



MACIE MEETING  
March 11, 2020  
Helena, Montana

Members Present

Travis Anderson (alternate)	Montana University System
Dawn Bishop-Moore	Indian Impact Schools of Montana
Mary Jo Bremner	Board of Public Education
Marcy Cobell	Urban – Great Falls
Jordann Forster	Montana Federation of Public Employees
Melissa Hammett	Urban – Missoula
Iris Killeagle	Little Shell Tribe
Jeremy MacDonald	School Administrators of Montana
Voyd St. Pierre	Chippewa Cree Tribe
Jennifer Smith	Urban – Billings
Viola Wood (part of morning)	Tribal Head Start

Office of Public Instruction

Colet Bartow	Joan Franke
Mike Jetty	Julie Murgel
Lona Running Wolf	Jennifer Stadum
Jule Walker	Don Wetzel

Members Absent

Joe Arrowtop	Montana Indian Education Association
Yancey Beston	Montana Indian School Boards Caucus
Norma Bixby	Northern Cheyenne Tribe
Jason Cummins	Class 7
Harold Dusty Bull	Blackfeet Tribe
Richard Littlebear	Tribal Colleges
Angela Mclean	Montana University System
Kaci Walette	Fort Peck Tribes

Guests

Travis Anderson	Office of the Commissioner of Higher Education
Marco Ferro (afternoon)	Montana Federation of Public Employees
Jacque Mong	Access Montessori

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order by Chairperson Jennifer Smith at 10:07 a.m. Introductions were done.

Review of Minutes

A change to the minutes for November 11, 2019, needs to be made on page three regarding new legislation and schools participating. This is the cultural integrity commitment act.

Jordann Forster motioned to approve the minutes as amended and Marcy Cobell seconded the motion. Passed by all.

### Ex-officio reports

#### ◇ Superintendent office [handout](#)

Jule Walker indicated the ESSA report cards are currently embargoed but they will be released March 16.

The Montana teacher of the year Linda Rost is in the top four for the United States Teacher of the Year. That person will be announced at the end of March. Nominations for next year are due May 15 with the nomination packet due on June 22.

The 2020 Census is vital for communities to receive education funding. Dylan Klapmeier will be the representative for the Office of Public Instruction (OPI) to get the word out to communities for responding to the census.

The Systems of Care Tribal Wraparound Project had an open house at its new office at Montana State University Billings (MSU Billings) on February 28.

The Indian Education for All Best Practices will be May 3-5 at MSU Billings. There will be a youth conference tie in with this.

The Superintendent has completed school tours in southeastern and northeastern Montana and has met with tribal leaders and communities in those areas, including Poplar and Wolf Point. She has also toured around the Flathead area.

The new Indian Student Achievement Unit Director, Lona Running Wolf, and the new Tribal, Family, Community Liaison, Don Wetzal, were introduced. Each gave a brief biography.

#### ◇ Board of Public Education

Mary Jo Bremner indicated the Board of Public Education (BPE) meeting will be tomorrow.

When attend MACIE meetings always leave with positive hope for students and schools.

#### ◇ Bureau of Indian Education - No report

#### ◇ Tribal Head Start - No report

#### ◇ Montana University System

Travis Anderson indicated the Office of the Commissioner of Higher Education (OCHE) is working on college access for better support with college application week, FAFSA nights, financial literacy, and college signing days activities.

The GEAR UP program is for early awareness for undergraduate programs such as campus visits, credit recovery, dual enrollment, ACT testing, and first-year college support. For this seven-year grant there are 5,500 students in 19 schools, 14 of which are on or near reservations. Approximately 68% percent of the students are American Indian. GEAR UP is \$24.5 million grant with a seven-year cycle. One qualifier for a school is to have 50% or more free or reduced lunch.

There does need to be a dedicated GEAR UP staff person in the district which OCHE does reimburse for that person.

Don Wetzel indicated there needs to be more information put out about ACT prep and testing as the schools not taking seriously and having travel during the same time.

Jordann Forster suggested Travis go to conferences. He will get together with Jennifer Stadum to do a presentation at Indian Education for All (IEFA) Best Practices Conference.

#### Content Standards and Instruction [handout](#)

Colet Bartow provided information regarding revisions of standards – what all students should know in a particular curricular area – and the responsibilities of the BPE and OPI. The draft standards and surveys for the standards – social studies; career and technical education; and computer science (completely new), library media, and technology integration are on the [OPI Web site](#) - scroll to the Standards Revision information section. Recommendations need to be made by the middle of April for submission to the BPE at the May meeting.

Jennifer Stadum said this is the first time teachers have seen there needs to be a focus on IEFA. Jennifer Smith stated MACIE needs to advocate for IEFA because it comes up on the chopping block each legislature. Jeremy MacDonald asked about teacher evaluations for IEFA. There is no requirement on this and it is a district by district case. Marcy Cobell believes there needs to be tribal consultation with how school districts spend their IEFA funding.

