



## Montana Advisory Council on Indian Education

December 9, 2020

### Agenda

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.

<b>Item 1: Call to order:</b>	9:00 a.m.
❖ Welcome - Jennifer Smith, Chairperson	
❖ Roll Call	
❖ Pledge of Allegiance	
<b>Item 2: Approval of Minutes</b>	9:10 a.m.
❖ October 7, 2020 Minutes	
<b>Item 3: Ex-Officio Reports (5 minutes each)</b>	9:15 a.m.
❖ Superintendent of Public Instruction – Elsie Arntzen	
❖ Board of Public Education – Mary Jo Bremner	
❖ Montana University System – Angela McLean	
❖ Tribal Colleges – Dr Richard Little Bear	
<b>Item 4: American Indian Education Administrative Reports (10 minutes each)</b>	9:45 a.m.
❖ Tribal Relations and Resiliency Unit Report- Don Wetzel	
❖ Indian Student Achievement Unit Report- Lona Running Wolf	
❖ Indian Education for All Unit Report- Zach Hawkins	
<b>Item 5: Informational Presentations</b>	
❖ None	
Break	10:15 a.m.
<b>Item 6: Old Business</b>	10:30 a.m.
❖ Strategic Planning – Steps and engagement for goals – Todd Hanson	
<b>Lunch-----</b>	12:15 p.m. – 12:45 p.m.
<b>Item 5: Old Business (continued)</b>	12:45 p.m.
❖ Language Statement – Jason Cummins	
❖ Class 7 – Lona	

**Item 7: New Business**

- ❖ None

**Item 8: Public comment**

2:00 p.m.

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 9: Next Regular Board Meeting**

2:20 p.m.

- ❖ Dates
- ❖ Future Agenda Items

**Item 10: Adjournment**

2:30 p.m.

Times are approximate.



## ITEM 2 MACIE AGENDA HANDOUTS

### Approval of Minutes

- ❖ Handout 2.1
  - Draft October 7, 2020, minutes

Elsie Arntzen, Superintendent

PO Box 202501  
Helena, MT 59620-2501  
406.444.5643  
In-State Toll-free: 1.888.231.9393  
TTY Users: 406.444.0235  
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION  
STATE OF MONTANA

Putting Montana Students First A<sup>+</sup>



MACIE MEETING  
October 7, 2020  
Helena, Montana

Morning Session

Members Present

Joe Arrowtop	Montana Indian Education Association	Lona Running Wolf	Office of Public Instruction
Yancey Beston	Montana Indian School Boards Caucus	Voyd St. Pierre	Chippewa Cree Tribe
Dawn Bishop-Moore	Indian Impact Schools of Montana	Jennifer Smith	Urban – Billings
Norma Bixby	Northern Cheyenne Tribe	<u>Office of Public Instruction</u>	
Mary Jo Bremner	Board of Public Education	Sharyl Allen	Joan Franke
Ellie Bundy	Confederated Salish and Kootenai Tribes	Todd Hanson	Zach Hawkins
Jason Cummins	Class 7	Don Wetzel	
Jordann Forster	Montana Federation of Public Employees	Annette Young	
Melissa Hammett	Urban – Missoula Little Shell Tribe	<u>Guests</u>	
Iris Killeagle		Pete Donovan	Board of Public Education
Richard Littlebear	Tribal Colleges	<u>Members Absent</u>	
Jeannie Origbo (alternate)	Montana University System	Rodney Bird	Bureau of Indian Education
Jeremy MacDonald	School Administrators of Montana	Harold Dusty Bull	Blackfeet Tribe
		Angela McLean	Montana University System
		Kaci Wallette	Fort Peck Tribes

The meeting of the Montana Advisory Council on Indian Education (MACIE) was called to order by Chairperson Jennifer Smith at 9:02 a.m. Attendance was taken and the Pledge of Allegiance said.

