enforcement provisions regarding expenditure of IEFA funds. If schools don't spend money or there is incomplete reporting, this will affect the future funding. The Office of Public Instruction (OPI) has interpreted the bill to say that the reporting for the previous fiscal year (FY2023) impacts the funding for the next fiscal year (FY2025). The programmatic requirement takes place for FY2024 which will be reported in FY2025. The districts have until December 10 to correct their trustee's financial summary. The districts also have the opportunity to go to the Board of Public Education (BPE) to request a due process hearing. [FAQ](#)

Superintendent Arntzen asked MACIE to pen a letter for districts (trustees and superintendents) to complete an amended trustees' financial statement.

The Yellow Kidney lawsuit was certified as a class action lawsuit. Currently the lawsuit will only be against the state and not expanded to the local level as requested by the OPI.

Chairperson Forster asked regarding the letter to the National Education Association, and Superintendent Arntzen indicated it was good and the letter may be signed with the support of the OPI.

### Chairperson Report

#### Community share

Marcy Cobell indicated the Montana Indian Education Association (MIEA) has four board members and looking for more. There will be a MIEA conference with a student track April 16-20 in Missoula.

Jeremy MacDonald indicated Henrietta Mann will be at Box Elder Public Schools on Tuesday November 7 at 5:30 p.m.

Hilary Gourneau discussed tribal head starts initiatives and challenges.

Norma Bixby indicated the tribes need to get their counts in by September 30 for Johnson-O'Malley funding.

Susie Hedalen suggested MACIE do outreach regarding the seal of biliteracy and have input regarding the raising of fees for licensees.

Chairperson Jordann Forster attended the National Indian Education Association (NIEA) Conference. The primary focus is on language and language revitalization programs. There is still a vacancy for the Chippewa-Cree Tribe and Class 7. Jordann will be putting forth a name to fill the youth representation. Besides the support of OPI, Chairperson Forster will be asking the (BPE) and the Montana Federation of Public Employees (MFPE) to support the letter. Jordann will be hosted an IEFA training at Montana State University (where) on October 30-November 1. She will provide more information as it becomes available.

### Informational Presentations

#### ❖ Rigorous Action

Carrie Kouba provided information regarding Every Student Succeeds Act (ESSA) plan amendment regarding rigorous action. The federal government is asking what additional interventions will be required for schools identified for comprehensive support and improvement that fail to meet the exit requirements. Currently it says will continue support with additional interventions and intense support from a three-person OPI and district level team. An amendment has been developed with a tiered approach with collaboration with the school district on what is needed (which previously been optional). There will also be guidance documents developed. Public comment will end November 10 and there will be additional presentation to various groups. OPI hopes to submit to the Department of Education in January. MACIE will be asked for input with the guidance documents that will be developed.

#### ❖ OPI Content Standards

Marie Judisch provided information on the revisions for English language Arts, English Language Proficiency, Mathematics, and World Languages. The [website](#) provides information regarding the updates, including committees, timelines, and documents.

Stephanie Swigart gave information on the process for updating standards, from research regarding what should be included through implementation.

Information regarding each of the curriculum areas standard revisions were discussed regarding the inclusion of Native American content into the standards.

### Old Business

#### ❖ Website Update

Chairperson Forster reminded members to send Joan Franke an updated bio, why you serve on MACIE and why you believe it important, and a photograph. This will be on the updated [MACIE web page](#).

#### ❖ MACIE Goals

No one had any suggested updated goals.

Public Comment

There was no public comment.

Melissa Hammett motioned to adjourn the meeting and Dawn Bishop-Moore seconded the motion. The meeting was adjourned at 11:44 a.m.

The next meeting is January 3, 2024, via Zoom.



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION  
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
SUPERINTENDENT OF PUBLIC INSTRUCTION

**MACIE AGENDA  
WORKING SESSION  
JANUARY 3, 2024  
ITEM 3  
CHAIRPERSON REPORT**

❖ Chairperson Report





MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION  
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
SUPERINTENDENT OF PUBLIC INSTRUCTION

## **MACIE AGENDA WORKING SESSION JANUARY 3, 2024**

### **ITEM 4 NEW BUSINESS**

- ❖ **Early Literacy Targeted Intervention Rule Revision**
  - Handout 4.1
    - Presentation Summary
      - ✓ Title 20, Chapter 7, Part 18, Montana Code Annotated
      - ✓ Chapter 54 Early Literacy Targeted Intervention Standards
  