The Education Legislative Interim Committee meets in June. The economic impact statement on the new standards will be presented. There needs to be comments from all types of schools for this. There will be time for public comment.

#### TEAMS Report [handout](#)

Jennifer Stadum and Mike Jetty presented the TEAMS report regarding district and school responses for IEFA implementation.

Jennifer Smith said there was no PIR provided by school/district personnel. Joan Franke indicated that would be under In-school PIR provided by other than OPI IEFA staff. Jennifer asked that it be more explicit as she is not sure those filling out the report know this.

Jeremy MacDonald said he would like districts to have access to plans from other districts so can see exemplary examples.

It was suggested that the exemplary lesson question be at the school level as district staff do not necessarily know that information. It was also suggested that IEFA be included in the Continuous School Improvement Plan (CSIP).

Jordann Forster suggested a resolution that MACIE supports an IEFA course for all teacher education classes at the university level. She will do a draft to be sent out for suggestions and will have a discussion at the next meeting.

### Indian Education for All

Jennifer Stadum provided information regarding the new science standards and the assessment on this. There is a HUB course regarding this. The assessment is done by a consortium of states. There needs to be voices at the table regarding this so relevant cultural context may be added.

The unit is updating its documents regarding federal recognition of the Little Shell.

The IEFA Best Practices Conference will be May 3-5 in Billings. The cultural continuum will be at Montana Audubon. The Advocacy Award winners are Jacie Jeffers from Billings, Bill Stockton from Arlee, and Amy Williams from Polson.

### District Finance Report – Kara Flath and Dan Moody [handout](#)

Kara Flath and Dan Moody from OPI Finance Division gave a presentation on district finance reports and monitoring. OPI is obligated to monitor federal pass through for those receiving \$750,000 or more. Responses for audit findings have requirements that need to be met and written in specific ways. OPI will be expanding what audit.

High risk districts receive federal funding through reimbursement to help districts straighten out what is wrong.

Every superintendent should know about financials.

### Language Preservation in Schools [handout](#)

It is the 25-year anniversary of Class 7 certification. There was a situation where had a non-Indian principal in a school predominately Native tried to get a school policy passed for students not to speak the Native language, which the non-Native superintendent supported.

Iris Killeagle motioned to table this resolution until May when Jason Smith may attend. Marcy Cobell seconded the motion. Passed by all.

### Graduation vs Completion Rate

#### [handout](#)

Julie Murgel presented information on graduation and completion rates, dropout rates, and SBAC and ACT test scores. Graduation rates are those students who graduate in four years with their cohort. Completion rates include those that graduation in 5+ years along with those who complete programs such as HiSET.

For the chart on page four, number 3, yellow is Hellgate Elementary and green in Hawthorne in Missoula. ACT composite is the overall score. For NAIA schools, student need 18 for entry.

Administration, teaching staff, families, and communities need to have high expectations for students.

Lona Running Wolf suggested MACIE needs to begin to recognize school districts along with principals and superintendents for the work they are doing for student achievement to focus on successes that are taking place.

Jennifer Smith asked any MACIE members had something for her to present at the BPE meeting. Jordann Forster mentioned indicating that completion rate is just as important as graduation rate.

### Public Comment

Jacquie Maughan from Access Montessori came to talk about a convening on March 20 to discuss with agencies and organizations access to early learning. The mission of Access Montessori is to bring Montessori early learning to communities that lack access.

There will also be a gathering this summer at the University of Montana Missoula on human nature and traditional Indigenous wisdom.

Jacquie's email is [jacquie@accessmontessori.org](mailto:jacquie@accessmontessori.org) if anyone has input for her.

The next meeting is May 6 to be right before the BPE meeting.

Jordann Forster motioned to adjourn the meeting and Jeremy MacDonald seconded. The meeting was adjourned at 4:10 p.m.



May 4, 2020

The OPI has been working tirelessly since the beginning of the COVID-19 outbreak to ensure that Montana families and educators have the resources and information that they need to serve all of our students. The OPI's American Indian Student Achievement and Indian Education for All Units continue to make online curriculum accessible to teachers and parents while staying in constant remote contact with our Comprehensive Support schools. Additionally, OPI staff have been engaged in weekly Indian Country updates from the White House. Last week, Superintendent Arntzen hosted a Zoom conference with the American Indian Caucus of the Legislature.

Below is a full summary of OPI actions related to COVID-19:

- February 28: OPI and DPHHS send a guidance [letter](#) to schools
- March 3: The Governor creates Montana's Coronavirus Task Force which includes OPI and OPI meeting with the Governor's staff to urge the Governor to waive per-pupil-instruction hours if schools have to close
- March 12: OPI sends updated [guidance](#) to schools and briefs the Board of Public Education
- March 13: OPI hosts a statewide [conference call](#) with district superintendents
- March 15: Superintendent Arntzen has a phone conversation with the Governor regarding school closures; the Governor announced statewide school closures and OPI issued a [statement](#). OPI COVID-19 [webpage](#) launched
- March 17: OPI hosts a second statewide call with local superintendents and submits [formal waiver requests](#) to the Governor to waive per-pupil-instruction hours and allow for flexibility in pupil transportation for the delivery of remote nutrition and education services. OPI also submitted requests to the Board of Public Education and U.S. Department of Education to waive required standardized testing.
- March 20: OPI hosts third call with local superintendents
- March 23: Superintendent Arntzen has a phone conversation with U.S. Secretary of Education Betsy DeVos to discuss federal flexibility and waivers. OPI launches a remote learning course on the Teacher Learning Hub.