Minutes

The minutes were reviewed by the members. Voyd St. Pierre motioned to accept the minutes as written and Jordann Forster seconded. Passed by all.

## Ex-officio Reports

### ◊ Superintendent Report – by Sharyl Allen

Deputy Superintendent Allen highlighted items on the report. Several teachers had taken advantage of the extended time for licensure/renewal. The Board of Public Education (BPE) approved the continuation of accreditation status for schools. There have been a few new grants received for health and wellbeing.

There is discussion regarding the 2020-21 report card on whether to use attendance as an indicator for schools being identified for targeted status. There is a possibility that alternate assessments may be used for accountability. The Office of Public Instruction (OPI) does not want to use bad data. Decisions will happen in the next several months.

### ◊ Board of Public Education – Mary Jo Bremner and Pete Donovan

Jessie Barnhardt has retired from the BPE and Sharon Carroll, who is a former member, has replaced him. The next meeting is November 5.

The Council of Deans of Higher Education are meeting this afternoon. Tomorrow, the Certification Standards and Practices Advisory Council (CSPAC) is meeting in the morning and then in the afternoon there is a joint meeting with the Deans of Education.

The Council of Deans are from the public, private, and tribal schools that prepare individuals to be teachers. They discuss issues regarding teacher preparation, including standards and testing. Review of the educator preparation standards will be coming up, which will be coordinated through Dr. Linda Peterson of OPI.

At the last BPE meeting MACIE was reauthorized.

### ◊ Montana University System – Jeannie Origbo

Ms. Origbo provided a link highlighting what the Montana University System (MUS) did for American Indian Heritage Day. <https://www.ypradio.org/tribal-affairs/2020-09-28/montana-universities-celebrate-native-american-heritage-day>

College Application Week has been expanded to two weeks. [Apply Montana](#), an application for the MUS, has been rolled out. Applying to MUS schools will remain free for Montana residents throughout the year.

The Talent Search Program is celebrating the third year of First Generation Day, November 9. They will share stories on social media of the stories of first generation college students.

GEAR-UP week was the last week of September. They have started a pilot for seventh year services for students coming from GEAR UP cohort schools for services at University of

Montana Missoula, Montana State University Bozeman, Montana State University Billings, Salish Kootenai College, and Flathead Valley Community College.

◊ Tribal Colleges – Dr. Richard Littlebear

The yearly conference for students has been rescheduled to occur in Albuquerque, March 2022.

Carol Falcon Chandler from Aaniiih Nakoda College has retired and Sean Chandler has taken over as president.

The Montana Tribal College Association is chaired by Dr. Sandra Boham.

Chief Dull Knife had a successful summer session of eight weeks but will not be having spring session because of spike in COVID cases. They will be helping faculty learn about distance delivery.

American Indian Unit Reports

◊ Tribal Relations and Resiliency Unit – Don Wetzel

The Guidance for Facilitating Local Educational Agency Requests for Effective Tribal Consultation draft was provided. This has been sent out internally at OPI and have received feedback. There have been more discussions on how to better inform internally at OPI. This document will have frequent changes when have input from tribes and MACIE.

Mr. Wetzel has been working with Linda Peterson and attended a Council of Deans meeting and how to better implement IEFA.

This unit also works with systems of care and this has been difficult this past month. The unit has been working with support systems to help youth regarding mental health and social interactions that a school brings. There have been in discussions regarding the digital divide, technical issues of support, funding for COVID being spent. Tribal consultation is currently on hold. Have had discussions at Rocky Boy with Jeremy MacDonald, Vloyd St. Pierre, and some of the tribal representatives regarding tribal self-identity, language, and wellness within the school systems.

Will be working to develop relationships with the tribes but keeping focus on the students.

◊ Indian Student Achievement Unit – Lona Running Wolf

The American Indian Student Achievement Report was reviewed. This will be finalized and posted on the website at the end of October/ beginning of November. There is difference in the data from this year to last year and will determine why that is. It may because now using any student that identifies as an Indian for the data instead of just those who are only American Indian.