- ❖ **Requesting Review of New K-5 Curriculum by MACIE**
  - Handout 4.2
    - Presentation Summary
  
- ❖ **IEFA Funding Reporting Requirements**
  - Handout 4.3
    - Presentation Summary
      - ✓ Indian Education for All Payment: Reporting Guide
  
- ❖ **Naming Ceremonies in Schools**
  - Handout 4.4
    - Presentation Summary

## MACIE AGENDA PRESENTATION REQUEST

January 3, 2023

Name and title of person presenting	McCall Flynn, Executive Director
Contact information: phone	406-444-0300
Contact information: e-mail	mflynn@mt.gov
Organization	Montana Board of Public Education
Select one	<input checked="" type="checkbox"/> Presentation <input type="checkbox"/> New Business
Presentation title	Early Literacy Targeted Intervention Rule Revision
Description of presentation	The Board of Public Education is drafting rules in response to new early literacy targeted intervention legislation, now under Title 20, Chapter 7, Part 18, Montana Code Annotated. The Board is requesting feedback from MACIE on the draft rule, and an opportunity to submit public comment should they have suggested recommendations and revisions.
How does this relate to the MACIE goals (next page)	This presentation relates to the MACIE goals because it offers an opportunity for meaningful dialog and discussion on new school-based programming, early literacy supports for youth, and the education system as a whole.
Action requesting the advisory council take	Feedback from MACIE on the new rule.
Handouts (send with presentation request)	1. Title 20, Chapter 7, Part 18, Montana Code Annotated 2. Chapter 54 Early Literacy Targeted Intervention Standards
Technology requirements	Will be presenting over zoom.



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION  
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
SUPERINTENDENT OF PUBLIC INSTRUCTION

**Montana Code Annotated 2023**  
**Title 20. Chapter 7. Part 18.**  
**Early Literacy Targeted Interventions**

**20-7-1801.** **Findings -- purpose -- legislative intent.** (1) The legislature finds that the ability to read at or above grade level is essential for educational success. The legislature also finds that too many Montana children are not reading proficient at the end of 3rd grade.

(2) The purposes of this bill are to:

(a) provide parents with voluntary early literacy interventions for their children;

(b) increase the number of children who are reading proficient at the end of 3rd grade and in so doing help those children develop their full educational potential pursuant to Article X, section 1(1), of the Montana constitution; and

(c) foster a strong economic return for the state on early literacy investment through enhancing Montana's skilled workforce and decreasing future reliance on social programs and the criminal justice system.

(3) The legislature intends that the board of public education, the office of public instruction, and the boards of trustees of school districts collaborate to implement this part and achieve the purposes under subsection (2).

(4) The legislature further intends that the board of public education, the office of public instruction, and the boards of trustees of school districts collaborate on an ongoing basis to gather, analyze, and make available outcome data and continually refine the interventions to increase the efficacy and efficiency of each intervention.

**20-7-1802.** **Definitions.** As used in this part, unless the context clearly indicates otherwise, the following definitions apply:

(1) "Early literacy targeted intervention" or "intervention" means, as further described in **20-7-1803**, any of

(a) a classroom-based program;

(b) a home-based program; or

(c) a jumpstart program.

(2) "Eligible child" means a child who is determined through the evaluation methodology selected by the board of public education pursuant to **20-7-1803** to be below a trajectory leading to reading proficiency at the end of 3rd grade.

(3) "Evaluation methodology" means a research-based methodology, instrument, or assessment selected by the board of public education to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading proficiency on completion of 3rd grade.

(4) "Trustees" means the board of trustees of an elementary or K-12 school district.

**20-7-1803.** **Early literacy targeted interventions.** (1) The trustees of a school district may provide eligible children with any of the interventions described in this section. This part may not be construed to limit the duty or authority of trustees to provide educational opportunities described elsewhere in this title.

(2) The board of public education shall determine an evaluation methodology to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading proficiency on completion of 3rd grade. The evaluation must be:

(a) developmentally appropriate;

(b) research-based;

(c) cost-effective; and

(d) if possible, aligned with formative assessments that inform instruction in the classroom-based program and the jumpstart program.

(3) The superintendent of public instruction shall provide school districts with access to and technical support for the evaluation methodology, instrument, or assessment determined by the board of public education.