- March 24: OPI and MUS [announce](#) free offerings of ACT this fall, Superintendent Arntzen submits statewide [op-ed](#). Hosts fourth call with local supts.
- March 25: Call with Assistant Secretary Mark Schultz regarding special education
- March 31: Call with Deputy Secretary of Education and neighboring state chiefs
- April 2: OPI [releases](#) federal CARES Act estimates for Montana school and hosts a fifth statewide conference call with local superintendents
- April 7: OPI [announces](#) the securing of 11 USDA school nutrition waivers as well as guidance on safely preparing and delivering alternative school meals and educational materials
- April 9: OPI sends CARES Act funding and year-end flexibility [requests](#) to the Governor
- April 10: OPI, BPE, MT-PEC offer [guidance](#) on graduation ceremonies and the remainder of the school year.
- April 16: Zoom meeting with Montana PTA chapters
- April 23: OPI hosts a 6<sup>th</sup> call with local superintendents to discuss the remainder of the school year, the Governor's new directive, and distribution of CARES Act dollars.
- April 29: OPI hosts a call with Montana Legislators to provide COVID-19 education updates, OPI responses, and CARES Act info.
- April 30: OPI hosts a call with American Indian Legislators to discuss unique issues to American Indian students and schools.

#### Summary:

- OPI secures 11 USDA school food waivers.
- OPI secures testing waivers from the Board of Public Education and U.S. Department of Education.
- OPI requests 4 waivers from the Governor for local flexibility.
- OPI launches a COVID-19 webpage and email address.
- OPI launches a Teacher Learning Hub course to assist with distance learning.
- OPI hosts 6 statewide conference calls with county and district superintendents, 2 with local PTAs, 1 with tribal education leaders, 1 with the American Indian Caucus of the Legislature, and 1 with Legislators.

- OPI participates numerous calls with the Congressional delegation, federal, state, and local officials as well as weekly conversations with statewide education advocacy groups which include rural and small schools.
- OPI specialists have created webinars and resources for specific content areas including finance, special education, school nutrition, career & technical education, licensure, accreditation, content standards, data & technology security, federal programs, health & safety, Indian education, assessment.
- OPI issues dozens of press releases and media interviews.
- Daily/weekly calls with statewide education associations and the Council of Chief State School Officers and briefings from the White House, Bureau of Indian Education, and Montana Coronavirus task force.
- OPI is proud of our employees over 90% of which are working remotely to still serve schools and put Montana students first.

## Montana University System Ex-Officio Report

[American Indian Student Success Dashboard](#) walk through

Item 3 – Attachment 2



## **TRIBAL HEAD START PROGRAMS**

### **May, 2020**

#### **Region XI**

**Covid-19 has impacted all the Tribal Head Start Programs in the state.**

**The Tribal Governments have implemented a shut down in their areas, with curfews.**

**Head Start Programs have been following their State, Tribal & County protocol during this pandemic.**

**The Head Start Programs have been having a series of zoom meetings and webinars to assist with working with children and families during this pandemic and developing an emergency contingency plan.**

**Head Start Programs have been involved in meal service for their children through either delivering meals or parents stopping by the center to pick up their child's meals. They have been providing weekly curriculum activities,**

**Head Start Programs have the opportunities to apply for financial assistance in: Quality Improvement funding, COLA funding and to choose to provide a summer school for children going into Kindergarten this fall.**



## Montana Advisory Council on Indian Ed ITEM 4 – American Indian Education Administrative Reports– 4 Handouts

### ❖ Tribal, Family & Community Liaison Report

#### The Tribal, Family and Community Liaison Purpose

This position directs and leads collaboration and communication efforts between OPI and Montana tribes by empowering tribal leaders, communities, and families to develop local, tribal specific educational practices that improve school performance and student achievement. The Tribal, Family, and Community Liaison is also the lead person to assess and provide Indigenous perspective in OPI interagency communication efforts, policies, and planning.

- Item 4-Handout 1- TFCL Purpose

### ❖ Indian Student Achievement Unit Report

#### American Indian Student Achievement Vision and Mission

The American Indian Student Achievement Director will provide an update on the strategic planning, mission and vision, and AISA Model that will be used to develop the plan on how AISA will support districts that serve American Indian students both off and on reservations.

- Item 4- Handout 2- AISA Model

### ❖ Indian Education for All Unit Report

#### Remote Learning Resources

The Indian Education for All Director will provide an update on the remote learning resources being developed within the IEFA Unit. He will also talk about some of the outreach efforts and collaborations occurring within the OPI and with external partners to support schools in implementing IEFA in the new reality of remote learning and show some lessons from the website.