The research project was done as the achievement isn't improving and the gap not decreasing. OPI does not have preliminary data but will present that at the next MACIE meeting. It appears that mental health and trauma are the biggest factors impacting no change. There will be a survey created to go out to all districts serving American Indian students.

There are only two questions on the annual report regarding the achievement gap funding and how schools are spending the funding. There may be some confusion on the part of the schools between achievement gap funding and IEFA funding. A lot of the achievement gap funding is being spent on field trips, general curriculum materials, and supplies. Once the research project is completed the entire achievement gap report will be sent out and will provide support on how to spend achievement gap funding, through development of systems for achievement gap issues.

Only two districts applied for the Language immersion grant. The Unit will be helping districts develop immersion programs.

There is School Improvement Grant (SIG) money left over so this will be sent out to districts with a graduation rate equal to or less than 65% so they may increase the graduation rate.

Jennifer Smith is concerned that the AA perspective has not been received through the research project. The focus groups will help with formulation of interview questions and the survey questions.

◊ Indian Education for All Unit – Zach Hawkins

The unit is in the midst of doing the webinar series Unpacking the Essential Understandings Regarding Montana Indians. Three have been done already. Jordann Forster and Miranda Murray have been the lead instructors. A short survey is done by participants who are requesting renewal units.

Looking for ways to have other video professional development in lieu of Best Practices.

Mike Jetty has been working with the Big Sky Film Institute and Humanities Montana on their projects. The American Indian film makers works with schools to sign up to view films and then have a follow-up session with the filmmaker and the institute to discuss the film. Last year 56 schools participated.

On American Indian Heritage Day there was a short virtual program with an honor song by Mike Jetty and and Shane Doyle and video from Madison Buffalo Jump.

There is also a [We Are One project](#) of youth and elders sharing messages of the indigenous perspective of unity.

Strategic Planning – Todd Hanson

Todd Hanson reviewed the goals as currently in the MACIE Constitution with the need to update to better reflect the MACIE vision (purpose) that are specific, measurable, achievable, relevant, and timely (SMART).

Mr. Hanson recommended that the goals be pulled out of the governing document and made a living document to be revisited every year.

The purpose of the advisory council is to advise the Superintendent of Public Instruction and the BPE; promote equal educational opportunities; improve the quality of education to American Indian students; advise, monitor, evaluate, and advocate for the Implementation of IEFA; and carry out those goals and responsibilities.

From the input from the members of the council regarding areas of concern. These were grouped into four categories.

1. Community, family, and parental engagement with local school systems
2. School programs targeting systemic racism, disparate discipline, student achievement, historical trauma
3. Culture, language, culturally relevant curriculum
4. Equitable access to virtual teaching-learning platforms and connectivity

Based on these concerns, four possible goals were crafted for consideration.

Possible goal 1 – MACIE will advocate for and alongside communities, families, parents, and school systems that serve Native American/American Indian (NA/AI) student populations with the intent of promoting efforts to ensure safe, secure, and stable educational environments where students and parents feel welcome and supported.

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

Possible 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.

Possible 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.

Discussion regarding each possible goal was done, which was positive for each that would do what MACIE wants to accomplish.

Recommendations for goal changes did not change anything for communication, collaboration, and advocacy except for the recommendation to identify and define alignments with SMART guidelines. It is the same recommendation for the third goal of legislative, fiscal, and policy advocacy.

Mr. Hanson provided possible implementation strategies, actions, and progress monitoring regarding each potential goal. He said monitoring progression toward goal needs to be done to verify effectiveness of the council with the strategic partners.

These goals will be mailed out to the MACIE members to make comments for reviewing (and possible adoption) at the next meeting.

Afternoon Session  
1:01 p.m.