(4) A child may not be evaluated for the purposes of this part unless requested by the child's parent or guardian. The trustees may administer the evaluation methodology in April, May, or June to a child who will be 4 years of age or older on or before the following September 10 and who has not yet entered 3rd grade. A child who is

evaluated to be below trajectory for 3rd-grade reading proficiency for the child's age or grade level is an eligible child for the subsequent school year.

(5) (a) For an eligible child who is 4 years of age or older on or before September 10 of the year in which the child is to participate in the program and who is not entering and who has not completed kindergarten, the trustees may offer a classroom-based program, which may be a half-time or full-time program. A full-time program must allow a parent or guardian to enroll the child half-time.

(b) The classroom-based program must align with developmentally appropriate early education learning standards as determined by the board of public education. The standards must include a requirement for ongoing evaluation of student progress used to tailor instruction to specific student needs.

(6) (a) For an eligible child who is 4 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 2nd grade, the trustees may offer a home-based program.

(b) The home-based program must be selected by the board of public education and must:

(i) be operated by a nonprofit entity;

(ii) be research-based and proven effective at developing early literacy skills in populations at risk of not being reading proficient at the end of 3rd grade;

(iii) foster parental engagement; and

(iv) have a cost of no more than \$1,000 a year for each child.

(c) The superintendent of public instruction shall provide school districts with access to and technical support for the home-based early literacy program.

(7) (a) For an eligible child who is 5 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 3rd grade, the trustees may offer a jumpstart program.

(b) The jumpstart program must:

(i) take place during the time between the end of one school calendar year and the start of the next school calendar year, as determined by the trustees, preceding a child's entry into kindergarten, 1st grade, 2nd grade, or 3rd grade;

(ii) be at least 4 weeks in duration and provide at least 120 instructional hours;

(iii) be aligned to a framework determined by the board of public education;

(iv) be designed in a manner to increase the likelihood of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading proficiency at the end of 3rd grade.

**20-7-1804. Early literacy targeted interventions -- funding -- reporting.** (1) An eligible child participating in a classroom-based program pursuant to **20-7-1803(5)** must be included in enrollment counts for the purpose of ANB calculations in the manner described in **20-9-311**.

(2) The superintendent of public instruction shall pay for the costs for an eligible child participating in a home-based program pursuant to **20-7-1803(6)** from funds appropriated for this purpose. The cost for each child may not exceed \$1,000 a year. If the annual appropriation for this program is not sufficient to fully fund all eligible children participating in the home-based program, the superintendent shall limit participation on a first-come, first-served basis.

(3) An eligible child participating in a jumpstart program pursuant to **20-7-1803(7)** must be counted as quarter-time enrollment for the purpose of ANB calculations pursuant to **20-9-311**.

(4) Trustees offering an early literacy targeted intervention shall closely monitor the program and report annually to the superintendent of public instruction on the efficacy of the program no later than July 15. The superintendent shall collaborate with trustees in maximizing the efficiency of fulfilling this reporting requirement. The report must include anonymized information on student progress, including the student's performance on:

(a) the evaluation methodology that led to eligibility for the program;

(b) any formative assessments administered;

(c) if administered, the evaluation methodology at the end of the school year in which intervention was provided; and

(d) any statewide reading assessments administered in grades 4 through 6.

(5) Pursuant to **20-7-104**, the superintendent of public instruction shall monitor early literacy targeted interventions and gather data to evaluate the efficacy of the interventions while protecting the privacy rights of students and families. The superintendent shall report, in accordance with **5-11-210**, to the education interim committee and the education interim budget committee no later than September 1 annually. The report must contain a comparison analysis by intervention type, including no intervention, and must include:

- (a) the number of participating and nonparticipating children and districts;
- (b) longitudinal data displaying the proficiency level of participating and nonparticipating children at each grade level following participation in an intervention;
- (c) at a time when the data is available, long-term outcome data for participants and nonparticipants, including but not limited to:
  - (i) assessment data in 8th grade and high school;
  - (ii) high school graduation rates; and
  - (iii) postsecondary participation rates; and
- (d) a list of schools offering one or more targeted interventions and a list of the matched comparable nonparticipating schools that on the most recent 4th grade statewide reading assessment:
  - (i) had 75% or more of its students score at proficient or above; or
  - (ii) improved the percentage of students scoring at proficient or above by 10 or more percentage points.