#### Framework Hub Courses

The IEFA Unit will provide an update of the influx of Framework hub course use during the shelter in place order. The influx has created some challenges as well as opportunities to guide IEFA implementation and better understand IEFA in the field and which resources are being consistently utilized and those that have made the most impact on educators.

- Item 4- Handout 3: Sample IEFA Planning Tool and Reflection

#### Strengthening IEFA In on or Near Reservation Schools

With the recent reorganization, the IEFA and American Indian Student Achievement Units will be collaborating to build stronger IEFA supports and integration models that strengthen student achievement. MACIE feedback regarding the development of these supports and tribal resources that can be utilized in individual Reservation communities will be a part of this process.

- Item 4- Handout 4: IEFA Across School District Types

Elsie Arntzen, Superintendent

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STATE OF MONTANA

Putting Montana Students First **A+**



### **The Tribal, Family and Community Liaison Purpose:**

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### **I will specifically be working on three overarching goals:**

1. Ensure the Tribal Voice is present and understood within our communities, school districts, and state among OPI.
2. Integrate cultural knowledge sharing, opportunities and inclusion within OPI and our school districts.
3. Bridge building and improved resource sharing amongst the OPI and the Tribal Nations to ensure we are providing collaborative paths and opportunities including social/emotional and wellness support for students.

Elsie Arntzen, Superintendent

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## American Indian Student Achievement (AISA) Unit Vision and Mission

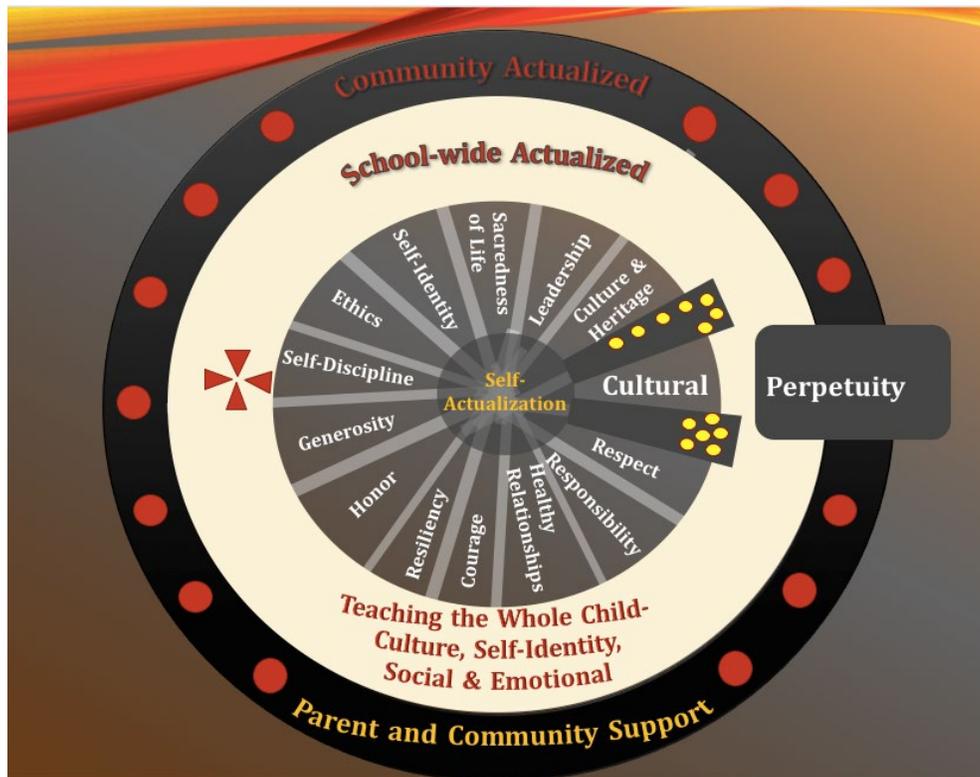
### Vision

The American Indian Student Achievement's vision is to support all Montana school districts in providing their American Indian student population with an equitable and innovative education that recognizes and promotes the unique cultural roots and self-identity of American Indians to ensure the success of their chosen path.

### Mission

The American Indian Student Achievement Unit's Mission is to:

- HOPE
  - Provide support for students, schools, districts, families, and communities at instilling cultural values that are embedded in all practices
  - Developing positive student/staff relationships to promote student success
  - Utilizing trauma-informed and restorative practices in place of punitive consequences
- TEACH
  - Support cultural infusion into the school curriculum including S&E learning
  - Planning and implementing language immersion classrooms
  - Innovative lesson planning that includes culturally responsive teaching and authentic learning
- LEARN
  - To ensure that strong American Indian Student Voice is nurtured and valued.
  - To shift schools from teacher centered to student centered learning
  - To promote resilient learners that can persevere through rigorous instruction
- READY
  - Streamlining pathways for 7-12 student's college and career goals
  - Developing readiness for learners in Pre-K so they are entering school ready
  - Increasing the CTE opportunities, especially for underserved populations.