Present

Members Joe Arrowtop, Yancey Beston, Dawn Bishop-Moore, Norma Bixby, Mary Jo Bremner, Jason Cummins, Jordann Forster, Melissa Hammett, Richard Littlebear, Jeremy MacDonald, Jeannie Origbo, Lonna Running Wolf, Voyd St. Pierre, Jennifer Smith

OPI Joan Franke, Mike Jetty, Julie Murgel, Don Wetzel, Annette Young

Guests Pete Donovan

MACIE Outstanding Achievement – Jeremy MacDonald

MACIE is looking to highlight good things individuals, school districts, and organizations are doing for student achievement. Mr. MacDonald suggested during this time it would be good to highlight how people are coming together to deal with the COVID outbreak.

It was decided that the award should be tangible, such as a plaque or certificate that is framed. Lona Running Wolf said she would do a media shoutout and put it on the website.

Questions that need to be answered are how to advertise the award, who can nominate and how to seek nominations (suggestion MACIE members now and go from there), how often present awards (suggestion: monthly), process for selecting recipients, limits to the number presented during a period of time, specific requirements, including categories, for the award, and how to notify the person(s) of receiving the award. A suggestion was to do the awards geographically, dividing the state into three-four areas.

Lona Running Wolf and Joan Franke will do up a form and will then send out for comments.

Class Certification Processes from Tribes – Mike Jetty and Pete Donovan

Updated processes on how each tribe will certify teachers for Class 7 have been received. However, none of the tribes have provided processes for recertification of the license, so the general process of licensees needing 60 renewal units is in effect.

There was discussion about Class 7 teachers not having four-year teacher training and how to help the license holders on this, professional development for licensees, and having to go back to the tribal designee when renewing.

Edward "Buster" Moore, Jr. who teaches the language, history, and culture of the Nakoda people at Hays-Lodge Pole schools, gave his experience in getting a Class 7 teacher certificate.

Norma Bixby made a motion for OPI to review the present licensing and renewal process for Class 7 certification and further to involve the MACIE committee members who are native language speakers or Class 7 specialists in that discussion. Dawn Bishop-Moore seconded.

Passed by all.

Joe Arrowtop made a motion for OPI to offer professional development opportunities to Class 7 teachers, including technology and virtual learning, to assist in the renewal process, Dawn Bishop-Moore seconded.

Jordann Forster asked what would be the next steps if OPI says don't have the professional development. Would OPI be able to buy what the tribes have? Jennifer Smith indicated MACIE could offer guidance on what would be appropriate.

Mr. Arrowtop stated he doesn't want this mandated into certification process. Ms. Smith indicated that may need to contact tribes to help with the development of the professional development.

Mr. Arrlowtop updated his motion for MACIE to request OPI create or expand professional development opportunities specific to Class 7 licensed specialists and consult with the tribes in doing so. Dawn Bishop-Moore seconded.

Passed by all.

#### Public Comment

No additional comments.

#### Next meeting

It was decided that the next meeting would be Wednesday, December 9.

If you have agenda items, let Lona Running Wolf know.

Jeremy MacDonald made a motion to adjourn the meeting and Jordann Forster seconded.  
Passed by all.

Meeting adjourned at 2:48 p.m.



## ITEM 3 MACIE AGENDA HANDOUTS

### Ex-Officio Reports

- ❖ Superintendent of Public Instruction – Elsie Arntzen
- ❖ Board of Public Education – Mary Jo Bremner
- ❖ Montana University System – Travis Anderson for Angela McLean
  - College Application Week Update
  - Online FAFSA Supports
  - First Year Services Update
- ❖ Tribal Colleges – Dr Richard Little Bear

## ITEM 4 MACIE AGENDA HANDOUTS

### American Indian Education Administrative Reports

- ❖ **Tribal Relations & Resiliency Unit Report**
  - Handout 4.1
    - Tribal Consultation and Liaison Fall 2020 Report
      - Tribal Council Outreach
      - Youth Advisory Team
      - Wellness and Social/Emotional Supports
      - Support of Local Resources
      - Collaborating with funding sources – state, tribe, federal
- ❖ **Indian Student Achievement Unit Report**
  - Research Project Update
- ❖ **Indian Education for All Unit Report**
  - Handout 4.2
    - Overview of the Essential Understandings Regarding Montana Indians Webinar Series
  - Review of Social Studies and Science Lessons for alignment with new content standards