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of NEW ) NOTICE OF PUBLIC HEARING ON  
RULE I and NEW RULE II pertaining ) PROPOSED ADOPTION  
to early literacy targeted intervention )  
programs )

TO: All Concerned Persons

1. On January 4, 2024, at 10:00 a.m., the Board of Public Education (board) will hold a public hearing in Room 152 of the Montana State Capitol in Helena, Montana, to consider the proposed adoption of the above-stated rules.

2. The board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on December 22, 2023, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; or e-mail [mflynn@mt.gov](mailto:mflynn@mt.gov).

3. The rules proposed to be adopted provide as follows:

NEW RULE I EVALUATION METHODOLOGY FOR EARLY LITERACY TARGETED INTERVENTIONS (1) The local board of trustees shall adopt and ensure use of an evaluation methodology to identify, enroll, and admit children to early literacy targeted interventions. The evaluation methodology used must be overseen by and include application of professional judgment of qualified employees. A child may not be evaluated for the purposes of these interventions unless requested by the child's parent or guardian. The district must maintain evidence of the request. The evaluation methodology may be administered in April, May, or June, and must assess at least one of the following literacy skills:

- (a) For four-year-olds:
  - (i) oral language;
  - (ii) phonological awareness;
  - (iii) alphabet knowledge.
- (b) Prior to kindergarten:
  - (i) oral language;
  - (ii) phonological awareness;
  - (iii) alphabet knowledge.
- (c) Prior to first grade:
  - (i) phoneme awareness;
  - (ii) listening comprehension;
  - (iii) developmental spelling;
  - (iv) vocabulary (expressive or receptive);
  - (v) word reading (nonsense or real);

- (vi) reading composite.
- (d) Prior to second grade:
  - (i) listening comprehension;
  - (ii) developmental spelling;
  - (iii) vocabulary (expressive or receptive);
  - (iv) word reading (nonsense or real);
  - (v) connected text reading fluency;
  - (vi) connected text accuracy;
  - (vii) reading composite.
- (e) Prior to third grade:
  - (i) developmental spelling;
  - (ii) vocabulary (expressive or receptive);
  - (iii) word reading (nonsense or real);
  - (iv) connected text reading fluency;
  - (v) connected text accuracy;
  - (vi) reading comprehension;
  - (vii) reading composite.

(2) The list of approved evaluation methodology screening tools must be reviewed in odd years through a process of review complying with the provisions of Title 2, chapter 3, MCA, to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. Any changes to the list must be published and made publicly available by the Board of Public Education no later than 30 days after adoption of any changes. The removal of an evaluation methodology screening tool shall not be effective until July 1 following such removal.

(3) A local board of trustees adopting and using one of the approved evaluation methodology screening tools shall be construed to have complied with this rule.

(a) Use of one of the approved evaluation methodology screening tools shall not, however, be required, provided that the district's adopted evaluation methodology screening tool conforms to the requirements of (1).

(4) For the purposes of this rule, "evaluation methodology" means an age-appropriate research-based methodology, instrument, or assessment selected by the Board of Public Education to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading proficiency on completion of third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-1803, MCA

NEW RULE II JUMPSTART PROGRAM FRAMEWORK FOR EARLY LITERACY TARGETED INTERVENTION (1) The local board of trustees may offer a jumpstart program to support early literacy targeted intervention based on evaluation methodology identified in [NEW RULE I] as aligned to the Montana Early Childhood Education Standards and the Montana Content Standards for English Language Arts and Literacy.

(2) The jumpstart program must be overseen by and include application of professional judgment of qualified employees and must be designed in a manner to

increase the likelihood of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading proficiency at the end of third grade.

(3) For the purposes of this rule, "jumpstart program" means a program that is at least four weeks in duration and provides at least 120 instructional hours and takes place during the time between the end of one school calendar year and the start of the next school calendar year, as determined by the trustees, preceding a child's entry into kindergarten, first grade, second grade, or third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-1803, MCA

REASON: The board proposes to adopt NEW RULE I and NEW RULE II to comply with HB 352 (2023). The Early Literacy Advisory Council, created by the Board of Public Education, recommended the proposed evaluation methodology and jumpstart program framework to address the purposes of the legislation to provide parents with voluntary early literacy interventions for their children, increase the number of children who are reading proficient at the end of third grade, and foster a strong economic return for the state on early literacy investments. NEW RULE I will be adopted as ARM 10.54.901 and NEW RULE II will be adopted as ARM 10.54.902, and they will be located in a new subchapter named "Early Literacy Targeted Interventions."