## AISA Framework-

**Self-Actualized-** Students will be able to develop a sense of identity that is unique to their tribal cultural roots through the restoration of their unique cultural values and stories. Our team will work with districts to develop their own social and emotional curriculum that will be used in the classrooms and throughout the schools and designing youth leadership around these stories and values.

**School-Wide Actualization-** Schools will be able to promote their values and practices in all school-wide practices including instruction and pedagogy. Our team will work with districts at finding ways to infuse their cultural uniqueness into all practices of the district including MTSS, instruction, including IEFA integrated curriculum.

**Community-Wide Actualization-** Creating safe learning environments for students requires the same safety in their homes for students to thrive. Our team will partner with The Tribal, Community and Family Liaison in supporting the communities with creating safe homes and strength-based systems that assist tribal communities.

## Organization & Roles

AIA-Director-Instructional and Operational Specialist- Lona Running Wolf

- Operational Development and Support
- Organizational structure support
- Instructional Leadership Support

AIA -Data Compliance & Administration Specialist- Dan McGee

- Operational Development and Support
- Data and Reporting compliance
- Budget & Business Management

AIA- School Board Specialist- Todd Hansen

- School Board Continuity
- Policy and legal Review and compliance
- Operational Development and Support

AIA- Youth Leadership Development Specialist- Leo Davis

- Youth leadership Development & Support
- Youth Conferences development
- Cultural Self-Identity Integration

AIA- Language and Cultural Infusion Specialist- Pat Armstrong Jr

- Immersion classroom support
- Cultural curriculum development support
- IEFA/cultural practices Infusions

AIA- Youth Systems Support Specialist- Shannon Augare

- MTSS Development
- Trauma & Restorative Practices Development Support
- Organizational Structures Support

### **SIG Team- Heart Butte Support**

Each team member will create an action plan for 2019/2020 and 2020/2021 school year. The team will support Heart Butte in their implementation of the Heart Butte Framework. All members will develop 3 goals that support the sustainability of the framework.

## IEFA Planning Tool and Course Reflection Questions

As you work through this course, you will add to this planning document as you complete the course modules for the IEFA components. At the end of the course, you will submit this document for review along with the course and IEFA reflection questions on page 2. The timeline on the left is meant as a suggested timeframe for activities which can be accomplished in the short term versus those that will require longer term planning and collaboration.

Timeline	Policy	Professional Development	Curriculum Mapping	Materials Review & Selection	Content Integration
1-2 weeks	Find our policy. Read and think about how it fits my student needs	Begin to seek materials by Indigenous authors/composers	Using map, begin to research materials needed for each lesson	Oyate website—plethora of resources Framework –resources Birthright: Born to Poetry	Begin to consider what Context (Relationships, Power, Systems) apply to lessons
1-2 weeks	Begin to consider how to adapt policy to better fit the needs of my students.	Begin to explore OPI Learning Hub for options	Organize materials and resources, develop lessons	Carefully evaluate any additional materials I will seek	Under what content will lessons fall—Essential Understandings
2-6 months	Consider reviewing and revising policy from a one size fits all approach to a policy that reflects the uniqueness of our school	Attend a Pow Wow or other cultural event	Implement lessons as an extension of what I learned	Seek materials from cultural event that can be added to lessons	What skill sets are being used and what will develop (Listening, Research, Problem solving, critical thinking)
2-6 months	Using the policy as a guide, begin to implement lessons that reflect student need	Seek at summer course related to IEFA	Review lessons. Adjust content as needed. Review materials. Incorporate ideas from summer course into lessons	Use resources from summer course. Evaluate as needed	What context will apply to each lessons—story, Time, Place, People
Planning for the upcoming school year	Review policy and add revisions as needed. Use policy as a guide to continue planning.	Organize a poster session offering plans for implementing lessons into classrooms	Consider changes to lessons. Share ideas with colleagues	Continue quest for appropriate materials and methods of delivery.	Review Concept, Context, Skill Set, and Context for each lesson. Evaluate success or need for revision

**The questions below are meant to think about how to prioritize your planning activities and the ways in which your IEFA integration will benefit your students. Please answer thoroughly and thoughtfully in the space provided.**

What are the first three action items in your planning document you will complete and why?

*The first step will be to encourage a review and revising of our current policy regarding IEFA. In my opinion, current policy is broad and generic. It provides basic guidance, but doesn't adequately address the unique qualities of our school. In addition, current policy does not adequately meet student need.*

*The second step will be to build a series of lessons which delve deeper and more thoughtfully into current issues such as Halloween costumes, the Thanksgiving myth, portrayal of Indigenous Americans as a dead or lost culture. My goal is to assist students to think about a culture that is different from what they know and to develop individual understanding of varying cultures rather than continuing to hold onto a belief that is based in myth and homogenizing reality.*

*Third, I want to be thoughtful and deliberate in my consideration of materials and resources used in my lessons. Authenticity is key to my lessons being successful. It is crucial that materials I select enhance classroom learning and allow students to discover deeper and richer relationships with Indigenous peoples histories, traditions, and possibilities.*

In what ways will utilization of the Framework help you better integrate IEFA into your curriculum and educational practices?