## **Tribal Consultation and Liaison Fall 2020 Report Tribal Relations & Resiliency Unit (TRRU)**

I have been in contact with all the tribes in the state. With Covid-19 conditions and elections being a priority, I have been practicing patience and awaiting their guidance moving forward. The Fort Peck, Blackfeet, and Fort Belknap Tribal Nations are scheduling our initial position and unit introduction by end of year.

The tribes finalizing elections and transitioning are the Northern Cheyenne, Crow, and Chippewa Cree. I am in contact with their tribal secretaries and tribal education directors.

With the two meetings accomplished, I brought up the work we have done with guidelines and how we can schedule meetings to provide review and support on their ESSA title funding and potential Indian Policies and Procedures (IPP) support in Impact Aid and Johnson O'Malley.

**Presentation date: October 15, 2020, 1:00-2:00pm**

**Objective: Tribal Consultation Introductions and Direction**

**Tribal Nation: Little Shell Tribe**

In attendance: Chairman Gerald Grey, Vice Chair Leona Kienenberger, Sec/Tres Colleen Hill, Iris Killeagle, Don Davis, and Kim McKeehan. Various office staff. OPI staff: Donnie Wetzel, Stephanie Iron Shooter, and Tauzha Grantham.

The Little Shell Tribal Council was recently recognized as a federal Tribe. I have been in discussion with Tribal Chairman Gerald Grey over the past year on the possibility of working directly with them to assist in supporting the area American Indian students attending schools as well as supporting districts with direct access to the Tribal knowledge and teachings of their Nation.

I presented information on the objectives of my new role as the Tribal Liaison and the vision of Superintendent Arntzen by sharing the history of how it developed. I shared the objective of our Tribal Relations and Resiliency Unit and how we will work to lift their voice, gain the input, and build bridges together. I described the collaborative work we are doing within OPI between other units, and the outreach and guidance needed by the Tribal Nations in Montana in working to share and provide resources to assist our Students in education and in life. I provided the OPI Tribal Consultation guidelines we developed for their review and questions. They appreciated the direction we are taking and were educated in the ESSA Tribal consultation method.

The Little Shell Tribal Council understands the need to create relevant opportunities within the Great Falls and area school districts to support American Indian Youth and create pride and connections to the indigenous knowledge in and around their communities. They appreciated the

updates provided and the opportunity to work closer with our Unit and others within OPI. I took multiple questions and shared the work being down. The use of IEFA and AISA funds were discussed and the possibility of offering better guidance to schools when using these funds, especially in the hi-line districts. I shared that Zach Hawkins and Lona Running Wolf are working to offer improved support moving forward as they are analyzing data on how the funding is being spent. They look forward to seeing where it all goes.

**Presentation date: November 10, 2020, 1:00-2:00pm**

**Objective: Tribal Consultation Introductions and Direction**

**Tribal Nation: Confederated Salish and Kootenai Tribes**

In attendance: Councilmembers: Vice-Chair Anita Matt, Ellie Bundy, Martin Charlo, Fred Matt, James Matt, Carole Lankford, Leonard Twoteeth, Charmel Gillin, Mike Dolson. Tribal Ed Director Michelle Mitchell, and various tribal staff and community members. OPI: Donnie Wetzel, Jr.

The Confederated Salish and Kootenai Tribal Council welcomed me in to present on the work and develop a plan for future collaborations. The Chairwoman was unable to be in the meeting but was the support behind the first steps in building bridges between districts and tribe on the Flathead reservation. I provided a 30-minute overview of my role and the unit direction. I shared the story of how things evolved as we move forward within OPI by using the experiences of our Indian Education teams in IEFA, AISA and Title I. I spoke on the need of sharing resources as the focus to support our American Indian Youth.