4. Concerned persons may submit their data, views, or arguments concerning the proposed action in writing to: McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620; telephone (406) 444-0300; or e-mail [mflynn@mt.gov](mailto:mflynn@mt.gov), and must be received no later than 5:00 p.m., January 7, 2024.

5. McCall Flynn, executive director, Board of Public Education, has been designated to preside over and conduct this hearing.

6. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 4 above or may be made by completing a request form at any rules hearing held by the agency.

7. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sosmt.gov/ARM/Register>.

8. The bill sponsor contact requirements of 2-4-302, MCA, apply and have been fulfilled. The primary bill sponsor was contacted by email on November 7, 2023.



9. With regard to the requirements of 2-4-111, MCA, the Board has determined that amendment of the above-referenced rule will not significantly and directly impact small businesses.

/s/ McCall Flynn  
McCall Flynn  
Executive Director  
Board of Public Education

/s/ Tim Tharp  
Tim Tharp  
Chair  
Board of Public Education

Certified to the Secretary of State November 28, 2023.

## MACIE AGENDA PRESENTATION REQUEST

January 3, 2024

Name and title of person presenting	Jennifer Stadum, Indian Education for All Implementation Specialist
Contact information: phone	406-444-0725
Contact information: e-mail	406-570-7909
Organization	OPI IEFA
Select one	<input checked="" type="checkbox"/> Presentation <input type="checkbox"/> New Business
Presentation title	Requesting review of new K-5 curriculum by MACIE
Description of presentation	New k-5 science lessons and reservation fact sheets have been developed and sent to volunteer classroom teachers to pilot and provide feedback. We would also appreciate MACIE's review and feedback.
How does this relate to the MACIE goals (next page)	Culture, language, and culturally relevant curriculum  Goal 3: MACIE will act as an advocate for the meaningful integration of culture and indigenous language in Montana schools by promoting the adoption of culturally relevant curriculum and instruction in support of the expression of NA/AI student self-identity and self-actualization.
Action requesting the advisory council take	Please provide feedback on cultural content
Handouts (send with presentation request)	none
Technology requirements	none



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION  
 ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
 SUPERINTENDENT OF PUBLIC INSTRUCTION

## MACIE AGENDA PRESENTATION REQUEST

January 3, 2024

Name and title of person presenting	Zach Hawkins, Indian Education for All Unit Director Christy Mock-Stutz, Assistant Superintendent
Contact information: phone	406-444-0708 406-444-5658
Contact information: e-mail	<a href="mailto:zachariah.hawkins@mt.gov">zachariah.hawkins@mt.gov</a> <a href="mailto:christy.mock-stutz@mt.gov">christy.mock-stutz@mt.gov</a>
Organization	OPI
Select one	<input checked="" type="checkbox"/> Presentation <input type="checkbox"/> New Business
Presentation title	IEFA Funding Reporting Requirements
Description of presentation	<ul style="list-style-type: none"> <li><input type="radio"/> ISAP Reporting and Fiscal Requirements</li> <li><input type="radio"/> Assurances Form</li> <li><input type="radio"/> Materials Guidance Document</li> </ul>
How does this relate to the MACIE goals (next page)	Goal 3: Culture, language, and culturally relevant curriculum
Action requesting the advisory council take	none
Handouts (send with presentation request)	IEFA Payment: Reporting Guide Understanding and Identifying Quality IEFA Materials
Technology requirements	none



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION  
 ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
 SUPERINTENDENT OF PUBLIC INSTRUCTION



# INDIAN EDUCATION FOR ALL PAYMENT: REPORTING GUIDE

Indian Education for All (IEFA) is a landmark provision in the Montana Constitution that “recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.” The Montana Legislature provides IEFA funding to school districts and requires school districts to report IEFA expenditures to the Montana Office of Public Instruction (OPI). In 2023, [20-9-329, MCA](#) was revised to include new reporting requirements and provide a reduction of future funding for school districts that fail to report expenditures of all IEFA revenue.