*The Framework provides guidance as I begin my journey of providing quality IEFA lessons. Prior to working through this course, I frequently felt overwhelmed and anxious about integrating more lessons. My fear was that I would use inappropriate materials or say the wrong thing which would lead to additional stereotypes being created by my students. The Framework provides ideas for resources and gives me tools to select materials based upon criteria rather than a hope that it will be okay. I bookmarked resources and websites from within the lessons provided on the learning hub to give me access to materials as I begin planning and implementation. With the Framework, I feel as though I can implement better practices which will evolve into high quality lessons.*

In what ways do you feel your IEFA integration will benefit your students?

*Students bring prior experiences and knowledge to my classroom. Frequently, stereotypes and myths form the basis of their ideas of Indigenous peoples. Through thoughtful and deliberate lesson planning guided by utilization of the Framework, I will provide opportunity for students to think deeper and more openly about Native cultures, histories, and contemporary issues. Through IEFA integration, it is my goal to have students begin to think of cultural identities as "we" and less as "me vs. you". Through rich exploration, my students can develop a respect and appreciation for cultures which may differ from theirs and to foster a desire to learn about many cultures including their personal heritage. I believe that through developing a richer understanding of many unique peoples that we develop a true understanding of ourselves.*



**Strengthening IEFA In on or Near Reservation Schools**

			Support Level 3	<ul style="list-style-type: none"> <li>Core curricular K-12 strand of American Indian studies taught by specialists</li> <li>Instruction in a tribal language K-12</li> </ul>
		Support Level 2	Support Level 2	<ul style="list-style-type: none"> <li>Elective courses taught by specialists 9-12</li> <li>Exploratory offerings in American Indian studies 5-8</li> <li>Inquiry-based depth-of-study units (at least 1 annually at each grade level) K-6</li> </ul>
Support Level 1	Support Level 1	Support Level 1	Support Level 1	<ul style="list-style-type: none"> <li>Essential Understandings infused into content areas</li> <li>Professional development on Essential Understandings, critical literacy, integration strategies, text selection to reduce bias</li> <li>Access to quality materials</li> <li>Periodic access to specialists</li> <li>Periodic inquiry-based depth-of-study units</li> <li>Professional development on equity pedagogy, anti-bias education and teacher expectations</li> </ul>
<b>District Type X</b> Small or mid-sized school districts located far from a reservation and serving very few or no American Indian students	<b>District Type Y</b> Large urban school districts with many American Indian students representing many Montana Tribes	<b>District Type Z</b> School districts located on or near a reservation and having a majority of American Indian students		

- Item 4 – Handout 4

**Item 5- Informational Presentations- 2 handouts**

- ❖ **Driving Outcomes for American Indian Students through the SIG Model-**  
**Superintendent Tatsey, Dan McGee, Todd Hansen, Leo Davis, Pat Armstrong**
  - Item 5- Handout 1- Heart Butte Framework
  - Item 5- Handout 2- School Improvement (SIG) Team Bio

- ❖ **NIEA Grant - MT Native Veterans curriculum – Mike Jetty**

NIEA Veterans Project

The National Indian Education Association is collaborating with the OPI IEFA Unit to create lessons and curriculum featuring Native American veterans. This is also in conjunction with the creation of the National Veterans Memorial. The OPI IEFA Unit would like to request input from MACIE on this project as well as pertinent information regarding tribal veterans.

- No handouts

# Heart Butte District Framework



## **OPI- SCHOOL IMPROVEMENT TEAM (SIG)**

### **Todd Hansen- School Board Specialist**

As a long serving School Board Specialist in the American Indian Student Achievement Unit, Todd relies on his background as a professionally trained educator and Master teacher to guide his work in the school districts he serves. Having spent the past twenty-five years working in public education systems as well as an instructor at several colleges and universities, Todd brings a large body of both academic and practical experience to his position. In addition to his professional credentials Todd has served multiple terms as a School Board Trustee and Chairman in his hometown district and currently is finishing his fourth term as a director on the Board of a local non-profit educational foundation. Todd and his wife Erica have six daughters, three which still live at home, and they spend their free time enjoying the great outdoors.

### **Dan McGee- Data & Reporting Compliance & Administrative Specialist**

Dan has been the transformational Leader for Office of Public Instruction for over three years. He began his educational career in 1995 teaching 7-12 science. He has also taught math and science in high school around the state until he completed his Educational Leadership program at MSU and began working as the K-12 Principal in Belt in 2008. In 2011 he took the role of Superintendent at Pryor and led them through the school improvement process making significant academic and operational improvement. Dan and his wife Laura live in Billings. They have three children that are in college and one in high school and one grandchild in the 2<sup>nd</sup> grade.