The Tribal Education department of the Salish and Kootenai Tribes is the model we hope to share to other Tribal Nations that may need an Education office developed. The infrastructure of the Tribe is in place and a gleaming example of what is possible in support of education in our communities. There is a need for support on inclusion of Tribal Voice in various places. This was brought up as they have interest in School Board training. I have spoke to the Salish Kootenai College on hosting a training by Todd Hanson to provide potential Trustees with an understanding of the duties of the school board.

After the presentation, support for Title programs was requested with invitations sent to me to attend a local parent committee meeting. I was unable to attend due to previously scheduled calls, but I did follow up and will set time to meet with them and support where needed. The interest is high in with local community member support. It is exciting to see. In the past, I worked with the region and helped them create the Flathead Youth Initiative (FYI). The council highlighted those efforts as they appreciate the youth emphasis and encouraged more. I updated them on the Youth Advisory team we are developing and spoke of the potential mentorship program we will design with the Covid-19 Artist team to connect with other districts and reservations.

Next steps will be to set up school board supports and meetings for the community members reaching out. Contact districts interested in youth involvement for the advisory team.

## Executive Summary:

### Successes from the Unpacking the Essential Understandings Webinar Series

#### **Summary:**

From September 9-November 4, 2020, the Montana Office of Public Instruction Indian Education Unit provided a six-session webinar series taking a closer look at the Seven Essential Understandings Regarding Montana Indians. Miranda Murray and Jordann Forster facilitated and presented the series which included historical context, activities to personally help participants uncover implicit biases, and classroom resources and strategies for meaningful and respectful implementation of the Essential Understandings in K-12 education.

#### **Statistics:**

Total number of webinar registrants = 209

Maximum live webinar participants = 101

Minimum live webinar participants = 77

Total number of individuals completing all 6 Live webinars - 39

Approximated average of live webinar participants per session = 100

Total number of participants requesting renewal units – all live webinars = 360

Total number of participants requesting renewal units – all recorded webinars = 72

#### **Sampling of feedback received via post webinar surveys**

*(note: viewing these cherry-picked comments only leaves one impression. When viewed in depth, the impact of the webinars is clearer and deeper. If any of the MACIE members would like to see additional comments, please ask Jennifer Stadium [jstadium@mt.gov](mailto:jstadium@mt.gov)):*

#### **Webinar 1: Essential Understandings One and Two - Tribal and Individual Diversity**

I became familiar with the first two essential understandings and learned how I might use as a basis for discussion with my students. I developed a clearer sense (Google search/bias activity) about how deeply ingrained societal misconceptions about Native Americans are (historical/existing solely in the past/one "uniform" group.) I also began to get a sense of the resources available to me for developing my understandings and teaching from a more informed place. Was also very valuable to learn the importance of asking about which term each of my Native students prefer that I use when discussing/identifying their cultural background and heritage.

#### **Webinar 2: Essential Understanding Three – Spirituality and Oral Traditions**

As I listen I am reminded of the importance of the documentation both of traditional and modern Native American culture, and the levels of accuracy/inaccuracies in recording tribal history. We must take a serious look at how to accomplish this if all people and the beauty of our differences is to be understood. I feel a sense of urgency.

### **Webinar 3: Essential Understanding Four – Lands Reserved**

It is really important to be aware of perspective and point of view when discussing the history of the reservation system. Biases are still present in the teaching of this material; it really struck me how Jordann gave the example of how she was taught that the reservations were "given" to the indigenous people rather than taken, which is totally opposite. It seems obvious when you think about it; but this is not always obvious in the biased and outdated teaching materials that are still around. And perhaps even in attitudes that still persist. I think we really need to do our best to avoid those old biases if we can when we present this to students.