## Reporting

There are **two** ways schools will report the accurate use of their IEFA funds:

1. **Integrated School Action Plan (ISAP) Components-** in the new Teach MT accreditation platform.
  - a. Schools will submit evidence into the ISAP of IEFA inclusion.
  - b. Schools will submit an assurance form.
  - c. The ISAP report is generally due on the last Friday in March. SY 23-24 is due **March 29, 2023**.
  - d. Questions on the accreditation reporting process, contact the [OPI’s accreditation unit](#).
2. **Trustee Financial Summary (TFS)**, due **September 15** (reporting for the prior school year)
  - a. Recording funds received: Fund (01) General Fund, Revenue code: 3113
  - b. Recording expenditures: Fund (01) General Fund, Program code: 365
  - c. For questions on **school finance coding** or the TFS, email [opischoolfinance@mt.gov](mailto:opischoolfinance@mt.gov)

## Planning and Implementation

MCA 20-9-329 (4) (a) states, “A public school district that receives an Indian education for all payment may not divert the funds to any purpose other than curriculum development of an American Indian studies program, providing curriculum and materials to students for the program, and providing training to teachers about the program’s curriculum and materials.” Districts can determine their annual IEFA amount through the [OPI School Finance Website under State School Payments](#). In addition, [OPI’s IEFA units](#) have resources and guidance for districts implement IEFA. Sample allowable expenses for districts could be:

### Curriculum materials

- Purchasing quality instructional materials that are tribally specific, culturally authentic, and historically accurate. Curriculum materials on OPI’s website meet this requirement. Refer to the OPI’s [Evaluating American Indian Materials and Resources for the Classroom](#) guide when purchasing materials.
- Expenses associated with consultation and/or training with a qualified IEFA specialist.

### Providing training to teachers

- Expenses associated with staff professional development opportunities that will enhance their knowledge of the [Essential Understandings](#), include IEFA into their teaching, build background IEFA knowledge, learn about bias and stereotypes in texts and the media, historical inaccuracies, and Indigenous perspectives.

### Curriculum development of American Indian studies program

- Providing resources that bring tribal presence to the school environment, i.e., tribal flags, art supplies to paint tribal seals, tribally produced artwork or mural, posters, etc.
- Compensation for a guest lecture, lesson, or learning activity provided by a tribal education specialist, knowledge keeper, elder, or other tribal member.
- Compensation for staff time specifically devoted to school or district IEFA coordination and planning efforts. i.e., the amount of FTE dedicated to an IEFA coordinator.
- Implementation questions? Find information and contact information on [OPI’s IEFA website](#).



## Understanding and Identifying Quality IEFA Materials

Are you wanting to increase IEFA (Indian Education for All) integration in your classroom, but not sure where to find materials or concerned about using materials that are inaccurate and inappropriate? You are not alone. Lots of other educator's grapple with this situation as well.

### Instructional Planning and support

The OPI IEFA team works collaboratively with tribes, tribal experts, the Montana Advisory Council on Indian Education (MACIE) and other tribal members to offer high quality, tribally specific, culturally authentic, and historically accurate classroom materials, curated resources, and instructional planning support. Here is how we can help:

- Many materials are free and available on the [OPI IEFA website](#).
- The OPI IEFA team hosts webinars on the first and third Tuesdays of each month that increase teacher background knowledge, offer content specific curriculum integration ideas, and provide opportunities to ask questions.
- An annual IEFA Best Practices Conference is offered to provide high quality, IEFA specific professional development and instructional design support. Further information about these and other events can be found on the [Upcoming Events/PD page](#) of the IEFA website.

### High-Quality Materials

The IEFA team has developed an [IEFA Materials Evaluation Guide](#) which can help you develop a deeper understanding of which IEFA materials are high quality and which ones are not. Once you have a solid understanding, you will be able to increase the number and variety of IEFA resources you utilize in your IEFA teaching and learning activities, enhancing your students' understandings regarding Montana and American Indians.

However, it is reasonable to assume there may be circumstances where you might still be uncertain about the authenticity or appropriateness of a resource. In this situation, the OPI IEFA team advises the following steps of action:

- Utilize the resource evaluation form on **pages 21 and 22 of the OPI IEFA Materials Evaluation Guide** (See link above).
- Consult with an experienced educator, IEFA champion, or IEFA coordinator in your building or your district.
- Check and see if the resource has been reviewed by the [American Indian Children's Literature Blogspot](#). **This is also a great site to review when considering the purchase of new IEFA materials.**
- Contact a member of the OPI IEFA team and ask them if they would recommend the resource or not. Please note that team member office hours can be found on the [Meet The Team page](#) of the IEFA website.