### **Pat Armstrong Jr – Culture/Language Immersion & Instructional Specialist**

Pat D Armstrong Jr. is an enrolled member of the Blackfeet Tribe and was born and raised on the Blackfeet Reservation. He has worked in education for over 15 years as a paraprofessional, Native American Studies teacher, and as a classroom Language and Culture Immersion Teacher for 5<sup>th</sup> grade. Pat has assisted the district in developing language and cultural immersion practices and served as a grade level representative on the school leadership team. Pat has experience and knowledge in developing effective lesson and units that combine best instructional practices including infusion of Indigenous learning methods. Pat graduated with a Bachelor's of Science Degree Elementary Education from University of Montana Western alongside his wife and brother, something he is very proud of. He was recently awarded the MHSAA 2020 Referee of the Year Award. Pat and his wife Anna, have three children.

### **Leo Davis- American Indian Student Development and Achievement Specialist**

Hailing from the Kul Wicasa Oyate and Pikuni Nation, Leo brings forth discipline and leadership to OPI. With more than 10 years working with students and student-athletes from all over Indian Country paired with a deep-rooted foundation based on tribally specific practices provides the essential tools for Leo to aid Indian Student Achievement in all endeavors. After graduating from Montana State University with B.A. in History, Leo took to the path of people based work both politically and socially. Leo loves to spend time doing all things 'Montana' with close friends and family. Especially with his wife and 2 sons

**Item 6: Old Business**

- ❖ Language Preservation in Schools Implementation for pre-service teacher - Discussion & Possible Action
  - Item 6 – Handout 1 – Draft Letter to Montana State Universities
- ❖ IEFA Implementation for pre-service teachers – Discussion & Possible Action
  - Item 6 – Handout 2 - Draft MACIE letter to Montana University System

# Language Preservation in Schools

## Montana Advisory Council on Indian Education - Public Statement

Rough Draft

On the 20th anniversary of Class 7 the Native American Languages in Montana are an important part of this region's history as well as a sacred element of Native American communities' identity. While the public education system unfortunately and historically sought to eliminate Native Languages.

Native American languages should never be prevented from being spoken in Montana public schools. Teacher and Leader Education programs in Montana will benefit from preparing the future educators of this State as to the importance of facilitating the use of Indian Languages and assisting in their revitalization. More importantly, future educators must not perpetuate cultural genocide and attack against Native American languages by incorrectly thinking schools must be English only, in particular, when working with students of Native American identity who have a unique political and legal status as dual citizens of their tribe as well as the United States. Schools that serve Native American students have a moral obligation to welcome, reclaim and revitalize Native American Language in their schools.

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Basically we want to state clearly Native American Language must not be prevented and stifled if used in public schools. Doing so would be violating Federal and State law.

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### Public Law 101-477

SEC. 101. This title may be cited as the 'Native American Languages Act'.

#### *FINDINGS*

SEC. 102. The Congress finds that--

(1) the status of the cultures and languages of Native Americans is unique and the United States has the responsibility to act together with Native Americans to ensure the survival of these unique cultures and languages;

(2) special status is accorded Native Americans in the United States, a status that recognizes distinct cultural and political rights, including the right to continue separate identities;

(3) the traditional languages of Native Americans are an integral part of their cultures and identities and form the basic medium for the transmission, and thus survival, of Native American cultures, literatures, histories, religions, political institutions, and values;

(4) there is a widespread practice of treating Native Americans languages as if they were anachronisms;

(5) there is a lack of clear, comprehensive, and consistent Federal policy on treatment of Native American languages which has often resulted in acts of suppression and extermination of Native American languages and cultures;

(6) there is convincing evidence that student achievement and performance, community and school pride, and educational opportunity is clearly and directly tied to respect for, and support of, the first language of the child or student;

(7) it is clearly in the interests of the United States, individual States, and territories to encourage the full academic and human potential achievements of all students and citizens and to take steps to realize these ends;

(8) acts of suppression and extermination directed against Native American languages and cultures are in conflict with the United States policy of self-determination for Native Americans;

(9) languages are the means of communication for the full range of human experiences and are critical to the survival of cultural and political integrity of any people; and

(10) language provides a direct and powerful means of promoting international communication by people who share languages.

#### *DEFINITIONS*

SEC. 103. For purposes of this title--

(1) The term 'Native American' means an Indian, Native Hawaiian, or Native American Pacific Islander.

(2) The term 'Indian' has the meaning given to such term under section 5351(4) of the Indian Education Act of 1988 ([25 U.S.C. 2651\(4\)](#)).

(3) The term 'Native Hawaiian' has the meaning given to such term by [section 4009 of Public Law 100-297](#) ([20 U.S.C. 4909](#)).

(4) The term 'Native American Pacific Islander' means any descendent of the aboriginal people of any island in the Pacific Ocean that is a territory or possession of the United States.

(5) The terms 'Indian tribe' and 'tribal organization' have the respective meaning given to each of such terms under section 4 of the Indian Self-Determination and Education Assistance Act ([25 U.S.C. 450b](#)).