### **Webinar 4: Essential Understanding Five – Federal Policy Periods**

This webinar was incredibly beneficial to me as a teacher; I have grown up in Montana and learned (at least I thought) a lot about the history and heritage of American Indians, but I find myself woefully ignorant after today's seminar. I appreciated the presenters not only providing the information, but also actively demonstrating the mindsets of Indians as these policies were being implemented - this was well done. I would also like to note that the wealth of material as well as how and when to implement it was quite beneficial - I look forward to implementing this in my classroom and I look forward to future webinars.

### **Webinar 5: Essential Understanding Six – History is Subjective**

Until we stop to think about it, we might not realize our own biases. Or the biases around us. We might continue to think that these biases don't exist, or that we as individuals are open to diversity. However, there is no question about the passive nature of this thinking. We must actively seek out different perspectives if we want to continue to improve understandings.

### **Webinar 6: Essential Understanding Seven - Sovereignty**

I was impacted by the paternalism behind the sovereignty concepts that were discussed regarding Essential Understanding #7. I have heard the paternalism concept discussed before, but the way that it was presented in tonight's webinar--with the graphic organizers--had a powerful impact on my learning. Also, how the idea that sovereignty is already part of Essential Understandings 1-6.

## ITEM 6 MACIE AGENDA HANDOUTS

### Old Business

- ❖ Strategic Planning – Steps and Engagement for Goals
  - Handout 6.1
    - Draft goals
  - Handout 6.2
    - Agenda Request Form – general
    - Agenda Request Form – Ex-officio members and Indian Education Units
    - Agenda Timeline
- ❖ Language Statement
  - Handout 6.3
    - Draft Statement Regarding Use of Native American Tribal Languages Being Spoken in Public Schools
- ❖ Class 7
  - Update on actions taken by OPI regarding resolutions from October 7, 2020, MACIE meeting

## MACIE POSSIBLE GOALS

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

Possible 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.

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

Possible 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.

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

Possible 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.

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

Possible 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.

## MACIE AGENDA REQUEST

The MACIE agenda is open for informational presentations during a one-hour section of the agenda. There is also the “new business” section of the agenda reserved for potential board action items. Please fill out this form to request to be placed on the agenda.

Name of person presenting: \_\_\_\_\_

Contact Information: Phone \_\_\_\_\_ Email \_\_\_\_\_

Organization: \_\_\_\_\_

Date of Request: \_\_\_\_\_ Select one: Presentation \_\_\_\_\_ New Business \_\_\_\_\_

Presentation Title: \_\_\_\_\_

Description of Presentation, including action requesting the advisory council to take:

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Technology Requirements: Please list what you will need for presentation

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Return with attachments by **three weeks before meeting** to Joan Franke - jfranke@mt.gov

Office of Public Instruction  
PO Box 202501  
Helena MT 59620-2501  
(406) 444-3924 (fax)

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Agenda date: \_\_\_\_\_

Allotted time-slot: \_\_\_\_\_

Approved by Chairperson: \_\_\_\_\_

Checklist for presentation:

- AISA emailed presenter their time-slot information  
 Presenter has sent in hand-outs/information for the board packets by deadline requirement

# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

### Date Meeting

Due: This form, along with attachments, is due **three weeks before the meeting**

Presentation	
Presenter	
Position Title	
Overview/Talking Points for Presentation	
Requested Decision	
Related Issue(s)	
Recommendation(s)	

Ex-officio reports are allocated five minutes and Indian Education Units reports are allocated ten minutes on the agenda.