Understanding how to identify and where to find high quality IEFA materials is vital for effective IEFA instruction. Teachers and administrators should always work to improve their resource review and evaluation skills. However, you do not have to do it alone. Our IEFA team is always ready to provide you with the training, materials, and guidance you need or point you to the appropriate place(s).

Please reach out if you have any questions. We are here to support you.

Zach Hawkins, IEFA Director: [zachariah.hawkins@mt.gov](mailto:zachariah.hawkins@mt.gov); 406-444-0708

Mike Jetty, IEFA Specialist: [mjetty@mt.gov](mailto:mjetty@mt.gov); 406-444-0720

Jennifer Stadum, IEFA Specialist: [jstadum@mt.gov](mailto:jstadum@mt.gov); 406-444-0725



# MACIE AGENDA PRESENTATION REQUEST

January 3, 2024

Name and title of person presenting	Dugan Coburn, Director of Indigenous Education
Contact information: phone	406-268-6003
Contact information: e-mail	Dugan_coburn@gfps.k12.mt.us
Organization	OPI
Select one	<input checked="" type="checkbox"/> Presentation <input type="checkbox"/> New Business
Presentation title	Naming Ceremony, Culture Connection
Description of presentation	Short report on naming ceremony.
How does this relate to the MACIE goals (next page)	culture
Action requesting the advisory council take	Information
Handouts (send with presentation request)	none
Technology requirements	I'll share pictures w/you.



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION  
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
SUPERINTENDENT OF PUBLIC INSTRUCTION



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION  
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
SUPERINTENDENT OF PUBLIC INSTRUCTION

**MACIE AGENDA  
WORKING SESSION  
JANUARY 3, 2024**

**ITEM 5  
OLD BUSINESS**

- ❖ **Update of Goals**
  - Handout 5.1
    - Goals 2021 with Member Concerns
  
- ❖ **In-person Meeting in Billings**





MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION  
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND  
SUPERINTENDENT OF PUBLIC INSTRUCTION

## MACIE GOALS and MEMBER CONCERNS

### 1. Community, family, and parental engagement with local school system

Goal 1: MACIE will advocate for and alongside communities, families, parents, and school systems that serve NA/AI student populations with the intent of recognizing the impact of historical trauma while promoting efforts to ensure safe, secure, and stable educational environments where students and parents feel welcome and supported.

#### ❖ Member Concerns

- Suicide (2)
- Parental Involvement
- Students being able to make it to school
- Unstable housing/family situation
- Overcoming historical trauma
- Teachers knowing about historical trauma and how to deal with it
- Positive parental involvement

### 2. School programs targeting systemic racism, disparate discipline, student achievement, historical trauma

Goal 2: MACIE will encourage the adoption of school-based programming which addresses the presence of systemic racism and the associated disparate discipline of NA/AI students in public schools, with the intent of supporting efforts focused on exploring the impact these conditions have upon student achievement.

#### ❖ Member Concerns

- Roots of the achievement gap that are not being addressed
- Disparate discipline (MACIE must address the findings in the ACLU report)
- How to address systemic racism

### 3. Culture, language, and culturally relevant curriculum

Goal 3: MACIE will act as an advocate for the meaningful integration of culture and indigenous language in Montana schools by promoting the adoption of culturally relevant curriculum and instruction in support of the expression of NA/AI student self-identity and self-actualization.

#### ❖ Member Concerns

- Language/Culture in public schools and curriculum
- Teach at least one of the Native American languages that is prevalent in the locale of the K-12 school
- Culturally relevant teacher training (more IEFA in teacher prep)
- Cross-cultural instruction for ALL staff members

- Culturally relevant curriculum (2)
- Cultural history (where you came from, where you are at today, and where do you want to be in the near and long term future)

4. Equitable access to virtual teaching-learning platforms and connectivity

Goal 4: MACIE supports community programs that are focused on providing equitable access for NA/AI students to technological resources and internet connectivity within rural communities and school systems in response to the growing demand for the integration of virtual teaching and learning.

❖ Member Concerns

- Social Distancing
- Virtual Teaching

5. Member concerns not addressed in goals above

- ❖ Community support
- ❖ Community support for the value of education in modern society
- ❖ Fiscal responsibility/entrepreneurship