(6) The term 'Native American language' means the historical, traditional languages spoken by Native Americans.

(7) The term 'traditional leaders' includes Native Americans who have special expertise in Native American culture and Native American languages.

(8) The term 'Indian reservation' has the same meaning given to the term 'reservation' under section 3 of the Indian Financing Act of 1974 ([25 U.S.C. 1452](#)).

#### *DECLARATION OF POLICY*

SEC. 104. It is the policy of the United States to--

(1) preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages;

(2) allow exceptions to teacher certification requirements for Federal programs, and programs funded in whole or in part by the Federal Government, for instruction in Native American languages when such teacher certification requirements hinder the employment of qualified teachers who teach in Native American languages, and to encourage State and territorial governments to make similar exceptions;

(3) encourage and support the use of Native American languages as a medium of instruction in order to encourage and support--

(A) Native American language survival,

(B) educational opportunity,

(C) increased student success and performance,

(D) increased student awareness and knowledge of their culture and history, and

(E) increased student and community pride;

(4) encourage State and local education programs to work with Native American parents, educators, Indian tribes, and other Native American governing bodies in the implementation of programs to put this policy into effect;

(5) recognize the right of Indian tribes and other Native American governing bodies to use the Native American languages as a medium of instruction in all schools funded by the Secretary of the Interior;

(6) fully recognize the inherent right of Indian tribes and other Native American governing bodies, States, territories, and possessions of the United States to take action on, and give official status to, their Native American languages for the purpose of conducting their own business;

(7) support the granting of comparable proficiency achieved through course work in a Native American language the same academic credit as comparable proficiency achieved through course work in a foreign language, with recognition of such Native American language

proficiency by institutions of higher education as fulfilling foreign language entrance or degree requirements; and

(8) encourage all institutions of elementary, secondary and higher education, where appropriate, to include Native American languages in the curriculum in the same manner as foreign languages and to grant proficiency in Native American languages the same full academic credit as proficiency in foreign languages.

#### *NO RESTRICTIONS*

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.

#### *EVALUATIONS*

SEC. 106. (a) The President shall direct the heads of the various Federal departments, agencies, and instrumentalities to--

(1) evaluate their policies and procedures in consultation with Indian tribes and other Native American governing bodies as well as traditional leaders and educators in order to determine and implement changes needed to bring the policies and procedures into compliance with the provisions of this title;

(2) give the greatest effect possible in making such evaluations, absent a clear specific Federal statutory requirement to the contrary, to the policies and procedures which will give the broadest effect to the provisions of this title; and

(3) evaluate the laws which they administer and make recommendations to the President on amendments needed to bring such laws into compliance with the provisions of this title.

(b) By no later than the date that is 1 year after the date of enactment of this title, the President shall submit to the Congress a report containing recommendations for amendments to Federal laws that are needed to bring such laws into compliance with the provisions of this title.

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**MCA 1-1-510 English as official and primary language of state and local governments.**

1) English is the official and primary language of:

(a) the state and local governments;

(b) government officers and employees acting in the course and scope of their employment; and

(c) government documents and records.

(2) A state statute, local government ordinance, or state or local government policy may not require a specific foreign language to be used by government officers and employees acting in the course and scope of their employment or for government documents and records or require a specific foreign language to be taught in a school as a student's primary language.

(3) This section is not intended to violate the federal or state constitutional right to freedom of speech of government officers and employees acting in the course and scope of their employment. This section does not prohibit a government officer or employee acting in the course and scope of employment from using a language other than English, including use in a government document or record, if the employee chooses, or prohibit the teaching of other languages in a school for general educational purposes or as secondary languages.

(4) This section is not intended to limit the use of any other language by a tribal government. 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.

## MACIE LETTER TO UNIVERSITY SYSTEMS DRAFT 1

**From:** Montana Advisory Council For Indian  
Education **To:** Montana University & College Systems  
**RE:** Supporting and Preparing Pre-Service Educators

The Montana Advisory Council For Indian Education (MACIE) has identified pre-service educators in the Montana college and university systems as major stakeholders concerning the advancement and achievement of Indian Education For All (IEFA) and American Indian students (respectively).

Over the course of our MACIE Board meetings we have concluded that in many circumstances educators are entering our schools with little resources or developed curriculum to deliver sustainable and ongoing IEFA lessons to their students. In compliance with the revised Montana Constitution, IEFA is not meant to be used in simply one lesson but, should extend into subject areas, units, and lessons throughout a student's school year.

In an effort to advocate for the future educators of Montana, MACIE is in support of a strategic development of your pre-service educators and their work with IEFA. Pre-service educators must receive consistent and sustainable resources and tools so they are knowledgeable and able to advance IEFA upon receiving certification in their respective subject areas. A more strategic development and training of these pre-service educators will enable them to feel comfortable with the required material at hand and allow them to deliver a more equitable learning environment for their students.

Item 6 – Handout 2