## MACIE Meeting Agenda Timeline – Date

Request to present	3 weeks before meeting – send to Joan who sends to Lona – General Requests and Ex-Officio/IE units reports – this includes attachments. The forms will be sent after the meeting is scheduled to all MACIE members and will be posted on the website. date
Meeting agenda set	3 weeks before meeting Lona discuss with Jennifer Smith – date
Agenda to Julie M, Tracy M	2 Weeks before meeting Date
Agenda to Superintendent	1 Week, 5 days before meeting Date - morning
Approval of Agenda by Superintendent	One week, two days before meeting Date – afternoon
Agenda posted on Web	Week before meeting Date

# **Montana Advisory Council on Indian Education – Statement Regarding the Use of Native American Tribal Languages Being Spoken in Public Schools**

On the 20th anniversary of the Class 7 Tribal language certification, the Montana Advisory Council on Indian Education (MACIE) would like to celebrate this landmark accomplishment and reaffirm that Native American languages are an important part of Montana's history as well as a sacred element of our Tribal Identities. We, the MACIE members fully support and endorse the incorporation of Montana's Indigenous languages in public school settings, especially those schools located on or near reservations.

America has an unfortunate history of attempting to eliminate Tribal languages, cultural practices, and identities. These policies have perpetuated cultural genocide and generational trauma among Tribal populations and students. One of the most harmful practices involved removing children from their homes and placing them in boarding schools in an effort to eradicate their tribal language and identity. These assimilative practices have been particularly harmful to our American Indian youth. And unfortunately, American Indian students still experience language oppression, both overtly and by default, in contemporary school environments. Despite this, we are proud to say that our languages have survived and there are great efforts to revitalize tribal languages taking place across Montana.

The survival of Indigenous languages has proven their timelessness and the resilience of our Tribal peoples. It also validates our belief that language revitalization is imperative to ensure the continued growth and achievement of Indigenous student populations. Educator and school leader preparation programs can benefit future educators by enhancing their understanding of the importance of Indian languages in Tribal communities and their role in revitalizing Tribal cultures and identities. Additionally, educators should understand the vital role that Tribal language proficiency plays in strengthening American Indian student achievement.

MACIE would like to formally declare our position, that tribal languages must never be prevented from being spoken, taught, or shared nor should American Indian people be discouraged from speaking their tribal languages in public school settings and other public entities across our state. More importantly, schools must not continue to perpetuate cultural genocide and the generational trauma associated with the attacks against Native American languages by insisting on an "English only" school environment. Districts that serve Native American students have a legal and moral obligation to welcome, reclaim, and revitalize Native American Languages in their schools. It is important to note that many Tribes statutorily protect their languages and such statutes are enforceable with relation to Tribal members.

Additional guidance for school districts interested in implementing a strong policy statement with respect to supporting the inclusion of Tribal languages within their classrooms can be found in statutory protections defined in MCA 1-1-150 which clearly states that "*this section is not intended to limit the use of any other language by a tribal government*". Furthermore, it clarifies the process of recognizing the importance of tribal culture, identity, and language in our educational environments by providing a mechanism wherein "*a school district and a tribe, by mutual agreement, may provide for the instruction of students that recognizes the cultural*

*identity of Native American children and promotes the use of a common language for communication.”*

In support of this process within our diverse communities, MACIE encourages local Boards of Trustees within these districts to engage in the consultation with Tribal officials as provided for in MCA 1-1-150 and the Every Student Succeeds Act.

MACIE requests a formalized language revitalization and protection plan to be developed by OPI and updates regularly be presented at our upcoming MACIE meetings.

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## REFERENCES

### **Public Law 101-477 - October. 30, 1990**

#### **TITLE I - NATIVE AMERICAN LANGUAGES ACT SEC 105:**

The right of Native Americans to express themselves through the use of Native American Languages shall not be restricted in any public proceeding, including publicly supported education programs.

### **Montana Code Annotated 20-1-501 (Indian Education for All 1999)**

Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage. (2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution: (a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and (b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments. (3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provides means by which school personnel will gain an understanding of and appreciation for the American Indian people.

### **Montana Plan for Every Student Succeeds Act (ESSA) (2018)**

#### **A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

##### **4. Statewide Accountability System and School Support and Improvement Activities (p.31):**

Specific strategies for school improvement will be drawn from the OPI's experience in providing direct technical assistance and support to schools and districts. Strategies Include:

- Supporting culturally responsive practices, particularly for American Indian communities.